

OPEN ACCESS INFORMATION SCHEME

2018 Q4 (OCTOBER TO DECEMBER) – ANNUAL REPORT HEARINGS

Record Number	Description	Record Date	Decision (Full release, Partial release, Non-release)	Reason for Partial release or Non-release
ANNUAL REPORT HEARINGS				
0	Annual Report Hearings Index	20181100	Full release	
1	Opening Statement	20181100	Full release	
2	ACT School Data Estimates 2018	20181100	Full release	
3	Annual Report	20180928	Full release	
4	Statement of Performance	20180918	Full release	
5	Election Commitments September Quarterly Report	20180900	Non-release	Schedule 1, 1.6(1)(a) – the information was submitted to Cabinet for its consideration and was brought into existence for that purpose
6	Annual Report 2016-17 Hearings	20171100	Partial release	Schedule 2, 2.2(a)(ii) – personal information of individuals has been redacted to protect their right to privacy
7	QoNs 2018 Index	20181017	Full release	

8	Future of Education	20181004	Full release	
9	Aboriginal and Torres Strait Islander Scholarship Programs	20180906	Full release	
10	Aboriginal and Torres Strait Islander Education Programs	20180906	Full release	
11	Closing the Gap in Education - Year 12 Attainment	20180907	Full release	
12	Closing the Gap in Education - Literacy and Numeracy	20180907	Full release	
13	Closing the Gap in Education - Attendance	20180907	Full release	
14	Koori Preschool Program	20181010	Full release	
15	National Assessment Program – Literacy and Numeracy Results and Participation	20181016	Full release	
16	NAPLAN Online	20181016	Full release	
17	Performance of the ACT Education System	20181016	Full release	
18	Gifted and Talented Education	20180914	Full release	
19	Healthcare Access at School (HAAS)	20181015	Full release	
20	Implementation of National Disability Insurance Scheme and Early Intervention	20181015	Full release	
21	International Students - Fee Exemptions	20181004	Full release	
22	International Students - Full Fee Paying	20181004	Full release	
23	Science, Technology, Engineering and Maths (STEM)	20181010	Full release	
24	ANU - Music for Colleges	20181018	Full release	
25	Bullying and Cyberbullying	20181015	Full release	
26	Safe and Inclusive Schools Initiative	20181018	Full release	

27	Schools for All Implementation	20181018	Partial release	Schedule 2, 2.2(a)(ii) – personal information of an individual has been redacted to protect their right to privacy
28	Support for Students with Disabilities	20181010	Full release	
29	Withdrawal Spaces in Schools to Support Students with Challenging Behaviours	20181015	Full release	
30	Suspensions in ACT Public Schools	20181015	Full release	
31	Mental Health and School Psychologists	20181011	Full release	
32	Respectful Relationships Education in ACT Public Schools	20181015	Full release	
33	Bring Your Own Device in Schools (BYOD)	20181031	Full release	
34	Learn Anywhere Students Use of IT in Schools	20181031	Full release	
35	Technology Enabled Learning - Devices for Secondary Students	20181031	Partial release	Schedule 2, 2.2(a)(ii) – personal information of an individual has been redacted to protect their right to privacy
36	Priority Enrolment Areas	20181017	Full release	
37	School Planning/Capacity Overview	20181017	Full release	Error noted in the brief – the reference on p1 to average growth of 33% should have been 3%
38	Land Release for Non-Government Schools	20181017	Full release	
39	Irregular Enrolments at ACT Public Schools	20181017	Full release	

40	NSW Enrolments	20181017	Full release	
41	Budget 2018-19 Schools Capital Works	20181012	Full release	
42	Car Parks and Traffic Safety Program	20181012	Full release	
43	Condition of ACT Public Schools	20181012	Full release	
44	Heating and Cooling in ACT Public Schools	20181012	Full release	
45	Asbestos Containing Materials in ACT Public Schools	20181012	Full release	
46	Asbestos Containing Material at Harrison School	20181012	Full release	
47	**Not Used**			
48	Cleaning Contractors in Schools	20181016	Full release	
49	Children's Education and Care Assurance (CECA) Investigations	20181016	Full release	
50	Education and Care Places: Affordability and Availability	20181016	Full release	
51	Growth in Qualified Early Childhood Education and Care (ECEC) Work Force	20181016	Full release	
52	Universal Access to Early Childhood Education	20181016	Full release	
53	Early Childhood Strategy	20181016	Full release	
54	Lifting Our Game Report	20181016	Full release	
55	2018 Federal Budget for Early Childhood	20181016	Full release	
56	Australian Government Child Care Subsidy (Family Assistance Law)	20181016	Full release	
57	Working Towards Early Childhood Education for Every Three Year Old Child	20181016	Full release	

58	Occupational Violence (Enforceable Undertaking)	20181026	Partial release	Schedule 2, 2.2(a)(ii) – personal information of individuals has been redacted to protect their right to privacy
59	Work Health and Safety	undated	Full release	
60	Teaching Conditions: ACT Comparisons with Other Jurisdictions	20181029	Full release	
61	Ombudsman Reportable Conduct Investigation	20181030	Full release	
62	Commonwealth Education Funding	20181015	Full release	
63	Funding for Canberra Public Schools and Non-Government Schools	20181015	Full release	
64	Contract Management	20181101	Full release	
65	Costing of Questions of Notice	20180501	Full release	
66	University of Canberra Affiliated Schools Program	20181030	Full release	

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2.	Education Statistics Summary	P&A
3.	2017-2018 Annual Report	G&CL
4.	2017-2018 Statement of Performance - Summary of Indicators	
5.	Election Commitments – September 2018 Quarter Report	G&CL
6.	Transcripts <ul style="list-style-type: none"> a) Annual Report Hearings November 2017 b) Budget Estimates Hearings June 2018 c) Freedom of Information Requests Published on Disclosure Log 	
7.	Questions on Notice – 2018 responses	G&CL
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10.	Aboriginal and Torres Strait Islander Education Programs	L&T
11.	Closing the Gap in Education - Year 12 Attainment	L&T
12.	Closing the Gap in Education - Literacy and Numeracy	L&T
13.	Closing the Gap in Education - Attendance	L&T
14.	Koori Preschool Program	L&T
15.	NAPLAN (National Assessment Program Literacy and Numeracy) Results and Participation	P&A
16.	NAPLAN Online	P&A
17.	Performance of the ACT education system	P&A
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18.	Gifted and Talented Education	L&T
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20.	Implementation of NDIS and Early Intervention	SE
21.	International students – Fee exemptions	L&T
22.	International students – Full fee paying	L&T
23.	Science, Technology, Engineering and Maths (STEM) Initiatives	L&T
24.	ANU Music for Colleges	L&T
25.	Bullying & Cyberbullying	SE
26.	Safe and Inclusive Schools	SE
27.	Schools for All Implementation <ul style="list-style-type: none"> a) Oversight Group Report 	SE
28.	Support for Students with Disabilities	SE
29.	Withdrawal Spaces to Support Students with Challenging Behaviours	SE
30.	Suspensions in ACT public schools	SE
31.	Mental Health and School Psychologists	SE
32.	Respectful Relationships Education	SE
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46.	Asbestos at Harrison School	ICW
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50.	Education and Care Places: Affordability and Availability	ECP&R
51.	Growth in qualified early childhood education and care work force	ECP&R
52.	Universal Access to Early Childhood Education	ECP&R
53.	Early Childhood Strategy	ECP&R
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Witness List

2018

**THE LEGISLATIVE ASSEMBLY FOR THE
AUSTRALIAN CAPITAL TERRITORY**

Standing Committee on Education, Employment, and Youth Affairs

Opening Statement

Inquiry into Annual and Financial Reports 2017-18

**By Yvette Berry MLA
Minister for Education and
Early Childhood Development
November 2018**

Inquiry into Annual and Financial Reports 2017-18

Chair, I would like to make a brief opening statement.

The 2017-18 Annual Report of the Education Directorate details achievements and progress against the strategic and operational priorities of the Directorate and the ACT Government in education policy area during the last financial year.

A number of strategic policy areas were progressed to the completion or near completion stage, notable among them being the publication of the *Future of Education Strategy*, investment in school infrastructure, and transition to NAPLAN online and review of NAPLAN.

In February 2017, the ACT Government committed to having a 'big conversation' across the community to work towards the development of a 10-year strategy for the future of education in the ACT. This commitment included engaging a broad range of people in the conversation and to hearing the voice of students.

In the 2017-18 financial year, a diverse range of engagement and consultation activities were undertaken with nearly 5,000 people contributing to the conversation, 2,200 of whom were students. All input into the conversation was recorded and analysed. The consultation resulted in the development of the *Future of Education Strategy* released on 15 August 2018.

The Strategy places the students at the centre. Every child deserves a great education regardless of their background and circumstances.

Through this Strategy, the Government is committed to improving access and equity, recognising diversity, and promoting inclusiveness in learning communities and environments. This includes personalising education and learning for each student and young person so that they receive an education that develops their skills to participate in social and economic activities as adults.

To facilitate learning for every student, the Government allocated funds through the *Schools for the Future – More Schools, Better Schools* program. During the last financial year, the Directorate spent more than \$80 million to deliver a number of infrastructure and capital works projects including school expansion projects totalling more than \$35 million.

Notable infrastructure and capital works projects included the:

- construction of the new Margaret Hendry School in the suburb of Taylor to be operational for the start of the 2019 school year for preschool to year 6 students;
- advancement of Stage 2 of the modernisation works at Belconnen High School including major refurbishments of student learning and teaching spaces;
- commencement of early planning work for the new preschool to year 10 school in Denman Prospect in the Molonglo Valley;
- completion of expansion works at Amaroo School creating new learning spaces for an additional 300 students and an expanded gymnasium;
- completion of the construction and the commencement of operation of the Caroline Chisholm School Centre for Innovation and Learning located on the senior campus;

- completion of the installation of five new transportable units and student amenities at Campbell Primary School and the demolition of an end of life building housing 10 classrooms for the commencement of the 2018 school year;
- commencement of the installation of 22 transportable units and student amenities at Narrabundah College; and
- completion of the construction of a year 11-12 building at the Woden School.

Along with constructing school buildings to provide an engaging and inviting learning environment, the Directorate, at the Start of 2018 school year, provided more than 14,500 year 7 to year 11 students a Chromebook. This fulfils the Government's commitment to provide technology enabled learning and to ensure technology equity among year 7 to 11 students.

NAPLAN review to come..... here.

I am proud of the achievements of the Directorate during 2017-18. At the same time I am confident that the Directorate will continue to provide a great education and facilities that promote equity and inclusiveness.

Table 1: Number of schools by sector, 2018

	Public	Catholic	Independent	Total
Primary	56	24	3	83
Combined (Prima	8	0	13	21
Secondary	19	5	2	26
Specialist schools	4	0	0	4
Total	87	29	18	134

Table 2: Number of students, 2018*

	Public	CE	Ind	Total
Number of students by year level				
Preschool	4,597	593	774	5,964
Primary Total	30,359	9,251	6,250	45,860
Secondary Total	17,586	5,405	8,291	31,282
Total	52,542	15,249	15,315	83,106
Number of students with disabilities in specialist schools				
Primary	145	na	na	145
Secondary	188	na	na	188
Total	333	na	na	333
Number of students with disabilities in mainstream schools**				
Primary	1,164	351	129	1,644
Secondary	796	235	303	1,334
Total	1,960	586	432	2,978
Number of full-fee paying overseas students				
Primary	142	28	59	229
Secondary	511	2	39	552
Total	653	30	98	781
Number of Aboriginal and Torres Strait Islander students				
Primary	1,217	216	66	1,499
Secondary	670	131	101	902
Total	1,887	347	167	2,401

Source: Education Directorate, Census of ACT schools, February 2018.

*A small number of students attend more than one school.

**Includes only students who meet the ACT Student Disability criteria.

na - Not applicable.

Table 5: Number of full-time equivalent teaching staff by gender and sector, 2017

	2017		Total
	Male	Female	
Public			
Primary	262	1331	1592
Secondary	551	831	1382
Total	813	2,161	2,974
Catholic schools			
Primary	98	433	531
Secondary	256	386	641
Total	353	819	1,172
Independent schools			
Primary	75	271	346
Secondary	186	292	478
Total	262	563	824
Grand Total	1,428	3,543	4,970

Source: ABS, 4221.0 Schools, Australia

2017 (Table 51a).

Note: For ACT only.

Table 6: FTE and Headcount Directorate Staff, 2017

	2017		Total*
	Male	Female	
FTE	1,325.5	4,111.5	5,438
Headcount	1,512	5,065	6,578
ATSI Headcount			99
CALD Headcount			685
Disability Headcount			121

Source: 2016-17 Annual Report p 95

*Note: Total includes 1 staff member who is unspecified/intersex therefore totals are +1 for FTE and Headcount

Table 3: NAPLAN Student mean scale score by year level and domain, 2017

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	ACT	444	415	413	446	418
	Australia	431	414	416	439	409
Year 5	ACT	520	479	499	507	498
	Australia	506	473	501	499	494
Year 7	ACT	562	522	550	553	559
	Australia	545	513	550	542	554
Year 9	ACT	596	565	586	585	559
	Australia	581	552	581	574	554

Source: National Assessment Program, Literacy and Numeracy (NAPLAN), 2017, mean score.

Table 4: Number of students, 2014-2018*

Public	2014	2015	2016	2017	2018
Preschool	4,683	4592	4456	4,567	4,597
Primary (K-6)	21,429	22,442	23630	24,739	25,762
Secondary	9,841	9,947	10258	10,571	11,062
Senior secondary	6,258	6,446	6487	6,680	6,524
Total	42,211	43,427	44,831	46,557	47,945
Non-government					
Preschool	999	975	1,213	1,181	1,367
Primary (K-6)	13,602	13,830	13,802	14,019	14,134
Secondary	9,851	9,797	9,835	9,840	9,931
Senior secondary	3,897	3,888	3,830	3,811	3,765
Total	28,349	28,490	28,680	28,851	29,197
Students by level of schooling					
Preschool	5,682	5,567	5,669	5,748	5,964
Primary (K-6)	35,031	36,272	37,432	38,758	39,896
Secondary	19,692	19,744	20,093	20,411	20,993
Senior Secondary	10,155	10,334	10,317	10,491	10,289
Total	70,560	71,917	73,511	75,408	77,142
Students with Disabilities**					
	2,934	2,926	2,981	3,208	2,978
Specialist schools					
	440	374	364	364	333
Full-fee paying overseas					
	502	570	640	755	781
Aboriginal and Torres Strait Islander students					
	1,960	2,082	2,174	2,308	2,401

Source: Education Directorate, Census of ACT schools, February 2014-2018.

*A small number of students attend more than one school.

**Includes only students who meet the ACT Student Disability criteria.



ANNUAL REPORT 2017-18

**ACT EDUCATION
DIRECTORATE**

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PART A:
**TRANSMITTAL
CERTIFICATE**

PART
A

Transmittal Certificate



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

Dear Minister

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

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

I certify that information in the attached Annual Report, and information provided for whole of government reporting, is an honest and accurate account of the operation of the Education Directorate, and that all material information on the operations of the Directorate during the period 1 July 2017 to 30 June 2018 has been included.

I hereby certify that risk management strategies have been implemented to address risks to the integrity of the Directorate, including the prevention of fraud and corruption, in accordance with the *Public Sector Management Standards 2006, Part 2*.

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

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

Section 13 of the Act requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Natalie Howson', written over a horizontal line.

Natalie Howson
Director-General
Education Directorate
28 September 2018

PART B:
**ORGANISATIONAL
OVERVIEW**

PART
B

Director-General's Reflection



I am pleased to present the Education Directorate's 2017-2018 Annual Report. This report highlights how the Directorate delivered excellence in public education for the 47,945 students who attended one of Canberra's 87 public schools over the past year.

By any measure, our students are the highest achieving in the nation. They go on to develop into contributing citizens in community life and workplaces. However, we know that the backgrounds and circumstances of children affect their opportunities at school, and that children can start life in vastly different places. This year has been one of reform as we have focused on how to ensure every child and young person is

empowered to learn for life – because, as one parent told us, “education is an opportunity to develop ALL our kids into the best people they can be”.

In February 2017 the ACT Government committed to having a “big conversation” with the community to develop a 10-year strategy for the future of education in the ACT. We also examined the best systems in the world and conducted research into optimising outcomes for every child and young person. Almost 5,000 people contributed to this conversation, including 2,200 students. *The Future of Education* strategy has since been released, based on the principles of equity, student agency, access and inclusion.

Quality teaching and school leadership has the most significant impact on student performance. Our support for teachers this year has included more mentoring and more opportunities for professional development. Emphasis on early years literacy and programs such as Principals as Numeracy Leaders ensure foundation skills are in place and have been embraced by teachers dedicated to improving their practice. Teachers are being supported to deliver science, technology, engineering and mathematics (STEM) education through the thriving Centre for Innovation and Learning.

The reporting period also saw a significant focus on early childhood education, in recognition of the importance of the period from birth to eight years, which sets the foundation for every child's social, physical, emotional and cognitive development. The Early Childhood Education Advisory Council has been established and work is under way to develop an Early Childhood Strategy.

The year was also characterised by innovation in education. New devices for every public high school student, developing multi-disciplinary expert teams to strengthen support available for students when needed, a new school review and improvement process and the development of our cultural integrity framework are just a few examples of this.

I love spending time in our schools. I am always in awe of the committed, dedicated people who make our schools wonderful places for students to learn. The enthusiasm our children and young people have for learning is inspiring. I acknowledge and thank all our valued stakeholders and congratulate them for the contribution they have made over the past year.

Natalie Howson
Director-General

B1 Organisational Overview

The Organisation

The Education Directorate (the Directorate) delivers quality public school and early childhood education to shape every child's future and lay the foundation for lifelong development and learning.

Our Vision

Our vision is that every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives. We strive to ensure that every child and young person in the ACT benefits from high quality, accessible education and early childhood education and care.

Our Values

The Directorate shares the ACT Public Service values of respect, integrity, collaboration and innovation. We use these to shape our behaviours and actions when supporting children and young people in our schools. These values also apply across all areas of the Directorate to shape the work that our people do to support each other.

Our Priorities

The *2017-18 Budget Statement* set the strategic direction of the Directorate and guided its work to achieving our strategic goals with a focus on the following priorities:

Quality learning actions focuses on curriculum, assessment and reporting; literacy, numeracy and science; early years education and care; and vocational education and training.

Inspirational teaching and leadership prioritises quality teaching; leadership capacity; and supporting teaching and learning.

High expectations, high performance focuses effort on meeting the learning needs of every student.

Connecting with families and the community aims to engage with the community and industry; streamline processes and ensure compliance through regulatory services.

Business innovation and improvement focuses on school performance; data for improvement; and learning environments.

Our Stakeholders

Our clients and stakeholders include:

- > students and their families;
- > children and their families accessing early childhood education and care;
- > non-government schools, the Catholic Education Office and the Association of Independent Schools of the ACT;
- > early childhood education and care providers;
- > the ACT Teacher Quality Institute (TQI) and ACT Board of Senior Secondary Studies (BSSS);
- > the ACT Council of Parents and Citizens Associations;
- > community organisations, including School Boards;
- > the Australian Education Union and the Community and Public Sector Union;
- > peak representative groups, including the ACT Principals Association;
- > the higher education sector, especially teacher training institutions; and
- > employers.

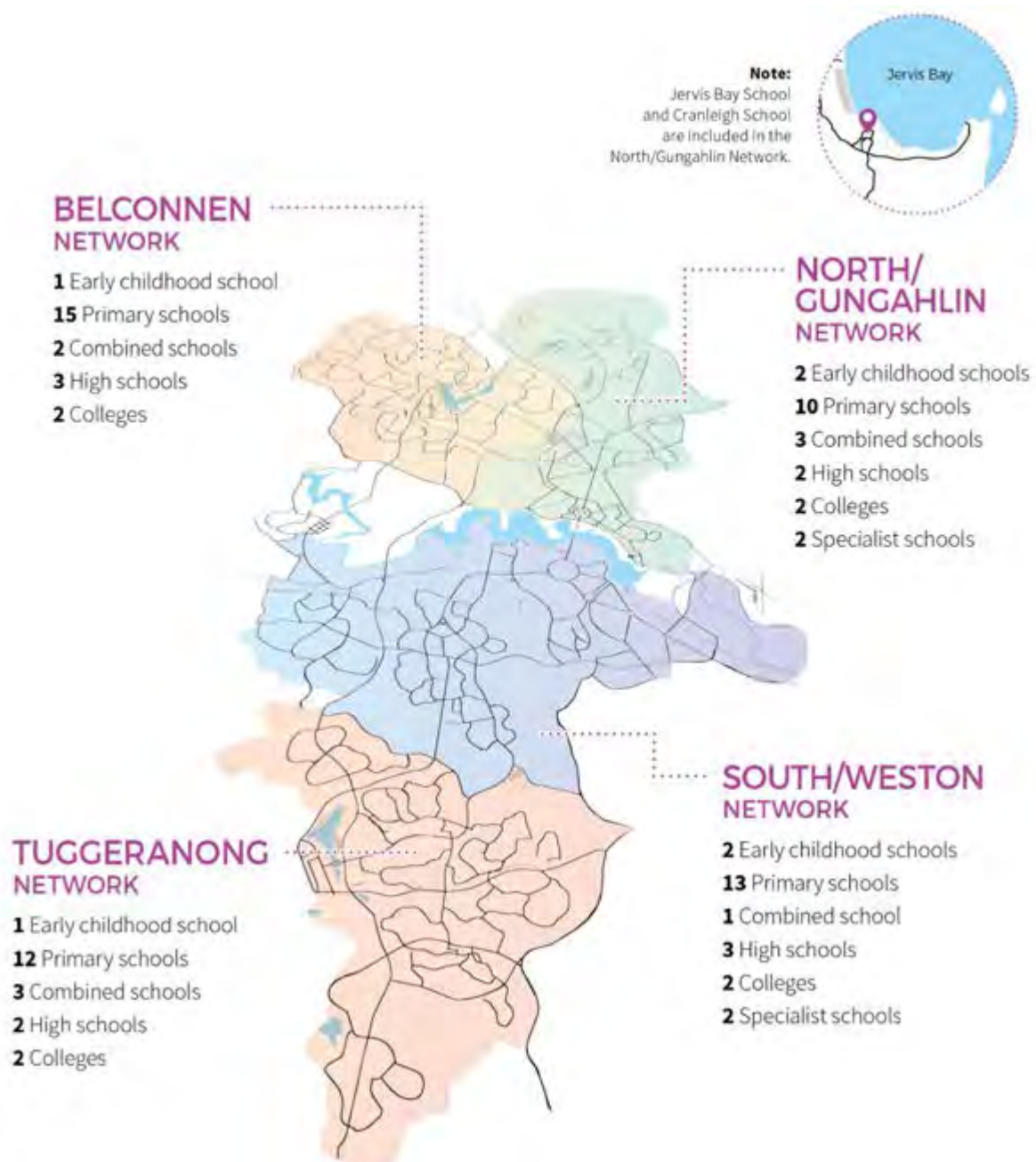
Our Minister

The Minister for Education and Early Childhood Development in 2017-18 was Ms Yvette Berry MLA.

Our Schools Network

The ACT public education system is based on four school networks. A Director of School Improvement (DSI) is assigned to each network with management responsibilities for each principal in the network and oversight of each school’s improvement agenda. To provide leadership and further enhance the Directorate’s focus on school improvement, the Executive Director School Improvement was appointed in 2018.

The figure below shows the number of ACT public schools in each sector and their distribution across the ACT.



ACT Public Schools Network 2017-18

EDUCATION DIRECTORATE FAST FACTS

Our Schools

47 INDEPENDENT AND NON-GOVERNMENT SCHOOLS

87 PUBLIC SCHOOLS

\$23.8 million infrastructure investment

6,814 Education staff including **3,735** teachers

Our Students

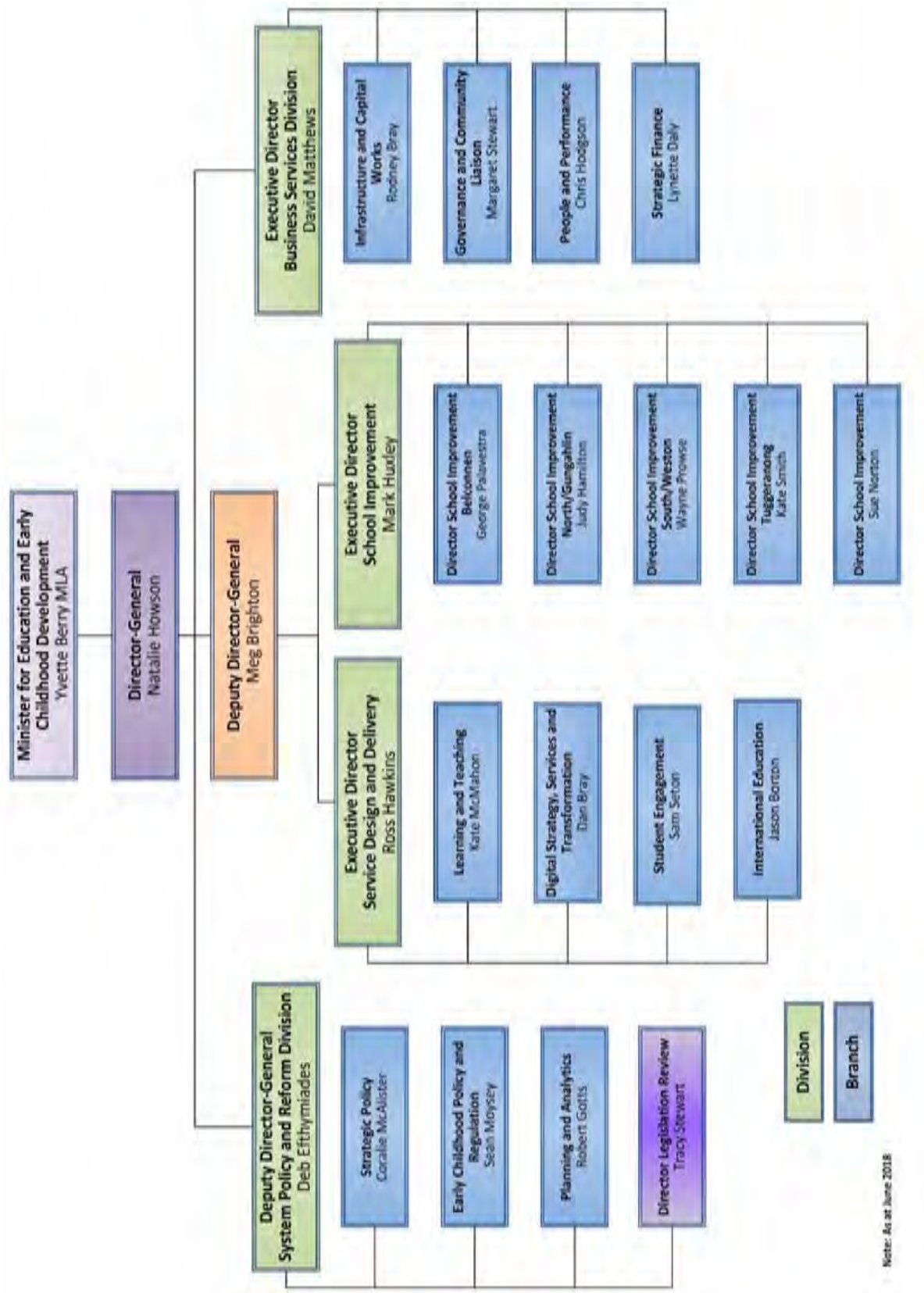
47,945 STUDENTS

- 4,597** preschool enrolments for 2018
- 25,762** primary school enrolments for 2018
- 11,062** high school enrolments for 2018
- 6,524** college enrolments for 2018

2,553 students awarded a Year 10 Certificate in 2017

2,793 students Year 12 graduates in 2017

Our Organisational Structure



Education Directorate Organisational Chart

In the previous reporting period the Directorate implemented structural changes driven by a student-centric approach and an explicit focus on supporting our teachers, school leaders and schools. Building on this approach, the Directorate undertook a further realignment of functions within the School Improvement and Performance Division, establishing the Service Design and Delivery and School Improvement Groups during this reporting period. This structure is intended to strengthen the approach initiated through the earlier structural change and to enable greater focus on school improvement and delivery of targeted and quality services to ACT public schools.

Our Internal Accountability

SENIOR EXECUTIVES

Director-General

Accountable to both the Minister for Education and Early Childhood Development and the Head of Service, the Director-General leads the Directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting compulsory education, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education. The Director-General also holds responsibility for the Directorate's strategic direction, including ensuring the implementation of Whole-of-Government strategies.

The Director-General is responsible for implementing the requirements of the *Education Act 2004* and the policy and practices that give effect to the legislation and its intent. In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

Deputy Director-General

The Deputy Director-General leads ACT public schools, deputises for the Director-General and holds responsibility for school improvement and the delivery of education services through student-centred learning and teaching initiatives.

The Deputy Director-General leads the School Performance and Improvement Division. The School Performance and Improvement Division ensures accountability for student wellbeing, teaching and learning practice and student outcomes. Support services are provided in the areas of curriculum delivery, pedagogy, digital strategy, student wellbeing, pathways and transitions and Aboriginal and Torres Strait Islander education.

Deputy Director-General, System Policy and Reform

The Deputy Director-General, System Policy and Reform has responsibility for the development and implementation of strategic policy and reform initiatives such as the Future of Education project and the Student Resource Allocation Program, in addition to advising on the ACT's contribution to national education reforms including through the Council of Australian Government's Education Council.

The Deputy Director-General, System Policy and Reform leads the Strategic Policy, Planning and Analytics and Early Childhood Policy and Regulation branches of the Directorate. The Deputy Director-General, System Policy and Reform Division leads the coordination of the national assessment programs and provides quality data and analytics to inform school and system improvement.

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

Executive Director, Business Services

The Executive Director, Business Services Division is responsible for leading the governance and ministerial services and the planning and delivery of the human, financial and infrastructure services that support the delivery of education services in our schools.

This includes the overall management of public school buildings including repairs and maintenance, the planning and construction of new schools, capital upgrades, environmental sustainability initiatives such as solar panels, and ensuring school facilities are available for community use.

It includes oversight of people and performance, including the development of Workforce Strategies, and management of the Industrial Relations Framework including working with important stakeholders such as the Australian Education Union.

The role also includes responsibility for the regulation of the home education sector and non-government schools, as well as for complaints management across the Directorate.

The Executive Director, Business Services leads the Infrastructure and Capital Works, Governance and Community Liaison, People and Performance, and Strategic Finance branches of the Directorate.

Executive Director, School Improvement

The Executive Director, School Improvement is responsible for implementing the Directorate's school improvement strategy with a focus on evidence-based practice and implementation of school improvement initiatives. This includes strengthening school leadership capability in planning, evidence-based decision making and instructional capability to lead high performing schools.

The role is critical in strengthening ACT public schools as vibrant, innovative and high functioning learning communities that attract and retain quality education professionals to work in the ACT. The position has responsibility for implementing the school improvement and planning cycle for all ACT public schools, including the program of school review.

This responsibility includes the day-to-day executive leadership of school operations for all 87 ACT public schools, including management of critical issues and complex complaints management. The Executive Director, School Improvement position was created in 2018.

The Executive Director, School Improvement leads the School Improvement component of the School Performance and Improvement Division.

Executive Director, Service Design and Delivery

The Executive Director, Service Design and Delivery has responsibility for policy development, service design and integration for the core functions of the Directorate, ensuring the provision of high-quality education services to ACT public school students.

In the delivery of these services the Executive Director is responsible for the Directorate's digital strategy supporting learning and teaching across our schools (including the implementation of the Australian Curriculum, cultural integrity and vocational education) and provision of services to international students studying within the ACT Public School System.

The Executive Director also has responsibility for careers and transitions, student engagement, disability services and inclusion, including the provision of allied health services to support the wellbeing of students in all of our schools.

The Executive Director, Service Design and Delivery leads the service design and delivery component of the School Performance and Improvement Division.

Remuneration for senior executives

Section 10 of the *Remuneration Tribunal Act 1995* requires its administrative body (the Tribunal) to inquire into and determine the remuneration, allowances and other entitlements of the Director-General and executives within the meaning of the *Public Sector Management Act 1994*.

The Tribunal, after a review of salary, allowances and other entitlements for executives in March 2018, decided that it would increase the salary for the Director-General and executives by 2.5 percent, effective from 1 July 2018.

DIRECTORATE COMMITTEES

The Directorate committee structure is part of the Directorate's governance framework.

Education Governance Committee

The Education Governance Committee (EGC), renamed in 2018 from Senior Executive Team Board, is the key decision-making body of the Directorate ensuring accountability, effective compliance, policy development and system performance assessment.

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

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

Membership of the EGC expanded in 2018 and now includes the:

- > Director-General;
- > Deputy Director-General;
- > Deputy Director-General, System Policy and Reform;
- > Executive Director, Business Services;
- > Executive Director, School Improvement;
- > Executive Director, Service Design and Delivery;
- > Chief Finance Officer; and
- > Mr Duncan Edghill, Deputy Director-General Transport Canberra, who is appointed as an external member.

EGC is responsible for:

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

Reform Program Board

The Reform Program Board (RPB) is responsible for overseeing specific programs of strategic importance to the ACT public education system. The RPB provides oversight of major projects undertaken by the Directorate attending to active risk management and interdependencies between projects.

All board members are appointed by the Director-General. Membership of the board comprises:

- > Deputy Director-General, System Policy and Reform (Chair);
- > Deputy Director-General (Deputy Chair);
- > Executive Director, Business Services;
- > Executive Director, School Improvement;
- > Executive Director, Service Design and Delivery;
- > Four Directors from across the Directorate (including the Chief Finance Officer); and
- > External member.

Audit Committee

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

Security and Emergency Management Committee

The Director-General has established the Security and Emergency Management Committee to assist the Director-General and Senior Executive Team to implement the *ACT Government Protective Security Policy* and associated elements of risk management. The Security and Emergency Management Committee provides advice to the Director-General on significant security, emergency management and business continuity proposals, directions, policies and training. The Security and Emergency Management Committee also makes recommendations to the Director-General, Senior Executive Team, Corporate Executive or Directors on issues in relation to security, emergency management and business continuity.

Respect, Equity and Diversity Consultative Committee

Throughout this reporting period, the Strategic Policy Branch has evaluated the impact of the Respect, Equity and Diversity Consultative Committee (REDCC). The Committee governs the implementation of the Respect Equity and Diversity Framework. The REDCC focusses on Directorate specific strategies and programs including the Reconciliation Action Plan, the Cultural Integrity Continuum, as well as the introduction of new diversity staff cohorts (Accessibility Advisory Group and the LGBTIQ Staff Network). The Committee works closely with the Aboriginal and Torres Strait Islander Staff Network. In the future the REDCC will afford greater line of sight by the committee over the breadth of employee cohorts within Education, enabling the committee to oversee the strengthening of an inclusive organisational culture.

Directorate Consultative Committee

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

Injury Prevention and Management Committee

The Injury Prevention and Management Committee is the forum through which the Directorate consults with its workers and unions on work health and safety matters. The Injury Prevention and Management Committee considers injury prevention and management performance measures and initiatives designed to ensure the Directorate's workers' health and safety at work.

Occupational Violence Steering Committee

The Occupational Violence Steering Committee governs the implementation of the safe work initiatives outlined in the Directorate's *Occupational Violence Safe Work Plan*. This includes responses to issues raised in staff consultation, individual cases of occupational violence and recommendations of reviews of management of this safety risk completed during 2016-17.

The Occupational Violence Steering Committee is chaired by the Executive Director, Business Services and at 30 June 2018 comprised the Executive Director, Workplace Safety and Industrial Relations from the Chief Minister, Treasury and Economic Development Directorate, and the Directors of People and Performance, Student Engagement, Early Childhood Policy and Regulation and School Improvement branches of the Education Directorate. The Executive Director, Workplace Safety and Industrial Relations from the Chief Minister, Treasury and Economic Development Directorate now attends meetings as required.

Principals' Advisory Group

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

Information Communications Technology Working Group

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

School Education Advisory Committee

Under section 126 of the *Education Act 2004* (the Act), the Minister may establish a School Education Advisory Committee as required to advise the Minister about school education or a related matter for a specified period. During the reporting period of July 2017-June 2018, one School Education Advisory Committee. The Committee was chaired by Ms Sue Chapman and comprised of another eight members who have particular expertise in the use of technology in education.

Our Planning Framework and Direction-Setting Mechanism

The Directorate's priorities for 2017-18 reflect the intent and domains outlined in the Directorate's strategic plan *2014-17 Education Capital: Leading the Nation*. This plan focused on ensuring every child and young person benefits from a high quality, accessible education and childcare system; every student learns, thrives and is equipped with the skills and attitudes to lead fulfilling, productive and responsible lives; and our highly educated and skilled community contributes to the economic and social prosperity of our city and the nation. Domains outlined in the plan include; quality learning, inspirational teaching and leadership, high expectations and performance, connecting with families and the community, and business innovation and improvement. These domains provided the framework for the priorities outlined in the *2017-18 Budget Statement*, guiding the work of the Directorate for the year.

In 2017-18, the Directorate embarked on a collaborative staff engagement process to develop our new *Strategic Plan 2018-2021: A Leading Learning Organisation*. The new Strategic Plan outlines our vision, mission and goals for the years ahead, along with the capabilities we need to achieve them.

A comprehensive organisational planning framework and implementation approach has been developed and will ensure the Directorate is well placed to deliver on the new Strategic Plan and the ACT Government's *Future of Education Strategy*. The organisational planning framework incorporates the Directorate's strategic reforms, annual action plans, and individual staff performance and development plans, to ensure all staff members and divisions are working towards a shared direction. The Directorate has also shifted the annual action plan cycle to calendar years to better align with school planning processes, in recognition that schools are our core business and everything we do in the Education Support Office should be in support of schools. The implementation approach builds in an action learning culture and integrated planning and delivery functions while continuing to build the strategic capability of the organisation.

The Directorate designed internal controls to monitor and manage risk in delivering the Strategic Plan. The Directorate's risk management system includes the Directorate's Education Governance Committee monitoring identified key risks and the progress of implementing controls and mitigation strategies for each risk. The Audit Committee independently monitors the implementation of controls and mitigation strategies.

More information on the Directorate's governance arrangements, including risk management and the audit program, is provided in Sections B.4 to B.6 of this report.

Our Legislative Responsibilities

Under the *Australian Capital Territory (Self-Government) Act 1988 (Cwth)* and the *Public Sector Management Act 1994 (ACT)*, the Chief Minister allocates responsibility to the various Ministers, Directors-General and agencies for the administration of ACT legislation. The Minister for Education and Early Childhood Development and the Director-General of the ACT Education Directorate are administratively responsible for the following legislation:

- > *Education Act 2004;*
- > *Education and Care Services National Law (ACT) Act 2011;*
- > *ACT Teacher Quality Institute Act 2010;*
- > *Board of Senior Secondary Studies Act 1997;*
- > *Children and Young People Act 2008, Chapter 20; and*
- > *Training and Tertiary Education Act 2003, Section 26.*

SUMMARY OF PERFORMANCE

Under the direction of the *2014-2017 Strategic Plan – Education Capital: Leading the Nation* and the *2017-18 Budget Statements F – Education Directorate*, the Directorate has achieved the following results:

QUALITY LEARNING



- 47,945 students provided with quality education services across 87 schools.
- Undertook 18 school reviews in line with the *People, Practice and Performance: A Framework for School Performance and Accountability*.
- To support learning and teaching in ACT public schools more than 14,500 Chromebook devices were provided to year 7 to year 11 ACT public school students.
- Developed a suite of English as an Additional Language or Dialect (EAL/D) assessment resources for schools.
- Tailored professional learning through *Principals as Numeracy Leaders* program was provided to 52 ACT public schools.
- Tailored professional learning in the Australian Curriculum was provided to 46 ACT public schools.
- Tailored professional learning for Early Years Literacy was provided to 20 ACT public schools through in-schools support, with an additional 32 schools participating in the universal professional learning “The ten essential literacy practices”.
- 40 ACT public schools engaging in the Positive Learning Behaviour (PBL) framework – a framework designed to create safe and supportive school environments.
- 99 percent of Individual Learning Plans (ILP) completed for students in special and mainstream schools who access special education services.

INSPIRATIONAL TEACHING AND LEADERSHIP



- Commenced the School Improvement: Writing (Secondary) initiative focussing on strengthening the teaching of writing in ACT public high schools.
- The Centre for Innovation and Learning (CIL) opened in 2018 and has supported 47 teachers, from 13 schools in the Tuggeranong Network, to plan and co-deliver STEM education programs for students in preschool to year 10. CIL also hosted an additional 17 professional learning workshops for ACT public school teachers in STEM related areas.
- Developed and launched the New Educator Support Plan to strengthen the implementation of supports for beginner teachers.
- 216 teachers attended Google Summit professional development to improve digital education capability with a further 268 staff attending Google G-Suite workshops, held every term.
- 14 teachers were certified under the Highly Accomplished and Lead Teacher Program (HALT).
- Scholarships were provided to enhance teacher capability and increase qualification levels through further study.
- 92 percent attendance rate of public school students in year 1 to year 10.

HIGH EXPECTATIONS, HIGH PERFORMANCE



- Developed and embedded Cultural Integrity Framework within schools and continued to embed the framework within the Education Support Office with more than 80 staff attending cultural competency professional learning.
- Transitioned 106 of the 116 ACT public, catholic and independent schools to undertake online testing for the National Assessment Program – Literacy and Numeracy.
- Engaged five additional school psychologists to support students in ACT public schools.
- Commenced implementation of the Student Resource Allocation (SRA) Aboriginal and Torres Strait Islander student loading to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students.
- Developed the *2018-21 Strategic Plan – A Leading Learning Organisation*.
- 88 percent of year 10 Aboriginal and Torres Strait Islander students proceeded to public secondary college education.
- 92 percent of year 10 students proceeded to public secondary college education.
- 87 percent of year 12 students received a Senior Secondary Certificate.
- 92 percent of year 12 graduates studying or employed six months after completing a Senior Secondary Certificate.

CONNECTING WITH FAMILIES AND THE COMMUNITY



- The *Future of Education Strategy* continued to engage in a 'big conversation' across the ACT community with more than 5,000 people contributing to the conversation, including 2,200 students.
- Supported the Minister for Education to finalise the 10-year strategy for the future of education in the ACT.
- Supported the Minister to release an *Early Childhood Strategy Discussion Paper* emphasising the importance of children engaging in early childhood education.
- The Early Childhood Advisory Council was established in August 2017 to bring together representatives of the education and care sector to strengthen partnerships with the ACT Government.
- Support at Preschool (SAP), in partnership with National Disability Insurance Scheme (NDIS) providers ensured support for 78 children was in place prior to their commencement in preschool in 2018.
- Launched the School Crossing Supervisor program at 20 ACT public schools in collaboration with Transport Canberra and City Services (TCCS).
- Continued to support cross-government response initiatives for family violence through the in-posting of a senior officer within the Office of the Coordinator-General for Family Violence.
- 85 percent of parents and carers satisfied with the education provided at ACT public schools.

BUSINESS INNOVATION AND IMPROVEMENT



- Delivered significant improvements to schools in a range of areas through the staged implementation of the School Administration System (SAS).
- Initiation of coordinated service delivery model to meet identified whole of system school improvement needs.
- \$85 million for new learning environments and more contemporary, safe and comfortable environments for students and staff.
- Developed new indicators to better reflect the measure of equity and gain in student performance, particularly in the National Assessment Program – Literacy and Numeracy.
- Invested \$80.388 million during 2017-18 to deliver infrastructure and capital works improvements, including school expansion projects, repairs and maintenance and asbestos management programs at Campbell High School and Narrabundah College.
- Improved corporate planning frameworks.
- Development of the *Sustainable Delivery of Public School Facilities* suite of documents that inform the design of new and refurbished learning spaces in accordance with contemporary pedagogy.
- The Children’s Education and Care Assurance unit (CECA) conducted 69 assessments and ratings cycles, and 36 compliance audits.
- 100 percent of annual compliance audit of early childhood education and care services delivered during the reporting period.
- 99 percent of assessment and ratings completed within legislated timeframes for early childhood education and care services.
- 100 percent of non-government schools operating in the ACT during the reporting period were registered.
- 100 percent of home educated students were provisionally registered for home education within 10 school days of the receipt of the application.
- 100 percent of grants paid to non-government schools within the required period of receiving funds from the Commonwealth Government.

CHALLENGES

QUALITY LEARNING



- Continuing to embed the Australian Curriculum into ACT public schools under the *Strengthening Implementation of the Australian Curriculum* initiative.
- Developing personalised learning pedagogical practices in all sectors of schooling.
- Continuing to support the growth of cultural integrity at ACT public schools.
- Establishing inclusive learning environments that meet the needs of all students.

INSPIRATIONAL TEACHING AND LEADERSHIP



- Investing in the teaching profession and building professional learning communities.
 - Ensuring services offered by the Directorate continue to meet the changing needs of schools and improve learning, engagement and wellbeing outcomes for students.
 - Promoting 'belonging' among public school students leading to improvements in student engagement and satisfaction with public education.
 - Strengthening our focus on early childhood and preschool enrolments in ACT public schools.
 - Continuing to develop workforce capability across the public education sector.
-

HIGH EXPECTATIONS, HIGH PERFORMANCE



- Maintaining effective partnerships across ACT Government, community organisations and advocacy groups.
- Improving equity in educational outcomes measured through learning gains of students regardless of their socioeconomic background.
- Supporting the early childhood education and care sector to have high quality ratings.
- Finalising the leadership capability plan.
- Continuing to support the role of the Teacher Quality Institute (TQI) to drive a quality agenda and improve consistency of quality across every school and classroom.
- Growing the number of Highly Accomplished and Lead Teachers (HALTs) and assessors in ACT public schools.

CONNECTING WITH FAMILIES AND THE COMMUNITY



- Facilitating and encouraging community use of schools.
- Establishing effective partnerships with the non-government sector to support children and young people in the ACT.
- Streamlining the processes for enrolment into ACT public schools.
- Delivering the *Early Childhood Education and Care (ECEC) Strategy* for the ACT.
- Engaging with parents to support learning outcomes, especially in the early years.

BUSINESS INNOVATION AND IMPROVEMENT



- Delivering new, expanded and upgraded learning environments and infrastructure to meet current and future demand.
- Implementing the final phases of the School Administration System.
- Strengthening safety culture within schools and the Directorate.
- Ensuring workforce can meet the demands of the community expressed through the Future of Education.

OUTLOOK

The Directorate developed *the Strategic Plan 2018-21 – A Leading Learning Organisation* to guide the Directorate throughout next three years. The Strategic Plan provides clear objectives, measures and targets to equip the Directorate with a cohesive way to monitor progress, learn and improve, ensuring that we have a sustainable and adaptable high performing educational system into the future.

In 2018-19 we will work towards achieving the following goals outlined in the Strategic Plan. Specific actions are outlined in the *Education Directorate Annual Action Plan 2018-19*.

SCHOOLS WHERE CHILDREN LOVE TO LEARN



- We deliver world class, innovative and future focussed learning that is recognised as inclusive, highly equitable and high quality.
- We provide safe learning environments with a focus on wellbeing where students feel good at school and have access to the support they need, when they need it.
- We ensure each student has a personalised and meaningful education that allows them to thrive as global citizens.
- Students are confident, creative and collaborative, and know they can be great learners.

INVESTING IN EARLY CHILDHOOD



- We acknowledge and support families as every child's first teachers.
- Every child and family are known before they arrive in preschool or kindergarten.
- We value and validate a child's learning from early childhood education and care through to preschool and into schooling.

EVIDENCE-INFORMED DECISIONS



- We combine student agency, professional expertise and the best evidence to make decisions.
- We apply an agreed standard of evidence to the decisions we need to make.
- We have clear visibility of student agency, our evidence and impact at multiple levels including student, school, program and system.
- Our people are using evidence-based practices to demonstrate impact on student learning.

LEARNING CULTURE



- We empower every individual to learn and help others to do so.
- We value leadership that promotes and models inquiry and creativity.
- We have a future focussed workforce with the capability to achieve outcomes for each student.

UNITED LEADERSHIP



- We share the ownership of the strategic direction between schools and the education support office.
- We have community confidence in our ability to deliver quality and equitable education.
- We align the Education Support Office and our school plans with our strategic direction.
- We trust and support each other during challenges.

Aboriginal and Torres Strait Islander Student Outcomes

The *Annual Reports (Government Agencies) Notice 2017* provides *Annual Report Directions* stating that the Directorate must report annual progress in relation to programs and/or initiatives that benefit Aboriginal and Torres Strait Islander Peoples in the ACT.

The Directorate has an ongoing commitment to enhancing our education system culture to better support the needs of all Aboriginal and Torres Strait Islander students and staff members in ACT public schools and the education support office.

The Directorate has realised increased participation in ACT public schools and increased numbers of Aboriginal and Torres Strait Islander students identified in the ACT School Census, with 1,887 students enrolled in ACT public schools in February 2018.

As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate. The Aboriginal and Torres Strait Islander Staff Network provides a forum for staff to discuss issues and opportunities, peer mentorship, career development and leadership. In 2017, membership was extended to pre-service teachers providing early connections and support within the Directorate.

In 2017-18, two ACT public schools introduced the Connecting to Country program into their curriculum for years 7 and 8, teaching all students about the cultural heritage and languages of the indigenous nations in our region.

Significant achievements through 2017-18 demonstrate the growth in cultural integrity with further development and continual improvement for Aboriginal and Torres Strait Islander educational outcomes planned for the Future of Education Strategy.

CULTURAL INTEGRITY IN ACT PUBLIC SCHOOLS

Cultural integrity describes the environment a school creates to demonstrate both respect and high regard for Aboriginal and Torres Strait Islander histories, cultures, knowledge systems and languages; to welcome and engage with Aboriginal and Torres Strait Islander families and local community members; and to meet the learning needs and aspirations of all Aboriginal and Torres Strait Islander students.

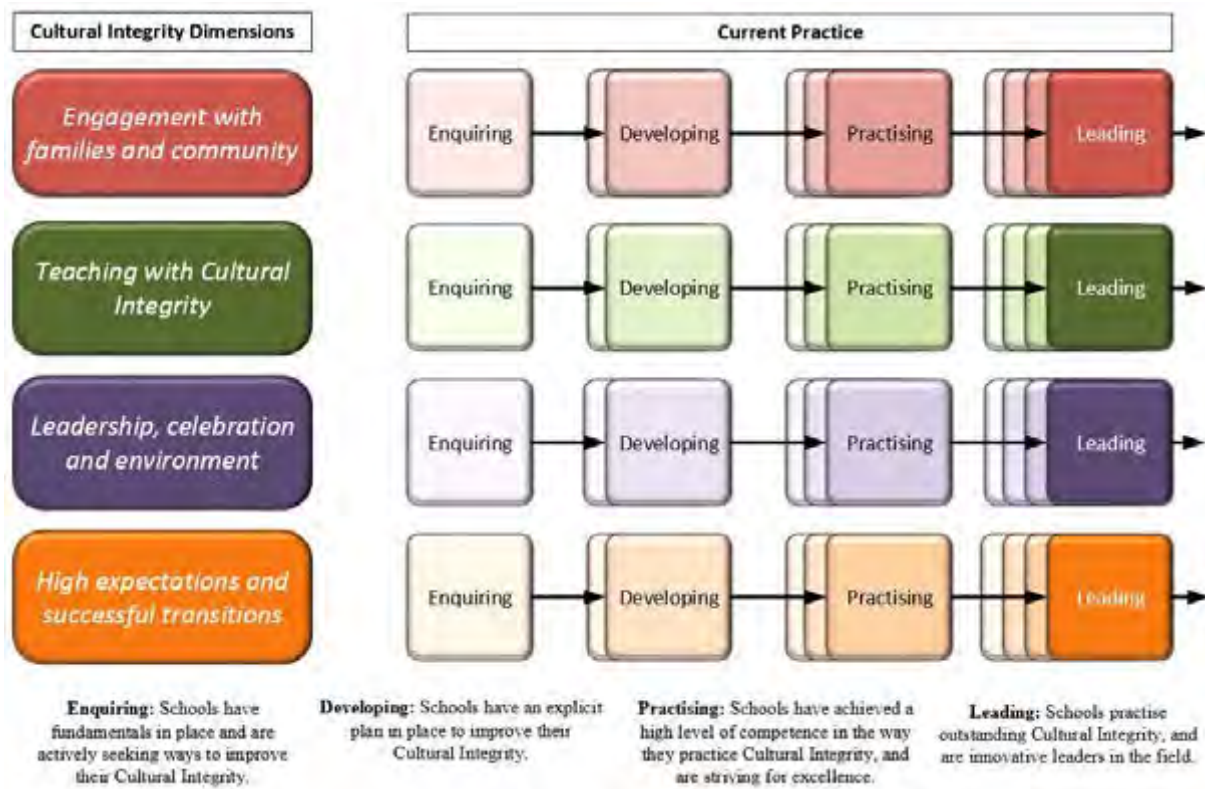
In 2017-18, the Directorate focussed on its cultural integrity journey by developing and delivering a range of initiatives across schools and within Education Support Office.

The cultural integrity approach promotes and facilitates respect, trust and positive relationships with local Aboriginal and Torres Strait Islander peoples and between the wider Canberra community to develop schools that meet the needs and aspirations of all Aboriginal and Torres Strait Islander students.

The *Cultural Integrity Self-Assessment Continuum* was developed to assist schools to continuously reflect and rigorously examine their school environments, curriculum and relationships with Aboriginal and Torres Strait Islander communities.

Schools have been provided a comprehensive set of supporting resources, framed around a self-assessment continuum which is continually updated and improved. Resources include examples of

local and international leading practice. Schools will also continue to have access to the Directorate’s suite of targeted support programs.

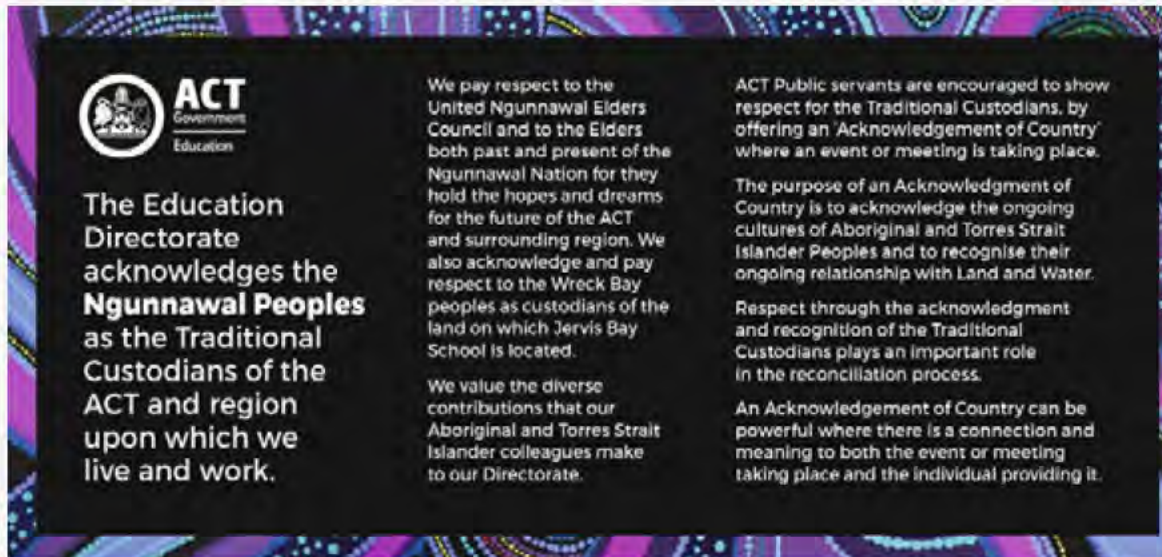


Cultural Integrity Continuum

Resources for Aboriginal and Torres Strait Islander students are allocated to schools in two ways: an annual allocation to all schools to build their cultural integrity; and an enrolments-driven allocation, which is higher for students in the crucial early years of schooling and for students in the key transition phases for years 7 and 11.

By building cultural integrity in all schools, the ACT is developing richer, more engaging learning environments for all Aboriginal and Torres Strait Islander students, and for the entire school community.

In May 2018, the Directorate produced a new Acknowledgement of Country banner with an accompanying series of Acknowledgement to Country postcards to encourage staff to show respect for the Traditional Custodians through offering an Acknowledgement of Country where an event or meeting is taking place. The postcards illustrated with local Aboriginal and Torres Strait Islander artist Lynnice Church's *Welcome to Country* set out the Acknowledgement of Country text developed in consultation with the United Ngunnawal Elders Council.



Acknowledgement of Country Banner, artwork by Lynnice Church

CULTURAL COMPETENCE

Between July 2017 and June 2018 more than 80 staff undertook cultural competency professional learning. This involved completion of ten online modules of an accredited Aboriginal and Torres Strait Islander Cultural Competence course provided through the Centre for Cultural Competence Australia, supplemented with three workshops designed to integrate the local (Ngunnawal) context and provide opportunities for sharing practice, reflection and planning action.

The workshops to supplement the online training have provided opportunities to learn about Ngunnawal plant use as well as objects and resources available as part of the National Museum of Australia's extensive Aboriginal and Torres Strait Islander collections. Participants in the 2017 training group were treated to a special viewing of *Songlines – Tracking the Seven Sisters*. Overall, these face-to-face workshops are highly valued by participants. Many commented on the importance of these sessions for collaborating and sharing with others.

Cultural integrity training was also provided for all Principals and Directorate Executives. Participants received three days of training that incorporated an understanding of historical and current experiences of Aboriginal and Torres Strait Islander peoples, providing an opportunity to challenge perceptions and deficit discourse. This led to the creation of site-based cultural action plans and a cultural integrity framework for the Directorate.

The first session in early October 2017 was facilitated by MurriMatters (Mr Scott Gorringer and Mr David Spillman) and engaged participants in a cultural analysis and the implications of deficit discourse. The second training session, with Mr Grant Sarra, engaged participants in a strategic Aboriginal and Torres Strait Islander awareness workshop "To Understand the Present – We Must

Understand the Past". The final session in November 2017, facilitated by MurriMatters, examined approaches to complex challenges and cultural change.

PRESCHOOL FOR ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN

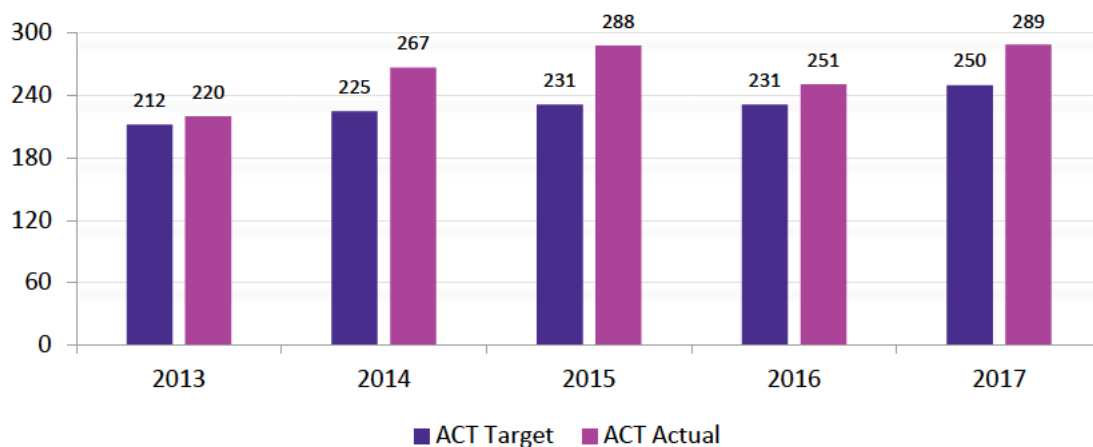
The Directorate's Koori Preschool Program provides high quality early childhood education at five sites across Canberra. Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian, enabling greater family involvement and supporting transition to formal schooling.

Koori Preschools are located at:

- > Ngunnawal Primary School;
- > Wanniasa School;
- > Richardson Primary School;
- > Narrabundah Early Childhood School; and
- > Kingsford Smith School.

In addition to enrolling in Koori Preschool, children can also attend their local preschool, providing access of up to 24 hours per week of high-quality preschool education in the 18 months prior to starting kindergarten.

Figure B1.1: Number of enrolments of Aboriginal and Torres Strait Islander children in preschool in public schools, 2013 to 2017



Source: ACT Education Directorate, August 2013-2017

In 2017, the number of enrolments in preschool of Aboriginal and Torres Strait Islander students increased by 39, exceeding the ACT target (Figure B1.1).

In February 2018, there were 86 Aboriginal and Torres Strait Islander students enrolled in Koori Preschools, with 41 of those students enrolled in both a Koori Preschool and a mainstream preschool program. Parental engagement and effective transitions are two key focuses of the Koori Preschool Program. In 2017-18, staff in the Koori Preschool Program worked closely with community and government agencies to support strong relationships and family engagement in preschool education. Early years engagement officers, employed through the Community Services Directorate (CSD), play a key role in connecting Koori Preschools with their local community.

In 2017-18, the Directorate facilitated targeted professional learning for staff working in the Koori Preschool Program to build cultural competency to meet the needs and aspirations of Aboriginal and Torres Strait Islander children and families. This included a Teacher Quality Institute (TQI) accredited full day program in semester one 2018 at the National Library of Australia, featuring presentations and workshops from Aboriginal and Torres Strait Islander Education unit and Reconciliation Australia.

ABORIGINAL AND TORRES STRAIT ISLANDER SECONDARY SCHOLARSHIPS

A total of \$75,000 is available annually for the Aboriginal and Torres Strait Islander Secondary Scholarships Program, directed towards students interested in pursuing degrees in health, teaching or a vocational qualification.

Since its inception in 2009, 57 senior secondary students received scholarships: 42 for teaching, 14 for health and one for vocational education.

In 2017, the Directorate awarded six scholarships; four for students interested in a career in education and two for students interested in a career in health.

ABORIGINAL AND TORRES STRAIT ISLANDER TERTIARY SCHOLARSHIPS

Each year \$80,000 is available for scholarships (worth up to \$20,000 per student) to support and encourage Aboriginal and Torres Strait Islander students studying teaching or health at the Australian Catholic University (ACU), University of Canberra (UC) or the Australian National University (ANU).

Since its inception in 2009, 31 tertiary scholarships have been awarded for teaching and approved health degrees.

In 2018, the Directorate received 16 applications, the largest field in the history of the Tertiary Scholarship program. This year, the Directorate awarded three teaching scholarships and two health scholarships to students attending UC and ACU.

MURA AWARDS

The Mura Awards initiative provides an opportunity for schools to acknowledge the achievements of Aboriginal and Torres Strait Islander students and to engage with families and the local community. The bursaries attached to the Mura Awards supports participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.

56 Mura Awards were awarded late in 2017 with each student receiving a \$400 bursary for the 2018 school year.

STRENGTHENING AND PROMOTING NGUNNAWAL CULTURE AND HISTORY IN SCHOOLS

The ACT Government's 2016-17 Budget included a \$300,000 two-year program, *Better Schools – Strengthening and Promoting Ngunnawal Culture and History*, to support schools and students to engage with the Traditional Owners and incorporate Ngunnawal culture across all ACT public schools.

The Directorate is encouraging the inclusion of existing local resources in teaching and learning programs and promoting the exploration of a variety of Aboriginal or Torres Strait Islander languages and cultures into local school learning and teaching activities.

The Directorate continues to engage with schools to successfully implement cultural integrity learning and teaching programs. These include:

- > A pilot for professional learning *On Country* workshop was delivered on 19 April 2018. The Directorate is continuing negotiations to hold further *On Country* professional learning;
- > Directorate staff participated in an Introduction to Aboriginal Languages Masterclass held on 15 June 2018. The masterclass was delivered by linguist Doug Marmion, giving participants a basic understanding and break down of structures and pronunciations that are common amongst many Aboriginal languages across the country;
- > The cultural integrity resource kit (a selection of professional learning and teaching resources) was distributed to all ACT school networks in October 2017. Schools have been using the kit as a professional learning resource in 2018 which has promoted professional discussions and encouraged teachers to explore new content they may not have previously included in classroom activities;
- > The Directorate progressed the realignment of the supporting curriculum document for *Understanding the land through the eyes of the Ngunnawal People*, to realign it with the Australian Curriculum. It is envisaged that the resource will be made available to schools before the end of the year; and
- > The Directorate has continued consultations with the Ngunnawal Community to develop additional new curriculum resources.

COMMUNITY YARNS

The Community Yarns project was developed as part of the Directorate's *Connection Collaboration Careers Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017*. The aim was to engage members of the Aboriginal and Torres Strait Islander community for employment opportunities with the Directorate.

A review of the Community Yarn process was undertaken in late 2016. In consultation with the Aboriginal and Torres Strait Islander Staff Network, the focus during 2017 and 2018 was to engage with Aboriginal and Torres Strait Islander students enrolled in ACT universities.

In August 2017, a Community Yarn was held in partnership with the Ngunnawal Centre at the University of Canberra to engage with current pre-service teachers and other Aboriginal and Torres Strait Islander students also interested in a career in education. Mr Maurice Walker, from the ACT Aboriginal and Torres Strait Islander Elected Body also attended this Community Yarn.

In the second half of 2018 two Community Yarns will be held; one at the Australian Catholic University and one in partnership with the Smith Family.

GARMA FESTIVAL

Each year an estimated 2,500 visitors gather and camp at Gulkula, a traditional ceremonial meeting ground, historically significant to the Yolngu people of the north east Arnhem Land. Its location is remote, 40 kilometres on an unsealed road from the township of Nhulunbuy on the Central Arnhem Highway.

The Garma experience is simply unique. Festival programming includes contemporary policy and Aboriginal and Torres Strait Islander affairs discussions through to music, art, dance, song, youth, language workshops, fireside chats, bush crafts, guided bush walks, astronomy, women's healing, cinema, creative writing, Yolngu ceremonies, nightly lectures, poetry recitals and a fancy dinner under the stars.

Participants from all persuasions gather to experience four days of the Garma Festival, Australia's largest Aboriginal and Torres Strait Islander led and programmed cultural exchange. Over the course

of the festival guests share ideas and learn from an array of Aboriginal and Torres Strait Islander and non-Indigenous speakers. They witness a spectacular culturally unique dance, arts and song scene, specific to the Arnhem region and the rich Arnhem Land lifestyle.

As part of the Directorate's commitment to increasing the cultural integrity of the workforce, the Directorate sponsored four employees including three Aboriginal and Torres Strait Islander staff members to attend the 2017 Garma Festival from Friday 4 August 2017 to Monday 7 August 2017.



From left to right: Ginibi Robinson, Cara-Jane Shipp, Angela Burroughs, Zuzette Fahey

Garma's impact is highly significant and participants felt empowered by the conversations, connections, ideas and ways of doing things together. The Garma Festival provided Directorate staff an opportunity to connect, network and learn from others through the many cultural and learning experiences offered by the festival.

The Directorate's engagement in cultural experiences such as the Garma Festival supports the development of our cultural integrity, through our diversity of identities, experiences and strengths.

NATIONAL RECONCILIATION WEEK

In the lead up to the first national public holiday to recognise and celebrate Reconciliation Day (27 May 2018), nine ACT public schools were successful in obtaining grant funding from the ACT Reconciliation Day Grant Program. These grants provided ACT public school, school leaders the opportunity to further promote Reconciliation within their school communities through activities and conversations engaging with Aboriginal and Torres Strait Islander students, families and communities.

The grants enabled schools to develop projects and organise events reflecting the diversity within the reconciliation journey:

- > Development of Aboriginal and Torres Strait Islander student groups;
- > Aboriginal and Torres Strait Islander student-led assemblies;
- > Development of public reconciliation artwork for installation within schools;
- > Development of reconciliation bush tucker gardens;
- > Community consultations through yarning circles; and

- > Development of educational cultural integrity walks visiting sites of significance in local areas.

The Directorate's National Reconciliation Week (27 May – 3 June 2018) program for staff consisted of a series of lunchtime yarning circles using the *Talking about Reconciliation in the Workplace* guidelines to support staff to participate in Reconciliation conversations.

Education Support Office staff also held a *Don't Keep History a Mystery* morning tea fundraiser. Funds raised were donated to *The Healing Foundation*, a national Aboriginal and Torres Strait Islander organisation that partners with communities to address the ongoing trauma caused by actions like the forced removal of children from their families. Those attending the morning tea enjoyed viewing *Vote Yes*, a short film about the 1967 Referendum and had a yarn with Young Canberra Citizen of the Year, Ms Dhani Gilbert, about her community work, aspirations and advocacy for Aboriginal and Torres Strait Islander people.

RECONCILIATION ACTION PLAN – KEEPING IT ALIVE 2016-2018

Reconciliation – Keeping It Alive 2016-2018 articulates the Directorate's commitment to Reconciliation, which is demonstrated through an individual's 'next most powerful step'. This requires reflecting upon Reconciliation, then determining and taking a personally meaningful action to support Reconciliation.

During National Reconciliation Week 2018 the Directorate produced the *Talking about Reconciliation in the Workplace* guidelines to support staff to actively engage with the theme *Don't Make History a Mystery* and to encourage staff to take their next most powerful step through talking about Reconciliation in the workplace.

These guidelines were communicated to staff through the Director-General's Reconciliation Day and National Reconciliation Week message to all staff, published through the newly developed *Directorate Intranet Reconciliation* page and the Directorate's *Cultural Integrity in ACT Public Schools private Google Community* page.

National Reconciliation Week is acknowledged and celebrated through the Directorate's annual National Reconciliation Week program of events. In 2018 these events focused on introducing staff to yarning circles which have been used by Aboriginal people for thousands of years to discuss important issues in an inclusive and collaborative way.

INNER NORTH CLUSTER CELEBRATION

The annual Inner North Indigenous Cluster Celebration took place on Thursday 19 October 2017. It commenced with Elder Wally Bell providing the Welcome to Country. Activities included a dance and singing performance, boomerang design workshop, yarn stick sculptures, bush tucker yarns with Greening Australia rangers, drumming workshop, medicinal plant use explorations, ochre workshop and a beading workshop. The Australian Catholic University supported the event by funding the barbeque.

Narrabundah Koori Preschool students, families and staff attended for the first time as did students and staff from the Gungahlin cluster. It was a happy day full of exciting activities – cultural, sporting and culinary.

BUROINJIN

Buroinjin is a traditional Aboriginal game played throughout the east coast of Australia. Buroinjin is a community game and each team consists of boys and girls playing together. The name Buroinjin is from the Kabi Kabi people of south Queensland. The game is similar to European Handball and the

ball, called a Buroinjin, was traditionally made from animal skin, sown together with sinew and stuffed with grass.

On 13 and 14 March 2018, the Aboriginal and Torres Strait Islander Education Officers hosted the 2018 Primary and High School Buroinjin Carnivals at Deakin touch fields. This was the biggest turnout on record with 56 teams and about 780 students participating over the two days. The primary school day was a round robin day aimed at growing the game while the high school competition was more serious with a years 7/8 competition and a years 9/10 competition playing four round games before moving into knockout finals. Canberra High School won the years 7/8 competition and Stromlo High School won the years 9/10 competition.

STUDENT ASPIRATIONS YEARS 5 AND 6 LEADERSHIP DAY

The 2017 Student Aspirations Years 5 and 6 Leadership Day was held at Birrigai Outdoor School on 29 November. 32 students from 15 schools attended the day.

Students participated in team building activities, such as the vertical playpen, which required cooperation between the two climbers in order to climb the structure together. Students also learned about native plants and their uses and visited significant Aboriginal sites located at Birrigai.

The purpose of the day is to develop the leadership skills of participating students, network with students and staff from different schools and build knowledge of local Aboriginal culture. The students can take this back to their schools and teach their peers what they have learnt as well as progress leadership in their own life.

KICKSTART MY CAREER THROUGH CULTURE

Kickstart My Career Through Culture (Kickstart) is a joint initiative between the Environment, Planning and Sustainable Development Directorate (EPSD), the Education Directorate, the Community Services Directorate (CSD) and the Canberra Institute of Technology (CIT).

The program is currently delivered to students from ACT public schools with a focus on students from years 5 to 12. The aim of Kickstart is to increase engagement and/or re-engagement of students in schooling and includes career pathway development and access to further education options.

Kickstart delivered a competency based Vocational Learning Option (VLO) with CIT in Semester two, 2017. Nine students successfully completed two competencies in the certificate III in Conservation & Land Management course:

- > Recognise fauna; and
- > Interpret aspects of local Australian Indigenous culture.

The program was delivered predominantly on country over 10 weeks to students in years 9 to 12. Students were given the opportunity to work with external agencies like Greening Australia, Parks and Conservation Rangers and Traditional Owners.

ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT

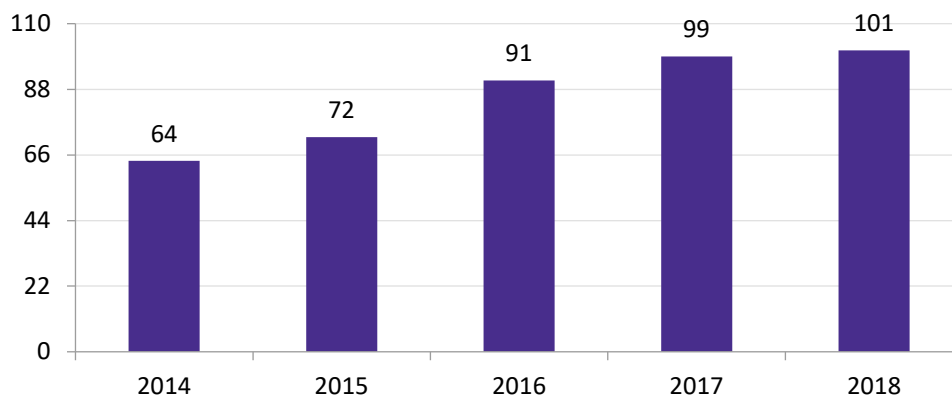
The Directorate's *Aboriginal and Torres Strait Islander Employment Action Plan* provides a pathway to link education, employment, choice and opportunities for Aboriginal and Torres Strait Islander peoples in the ACT, and articulates 35 initiatives relating to attraction, retention, capacity building and cultural competency. Initiatives include:

- > Our Mob our Voices Staff Survey: An annual staff survey which provides opportunities for Aboriginal and Torres Strait Islander staff to have a voice about their workplace environment.

This enables the Directorate to collate themes and meet with any staff who request a follow-up interview to address issues including cultural safety and racism in the workplace; and

- > **Mentoring Program:** The program was launched in April 2017 with 17 Directorate staff agreeing to be potential mentors. The mentoring Program is self-selective and Aboriginal and Torres Strait Islander staff have the opportunity to engage with one or more mentors depending on the issue or career development opportunity. In 2017-18 there were three formal mentoring relationships through this program.

Figure B1.2: Number of Aboriginal and Torres Strait Islander staff, 2014 to 2018



Source: ACT Education Directorate

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for all Australian students in years 3, 5, 7 and 9. NAPLAN tests a student’s skill level in reading, writing, spelling, grammar, punctuation and numeracy.

In 2017, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students achieving at or above the National Minimum Standard (NMS) for both reading and numeracy compared with national results. For years 5 and 7 reading, the difference was greater than 10 percentage points.

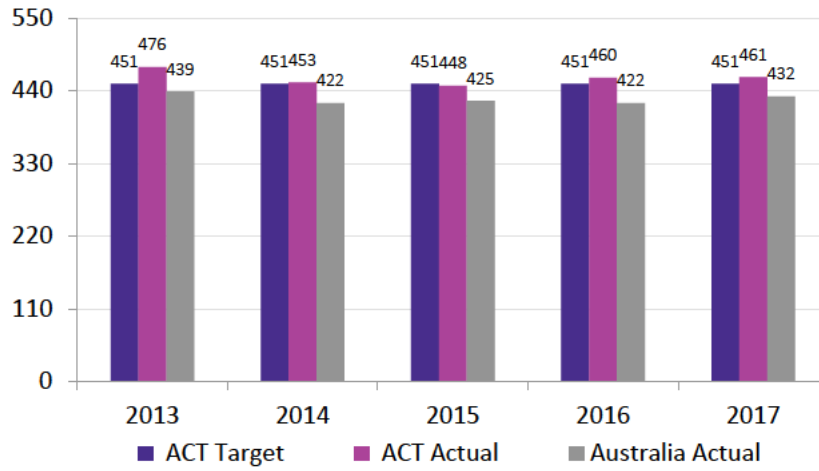
In 2017, 87.5 percent of ACT Aboriginal and Torres Strait Islander year 7 students performed at or above the national minimum standard for reading which is significantly above the national figure for Indigenous students of 74.4 percent.

However, 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-Aboriginal and Torres Strait Islander students across all year levels and all testing domains.

The data below shows that from 2013 to 2017, there was no significant change in the NAPLAN performance of Aboriginal and Torres Strait Islander students in ACT public schools in either reading or numeracy (Figures B1.3 -B1.6).

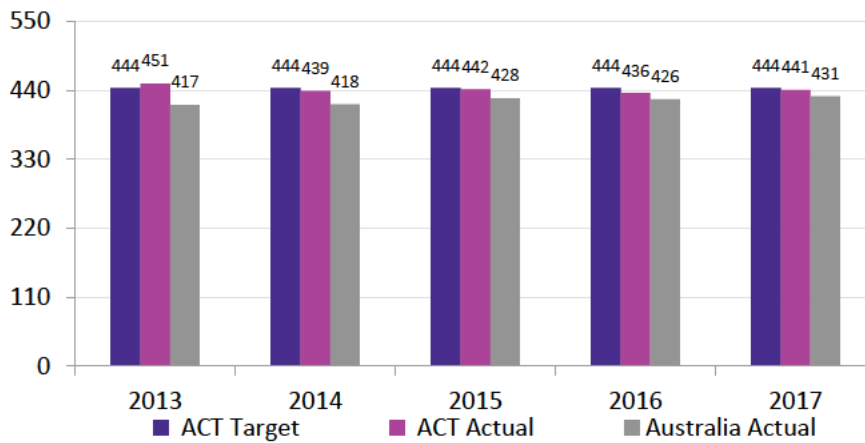
During 2018-19, the Directorate will be working to develop indicators to better measure equity and gain in student NAPLAN performance. The development of revised indicators will include consultation at the national level. The Future of Education conversation will also play an important role in developing new indicators.

Figure B1.3: Mean achievement score of Year 5 Aboriginal and Torres Strait Islander public school students in reading in NAPLAN, 2013 to 2017



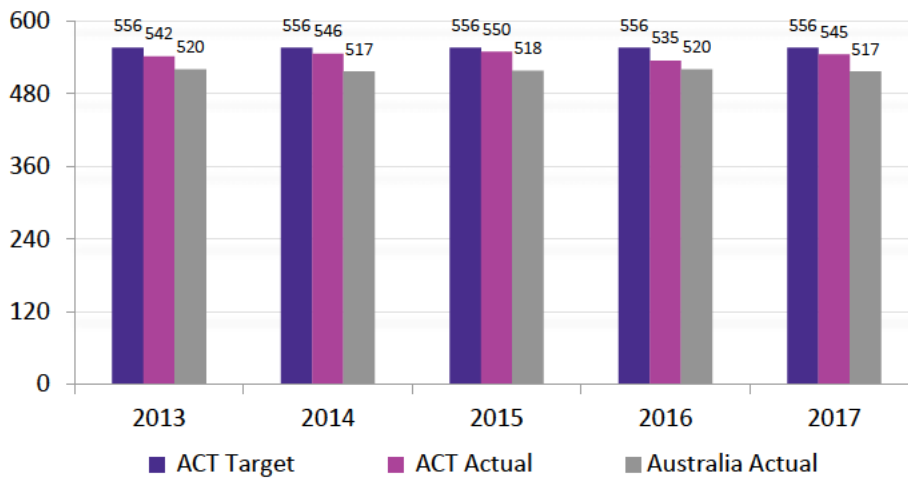
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

Figure B1.4: Mean achievement score of Year 5 Aboriginal and Torres Strait Islander public school students in numeracy in NAPLAN, 2013 to 2017



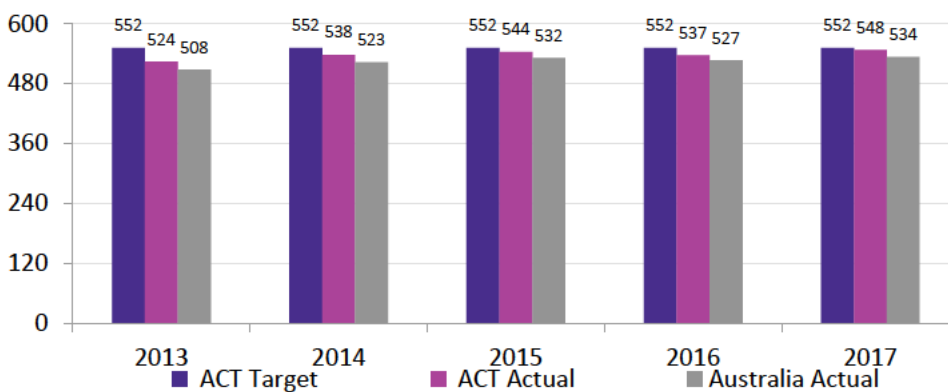
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

Figure B1.5: Mean achievement score of Year 9 Aboriginal and Torres Strait Islander public school students in reading in NAPLAN, 2013 to 2017



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

Figure B1.6: Mean achievement score of Year 9 Aboriginal and Torres Strait Islander public school students in numeracy in NAPLAN, 2013 to 2017

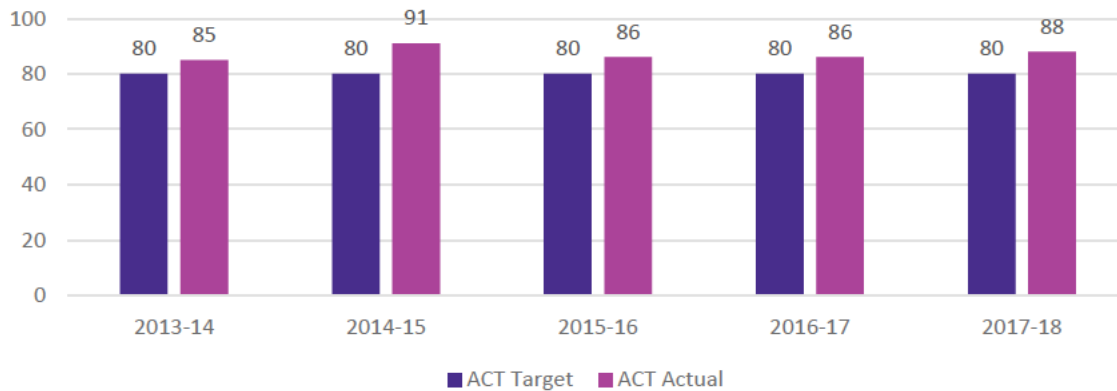


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

STUDENT ENGAGEMENT AND RETENTION

An indicator of student engagement is the retention of year 10 students in ACT public schools to year 11 in ACT public colleges. The percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education reports the total number of year 10 Aboriginal and Torres Strait Islander students in public high schools, as at the August census, who enrolled in year 11 at ACT public colleges as at the February census in the following year. The percentage of year 10 Aboriginal and Torres Strait Islander students who proceeded to public secondary education exceeded the target and remained relatively stable over the last five years (Figure B1.7).

Figure B1.7: Percentage of Year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2013-14 to 2017-18



Source: ACT Education Directorate

SCHOOL APPRENTICES ACROSS ACT GOVERNMENT PROGRAM

The Directorate continued to support the employment of Australian School Based Apprentices (ASBA) in ACT public schools. The *School Apprentices across ACT Government* program provided school students with the opportunity to work across ACT public schools and ACT Government agencies. Registered Training Organisations (RTOs) provided the off-the-job learning component of an ASBA through nationally recognised training.

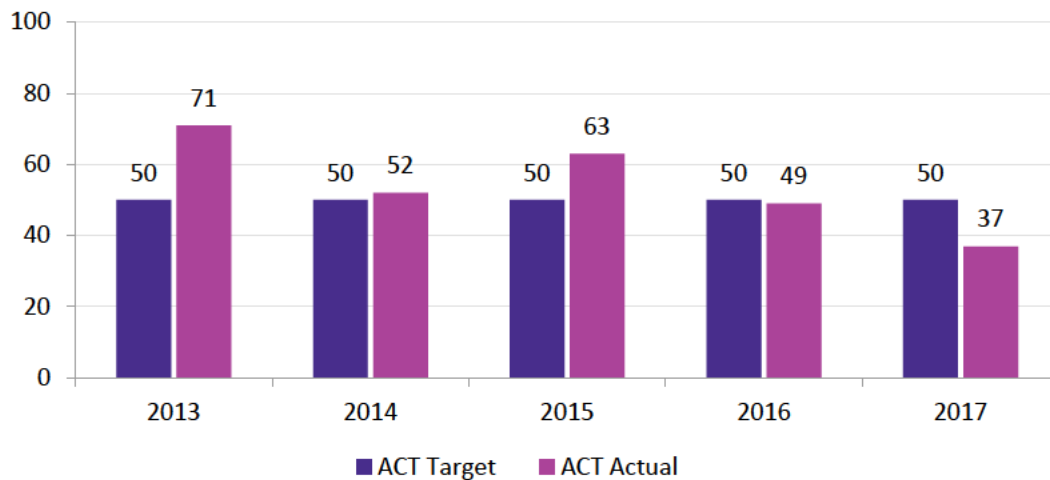
In 2017-18, 19 Aboriginal and Torres Strait Islander students from ACT public schools commenced an ASBA.

VOCATIONAL LEARNING OPTIONS

Vocational Learning Options (VLOs) are curriculum enrichment programs that aim to strengthen student engagement with learning and career planning. VLOs help students develop a connection between their future study, training and work goals.

Delivered by industry experts in an authentic learning or work environment, VLOs provide an alternative learning experience for students whilst they attend ACT public high school and ACT public college. VLOs offered in 2017-18 included beauty therapy, community work, animal care, café essentials, electrotechnology, sports coaching, hairdressing and bricklaying. 16 Aboriginal and Torres Strait Islander students participated in VLOs in semester two, 2017 and 12 in semester one, 2018.

Figure B1.8: Percentage of Aboriginal and Torres Strait Islander students who received a nationally recognised vocational qualification, 2013 to 2017



Source: ACT Education Directorate

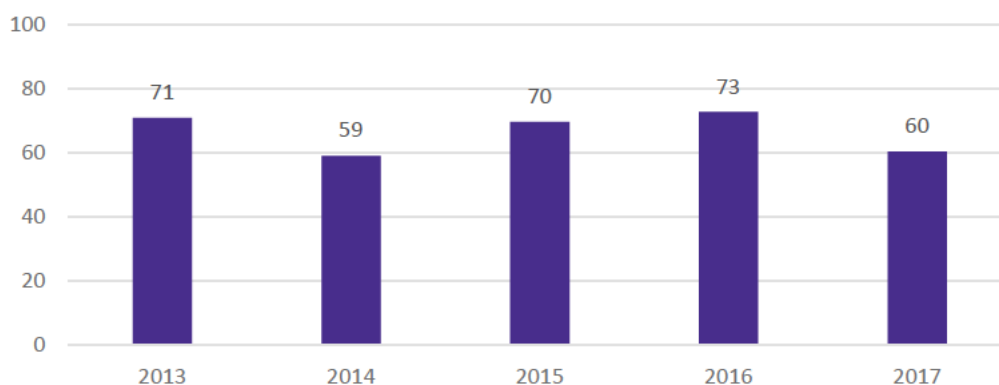
YEAR 12 RETENTION AND ATTAINMENT

ACT colleges and high schools collaborate closely to provide relevant and timely orientation and transition programs.

Each high school and college have an Aboriginal and Torres Strait Islander Education contact teacher, a student services/support team and a pastoral care program.

In 2017, 70 Aboriginal and Torres Strait Islander students achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 60 percent (Figure B1.7).

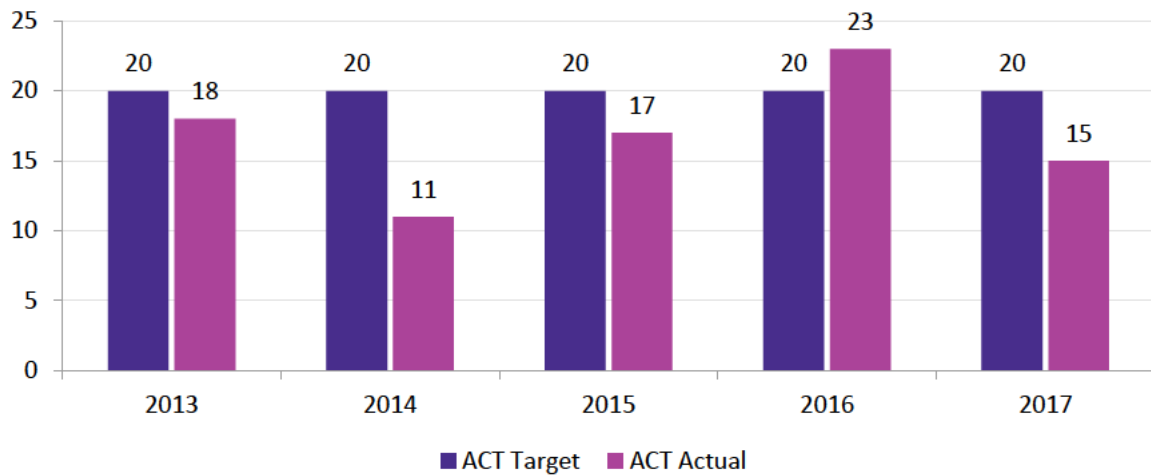
Figure B1.9: Percentage of Aboriginal and Torres Strait Islander (ACT public schools) attaining a Senior Secondary Certificate from 2013 to 2017.



Source: ACT Education Directorate

Of the 70 Aboriginal and Torres Strait Islander students who completed year 12 in 2017, 17 received a Tertiary Entrance Statement compared with 20 in 2016 and 17 students in 2015.

Figure B1.10: Percentage of Year 12 Aboriginal and Torres Strait Islander students who received a Tertiary Entrance Statement, 2013 to 2017



Source: ACT Education Directorate

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 between 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.

B2 Performance Analysis

The Directorate's strategic priorities outlined in the *2017-18 Budget Statement* guided the Directorate towards achieving our vision that every child and young person in the ACT will benefit from a high quality, accessible education system.

The *2017-18 Budget Statement* reflected the five strategic goals of the Directorate's *2014-2017 Strategic Plan - Education Capital: Leading the Nation*, focusing efforts on the following priorities:

- > Quality learning;
- > Inspirational teaching and leadership;
- > High expectations, high performance;
- > Connecting with families and the community; and
- > Business innovation and improvement.

Under the direction of the *2017-18 Budget Statement*, the *2017 Action Plan* detailed specific initiatives and identified actions of work towards achieving the strategic priorities. The performance analysis outlines the Directorate's progress against the identified actions in six reform groups:

- > System Performance;
- > School Resourcing;
- > School Infrastructure;
- > Workforce Capability;
- > Strategic Partnership; and
- > Culture.

With the *2014-2017 Strategic Plan - Education Capital: Leading the Nation* ending in December 2017, the Directorate has spent six months collaborating, consulting and developing the next Strategic Plan for 2018-2021 launched in July 2018. This will lead the Directorate to develop and deliver educational services to empower each young person in the ACT to learn for life.

System Performance

COMPREHENSIVE SCHOOL IMPROVEMENT REVIEWS

People, Practice and Performance: A Framework for School Performance and Accountability, launched in April 2016, continues to provide direction for all schools to participate in a five-year cycle of school improvement planning aligned to their school strategic plan, culminating in a school review in the fifth year. School reviews were undertaken for the first time in ACT public schools in 2016.

Independent expert reviewers from the Australian Council for Educational Research (ACER) and experienced system Principals assessed 18 schools against the National School Improvement Tool (NSIT) in 2017. At the conclusion of the review each of the 18 schools received an individual school review report that included commendations, affirmations and recommendations to inform their *2018-2022 School Strategic Plan*. ACER reviewers provided in-school support to ensure a sharp and narrow improvement agenda with increased focus on target setting and key improvement strategies. The ACER review team synthesised the evidence gathered from the 18 schools reviewed and completed an ACT External System Review Report 2017 (the 2017 System Report). Areas of strength and opportunities for improvement from the 2017 System Report indicated that when compared nationally, the performance of ACT public schools is generally at a high standard.

Of the 36 ACT public schools reviewed in 2016 and 2017 the highest number of commendations and affirmations were in the domain “*a culture that promotes learning*”, providing evidence that this domain continues to be the area of strongest performance across the schools reviewed. The two domains identified as areas for improvement were “*analysis and discussion of data*” and “*curriculum delivery*”. Significant work is being undertaken coordinating teams across the Directorate to design and deliver differentiated services to schools within a model of evidence-driven school improvement.

K-10 AUSTRALIAN CURRICULUM AND EARLY YEARS LEARNING FRAMEWORK

The Australian Curriculum continues to be embedded in ACT public schools. Under the *Strengthening Implementation of the Australian Curriculum* initiative, the Directorate has provided a series of Australian Curriculum Workshops; Australian Curriculum Overview/Update, Unpacking Achievement Standards and Levels of Performance, Standards Based Planning and Assessment, and Australian Curriculum and Differentiation. More than 2,000 teachers have participated in Australian Curriculum professional learning to date.

The *Strengthening Implementation of the Australian Curriculum* initiative includes provision for a dedicated team of Australian Curriculum experts who work directly with school leaders and teachers to support the delivery of the Australian Curriculum across all schools through the development of whole school curriculum plans aligned to the Australian Curriculum achievement standards.

The Directorate has also been working with schools to ensure they understand and consider the Cross Curriculum Priorities; Aboriginal and Torres Strait Islander Cultures and Histories, Sustainability, Asia and Australia’s Engagement with Asia along with the General Capabilities as part of their planning in implementing the Australian Curriculum.

In particular, the Directorate has been working to map the *Understanding the Land through the Eyes of the Ngunnawal People*, “*Mununja*” the butterfly, *Ngunnawal Plant Use*, and *Footprints on Our Land*. These resources will provide support for teachers to introduce local content knowledge in

delivering the Aboriginal and Torres Strait Islander Cultures and Histories Priority across the curriculum.

During 2018, the Directorate developed a suite of English as an Additional Language or Dialect (EAL/D) Assessment resources for schools based on the Australian Curriculum EAL/D Learning Progression. The purpose of these tools is to improve outcomes for EAL/D students through consistent system-wide formative assessment and tracking of English language proficiency. The *Guides to Practice*, a component of the suite, provide a range of suggested strategies to progress students through the phases of the EAL/D Learning Progression. A series of professional learning events supported schools to understand the components within the suite and provided guidance for implementation.

All ACT public schools use *Belonging, Being, and Becoming: The Early Years Learning Framework for Australia* (EYLF) to inform planning for quality teaching and learning in preschool. The EYLF emphasises essential elements of high-quality early childhood practice, including play-based pedagogies, strong relationships with children and families, and intentional teaching to extend and enrich children's learning. Preschool educators use the five learning outcomes identified in the EYLF to assess and report on student progress. In 2017-18, the Directorate continued to provide tailored professional development schools requiring additional support to embed the Early Years Learning Framework.

The Directorate's approach in Science, Technology, Engineering and Mathematics (STEM) education is aligned to the National STEM School Education Strategy (the Strategy), which aims to sharpen the focus on the key areas where action will deliver improvements in STEM education. The Strategy outlines five areas for national action, which includes increasing teacher capacity and STEM teaching quality.

To address these areas, and to further strengthen our response to a national focus on improved literacy and numeracy outcomes the Directorate facilitated accredited professional learning aligned to the EYLF and system priorities. The Directorate partnered with the University of Canberra to deliver STEM Learning and the EYLF, and The Smith Family to deliver Let's Count. Let's Count is an early childhood numeracy program that focuses on engaging parents in children's numeracy learning. Additionally, early childhood educators were supported to collaborate with one another to design and implement STEM focussed action learning projects, linked to the EYLF, to improve their teaching practice.

In 2018, the Directorate commenced the School Improvement: Writing (Secondary) project. During semester one, 87 secondary leaders and teachers across seven schools participated in evidence-informed professional learning workshops to support effective teaching of writing for students in years 7 to 10. Additionally, these schools were supported to design and implement action learning initiatives to embed learning from the project.

EARLY CHILDHOOD STRATEGY

In the ACT, government and non-government providers deliver a variety of early childhood education and care services for children from birth to 12 years of age. These services include those approved under the National Quality Framework (NQF), those licensed under the *Children and Young People Act 2008*, programs delivered by the Education Directorate, and additional informal programs delivered by community organisations, such as playgroups.

The ACT Government is developing a strategy to create a joined-up policy context for supporting equitable access to early childhood education and care in the ACT, and a seamless user experience for children and families when they access early childhood services.

The *Early Childhood Strategy* (the Strategy) will look to coordinate approaches across government, and in partnership with non-government organisations, to deliver an aligned education and care framework which maximises the learning and wellbeing benefits to children from government investment into early childhood services in the ACT.

A key element of the Strategy is improving collaboration between the ACT Human Services Directorates in areas like use of common data and evidence base, use of existing resources, and testing cross-portfolio impacts of policy proposals. It is also a component of the ACT Human Services Cluster work over the next three years.

The Minister released an *Early Childhood Strategy Discussion Paper* in November 2017, emphasising the importance of children participating in early childhood education and providing access to education and care services for children experiencing vulnerabilities or disadvantage. The paper identified the four key elements of the strategy:

- > improving access, equity and affordability;
- > enhancing workforce and qualifications;
- > transitions from education and care to school; and
- > maximising the benefit to children from money spent.

On 1 February 2018, the *Lifting Our Game* report commissioned by all states and territories was released. (https://www.education.act.gov.au/_data/assets/pdf_file/0004/1159357/Lifting-Our-Game-Final-Report.pdf) The report aligns closely with the ACT Government's vision for quality early childhood education and the key elements of the strategy. The focus of *Lifting Our Game* is on how Australia is performing in early childhood education.

Lifting Our Game emphasises the benefits of universal access to early childhood education and care and the importance of the NQF. However, gaps are evident in quality and opportunities for all children to participate in quality early childhood education and care irrespective of location, background or socio-economic status. The evidence applied in *Lifting Our Game* is fundamentally the same evidence being considered in developing the *ACT Early Childhood Strategy*.

In June 2018, the ACT Government announced in its 2018–19 Budget an investment of \$6.727 million to develop the strategy to promote accessibility and quality in the ACT's early childhood education and care sector.



Aboriginal project officers Adam Shipp visits Farrer Primary School

Through our Bush Tucker in Schools program, preschool age children in Canberra learn about Aboriginal culture and heritage through being out on country and bush tucker classes. Aboriginal project officers visit schools around Canberra to speak to young students about the importance of local bush tucker plants and to assist them to plant their own garden at their school. A range of traditional bush tucker plants for the native garden are supplied by our local Greening Australia nursery.

Early Childhood Advisory Council

In August 2017 the Early Childhood Advisory Council (the Council) was established to bring together representatives of the education and care sector to strengthen partnerships between the ACT Government and the sector.

The establishment of the Council presents an opportunity to create dynamic and strong partnerships within the sector, with the aim of increasing access to quality early childhood education and care for every child in the ACT.

Members were selected not solely as representatives of their organisations but based on their individual skills and expertise. A significant level of consultation has taken place with the Council in 2017-18 with seven face-to-face meetings being held across Canberra.

The table below lists the members of the Council.

Name	Institution	Area of representation
Ms Cathy Hudson (Chair)	Policy Advisor and Deputy Chair ACECQA Board	Independent Chair
Ms Natalie Howson (Deputy Chair)	Director-General, ACT Education	Government
Mr Simon Bennett	Anglicare	Not for profit and early childhood
Ms Jodie Ledbrook	YMCA Canberra	Community not for profit
Ms Bernadette Carbin	YWCA Canberra	Community not for profit
Ms Alice Castrission	Catholic Education	Catholic Education
Mr Peter Curtis	Australian Education Union – ACT Branch	Peak body
Ms Joanne Garrisson	Association of Independent Schools ACT	Independent Schools Association
Ms Sandy Leitch	Early Childhood Australia	Peak body
Ms Lee Maiden	Communities@Work	Community not for profit and Family Day Care
Mr Bruce Papps	Northside Community Service	Community not for profit
Ms Reesha Stefek	Woden Early Childhood Centre	Independent not for profit
Ms Lisa Syrette	AIS Site Services Branch	Independent not for profit
Ms Symmone Turner	Preschool Teachers Professional Association	Professional association

The initial work of the Council has been to report back to the Minister on proposals that arise from the development of the four key elements of the strategy:

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

The Council is also supporting the work of the Future of Education community conversation, and this work will continue in the next year.

USE OF DATA TO INFORM SCHOOL PERFORMANCE

The ACT Government's *Future of Education Strategy* sets the objective for the Directorate of ensuring students succeed through the delivery of high-quality learning that engages students and supports the development of learning for life.

The progress of students towards this objective is measured through a range of student data that can be used to inform and support the work of teachers in schools, as well as to provide broader system level data. Much of this information is also provided to families to help them understand the progress of their children and young people.

The National Assessment Program – Literacy and Numeracy (NAPLAN), is just one measure by which the progress of students in reading and numeracy can be demonstrated, and is supplemented in schools by teacher assessments in the classroom. Together, these measures are intended to provide a broader picture of the whole child and their experience of school.

Due to a generally high socio-economic demographic, the ACT has historically been a national leader in school education, as measured by NAPLAN. 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.

This levelling out of performance should also be considered against the national and international context, where assessments of student achievement across Australia over the past 10 years have shown little improvement, and in some areas, achievements have declined, despite an overall increase in per student expenditure. ACT data reflects the national trend.

Broadening the focus of performance in schools requires new and revised indicators to more accurately reflect what matters most to students and their families. To achieve this, the Directorate will introduce, for the next reporting period, indicators that focus on the gain in student learning by supplementing existing reporting on NAPLAN mean scores with measures of student learning gain through comparing student progress between Years 3 and 5; and Years 7 and 9.

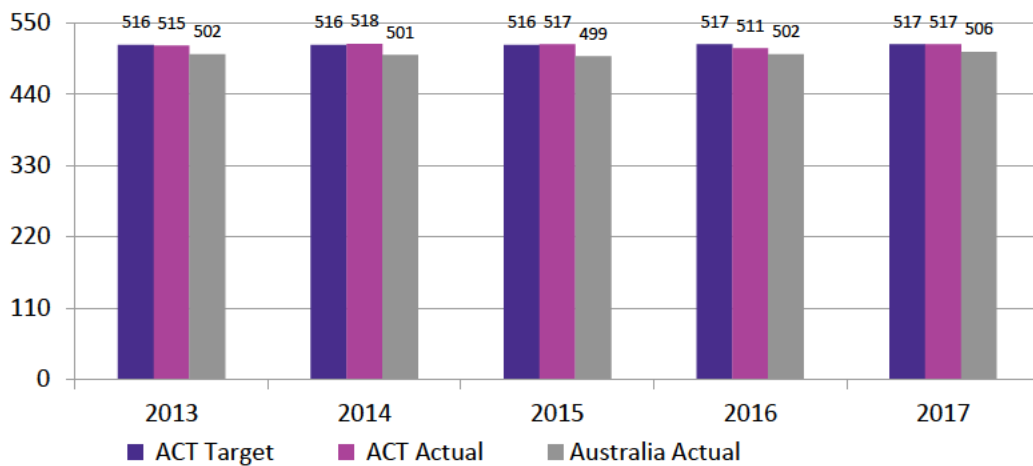
To support the strategic objective of an equitable education system, which might be described as student achievement that is blind to the background and family circumstances of children and young people, new measures that can demonstrate change over time in equity within the education system will also be introduced for the next reporting period.

Finally, the culture of a school and the student experience while they are at school has a quite understandable impact on their lives as students, as well as their learning outcomes. To better understand this impact, the Directorate is introducing measures that will show the strength of student identity with the school, or their sense of 'belonging'.

Performance Indicators

The performance of year 5 public school students between 2013 to 2017 in reading is shown by the mean achievement score in NAPLAN. Figure B2.1 shows that the 2017 mean achievement score for year 5 students in reading reached the target and was higher than the national mean. ACT year 5 results have remained relatively stable since 2013. 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.

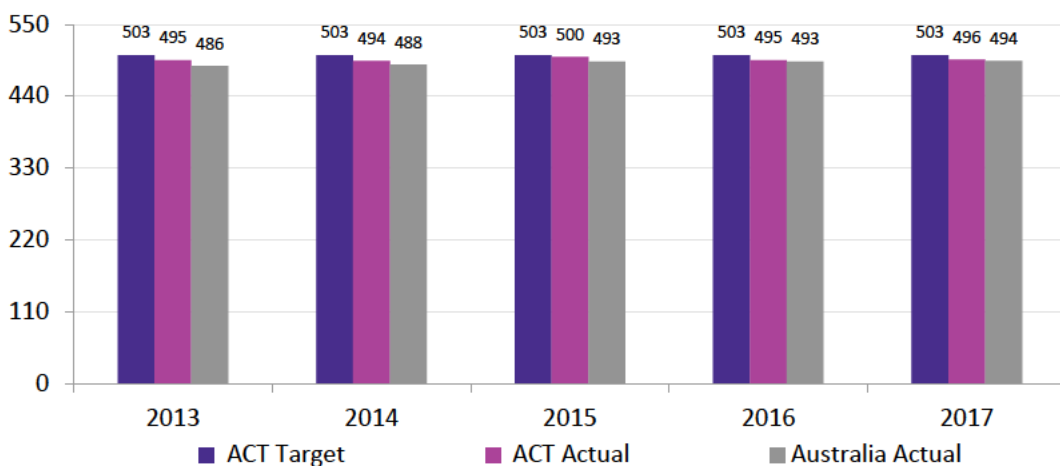
Figure B2.1: Mean achievement score of all Year 5 public school students in reading in NAPLAN, 2013 to 2017



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

Year 5 numeracy results have consistently been above the national mean since 2008, but ACT year 5 results have reached a plateau between 2013 and 2017. The ACT mean achievement score was slightly below target for 2016 and 2017 (Figure B2.2).

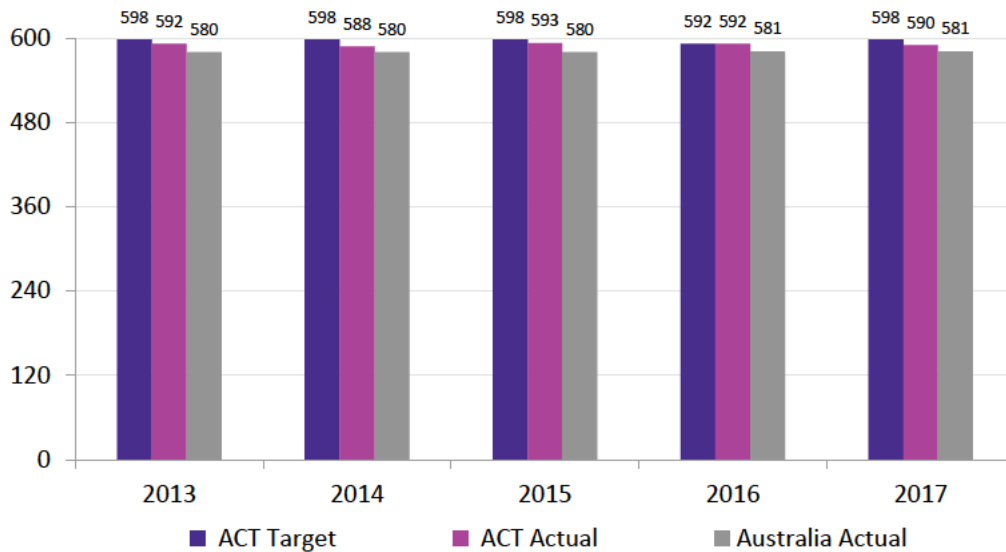
Figure B2.2: Mean achievement score of all Year 5 public school students in numeracy in NAPLAN, 2013 to 2017



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

The performance of year 9 public school students in reading 2013 to 2017 has been consistently higher than the national mean (Figure B2.3). There has been no significant change in ACT year 9 reading results since NAPLAN testing began in 2008.

Figure B2.3: Mean achievement score of all Year 9 public school students in reading in NAPLAN, 2013 to 2017

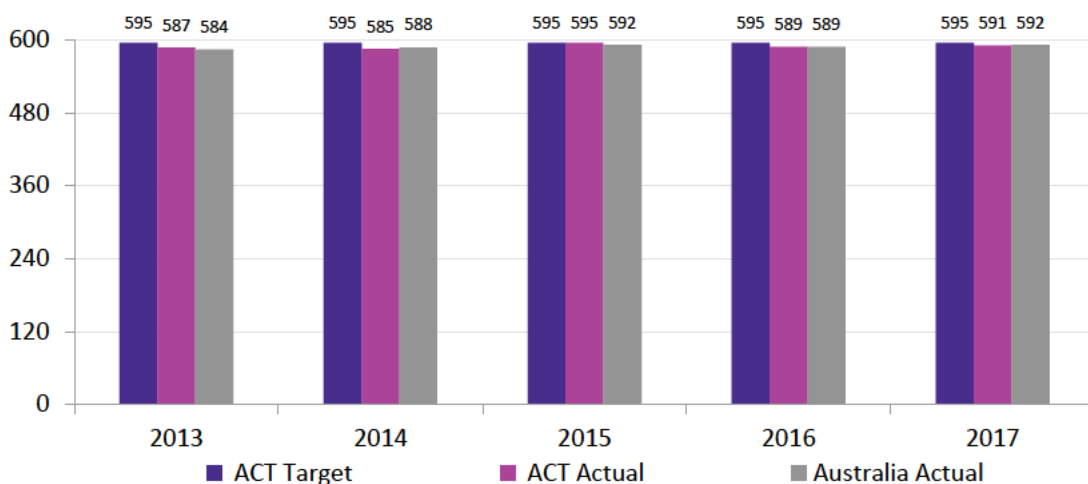


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

The mean achievement scores of year 9 public school students in numeracy have been stable with no statistically significant change between 2013 and 2017 results. The ACT mean score was statistically the same as the target and the national results in 2017 (Figure B2.4).

More detailed information regarding NAPLAN can be found at www.nap.edu.au.

Figure B2.4: Mean achievement score of all Year 9 public school students in numeracy in NAPLAN, 2013 to 2017

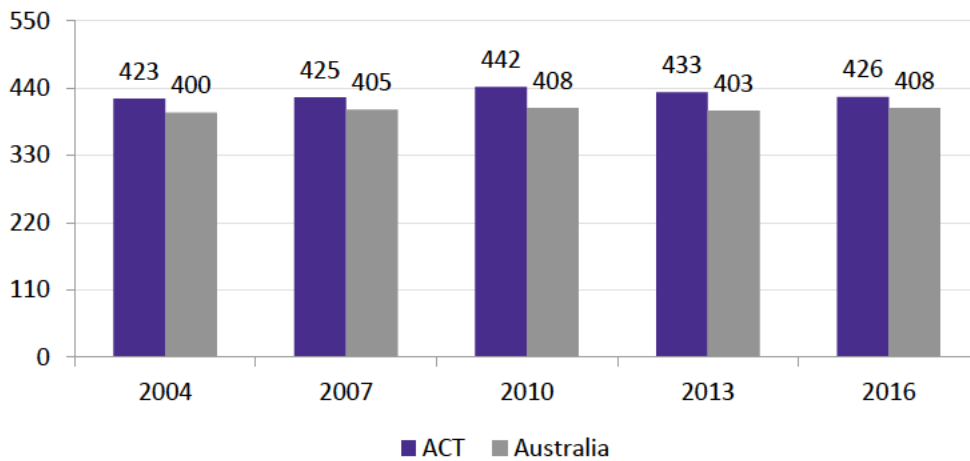


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

The National Assessment Program – Civics and Citizenship (NAP-CC) measures student skills, knowledge and understanding of Australia’s system of government and civic life, and attitudes, values and participation in civic-related activities at school and in the community. The 2016 NAP-CC, the fifth in the triennial cycle of NAP-CC surveys, was administered to a random sample of whole-of-ACT students in year 6 and year 10 in 2016.

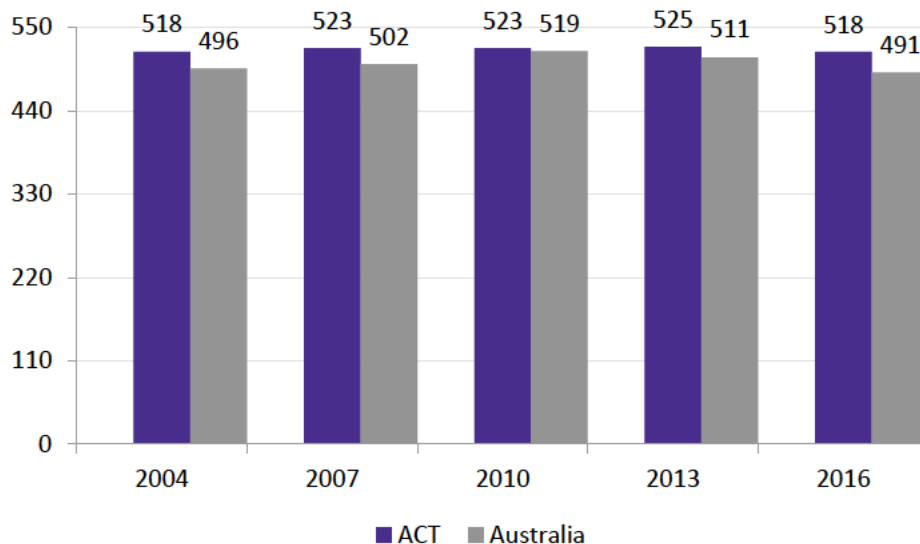
The performance of ACT year 6 and year 10 students in the 2016 NAP-CC was above the national means and has shown little variation across the five surveys within the triennial cycle beginning in 2004 (Figures B2.5 – B2.6).

Figure B2.5: Mean achievement score ACT and Australian Year 6 students in NAP-CC 2004 to 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program Civics and Citizenship years 6 and 10 Report 2016

Figure B2.6: Mean achievement score ACT and Australian Year 10 students in NAP-CC 2004 to 2016



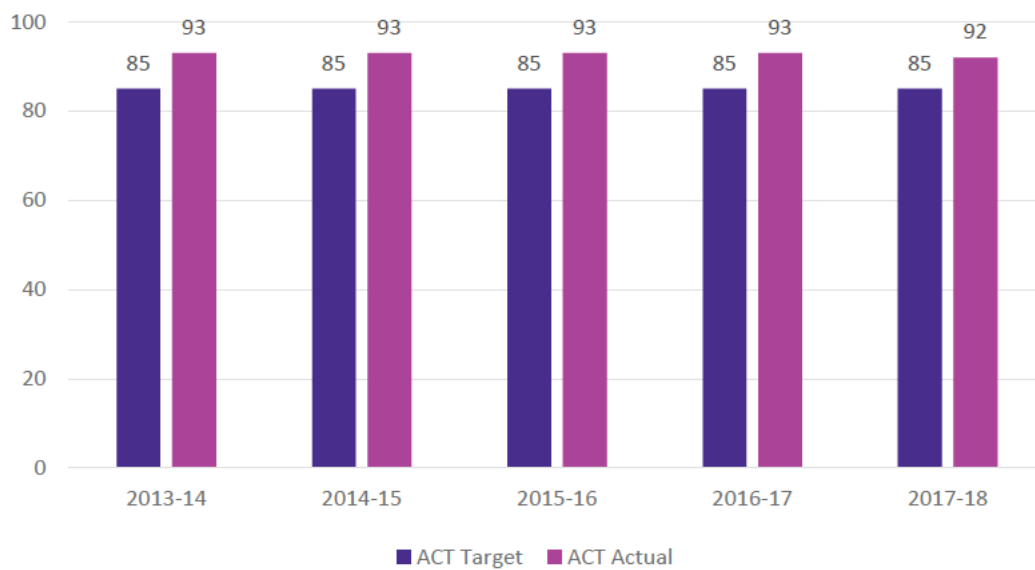
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program Civics and Citizenship years 6 and 10 Report 2016

Student retention

An indicator of success in public education is the retention of year 10 students in public schools to year 11 in public colleges. The percentage of year 10 students who proceed to public secondary college education reports the total number of year 10 students in public high schools, as at the August census, who enrolled in year 11 at public colleges as at the February census in the following year.

The percentage of year 10 students who proceeded to public secondary college education has consistently exceeded the target over the last five years (Figure B2.7).

Figure B2.7: Percentage of Year 10 students who proceed to public secondary college education, 2013-14 to 2017-18



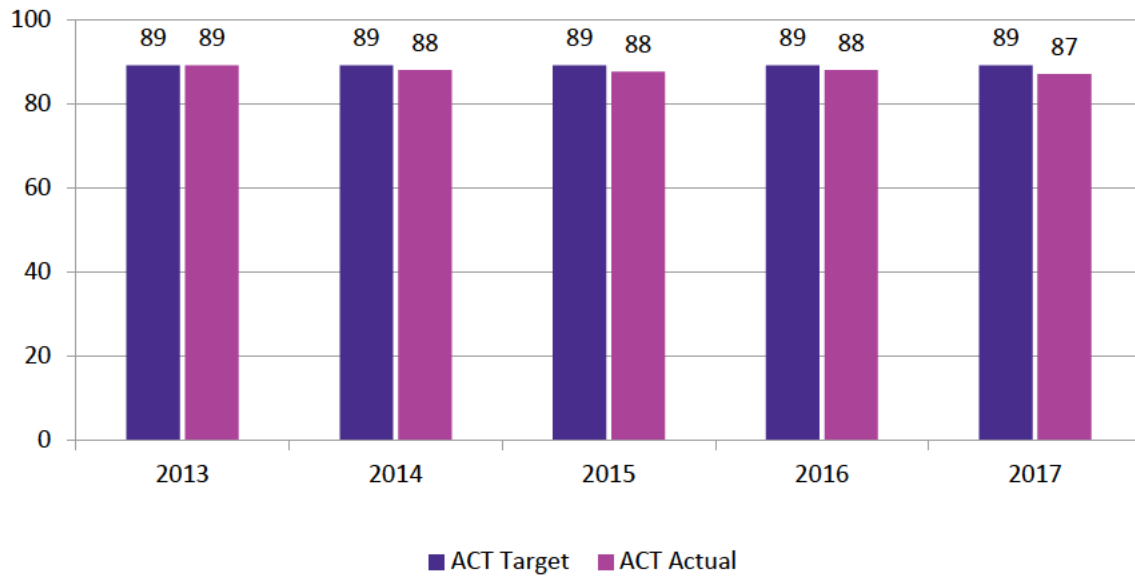
Source: ACT Education Directorate

Year 12 certification and outcomes

The year 12 certification indicator is the number of students who meet the requirements of an ACT Senior Secondary Certificate, expressed as a percentage of year 12 enrolments. Estimates are calculated based on the number of students completing the requirements of the ACT Senior Secondary Certificate divided by the number of students enrolled in a year 12 program as at the ACT School Census in February each year.

The ACT public school certification rate for year 12 has remained stable over the last five years and in 2017 was just below the target of 89 percent (Figure B2.8).

Figure B2.8: Percentage of Year 12 public school students who received an ACT Senior Secondary Certificate, 2013 to 2017

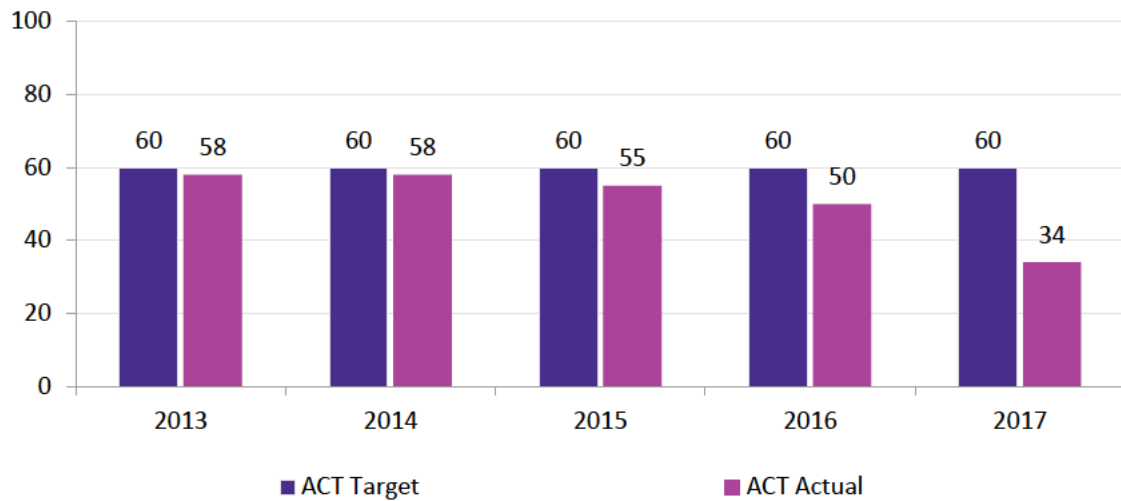


Source: ACT Education Directorate

The percentage of year 12 students receiving a nationally recognised vocational qualification is the number of year 12 students who completed year 12 and achieved a vocational qualification, or equivalent, divided by the total number of students enrolled in year 12 at the February census of a given year. A nationally recognised vocational qualification (Certificate or Statement of Attainment) is awarded to a student who has achieved one or more units of competence in a nationally endorsed Training Package or Course, under the Australian Qualification Training Framework.

The reduction in numbers of ACT students receiving a nationally recognised vocational qualification in 2017 was due to a decline in the number of students enrolled in vocational education and training (VET) courses (Figure B2.9). This is consistent with national trends for vocational education and training (VET) in Schools, which showed decrease in student numbers in 2017. This decline may be a reflection of student choice. Students may choose courses leading to a Tertiary Entrance Statement and/or a vocationally recognised qualification. The indicator is more strongly influenced by student enrolment choices than most anticipated outcomes expressed as targets.

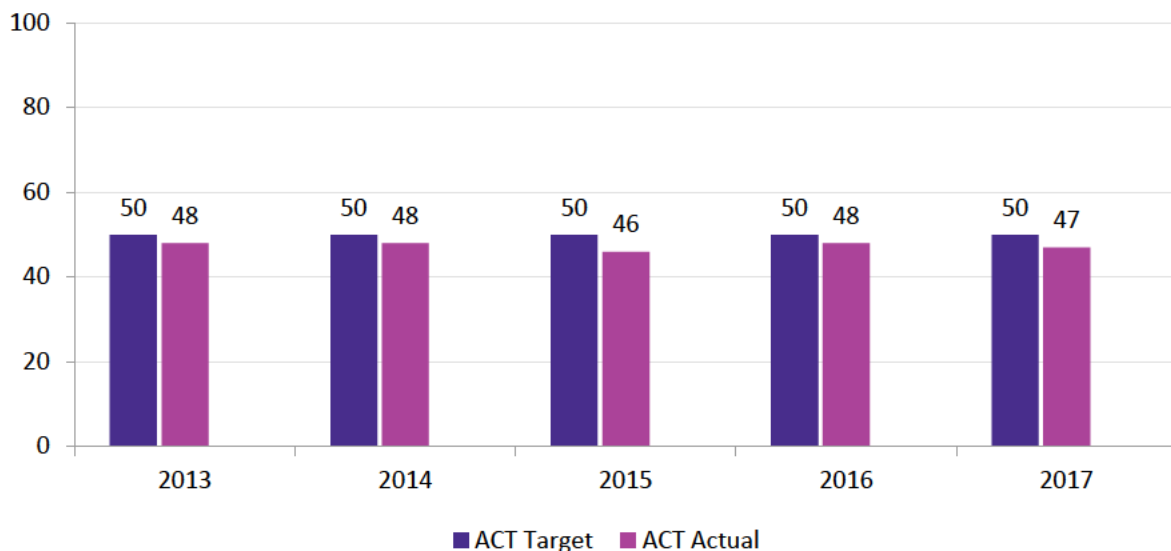
Figure B2.9: Percentage of Year 12 public school students who received a nationally recognised vocational qualification, 2013 to 2017



Source: ACT Education Directorate

The percentage of year 12 students receiving a Tertiary Entrance Statement is the number of year 12 students who completed year 12 and achieved a Tertiary Entrance Statement, divided by the total number of students enrolled in year 12 at the February census of a given year. The percentage of all ACT students receiving a Tertiary Entrance Statement has remained relatively stable over the last five years and was just below the target in 2017 (Figure B2.10).

Figure B2.10: Percentage of Year 12 public school students who received a Tertiary Entrance Statement, 2013 to 2017



Source: ACT Education Directorate

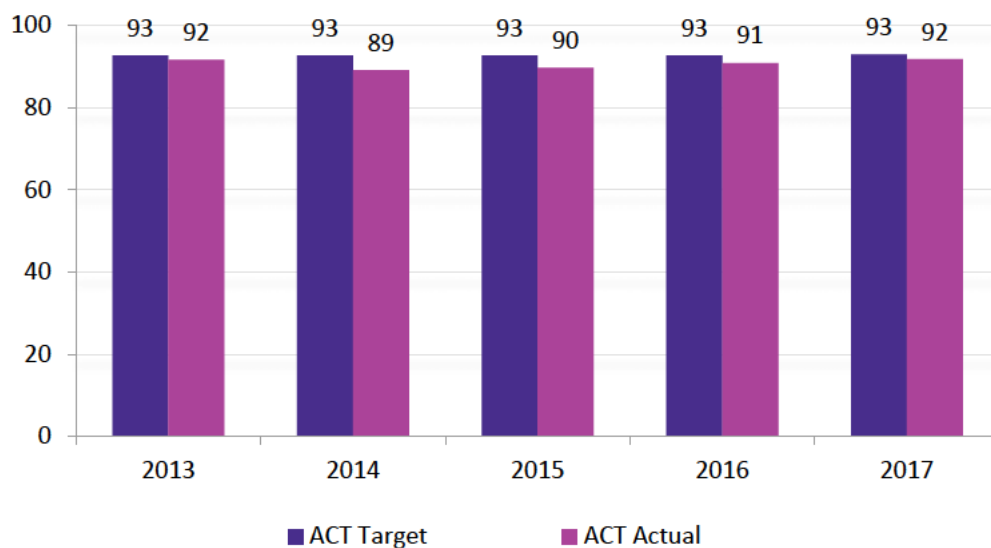
Student Destinations

ACT destination data are based on a survey of graduates who successfully complete an ACT Senior Secondary Certificate. Graduates from the previous year are surveyed in May of the reference year. The survey frame is drawn from the ACT Board of Senior Secondary Studies (BSSS) administrative records.

The percentage of ACT public school year 12 graduates engaged in study or employment six months after completing year 12 has been stable at around 90 percent over the last five years (Figure B2.11).

The Directorate continues to develop and implement pathway support programs and provide high quality teaching and learning facilities and opportunities to build a foundation for student success in employment and/or study after leaving school.

Figure B2.11: Percentage of ACT public school Year 12 graduates studying or employed six months after completing Year 12, 2013 to 2017



Source: ACT Education Directorate

Attendance

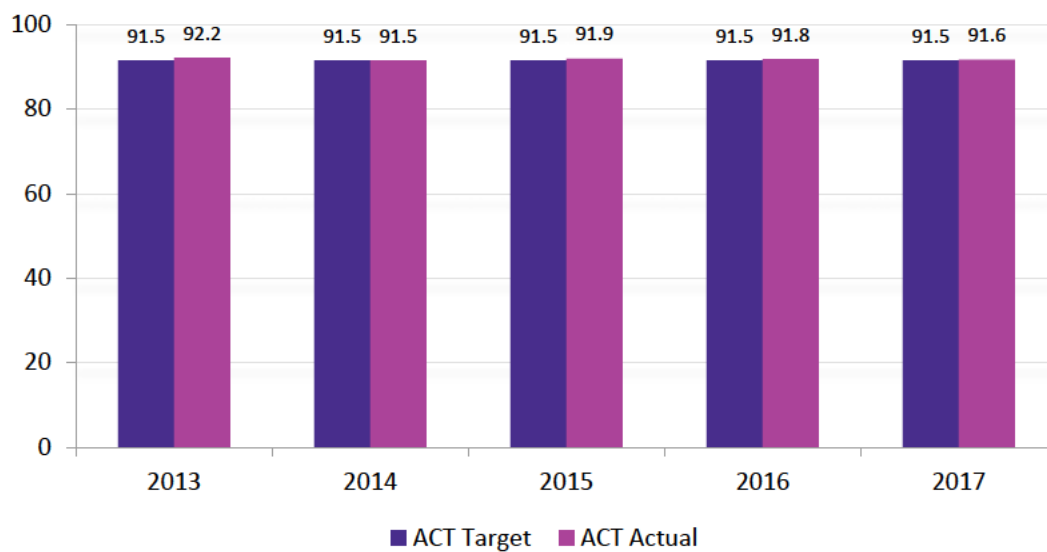
The student attendance rate is the number of actual full-time equivalent student-days attended by full-time students in years 1 to 10, as a percentage of the total number of possible student-days over the period.

A data quality statement on this measure can be obtained from the *Report on Government Services* page of the Australian Productivity Commission website at:

<http://www.pc.gov.au/research/ongoing/report-on-government-services>

The attendance rate of students in ACT public schools has achieved the target rate of 91.5 percent over the last five years (Figure B2.12).

Figure B2.12: Attendance rate of public school students Years 1 to 10, 2013 to 2017



Source: ACT Education Directorate

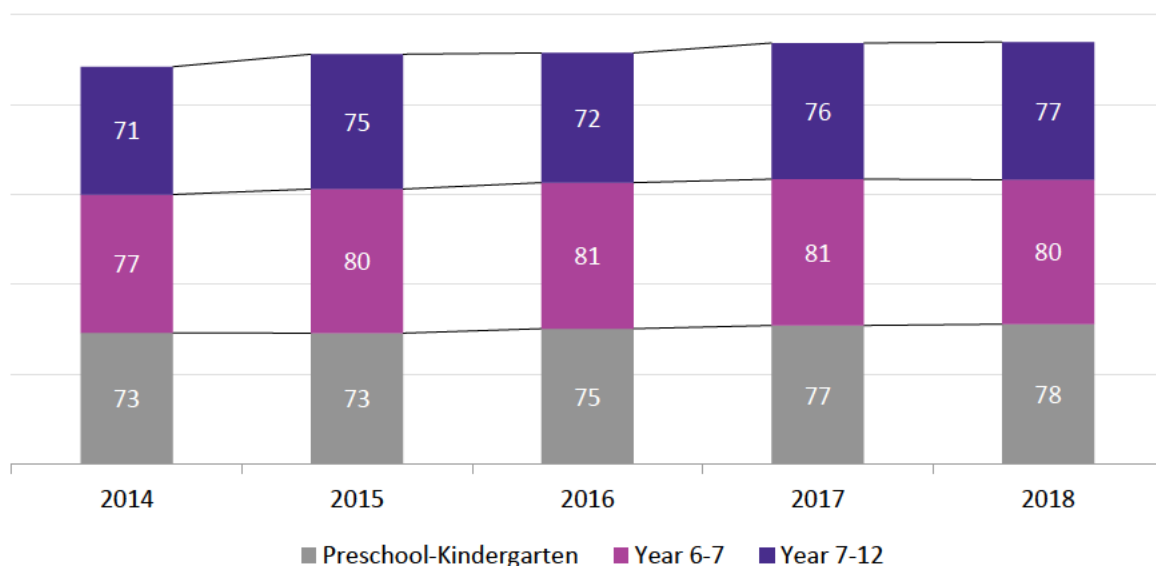
Real retention

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

The proportions of students continuing in ACT public education from preschool to kindergarten, year 6 to year 7 and year 7 to year 12 have increased between 2014 and 2018 (Figure B2.13). Real retention is affected by a number of factors including but not limited to:

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

Figure B2.13: Real retention rates in public schools from preschool to kindergarten, Year 6 to Year 7 and Year 7 to Year 12, 2014 to 2018



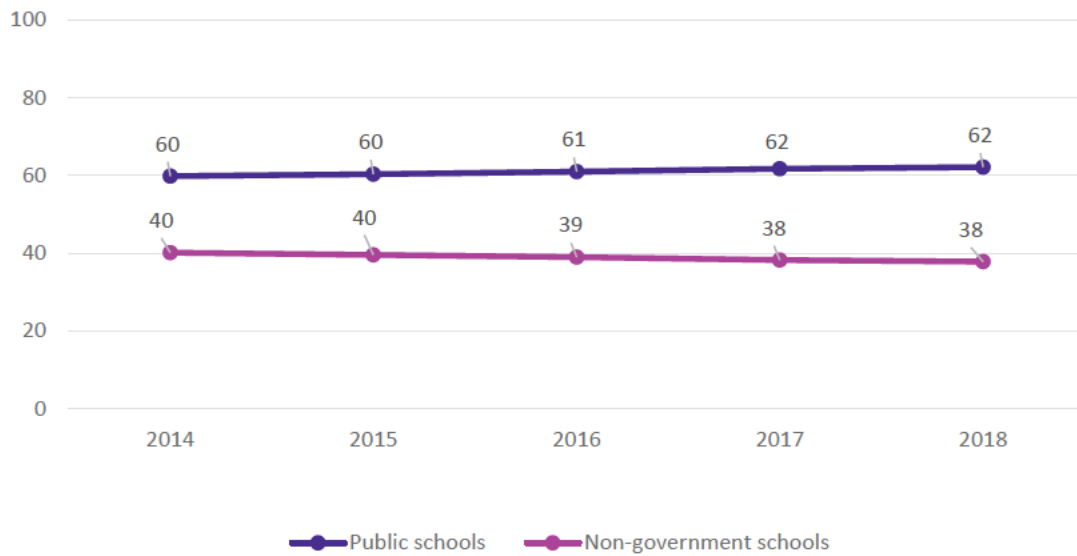
Source: ACT Education Directorate

Proportion of student enrolments by schooling sector

The proportion of school enrolments by school sector includes all students enrolled from preschool to year 12 in all ACT schools, including specialist schools, at the February census of a given year.

ACT public schools continued to enrol the majority of students. ACT public school enrolments as a proportion of overall ACT enrolments have shown a small but steady increase from 2014 to 2018 (Figure B2.14).

Figure B2.14: Proportion of student enrolments (P-12) between 2014 to 2018



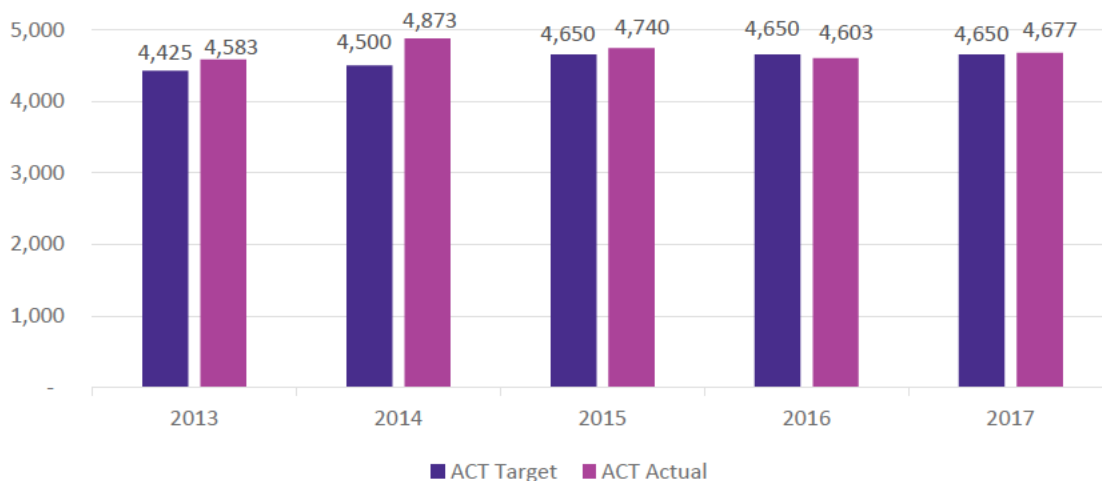
Source: ACT Education Directorate

Preschool Enrolments

The number of preschool enrolments in ACT public schools in the August census of a given year includes students who were attending a preschool program at a specialist school and/or as early entry students.

Preschool enrolments in ACT public schools increased from 2013 to 2014, but have reduced slightly from 2014 to 2017 as non-government schools increase their capacity to provide early childhood education services. Preschool enrolments in public schools slightly increased from 2016 to 2017 (Figure B2.15).

Figure B2.15: Number of enrolments in preschool in public schools, 2013 to 2017



Source: ACT Education Directorate, Census of ACT schools, August 2013 to 2017

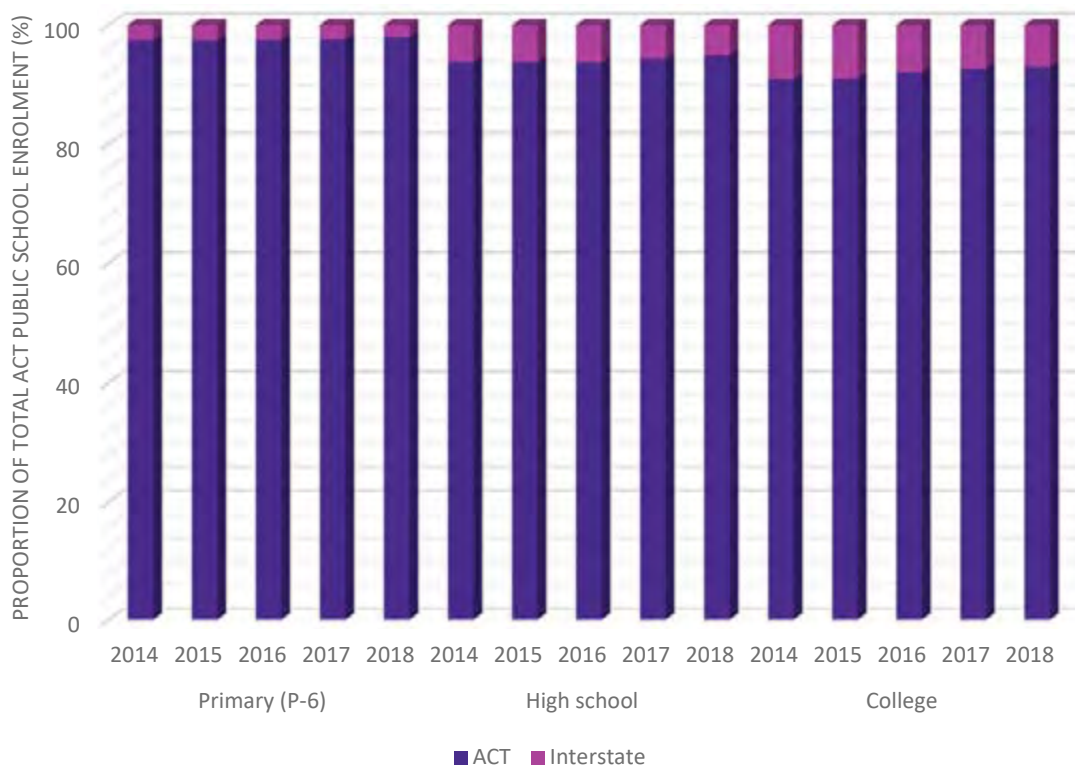
Cross-border enrolments in ACT public schools

The number of cross-border enrolments in ACT public schools has remained relatively consistent between 1,800 and 1,650 over the last five years. However, due to rapidly rising public school enrolments within the ACT, cross-border enrolments have fallen as a proportion of all enrolments from 4.4 percent in 2013 to 3.5 percent in 2017.

The proportion of cross-border enrolments in ACT public primary schools (years P-6) fell to 1.9 percent in 2018, compared with approximately 2.5 percent of total enrolments in the previous five years. High school enrolments (years 7-10) of interstate students decreased from 6.2 percent to 5.2 percent of total enrolments between 2014 and 2018, while the proportion of interstate college enrolments has decreased from 9.1 percent in 2014 to 7.1 percent in 2018 (Figure B2.16).

An announced program by the NSW Government to build additional schools in the capital region, and the introduction from 2018 of structured ‘pathway’ schools in the ACT for cross-border enrolments may lead to further changes in the proportion of cross-border enrolments in ACT public schools.

Figure B2.16: Comparison of ACT and interstate enrolments in ACT public schools, 2014 to 2018



Source: ACT Education Directorate, Census of ACT schools, February 2014 to 2018

**For further information contact:
 Director, Planning and Analytics
 (02) 6207 6197**

Instrumental Music Program

The Instrumental Music Program (IMP) began in 1973 in four schools and continues to deliver high quality instrumental learning in across 54 schools with 90 primary school bands, six high school bands, two recorder schools and four ukulele schools. In 2017-18, there are 4 schools under Executive Teacher Professional Practice role and more than 3700 students engaging in the IMP.

The IMP also runs an out of school hours extension ensemble, with the top music students in ACT public schools who are selected annually by audition. Auditions are open to all ACT public school students.

There are four concert bands, one jazz band, one percussion ensemble, one flute ensemble and two choirs. In 2017, students completed 71 performances for school and community events in Canberra and interstate. The Senior Concert Band has an ongoing relationship with Ichijo High School in our sister city Nara, Japan and an exchange tour is planned for late 2018.

A number of high profile events are also lead by the IMP annually. These include:

- > 32nd School Band Festival – 38 bands over four days;
- > Singfest – with eight choirs;
- > Step into the Limelight – the 11th Step into the Limelight “*Inspire – the artist within*” with more than 1600 students involved in the Gala Showcase and Art Exhibition; and
- > Arts Up Front 2017 Conference – 140 participants at a day-long conference addressing the Australian Curriculum, arts learning for experienced arts educators and general classroom teachers. This Conference is supported by the Australian National University Schools of Music and Arts as well as drawing on presenters from schools, community arts organisations and national institutions.



School Resourcing

School resourcing has been a significant policy focus in order to improve the educational outcomes and support of all students in ACT public schools. In 2017-18, the Directorate continued to implement the Student Resource Allocation (SRA) Program and Gonski Reform along with strengthening our ability to support individual student requirements.

NEEDS-BASED SCHOOL FUNDING - THE IMPLEMENTATION OF THE ACT SCHOOL RESOURCE ALLOCATION MODEL

The Student Resource Allocation (SRA) Program is a transformative initiative designed to achieve improved educational outcomes for all ACT public school students through better allocation of funds and use of resources.

The SRA funding model includes:

- > Core Funding;
- > Additional resources (loadings), based on student need:
 - Students from Low Socio-Economic Status backgrounds;
 - Students with English as an Additional Language or Dialect;
 - Aboriginal and Torres Strait Islander students; and
 - Students with Disability.

Phase 1 of the SRA funding model commenced at the beginning of the 2016 school year with each public school receiving a core funding amount plus a loading relating to low Socio-Economic Status (SES). Phase 2 included the review and implementation of a loading for students with English as an Additional Language or Dialect (EAL/D). The School Operational Allocation (previously known as School Based Management) was also re-designed. These two further resourcing elements were applied to each public school for 2017. The third and final stage includes the introduction of the loadings for Aboriginal and Torres Strait Islander students and developing the loading for Students with Disability. The design of the SRA is informed by perspectives of a range of stakeholders, including through a reference group of school leaders.

The development of a needs-based loading for Students with Disability continued in 2017-18 following extensive consultations and data analysis completed during the previous reporting period. Victoria University's Centre for International Research on Education Systems continued to support the Directorate in this work during the reporting period. In late 2017, the Directorate hosted a public feedback forum for families, school staff, peak bodies, leading practitioners and students on key findings. This was presented by Mr Graeme Innes AM, former Australian Disability Discrimination Commissioner.

Activity in the 2017-18 period included data analysis, a consultation phase, and the design of evidence informed options for a funding methodology and model. Further work on the redesign of the needs based loading for students with a disability will be a priority in 2018-19.

In 2018, the Directorate commenced implementation of the SRA Aboriginal and Torres Strait Islander student support (cultural integrity) loading to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students across the system. Developing cultural integrity across the Directorate is a key priority in achieving this intent and the Directorate developed a suite of resources to define cultural integrity and strengthen cultural practice within each school in support of that aim.

THE COMMONWEALTH GOVERNMENT AND SCHOOL FUNDING AND REFORM

Continuing negotiations with the Commonwealth Government about schooling reform will be underpinned by the Australian Government's *Review to Achieve Educational Excellence in Australian Schools: Through Growth to Achievement* (Gonski 2.0), which was released on Monday 30 April 2018. Gonski 2.0 argued that Australian students should be challenged and supported to progress and excel in learning in every year of school, appropriate to each student's starting point and capabilities. Furthermore, the report outlined that more school leavers will need skills such as problem solving, interactive and social skills and critical and creative thinking.

The Future of Education for the ACT has strong parallels with the recommendations from the Gonski 2.0 review and the ACT, along with all other jurisdictions, is continuing to develop a national funding agreement which reflects the reform directions.

The Future of Education for the ACT: positions the ACT well to respond comprehensively to the Gonski 2.0 review through our emphasis on personalised learning and teaching, equipping students to thrive in a rapidly changing world, ensuring student wellbeing is an important outcome at school and focusing on learning growth supported by formative assessment.

EARLY IDENTIFICATION OF STUDENTS REQUIRING SUPPORT

Network Student Engagement Team

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

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

Schools refer to the Network Student Engagement Team (NSET) for advice, to build their capability and support individual students with a focus on improving educational outcomes for all students. NSET supported schools with a total of 1,359 referrals in 2017-18. Almost half of the referrals were for targeted support for individual students with just over a third for students in the early childhood age range, preschool to year 2. NSET also provided advice, support in building school capability and 59 Professional Learning opportunities including Positive Behaviour Support, Sensory Processing, Trauma Informed Practice and Communication.

Early Years Oral Language Intervention

NSET Speech Language Pathologists have developed and supported the *Early Years Oral Language* as an intervention for the *Early Years Literacy* program at Southern Cross Early Childhood School and Kingsford Smith School. This initiative aims to enhance the identification and supports for students with additional speech, language and communication needs, in particular Language Disorder, with the support of speech language pathology services.

Work has commenced to implement a whole school approach to enhance the early identification of students with Language Disorder and the provision of reasonable adjustments and supports for these students with a focus on early years. The model works to promote and further develop classrooms that support good communication for all students through improving teachers' professional knowledge in promoting the oral language competence of students. In turn this aims to provide enhanced provision for those students at risk of language difficulties.

Support at Preschool

The Support at Preschool (SAP) team, part of NSET, has continued to build the capability of school leaders and preschool teams to provide inclusive preschool environments for all students. The SAP team plays an important role in assisting preschool teachers with the early identification of children with developmental concerns and understanding the appropriate referral pathways. This has included supporting preschools to connect and develop relationships with external providers, for example, National Disability Insurance Scheme (NDIS) funded allied health providers.

Since the ACT's transition to the NDIS, the SAP team has developed relationships with NDIS registered Early Intervention providers to identify children requiring adjustments in their education setting, prior to commencing preschool. This has ensured that the Directorate and the schools are aware of children's needs, before the commencement of the school year and can ensure appropriate adjustments and supports are in place for the child's first day. In partnership with NDIS providers, SAP ensured support was in place for 78 children prior to the 2018 school year. Currently, the SAP team have referrals for 49 children in preparation for the 2019 school year.

Disability Education Support

For students who are eligible for Disability Education support, their needs are assessed in a Student Centred Appraisal of Need (SCAN) process across a range of areas including mobility, personal care and safety, social development and curriculum. Parents and carers are an important part of this process which is guided by a trained moderator and informs both resourcing to schools and the development of an Individual Learning Plan for each student.

During the reporting period, 574 Appraisals were conducted for newly identified students with disability. Reappraisals were conducted for a further 367 students to ensure currency of student support needs.

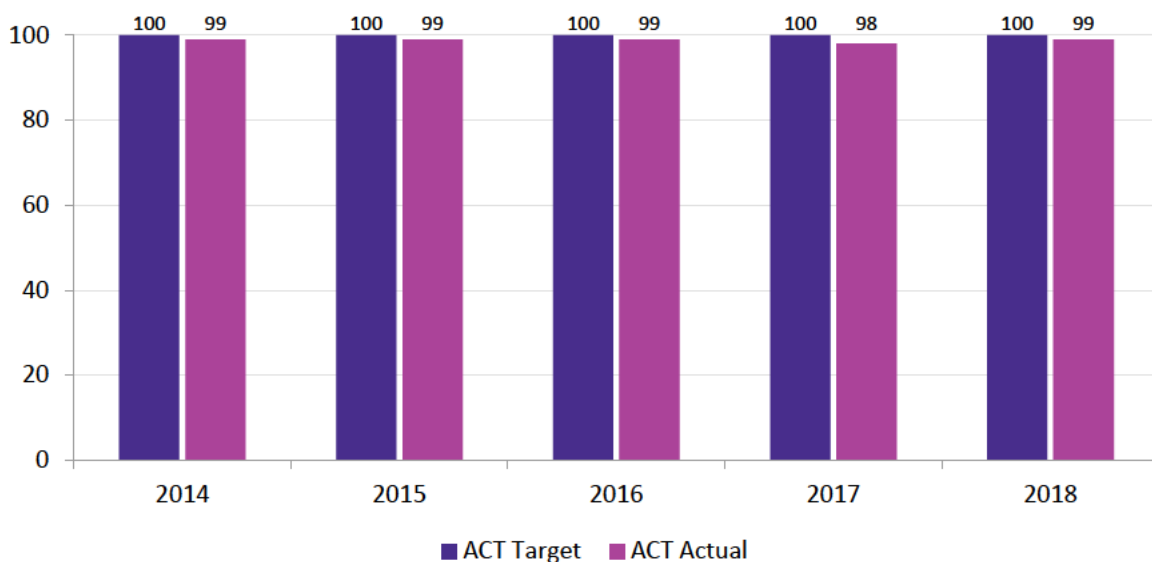
Individual Learning Plans

An Individual Learning Plan (ILP) outlines the learning goals and the required educational adjustments for students with disability. Each student who accesses a disability education program is required to have an ILP developed and reviewed annually.

The percentage of ILPs completed for students in specialist and mainstream schools who access disability education services represents the number of ILPs completed divided by the number of students accessing disability education programs. Data is obtained from a survey of schools conducted in term 2. 'Completed' means the ILP has been developed and is guiding classroom teachers in the delivery of the student's educational program. 'Disability education services' are programs provided to students who meet ACT Student Disability criteria. Programs include: Specialist School, Inclusion Support Program, Learning Support Centre, Learning Support Unit, Learning Support Unit – Autism, and Hearing and Vision Itinerant Teams.

The percentage of ILPs completed has remained relatively stable between 2014 and 2018 (Figure B2.17).

Figure B2.17: Percentage of ACT public school students with Individual Learning Plans in specialist and mainstream schools who access disability education services, 2014 to 2018



Source: ACT Education Directorate

School Infrastructure

SCHOOL ADMINISTRATION SYSTEM

The ACT Government is investing \$10 million over three years in the provision of a new School Administration System (SAS) that will streamline parent interaction with schools and provide improved and more efficient school administration. SAS will be progressively implemented across all ACT Public Schools throughout 2018 and 2019 and when fully implemented will ensure Canberra continues to be recognised as a leading digital city.

Implementation of this contemporary system will deliver outcomes to enable:

- > An enhanced online enrolment process;
- > A reduction in the number of paper forms between home and school with digital transactions including permissions, consent, payments and updating of student details;
- > Improved access to data every day for schools to drive continued improvement in student learning;
- > Online attendance marking and faster absence notifications to parents and guardians;
- > Digital student academic reports and learning progression information; and
- > Improved administrative efficiency for schools through automated workflows enabling staff to spend less time spent on administration and greater focus in the classroom.

The implementation in 2017-18 has provided foundational capability and enabled an enterprise approach to the reporting and management of student well-being and attendance of students.

This program builds on the successful digital services already available in ACT public schools including high speed internet and the implementation of *Google Apps for Education* and aims to enhance the partnerships between home and school.

Phase 3 of the SAS implementation will continue into 2018-19 with the introduction of academic reporting and assessment, finance, human resource management, asset management, and the parent communication portal.

SCHOOLS FOR THE FUTURE – MORE SCHOOLS, BETTER SCHOOLS

The Directorate has expended more than \$80 million during 2017-18 to deliver many infrastructure and capital works improvements, including school expansion projects totalling more than \$35 million. Infrastructure and capital works projects have included the:

- > commencement of construction of the new Margaret Hendry School in the suburb of Taylor to be operational for the start of the 2019 school year for preschool to year 6 students;
- > advancement of Stage 2 of the modernisation works at Belconnen High School including major refurbishments of student learning and teaching spaces and the creation of a new school administration and main entry area;
- > commencement of early planning work for the new preschool to year 10 school in Denman Prospect in the Molonglo Valley;
- > completion of expansion works at Amaroo School creating new learning spaces for an additional 300 students and an expanded gymnasium;
- > completion of further expansion works for the start of the 2018 school year at Neville Bonner Primary School and Gold Creek School as part of the in *Better Schools for Our Kids – Expanding Schools Gungahlin* four year program;

- > completion of the construction and the commencement of operation of the Caroline Chisholm School Centre for Innovation and Learning located on the senior campus;
- > completion of the installation of five new transportable units and student amenities at Campbell Primary School and the demolition of an end of life building housing 10 classrooms for the commencement of the 2018 school year;
- > commencement of the installation of 22 transportable units and student amenities at Narrabundah College;
- > completion of the construction of a Year 11-12 building at the Woden School;
- > upgrade of 21 schools to Voice Over Internet Protocol (VOIP) telephone services;
- > creation of withdrawal/sensory spaces at 12 schools;
- > roof replacement/refurbishment at Mount Stromlo High School and Erindale College;
- > cooling upgrades to one third of schools;
- > a new car park at Palmerston Primary School;
- > a new transportable classroom at Aranda Primary School;
- > two new classrooms at Arawang Primary School;
- > a new lift at Alfred Deakin High; and
- > access improvements including new accessible toilets at 10 schools for start of the school year.

The Directorate is also continuing the development of the *Sustainable Delivery of Public School Facilities* suite of documents that inform the design of new and refurbished learning spaces in accordance with contemporary pedagogy.

BELCONNEN HIGH SCHOOL – MODERNISATION



Belconnen High School - school modernisation project

The modernisation project for Belconnen High is the first of its kind in the ACT. It is a multi-faceted project that aims to fundamentally change the way high school students are educated in the Territory. The project focuses on the re-creation of a school that will focus on the skills our students will need to succeed in the 21st century. The way our schools have been both built and run in the past were designed to equip students with the skills they needed to be successful in the “Industrial Age”, our students need a different set of skills.

The project has focussed on the skills or learning qualities we are aiming to develop in the future students of the school. Staff and students have been involved in their development, they are:

- > Critical Thinking,
- > Problem Solving,
- > Resilience,
- > Creativity,
- > Communication, and
- > Self-Aware.

The project has also focussed on the learning environment (the design and physical infrastructure) and the pedagogy (the way teachers teach) that will enable our students to have the above skills of a 21st century learner. The new design of the school will provide teachers and students with the flexible and open learning spaces that are required to achieve this aim. The building component of the project is being completed in two stages to enable the continual operation of the school while construction occurs. Stage 1 has now been completed with staff and students now using these new spaces. These facilities include: Home Science, Digital Technology, Science and Learning Support. Stage 2, which predominately includes the learning areas, is due for completion at the start of the 2019 school year.

BETTER SCHOOLS FOR OUR KIDS – TECHNOLOGY ENABLED LEARNING

In February 2018, more than 14,500 year 7 to year 11 students received a Chromebook following the ACT Government's \$11.48 million commitment to provide all year 7 to year 11 students in public high schools and colleges with a tablet/notebook device.

This will follow with all new Year 7 cohorts and any other new students allocated a Chromebook in February 2019 and 2020.

The ACER Spin 11 Chromebook was selected after a competitive process, providing students with high quality technology and capabilities to enhance and support their learning.

Our schools support ICT use so that students can develop their capacity to analyse information, solve problems and communicate in an increasingly digital society. The use of Chromebook devices align with the objectives of the Australian Curriculum which requires students to understand how to operate effectively in a digital world.

LANYON HIGH SCHOOL – TECHNOLOGY ENABLED LEARNING



Lanyon High School students

Providing all students with a Chromebook has provided a sense of equity amongst students within our school community. They make it easier for teachers to support students with the technical use of these devices, as they only need to provide guidance about a single operating platform.

The rollout procedures were smooth and timely. Students and parents are positive about the devices being issued. Teachers can plan lessons that include digital technologies into all learning areas.

The Chromebook roll out has allowed us to better differentiate our teaching, students are able to access and show their evidence of learning easier and have embraced their new devices. The Chromebooks make it easier for teachers to provide an extra layer of support for students to access the curriculum through software such as “Google Read&Write”.

Students can more easily engage in online research in any subject and at any time. It also provides an easier way for students to submit learning for assessment and for teachers to provide timely feedback about their progress.

TRANSITION TO NAPLAN ONLINE

The ACT Education Directorate worked closely with all ACT schools and sectors in moving to NAPLAN Online in 2018, with schools and teachers investing valuable effort into ensuring the readiness of their schools. In May 2018, 106 of 116 (91%) ACT public, Catholic and independent schools that sit NAPLAN successfully participated in online testing; this included all eligible ACT public schools.

In 2018-19 and 2019-20 the Directorate will continue to work closely with the small number of schools in the ACT still working towards transition to online assessment. Across Australia, all schools are expected to transition to online assessment by 2020.

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 provides students with questions more suited to their level of achievement, hence making more information available to teachers and schools to inform learning programs.

SUSTAINABILITY INITIATIVES

To meet targets against sustainability measures, the Directorate implemented energy and water conservation measures across schools including:

- > conducting energy audits at 11 schools to identify energy conservation measures for implementation in 2018-19;
- > conducting audits of four hydrotherapy pools to identify opportunities to enhance pool energy efficiency and thermal comfort;
- > upgrading and refinement of building heating, ventilation and cooling systems and components targeting improved operational efficiency at three sites;
- > the upgrade of priority windows and doors to double glazed performance glass at North Ainslie Primary School, Southern Cross Early Childhood School and Wanniasa Hills Primary School;
- > draught proofing at Alfred Deakin High School, Fadden Primary School, Harrison Primary School, Southern Cross Early Childhood School and University of Canberra High School Kaleen;
- > holding capacity building workshops in each of the four school catchments to train building service officers in draught proofing techniques, 20 building service officers attended;
- > installing a building control system at Calwell High School, to be complete in 2018-19;
- > the upgrade of internal building lighting at Hedley Beare Centre for Teaching and Learning, to be completed in 2018-19, and;
- > planting 90 advanced tree specimens tree across five schools in 2017-18 to provide passive shading to buildings and shaded outdoor areas to students at Alfred Deakin High School, Amaroo School, Arawang Primary School, Calwell High School and Miles Franklin Primary School.

To encourage active transport, the Directorate designed and commenced construction of end of trip and school bicycle storage facilities at Amaroo School, Melrose High School, The Woden School and Wanniasa School Junior Campus.

The Margaret Hendry School will be the first school to be built to the Sustainable Delivery of Public School Facilities technical output specifications P-6 (preschool – year 6). The specification guides performance outcomes and sustainability inclusions for all new primary schools. Sustainable Delivery of Public School Facilities technical output specifications for high schools and colleges will be developed in 2018-19. Further information on sustainability performance is provided in Section B9.

IMPROVED ROAD SAFETY AROUND SCHOOLS

Parking and traffic safety around schools continues to be supported through collaboration between schools, Transport Canberra and City Services (TCCS) and the Directorate. The school road safety plan includes new infrastructure, the roll out of the school traffic supervisor program, improved school crossings and traffic islands.

In February 2018, TCCS rolled out a School Crossing Supervisor program at 20 of the busiest schools crossings. This allows children to safely cross at school crossings identified as having a high volume of traffic.

Traffic and safety improvements included the expansion of the Active Streets program with the inclusion of wayfinding signage, new and upgraded footpaths, safer crossings and traffic calming devices. The program also included educational resources for families to promote active travel.

During 2017-18, the projects included:

- > completing construction works to improve the car park at Palmerston District Primary School;
- > undertaking design and consultation to improve parking at Wanniasa Hills Primary School; and
- > working with schools and their communities to implement strategies that better support education and enforcement initiatives around the school.

Workforce Capability

QUALITY TEACHERS AND TEACHING BY DESIGN

New Educator Support

The New Educator Support Plan (the Support Plan) was developed in late 2017 to strengthen the implementation of supports for beginning teachers outlined in the current *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement). These supports include reduction of face-to-face teaching hours in their first year of teaching to facilitate enhanced support and learning. In addition, 15 days of professional learning resource is provided for all beginning teachers in their first three years of teaching.

In January 2018 the Support Plan was launched as part of the revised *Teacher Performance and Development Framework* in order to facilitate planning for quality coaching and mentoring programs designed to meet the individual professional development needs of New Educators.

Aspiring Leaders Program

The Aspiring Leaders Program (the Program) aims to enhance the contemporary leadership knowledge, skills and attributes that contribute to student, school and system improvement. The key anticipated benefit to school leaders, and to the system as a whole, was an improvement in their capability for leading teaching and learning, ultimately resulting in improved student outcomes.

Cohort 2 was launched in May 2017, with 30 participants (school leader Bs, Cs and Classroom Teachers) and 23 mentors (school leader As and Bs) selected to take part in the Program.

This cohort had a strong emphasis on the use of research and evidence in school leaders' professional practice, including the use of evidence in understanding student and teacher learning and how instructional leadership can create the conditions for this to occur. There was also an improved focus on:

- > identifying the leadership strengths and needs of individuals, in order to provide a basis for targeted professional development;
- > establishing productive and purposeful mentoring relationships between aspiring leaders and current leaders within the system identified as high performing; and
- > providing a talent identification role in terms of both aspiring leaders, and high performing leaders within our system.

Cohort 2 concluded in March 2018. Of the 30 participants originally selected, 24 successfully completed the Aspiring Leaders Program in Cohort 2 (80% successful completion rate).



2018 Aspiring Leaders Program participants

Quality Teaching Workforce

The People and Performance Branch engages directly with universities and university students undertaking teaching degrees to actively showcase the work of the Directorate and encourage newly qualified teachers to choose ACT public schools as their first teaching experience. This includes partnering locally with the University of Canberra, and regionally with universities in NSW and QLD encouraging out of state teachers to teach in the ACT.

Schools continue to have the option to advertise vacancies through local site selection processes and registered teachers are able to join the teacher recruitment pool throughout the year. There are currently over 1,300 teachers available on the casual register interested in casual teaching that hold current registration. The Directorate works closely with TQI to ensure professional learning requirements for ongoing registration is met. More information about the Annual Professional Learning program is available in Section B8 - Human Resources Management.

The major implementation projects within the Agreement has an explicit focus on the continuing development of a highly capable teaching workforce, with reported critical outputs on the following projects in outlined in Section B8:

- > sustainable reduction of teacher workload;
- > alignment of Teacher Performance and Development processes with national standards;
- > recognition and reward for Highly Accomplished and Lead Teachers;
- > school Leader C career development; and
- > competitive teachers' salary and conditions.

Quality Teaching

The most critical in-school factor influencing student outcomes is the quality of teaching. Teachers need in-depth knowledge of the subject areas they teach, how students learn that content and an understanding of classroom environments that optimise learning. They need access to ongoing, high quality professional learning opportunities to develop and enhance necessary skills and understandings.

Providing a systems approach to professional learning directly supports improved teaching practice in classrooms across all ACT public schools; increasing teacher capacity, confidence and capability through professional collaboration. Professional learning provides the nexus between the Directorate's *School Improvement Service Principles* and quality teaching. The Directorate utilises the expertise of educational leaders within the Employment Support Office as well as through partnerships with industry, tertiary institutions, or external providers to deliver exceptional programs that involve elements of action research.

High quality evidence-based professional learning has been delivered in gifted and talented education, to ensure all students have access to powerful and relevant learning experiences. The workshops have included understanding gifted learners, programs for gifted learners and developing differentiated curriculum. In addition, workshops were presented, examining the results of the Action Research schools had undertaken to evaluate the impact of gifted programs.

In 2018, the Directorate commenced the School Improvement: Writing project for secondary schools. During semester one, 87 secondary leaders and teachers participated in evidence-informed professional learning workshops to support effective teaching of writing to students in years 7-10. Additionally, seven secondary schools were supported to design and implement action learning initiatives to embed learning from the project.

A series of professional learning events supported the implementation of the newly developed English as an additional language or dialect (EAL/D) Assessment Suite. The EAL/D Assessment Suite aligns with the Australian Curriculum EAL/D Learning Progression. Teachers can use the resources to assess students' English language proficiency, track student progress over time, and identify research-based pedagogical practices to improve students' outcomes. This supported evidence-informed practices for formative assessment and teaching practices.

The Directorate offered a range of professional learning to strengthen the capability of school leaders and teachers in numeracy learning and teaching. In 2018, the Directorate offered *Principals as Numeracy Leaders* (PANL) system-wide professional learning for school leaders, and *Count Me In Too, Middle Years Mental Computation* and mathematics by inquiry professional learning, presented by Emeritus Professor Peter Sullivan, for primary and secondary classroom teachers.

Centre for Innovation and Learning

The Centre for Innovation and Learning opened in term one 2018. The Centre supports educators to develop, and showcases, leading practice in science, technology, engineering and mathematics (STEM) education. Students have opportunities to develop STEM knowledge, skills, capabilities and dispositions in a unique environment featuring contemporary spaces and technology.

During the semester, the Centre's Pedagogical Leader supported 47 teachers, from across the Tuggeranong network to plan and co-deliver STEM education programs for students in preschool to year 10. The facility hosted a total of 2,484 primary school student visits and 3,570 high school student visits, and a range of STEM-related competitions and learning opportunities for students and teachers. The Centre also hosted 17 professional learning workshops for public school teachers during semester one, ranging from STEM education in the early years to implementing the Australian Curriculum in Digital Technologies.

A Ngunnawal name for the Centre will be selected through a community consultation process. An official naming ceremony will be planned with the United Ngunnawal Elders.

Recognition and Acknowledgement

The Public Education Awards recognise and celebrate outstanding achievements in public education in the ACT, covering nine award categories. In August 2017, the Directorate received 168 eligible nominations for the 2017 Public Education Awards, the largest number of nominations received since its inception. Out of the nominations, seven individuals and two groups were announced as winners recognising their contribution to the ACT public education system.

The 2017 award recipients were:

- > Education Support Person of the Year: Luke Ferguson, The Woden School
- > Volunteer of the Year: Playground Enhancement Team - Emily Walter, Daniel Trevino and Louise Woodruff, Macquarie Primary School
- > New Educator of the Year: Emily Gregory, Turner School
- > Early Childhood Teacher of the Year: Maree Blume, Namadgi School
- > Primary Teacher of the Year: Vanessa Stephens, Mount Rogers Primary School
- > Secondary Teacher of the Year: Jeff Hunt, Murrumbidgee Education and Training Centre
- > Outstanding Partnership of the Year: Black Mountain School and YMCA
- > Leadership in Aboriginal and Torres Strait Islander Education: Elinor Archer, Dickson College
- > Outstanding School Leader of the Year: Helen Witcombe, Deputy Principal and Manager of Tuggeranong Sustainable Living Trades Training Centre.



Public Education Awards 2017 recipients with the Minister of Education and Early Childhood Development and the Director-General Education Directorate

The following recipients were presented Recognition of Service awards at the event:

- > Eric McCabe – Hawker Primary School
- > Graeme Falls – Canberra High School
- > Ian Johnson – Melrose High School
- > Jennifer Hall – Macgregor Primary School

- > Mark Ashdown – Gungahlin College
- > Patricia Cregan – Gold Creek High School
- > Rae Pottenger – Narrabundah College

PROFESSIONAL LEARNING TO ENCOMPASS INCLUSIVE EDUCATION, EVIDENCE-INFORMED PRACTICE, COMMUNITY ENGAGEMENT AND LEADERSHIP AT ALL LEVELS

Safe and Inclusive Schools Initiative

Since the launch in March 2018, the ACT Safe and Inclusive Schools (SAIS) initiative has provided professional learning programs at the whole school level and to the ACT public school psychology service. They also offered two general sessions to allow relief teaching staff and other school staff who may be on leave to access the training.

A public community feedback session on professional learning for International Day against Homophobia, Transphobia, Biphobia and Intersex Discrimination (IDAHOBIT), was attended by a small but diverse participant group including parents, teachers, senior secondary college students, and community organisation staff.

Support and advice on addressing school-specific issues is available to all schools, across the range of SAIS Initiative supports including:

- > individual student needs and welfare;
- > student awareness of inclusion and diversity;
- > consultation on inclusive curriculum design; and
- > planning/review with school leaders on inclusion strategies, and management of school staff and parent community information needs.

The SAIS website www.saisact.info was updated to include links to community and health support organisations and other useful online resources and information links. SAIS continues to work on a request as required basis to support teachers and school leaders to identify, adapt and use appropriate learning materials relevant to the Australian Curriculum, identified student learning needs, and the school community context.

Learning Power

In October of 2017 Professor Claxton built on his previous work with ACT Principals, developing strong links between the learning power approach and the general capabilities of the Australian Curriculum. His keynote address and School Leader Master Class workshop with secondary school principals focussed on teaching and learning approaches that lead to improved student outcomes.

Engaging Schools Summit 2017

In September 2017, Student Engagement presented an Engaging Schools Summit (the Summit) to educational leaders. Lee Watanabe-Crockett (international educational speaker and author), Professor John Fischetti (Head of Education, University of Newcastle) and Peter Morgan (experienced principal and educational consultant) delivered keynote presentations. Workshops were facilitated by the keynote speakers, ACT school representatives, NSET and Learning and Teaching.

A Community Services Expo was also set up for educational leaders to investigate community service collaborations in order to produce positive outcomes for students. The overarching theme was around future focused and innovative education. The Summit was well attended and the feedback obtained was very positive.

Positive Behaviour Learning

Each ACT public school operating under the Positive Behaviour for Learning (PBL) Framework has an internal coach to lead implementation of PBL in their schools. This internal coach is supported by four coaches from the Education Support Office who provide professional learning and ongoing support to the school implementation team, acting as coach and critical friend. To date, there are 40 PBL ACT public schools.

Everyone Everyday

Everyone Everyday is a national award winning Social Emotional Learning (SEL) program that supports schools to create inclusive school environments. It consists of a comprehensive teaching resource and professional learning program.

The Directorate has worked in partnership with Catholic Education and the Association of Independent Schools ACT to develop a cross sectoral train-the-trainer model to deliver the Everyone Everyday program professional learning to teachers, school leaders and learning support assistants across the ACT education system.

The evaluation undertaken has included extremely positive feedback, with participants reporting the content of the program and resources were helpful for teaching practice and directly relevant to the classroom. Across 2017-18, Everyone Everyday was run 10 times with 109 Directorate staff attending, including 53 relief teachers.

Online Training

Online Training (OLT) was founded in 2008 to provide flexible professional development for teachers and teaching assistants who support children and young people with individual educational needs. This year, 133 Directorate teachers completed the Online Learning Modules which are delivered through tutor-led sessions for discussions, presentations and sharing of resources as well as self-paced individual study over an 8 to 10 week period. The topics available include:

- > Understanding Autism Spectrum Disorders/ASD;
- > Understanding Dyslexia and Significant Difficulties in Reading;
- > Understanding and Supporting Behaviour;
- > Understanding Motor Coordination Difficulties;
- > Understanding Hearing Loss; and
- > Inclusion of students with Speech, Language and Communication Needs.

Professional Learning - Google Summit

Professional learning provides staff the opportunity to encompass inclusive education, evidence-informed practice, community engagement and leadership at all levels.

To improve digital education capability the Directorate organised a two-day Google Summit at Gungahlin College in April 2018 available for all ACT teachers to attend. The program was certified by the TQI to provide contributions towards the teacher's professional development. 216 teachers

attended the event and the next summit is planned for April 2019. The Directorate also organises four days of half day workshops every week five of each Term to up-skill ACT public school teachers in specific aspects of the Google G-Suite. 268 staff attended these sessions in 2017-18.

WORKFORCE DIVERSITY AND SUPPORT NETWORKS

Aboriginal and Torres Strait Islander Staff Network

The Directorate supports the Aboriginal and Torres Strait Islander Staff Network (Staff Network). Membership is open to all Aboriginal and Torres Strait Islander employees; including permanent, contract and casual staff. Aboriginal and Torres Strait Islander pre-service teachers in the ACT are offered associate membership of the Staff Network to establish relationships and connections within the Directorate. The Staff Network meets quarterly with the Education Governance Committee (EGC) to provide feedback and advice regarding the cultural integrity journey being undertaken by the Directorate and systemic workforce issues.

Accessibility Advisory Group

The Accessibility Advisory Group (the Group) was established in 2017 as a consultative mechanism for employees with disability. The Group has met regularly to provide input into the development of the *EDU Access and Inclusion Employment Action Plan*. The Group also has a presence on the ACTPS Disability Allies Network, coordinated by the Inclusion Team, Workforce Capability and Governance Division, CMTEDD. Increased membership of the Accessibility Advisory Group will be encouraged, coinciding with the launch of the *Access and Inclusion Employment Action Plan* in 2018.

Access and Inclusion Employment Action Plan

An *Employment Action Plan* for people with a disability has been developed and will be launched in the second half of 2018. The draft Action Plan has 28 initiatives and a total of 46 actions relating to building inclusive workplaces where people with a disability are welcomed and their contributions valued.

The Directorate supports the employment of people who identify with a disability through multiple pathways. In 2017 the Directorate employed a total of eight employees who identified as having a disability. One through the graduate program and two through the whole of government Inclusion Vocational Employment Program. Five people were also employed in 2017 on work engaging with principals and directors led by a principal on secondment into the Education Support Office. The two trainees employed through the whole of government Inclusion Vocational Employment Program were nominated for an award at the 2017 Chief Ministers Inclusion Awards. One trainee was nominated as a joint winner in the Emerging Young Leader category.

In 2018 the Directorate employed four graduates who identified as having a disability, through the ACTPS Graduate Program.

EDU LGBTIQ Staff Network

In July 2017 the Office of LGBTIQ Affairs (the Office) was established by the ACT Government. The Office is leading the development of the *ACT LGBTIQ Strategic Plan 2018-22*, which will be accompanied by annual Action Plans to achieve the ACT Government's vision for Canberra to be the most LGBTIQ inclusive city in Australia.

The Directorate supports the Office through the ACT Government's vision by promoting Directorate employment attraction, retention and ongoing development action for LGBTIQ employees.

An information session to establish an Education Directorate LGBTIQ staff network was held 16 May 2018. Outcomes from the meeting included a commitment to continue the discussion regarding a network model that reflects the diversity, inclusivity and culture of the LGBTIQ community. It was also agreed that allies who want to make positive and real contributions are welcome in the network.

SCHOLARSHIPS FOR TEACHERS TO ACHIEVE POST-GRADUATE QUALIFICATIONS

Teacher Scholarships Program

The Directorate's Teacher Scholarships Program provides teachers and school leaders with financial support (fee reimbursement) to undertake further study, training and/or research to build teacher capability leading to improved student outcomes.

In June 2018, the Teacher Scholarships Program selection committee met to consider 26 applications. Out of the applications 16 scholarships were awarded. Ten of the scholarships were for study in the priority areas of STEM and Complex Needs and Challenging Behaviours. Successful recipients will have 24 months (2018-20) to complete their scholarships.

In the 2017-18 financial year the Teacher Scholarships Program received and paid claims for reimbursement amounting to \$138,400 to teachers and school leaders currently holding scholarships.

COACHING AND MENTORING FOR LEADERS AND ASPIRING LEADERS

Strengthening Leadership Capability Strategy

Through 2017-18, the Directorate is developing a Leadership Capability (the Plan). The Plan will outline a multi-faceted approach to strengthening the leadership capabilities of all school leaders at the Principal, Deputy Principal and Executive Teacher level and is based on a strengths-based model with Professional Learning Communities (PLCs), coaching and mentoring at the centre. The goal of the Plan is to strengthen the capability of school leaders at all levels to have the maximum impact on teaching and learning.

The Plan echoes the Australian Institute of Teacher and School Leadership (AITSL) statement on what is required for vibrant learning cultures in schools and the whole system to thrive, "*...there must be diverse forms of support: learning communities, practitioner-based research, experiential events, reflection, courses, lectures, peer feedback, shadowing including coaching and mentoring and action.*" The services delivered in this Plan reflect these diverse forms of support. Underpinning these diverse forms of leadership capability support will be:

- > an evidence-informed approach; and
- > a move to a system approach to PLCs.

The Plan will align with the *Future of Education Strategy*, the Directorate's Strategic plan, the AITSL Principal Standard and the Education Directorate's draft *Principal's Assessment Framework*. This Plan will also address the ACT Government's 2015-16 ongoing election commitment, parliamentary agreement regarding mentoring and pedagogical leaders.

WORK WITH THE EDUCATION AND CARE SECTOR TO PROFESSIONALISE THE WORKFORCE

Education and Care Workforce

On 1 February 2018 the Productivity Commission released its Report on Government Services (RoGS) chapter that covers childcare, education and training.

The RoGS report shows that the ACT had 61.7 percent 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 percent improvement for the ACT since the *2013 Early Childhood Education and Care National Workforce Census* (the Census) for certificate III graduates (https://docs.education.gov.au/system/files/doc/other/2016_ecec_nwc_national_report_sep_2017_0.pdf).

The census shows 34.4 percent of educators nationally, in a Child Care Benefit (CCB) approved service, are studying towards a qualification.

As of 22 January 2018, there were 78 government preschools and 20 non-government preschools. In the ACT, approximately 90 percent of preschool program educators have a university qualification, which places the ACT in the top two jurisdictions in the country.

Since the introduction of the NQF in 2012, the ACT Government has supported the growth of qualified staff for the education and care sector. Scholarship grants are offered through an Early Childhood Degree program. In 2017-18 there were 49 scholarship holders studying towards a degree in early childhood education.

Building Early Childhood Capacity in Schools and Reducing Red Tape

In the ACT, Government preschools are regulated under the *Education and Care Services National Law Act 2010*, as is the case in the majority of jurisdictions. Government preschools are also regulated under the *Education Act 2004*. The *Preschool Project – Growing Preschool Expertise* commenced in June 2017 as a pilot program which aims to grow the knowledge and expertise within government preschools about the NQF, particularly the assessment and rating process.

Four early childhood educators from ACT public schools were seconded to the project to work within the ACT Regulatory Authority and build their knowledge of the assessment and rating process under the NQF. The program included Australian Children's Education and Care Quality Authority (ACECQA) Authorised Officer and Assessor training, further training and mentoring from Team Leaders, assisting experienced Authorised Officers with assessment and rating tasks, and conducting full assessment and ratings and compliance audits in all service types.

These officers will return to ACT public schools equipped with the knowledge and ability to better support their schools, colleagues and the school network.

Further information relating to Workforce Capability is included in section B8 – Human Resources Management.

Strategic Partnership

FACILITATE A COMMUNITY CONVERSATION TO INFORM GOVERNMENT'S STRATEGY FOR THE FUTURE OF EDUCATION

In February 2017, the ACT Government committed to having a 'big conversation' across the community to work towards the development of a 10-year strategy for the future of education in the ACT. This commitment included engaging a broad range of people in the conversation and to hearing the voice of students.

In the 2017-18 financial year, a diverse range of engagement and consultation activities were undertaken with nearly 5,000 people contributing to the conversation, 2,200 of whom were students. All input into the conversation was recorded and analysed.

Areas of interest that emerged for the community comprised of creating schools where young people love to learn including learning around their interests and passions, schools which have high expectations of every student, and schools that have a curriculum that emphasises future focused capabilities such as critical thinking, collaboration, creativity, resilience and citizenship.

Another key issue for the community was to increase the focus on wellbeing, seeing it as a necessary part of or condition for good learning outcomes. Feedback spoke of the need to ensure good wellbeing supports are available across the jurisdiction, that students have a sense of belonging in their school communities and that schools are a place where effort and growth is valued as much as a grade.

The release of the *Future of Education Themes* document in August 2017 made visible this community input and key issues and provided clearer focus for more targeted consultation.

A series of targeted workshops were held in March 2018 to test the themes and help refine and shape the strategy. This resulted in four broad focus areas emerging that will provide the foundations for the strategy. These foundations included:

- > **Students at the centre** which focuses on practices that prioritise and support the engagement of every student in their learning and their learning environments;
- > **Empowering teachers** which focusses on supporting teachers to meet the range of diverse student need and to continually build their own practice expertise;
- > Creating **communities of learning** which recognises that schools need to be collaborative communities where, in tandem with government services, community agencies and the broader community, schools work together to meet the diverse needs of students and their families; and
- > **Systems of support** which will focus on equity and quality by ensuring schools are networked, offer smooth transitions, provide effective welfare-based supports and good access to the data needed to ensure and monitor every child's growth year on year.

Feedback also highlighted the importance of high-quality early childhood education and care as essential to later life learning outcomes. An *ACT Early Childhood Education Strategy*, also under development, will sit alongside the *Future of Education Strategy*.



Student contributions to the Future of Education

The number of people/organisations who participated in the consultation included:

Phase one: Individual and group submissions: May - December 2017

Sector	Submissions	Approximate number of people ¹
Schools	68	1,788
Students and young people	53	2,039
Parents, families and carers	62	517
Community sector	11	38
Early childhood education and care	2	unknown
ACT government staff	19	204
Other ²	56	87
Total	271	4,673

¹ All people numbers are approximate as some submissions did not provide exact figures.

² Submissions did not identify whether they came from a particular group.

Phase two: Workshops - March 2018

Sector	No of people
ACT Government	6
Community Organisations	22
Education Support Office-based staff	37
Parents, families and carers	11
Schools and School-based staff	40
School Board Chairs	18
Students	12
Other	2
Total	148

Phase two: Workforce Survey - April 2018

Sector	No of people
ACT Government	472
Catholic Education	109
Independent Schools	129
Total	710

The ACT Future of Education Strategy was released in August 2018. Further consultation will take place to develop an implementation plan in partnership with school sectors and the broader community.

STRENGTHEN THE RELATIONSHIP WITH COMMUNITY SERVICES DIRECTORATE WITH AN EMPHASIS ON THE RESPECTFUL RELATIONSHIPS PROGRAMS

The Directorate has an ongoing positive and collaborative relationship with the Community Services Directorate (CSD) and recognises that effective collaboration with the broader human services sector is critical to ensuring in students with complex needs and challenging behaviours, and their families, are well supported. In 2017-18 the Directorate collaborated with CSD in a number of ways, including supporting the ongoing role of Child and Youth Protection Services (CYPS) Liaison initially employed in February 2017. The role fosters connections between the Directorate and children in the care and protection system and assists with enquiries from schools, CSD or ACT Together about child protection and education matters.

As part of progressing respectful relationships work, the Directorate has also continued to strengthen its relationship with the *Office of the Coordinator General for Family Safety*. Directorate staff attended a workshop involving Our Watch in March 2018 which provided a briefing across ACT Government and the community sector. Our Watch delivered a session specifically on Respectful Relationships education which has helped to inform the Directorate's approach in this area.

The Directorate is committed to making schools a place where staff and students promote respectful relationships and gender equality and do not accept gender-based discrimination. Respectful Relationships education curriculum has further developed in recent years, with the link between this area and primary prevention of gender-based violence becoming more widely understood.

Schools work in a range of ways to assist students to build the skills, values and attitudes required to develop and maintain positive, healthy and respectful relationships. Schools identify curriculum and training from a range of endorsed sources that meets the needs of their community as detailed on the Directorate website Respectful Relationships education page:

https://www.education.act.gov.au/teaching_and_learning/respectful-relationships-education.

IMPLEMENT SUPPORTING PARENTS PLAN

Early Childhood Strategy

The Directorate is progressing the development of a comprehensive early childhood strategy to continue to drive quality and accessibility of the ACT early childhood education and care sector. The *Early Childhood Strategy* will provide the means for delivering the Supporting Parents Plan. In 2017-18, scoping of the *Early Childhood Strategy* project commenced with specific consideration of connections with the Future of Education and the Human Services Cluster initiatives. Consultation with the sector and the Early Childhood Advisory Council is ongoing throughout the development of the strategy.

The Out of School Hours Care trial for preschool children will be the first step in evaluating the capability of co-located wrap-around service delivery for preschool children at ACT public schools. The specifics of the trial are being considered as part of the development of an *Early Childhood Strategy*.

SAFE AND SUPPORTIVE SCHOOLS

The Directorate's *Safe and Supportive Schools Policy* provides guidance to schools on promoting safe, respectful and supportive school environments. Schools are required to have processes and procedures in place to address and prevent bullying, harassment and violence, including cyberbullying. Schools' preventative focus includes social and emotional learning approaches and

digital citizenship programs that support the development of resilience, critical thinking and social skills.

Bullying

The Directorate recognises the lasting impact bullying can have on everyone involved, including those who witness it; and the importance of schools, young people and families working together to create safe school communities for everyone. The Directorate's ongoing commitment to countering bullying and violence is evident through a range of initiatives.

The Directorate is a member of the Safe and Supportive Schools Community (SSSC), a working group of representatives from all states and territories. The Directorate participated in the SSSC Annual Planning Meeting in Brisbane in June, which provided an opportunity to discuss and collaborate with other jurisdictions on contemporary student wellbeing issues and hear about recent updates relating to research and evidence-based resources. The SSSC manages the the *Bullying. No Way!* website and promotes the National Day of Action (NDA) against Bullying and Violence.

The NDA is a positive day of action, bringing school communities together to actively discuss and think about preventing and addressing bullying and violence. In 2018, the NDA was on March 16 with 56 ACT public schools registering their participation in this day, including 37 primary schools, 17 high schools and 2 colleges. ACT public schools access a range of resources and materials from the *Bullying. No Way!* website for the NDA and also to address bullying through the curriculum throughout the year.

From May, schools' capacity to document data about incidents involving bullying and harassment, monitor numbers, reflect and act on emerging trends has been strengthened through the implementation of a specific module in the Schools' Student Administration system (SAS). Further information for the community is available on the Directorate's website:

www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students/keeping-safe-online

www.education.act.gov.au/school_education/safe_supportive_schools

E-safety

In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Our SchoolsNET ICT network provides students with reliable access, which is safe and secure. This includes filtered internet on any device connected to our network, whether it be a school computer or a student's personal electronic device (PED) connected to our WiFi.

The Directorate partners with the Office of the Commonwealth Children's e-Safety Commissioner to provide a variety of best practice online information, interactive games and webinars available for teachers, students (all ages) and parents. This includes online Virtual Classroom webinars, which the Directorate has been running since October 2014. A total of 11,311 students have participated to date.

Continuum of Education for High Schools

All ACT high schools are implementing the Continuum of Educational Support (CES) model, a holistic and evidence-based framework for best practice approaches to the learning engagement of high school students, and a coherent strategy for the provision of flexible learning options and alternative education programs. The Education Support Office is supporting schools to implement the CES model that allows for flexible responses to meet the diversity of need within each school community.

The Directorate has also worked collaboratively with students and key government and non-government stakeholders to design a new, innovative and community-based Off Campus Flexible Learning Program that provides a pathway for students with complex needs who, at a particular point in time, cannot successfully access education in a mainstream school setting.

Implementing School Uniforms

The *Dress Standard and Uniforms in Canberra Public Schools* policy was launched in 2016 with implementation achieved at the end of 2017, requiring all ACT public schools to create and implement their own uniform and dress standards in partnership with their school communities. School uniforms benefit students by:

- > assisting students to learn the importance of appropriate presentation;
- > promoting the safety of students through easier identification;
- > keeping costs of clothing within reasonable limits for parents; and
- > promoting a sense of school identity and belong among students.

The Directorate is continuing to support schools to work with their communities to design and develop school uniforms that reflect the unique identity and culture of their school, with a focus on equitable uniform choices.

EXPLORE MEDIUM AND LONG-TERM PARTNERSHIPS WITH THE EARLY CHILDHOOD EDUCATION AND CARE SECTOR

Sector education and engagement

The Children's Education and Care Assurance (CECA) organises and participates in a range of educative and deliberative forums with the education and care sector. In 2017–18 CECA held three Education and Care Sector Meetings in August, December and April.

More than 500 participants attending the meetings representing educators, managers, services and providers, and other stakeholders such as training organisations from across the sector. The meetings covered a number of important topics, such as:

- > amendments to the and National Quality Standard (NQS);
- > engagement of children with high care needs and Inclusion Support Plans; and
- > contributing to the development of the Early Childhood Strategy.

On 18 October 2017, CECA facilitated the Collaborative Partnerships with Families and Communities Symposium (the Symposium) with a focus on Quality Area 6 of the NQS (<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities>) and developing strategic networks between the community and early childhood education and care services.

The Symposium centred around collaborative partnerships with families and communities and allowed for 165 leaders and educators within the sector to hear from others and ask questions to an expert panel. Presentations included:

- > meaningful engagement with Aboriginal and Torres Strait Islander communities;
- > effective collaboration with schools and families in Outside School Hours Care; and
- > bringing relevance to engagement with your services' community.

In November 2017, CECA undertook a survey of services on assessment and rating reports, to ensure these reports provide clear information on the ratings given and how services can continue to improve. Of 129 services that participated, 77 (60%) responded with the majority reporting that assessment and rating reports provided by CECA reflected their service well and clearly explained reasons for the service rating. Respondents reported that the notes on quality improvement were helpful in linking to best practice resources and information.

In 2017–18 the Director, Early Childhood Policy and Regulation, visited 10 education and care services across the ACT to gain firsthand knowledge and understanding of programs and practices in these settings. The visits provide an informal means for practitioners to discuss day-to-day challenges and successes in services.

ONGOING SUPPORT OF STUDENTS WITH NATIONAL DISABILITY INSURANCE SCHEME

As the National Disability Insurance Scheme (NDIS) continues to evolve, the Directorate works closely with the National Disability Insurance Agency (NDIA) and the education sectors to collaborate and address issues regarding the operational interface and their associated transition to the NDIS.

In July 2017, Directorate staff completed assessments for 64 year 12 students with disability to support the NDIA in determining their suitability for NDIS funded School Leavers Employment Support. As a result, 46 of these students were able to access a package of highly individualised NDIS funded supports to assist them to develop their employment skills and to foster employment sustainability.

IMPLEMENTATION OF THE ABORIGINAL AND TORRES STRAIT ISLANDER WHOLE OF GOVERNMENT AGREEMENT

The ACT Government acknowledges that connection to country holds spiritual, social, historical, cultural and economic importance for Aboriginal and Torres Strait Islander peoples.

The *ACT Aboriginal and Torres Strait Islander Agreement 2015–2018* sets out the commitment of the ACT Government, our service partners, the Aboriginal and Torres Strait Islander Elected Body, and most importantly the community, to work together to recognise and respond to the needs of Aboriginal and Torres Strait Islander people living in the ACT and surrounding region.

The Agreement asks the ACT community to work in partnership with Aboriginal and Torres Strait Islander people in the ACT to build strong foundations, resilient families, and to support Aboriginal and Torres Strait Islander people living in the ACT and surrounding region to achieve their personal life goals, whatever they may be.

Schools play a critical role in building respectful interactions with the community. The Directorate's focus on building cultural integrity with ACT Public Schools is based upon the understanding that we must tailor our approach to the needs of individuals within a school community context. Throughout

the year, the Directorate has sought to continuously improve the delivery of the life changing service of Education to Aboriginal and Torres Strait Islander students, their families and to the community.

The Directorate has achieved this through the following initiatives and programs:

- > *Cultural Integrity Self-Assessment Continuum*;
- > National Reconciliation Week;
- > *Reconciliation Plan - Keeping it Alive 2016-18*;
- > Garma Festival;
- > Community Yarns; and
- > Aboriginal and Torres Strait Islander Employment.

Further information is available in section B1 Aboriginal and Torres Strait Islander Student Outcomes.

Culture

IMPLEMENTATION OF SCHOOLS FOR ALL RECOMMENDATIONS

In 2017 the ACT education sector, including ACT Public Schools, Independent Schools and Catholic Education schools, remained focused on system reform leading to all schools being safe and inclusive learning environments for each student. As a sector we continued the implementation and embedding of the recommendations of the Expert Panel Report to meet the needs of children and young people who present with complex needs and challenging behaviours, including disability.

Nearly all of the 50 recommendations of the expert panel have been finalised however the ongoing focus on systemic cultural change continues. This focus has ensured that all children and young people in all ACT schools are placed at the centre of all decision making relating to education policy and practice.

Key achievements throughout the year include:

1. **Physical learning environments to foster learning culture** – Schools accessed support through professional learning and infrastructure and capital works to create sensory spaces within the school environment. Sensory spaces are available to all students and may assist individuals to manage their sensory needs and safely withdraw if they require time away from busy school environments.
2. **Continuum of Educational Support model** – The Continuum of Education Support (CES) model is a holistic framework for best practice approaches to the learning engagement of all high school students in the ACT was introduced in 2018. The framework encompasses provision of flexible learning options and alternative education programs.
3. **Engaging Schools Summit** – The Directorate coordinated a cross-sectoral Engaging Schools Summit in September 2017, providing access to experts in innovation and evidence-based research supporting all learners to become engaged members of the learning community.
4. **Positive Behaviour for Learning** – The Directorate has strengthened supports for schools through the Positive Behaviour for Learning Framework (PBL), a research and evidence based, whole school approach for creating safe and supportive school environments. The Directorate has developed innovative additions to the PBL model by integrating Neuroscience in Education (NeuEd) and Trauma Informed Practice to PBL processes and training. This focuses on creating enriched environments to influence brain development and maximise wellbeing for learning.

At the heart of this program of cultural reform is the core value of equity in our school and early childhood education and care systems. The ACT education sector embraces the fundamental belief that every child and young person deserves a great education and the life chances that flow from it. The key themes in *Schools for All* also align with the key themes in the *Future of Education* initiative, which form part of our education strategy for the next 10 years.

SCHOOLS TO DEVELOP EVIDENCE-BASED IMPROVEMENT STRATEGIES AND SCHOOL NETWORK SHARING BEST PRACTICE

The 2017 Australian Council for Educational Research (ACER) system review report recommended that individual school strategic planning be redesigned with a core focus on developing sharp and narrow improvement agendas that are measured through appropriate targets.

The School Improvement Division (the Division) continues to develop a shared understanding of evidence-based improvement strategies both at the system level and across schools. In 2018, the Division Directors participated in master-classes to deepen their understanding of the use of the National School Improvement Tool (NSIT), strategic planning and data analysis to ensure alignment with the School Improvement Cycle (SIC).

School leader development needs have been identified with regard to understanding evidence informed approaches to school improvement. Modules are being developed for system and school leaders to use a rigorous evidence informed approach that is consistent and coherent across and within schools and within the Education Support Office to inform decision making at all levels of school improvement. These modules include: *creating a culture of collaborative inquiry, multiple sources of data, leading evidence informed practice and the data literate leader*.

SATISFACTION WITH ACT PUBLIC EDUCATION

The Directorate has been giving priority to strengthening relationships with parents and the community. The Directorate uses several indicators to measure its success in engaging with students, parents and the community, including student and parent/carer satisfaction. From 2018 the Directorate will report strategic indicators drawing information from the *Australian School Climate and School Identification Measurement Tool Student Survey (ASCSIMT)* to measure the quality of these relationships within schools. These indicators will show the change over time of the strength of identification, or 'belonging' with their schools of the students, staff and parents/carers.

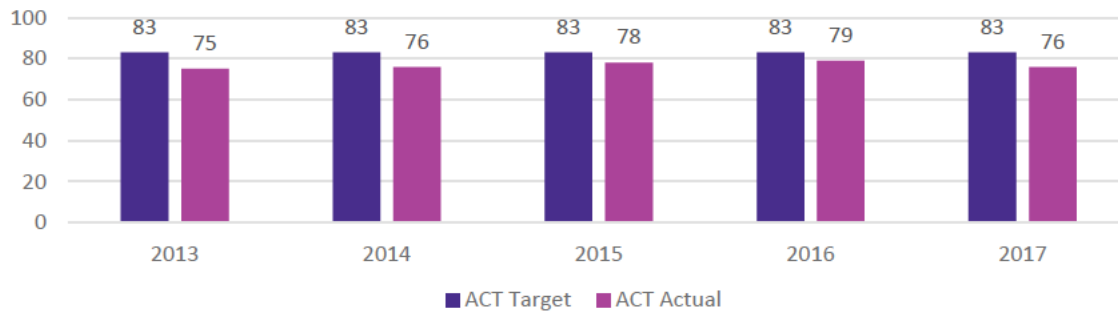
The perception of and satisfaction with public education is an important indicator of the trust and confidence of the ACT community that the public education service available to all families can, and is, delivering outcomes for their children and young people that will stand them in good stead through further study, employment and indeed, throughout their lives.

Measures that assist in painting this picture include data on the retention rates of students within the public school system, changes in the proportion of students and their families choosing either a public or a non-government education system. Positive changes in school attendance rates, along with the overall satisfaction of students and their families with public education in the ACT all contribute to building that picture further. Finally, data on student post-school destinations, rounds out this picture.

The student satisfaction indicator is based on a survey of students from years 5 to 12 in ACT public schools, excluding students at specialist schools, conducted in August each year. In determining overall student satisfaction, the question 'Overall I am satisfied I am getting a good education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate overall satisfaction rates.

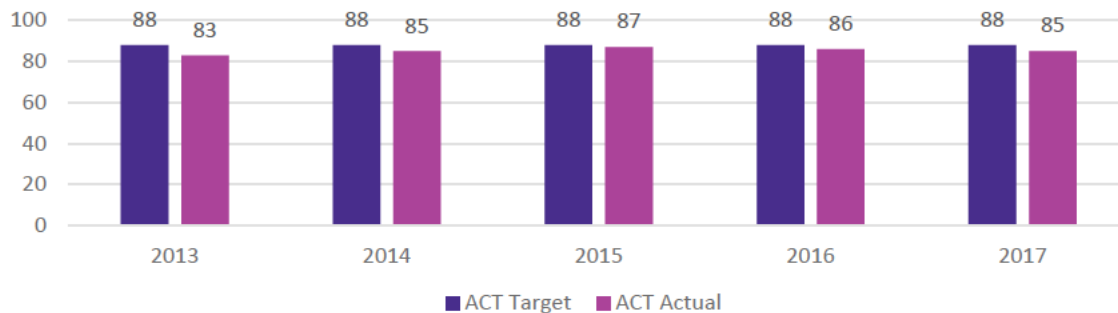
The data below (Figures B2.18 and B2.19) indicate that there was a high level of student, parent and carer satisfaction with the education provided at public schools over the past five years. Overall student satisfaction (across primary, high and college sectors) with the quality of education received at public schools has increased slightly from 75 percent in 2013 to 76 percent in 2017 (Figure B2.18). The level of overall parent/carer satisfaction was stable over the last five years from 2013 to 2017, with 2017 performance of 85 percent being just below the target of 88 percent (Figure B2.19).

Figure B2.18: Percentage of overall student satisfaction with education in ACT public schools between 2013 to 2017



Source: ACT Education Directorate

Figure B2.19: Overall satisfaction of Parents and Carers with the education provided at ACT public schools, 2013 to 2017



Source: ACT Education Directorate

BETTER SCHOOLS FOR OUR KIDS – SCHOOL PSYCHOLOGISTS

School Psychology Services

The Directorate supports students and school communities by utilising the skills and expertise of school psychologists and allied health professionals to identify and remove barriers to students accessing education. Psychologists and allied health professionals can provide supports at the whole-school level (universal), through small groups (selected) and for individual students (targeted).

The 2017-18 ACT Budget provided resourcing to recruit an additional five full-time school psychologists for ACT public schools. These psychologists commenced in January 2018. An additional ten full time psychologists will be recruited at the end of 2018 to start in our schools in 2019.

Students, parents/carers and school staff in ACT public schools have access to their school psychologist to identify and support their learning, wellbeing and mental health needs. The work of the school psychologists is based on an early intervention and prevention model which is ecologically informed, meaning they consider all parts of a student's life (family, classroom, peers) when working with a child or young person. The ACT Education School Psychology Service is part of the wider ACT mental health system including ACT Health, Headspace and the Australian Child and Adolescent Trauma, Loss and Grief Network - Australian National University (ANU).

In addition to school psychologists, the Network Student Engagement team (NSET), based in each of the ACT public school networks, provides multidisciplinary input from professionals to support individual students and build capacity within schools. The team comprises of social workers, speech pathologists, occupational therapists, senior psychologists and specialist educators.

In the ACT there were 51 public primary schools participating in the KidsMatter program and 19 public high schools and colleges engaged with the MindMatters programs during 2017-18. These evidence-based Australian mental health and wellbeing frameworks help take care of student's mental health needs and prevent issues from arising in the first place.

The ACT Child and Adolescent Mental Health Service (CAMHS) is partnering with four selected ACT public schools to provide the *Understanding and Responding to Feelings and Behaviours* (UR Fab) mental health early intervention program for children in Years 1 to 3 during 2017-18. The program aims to support children who are struggling to manage their strong emotions and behaviours, as well as to improve social skills and friendship skills. Research has shown that helping families and schools work together in the early years can have positive results for children both in their classroom and the wider world.

Early Childhood Education and Care

The first three to four years of life establish a child's learning and development. Children's brains develop rapidly from birth, with healthy brain development setting the foundation for learning and positive social relationships.

International and national evidence demonstrates that participation in quality early learning programs has significant benefits for young children because it makes the most of the brain's keen ability to absorb information and acquire skills early in life.

Children who have accessed quality, structured early learning programs are more likely to make a successful transition to school, stay longer in school, continue to further education and fully participate in employment and community life as adults. These children experience the benefits irrespective of their family, social or economic context.

In 2012, all states and territories and the Commonwealth implemented the National Quality Framework (NQF) (<https://www.acecqa.gov.au/nqf/about>) for the early childhood education and care sector. The NQF covers long day care, family day care, preschools and out of school hours care. Its primary function is to create a framework of education and care for children from 0–5 years who are not enrolled in school, and primary school aged children who attend out of school hours care.

The NQF established the Education and Care Services National Law – a uniform approach to regulation and quality assessment of the sector. Under the National Law, services are assessed and rated against the National Quality Standard (NQS) (<https://www.acecqa.gov.au/nqf/national-quality-standard>). Following an assessment, an overall rating is given dependent on evidence collected across seven quality areas:

- > education program and practice;
- > children's health and safety;
- > physical environment;
- > staffing arrangements;
- > relationships with children;
- > collaborative partnerships with families and communities; and
- > leadership and service management.

There are five rating levels within the assessment and rating process as follows:

- > Excellent rating, awarded by Australian Children's Education and Care Quality Authority;
- > Exceeding National Quality Standard;
- > Meeting National Quality Standard;
- > Working Towards National Quality Standard; and
- > Significant Improvement Required.

As at 30 June 2018, the ACT had 357 services approved under the National Law. Of these, 321 services have a quality rating, representing approximately 89.9 percent of services. The nominal capacity of the sector is approximately 24,000 full time places for children.

As at 30 June 2018:

- > 232 services have received their first assessment and rating only; and
- > 158 services have received a subsequent assessment and rating audit, of which:

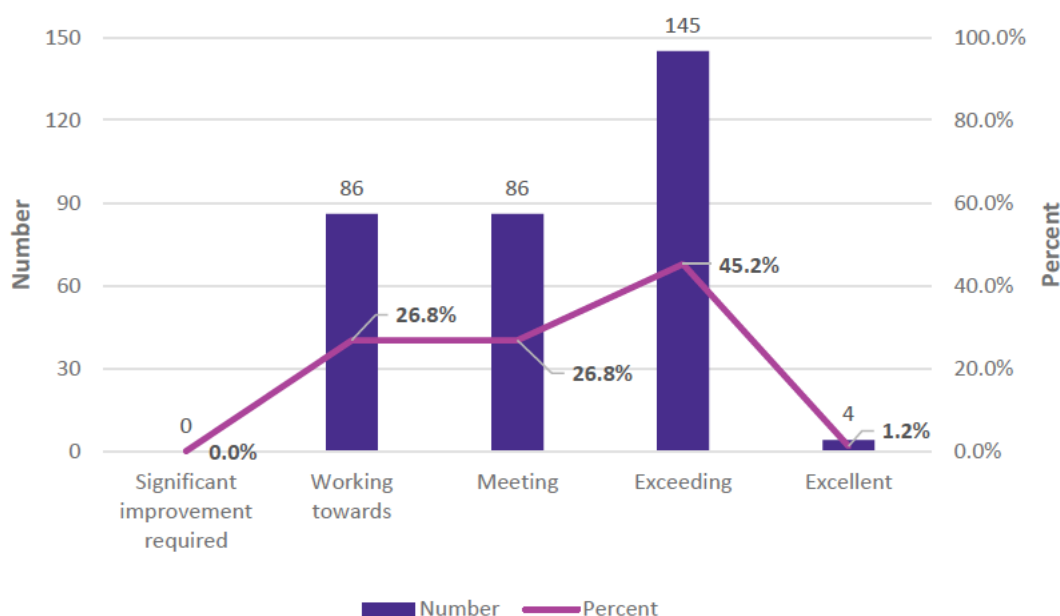
- 58 percent of services were rated with a higher rating than their previous report
- 39 percent of services that were rated were unchanged, and
- 3 percent of services were rated lower than their previous report.

This upward trend to overall improvement across the next assessed services shows a trend that most services are improving in quality.

As at December 2015, all services registered prior to March 2014 had received their first assessment under the NQF. As at 30 June 2018, the positioning of education and care services in the ACT was:

- > 0 (0%) services had a Significant Improvement Required rating;
- > 86 (26.8%) services had a Working Towards rating;
- > 86 (26.8%) services had achieved a Meeting rating;
- > 145 (45.2%) services had achieved an Exceeding rating; and
- > 4 (1.2%) services had achieved an Excellent rating.

Figure B2.20: Education and care sector services awarded a quality rating as at 30 June 2018



CHILDREN'S EDUCATION AND CARE ASSURANCE

The National Quality Framework (NQF) for the education and care sector established the *Education and Care Services National Law 2010* (the National Law) and a uniform approach to the regulation and quality assessment of the education and care sector. The Director-General of the Education Directorate is the ACT's Regulatory Authority.

The National Law places obligations upon the ACT Regulatory Authority, CECA, to undertake investigation, compliance, enforcement and assessment and rating functions against the NQS. The team is comprised of expert officers working in the following areas:

- > Quality Assurance;
- > Audit and Risk Management; and
- > Investigations.

Quality Assurance

The key objective of Quality Assurance is to assist providers and services in their journey of continuous improvement in delivering quality early childhood learning to children. CECA's Quality Assurance team undertakes the assessment and rating process of the sector in accordance with the National Law. This process provides several benefits:

- > educators with increased skills and qualifications;
- > better support for children's learning and development; and
- > a national register to help parents assess the quality of education and care services in their local area.

Audit and Risk Management

CECA's Audit and Risk Management team undertake compliance audits and risk assessment audits of education and care services. Compliance audits help to ensure that services are meeting their minimum requirements as set by the National Law.

Announced and unannounced compliance audits are conducted within the year. The team also carries out short notice audits in response to relevant incidents or allegations. These types of audits are called risk audits or if appropriate, emergency response audits. Risk audits and emergency response audits are conducted to resolve any specific and immediate risk to children.

The team also makes a risk assessment of each service in the ACT. These are used to inform the long-term scheduling of audits and quality assessment and ratings. Each service is provided with a risk rating score and overall risk rating which informs the frequency of visits required to the service to ensure the health, safety and wellbeing of children is being sufficiently met.

In early 2017, CECA introduced a compliance self-assessment tool for services to use to monitor their compliance with the National Law. The tool is a positive measure in continuous improvement for the sector in preparing for audits and maintaining compliance. Since its distribution, there has been an improvement in the awareness of services' obligations under the National Law, reflected during audits.

As at 30 June 2018, the team had processed 811 notifications. Of those 811 notifications, 59 matters were investigated, 23 matters were subject to risk audit, and one matter was subject to both investigation and risk audit. The team carried out 247 compliance audits in the financial year and 20 risk audits in response to incidents or allegations that substantiated a rapid response.

Investigations

CECA's Investigation team works on any information that CECA becomes aware of, that there has or may have been a contravention of the National Law, where the contravention represents a risk, or the potential for risk, to the safety, health and well-being of children. Officers in the Investigation team hold Certificate IV in Government (Investigations), Diploma of Government (Investigations) and/or investigation training of a policing standard.

As at 30 June 2018, 59 investigations were conducted by the team. At the end of June 2018, there were approximately 15 investigations in progress, and 63 cases closed of which 19 have been carried over from 2016-2017. Major areas of investigation for the financial year were: allegations of harm to children; staffing arrangements and inadequate supervision; and missing/unaccounted for children.

Compliance

As at 30 June 2018 CECA issued 59 compliance actions to the sector. Compliance actions range from administrative letters, to conditions on service or provider approval, enforceable undertakings, emergency action notices, compliance directions, compliance notices, suspension or cancellation of services and prohibition of individuals.

One compliance action was subject to application for external review by the ACT Civil and Administrative Tribunal. This appeal was resolved through a consent to an enforceable undertaking.

Assessment and ratings completed within legislated timeframes

This indicator measures the percentage of quality assessment and ratings of education and care services completed by Authorised Officers within legislated timeframes.

Under the *Education and Care Services National Law (ACT) Act 2011* the legislated timeframe between the assessment visit and the issue of the final report and rating notice is within 60 days.

Authorised Officers from CECA conduct assessment and rating of services against the National Quality Standard. The process meets statutory requirements and a national approach to the assessment and reporting of the quality of education and care services across a variety of service settings.

The target of assessment and ratings completed within legislated timeframes for the 2017–18 financial year was 100 percent. The result for the outcome is determined by calculating the number of assessment and rating cycles in which the final report and rating notices were issued within the legislated timeframe. The final report and rating notice sent date must fall within the reporting timeframe.

The number of assessment and rating cycles conducted to completion during the time period 1 July 2017 to 30 June 2018 was 69. The number completed within the legislated timeframe was 68. This resulted in 99 percent achievement against a target of 100 percent.

Annual compliance audit is delivered in full

This measures the percentage of compliance audits undertaken for the purpose of a minimum target number established by the Directorate's Senior Executive Team for the 2017–18 financial year. A formal letter from the Director Early Childhood Policy and Regulation to the Senior Executive Team of the Directorate stipulates the number of compliance audits to be undertaken in the financial year for the purposes of this indicator.

A scheduled audit of an education and care service is conducted against the minimum requirements of the *Education and Care Services National Law (ACT) Act 2011*. The target of compliance audits to complete for 2017–18 was 36 (100% target). A total of 36 compliance audits were conducted, resulting in 100 percent compliance with the target number.

For further information contact:
Director, Early Childhood Policy and Regulation
(02) 6207 1114

UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION: NATIONAL PARTNERSHIP AGREEMENT

The National Partnership for Universal Access to Early Childhood Education (NP UAECE) is a key element 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 public preschool. The NP UAECE provides an additional three hours which gets us to 15 hours of free preschool a week for four year olds.

On 8 May 2018, the Australian Government committed to extend the NP UAECE agreement into 2019. 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.

The NP UAECE provides a joint funding contribution to support the continued provision of 600 hours per year of free public preschool education, in the year before formal schooling. Its objective 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.

As a requirement of the NP UAECE 2016 and 2017, the ACT's performance was measured against six performance indicators in the NP UAECE (2016–2017).

For the 2017 assessed performance and related payment under the NP UAECE, the ACT achieved the performance indicators and received full payment of the 2017 performance payment allocation of around \$5 million. The ACT's performance shows 97 percent of four-year old children were part of a preschool program and 95 percent of Aboriginal and Torres Strait Islander children participating in a preschool program available for 600 hours per year. This is an increase from 91 percent of Aboriginal and Torres Strait Islander children for the previous reporting period.

NATIONAL QUALITY AGENDA: NATIONAL PARTNERSHIP AGREEMENT

The National Partnership Agreement on the National Quality Agenda (NP NQA) provides for partial funding from the Australian Government of Regulatory Authorities in each jurisdiction to support assessment and rating of services across the country.

Assessment and rating is an ongoing process that supports the improvement of service delivery and the maintenance of good practice within services. In 2017–18 the ACT conducted assessment and rating of 15 percent of all services to receive the funding.

Under the NP NQA, the ACT received \$459,000 from the Australian Government, of which \$130,000 was contributed by the ACT to the Australian Children's Education and Care Quality Authority (ACECQA) national body.

The Australian Government unilaterally decided in its 2018–19 budget not to fund the NP NQA beyond June 2018. Consequently, the partnership will cease on 30 December 2018.

International Education Unit

INTERNATIONAL EDUCATION

The International Education Unit provides supporting services for international students studying in the ACT. The purpose of the International Education Unit is to capitalise on the uniqueness of the ACT public education system to provide quality academic and social experiences for international students by reaching out to strategic partners and building cultural understandings. The International Education Unit has the following strategic priorities:

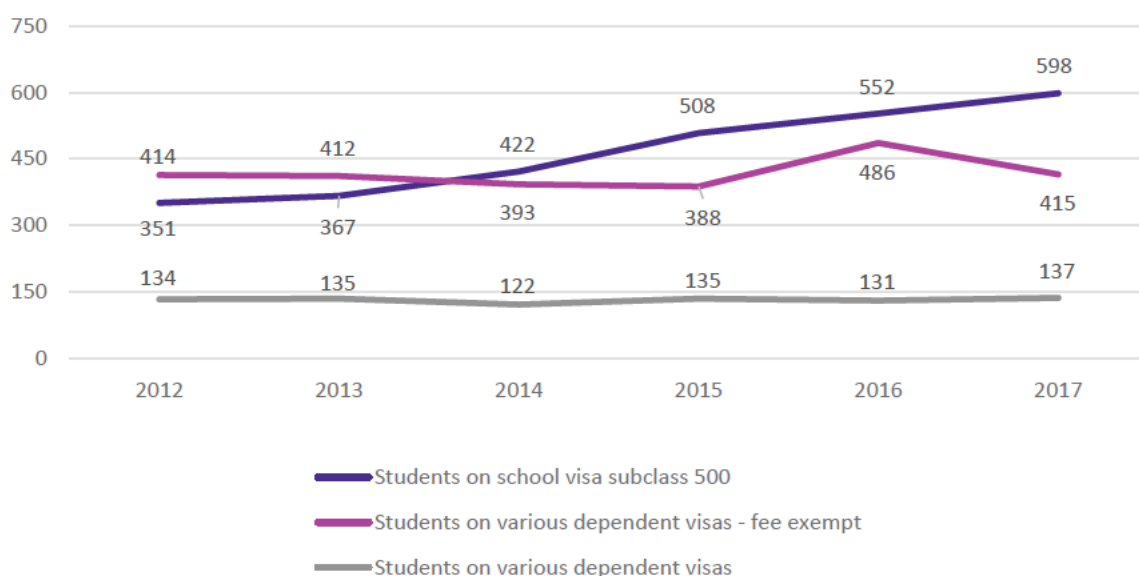
- > quality international education and social experiences;
- > high-performing and enriched international education programs; and
- > evidence-based decision making.

The Directorate embraces cultural diversity and welcomes international fee-paying students on a School Sector Student Visa Subclass 500, and the dependants of temporary residents visa holders, who hold various work or study visas, to enrol into ACT public schools from preschool through to year 12. International student numbers are reported for each calendar year.

The payment of tuition fees for the dependants of temporary residents is dependent upon their parents' visa subclass, with 75 percent of dependants exempt from paying tuition fees in ACT public schools. As their parents are the principal visa holders, dependent children of temporary residents generally enrol onshore.

Over the past five years, there has been steady growth in the numbers of students holding a School Sector Student Visa Subclass 500, with an eight percent increase in student numbers between 2016 and 2017. The numbers of fee-paying students studying in ACT public schools as dependants on their parents' visa has largely remained static over the past six years.

Figure B2.21: Full fee paying and fee-exempt international students in public schools 2012 to 2017



Source: ACT Education Directorate

Non-Government Education

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

HOME EDUCATION

At the time of the February 2018 census 302 ACT resident children and young people were registered for home education. During the reporting period 389 ACT resident children and young people were registered for home education with 178 of these students being provisionally registered.

In 2017-18, the Directorate met its targets for home education in that it completed the provisional registration of all 178 home educated students within 10 school days of the receipt of the parent's application for provisional registration.

NON-GOVERNMENT SCHOOLS

In 2017-18 there were 47 non-government schools registered in the ACT (comprising 29 Catholic systemic schools and 18 independent schools). In the reporting period 11 registration processes were conducted. These processes resulted in the registration of:

- > six Catholic systemic schools (Good Shepherd Primary School, Holy Spirit Primary School, Merici College, St Jude's Primary School, St Mary MacKillop College, and St Thomas Aquinas Primary School) being renewed for five years (2018-2022);
- > three independent schools (Burgmann Anglican School, Emmaus Christian School, and Trinity Christian School) being renewed for five years (2018-2022);
- > Islamic School of Canberra for kindergarten to year 7 being renewed for 2018 only; and
- > Taqwa School for kindergarten to year 4 being renewed for 2018 only.

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

In 2017-18, the Directorate met its targets for non-government school education in that it:

- > ensured all non-government schools operating in the ACT during the reporting period were registered; and
- > paid all grants within the required seven business days of receiving funds from the Commonwealth Government.

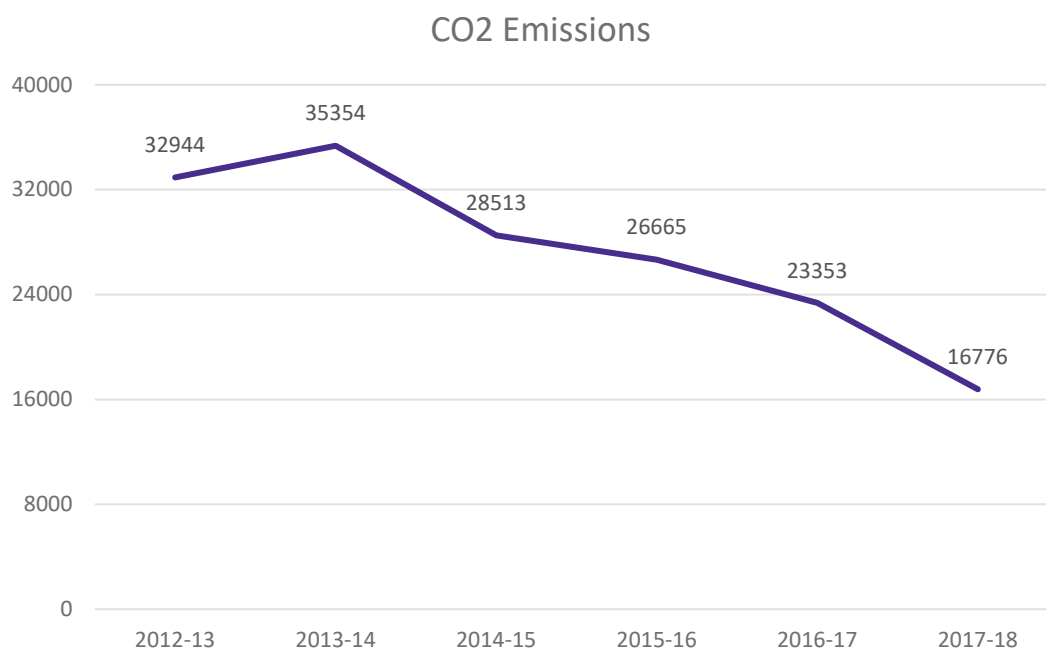
School Portfolio Carbon Emissions

SCHOOL PORTFOLIO CARBON EMISSIONS

Carbon emissions across the school portfolio are derived from gas and electricity energy consumption. The Directorate’s priority in managing its carbon emissions is informed by the strategic pathway outlined in *AP2: A new climate change strategy and action plan for the Australian Capital Territory* and the Carbon Neutral ACT Government Framework.

The Directorate, in line with the Carbon Neutral ACT Government Framework, is committed to reducing its carbon emissions. In 2017-18 school-based carbon emissions continued a downward trend (Figure B2.22), achieving a 28.16 percent reduction on 2016-17 emissions. While the reduction included the falling ACT Carbon Emission Factor for electricity, real reductions in electricity and gas consumption were realised in the reporting period. Major initiatives contributing to the reduction included the implementation of a building management system at Erindale Education and Recreation College and a targeted program of improving gas use efficiency across high gas use intensity sites. Details of these reductions and associated initiatives are included in Section B9.

Figure B2.22: School portfolio carbon emissions (tonnes), 2012-13 to 2016-17



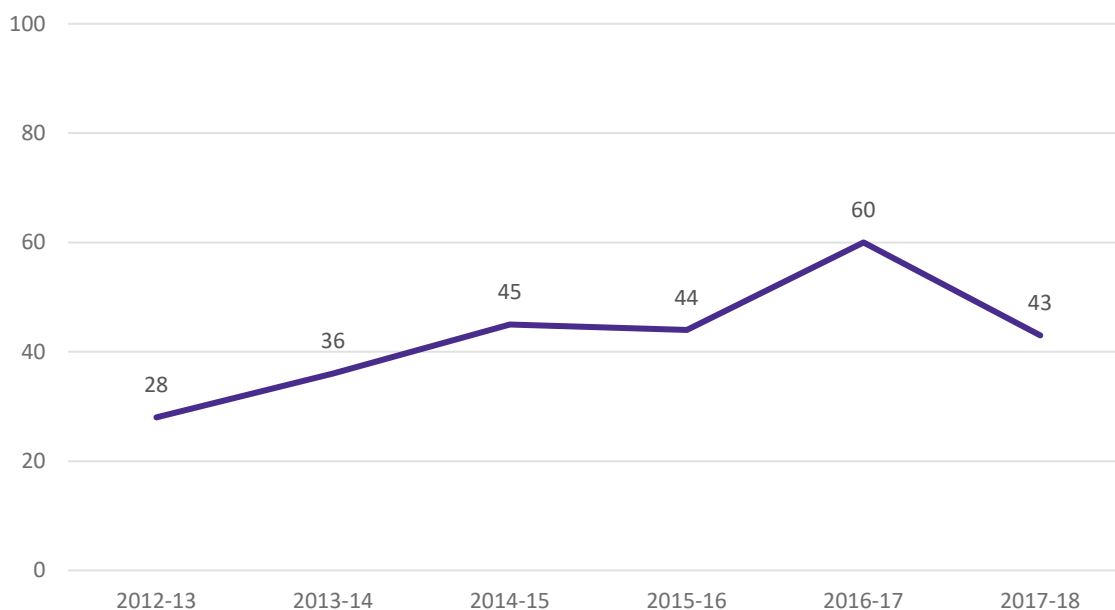
Source: ACT Education Directorate

Note: ACT carbon emission factors are adjusted annual to reflect ACT specific electricity emission factors for the previous and current year.

Freedom of Information

In line with ACT Government policy, the Directorate is committed to making government decisions transparent through Open Government initiatives. The Freedom of Information (FOI) process is a mechanism allowing the community to access information held by the Directorate. The number of new FOI requests received in the reporting period was 43 (Figure B2.23). The requests received in 2017-18 comprised of 12 from Media and 31 from other sources, primarily seeking access to personal information.

Figure B2.23: Number of new FOI Requests 2012-13 to 2017-18



Source: ACT Education Directorate

B3 Scrutiny

AUDITOR-GENERAL REPORT NO. 4/2018

2016-17 FINANCIAL AUDITS – COMPUTER INFORMATION SYSTEMS

	Recommendation	Action	Status
12.	Monitoring of Audit Logs	As reported at paragraph 2.28 of the Report, Maze does not have the capability to generate audit logs on access to Maze and its data, and that the periodic review of audit logs will be implemented as part of the planned replacement of Maze with the new School Administration System (SAS), expected to occur in 2019-20.	In progress
	a. The Education Directorate should:		
	I. incorporate procedures for the review of audit logs in the new Schools Administration System; and		
	II. perform periodic reviews of audit logs in accordance with these procedures.		

AUDITOR-GENERAL REPORT NO. 2/2018

ACT GOVERNMENT STRATEGIC AND ACCOUNTABILITY INDICATORS

The Auditor-General report was tabled in the ACT Legislative Assembly on 1 February 2018, and the government response was subsequently tabled on 5 June 2018. The Education Directorate will develop an action plan in 2018-19.

AUDITOR-GENERAL REPORT NO. 11/2017

2016-17 FINANCIAL AUDITS – FINANCIAL RESULTS AND AUDIT FINDINGS

	Recommendation	Action	Status
	The Audit Office issued an unqualified audit report on the Directorate's 2016-17 financial statements. The Audit Office reported two previously unresolved audit findings:	Instructions and reminders on action to be taken in reviewing salary reports have been issued to relevant staff. In addition, the Directorate is participating in a pilot project with Shared Services to implement an electronic form and approval process to improve compliance and monitoring capability.	In progress
	1. salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected; and		
	2. the Directorate's school administration system (Maze) does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The	The Directorate will address this control weakness as part of the replacement of the student administration system. The replacement student administration	In progress

Directorate also does not have a documented policy for the review of audit logs. system is expected to be fully operational by 2019-20.

No new audit findings were identified in 2016-17.

AUDITOR-GENERAL REPORT NO. 4/2017

PERFORMANCE INFORMATION IN ACT PUBLIC SCHOOLS

	Recommendation	Action	Status
1.	The Education Directorate should provide guidance on how performance indicators in its Strategic Planning cycle 2018-2020 are to be measured, as well as associated quantitative targets associated with the indicators.	The Directorate is currently developing the new strategic plan to align more precisely with school strategic planning through the refined 2018 school review process, including the provision of a baseline of consistent agreed data sets across schools.	In progress
Government Response – Agreed			
2.	The Education Directorate should develop new Strategic Indicators which are based on measuring student progress over time.	The Directorate has sought the assistance of the Australian Curriculum, Assessment and Reporting Authority (ACARA) to develop additional NAPLAN indicators that will demonstrate growth achieved by students in ACT public schools.	In progress
Government Response – Agreed in principle			
3.	The Education Directorate should improve the quality and comprehensiveness of schools' Strategic Plans and Annual Action Plans by requiring: <ol style="list-style-type: none"> explicit objectives and strategies in relation to student performance information and its use in driving school improvement; and performance measures based on students' educational progress. 	<p>In 2016, the Directorate implemented a more rigorous School Review process based on the nine domains of the National School Improvement Tool (NSIT). Since the commencement of 2017, 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.</p> <p>The new School Review, and more specifically the nine domains of the NSIT, enables closer interrogation of each school's evidence against each of its priorities and importantly enables an explicit examination of each school's overall performance based on system data.</p>	Complete
Government Response – Agreed			
4.	The Education Directorate should examine what may be	Following on from the release of <i>Enabling Evidence in Canberra Public Schools – Valuing Data as Evidence to inform Great Teaching</i> , the	In progress

Recommendation	Action	Status
<p>the appropriate level of support for school Principals with respect to the use of student performance information to drive school improvement and determine how this is to be provided. This should recognise the balance between school autonomy and accountability and central oversight and support from the Education Support Office.</p>	<p>Directorate has provided masterclasses for school leaders as they develop their strategic plans (focusing on the schools that have just completed school review). The Directorate is strengthening school leadership capability in the use of evidence and inquiry in schools. This capacity series targets school leaders at all levels. The series commenced in term 2 2018.</p>	
<p>Government Response – Agreed</p>		
<p>5. The Education Directorate should develop strategies to address the low participation rates in NAPLAN testing in some ACT public schools, specifically with respect to Year 9 participation.</p>	<p>The benefits of participation in NAPLAN will be promoted to parents as part of the rollout of NAPLAN online.</p>	<p>In progress</p>
<p>Government Response – Noted</p>		
<p>6. The Education Directorate should implement a standards-based moderation process across schools and school networks in order to achieve consistency in A to E grading and reporting.</p>	<p>Teacher professional development in the application of the Australian Curriculum and the achievement standards was strengthened significantly in Term 4, 2017 and Term 1, 2018 with full day curriculum application workshops held for primary and secondary teachers. This robust development program supports consistent judgment through standards-based assessment processes and the assigning of A-E grades.</p>	<p>In progress</p>
<p>Government Response – Agreed in principle</p>		
<p>7. The Education Directorate should develop a comprehensive professional learning program for school principals and teachers on the use of student performance information and how it can be used to inform differentiated teaching and learning to students and overall school improvement.</p>	<p>Refer to ‘Action’ in response to Recommendation 4 above.</p> <p>Building on the strengthening of leadership capability, the Directorate is explicitly connecting evidenced informed practice and professional learning communities to ensure school improvement and performance information translates into differentiated teaching and learning.</p>	<p>In progress</p>
<p>Government Response – Agreed</p>		

AUDITOR-GENERAL REPORT NO. 5/2014

CAPITAL WORKS REPORTING

Recommendation	Action	Status
<p>This Report has an outstanding recommendation related to the Education Directorate:</p> <p>2. The Commerce and Works Directorate's Shared Services Procurement and directorates should develop capital works service level agreements, or the equivalent, by 31 December 2014. These should specify reporting responsibilities.</p>	<p>The development and implementation of this service level agreement has not yet been finalised by Procurement and Capital Works, Shared Services.</p>	<p>In progress</p>

Government Response – Agreed in principle

Government Response to the Report of the Select Committee on Estimates 2017-18 on the Inquiry into Appropriation Bill 2017-18 and the Appropriation (Office of the Legislative Assembly) Bill 2017-18 including the Government Response to the Pegasus Economics Report Review of the ACT Budget 2017-18.

Recommendation	Action	Status
<p>113. The Committee recommends that the ACT Government publicly provide information on school facilities available for use by community groups after hours, including cost per hour and other requirements.</p> <p>Government response - Agreed in part.</p>	<p>The ACT Government currently provides details of school facilities available for hire (with the exception of pricing details) at the following link through the Education Directorate website: https://www.education.act.gov.au/about_us/A-Z. Community use of schools policies and procedures place a positive obligation on schools to make their facilities available for public use on a cost recovery basis. Principals also have the discretion to provide school facilities at no cost to community groups.</p>	<p>Complete</p>
<p>114. The Committee recommends that the ACT Government consider insurance arrangements for low risk groups using its venues to facilitate low cost use of these facilities by community groups, incorporated or informal.</p>	<p>Community use of schools policies and procedures currently provide the capacity for low risk community group activities to access school premises without insurance coverage.</p>	<p>Complete</p>

	Recommendation	Action	Status
Government response - Noted			
115.	The Committee recommends that the ACT Government consider implementing any small capital investments that will help to improve access and security arrangements for community groups using school premises outside standard operating hours.	The ACT Government has established a cross-agency working group and provided funding of \$100,000 through the <i>2017-18 Budget</i> to improve access and security for community groups using premises outside standard operating hours. This builds on the \$100,000 provided in the previous term.	In progress
Government response - Agreed			
116.	The Committee recommends that the ACT Government conduct an annual survey of teachers who are in their first four years of teaching to determine whether they are receiving an induction commensurate with the Education Directorate's intent.	A survey of beginning teachers is proposed from late 2018 to gain an understanding of the beginning teacher experience. This survey will go beyond responses regarding induction and will include feedback on student placements and university training experiences.	In progress
Government response - Agreed in principle			
117.	The Committee recommends that the ACT Government take appropriate action to rectify any shortfalls identified through the annual 'new teacher survey.'	A plan will be developed to respond to feedback.	In progress
Government response - Agreed.			
118.	The Committee recommends that the ACT Government sets targets for indigenous students' attendance during NAPLAN testing and report on those targets.	Participation in NAPLAN testing is expected by all students in ACT public schools. Students may be withdrawn from the testing program by their parent or carer. The Directorate acknowledges that the reasons behind withdrawals and absences from NAPLAN testing are varied and can be personal. The Directorate does not support setting specific targets for NAPLAN participation for any one cultural group.	Complete
Government response - Noted.			
119.	The Committee recommends that the ACT Government set clear targets on closing the gap, in percentage points, for	The ACT Education Directorate currently reports on closing the gap targets which have been set through the National Indigenous Reform Agreement (NIRA). One such target is to halve the gap between Aboriginal and Torres Strait Islander	Complete

	Recommendation	Action	Status
	each year of NAPLAN and report on those targets. Government response - Noted.	and non-Indigenous students in NAPLAN reading, writing and numeracy by 2018. ACT and other Australian jurisdictions are also working with the Commonwealth Government to progress work on a refresh of the Closing the Gap targets and framework. It would not be appropriate for the ACT to begin reporting on a new, related target while this work is underway.	
120.	The Committee recommends that the ACT Government publish a list of approved groups and entities who deliver educational programs in ACT schools on a regular basis, including an outline of programs being delivered. Government response - Noted.	It would not be practicable to regularly publish an exhaustive list of all approved groups and entities who deliver educational programs in ACT schools. A large number of different organisations and entities are present in ACT schools, once approved. For any program run by an external provider, schools must refer to the Working with Children and Young People – Volunteers and Visitors (Interim) Policy. The ACT has a system wide school-based decision making model in place, where each school network and leadership team is able to make decisions on the engagement of groups and entities to meet the varying requirements of their students and school communities. Principals, in conjunction with school boards, are able to make decisions about engaging industry expertise to provide input on specific learning. This can vary based on each school's educational and improvement priorities.	Complete
121.	The Committee recommends that the ACT Government investigate options for encouraging more members of the community to become Learning Support Assistants. Government response - Agreed.	The role of the learning support assistant continues to evolve. Work will commence shortly on better defining this role in various settings and looking at best fit recruitment strategies. Following the completion of this work, the Education Directorate will investigate the development of options as per the Committee's recommendation.	Ongoing
122.	The Committee recommends that the ACT Government conduct an analysis of home-education requirements in other jurisdictions, with a view to determining whether the ACT's approach is consistent or could be improved. Government response - Agreed.	The Directorate will undertake an analysis of its home education program, particularly with reference to practices in other jurisdictions.	In progress
132.	The Committee recommends that the ACT Government	The Community Services Directorate agrees to continue to support affordable access to the Theo Notaras Multicultural Centre for multicultural	Complete

Recommendation	Action	Status
<p>continue to support affordable access to public spaces, including the Theo Notaras Centre and school halls, for community groups.</p> <p>Government response - Agreed</p>	<p>community use. The ACT Government is committed to making ACT public schools available to sport, recreation and community groups outside school hours and a working group has been established with the Education Directorate, Active Canberra and the Community Services Directorate to facilitate increased access.</p>	

For further information contact:
Director, Governance and Community Liaison
(02) 6207 2990

B4 Risk Management

Risk Management

The Directorate's risk management framework is based on the Australian and New Zealand Standard ISO 31000:2009 Risk Management – principles and guidelines. Risks are identified and mitigated through the Directorate's internal governance control structure, which includes:

- > Risk management Framework;
- > Strategic Risk Profile;
- > school compliance reporting;
- > *Fraud & Corruption, Prevention & Response Plan 2016-2018*;
- > internal audit program;
- > detailed policies and controls, such as the Director-General's Financial Instructions and the *School Management Manual*; and
- > detailed financial operating procedures and practices.

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

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

Monitoring and reporting on risk management occurs through:

- > regular monitoring of outcomes by the Senior Executive;
- > monitoring by the Audit Committee;
- > reporting to the Education Governance Committee;
- > reporting to the Audit Committee; and
- > implementation of internal and external audit recommendations.

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

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

Critical incidents

The number of critical incidents for a financial year has been calculated on those incidents reported which meet the definition for a critical incident in the Directorate's Critical/Non Critical Incident Management and Reporting Policy i.e. an event that causes severe impact, such as significant disruption to the school routine, an emergency management situation, loss of a sense of control, or threat to the safety of students and staff.

In the period 1 July 2017 to 30 June 2018, there were two critical incidents in ACT public schools. Of these, one was an evacuation due to a power outage, and the other was a disruption to the school due to extensive vandalism.

**For further information contact:
Director, Governance and Community Liaison
(02) 6207 2990**

B5 Internal Audit

Internal Audit

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

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

The Directorate's Audit Committee Charter reflects the Australian National Audit Office and the ACT Treasury best practice guides for Audit Committees. The Committee's internal audit responsibilities are to:

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

The Audit Committee met four times during 2017-18. The Committee's membership and attendance are given in Table B5.1.

Table B5.1: Audit Committee membership and meetings in 2017-18

Members	Position	Meetings attended
Carol Lilley	Chairperson (external)	4
Meg Brighton	Internal member	4
Sue Chapman	External member	4
Mark Ridley	External member	4

Source: Chief Internal Auditor, Internal Audit and Risk Management

Internal audits undertaken in 2017-18 included:

- > School Administration System Gateway Review;
- > Workplace health and safety review;
- > Management and maintenance of public primary, high and college buildings;
- > Restrictive practices review; and
- > Evaluation of the Quantitative Evidence Base Supporting School Infrastructure Evaluation.

For further information contact:

**Director, Governance and Community Liaison
(02) 6207 2990**

B6 Fraud Prevention

Fraud Prevention

The Directorate's *Fraud and Corruption Framework* complies with the requirements of the *ACT Integrity Policy (2010)* and incorporates the *Fraud and Corruption, Prevention and Response Plan*. The Director-General's Financial Instructions (Integrity and Reporting) and the *School Management Manual* (Fraud Control and Prevention) describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording and reporting fraud.

The *Fraud and Corruption, Prevention and Response Plan* covers the period 2016 to 2018. Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Director of the Governance and Community Liaison Branch is the Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR).

The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee.

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

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

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

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

There are two instances of possible fraud being investigated within the Directorate in the 2017-18 financial year and the matters are continuing.

**For further information contact:
Director, Governance and Community Liaison
(02) 6207 2990**

Fraud Prevention in Early Childhood Sector

Unlawful conduct in the family day care sector is a national issue. Family day care services and providers represent a disproportionate number of compliance matters for the ACT Regulatory Authority, CECA.

The ACT has applied enormous effort to work pro-actively with the Commonwealth Department of Education and Training, and other state and territory Regulatory Authorities to prevent fraudulent activity and remove non-compliant providers from the sector. New strategies and persistence is paying off with a number of operators being closed down and not re-emerging.

From 1 July 2017 to 30 June 2018, 19 compliance actions were taken against family day care providers, services or individual educators. Compliance actions range from administrative letters, to conditions on service or provider approval, enforceable undertakings, emergency action notices, compliance directions, compliance notices, suspension or cancellation of services and prohibition of individuals.

In an attempt to minimise the number of non-compliant providers in the sector, the ACT Regulatory Authority has significantly tightened approval procedures for family day care applicants. From January 2017 to 30 June 2018 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 family day care services were approved by the Regulatory Authority.

**For further information contact:
Director, Early Childhood Policy and Regulation
(02) 6207 1114**

B7 Work, Health and Safety

The Directorate holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. In the 2017-18 financial year, the Directorate continued its strong focus on health and safety performance, and sought to further influence and enhance this performance.

Work continued in addressing the safety risk of occupational violence. The *Managing Occupational Violence Policy* and associated Plan were published in July 2017. The implementation of this policy and management plan has seen the Education Directorate undertake an extensive body of work to help guide a culture shift across the Directorate in relation to capacity building around identifying and mitigating the risks of occupational violence.

This work has been largely focused on school-based staff and the following bodies of work commenced during 2017-18. The Territory has initiated a system-wide review of the Directorate's occupational violence approach. This has led to the strengthening of the Directorate's architecture to support occupational violence with a focus on two main areas:

1. improving organisational culture and training specific to occupational violence; and
2. recalibrating the Directorate's risk management strategy in relation to occupational violence.

In particular, in August 2016, the Directorate commenced work to identify and treat risks associated with occupational violence in ACT public schools. The program of work included a joint Australian Education Union/Education Directorate working group, formed on 30 August 2016, to progress a program of agreed work. Products from this collaboration includes an Occupational Violence Management Policy and Plan, support documents and products for use in schools and classrooms throughout the ACT Public School system.

In December 2016, the Directorate formalised its Occupational Violence Safety Management System project. This program of work included:

- > training for all principals - delivered in December 2016 by the former WorkSafe ACT Commissioner Mark McCabe. The training focused on work health and safety and due diligence;
- > training for staff which was delivered by principals at all schools using the resources from Mark McCabe focusing on work health and safety and due diligence;
- > teleconferences with all principals where the Director-General held teleconferences with principals on work health and safety and due diligence on 7 December 2016;
- > discussions about work health and safety at staff meetings - Principals and Directors – School Improvement (the supervisors of principals) were directed to ensure that work health and safety was an agenda item at staff meetings and at all network meetings (network is a meeting of principals of up to 23 schools based on their geographic location);
- > a due diligence audit of work health and safety in schools which was undertaken early December 2016. The audit was undertaken by Health and Safety professionals from the Work Safety team in the Chief Minister, Treasury and Economic Development Directorate. The audit made recommendations regarding training; consultation; mentoring; reporting; training records; risk assessments and registers; support services; and policies and procedures. These recommendations were implemented;

- > streamlining operations to ensure a co-ordinated approach to support injured staff which includes timely phone and email contact with injured staff from the Directorate injury management team;
- > a review of risk management processes to ensure that risk assessments are reflective of work health and safety risks, the controls are in line with the hierarchy of control and applied within the context of behaviour management planning, the learning process and student context. Work health and safety professionals work closely with, schools and the Directorate's specialist educators and/or allied health team to provide contemporary risk assessments and associated controls designed to mitigate risk and ensure the safety of staff and students;
- > an independent assessment of the systems to mitigate the risks of occupational violence, engaged in December 2016. The review by David Caple and Associates focused on the requirements of a systems approach for the prevention of physical and psychological injury to Principals, teachers and Learning Support Assistants arising from incidents of occupational violence within ACT schools. This report recommended further training for staff working with students with complex needs, work health and safety risk assessment process and student case management approach, improving data capture for occupational violence incidents, develop closer working relationships with Universities to ensure pre-educators and early educators are provided placements and support to teach students with complex needs. The four main recommendations of the review were accepted in April 2017. The recommendations from this review are well advanced in their implementation;
- > the Director-General undertaking consultation with staff in May 2017 on the proposed draft occupational violence policy and plan. The new policy was launched in July 2017. A suite of tools and initiatives complemented the policy and were developed to enhance the management of Occupational Violence. Tools include: posters and email banners, risk assessment tools and a renewed intranet page on Occupational Violence Management;
- > training learning support assistants through a whole school professional learning or through targeted learning support assistant sessions. This one-day trauma training workshop outlines principles of neuroscience that inform good practice in education and participants develop an understanding of the prevalence and impact of trauma;
- > the ACT Government provided \$0.9 million in the 2017-18 Budget for additional work health and safety staff resources to support schools to implement changes to practice and better manage this risk. Staff identified as part of this initiative have been engaged;
- > in December 2017, the Directorate implemented an initial pilot training program with 14 Learning Support Assistants completing their Certificate IV in Education Support with the Canberra Institute of Technology (CIT). The pilot enabled the participants to build their capability to work with students, particularly those with complex needs and challenging behaviour;
- > as of September 2018, 48 schools have participated in occupational violence training. The remaining schools will complete training by the end of 2018 and
- > the ACT Government has provided \$5.6 million over the forward estimates to support the enhancement and development of sensory spaces into schools where staff are able to support students with complex needs and challenging behaviour to manage their sensory needs. Factsheets and professional learning for this initiative have been developed for schools to support them in creating sensory spaces within the school environment.

As part of the Schools for All Program, the Directorate focussed on ongoing capability development of the workforce with regard to meeting the changing needs of students. This development and training had a particular focus on responding to students with complex needs and challenging behaviour.

In addition to this occupational violence work, the Directorate has delivered a number of initiatives which support its workers' wider health, safety and wellbeing including reviewing and strengthening the content of the Education Safety Management System including:

- > specific risk management guidance material to assist design and technology staff;
- > ongoing revision of the Safety Management System to remove duplication, simplify the content, and to adopt changes in ACT legislation including the Global Harmonised System of classification of hazardous substances;
- > development and distribution of a quarterly wellbeing newsletter;
- > strengthening Directorate guidance material on health and safety roles and responsibilities including clearer linkages to ACT public sector policy;
- > providing work, health and safety (WHS) advice for key groups across the Directorate including business managers, building service officers, health and safety representatives, and first aid officers;
- > providing an influenza vaccination program for staff; and
- > providing a Hepatitis A/B vaccination program for workers in high-risk roles.

Investigations

In 2018 WorkSafe ACT issued the Directorate with two Improvement Notices, one relating to the training of staff in the administration of medication and one due to an electrical shock incident.

The Directorate undertook a range of actions and initiatives to address the requirements of these notices. In both situations the Improvement Notices were removed by WorkSafe ACT as all requirements and recommendations of the notice had been addressed.

The Directorate reported 26 notifiable incidents to WorkSafe ACT during the reporting period. Incidents reported included a gas bottle fire, disturbance of asbestos containing material, electrical shock incidents and falls. Incidents also involved events where a worker or third party attended hospital or sought medical treatment.

Proactively, the Directorate's Health Safety and Wellbeing team (HSW) completed 76 worker related health and safety risk assessments at 37 schools.

Reporting

During the 2017-18 reporting period, 3,139 worker work health and safety incident reports were received including 38 reports for other parties. Reporting numbers increased from 2,242 in the previous year and this is reflective of increased workforce education on the importance of reporting and the provision of an online reporting tool, RiskMan. This increase in reporting has not seen a significant increase in lost time injuries.

In addition to worker incidents, there were 1,660 student accident and incident reports for the reporting period.

Worker consultation arrangements and health and safety representatives

The Directorate is committed to effective communication and consultation with its workers on work health and safety matters at all levels of the organisation.

The Directorate, in consultation with its workers, has established work groups across all schools and the Education Support Office to consult with its workers. The work group may include all workers, or the workers may be arranged into multiple units. Ninety-seven work groups have been formed across the Directorate workplaces including all ACT public primary schools, preschools, early childhood schools, high schools, colleges, and Education Support Office locations.

During the reporting period Health and Safety Representative (HSR) Elections were held. The Directorate had 91 HSRs and 61 Deputy HSRs undertaking these roles during the 2017-18 reporting period.

The Directorate has established reporting frameworks and network wide consultation opportunities to formalise discussions with stakeholder groups, including regular reporting on health and safety performance.

Injury Prevention and Management

Injury Prevention and Management Committee

The Directorate formally consults with worker groups and the Australian Education Union (AEU), CPSU and United Voice through the Injury Prevention and Management Committee. The Committee is the key consultative forum for the Directorate on workplace health and safety matters including:

- > providing advice to Corporate Executive regarding injury prevention and injury management performance and compliance;
- > facilitating collaboration between the Corporate Executive and Directorate workers to instigate develop and carry out measures designed to ensure workers' health and safety at work;
- > providing advice on the ongoing development and implementation of the Directorate's WHS policies, procedures and safety priorities;
- > considering health safety and wellbeing performance;
- > considering specific injury prevention and injury management advice and initiatives;
- > providing advice on high level strategic initiatives to address injury data trends;
- > reviewing statistical data and identify the Directorate's risk profile trends through reported hazards, incidents/accidents, injuries or diseases;
- > considering matters relevant and reflect on current practice in relation to worker health and safety issues which have not been resolved or not resolved satisfactory at a local level.

Injury prevention and management programs

In 2017-18, the Directorate implemented a range of health and safety programs to support worker welfare including:

- > delivery of the Influenza vaccination program to 2,890 permanent and contract employees;
- > providing 34 Hepatitis A/B vaccinations to targeted worker groups including building service officers, first aid officers, early childhood educators and learning support assistants;
- > providing workstation assessments to assist with ergonomic set-up for 45 workers;
- > providing ongoing mandatory health and safety training requirements for key worker groups within the Directorate;
- > continue the Employee Assistance Program counselling service for workers and their families for both work and non-work related matters;

- > pilot Certificate IV in Education Support and Trauma Training for Learning Support Assistants;
- > Occupational Violence Management Induction in schools; and
- > recruitment of a chief safety officer.

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

Target 1 - A reduction of at least 30 percent in the incidence rate of claims resulting in one or more weeks off work

The Directorate has been performing above expectations since the introduction of the performance targets. In this reporting period, the Directorate experienced a significant decrease in the number of claims for musculoskeletal disorders however an increase in psychological injury and secondary psychological injury has seen a sustained number of new five-day claims. A decrease in claims in the broader ACT Public Service is also reflected in the data.

The Directorate is seeking proactive approaches to address the number of claims and to support its workers' wellbeing. The Directorate has revised its early intervention injury management support for injured workers, is focused on supporting schools with health and safety risk assessment, and is seeking specialist advice to support key stakeholder groups.

Table B7.1: Reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 percent

Education	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 - 22
EDU # new 5 day claims	50.33	60	44	31	34	50	45				
EDU rate per 1000 employees	11.02	12.53	9.28	6.17	6.63	9.73	8.24				
EDU Target 1	11.02	10.69	10.36	10.03	9.70	9.37	9.04	8.71	8.38	8.05	7.72
ACTPS # new 5 day claims	243.33	274	257	228	205	243	202				
ACTPS rate per 1000 employees	12.45	13.42	12.20	10.49	9.36	10.91	8.93				
ACTPS Target 1	12.45	12.08	11.70	11.33	10.96	10.58	10.21	9.84	9.46	9.09	8.72

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Dates are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2018.

Target 2 - A reduction of at least 30 percent in the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work

Table B7.2: Reduce the incidence rate of claims for musculoskeletal disorders (MSD) by at least 30 percent

Education	Baseline	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021 -
	(Avg FY 09-12)	- 13	- 14	- 15	- 16	- 17	- 18	- 19	- 20	- 21	22
EDU # new 5 day MSD claims	27.33	33	26	12	20	26	19				
EDU MSD rate per 1000 employees	5.99	6.89	5.49	2.39	3.90	5.06	3.48				
EDU Target 2	5.99	5.81	5.63	5.45	5.27	5.09	4.91	4.73	4.55	4.37	4.19
ACTPS # new 5 day MSD claims	167.00	183	175	144	146	150	128				
ACTPS MSD rate per 1000 employees	8.55	8.96	8.31	6.63	6.67	6.73	5.66				
ACTPS Target 2	8.55	8.29	8.03	7.78	7.52	7.26	7.01	6.75	6.49	6.24	5.98

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Dates are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2018.

**For further information contact:
Director, People and Performance
(02) 6205 9203**

B8 Human Resources Management

Ensuring a Highly Capable Workforce

The *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement) sets the platform for the ongoing development of a highly capable teaching workforce. Attraction, development and retention of excellent teachers is central to leading the nation in achieving high quality outcomes for all students.

The Directorate is committed to ensuring students in ACT public schools are taught by excellent teachers in every classroom in every school. The Agreement creates an enabling environment where striving for excellence by teachers and school leaders is recognised and celebrated.

In 2017-18, the Directorate successfully delivered critical outputs from the implementation of the following six major work streams arising from the Agreement.

SUSTAINABLE REDUCTION OF TEACHER WORKLOAD

Established in 2015, the project team has continued to work closely with schools to strengthen supports to assist teachers in assessing and effectively managing workload. The team has delivered a number of key outputs, including articulation and promulgation of workload theory, definition of a teacher's core role, and the establishment of Workload Committees developing individual *School Workload Reduction Plans* across all schools.

In 2017, the Government committed to ongoing funding for administrative support for all schools to ensure sustainable teacher workloads. This support in conjunction with School Workload Reduction Plans has decreased the time spent by teachers on non-core activities, enabling teachers to invest quality time on their core teaching role, lesson planning and professional learning. Great teachers and great teaching practice are highly valued and will ultimately lead to improved student outcomes.

PRINCIPAL CAREER STRUCTURE

Following development work and consultations with key stakeholders, including principal groups and the Australian Education Union (AEU), a draft Principal Career Structure (new Structure) and was endorsed by the Directorate's Senior Executive Team (SET) in 2017.

Further consultation and work on the implementation of the new Structure will continue in 2018-19.

ALIGNMENT OF TEACHER PERFORMANCE AND DEVELOPMENT PROCESSES WITH NATIONAL STANDARDS

Following the initial pilot in 2017, the revised Teacher, School Leader and Principal Performance and Development Framework (the Framework) was launched for system-wide implementation in Term one, 2018. The Framework reflects the Directorate's commitment to continuous improvement of ACT public school teacher and school leader performance through effective goal setting and evidence-based feedback. The Framework is aligned with the *Australian Professional Standards for Teachers* and *Australian Professional Standard for Principals*. The Framework guides our schools to support a performance and learning culture.

RECOGNITION AND REWARD FOR HIGHLY ACCOMPLISHED AND LEAD TEACHERS

In 2015, the reward and recognition process for teachers who achieve certification at the national Australian Standards of Highly Accomplished and Lead Teacher (HALT) career stages was established. Certified Teachers were recognised and financially rewarded with an additional salary increment or equivalent one-year allowance. In 2017, there were 14 successful applicants in the ACT, of which eight teachers from the Directorate attained certification at the HALT career stages. The Directorate has a total of 35 teachers certified at the HALT career stages, four of whom have successfully attained re-certification within the reporting period.

In early 2018, the Teacher Quality Institute (TQI), in partnership with the Directorate, provided several information sessions for teachers and school leaders who are interested in learning more about *Highly Accomplished and Lead Teacher Certification* and certification renewal process.

SCHOOL LEADER C CAREER DEVELOPMENT

This project was completed in 2016-17, with the implementation of transitional arrangements moving from separate designations of Executive Teacher (School Leader C), under a variety of job titles and conditions, to a holistic Executive Teacher (School Leader C) position. In 2017-18, the Directorate is continuing to provide support to ensure that School Leader C's have opportunities to develop the full range of school leadership capabilities and to meet the learning and wellbeing needs of students.

ANNUAL PROFESSIONAL LEARNING PROGRAM

The Annual Professional Learning Program (the Program) outlines a high-quality program of professional learning in every school to support all teachers to continually develop their professional knowledge, practice and engagement. The Program provides teachers with ongoing opportunities to come together with colleagues to engage in professional conversations and investigations of teaching practice and student learning. With the support of colleagues, each teacher can focus attention on addressing educational issues directly relevant to their students' learning needs in the classroom and develop their own teaching practice to meet these needs.

The requirements of the Program include two days professional learning during the stand down period, along with engagement with regular professional learning opportunities during term time. In 2018, principals of all schools were required to develop a professional learning program, supported through the Annual Professional Learning Program Guidelines and Planning Template, which focused on building quality teaching practice. The Program has been designed in collaboration with the ACT TQI professional learning requirements for registration.

Induction

In 2018, existing induction practices were enhanced to ensure Directorate employees are aware of their obligations as ACTPS employees, with an explicit focus on the ACTPS values and employment conditions. The enhanced program includes three stages:

- > Stage one includes a centralised induction program designed to welcome new staff to the Directorate, this includes an opportunity to hear from the Director-General, gain an understanding of the strategic direction and understand their obligations and expectations as ACT Public Service and Education Directorate employees. It also includes work-based activities designed to support new employees to understand the work context. Stage one also includes

mandatory online training modules (school network only) to assist new employees to understand their legislative responsibilities;

- > Stage two provides new employees with additional support in their roles to foster professional development. This includes specific details about policies, processes and tasks; and
- > Stage three provides new staff with ongoing and sustained support to develop their professional skills. Continued professional growth is guided by identified individual professional learning needs.

ACTPS Graduate Program

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

Attraction Retention Incentives, Special Employment Arrangements and Australian Workplace Agreements

Attraction and Retention Incentives (ARIns) and Special Employment Arrangements (SEAs) and Australian Workplace Agreements (AWAs) are made in accordance with the provision of the relevant enterprise agreement. They are part of the Directorate's attraction and retention strategy, enabling the Directorate to deliver on strategic goals through the attraction and retention of officers with specialist skills and qualifications.

Table B8.1: ARIns, SEAs, and AWAs, classifications and remuneration of officers

Description	Total
Total Number of AWAs at 30 June 2018	3
Total Number of ARIns at 30 June 2018	82
Total Number of SEAs at 30 June 2018	5
Number of new ARIns commenced in 2017-18	135
Number of ARIns for employees transferred from SEAs in 2017-18	0
Number of ARIns terminated during 2017-18	168
Number of SEAs terminated during 2017-18	4
Number of AWAs terminated during 2017-18	0
Number of ARIns and/or SEAs providing for privately plated vehicles as at 30 June 2018	0
Total additional remuneration paid under AWAs, ARIns and SEAs during 2017-18	\$246,171.82
Classification range	Remuneration as at 30 June 2018
Individual and Group SEAs for: Directors School Improvement	\$188,425
Individual and Group ARIns for: School Assistant 3 - Senior Officer Grade A	\$51,053-\$137,415

Consistent with the increase in the number of ARInS for the previous reporting period, the high number of ARInS within the Directorate relates to the introduction of new industrial and employment arrangements for school assistants working under the Health Access at School (HAAS) Program. Specifically, in agreement with the relevant unions, the Australian Education Union and the Community and Public Sector Union, a new HAAS Allowance has been introduced.

As there is no authority under the Administrative and Related Classifications Enterprise Agreement (EA) 2013-2017 to facilitate payment of the HAAS Allowance, a Group ARIn has been implemented as the mechanism by which to facilitate authority for the payment of the HAAS Allowance.

Provision for the HAAS Allowance will be included in the next EA, currently being negotiated. The HAAS Group ARIn will cease to operate on commencement of the new EA.

Workforce Profile

The number of staff employed in the Directorate increased from 6,578 at 29 June 2017 to 6,814 at 27 June 2018. The majority of the additional staff were employed in schools to meet increases in student enrolments.

The ratio of female to male staff (3.3:1) has remained consistent for the last five financial years. The average length of service remained steady at 8.9 years during 2017-18. The Directorate currently employs 101 Aboriginal and Torres Strait Islander staff members, representing 1.5 percent of the Directorate's total headcount.

Table B8.2 outlines full-time equivalent (FTE) and head count of staff by gender. The information is provided by Shared Services and is reported for the pay period of 27 June 2018. The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 27 June 2018 but received a payment have been included.

Table B8.2: FTE and headcount by gender

	Female	Male	Indeterminate/ Intersex/Unspecified	Total
FTE by Gender	4,282.0	1,380.1	1	5,663.1
Headcount by Gender	5,218	1,595	1	6,814
% of Workforce	76.6	23.4	0	100

Tables B8.3 to B8.9 break this data down further representing classification, employment category, FTE and headcount by Division/Branch, age, length of service, diversity and separation.

Table B8.3: Headcount by classification and gender

Classification Group	Female	Male	Indeterminate/Intersex/ Unspecified ¹	Total ¹
Administrative Officers	1,530	303	n.p.	n.p.
Executive Officers	9	11	n.p.	n.p.
General Service Officers & Equivalent	4	129	n.p.	n.p.
Health Assistants	3	1	n.p.	n.p.
Health Professional Officers	23	4	n.p.	n.p.
Information Technology Officers	3	27	n.p.	n.p.
Professional Officers	86	12	n.p.	n.p.
School Leaders	538	214	n.p.	n.p.
Senior Officers	130	48	n.p.	n.p.
Teacher	2,889	846	n.p.	n.p.
Trainees and Apprentices	3	0	n.p.	n.p.
TOTAL	5,218	1,595	1	6814

¹ Breakdown by classification groups not for publication due to privacy reasons.

Table B8.4: Headcount by employment category and gender

Employment Category	Female	Male	Indeterminate/Intersex/ Unspecified ¹	Total ¹
Casual	627	255	n.p.	n.p.
Permanent Full-time	2,322	903	n.p.	n.p.
Permanent Part-time	1,422	136	n.p.	n.p.
Temporary Full-time	383	165	n.p.	n.p.
Temporary Part-time	464	136	n.p.	n.p.
TOTAL	5,218	1,595	1	6,814

¹ Breakdown by employment category not for publication due to privacy reasons.

Table B8.5: FTE and headcount by division/branch

Branch/Division	FTE	Headcount
Business Services	155.8	163
Deputy-Director General's Office	3	3
Director General's Office	4	4
Casual Staff	380	845
School Performance and Improvement	5,047.2	5,721
System Policy and Reform	73.1	78
Total	5,663.1	6,814

Table B8.6: Headcount by age group and gender

Age Group	Female	Male	Indeterminate/Intersex/ Unspecified ¹	Total ¹
Under 25	288	174	n.p.	n.p.
25-34	1,176	380	n.p.	n.p.
35-44	1,363	410	n.p.	n.p.
45-54	1,367	295	n.p.	n.p.
55 and over	1,024	336	n.p.	n.p.
Total	5,218	1,595	1	6,814

¹ Breakdown by age group not for publication due to privacy reasons.

Table B8.7: Average years of service by gender

Gender	Female	Male	Indeterminate/Intersex/Unspecified ¹	Total
Average years of service	9.0	8.4	n.p.	8.9

¹Not for publication due to privacy reasons.

Table B8.8: Headcount by diversity group¹

	Headcount	% of Total Staff
Aboriginal and/or Torres Strait Islander	101	1.5%
Culturally & Linguistically Diverse	700	10.3%
People with a disability	138	2.0%

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

Table B8.9: Recruitment and separation rates by classification group

Classification Group	Recruitment Rate	Separation Rate ¹
Administrative Officers	8.2%	6.6%
General Service Officers & Equivalent	5.8%	6.8%
Health Assistants	0.0%	0.0%
Health Professional Officers	0.0%	0.0%
Information Technology Officers	0.0%	0.0%
Professional Officers	17.9%	10.7%
School Leaders	0.3%	5.3%
Senior Officers	4.2%	6.3%
Teacher	9.7%	4.8%
Trainees and Apprentices	0.0%	28%
Total	7.7%	5.5%

¹Not for publication due to privacy reasons.

**For further information contact:
Director, People and Performance
(02) 6205 9203**

B9 Ecologically Sustainable Development

The ACT Government is focused on providing healthy and comfortable teaching and learning spaces to maximise the learning outcomes for all children. The Education Directorate acknowledges the role that Ecological Sustainable Development (ESD) plays in achieving this goal through project design and the efficient management of natural resources. The Directorate's strategic priorities for ESD align with the ACT Government's commitments to; energy efficiency and greenhouse gas (GHG) reductions, waste minimisation and resource recovery, water efficiency and sustainable transport. The Directorate's priorities are informed by the strategic pathway outlined in AP2: A new climate change strategy and action plan for the Australian Capital Territory and the Carbon Neutral ACT Government Framework.

School-based sustainability

Information on operational consumption of resources for 2016-17 and 2017-18 for all ACT public schools is summarised in Table B9.1.

Table B9.1: School-based sustainable development performance 2016-17 and 2017-18

Indicator as at 30 June	Unit	Current FY	Previous FY ^[1]	Percentage change
Directorate/public sector body staff and area				
Directorate/public sector body staff	FTE	50,707 ^[2]	49,070	3.3%
Workplace floor area	Area (m ²)	641,971 ^[3]	615,395	4.3%
Stationary energy usage				
Electricity use	Kilowatt hours	22,313,408	24,071,664	-7.3%
Natural gas use	Megajoules	128,529,271 ^[4]	140,483,159	-8.5%
Diesel	Kilolitres	N/A	N/A	N/A
Transport fuel usage				
Electric vehicles	Number	N/A	N/A	N/A
Hybrid vehicles	Number	N/A	N/A	N/A
Other vehicles (that are not electric or hybrid)	Number	N/A	N/A	N/A
Total number of vehicles	Number	N/A	N/A	N/A
Total kilometres travelled	Kilometres	N/A	N/A	N/A
Fuel use – Petrol	Kilolitres	N/A	N/A	N/A
Fuel use – Diesel	Kilolitres	N/A	N/A	N/A
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	N/A	N/A	N/A
Fuel use – Compressed Natural Gas (CNG)	Cubic Metres (Cm ³)	N/A	N/A	N/A
Water usage				
Water use	Kilolitres	335,850 ^[5]	297,675	12.8%

Indicator as at 30 June	Unit	Current FY	Previous FY ^[1]	Percentage change
Resource efficiency and waste				
Reams of paper purchased	Reams	N/A	N/A	N/a
Recycled content of paper purchased	Percentage	N/A	N/A	N/A
Waste to landfill	Litres	N/A	N/A	N/A
Co-mingled material recycled	Litres	N/A	N/A	N/A
Paper & Cardboard recycled (incl. secure paper)	Litres	N/A	N/A	N/A
Organic material recycled	Litres	N/A	N/A	N/A
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO ₂ -e	16,776	23,353	-28.16%
Emissions from transport	Tonnes CO ₂ -e	N/A	N/A	N/A
Total emissions	Tonnes CO ₂ -e	16,776	23,353	-28.16%

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 20 August 2018), waste invoices

Notes: please see at the end of the section: End notes.

Energy consumption and GHG Emissions

Electricity consumption in 2017-18 totalled 22,313,408 kilowatt hours (kWh). This is a decrease of 7.3 percent from 2016-17. Gas consumption totalled 128,529,271 megajoules (MJ) and is a decrease of 8.5 percent from 2016-17.

Greenhouse gas (GHG) emissions for the reporting year were 16,776 tonnes of CO₂-e. This is a decrease of 28.16 percent from 2016-17.

Photovoltaic (solar panel) systems

A total of 1,844 MWh of solar energy was generated from solar photovoltaic systems resulting in approximately \$810k (excluding GST) of benefit for ACT public schools.

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

In 2017-18, schools re-invested FiT income into a diversity of environmentally sustainable initiatives including:

- > LED lighting upgrades;
- > recycling infrastructure including systems for composting, recycling and worm farms;
- > bicycle facilities including bike racks;
- > thermal window film;
- > block out thermal window blinds;
- > double glazed windows and automatic doors; and

- > draught proofing of doors.

In addition to the gross feed systems which operate under the FiT scheme, a further 302kW^[6] of net feed solar photovoltaic systems has been installed across 12 school sites.

New schools including the Margaret Hendry School in the suburb of Taylor will include a 100kW solar photovoltaic system. This will assist in mitigating increases in electricity consumption and demand at new schools where gas will no longer form part of the energy mix.

Building Tuning

Building tuning initiatives conducted in 2017-18 targeted gas use efficiency and increased thermal comfort of students and staff. Projects included building envelope improvements to enable better maintenance of internal temperatures by preventing heat loss in winter and heat gain in summer, improved efficiency of building heating systems to assist in reducing gas and electricity usage, and capacity building through the provision of draught proofing workshops to Building Service Officers.

The Directorate implemented three glazing upgrade projects in the 2017-18 reporting year to improve the performance of the building envelope, replacing single glazing with double glazing. A staged approach was adopted to manage disruption to schools and cost while maximising benefits. Projects were undertaken in the reporting year at North Ainslie Primary School (building on an open plan classroom and corridor upgraded 2016-17), Southern Cross Early Childhood School and Wanniasa Hills Primary School. Energy monitoring is taking place to determine the effect of the works on energy consumption. Significant improvement in student and staff comfort has been recorded.

Building tuning activities were also undertaken at Calwell High School, Harrison School, North Ainslie Primary School and Southern Cross Early Childhood School Taylor Primary School. Initiatives included:

- > draught proofing;
- > double glazing;
- > thermal window film application;
- > installation of a 3.7 ceiling fan to provide cooling and de-stratify air in winter;
- > damper covers to prevent outside air from entering/exiting student learning spaces; and
- > tuning of the heating, ventilation and cooling plant and equipment to enhance system efficiency.

A building control system at Calwell High School was scoped and tendered. The control system will enable efficient operation of the heating and cooling plant and equipment at the school. Installation of the control system began in June 2018 and is expected to be complete in the 2018-19 financial year.

Draught proofing workshops with Building Services Officers (BSO) were held in the April 2018 school holidays. The workshops provided information and training on methods and products available to draught proof schools. One workshop was held in each of the four school catchments. The hosting school provided the demonstration site for the workshop and in return received draught proofing products and the services of a draught proofing specialist.

Heat Mitigation Program

Heat mitigation initiatives were implemented in 2017-18 to improve learning conditions during the summer months. While some spaces required mechanical cooling via the installation of air

conditioning systems the initiative predominantly targeted passive cooling via improved ventilation, energy efficient ceiling fans, external shade structures and landscape treatments and heat rejecting glazing treatments. An advanced tree planting program was implemented at five schools to reduce the impact of extreme heat on internal and external environments.

Energy Audits

Heating, Ventilation and Cooling (HVAC) system audits were conducted across 11 school sites. The audits targeted the identification of lifecycle status and energy conservation measures for implementation in 2017-18. Desk top analysis and site assessments were also conducted by the Infrastructure and Capital Works Branch to identify sites for energy audit in 2018-19.

Audit of hydrotherapy pool plant and equipment at Black Mountain School, Cranleigh School, Malkara School and Turner School were conducted to identify opportunities to enhance the efficiency of their operation. Energy conservation measures are scheduled for implementation at three of the sites in 2018-19.

Water consumption

Water consumption across all public schools in 2017-18 totalled 335,850 kilolitres (kL) which was an increase of 12.8 percent from 2016-17.

ACT public schools are equipped with data logging technology to monitor water usage. Water usage is reported daily through a third-party monitoring system which alerts the Directorate and schools to potential water leaks and higher than expected water consumption. Infrastructure and Capital Works proactively engage with schools to identify and resolve sources of high-water consumption.

In 2017-18, the system saved approximately 84,389kL of water through early detection and rectification of water leaks and overnight usage, enough water to fill 34 Olympic swimming pools. The estimated cost saving across the reporting period is \$226,109. This is the consumption charge that schools would have been required to pay should the leaks have continued.

Transport

The Directorate supports the Ride or Walk to School program through the construction and upgrade of end of trip bicycle parking infrastructure. Secure and weather proof bicycle parking encourages active travel to ACT schools while also reducing transport emissions associated with traveling to and from school. In 2017-18 works included construction of a roof over an existing bicycle enclosure at Amaroo School and installation of covered secure bicycle enclosures at Melrose High School, Wanniasa School Junior Campus and Woden School Campus. New bicycle enclosures included a bicycle pump (primary schools) or combined bicycle repair station/pump (high schools) to assist students and parents to keep bicycles in working order. Construction of these shelters began in 2017-18 and will be completed in the 2018-19 reporting year.

The Active Streets for Schools program delivered infrastructure improvements to support schools utilise active for the school commute. Works included improved wayfinding signage, new and upgraded footpaths, safer crossings and traffic calming devices in the school drop off zone. The program also provided educational resources to families to promote active travel options.

A School Crossing Supervisor program commenced in the ACT at 20 school crossings in February 2018 to increase safety for children and improve traffic flow around schools. As part of the program infrastructure improvements were also made to crossings to calm traffic and increase safety for pedestrians.

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

External Learning Environments

External Learning Environments incorporate environmentally sustainable design principles through a *Landscape Masterplan Program* (the Program). The Program provides for the development of site specific school landscape masterplans that identify opportunities to enrich the student outdoor experience while incorporating biodiversity, microclimates, stormwater quality, student safety and erosion control and mitigating the impact of the extreme temperatures. In 2017-18 masterplans were developed at four schools including Campbell Primary, Calwell High, Garran Primary and Wanniasa Hills Primary Schools.

A Tree Planting Program was initiated in 2017-18 to shade buildings and provide cool shade to students in the playgrounds. Sites were selected based on the Landscape Masterplans, Energy Audits and the Building Tuning programs within Infrastructure and Capital Works. Ninety trees were planted at Alfred Deakin High, Amaroo, Arawang Primary, Calwell High and Miles Franklin Primary Schools.

Physical works in 2017-18 included the redevelopment of a large embankment at Macgregor Primary School to manage erosion, improve stormwater quality and provide a safe and engaging outdoor area for natural play. Works included the installation of rock walls and stepping stones combined with trees and extensive areas of understory planting.

Sensory gardens were installed at Campbell Primary and Gowrie Primary Schools as part of the *Schools for All* program. The gardens are inclusive and calm sensory spaces that provide students with flexible learning environments. The gardens also contribute to environmental amenity through the inclusion of sustainable design principles.

ActSmart Schools

The Directorate continues to work in close partnership with ActSmart Schools. ActSmart Schools is a school sustainability program managed by the Environment, Planning and Sustainable Development Directorate.

The aim of the program is for all schools to reduce their environmental impact and embed sustainable management practices into everyday school operations.

As at 30 June 2018, a total of 63 public schools had been awarded ActSmart Schools accreditation for the sustainable management of energy, 50 for sustainable management of water, 56 for sustainable waste management, 35 for biodiversity and schools grounds management, and 20 for sustainability in curriculum.

Three public schools gained five-star accreditation (accreditation in all areas of ActSmart School's focus) in the reporting year bringing the total number of five-star accredited public schools to 16.

Professional development and training was provided to over 300 teachers, business managers, or building services officers. Eight workshops were presented, of which six were Teacher Quality Institute (TQI) accredited. Workshop topics included: energy and water, supporting sustainability coordinators, a junior schools eco bus tour, a senior eco bus tour, engaging students through food gardens and a curriculum focused workshop.

The ActSmart Schools Horticulturalist provided consultation services to 28 schools including 14 public schools. The Waste and Energy Education Officer delivered the student energy kit to 23 schools

including 15 ACT public schools and provided 41 schools with waste and recycling support, including 23 ACT public schools.

Carbon Budget

In 2017-18 the Directorate set an ambitious carbon emission reduction target of 3 percent across the school portfolio and Education Support Office. The target comprised of the following reductions in energy use:

- > 2 percent reduction in gas consumption across the school portfolio and Education Support Office;
- > 3 percent reduction in electricity consumption across the school portfolio;
- > 5 percent reduction in electricity consumption at Hedley Beare Centre for Teaching and Learning; and
- > 3 percent fuel emission reduction target across the Education Support Office fleet.

Performance against the carbon budget target is detailed in the Annual Carbon Budget report in September 2018. The Directorate is tracking to achieve the target.

Sustainable Delivery of Public School Facilities

The *Sustainable Development of Public School Facility Output Specifications* (the Specifications) for preschool to year 6 (P-6) schools were endorsed on 28 June 2017. The Specifications include energy and sustainability standards that target improved thermal comfort, operational and resource use efficiency and sustainability. The Margaret Hendry School in North Gungahlin will be the first primary school to be constructed under the Specification. It is noted that Specification standards were amended for the new school to exclude gas as an energy source.

A Draft Output Specification package for high schools, years 7-10 is currently under review.

As capital upgrades and refurbishments are undertaken at ACT public schools, opportunities to improve the sustainability performance and student comfort are identified and implemented. This includes solar passive design, thermal comfort, lighting upgrades and heating and cooling efficiencies. Details of capital works completed in 2017-18 are found in Section C3.

Education Support Office-based sustainability

Information on resource use for the three main Education Support Office Sites at Braddon, Stirling and Callam is provided in Table B9.2. Costs for the school-based Education Support Office staff are met by the schools, therefore these sites are not reported in Table B9.2. These smaller sites are at Gilmore Primary School, Majura Primary School, Melrose High School, Wanniasa School – senior campus and the University of Canberra High School Kaleen.

Table B9.2: Education Support Office-based sustainable development performance 2016-17 and 2017-18

Indicator as at 30 June	Unit	Current FY	Previous FY[7]	Percentage change
Directorate/public sector body staff and area				
Directorate/public sector body staff[8]	FTE	402	488	-17.6%
Workplace floor area	Area (m ²)	5,905	5,905	0%
Stationary energy usage				
Electricity use	Kilowatt hours	729,610	795,228	-8.25%
Natural gas use	Megajoules	2,615,008	2,993,411	-12.6%
Diesel	Kilolitres	N/A	N/A	N/A
Transport fuel usage				
Electric vehicles	Number	1	2	-50%
Hybrid vehicles	Number	9	5	80%
Other vehicles (that are not electric or hybrid)	Number	7	10	-30%
Total number of vehicles	Number	17	17	0%
Total kilometres travelled	Kilometres	142,350	154,751	-8%
Fuel use – Petrol	Kilolitres	4	3	33%
Fuel use – Diesel	Kilolitres	6	8	-25%
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	N/A	N/A	N/A
Fuel use – Compressed Natural Gas (CNG)	Cubic Metres (m ³)	N/A	N/A	N/A
Water usage				
Water use[9]	Kilolitres	3,338	2,530	31.9%
Resource efficiency and waste				
Reams of paper purchased	Reams	5,444	5,206	4.6%
Recycled content of paper purchased	Percentage	100%	94.57%	5.7%
Waste to landfill[10]	Litres	307,500	351,005	-12.4%
Co-mingled material recycled	Litres	107,400	122,940	-12.6%
Paper & Cardboard recycled (incl. secure paper)	Litres	301,800	306,540	-1.5%
Organic material recycled	Litres	1,669	1,188	40.5%
Greenhouse gas emissions				
Emissions from stationary energy use[11]	Tonnes CO ₂ -e	467	703	-33.57%
Emissions from transport	Tonnes CO ₂ -e	27	28	-3.57%
Total emissions	Tonnes CO ₂ -e	494	731	-32.42%

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 20 August 2018) and SG Fleet Intelligence

Notes: please see at the end of the section: End notes.

Energy consumption and GHG Emissions

In 2017-18 electricity consumption at the three Education Support Office sites; Callam Offices, Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon electricity consumption totalled 729,610 kilowatt hours (kWh). This is a decrease of 8.25 percent from 2016-17. Gas consumption totalled 2,615,008 megajoules (MJ) and is a decrease of 12.6 percent from 2016-17.

Greenhouse gas (GHG) emissions from stationary energy totalled 467 tonnes of CO₂-e. This is a decrease of 33.57 percent from 2016-17.

Water consumption

Water consumption at Hedley Beare Centre for Teaching and Learning and Callam Offices totalled 3,338 kilolitres in 2017-18, which is an increase of 31.94 percent from 2016-17. Water consumption data is not available for 220 Northbourne Avenue Braddon.

Waste Management

The Directorate's Education Support Office sites at Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon are accredited recyclers under the ActSmart Business recycling program. Both sites and the newly occupied office at Callam will be audited in 2018-19 with the assistance of ActSmart Business with staff awareness refreshed to maximise resource recovery.

Printer cartridge and e-waste/battery recycling is undertaken Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon with 31kg and 520kg respectively being recycled in the reporting period. Additional recycling initiatives were implemented at 220 Northbourne Avenue including PodCycle coffee pod recycling and battery recycling.

Transport

The Directorate participated in the whole of government electric bike trial with two electric bikes located at 220 Northbourne Avenue for staff use. In the 2017-18 financial year the Directorate's electric bikes travelled a combined total of 239.43 kilometres. These trips were mainly taken to and from the city or Dickson.

One electric vehicle was returned to the lease agent due to battery failure. The vehicle was not able to be replaced with an electric vehicle due to lack of availability. The vehicle was replaced with a hybrid electric petrol vehicle.

End Notes:

[1] Differences between the Enterprise Sustainability Platform sourced data for the Previous FY (2016-17) and that reported in the original 2016-17 Annual Report are due to updates to agency occupancy and historical consumption data and annual adjustments to ACT specific electricity emissions factors.

[2] Student figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools figures based on 2017-18 Budget Paper No. 3.

[3] Gross Floor Area (GFA) was the subject of a major review in 2017-18. The review was conducted with the assistance of computer assisted design (CAD) software and site visits. Floor area increases are attributed to the inclusion of facilities and spaces not previously recorded including minor extensions and building conversions of spaces. Floor area increases also resulted from the increased accuracy provided by CAD measurement.

[4] Emission factors used to calculate natural gas and fleet fuel are based on the latest National Greenhouse Accounts (NGA) Factors.

[5] Water consumption includes accrued data for 75 sites. Accruals are due to the quarterly billing cycle falling outside the reporting timeframe.

[6] Total net fed systems reported in 2016-2017 was 372kW. This included a school funded installation that did not proceed to installation.

[7] Differences between the Enterprise Sustainability Platform sourced data for the Previous FY (2016-17) and that reported in the original 2016-17 Annual Report are due to updates to agency occupancy and historical consumption data and annual adjustments to ACT specific electricity emissions factors.

[8] Staff figures based on 2017-18 Budget Paper No. 3.

[9] Icon Water invoices between November 2015 and February 2017 were based on estimated consumption for the Hedley Beare Centre for Teaching and Learning. Water consumption includes accrued data. Accruals are due to the quarterly billing cycle falling outside the reporting timeframe.

[10] The Office of the Board of Senior Secondary Studies relocated from Lyons to Callam in April 2017. Waste to landfill data was available at Lyons. Callam is managed by ACT Property Group and waste to landfill data for individual tenancies is not available.

[11] Greenhouse gas emissions for electricity consumption have been calculated using emissions factors based on the 2018 ACT Electricity Emissions Factor Report.

**For further information contact:
Director, Infrastructure and Capital Works
(02) 6205 1289**

PART C:
**FINANCIAL
MANAGEMENT
REPORTING**

PART
C

C1 Financial Management Analysis

OVERVIEW

OBJECTIVES

The Directorate delivers quality ACT public school education and early childhood education to shape every child's future and to lay the foundation for lifelong development and learning. The Directorate works in partnership with students, parents and the community to ensure that every child and young person in the ACT will benefit from high quality, accessible education.

In addition to providing public school education and early childhood education, the Directorate is responsible for the regulation of education and care services, registration of non-government schools and home education. Through this role the Directorate also facilitates the provision of quality education services across the ACT.

A broad range of services and activities are delivered by the Directorate under five domains:

- > Quality learning – ensuring learners have access to powerful and relevant learning experiences;
- > Inspirational teaching and leadership – building the capabilities of our teachers and leaders;
- > High expectations, high performance – having high expectations for all and meeting the learning needs of every student;
- > Connecting with families and the community – partnering with families and engaging with the community to build meaningful relationships; and
- > Business innovation and improvement – improving our business systems and being open and accountable for our decisions.

RISK MANAGEMENT

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

Key risks, including mitigation strategies, are identified below:

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

The Directorate has a strong project management culture; has rigorous project management around complex reform programs (such as project planning for the Student Resource Allocation and Student Administration System reform programs) and has comprehensive corporate governance processes. In 2017, the Directorate established a Reform Program Board to strengthen governance and oversight of complex reform programs. In 2018 the Directorate is investing in building a stronger corporate planning and reporting capability.

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

The Directorate has a comprehensive professional development planning process in place and provides professional learning opportunities to staff. For example, all Directorate staff are required to have a professional development plan and undertake professional training. The Directorate is continuing to implement initiatives to reduce teacher workload.

3. Insufficient stakeholder engagement and management of stakeholder expectations.

The Directorate provides alignment through key strategic documents including the Directorate's Strategic Plan 2018-21: A Leading Learning Organisation. The Strategic Plan is communicated to schools and the community, and schools are supported in ensuring alignment through system wide planning processes. The Directorate has established a comprehensive communication strategy to engage students, families and the community around the Future of Education in the ACT.

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

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

The Directorate has undertaken a number of actions to continue to improve safety in the workplace, including hosting occupational violence risk workshops, raising awareness of workplace health and safety obligations of staff and delivery of refresher training for school principals and staff. In 2017 the Directorate developed an ACT Education Directorate Managing Occupational Violence Policy and Plan. The Directorate annually reviews emergency management frameworks and plans. Evacuation and lock down exercises are undertaken on a regular basis. Through the Protective Security Policy Framework the Directorate has programs, policies and procedures in place to continue to improve the safety of students, staff, families, visitors and contractors.

5. Inadequate information management and storage.

In 2017 the Directorate has undertaken an information security threat assessment and information security risk assessment. The Directorate ensures that assessments and certification of third party providers are in alignment with Territory Privacy and Security Requirements. The Directorate has utilised the Australian Signals Directorate Information Security Registered Assessors Program (I-RAP) and Threat Risk Assessments for software and cloud systems.

6. Deficient and disproportionate asset management planning and investment.

The Directorate conducts strategic asset management planning; provides timely advice to government about risks and associated remediation options and has focused investment on core issues – such as heating and cooling systems and electrical works.

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

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

ACCOUNTING CHANGES

There were no significant accounting changes that impacted the 2017-18 financial statements.

DIRECTORATE FINANCIAL PERFORMANCE

The Directorate has managed its operations within the 2017-18 budgeted appropriation. During the financial year, the Directorate achieved savings targets and internally managed cost pressures associated with increased enrolments including increases in numbers of students with a disability.

The table below provides a summary of the financial operations based on the audited financial statements for 2016-17 and 2017-18.

Table C1.1: Net cost of services

Net Cost of Services	Actual 2017-18 \$m	Original Budget 2017-18 \$m	Actual 2016-17 \$m
Total expenditure	780.8	781.9	728.9
Total own source revenue ¹	43.5	42.4	42.2
Net cost of services	737.3	739.5	686.7

1. Relates to Total Revenue excluding Controlled Recurrent Payments.

NET COST OF SERVICES

The Directorate's net cost of services for 2017-18 of \$737.3 million was \$2.2 million or 0.3 percent lower than, and materially in line with, the 2017-18 original budget of \$739.5 million.

In comparison to 2016-17, the net cost of services in 2017-18 increased by \$50.6 million. The net increase is primarily due to additional employee expenses associated with staff wage and salary increases, an increase in learning professionals and administrative staff numbers to meet enrolment growth, along with increased depreciation expense due to the flow on effect of the revaluation of the Directorate's land and building assets late in 2016-17, and increased repairs and maintenance expenditure.

OPERATING RESULT

In 2017-18, the operating deficit for the Directorate was \$75.1 million and was \$5.6 million or 8 percent greater than the original budget deficit of \$69.5 million. The variance was primarily due to increased expenditure related to Directorate cash funded initiatives, in addition to increased expenditure related to enrolment growth in ACT Public schools and repairs and maintenance.

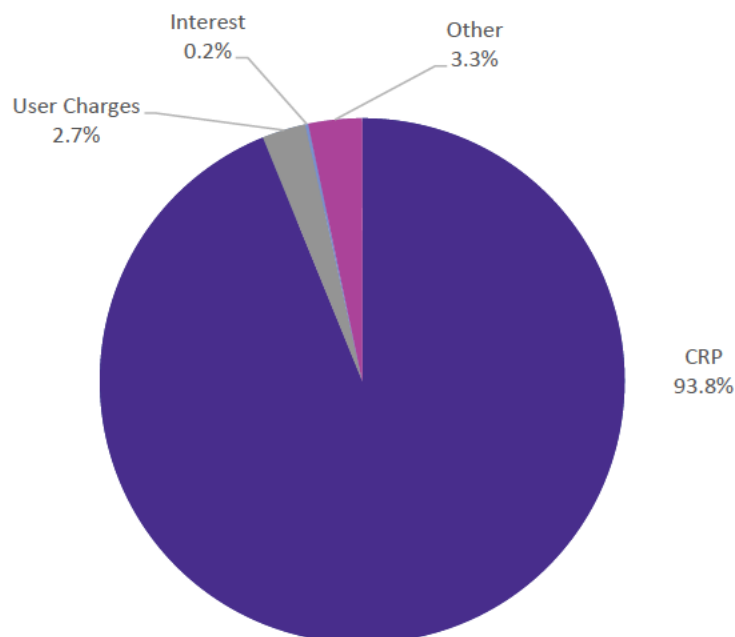
The 2017-18 total comprehensive deficit totalled \$83.1 million which comprises the 2017-18 operating deficit of \$75.1 million and a decrease in the Asset Revaluation surplus due to the impairment of Campbell Primary School and Narrabundah College, due to the demolition of buildings at each school.

Total Revenue

COMPONENTS OF REVENUE

The Directorate's revenue for 2017-18 totalled \$705.6 million. The main source of revenue for the Directorate is Controlled Recurrent Payments.

Figure C1.1: Components of Revenue 2017-18



Source: Education Directorate's 2017-18 Financial Statements.

The Directorate's revenue for 2017-18 (\$705.6 million) was \$6.8 million or 1 percent lower than the original budget (\$712.4 million), which is materially in line. In comparison to the 2016-17 actual, revenue increased by \$35.3 million or 5.3 percent.

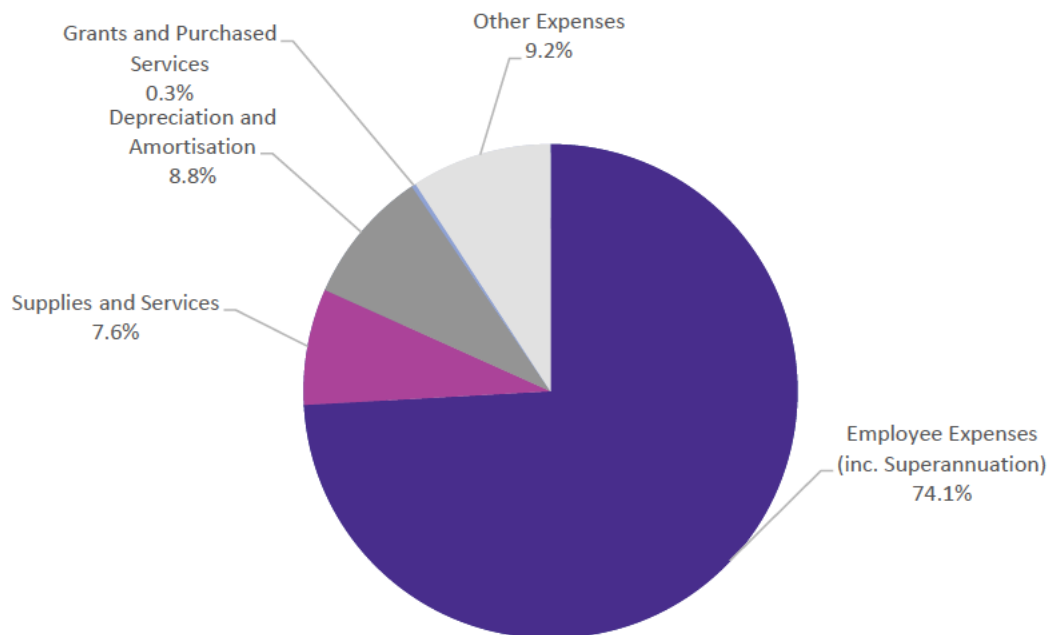
The increased revenue from 2016-17 is primarily due to additional funding received for increased salaries and wages associated with the enterprise agreements for teaching and non-teaching staff combined with increased funding for enrolment growth, Commonwealth grants and funding related to new initiatives. The increase has been partially offset by reduced costs related to workers' compensation insurance and superannuation due to a changing workforce profile.

Total Expenses

COMPONENTS OF EXPENSES

Expenses for the Directorate totalled \$780.8 million for 2017-18. As shown in Figure C1.3, the main component of expenses is employee expenses, including superannuation.

Figure C1.2: Components of Expenditure 2017-18



Source: Education Directorate's 2017-18 Financial Statements

In 2017-18, total expenses of \$780.8 million were \$1.1 million or 0.1 percent lower than the original budget of \$781.9 million which is materially in line. Higher expenditure related to additional employee costs associated with enrolment growth in ACT Public schools and repairs and maintenance, were more than offset by lower costs relating to workers compensation insurance and superannuation costs due to changing workforce profile.

Total expenses were \$51.9 million higher than the previous year (\$728.9 million). The increase primarily relates to additional employee expenses associated with enterprise agreements for teaching and non-teaching staff, enrolment growth and expenditure linked to new and cash funded initiatives, along with increased depreciation expense due to the flow on effect of the revaluation of the Directorate's land and building assets late in 2016-17, and increased repairs and maintenance expenditure.

Table C1.2: Line item explanation of significant variances from the amended budget – Controlled operating statement

	Actual 2017-18 \$m	Original Budget 2017-18 \$m	Variance \$m ¹
Revenue			
Controlled Recurrent Payments ²	662.1	670.1	(8.0)
User charges	19.0	18.7	0.3
Interest and distribution from investments	1.3	1.4	(0.1)
Resources received free of charge	0.7	0.7	-
Other revenue	22.6	21.5	1.1
Total Revenue¹	705.6	712.4	(6.7)
Expenses			
Employee expenses ³	506.8	501.3	5.5
Superannuation expenses ⁴	71.9	76.9	(5.0)
Supplies and services	59.3	62.1	(2.8)
Depreciation	68.8	68.0	0.8
Grants and purchased services	2.2	3.4	(1.2)
Other	71.7	70.2	1.5
Total Expenses¹	780.8	781.9	(1.2)

Notes:

1. Figures may not add due to rounding.
2. The lower than budgeted Controlled Recurrent Payments primarily relates to lower worker's compensation costs and rollover of appropriation from 2017-18 to meet anticipated cost of the new non-teaching staff enterprise agreement.
3. Higher than anticipated expenditure primarily relates to growth in staff numbers to meet increased student enrolment in ACT public schools.
4. Lower than anticipated superannuation expenditure against budget due to changing workforce profile.

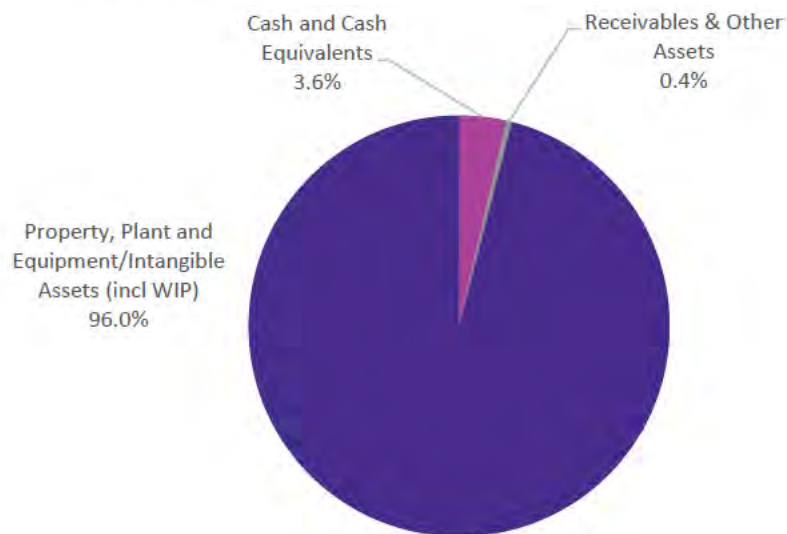
Financial Position

TOTAL ASSETS

Components of Total Assets

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

Figure C1.3: Total Assets at 30 June 2018



Source: Education Directorate's 2017-18 Financial Statements.

Comparison to Budget

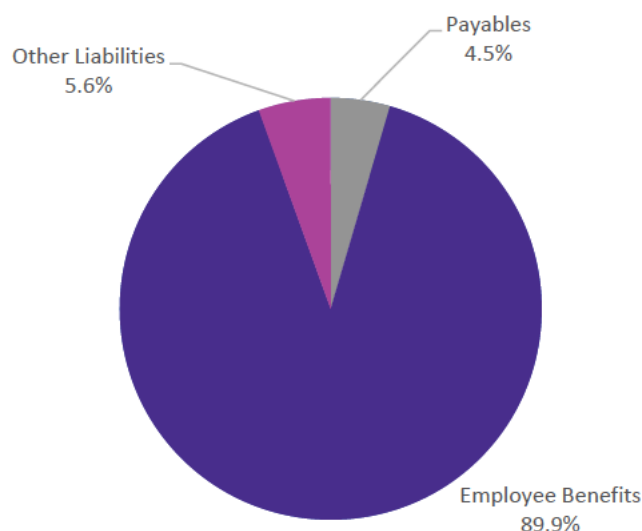
At 30 June 2018, the Directorate's assets totalled \$2.0 billion, which was materially in line with the 2017-18 original budget.

In comparison to 30 June 2017, total assets increased by \$18.6 million or 0.9 percent primarily due to the addition of capital works projects to the Directorate's assets base.

Components of Total Liabilities

The Directorate's liabilities comprised mostly of employee benefits.

Figure C1.4: Total liabilities at 30 June 2018



Source: Education Directorate's 2017-18 Financial Statements.

At 30 June 2018, the Directorate's liabilities totalled \$167.7 million. This was \$3.6 million or 2.2 percent higher than the amended budget of \$164.1 million primarily due to an increase in capital works related creditors and employee benefits, offset by lower than anticipated revenue received in advance from International Private Students.

In comparison to 30 June 2017, total liabilities increased by \$5.9 million or 3.7 percent primarily relating to an increase in employee benefits due to increased wage and salary related expenditure.

Current Assets to Current Liabilities

At 30 June 2018, the Directorate's current assets (\$79.7 million) were lower than its current liabilities (\$151.8 million). The Directorate does not consider this as a liquidity risk as working capital needs are funded through appropriation from the ACT Government on a cash needs basis.

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

Table C1.3: Line item explanation of significant variances from the amended budget – Controlled balance sheet

Variance from budget	Actual 30 June 2018 \$m	Original Budget 30 June 2018 \$m	Variance \$m ¹
Current assets			
Cash and cash equivalents ²	72.4	79.4	(7.0)
Receivables	5.4	3.3	2.1
Investments	0.3	0.3	-
Other Assets	1.6	1.4	0.2
Total current assets	79.7	84.4	(4.7)
Non-current assets			
Investments	1.9	1.9	-
Property, plant and equipment and intangible assets (including capital works in progress) ³	1,937.8	1,928.8	9.0
Total non-current assets	1,939.7	1,930.7	9.0
Total assets¹	2,019.3	2,015.1	4.2
Variance from budget			
	Actual 30 June 2018 \$m	Original Budget 30 June 2018 \$m	Variance \$m¹
Current liabilities			
Payables	7.6	4.4	3.2
Employee benefits ⁴	138.3	137.5	0.8
Other liabilities	5.9	7.3	(1.4)
Total current liabilities	151.8	149.2	2.6
Non-current liabilities			
Employee benefits	12.5	11.7	0.8
Other borrowings	3.4	3.2	0.2
Total non-current liabilities	15.9	14.9	1.0
Total liabilities¹	167.7	164.1	3.6

Notes:

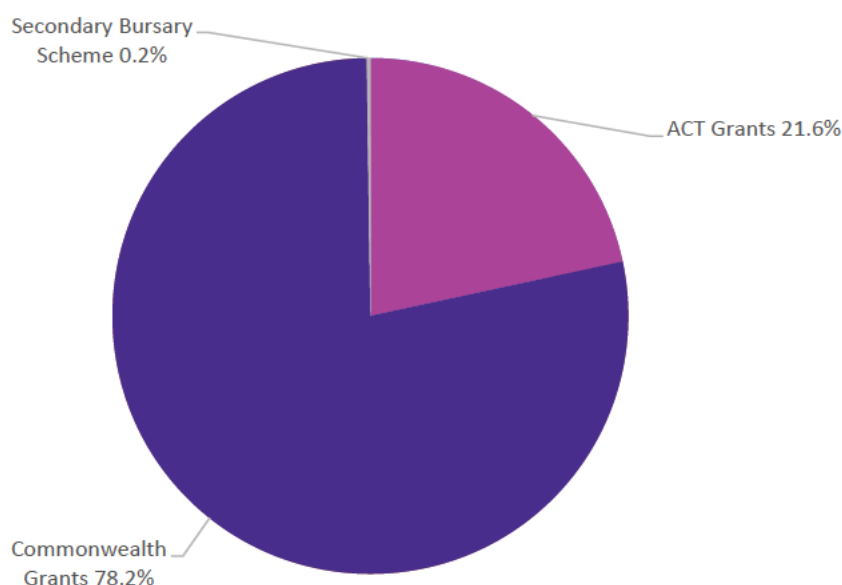
1. Figures may not add due to rounding.
2. Decrease primarily related to increased Directorate cash funded initiatives, offset by increase in school cash balances.
3. Increase primarily relates to capitalisation of capital works projects.
4. Primarily due to the increased expenditure related to wages and salaries and accrual.

Territorial Statement of Revenue and Expenses

TERRITORIAL REVENUE

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

Figure C1.5: Sources of Territorial Revenue



Source: Education Directorate's 2017-18 Financial Statements.

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

Territorial revenue totalled \$296.1 million in 2017-18, which was \$12.0 million or 4.3 percent higher than original budget of \$284.1 million. The increase in revenue primarily related to Australian Government grants reflecting the impact of the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement's 'Schooling Resource Standard' (NERA SRS).

When compared to the same period last year, total revenue increased by \$23.4 million or 8.6 percent primarily due to higher levels of general recurrent grants for non-government schools reflecting the impact of increased NERA SRS.

Territorial Expenses

Territorial expenses primarily comprised of grant payments to non-government schools (\$296.1 million). Territorial expenses in 2017-18 were \$6.8 million or 2.3 percent higher than amended budget. The increase in revenue primarily related to the NERA SRS.

When compared to the same period last year, total expenses increased by \$23.4 million or 8.6 percent primarily due to higher levels of general recurrent grants for non-government schools reflecting the impact of increased Commonwealth and ACT Government grants in accordance with the NERA SRS.

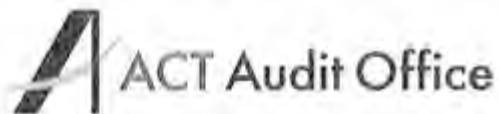
For further information contact:

Chief Finance Officer

Strategic Finance

Telephone: (02) 6205 2685

C2 Financial Statements



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

Sensitive: Auditor-General

A18/09

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

Dear Ms Berry

**AUDIT REPORT - EDUCATION DIRECTORATE
FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018**

The Audit Office has completed the audit of the financial statements of the Education Directorate for the year ended 30 June 2018.

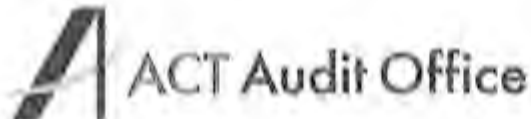
Attached is a copy of the audited financial statements and an unqualified audit report.


I have provided the original financial statements and audit report to the Director-General of the Education Directorate, Ms Natalie Howson.

Yours sincerely

Brett Stanton
Director, Performance Audits
14 September 2018

Level 4, 11 Moore Street Canberra City ACT 2601 PO Box 275 Civic Square ACT 2608
T 02 6207 0833 F 02 6207 0826 E actauditorgeneral@act.gov.au W www.audit.act.gov.au



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

INDEPENDENT AUDIT REPORT EDUCATION DIRECTORATE

To the Members of the ACT Legislative Assembly

Audit opinion

I am providing an **unqualified audit opinion** on the financial statements of the Education Directorate (the Directorate) for the year ended 30 June 2018. These comprise the following financial statements and accompanying notes:

- Controlled financial statements – operating statement, balance sheet, statement of changes in equity, cash flow statement and statement of appropriation.
- Territorial financial statements – statement of income and expenses on behalf of the Territory, statement of assets and liabilities on behalf of the Territory, cash flow statement on behalf of the Territory and Territorial statement of appropriation.

In my opinion, the financial statements:

- (i) are presented in accordance with the *Financial Management Act 1996*, Australian Accounting Standards and other mandatory financial reporting requirements in Australia; and
- (ii) present fairly the financial position of the Directorate and results of its operations and cash flows.

Basis for the audit opinion

The audit was conducted in accordance with the Australian Auditing Standards. I have complied with the requirements of the Accounting Professional and Ethical Standards 110 *Code of Ethics for Professional Accountants*.

I believe that sufficient evidence was obtained during the audit to provide a basis for the audit opinion.

Responsibility for preparing and fairly presenting the financial statements

The Director-General of the Directorate is responsible for:

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

Responsibility for the audit of the financial statements

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

Level 4, 11 Moore Street Canberra City ACT 2601 PO Box 275 Civic Square ACT 2608
T 02 6207 0833 F 02 6207 0826 E actauditorgeneral@act.gov.au W www.audit.act.gov.au

As required by Australian Auditing Standards, the auditors:

- applied professional judgement and maintained scepticism;
- identified and assessed the risks of material misstatements due to error or fraud and implemented procedures to address these risks so that sufficient evidence was obtained to form an audit opinion. The risk of not detecting material misstatements due to fraud is higher than the risk due to error, as fraud may involve collusion, forgery, intentional omissions or misrepresentations or the override of internal controls;
- obtained an understanding of internal controls to design audit procedures for forming an audit opinion;
- evaluated accounting policies and estimates used to prepare the financial statements and disclosures made in the financial statements;
- evaluated the overall presentation and content of the financial statements, including whether they present the underlying transactions and events in a manner that achieves fair presentation;
- reported the scope and timing of the audit and any significant deficiencies in internal controls identified during the audit to the Director-General; and
- assessed the going concern* basis of accounting used in the preparation of the financial statements.

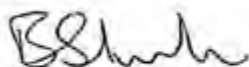
(*Where the auditor concludes that a material uncertainty exists which cast significant doubt on the appropriateness of using the going concern basis of accounting, the auditor is required to draw attention in the audit report to the relevant disclosures in the financial statements or, if such disclosures are inadequate, the audit opinion is to be modified. The auditor's conclusions on the going concern basis of accounting are based on the audit evidence obtained up to the date of this audit report. However, future events or conditions may cause the entity to cease to continue as a going concern.)

Limitations on the scope of the audit

An audit provides a high level of assurance about whether the financial statements are free from material misstatements, whether due to fraud or error. However, an audit cannot provide a guarantee that no material misstatements exist due to the use of selective testing, limitations of internal control, persuasive rather than conclusive nature of audit evidence and use of professional judgement in gathering and evaluating evidence.

An audit does not provide assurance on the:

- reasonableness of budget information included in the financial statements;
- prudence of decisions made by the Directorate;
- adequacy of controls implemented by the Directorate; or
- integrity of the audited financial statements presented electronically or information hyperlinked to or from the financial statements. Assurance can only be provided for the printed copy of the audited financial statements.



Brett Stanton
Director, Performance Audits

14 September 2018

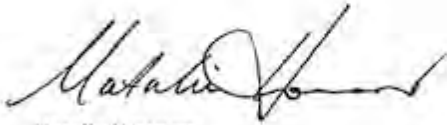
**Financial Statements
For the Year Ended
30 June 2018**

Education Directorate

**Education Directorate
Financial Statements
For the Year Ended 30 June 2018**

Statement of Responsibility

In my opinion, the financial statements are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2018 and the financial position of the Directorate on that date.



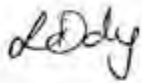
Natalie Howson
Director-General
Education Directorate

7 September 2018

**Education Directorate
Financial Statements
For the Year Ended 30 June 2018**

Statement by the Chief Finance Officer

In my opinion, the financial statements have been prepared in accordance with the Australian Accounting Standards, and are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2018 and the financial position of the Directorate on that date.



Lynette Daly

Chief Finance Officer

Education Directorate

7 September 2018

EDUCATION DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30 JUNE 2018

**Education Directorate
Operating Statement
For the Year Ended 30 June 2018**

	Note No.	Actual 2018 \$'000	Original Budget 2018 \$'000	Actual 2017 \$'000
Income				
<i>Revenue</i>				
Controlled Recurrent Payments	4	662 146	670 059	628 063
User Charges	5	18 952	18 728	18 478
Interest		1 199	1 396	1 128
Distribution from Investments with the Territory Banking Account		61	84	90
Resources Received Free of Charge		688	666	595
Other Revenue	6	22 587	21 478	21 942
Total Revenue		705 633	712 411	670 296
Total Income				
		705 633	712 411	670 296
Expenses				
Employee Expenses	7	506 780	501 268	469 676
Superannuation Expenses	8	71 914	76 904	69 419
Supplies and Services	9	59 344	62 115	55 559
Depreciation and Amortisation	10	68 777	67 987	61 838
Grants and Purchased Services		2 231	3 450	2 709
School and Other Expenses	11	71 734	70 221	69 681
Total Expenses		780 780	781 945	728 882
Operating (Deficit)				
		(75 147)	(69 534)	(58 586)
Other Comprehensive Income				
(Decrease)/Increase in Asset Revaluation Surplus		(7 917)	120 202	140 553
Total Other Comprehensive Income		(7 917)	120 202	140 553
Total Comprehensive (Deficit)/Surplus				
		(83 064)	50 668	81 967

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

**Education Directorate
Balance Sheet
As at 30 June 2018**

	Note No.	Actual 2018 \$'000	Original Budget 2018 \$'000	Actual 2017 \$'000
Current Assets				
Cash and Cash Equivalents	14	72 389	79 419	77 819
Receivables	15	5 400	3 265	2 866
Investments	16	261	260	261
Other Assets - Prepayments		1 600	1 456	1 859
Total Current Assets		79 650	84 400	82 805
Non-Current Assets				
Investments	16	1 860	1 912	1 860
Property, Plant and Equipment	17	1 903 969	1 891 388	1 906 347
Intangible Assets	18	5 654	6 791	1 257
Capital Works in Progress	19	28 210	30 630	8 494
Total Non-Current Assets		1 939 693	1 930 721	1 917 958
Total Assets		2 019 343	2 015 121	2 000 763
Current Liabilities				
Payables	20	7 628	4 400	7 058
Employee Benefits	21	138 274	137 510	132 769
Other Liabilities	22	5 887	7 282	6 804
Total Current Liabilities		151 789	149 192	146 631
Non-Current Liabilities				
Employee Benefits	21	12 545	11 694	11 189
Other Liabilities	22	3 361	3 177	3 967
Total Non-Current Liabilities		15 906	14 871	15 156
Total Liabilities		167 695	164 063	161 787
Net Assets		1 851 648	1 851 058	1 838 976
Equity				
Accumulated Funds		853 677	865 521	833 088
Asset Revaluation Surplus	23	997 971	985 537	1 005 888
Total Equity		1 851 648	1 851 058	1 838 976

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

**Education Directorate
Statement of Changes in Equity
For the Year Ended 30 June 2018**

	Accumulated Funds Actual 2018 Note No.	Asset Revaluation Surplus Actual 2018 \$'000	Total Equity Actual 2018 \$'000	Original Budget 2018 \$'000
Balance at 1 July 2017	833 088	1 005 888	1 838 976	1 714 788
Comprehensive Income				
Operating (Deficit)	(75 147)	-	(75 147)	(69 534)
(Decrease)/Increase in the Asset Revaluation Surplus	-	(7 917)	(7 917)	120 202
Total Comprehensive (Deficit)/Income	(75 147)	(7 917)	(83 064)	50 668
Transactions Involving Owners Affecting Accumulated Funds				
Capital Injections	95 736	-	95 736	85 602
Total Transactions Involving Owners Affecting Accumulated Funds	95 736	-	95 736	85 602
Balance at 30 June 2018	853 677	997 971	1 851 648	1 851 058

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

Education Directorate
Statement of Changes in Equity - Continued
For the Year Ended 30 June 2018

	Accumulated Funds Actual 2017 Note No.	Asset Revaluation Surplus Actual 2017 \$'000	Total Equity Actual 2017 \$'000
Balance at 1 July 2016	865 704	865 335	1 731 039
Comprehensive Income			
Operating (Deficit)	(58 586)	-	(58 586)
Increase in Asset Revaluation Surplus	23	140 553	140 553
Total Comprehensive (Deficit)/Income	(58 586)	140 553	81 967
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections	25 970	-	25 970
Total Transactions Involving Owners Affecting Accumulated Funds	25 970	-	25 970
Balance at 30 June 2017	833 088	1 005 888	1 838 976

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

**Education Directorate
Cash Flow Statement
For the Year Ended 30 June 2018**

	Note No.	Actual 2018 \$'000	Original Budget 2018 \$'000	Actual 2017 \$'000
Cash Flows from Operating Activities				
Receipts				
Controlled Recurrent Payments		662 146	670 059	628 063
User Charges		17 428	16 728	19 054
Interest Received		1 199	1 366	1 128
Distribution from Investments with the Territory Banking Account		61	84	88
Other		22 126	21 478	21 230
Goods and Services Tax Received		21 402	19 352	16 331
Total Receipts from Operating Activities		724 364	731 097	685 894
Payments				
Employees		698 008	697 725	674 238
Superannuation		71 891	76 904	89 124
Supplies and Services		60 101	61 449	53 321
Grants and Purchased Services		2 231	3 450	2 709
Schools and Other		70 918	70 122	69 961
Goods and Services Tax Paid		23 016	19 352	16 819
Total Payments from Operating Activities		726 165	729 002	685 676
Net Cash (Outflows)/ Inflows from Operating Activities	28	(1 801)	2 095	218
Cash Flows from Investing Activities				
Receipts				
Proceeds from the Sale of Property, Plant and Equipment		54		180
Payments				
Purchase of Property, Plant and Equipment		98 812	87 526	26 968
Net Cash (Outflows) from Investing Activities		(98 758)	(87 526)	(28 788)
Cash Flows from Financing Activities				
Receipts				
Capital injections		95 736	85 602	25 970
Payments				
Repayment of Loan		607	772	418
Net Cash Inflows from Financing Activities		95 129	84 830	25 552
Net (Decrease) in Cash and Cash Equivalents Held		(5 430)	(601)	(3 018)
Cash and Cash Equivalents at the Beginning of the Reporting Period		77 819	80 020	80 837
Cash and Cash Equivalents at the End of the Reporting Period	28	72 389	79 419	77 819

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

**Education Directorate
Summary of Directorate Output Classes
For the Year Ended 30 June 2018**

	Output Class 1 \$'000	Output Class 2 \$'000	Total \$'000
2018			
Total Income	702 359	3 264	705 633
Total Expenses	777 170	3 610	780 780
Operating (Deficit)	(74 801)	(346)	(75 147)
2017			
Total Income	656 619	3 477	670 296
Total Expenses	(725 042)	(3 840)	(728 882)
Operating (Deficit)	(58 223)	(363)	(58 586)

Education Directorate
Operating Statement for Output Class 1 - Public School Education
For the Year Ended 30 June 2018

Description

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

	Actual 2018 \$'000	Original Budget 2018 \$'000	Actual 2017 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	659 178	666 826	624 878
User Charges	18 949	18 668	18 460
Interest	1 192	1 396	1 123
Distribution from Investments with the Territory Banking Account	61	83	90
Resources Received Free of Charge	686	661	592
Other Revenue	22 303	21 118	21 676
Total Revenue	702 369	708 752	666 819
Total Income	702 369	708 752	666 819
Expenses			
Employee Expenses	504 896	499 741	467 766
Superannuation Expenses	71 647	76 630	69 137
Supplies and Services	58 468	60 962	54 547
Depreciation and Amortisation	68 639	67 791	61 726
Grants and Purchased Services	1 801	2 745	2 197
Other Expenses	71 719	70 221	69 669
Total Expenses	777 170	778 090	725 042
Operating (Deficit)	(74 801)	(69 338)	(58 223)

Education Directorate
Operating Statement for Output Class 2 - Non Government Education
For the Year Ended 30 June 2018

Description

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

	Actual 2018 \$'000	Original Budget 2018 \$'000	Actual 2017 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	2 968	3 233	3 185
User Charges	3	60	18
Interest	7	-	5
Distribution from Investments with the Territory Banking Account	-	1	-
Resources Received Free of Charge	2	5	3
Other Revenue	284	360	266
Total Revenue	3 264	3 659	3 477
Total Income	3 264	3 659	3 477
Expenses			
Employee Expenses	1 884	1 527	1 910
Superannuation Expenses	267	274	282
Supplies and Services	876	1 153	1 012
Depreciation and Amortisation	130	196	112
Grants and Purchased Services	430	705	512
Other Expenses	15	-	12
Total Expenses	3 610	3 855	3 840
Operating (Deficit)	(346)	(196)	(363)

**Education Directorate
Financial Statements
For the Year Ended 30 June 2018**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES

Year Ended 30 June 2018

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

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

**Education Directorate
Financial Statements
For the Year Ended 30 June 2018**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES - CONTINUED

Year Ended 30 June 2017

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents ¹	46 868	228	30 723	77 819
Investments	261	-	-	261
Receivables	2 830	36	-	2 866
Other Assets	1 850	9	-	1 859
Total Current Assets	51 809	273	30 723	82 805
Non-Current Assets				
Investments	1 860	-	-	1 860
Property, Plant and Equipment	1 906 347	-	-	1 906 347
Intangible Assets	1 257	-	-	1 257
Capital Works in Progress	8 494	-	-	8 494
Total Non-Current Assets	1 917 958	-	-	1 917 958
Total Assets	1 969 767	273	30 723	2 000 763
Current Liabilities				
Payables	7 022	35	-	7 058
Employee Benefits	132 229	540	-	132 769
Other Liabilities	6 804	-	-	6 804
Total Current Liabilities	146 055	576	-	146 631
Non-Current Liabilities				
Employee Benefits	11 143	46	-	11 189
Other Liabilities	3 967	-	-	3 967
Total Non-Current Liabilities	15 110	46	-	15 156
Total Liabilities	161 165	622	-	161 787
Net Assets	1 808 602	(349)	30 723	1 838 976

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

**Education Directorate
Controlled Statement of Appropriation
For the Year Ended 30 June 2018**

	Note No.	Original Budget 2018 \$'000	Total Appropriated 2018 \$'000	Appropriation Drawn 2018 \$'000	Appropriation Drawn 2017 \$'000
Controlled					
Controlled Recurrent Payments	4	670 059	671 764	662 146	628 063
Capital Injections		85 602	122 610	95 736	25 970
Total Controlled Appropriation		755 661	794 374	757 882	654 033

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

Column Heading Explanations:

- The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers. This amount also appears in these financial statements, in the Cash Flow Statement.
- The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.
- The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Cash Flow Statement.

Variations between 'Original Budget' and 'Total Appropriated'

Controlled Recurrent Payments

The difference between the original budget and total appropriated mainly related to the transfer of funds from 2016-17 (\$1.186m) including professional development funds (\$0.434m), the Independent Public Schools national partnership (\$0.263m) and the School Modernisation project (\$0.250m), combined with new funding provided through the second appropriation for the Technology Enabled Learning program (\$0.519m).

Capital Injection

The difference between the original budget and the total appropriated relates to the transfer of funds from 2016-17 (\$17.845m) and the second appropriation (\$19.163m) which provided funding for works at Narrabundah College, Campbell Primary School and the Technology Enabled Learning program. The transfer of funds from 2016-17 included funding provided for the Public School Infrastructure Upgrades and Supporting our School System - Improving ICT projects.

Variations between 'Total Appropriated' and 'Appropriation Drawn'

Controlled Recurrent Payments

The difference between the total appropriated and appropriation drawn mainly related to lower than budgeted workers compensation insurance costs (\$3.119m) and funds transferred to 2018-19 (\$6.121m). Funds transferred to 2018-19 included transfers associated with delays in finalisation of the clerical enterprise bargaining agreement, professional development funds and early childhood scholarships.

Capital Injections

The difference between the total appropriated and appropriation drawn relates to the transfer of funds to 2018-19 (\$26.874m). The transfer of funds to 2018-19 largely related to project expenditure delays associated with contractor prequalification and tender processes for the Modernising Belconnen High School project and Schools for the Future - North Gungahlin and Molonglo projects and the extended timeframe for the Education Cloud Enablement project which impacted expenditure on the Supporting our School System - Improving ICT project.

**EDUCATION DIRECTORATE
CONTROLLED NOTE INDEX – CONTINUED**

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**Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018**

NOTE 1. OBJECTIVES OF THE DIRECTORATE**Operations and Principal Activities**

The Education Directorate (the Directorate) delivers quality public school education and early childhood education to shape every child's future and to lay the foundation for lifelong development and learning. The Directorate works in partnership with students, parents and the community to ensure that every child and young person in the ACT will benefit from high quality, accessible education.

In addition to providing public school education and early childhood education, the Directorate is responsible for the regulation of education and care services, registration of non-government schools and home education. Through this role the Directorate also facilitates the provision of quality education services across the ACT.

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES

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

Appendix A – Basis of Preparation of the Financial Statements

Appendix B – Significant Accounting Policies

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

NOTE 3. CHANGE IN ACCOUNTING ESTIMATES

Refer to Appendix D – Change in Accounting Estimates.

NOTE 4. CONTROLLED RECURRENT PAYMENTS

	2018 \$'000	2017 \$'000
Revenue from ACT Government		
Controlled Recurrent Payments ¹	662 146	628 063
Total	662 146	628 063

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

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 5. USER CHARGES

	2018 \$'000	2017 \$'000
User Charges - ACT Government		
User Charges - ACT Government	357	534
Total	357	534
User Charges - Non-ACT Government		
International Private Students Program ¹	10 462	9 995
Active Leisure Centre	2 891	2 982
Hire of Facilities and Recreational Activities	689	612
Commonwealth National Agreements ²	4 000	3 729
Commonwealth Own Purpose Payments (COPE) / Specific Projects	389	467
Other	164	159
Total	18 595	17 944
Total User Charges for Goods and Services	18 952	18 478

1. The increase mainly relates to indexation of international student fees.
2. The increase primarily relates to indexation of Commonwealth funding for Jervis Bay schools and Terowua Park school.

NOTE 6. OTHER REVENUE

Mainly comprises schools revenue from voluntary contributions, fund raising revenue and excursion funds

Other Revenue		
School Revenue ¹	21 420	20 875
ACT Teacher Quality Institute	923	864
Other	244	203
Total	22 587	21 942

1. The increase mainly relates to higher community use revenue and the payment of Commonwealth Government funding associated with the Defence School Transition Aide programme direct to schools.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 7. EMPLOYEE EXPENSES

	2018	2017
	\$'000	\$'000
Wages and Salaries ¹	491,708	464,117
Movement in Employee Benefits ²	6,561	(6,383)
Workers' Compensation Insurance Premium ³	8,511	11,942
Total	506,780	469,676

1. The increase is mainly due to wage increases provided through enterprise bargaining agreements for teaching and administrative staff and salary costs due to enrolment increases in public schools.
2. The increase relates to a change in the present value factor used to calculate employee benefits.
3. The decrease is due to a one off reduction in workers compensation insurance in 2017/18.

NOTE 8. SUPERANNUATION EXPENSES

Superannuation Contributions to the Territory Banking Account	33,042	33,549
Productivity Benefit	4,423	4,684
Superannuation to External Providers ¹	34,439	31,186
Total	71,914	69,419

1. The increase is mainly due to increased staff utilising external superannuation providers following the closure of the Public Sector Superannuation Scheme, the Commonwealth Superannuation Scheme and the Public Sector Superannuation Accumulation Plan to new entrants.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 9. SUPPLIES AND SERVICES

	2018	2017
	\$'000	\$'000
Supplies and Services		
Property and Maintenance ¹	18 575	16 793
Materials and Services	30 803	29 781
Travel and Transport	749	881
Administrative ²	4 208	2 879
Financial	3 739	4 100
Operating Lease Costs	1 214	1 106
Write-Off of Assets	56	19
Total	59 344	55 559

1. The increase primarily relates to additional programmed maintenance work in schools undertaken by Education Support Office.
 2. The increase mainly relates to Act of Grace payments and legal costs.

NOTE 10. DEPRECIATION AND AMORTISATION

Depreciation		
Buildings and Land Improvements ¹	56 668	50 739
Plant and Equipment ²	11 786	9 910
Leasehold Improvements	5	943
Total Depreciation	68 459	61 592
Amortisation		
Intangible Assets	318	246
Total Amortisation	318	246
Total Depreciation and Amortisation	68 777	61 838

1. The increase is due to the flow-on impact of the revaluation of assets in 2016-17 combined with capitalisation of new assets at the end of 2016-17.
 2. The increase is mainly due to depreciation associated with new ICT assets.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 11. SCHOOL AND OTHER EXPENSES

Mainly comprise utilities, cleaning, security and maintenance costs in schools as well as educational enrichment activities.

	2018 \$'000	2017 \$'000
School Expenses ¹	68 060	65 712
Other Expenses	3 674	3 969
Total	71 734	69 681

1. The increase primarily relates to increased utility costs and higher levels of programmed maintenance undertaken directly by schools.

NOTE 12. ACT OF GRACE PAYMENTS, WAIVERS, IMPAIRMENT LOSSES AND WRITE-OFFS

Write-offs		
Write-Off of Assets	56	18
Total	56	18
Impairment Losses		
Property, Plant and Equipment ¹	7 917	-
Total	7 917	-
Act of Grace Payments		
Payment relating to cleaning contracts ²	202	-
Total	202	-
Total Act of Grace Payments, Waivers, Impairment Losses and Write-offs	8 175	18

1. An impairment loss has been recognised in 2017-18 for Campbell Primary School (\$3.816 million) and Naikaburda's College (\$4.101 million). The impairment loss recognises the demolition of buildings at the school sites.
2. Under Section 130 of the *Financial Management Act 1996* the Treasurer may, in writing, authorise Act of Grace Payments to be made by a Directorate. In 2017-18, the Treasurer authorised Act of Grace Payments to ACT public school cleaners affected by transition arrangements between the expiration of prior contracts and the commencement of new contractual arrangements.
3. There were no waivers provided in 2016-17 or 2017-18.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 13. AUDITOR'S REMUNERATION

Auditor's remuneration consists of financial audit services provided to the Directorate by the ACT Audit Office. No other services were provided by the ACT Audit Office.

	2018 \$'000	2017 \$'000
Audit Services		
Audit Fees Paid or Payable to the ACT Audit Office	153	136
Total	153	136

NOTE 14. CASH AND CASH EQUIVALENTS

The Directorate holds a number of bank accounts with the Westpac Bank as part of the whole-of-government banking arrangements.

Educational Support Office Bank Accounts ¹	22 137	30 717
School Management Accounts ¹	49 481	46 523
ACT Teacher Quality Institute Bank Account	712	508
Other Operations Bank Accounts	49	61
Cash on Hand	10	10
Total	72 389	77 819

1. The reduction in cash held largely relates to utilisation of cash held for specific projects including internal and external funding programs.
2. The increase mainly relates to increased community use revenues and additional community donations including from Parents and Citizens Associations.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 15. RECEIVABLES

	2018	2017
	\$'000	\$'000
Current Receivables		
Trade Receivables ¹	1 643	767
Less: Allowance for Impairment Losses	(146)	(207)
	1 497	560
Other Trade Receivables ¹	434	375
Less: Allowance for Impairment Losses	-	-
	434	375
Accrued Revenue	41	116
Net Goods and Services Tax Receivable ²	3 428	1 815
Total Current Receivables	3 469	1 931
Total Receivables	5 400	2 866

1. The increase relates to a mortgage associated with Commonwealth funding for the Lewis Bay school.
2. The increase is due to timing of payments.

Ageing of Receivables

	Not Overdue		Overdue		Total
		Less than 30 Days	30 to 60 Days	Greater than 60	
	\$'000	\$'000	\$'000	\$'000	\$'000
2018					
Not Impaired					
Receivables	4 727	142	158	373	5 400
Impaired					
Receivables	-	-	-	146	146
2017					
Not Impaired					
Receivables	2 221	134	26	485	2 866
Impaired					
Receivables	-	-	-	207	207

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 15. RECEIVABLES - CONTINUED

	2018 \$'000	2017 \$'000
Reconciliation of the Allowance for Impairment Losses		
Allowance for Impairment Losses at the Beginning of the Reporting Period	207	187
(Less)/Additional Allowance Recognised During the Reporting Period	(61)	20
Allowance for Impairment Losses at the End of the Reporting Period	146	207
Classification of ACT Government/Non-ACT Government Receivables		
Receivables from ACT Government Entities		
Net Trade Receivables	149	55
Net Other Trade Receivables	28	5
Accrued Revenue	17	18
Total Receivables from ACT Government Entities	194	78
Receivables from Non-ACT Government Entities		
Net Trade Receivables	1 494	712
Net Other Trade Receivables	406	370
Accrued Revenue	24	98
Net Goods and Services Tax Receivable	3 428	1 815
Less: Allowance for Impairment Losses	(146)	(207)
Total Receivables from Non-ACT Government Entities	5 206	2 788
Total Receivables	5 400	2 866

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 16. INVESTMENTS

Short-term investments were held with the Territory Banking Account in the Cash Enhanced Portfolio throughout the year. These funds are able to be withdrawn upon request.

The purpose of the investment in the Fixed Interest Portfolio is to hold it for a period of longer than 12 months. The total carrying amount of the Fixed Interest Portfolio investment below has been measured at fair value.

	2018 \$'000	2017 \$'000
Current Investments		
Investments with the Territory Banking Account - Cash Enhanced Portfolio	261	261
Total	<u>261</u>	<u>261</u>
Non-Current Investments		
Investments with the Territory Banking Account - Fixed Interest Portfolio	1 860	1 860
Total	<u>1 860</u>	<u>1 860</u>
Total Investments¹	<u><u>2 121</u></u>	<u><u>2 121</u></u>

1 - The unit value of the Directorate's investments did not change during 2017/18.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 17. PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment includes the following classes of assets – land, buildings, improvement to land, leasehold improvements and plant and equipment.

	2018 \$'000	2017 \$'000
Land and Buildings		
Land at Fair Value	358 518	358 518
Total Land Assets	<u>358 518</u>	<u>358 518</u>
Buildings and Improvements to Land at Fair Value	1 566 081	1 617 223
Less: Accumulated Depreciation	(56 668)	-
Total Written-Down Value of Buildings and Improvements to Land	<u>1 509 413</u>	<u>1 617 223</u>
Total Land and Written Down Value of Buildings and Improvements to Land	<u>1 867 931</u>	<u>1 875 741</u>
Leasehold Improvements		
Leasehold Improvements at Cost	5 697	5 670
Less: Accumulated Depreciation	(5 648)	(5 643)
Total Written-Down Value of Leasehold Improvements	<u>49</u>	<u>27</u>
Plant and Equipment		
Plant and Equipment at Cost	138 939	121 979
Less: Accumulated Depreciation	(102 950)	(91 400)
Total Written-Down Value of Plant and Equipment	<u>35 989</u>	<u>30 579</u>
Total	<u>1 903 969</u>	<u>1 906 347</u>

**Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018**

NOTE 17. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2017-18

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	358 518	1 517 223	27	30 579	1 906 347
Additions	-	56 775	27	17 252	74 054
Depreciation	-	(56 668)	(5)	(11 786)	(68 459)
Impairment Losses Recognised Directly in Other Comprehensive Income	-	(7 917)	-	-	(7 917)
Write-offs/Other	-	-	-	(56)	(56)
Carrying Amount at the End of the Reporting Period	358 518	1 509 413	49	35 989	1 903 969

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 17. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2016-17.

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	316 745	1 453 390	943	33 129	1 804 207
Additions	-	15 792	27	7 371	23 190
Revaluation Increment	41 773	98 780	-	-	140 553
Depreciation	-	(50 739)	(943)	(9 910)	(61 592)
Write-offs/Other	-	-	-	(11)	(11)
Carrying Amount at the End of the Reporting Period	358 518	1 517 223	27	30 579	1 906 347

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 17. PROPERTY, PLANT AND EQUIPMENT - CONTINUED**Fair Value Hierarchy**

The Fair Value Hierarchy below reflects the significance of the inputs used in determining their fair value. The Fair Value Hierarchy is made up of the following three levels:

- Level 1 - quoted prices (unadjusted) in active markets for identical assets or liabilities that the Directorate can access at the measurement date;
- Level 2 - inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 - inputs that are unobservable for particular assets or liabilities

Details of the Directorate's property, plant and equipment at fair value and information about the Fair Value Hierarchy as at 30 June 2018 are as follows:-

2018

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	358 518	358 518
Buildings and Improvements to Land	-	-	1 509 413	1 509 413
	-	-	1 867 931	1 867 931

2017

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	358 518	358 518
Buildings and Improvements to Land	-	-	1 517 223	1 517 223
	-	-	1 875 741	1 875 741

Transfers Between Categories

There have been no transfers between Levels 1, 2 and 3 during the current or previous reporting period.

**Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018**

NOTE 17. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Valuation Techniques, inputs and processes:

Level 2 Valuation Techniques and Inputs

Valuation Technique: The valuation technique used to value land and buildings is the market approach that reflects recent transaction prices for similar properties and buildings (comparable in location and size).

Inputs: Prices and other relevant information generated by market transactions involving comparable land and buildings were considered. Regard was taken of the Crown Lease terms and tenure. The Australian Capital Territory Plan and the National Capital Plan, where applicable, as well as current zoning were also used.

Level 3 Valuation Techniques and Significant Unobservable Inputs

Valuation Technique: Land where there is no active market or significant restrictions is valued through the market approach.

Significant Unobservable Inputs: Selecting land with similar approximate utility. In determining the value of land with similar approximate utility significant adjustment to market based data was required.

Valuation Technique: Buildings, and improvements to land were considered specialised assets by the valuers and measured using the cost approach.

Significant Unobservable Inputs: Estimating the cost to a market participant to construct assets of comparable utility adjusted for obsolescence. In determining the value of buildings and improvements to land regard was given to the age and condition of the assets, their estimated replacement cost and current use. This required use of data internal to the Directorate.

There has been no change to the above valuation techniques during the year.

Transfers in and out of a fair value level are recognised on the date of the event or change in circumstances that caused the transfer.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 18. INTANGIBLE ASSETS

The Directorate has internally generated software:

	2018 \$'000	2017 \$'000
Computer Software		
<i>Internally Generated Software</i>		
Computer Software at Cost ¹	6 834	2 119
Less: Accumulated Amortisation	(1 180)	(862)
Total Computer Software	5 654	1 257

1. The movement primarily relates to internally generated software associated with the School Administration System.

NOTE 19. CAPITAL WORKS IN PROGRESS

Assets under construction include buildings, infrastructure assets and software.

Capital Works in Progress	28 210	8 494
Total	28 210	8 494

Reconciliation of Capital Works in Progress¹

The following table shows the movement of Capital Works in Progress during the reporting periods:

Balance at the Beginning of the Reporting Period	8 494	2 449
Additions ²	96 395	27 102
Capitalised to Property, Plant and Equipment ³	(76 679)	(21 057)
Carrying Amount at the End of the Reporting Period	28 210	8 494

1. The reconciliation of capital works in 2017-18 has been prepared on a gross movement basis to reflect the full amount added to capital works in progress during the year. In previous years the reconciliation was prepared on a net movement basis. 2016-17 comparatives have been updated to reflect the gross movement.

2. The additions primarily relate to Better Schools for our Kids – Narrabundah College and Campbell Primary School, Schools for the Future – North Gungahlin and Moongia and Modernising Belconnen High School projects and the Technology Enabled Learning program.

3. The capitalisation to property plant and equipment includes the Public School Infrastructure Upgrades program, Better Schools – Investment in Gungahlin School Infrastructure project and Better Schools for our Kids – Narrabundah College and Campbell Primary School.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 20. PAYABLES

	2018 \$'000	2017 \$'000
Current Payables		
Payables	172	285
Accrued Expenses	7 456	6 773
Total	7 628	7 058
Payables are aged as followed		
Not Overdue	7 608	7 033
Overdue for Less than 30 Days	20	12
Overdue for 30 to 60 Days	-	12
Overdue for More than 60 Days	-	1
Total	7 628	7 058
Classification of ACT Government/Non-ACT Government Payables		
Payables with ACT Government Entities		
Payables	15	68
Accrued Expenses	3 267	4 856
Total Payables with ACT Government Entities	3 282	4 924
Payables with Non-ACT Government Entities		
Payables	157	217
Accrued Expenses	4 189	1 917
Total Payables with Non-ACT Government Entities	4 346	2 134
Total	7 628	7 058

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 21. EMPLOYEE BENEFITS

	2018	2017
	\$'000	\$'000
Current Employee Benefits		
Annual Leave ¹	38 437	35 983
Long Service Leave ¹	95 347	92 595
Accrued Salaries	4 490	4 191
Total Current Employee Benefits	<u>138 274</u>	<u>132 769</u>
Non-Current Employee Benefits		
Long Service Leave ¹	12 545	11 189
Total Non-Current Employee Benefits	<u>12 545</u>	<u>11 189</u>
Total	<u>150 819</u>	<u>143 958</u>
Estimate of when Leave is Payable		
Estimated Amount Payable within 12 months		
Annual Leave	32 118	32 798
Long Service Leave	5 786	6 862
Accrued Salaries	4 490	4 191
Total Employee Benefits Payable within 12 months	<u>42 394</u>	<u>43 851</u>
Estimated Amount Payable after 12 months		
Annual Leave	6 319	3 185
Long Service Leave	102 106	96 922
Total Employee Benefits Payable after 12 months	<u>108 425</u>	<u>100 107</u>
Total	<u>150 819</u>	<u>143 958</u>

1. The increase is primarily due to wage and salary increases and accrued leave partially offset by a decrease in the present value rate used to calculate leave provisions.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 22. OTHER LIABILITIES

	2018	2017
	\$'000	\$'000
Current Other Liabilities		
International Students Revenue Received in Advance	5 030	5 528
Schools Revenue Received in Advance	857	1 276
Total	<u>5 887</u>	<u>6 804</u>
Non-Current Other Liabilities		
Other Loans ¹	3 361	3 967
Total	<u>3 361</u>	<u>3 967</u>
Total Other	<u>9 248</u>	<u>10 771</u>

1. Relates to loans from the Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects in schools.

NOTE 23. EQUITY**Asset Revaluation Surplus**

The Asset Revaluation Surplus is used to record the increments and decrements in the value of Property, Plant and Equipment.

Balance at the Beginning of the Reporting Period	1 005 888	865 335
Increment in Land due to Revaluation	-	41 773
Increment in Buildings and Improvements to Land due to Revaluation	-	98 780
(Decrement) in Buildings and Improvements to Land due to Impairment Loss ¹	(7 917)	-
Total (Decrease)/Increase in the Asset Revaluation Surplus	<u>(7 917)</u>	<u>140 553</u>
Balance at the End of the Reporting Period	<u>997 971</u>	<u>1 005 888</u>

1. An impairment loss has been recognised in 2017-18 for Campbell Primary School (\$3.816 million) and Narrabundah College (\$4.101 million). The impairment loss recognises the demolition of buildings at the school sites.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 24. FINANCIAL INSTRUMENTS

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in Note 2 - Significant Accounting Policies (see Appendix B).

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents, investments and receivables. Its financial liabilities are comprised of payables and finance leases. The Directorate's exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'.

As receivables and payables are held in non-interest bearing arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

A significant proportion of the Directorate's financial assets consist of cash and cash equivalents. As these are held in floating interest arrangements with the Territory's Banking Provider, the Directorate is exposed to movements in the amount of interest it may earn on cash and cash equivalents.

There have been no changes in risk exposure or processes for managing risk since the last financial reporting period.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash, investments and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash and investment accounts are held with high credit quality financial institutions under whole of government banking arrangements. Cash at bank is held with the Westpac Bank and cash not immediately required is invested with the Territory Banking Account. The Chief Minister, Treasury and Economic Development Directorate coordinates the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 24. FINANCIAL INSTRUMENTS – CONTINUED

Credit Risk – Continued

The majority of receivables consist of Goods and Services Tax (GST) refund due from the Australian Taxation Office (ATO) and ACT Government Agencies which have a strong credit history. Credit risk for investments is managed by the Directorate through only investing with the Territory Banking Account, which has appropriate investment criteria for the external fund manager engaged to manage the Territory's surplus funds and therefore the credit risk is considered low.

There have been no changes to credit risk exposure since the last reporting period.

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's exposure to liquidity risk is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

Appropriations received to fund operations are drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, the Directorate cannot hold excess cash, however, in the event of cash pressure, access to additional appropriation from the Territory Bank Account can be obtained.

The Directorate's exposure to liquidity risk has not changed since the last reporting period.

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price (other than arising from interest rate risk or currency risk).

The only price risk which the Directorate is exposed to results from its investments in the Fixed Interest Portfolio. The Directorate has units in the Fixed Interest Portfolio that fluctuate in value. The price fluctuations in the units of the Fixed Interest Portfolio are caused by movements in the underlying investments of the portfolio. To limit price risk, all bonds that make up the underlying investments of the Fixed Interest Portfolio must have a long term credit rating of BBB or greater.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period. A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 24. FINANCIAL INSTRUMENTS – CONTINUED**Fair Value of Financial Assets and Liabilities**

The carrying amounts and fair values of financial assets and financial liabilities at the end of the reporting period are:

	Note No.	Carrying Amount 2018 \$'000	Fair Value 2018 \$'000	Carrying Amount 2017 \$'000	Fair Value 2017 \$'000
Financial Assets					
Cash and Cash Equivalents	14	72 389	72 389	77 819	77 819
Investments	16	2 121	2 121	2 121	2 121
Receivables ¹	15	1 972	1 972	1 051	1 051
Total		76 482	76 482	80 991	80 991
Financial Liabilities					
Payables	20	7 628	7 628	7 058	7 058
Other Loans	22	3 361	3 361	3 967	3 967
Total		10 989	10 989	11 025	11 025

¹ Receivables reported under Financial Instrument does not include receivables relating to goods and service tax.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 24. FINANCIAL INSTRUMENTS - CONTINUED**Fair Value Hierarchy**

The carrying amount of financial assets measured at fair value, as well as the methods used to estimate the fair value are summarised in the table below. All other financial assets and liabilities are measured, subsequent (to initial recognition), at amortised cost and as such are not included in the table below.

30 June 2018	<u>Classification According to Fair Value Hierarchy</u>			Total \$'000
	Level 1	Level 2	Level 3	
	\$'000	\$'000	\$'000	
Financial Assets				
Investment with the Territory Banking Account - Cash Enhanced Portfolio	-	261	-	261
Investment with the Territory Banking Account - Fixed Interest Portfolio	-	1 860	-	1 860
	-	2 121	-	2 121

30 June 2017	<u>Classification According to Fair Value Hierarchy</u>			Total \$'000
	Level 1	Level 2	Level 3	
	\$'000	\$'000	\$'000	
Financial Assets				
Investment with the Territory Banking Account - Cash Enhanced Portfolio	-	261	-	261
Investment with the Territory Banking Account - Fixed Interest Portfolio	-	1 860	-	1 860
	-	2 121	-	2 121

Transfer between Categories

There have been no transfers of financial assets or financial liabilities between Level 1 and Level 2 during the current and previous reporting period.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 24. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2018. Except for non-current other liabilities, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2018	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	14	1.36%	50 242	-	-	-	22 147	72 389
Investments	16	-	-	-	-	-	2 121	2 121
Receivables	15	-	-	-	-	-	1 972	1 972
Total			50 242	-	-	-	26 240	76 482
Financial Liabilities								
Payables	20	-	-	-	-	-	(7 628)	(7 628)
Other Liabilities	22	-	-	-	-	-	(3 361)	(3 361)
Total			-	-	-	-	(10 989)	(10 989)
Net Financial Assets			50 242	-	-	-	15 251	65 493

**Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018**

NOTE 24. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2017. Except for non-current other liabilities, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2017	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:		Over 5 Years \$'000	Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000			
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	14	1.39%	47 092	-	-	-	30 727	77 819
Investments	16	-	-	-	-	-	2 121	2 121
Receivables	15	-	-	-	-	-	1 051	1 051
Total Financial Assets			47 092	-	-	-	33 899	80 991
Financial Liabilities								
Payables	20	-	-	-	-	-	(7 058)	(7 058)
Other Liabilities	22	-	-	-	-	-	(3 967)	(3 967)
Total Financial Liabilities			-	-	-	-	(11 025)	(11 025)
Net Financial Assets			47 092	-	-	-	22 874	69 966

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 24 FINANCIAL INSTRUMENTS - CONTINUED

	2018	2017
	\$'000	\$'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets at Fair Value through the Profit and Loss		
Designated upon Initial Recognition	2 121	2 121
Loans and Receivables at Amortised Cost	1 972	1 051
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	10 989	11 025

The Directorate does not have any financial assets in the 'Available for Sale' category or the 'Held to Maturity' category and as such these categories are not included above. Also, the Directorate does not have any financial liabilities in the 'Financial Liabilities at Fair Value through Profit and Loss' category and, as such, this category is not included above.

Gains / (Losses) on Each Category of Financial Asset and Financial Liability

Gains / (Losses) on Financial Assets

Financial Assets at Fair Value through the Profit and Loss ¹		(51)
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1. This result reflects on growth in the Directorate's investments in 2017/18.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 25. COMMITMENTS**Capital Commitments**

Capital commitments contracted at reporting date that have not been recognised as liabilities, are payable as follows:

	2018 \$'000	2017 \$'000
Capital Commitments - Property, Plant and Equipment		
Payable:		
Within one year	12 984	23 615
Later than one year but not later than five years	16 880	13 325
Later than five years	10 375	266
Total¹	40 239	37 206

Other Commitments

Other commitments contracted at reporting date that have not been recognised as liabilities are payable as follows:

Within one year	22 157	24 410
Later than one year but not later than five years	16 220	25 756
Later than five years	-	-
Total¹	38 377	50 166

- The decrease in commitments due within one year mainly relates to finalisation of contracts including construction contracts for investment in Gungahlin School Infrastructure and Schools for the Future - Caroline Chisholm Centre - Centre for Innovation and Learning. The increase in commitments between one to five years and greater than five years, is primarily due to contract commitments for the Nookin Gungahlin P-6 School.
- The decrease in the commitments of between one to five years mainly relates to the expiration of a number of new and existing contracts in June 2018.

Operating Lease Commitments

Within one year	3 927	3 547
Later than one year but not later than five years	4 504	5 556
Later than five years	332	337
Total¹	8 763	9 440

- Operating lease commitments mainly relate to building leases and information communication technology leases.

All amounts shown in the commitment note are inclusive of goods and services tax.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 26. CONTINGENT LIABILITIES

As at 30 June 2018 the Directorate had contingent liabilities in relation to known personal injury cases not settled of \$2.89m. As at 30 June 2017 the liability was \$2.59m. The liability will be offset by insurance and the final settlement amount is unknown as at 30 June 2018.

NOTE 27. INTEREST IN A JOINT OPERATION

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53% for the ACT Government and 47% for the Catholic Education Office.

	2018	2017
	\$'000	\$'000
Share of the Jointly Controlled Operation is as follows:		
Revenue	104	103
Expenses	(152)	(144)
Operating (Deficit)	(48)	(41)
Share of Asset in the Jointly Controlled Operation		
Current Assets	105	109
Non-Current Assets	3 455	3 188
Total Assets	3 560	3 297
Current Liabilities	6	2
Total Liabilities	6	2
Net Assets	3 554	3 295

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 28. CASH FLOW RECONCILIATION

	2018 \$'000	2017 \$'000
(a) Reconciliation of Cash and Cash Equivalents at the End of the Reporting in the Cash Flow Statement to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	72 389	77 819
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Cash Flow Statement	<u>72 389</u>	<u>77 819</u>
(b) Reconciliation of Operating (Deficit) to Net Cash Inflows from Operating Activities		
Operating (Deficit)	(75 147)	(58 586)
Add/(Less) Non-Cash Items		
Depreciation and Amortisation	68 777	61 838
Assets Written Off/Other Asset Adjustments	56	17
(Gain) from Sale of Assets	(54)	(180)
Unrealised Gain on Investments	—	51
Cash Before Changes in Operating Assets and Liabilities	<u>(6 368)</u>	<u>3 140</u>
Changes in Operating Assets and Liabilities		
(Increase)/Decrease in Receivables	(2 534)	401
Decrease/(Increase) in Prepayments	259	(402)
Increase in Payables	898	1 719
Increase/(Decrease) in Employee Benefits	6 861	(4 162)
(Decrease) in Revenue Received in Advance	(917)	(478)
Net Changes in Operating Assets and Liabilities	<u>4 567</u>	<u>(2 922)</u>
Net (Outflows)/Inflows from Operating Activities	<u>(1 801)</u>	<u>218</u>

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 29. RELATED PARTY DISCLOSURES

A related party is a person that controls or has significant influence over the reporting entity, or is a member of the Key Management Personnel (KMP) of the reporting entity or its parent entity, and includes their close family members and entities in which the KMP and/or their close family members individually or jointly have controlling interests.

KMP are those persons having authority and responsibility for planning, directing and controlling the activities of the Directorate, directly or indirectly.

KMP of the Directorate are the Portfolio Minister, Director-General and certain members of the Senior Management Team.

The Head of Service and the ACT Executive comprising the Cabinet Ministers are KMP of the ACT Government and therefore related parties of the Directorate.

This note does not include typical citizen transactions between the KMP and Directorate that occur on terms and conditions no different to those applying to the general public.

(A) CONTROLLING ENTITY

The Directorate is an ACT Government controlled entity.

(B) KEY MANAGEMENT PERSONNEL

B.1 Compensation of Key Management Personnel

Compensation of all Cabinet Ministers, including the Portfolio Minister, is disclosed in the note on related party disclosures included in the ACT Executive's financial statements for the year ended 30 June 2018.

Compensation of the Head of Service is included in the note on related party disclosures included in the CMTEDD financial statements for the year ended 30 June 2018.

Compensation by the Directorate to KMP employed by the Directorate is set out below.

	2018	2017
	\$'000	\$'000
Short-term employee benefits	2 294	1 501
Post-employment benefit	363	249
Other long-term benefit	54	35
Total Compensation by the Education Directorate to KMP¹	2 711	1 785

¹ The total full time equivalent staff identified as key management personnel in 2017-18 was 10. The total full time equivalent key management personnel in 2016-17 was 8. The increase is a result of changes in the structure of the Directorate's governance committee.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2018

NOTE 29. RELATED PARTY DISCLOSURES – CONTINUED

(C) TRANSACTIONS WITH OTHER ACT GOVERNMENT CONTROLLED ENTITIES

All transactions with ACT Government controlled entities are disclosed in the relevant notes to the financial Statements of the Directorate.

Note 30. BUDGETARY REPORTING

Operating Statement Line Items	Actual 2017-18 \$'000	Original Budget ¹ 2017-18 \$'000	Variance \$'000	Variance %	Variance Explanation
Increase/(Decrease) in Asset Revaluation Surplus	(7,917)	120,202	(128,119)	(107)	The budget anticipated an effective revaluation date in 2017-18. The revaluation was actually taken up in the previous year.

Cash Flow Statement Line Items	Actual 2017-18 \$'000	Original Budget ¹ 2017-18 \$'000	Variance \$'000	Variance %	Variance Explanation
Purchase of Property Plant and Equipment	98,812	87,526	11,286	13	The variance is primarily related to additional funding provided through the 2017-18 Second Appropriation for works at Narrabundah College and Campbell Primary School.

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2017-18 Budget Statements). These amounts have not been adjusted to reflect subsidiary appropriation or appropriation requirements.
2. Explanations for variations from budget for Controlled Recurrent Payments and Capital Injection are provided in the Statements of Appropriation.

EDUCATION DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED

30 JUNE 2018

Education Directorate
Statement of Income and Expenses on Behalf of the Territory
For the Year Ended 30 June 2018

	Note No.	Actual 2018 \$'000	Original Budget 2018 \$'000	Actual 2017 \$'000
Income				
Revenue				
Payments for Expenses on Behalf of the Territory	31	296 072	284 090	272 654
Total		<u>296 072</u>	<u>284 090</u>	<u>272 654</u>
Expenses				
Grants and Purchased Services	32	296 072	284 090	272 654
Total		<u>296 072</u>	<u>284 090</u>	<u>272 654</u>
Operating Result		<u>-</u>	<u>-</u>	<u>-</u>

The above Statement of Income and Expenses on Behalf of the Territory should be read in conjunction with the accompanying notes

**Education Directorate
Statement of Assets and Liabilities on Behalf of the Territory
As at 30 June 2018**

	Note No.	Actual 2018 \$'000	Original Budget 2018 \$'000	Actual 2017 \$'000
Current Assets				
Cash and Cash Equivalents	33	51	208	201
Receivables		-	2	-
Total Current Assets		<u>51</u>	<u>210</u>	<u>201</u>
Total Assets		<u>51</u>	<u>210</u>	<u>201</u>
Current Liabilities				
Payables	34	51	210	201
Total Current Liabilities		<u>51</u>	<u>210</u>	<u>201</u>
Total Liabilities		<u>51</u>	<u>210</u>	<u>201</u>
Net Assets		<u>-</u>	<u>-</u>	<u>-</u>
Equity				
Accumulated Funds		-	-	-
Total		<u>-</u>	<u>-</u>	<u>-</u>

The above Statement of Assets and Liabilities on Behalf of the Territory should be read in conjunction with the accompanying notes. Net Assets and Total Equity are reconciled to nil, therefore a Statement of Changes in Equity on Behalf of the Territory is not presented.

**Education Directorate
Cash Flow Statement on Behalf of the Territory
For the Year Ended 30 June 2018**

	Note No.	Actual 2018 \$'000	Original Budget 2018 \$'000	Actual 2017 \$'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		295 923	284 090	272 646
Goods and Services Tax Received		6 395	6 538	6 161
Total Receipts from Operating Activities		302 318	290 628	278 807
Payments				
Grants and Purchased Services	32	296 077	284 090	272 656
Goods and Services Tax Paid		6 396	6 538	6 158
Total Payments from Operating Activities		302 468	290 628	278 814
Net Cash Outflows from Operating Activities	36	(150)	-	(7)
Net (Decrease) in Cash and Cash Equivalents Held				
		(150)	-	(7)
Cash and Cash Equivalents at the Beginning of the Reporting Period	33	201	208	208
Cash and Cash Equivalents at the End of the Reporting Period	36	51	208	201

The above Cash Flow Statement on Behalf of the Territory should be read in conjunction with the accompanying notes.

**Education Directorate
Territorial Statement of Appropriation
For the Year Ended 30 June 2018**

	Original Budget 2018 \$'000	Total Appropriated 2018 \$'000	Appropriation Drawn 2018 \$'000	Appropriation Drawn 2017 \$'000
Territorial				
Expenses on Behalf of the Territory	284 090	298 877	295 923	272 646
Total Territorial Appropriation	284 090	298 877	295 923	272 646

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

Column Heading Explanations

- The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers.
- The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.
- The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Cash Flow Statement.

Variances between 'Original Budget' and 'Total Appropriated'

Expenses on Behalf of the Territory

The difference between the original budget and the total appropriated relates to increased Commonwealth Government Quality Schools grants (\$13.445 million) and the transfer of funds from 2016-17 for the Interest Subsidy Scheme (\$1.342 million).

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Expenses on Behalf of the Territory

The difference between the total appropriated and appropriation drawn mainly relates to transfer of funds to 2018-19 associated with the Interest Subsidy Scheme (\$2.270 million) and other ACT Government grants. The funding associated with the Interest Subsidy Scheme will be incorporated into the Non-Government School Infrastructure program from 2018-19.

TERRITORIAL NOTE INDEX

	Income Notes	
Note	31	Payment for Expenses on behalf of the Territory – Territorial
	Expenses Notes	
Note	32	Grants and Purchased Services – Territorial
	Assets Notes	
Note	33	Cash and Cash Equivalents – Territorial
	Liabilities Notes	
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Note	35	Financial Instruments – Territorial
Note	36	Cash Flow Reconciliation – Territorial
Note	37	Budgetary Reporting – Territorial

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2018

NOTE 31. PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY – TERRITORIAL

Under the *Financial Management Act 1996*, the Directorate receives this appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to non-government schools. Refer **Note 32 – Grants and Purchased Services – Territorial** for the details of the expenses.

	2018 \$'000	2017 \$'000
Expenses Incurred on Behalf of the Territory	296 072	272 654
Total Payment for Expenses on Behalf of the Territory¹	296 072	272 654

1. The increase from 2016-17 primarily relates to increased Commonwealth and ACT Government Grants in accordance with the *Commonwealth Education Act 2013* and the *National Education Reform Agreement (Australian Capital Territory Bilateral Agreement)*.

NOTE 32. GRANTS AND PURCHASED SERVICES – TERRITORIAL

	2018 \$'000	2017 \$'000
Grants and Purchased Services		
<i>Payments for grants and subsidies were as follows:</i>		
Grants - Non-Government Schools ¹	295 396	272 005
Junior Bursary Scheme	676	649
Total	296 072	272 654

1. The increase from 2016-17 primarily relates to increased Commonwealth and ACT Government Grants in accordance with the *Commonwealth Education Act 2013* and the *National Education Reform Agreement (Australian Capital Territory Bilateral Agreement)*.

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2018

NOTE 33. CASH AND CASH EQUIVALENTS – TERRITORIAL

	2018 \$'000	2017 \$'000
Cash at Bank ^{1,2}	51	201
Total	51	201

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold a nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.

2. Under write-of-government banking arrangements interest is not earned on cash at bank held with the Territory Banking Account.

NOTE 34. PAYABLES – TERRITORIAL

All payables at 30 June 2018 are current and not overdue.

Current Payables		
Payable to the Territory Banking Account ¹	51	201
Total Current Payables	51	201
Total	51	201

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate a operating result and must hold a nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2018

NOTE 35. FINANCIAL INSTRUMENTS – TERRITORIAL

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in **Note 2 – Significant Accounting Policies** (refer Appendix B).

The carrying amounts for all financial assets and liabilities reflect their fair value and are non-interest bearing. The Directorate on behalf of the Territory has no exposure to interest rate, credit, liquidity or price risk.

NOTE 36. CASH FLOW RECONCILIATION – TERRITORIAL

(a) Reconciliation of Cash and Cash Equivalents at the end of the Reporting Period in the Cash Flow Statement on Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

	2018 \$'000	2017 \$'000
Total Cash Disclosed on the Statement of Assets and Liabilities on Behalf of the Territory	51	201
Cash at the end of the Reporting Period as Recorded in the Cash Flow Statement on Behalf of the Territory	<u>51</u>	<u>201</u>

(b) Reconciliation of Net Cash Inflows from Operating Activities to the Operating Surplus/(Deficit)

Operating Result	-	-
Cash Before Changes in Operating Assets and Liabilities	-	-
Changes in Operating Assets and Liabilities		
Decrease in Receivables		2
(Decrease) in Payables	(150)	(9)
Net Changes in Operating Assets and Liabilities	<u>(150)</u>	<u>(7)</u>
Net Cash (Outflows) from Operating Activities	<u>(150)</u>	<u>(7)</u>

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2018

Note 37. BUDGETARY REPORTING – TERRITORIAL

The following are brief explanations of major line item variances between budget estimates and actual outcomes. Variances are considered to be major variances if **both** of the following criteria are met:

- The line item is a significant line item: the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals); and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

Statement of Assets and Liabilities on Behalf of The Territory Line Items	Actual 2017-18 \$'000	Original Budget ¹ 2017-18 \$'000	Variance \$'000	Variance %	Variance Explanation
Cash and Cash Equivalents	51	208	(157)	(75)	The Territorial accounts are programs administered on behalf of the Territory. The accounts cannot generate an operating result and must hold a nil equity balance. This means cash held at year end is recorded as a payable owed to the Territory Banking Account.
Payables	51	210	(159)	(76)	

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2017-18 Budget Statements).
2. There were no significant variances against budget in the Statement of Income and Expenses on Behalf of the Territory or the Cash Flow Statement on Behalf of the Territory in accordance with the criteria (a) and (b) above.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2018

APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

LEGISLATIVE REQUIREMENT

The *Financial Management Act 1996 (FMA)* requires the preparation of annual financial statements for ACT Government Agencies.

The FMA and the *Financial Management Guidelines* issued under the FMA, requires the Education Directorate's financial statements to include:

- i. an Operating Statement for the year;
- ii. a Balance Sheet for the year;
- iii. a Statement of Changes in Equity for the year;
- iv. a Cash Flow Statement for the year;
- v. a Statement of Appropriation for the year;
- vi. an Operating Statement for each class of output for the year;
- vii. significant accounting policies adopted for the year; and
- viii. such other statements as are necessary to fairly reflect the financial operations of the Education Directorate during the year and its financial position at the end of the year.

These general-purpose financial statements have been prepared to comply with Australian Accounting Standards as required by the FMA. The financial statements have been prepared in accordance with:

- i. Australian Accounting Standards; and
- ii. ACT Accounting and Disclosure Policies.

ACCRUAL ACCOUNTING

The financial statements have been prepared using the accrual basis of accounting. The financial statements have also been prepared according to the historical cost convention, except for assets such as those included in property, plant and equipment and financial instruments which were valued at fair value in accordance with the revaluation policies applicable to the Directorate during the reporting period.

CURRENCY

These financial statements are presented in Australian dollars, which is the Education Directorate's functional currency.

INDIVIDUAL REPORTING ENTITY

The Education Directorate is an individual reporting entity.

APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

CONTROLLED AND TERRITORIAL ITEMS

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control.

The purpose of the distinction between Controlled and Territorial is to enable an assessment of the Directorate's performance against the decisions it has made in relation to the resources it controls, while maintaining accountability for all resources under its responsibility.

The basis of preparation described applies to both Controlled and Territorial financial statements except where specified otherwise.

REPORTING PERIOD

These financial statements state the financial performance, changes in equity and cash flows of the ACT Directorate for the year ended 30 June 2018 together with the financial position of the Education Directorate as at 30 June 2018.

COMPARATIVE FIGURES

Budget Figures

To facilitate a comparison with the Budget Papers, as required by the FMA, budget information for 2017-18 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Statements.

Prior Year Comparatives

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statements, except where an Australian Accounting Standard does not require comparative information to be disclosed.

Where the presentation or classification of items in the financial statements is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars (\$'000). Use of "-" represents zero amounts or amounts rounded down to zero.

GOING CONCERN

As at 30 June 2018, the Education Directorate's current assets are insufficient to meet its current liabilities. This is not considered a liquidity risk as its cash needs are funded through appropriation from the ACT Government on a cash-needs basis. This is consistent with the whole of government cash management regime, which requires excess cash balances to be held centrally rather than within individual agency bank accounts.

The 2017-18 financial statements have been prepared on a going concern basis as the Directorate has been funded in 2018-19 Budget and Budget Papers include forward estimates for the Directorate.

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

Appendix B – Significant Accounting Policies applies to both the Controlled and Territorial financial statements.

SIGNIFICANT ACCOUNTING POLICIES – INCOME

Where significant accounting policies and other explanatory information is applicable it is provided in this Appendix. Additional information is not provided for all notes in the financial statements.

REVENUE RECOGNITION

Revenue is recognised at the fair value of the consideration received or receivable in the Operating Statement. In addition, the following specific recognition criteria must be met before revenue is recognised: Revenue for user charges is recorded when received with the exception of international private students, which is recognised on an accrual basis.

NOTE 4 – CONTROLLED RECURRENT PAYMENTS

Controlled Recurrent Payments are recognised as revenues when the Directorate gains control over the funding. Control over appropriated funds is obtained upon the receipt of cash.

NOTE 5 – USER CHARGES

User charges

Revenue for user charges is recorded when received except for international private student's revenue which is recognised when the fee is earned.

NOTE 6 – OTHER REVENUE

Revenue Received in Advance

Revenue received in advance is recognised as a liability if there is a present obligation to return the funds received, otherwise all are recorded as revenue.

SIGNIFICANT ACCOUNTING POLICIES – EXPENSES

NOTE 7 – EMPLOYEE EXPENSES

Employee benefits include:

- short-term employee benefits such as wages and salaries, annual leave loading, and applicable on cost (if expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related services – wages and salaries, annual leave loading, and applicable on-costs);
- other long-term benefits such as long service leave and annual leave; and
- termination benefits.

On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual and long service leave.

(See Appendix B – Note 21 Employee Benefits for accrued wages and salaries, and annual and long service leave).

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – EXPENSES CONTINUED

NOTE 8 – SUPERANNUATION EXPENSES

Employees of the Directorate will have different superannuation arrangements due to the type of superannuation scheme available at the time of commencing employment, including both defined benefit and defined contribution superannuation scheme arrangements.

For employees who are members of the defined benefit Commonwealth Superannuation Scheme (CSS) and Public Sector Superannuation Scheme (PSS) the Directorate makes employer superannuation contribution payments to the Territory Banking Account at a rate determined by the Chief Minister, Treasury and Economic Development Directorate. The Directorate also makes productivity superannuation contribution payments on behalf of these employees to the Commonwealth Superannuation Corporation, which is responsible for administration of the schemes.

For employees who are members of defined contribution superannuation schemes (the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice) the Directorate makes employer superannuation contribution payments directly to the employees' relevant superannuation fund.

All defined benefit employer superannuation contributions are recognised as expenses on the same basis as the employer superannuation contributions made to defined contribution schemes. The accruing superannuation liability obligations are expensed as they are incurred and extinguished as they are paid.

SUPERANNUATION LIABILITY RECOGNITION

For Directorate employees who are members of the defined benefit Commonwealth Superannuation Scheme or Public Sector Superannuation Scheme, the employer superannuation liabilities for superannuation benefits payable upon retirement are recognised in the financial statements of the Superannuation Provision Account.

NOTE 9 – SUPPLIES AND SERVICES

Insurance

The Directorate insures its major risks through the ACT Insurance Authority. The excess payable, under this arrangement, varies depending on each class of insurance held.

Repairs and Maintenance

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade of the asset, and increases the service potential of the existing asset, the cost is capitalised. Maintenance expenses which do not increase the service potential of the asset are expensed.

Operating Leases

Operating lease payments are recorded as an expense in the Operating Statement on a straight-line basis over the term of the lease.

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – EXPENSES CONTINUED

NOTE 10 – DEPRECIATION AND AMORTISATION

Land has an unlimited useful life and is therefore not depreciated.

Depreciation or amortisation for non-current assets is determined as follows:

Class of Asset	Depreciation/Amortisation	Useful Life (Years)
Buildings and Land Improvements	Straight Line	50
Leasehold Improvements	Straight Line	5
Plant and Equipment	Straight Line	2-20
Internally Generated Intangibles	Straight Line	2-10

The aggregate amount of depreciation allocated for each class of asset during the reporting period is disclosed in **Note 10 – Depreciation and Amortisation**.

NOTE 12 – ACT OF GRACE PAYMENTS, WAIVERS, IMPAIRMENT LOSSES AND WRITE-OFFS

Waivers

Debts that are waived under Section 131 of the FMA are expensed during the reporting period in which the right to payment was waived. Further details of waivers are disclosed at **Note 12 Act of Grace Payments, Waivers, Impairment Losses and Write-Offs**.

Impairment of Assets

Expense impairment losses of assets include: land, buildings, and improvements to land, (refer Appendix – B – **Note 17 – Property, Plant and Equipment – Impairment of Assets**).

Impairment Losses and Write-Offs - Receivables

The allowance for impairment of receivables (see **Note 15 Receivables - Impairment Loss Receivables**).

SIGNIFICANT ACCOUNTING POLICIES – ASSETS

ASSETS – CURRENT AND NON-CURRENT

Assets are classified as current where they are expected to be realised within 12 months after the reporting date.

Assets which do not fall within the current classification are classified as non-current.

Significant Accounting Judgements and Estimates - Fair Value of Assets

The Directorate has made a significant estimate regarding the fair value of its assets. Land and buildings have been recorded at the market value of similar properties as determined by an independent valuer. In some circumstances, buildings that are purpose built may in fact realise more or less in the market. Infrastructure assets and some community and heritage assets have been recorded at fair value based on current replacement cost as determined by an independent valuer. The valuation uses significant judgements and estimates to determine fair value, including the appropriate indexation figure and quantum of assets held. The fair value of assets is subject to management assessment between formal valuations.

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – ASSETS CONTINUED

NOTE 14 – CASH AND CASH EQUIVALENTS

Cash includes cash at bank and cash on hand. Directorate money held in the Territory Banking Account Cash Fund is classified as a Cash Equivalent.

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value. Bank overdrafts are included in cash and cash equivalents in the Cash Flow Statement and are included as borrowings in the Balance Sheet.

NOTE 15 – RECEIVABLES

Accounts Receivables

Accounts receivable (including trade receivables, other receivables and loan receivables) are initially recognised at fair value and are subsequently measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement (see Appendix B - Note 12 Act of Grace Payments, Waivers, Impairment Losses and Write-Offs).

Impairment Losses – Receivables

The allowance for impairment losses represents the amount of receivables that the Directorate estimates will not be repaid. The allowance for impairment losses is based on objective evidence and a review of overdue balances. The amount of the allowance is the difference between the asset's carrying amount and the present value of the estimated future cash flows, discounted at the original effective interest rate. Cash flows relating to short-term receivables are not discounted if the effect of discounting is immaterial.

The Directorate considers the following as indicators of impairment:

- (a) becoming aware of financial difficulties of debtors;
- (b) default in payments;
- (c) debts more than 90 days overdue; or
- (d) known changes to the regulatory environment which may impact recoverability.

The amount of the allowance is recognised in the Operating Statement. The allowance for impairment losses is written off against the allowance account when the Directorate ceases action to collect the debt as it considers that it will cost more to recover the debt than the debt is worth.

NOTE 16 – INVESTMENTS

Short-term investments are held with the Territory Banking Account in a unit trust called the Cash Enhanced Portfolio. Long-term investments are held with the Territory Banking Account in a unit trust called the Fixed Interest Portfolio.

The price of units in both these unit trusts fluctuates in value. The net gain or loss on investments consists of the fluctuation in price of the unit trust between the end of the last reporting period and the end of this reporting period as well as any profit on the sale of units in the trust (the profit being the difference between the price at the end of the last reporting period and the sale price). The net gains or losses do not include interest or dividend income.

These short-term and long term investments are measured at fair value with any adjustments to the carrying amount recorded in the Operating Statement. Fair value is based on an underlying pool of investments which have quoted market prices at the reporting date.

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – ASSETS CONTINUED

NOTE 17 – PROPERTY, PLANT AND EQUIPMENT

Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment is initially recorded at cost.

Where property, plant and equipment are acquired at no cost, or minimal cost, cost is its fair value as at the date of acquisition. However property, plant and equipment acquired at no cost or minimal cost as part of a Restructuring of Administrative Arrangements is measured at the transferor's book value

Property, plant and equipment with a minimum value of \$5,000 (exclusive of GST) are capitalised. Assets below \$5,000 are expensed in the reporting period of purchase. Assets that are individually below the threshold, but for which the aggregate value is material, may be capitalised depending on the nature of the assets.

Measurement of Property, Plant and Equipment after Initial Recognition

Land, buildings and improvements to land are measured at fair value. Plant and equipment including leasehold improvements are measured at cost. Land and buildings are revalued every three years. However, if at any time management considers that the carrying amount of an asset materially differs from its fair value, then the asset will be revalued regardless of when the last valuation took place. The most recent complete revaluation of the Directorate's land, buildings and land improvements was performed in 2016-17.

Fair value is the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is measured using the market approach or the cost approach valuation techniques as appropriate. In estimating the fair value of an asset or liability, the Directorate takes into account the characteristics of the asset or liability if market participants would take those characteristics into account when pricing the asset or liability at the measurement date.

Fair value for land and non-specialised buildings is measured using the market approach valuation technique. This approach uses prices and other relevant information generated by market transactions involving identical or similar assets. Fair value for specialised assets is measured using the cost approach that reflects the current cost to construct a comparable asset less accumulated depreciation.

Significant Accounting Judgements and Estimates – Useful lives of Property Plant and Equipment (PPE)

The Directorate has made a significant estimate in determining the useful lives of its PPE. The estimation of useful lives of PPE is based on the historical experience of similar assets and in some cases has been based on valuations provided by the CIVAS (ACT) Pty Ltd as at 30 June 2017. The useful lives are assessed on an annual basis and adjustments are made when necessary.

Disclosures concerning assets useful life (see Appendix B -Note 10 Depreciation and Amortisation).

Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that an asset may be impaired. Assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – ASSETS CONTINUED

NOTE 17 – PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Any resulting impairment losses for land, buildings and improvements are recognised against the relevant class of asset in the Asset Revaluation Surplus with corresponding reduction to the carrying amount in the Balance Sheet. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus, the difference is expensed in the Operating Statement. Refer **Note 12 Act of Grace Payments, Waivers, Impairment Losses and Write-Offs**.

NOTE 18 – INTANGIBLE ASSETS

The Directorate's intangible assets are comprised of internally generated software and externally acquired software for internal use. Externally acquired software is recognised and capitalised when:

- a) it is probable that the expected future economic benefits attributable to the software will flow to the Agency;
- b) the cost of the software can be measured reliably; and
- c) the acquisition cost is equal to or exceeds \$50,000.

Internally generated software is recognised when it meets the general recognition criteria and where it also meets the specific recognition criteria relating to intangible assets arising from the development phase of an internal project.

Capitalised software has a finite useful life. Software is amortised on a straight line basis over its useful life, over a period not exceeding five years.

Intangible assets are measured at cost.

SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES

LIABILITIES – CURRENT AND NON-CURRENT

Liabilities are classified as current when they are due to be settled within 12 months after the reporting date or the Directorate does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

Liabilities which do not fall within the current classification are classified as non-current.

NOTE 20 – PAYABLES

Payables are initially recognised at fair value based on the transaction cost and subsequent to initial recognition at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. All amounts are normally settled within 30 days after the invoice date.

Payables include Trade Payables, Accrued Expenses and Other Payables.

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES – CONTINUED

NOTE 21 – EMPLOYEE BENEFITS

Wages & Salaries

Accrued salaries and wages are measured at the amount that remains unpaid to employees at the end of the reporting period.

Annual and Long Service Leave

Annual and long service leave including applicable on-costs that are not expected to be wholly settled within twelve months are measured at the present value of estimated future payments to be made in respect of services provided by employees up to the end of the reporting period. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At the end of each reporting period, the present value of annual leave and long service leave payments is estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows.

Annual leave liabilities have been estimated on the assumption that they will be wholly settled within three years. In 2017-18 the rate used to estimate the present value of future annual leave payments is 99.7% (99.8% in 2016-17).

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of 7 years of qualifying service, the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and applicable on-costs. In 2017-18, the rate used to estimate the present value of future payments for long service leave is 100.9% (103.4% in 2016-17).

The provision for annual leave and long service leave includes estimated on-costs. As these on-costs only become payable if the employee takes annual and long service leave while in-service, the probability that employees will take annual and long service leave while in service has been taken into account in estimating the liability for on-costs.

Annual leave and long service leave are classified as current liabilities in the Balance Sheet where there are no unconditional rights to defer the settlement of the liability for at least 12 months.

Conditional long service leave liabilities are classified as non-current because the agency has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

Significant Accounting Judgements and Estimates – Employee Benefits

Significant judgements have been applied in estimating the liability for employee benefits. The estimated liability for annual and long service leave requires a consideration of the future wage and salary levels, experience of employee departures, probability that leave will be taken in service and periods of service. The estimate also includes an assessment of the probability that employees will meet the minimum service period required to qualify for long service leave and that on-costs will become payable.

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES – CONTINUED

NOTE 21 – EMPLOYEE BENEFITS – CONTINUED

The significant judgements and assumptions included in the estimation of annual and long service leave liabilities include an assessment by an actuary. The Australian Government Actuary performed this assessment in May 2014. The assessment by an actuary is performed every 5 years. However, it may be performed more frequently if there is a significant contextual change in the parameters underlying the 2014 report. The next actuarial review is expected to be undertaken by May 2019.

NOTE 22 – OTHER LIABILITIES

Revenue Received in Advance

Revenue received in advance is recognised as a liability if there is a present obligation to return the funds received, otherwise all are recorded as revenue.

SIGNIFICANT ACCOUNTING POLICIES – EQUITY

NOTE 23 – EQUITY

Contributions made by the ACT Government, through its role as owner of the Directorate, are treated as contributions of equity.

Increases or decreases in net assets as a result of Administrative Restructures are also recognised in equity.

SIGNIFICANT ACCOUNTING POLICIES – OTHER NOTES

NOTE 27 - INTEREST IN A JOINT OPERATION

The Directorate is involved in a joint operation with the Catholic Education Office at Gold Creek Primary School and its share of assets, liabilities, income and expenses have been recognised in the Directorate's financial statements under appropriate headings consistent with AASB 131 'Joint Arrangements'. Please refer to **Note 27 – Interest in a Joint Operation** for details.

NOTE 30 – BUDGETARY REPORTING

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- The line item is a significant line item: where either the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals) or more than 10% of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES**TERRITORIAL – SPECIFIC SIGNIFICANT ACCOUNTING POLICIES****SIGNIFICANT ACCOUNTING POLICIES – SPECIFIC TO TERRITORIAL – INCOME****NOTE 31 – PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY – TERRITORIAL**

The Payment for expenses on behalf of the Territory is recognised on an accrual basis. Due to the nature of territorial accounting, the Statement of Assets and Liabilities on Behalf of the Territory includes (as applicable) liabilities to, and receivables from, the Territory Banking Account.

TERRITORIAL NOTES REFERENCED TO CONTROLLED NOTES

NOTE 33 CASH AND CASH EQUIVALENTS – TERRITORIAL: see Appendix B: Note 14 Cash and Cash Equivalents.

NOTE 34 PAYABLES – TERRITORIAL: see Appendix B: Note 20 Payables.

NOTE 37 BUDGETARY REPORTING – TERRITORIAL: see Appendix B: Note 30 Budgetary Reporting.

Education Directorate
APPENDIX C - IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2018

APPENDIX C - IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

Appendix C - impact of accounting standards issued but yet to be applied concerns both the Controlled and Territorial financial statements. Where specific to Territorial they are listed below under the heading Territorial.

ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

The following new and revised accounting standards and interpretations that are applicable to the Directorate have been issued by the Australian Accounting Standards Board but do not apply to the current reporting period. These standards and interpretations are applicable to future reporting periods. The Directorate does not intend to adopt these standards and interpretations early. Where applicable, these Australian Accounting Standards will be adopted from their application date. It is estimated that the effect of adopting the below pronouncements, when applicable and based on an initial assessment, will have no material financial impact on the Directorate in future reporting periods:

- AASB 9 Financial Instruments (application date 1 January 2018);
- AASB 15 Revenue from Contracts with Customers (application date 1 January 2019);
- AASB 16 Leases (application date 1 January 2019);
- AASB 1058 Income for Not-for-Profit Entities (application date 1 January 2019);

APPENDIX D - CHANGE IN ACCOUNTING ESTIMATES

Appendix D the change in accounting estimates applies to both the Controlled and Territorial financial statements.

CHANGE IN ACCOUNTING ESTIMATES

As disclosed in Note 21 – Employee Benefits, annual leave and long service leave, including applicable on costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The present value of future payments is estimated from an assessment made by the Australian Government Actuary.

Last financial year the rate used to estimate the present value of future long service leave and annual leave payments was 103.4% for long service leave and 99.8% for annual leave. The rate for 2017-18 is 100.9% for long service leave and 99.7% for annual leave. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in a decrease in the estimate of the long service leave liability and expense in the current reporting period of approximately \$2.673 million and a decrease to the estimate of the annual leave liability and expense in the current reporting period of approximately \$0.039 million.

C3 CAPITAL WORKS

Overview

In 2017-18, the Directorate delivered a significant capital works program, totalling \$23.8 million, following on from the \$19.5 million program in 2016-17 and \$41 million program delivered in 2015-16.

Significant achievements for the year included the continuation of the modernisation works at the Belconnen High School and the completion and operation of the Caroline Chisholm School Centre for Innovation and Learning. Investment in Gungahlin School infrastructure continued with the further expansion of Neville Bonner Primary School. The first phase of the modernisation works were completed at Campbell Primary School with the installation of five demountable classroom buildings and the demolition and site remediation of a classroom block at the site.

New schools

MOLONGLO SCHOOL

Early planning and design activities have progressed throughout the reporting period for the preschool to year 10 school in Denman Prospect in the Molonglo region.

The school will be delivered in two stages with the preschool to year 6 areas and community use facilities ready for the start of the 2021 school year.

NORTH GUNGAHLIN PRIMARY SCHOOL

Construction activities for the new school commenced during the reporting period with bulk earthworks, in-ground services and building structures progressing well.

The school is being delivered under a Design Construct Maintain (DCM) construction methodology with construction to be completed and the school ready for operation for the start of the 2019 school year.

CAROLINE CHISHOLM SCHOOL CENTRE FOR INNOVATION AND LEARNING

The Centre for Innovation and Learning commenced operation at the start of the 2018 school year delivering Science, Technology, Engineering and Mathematics (STEM) programs to students attending Caroline Chisholm School and in the Tuggeranong Network.

It includes multi-purpose learning spaces and state-of-the-art equipment and facilities to support students and provide professional development to teachers across the ACT public education system.

MODERNISING BELCONNEN HIGH SCHOOL

The Belconnen High School modernisation project continued during the reporting period with major refurbishment works to the student learning and teaching spaces of the main building, a new administration area and main entry and additional outdoor works.

The completion of modernisation works is scheduled for early 2019.

NARRABUNDAH COLLEGE AND CAMPBELL PRIMARY SCHOOL MODERNISATION

The initial stages of the Campbell Primary School modernisation were completed for the start of the 2018 school year. This included the installation of five double classroom transportable buildings and an amenities block. Additional games courts, covered walkways and landscaping were also provided together with the demolition of an end of life building over the summer holiday period.

At Narrabundah College 22 transportable classroom and support buildings have been installed on the site during the reporting period with works progressing for their occupation during term 3 of the 2018 school year.

A program of community engagement has been ongoing with both schools regarding the future modernisation program.

INVESTMENT IN GUNGAHLIN SCHOOL INFRASTRUCTURE

Expansion works have continued at a number of schools in the North Gungahlin region to accommodate increased enrolment demand in the area.

An additional eight new learning spaces were provided at Neville Bonner Primary School together with two new learning spaces at the Gold Creek School junior campus for the start of the 2018 school year.

Amaroo School expansion works were completed for the start of the 2018 school year including a new permanent building providing an additional 300 places and a double gymnasium extension.

Capital Upgrades Program

SCHOOL UPGRADES

Works completed in the 2017-18 year included:

- > Alfred Deakin High School – external quiet seating deck and new flag poles;
- > Arawang Primary School – two new learning spaces, new flag poles;
- > Aranda Primary – new transportable classrooms;
- > Bonython Primary School – new small group learning room (LSU) and courtyard extension and revitalisation;
- > Campbell Primary School - sensory garden;
- > Cranleigh School – enclosure and heating of Silver Courtyard to enable winter use;
- > Erindale College – new small group learning room (LSU) and major roof upgrade works;
- > Farrer Primary School – Boiler replacement and two disused rooms converted to a withdrawal and a sensory room;
- > Fraser Primary School – shade structure and new flag poles;
- > Gilmore Primary School – three store rooms converted to withdrawal spaces;
- > Giralang Primary School – heritage upgrade to the school hall ceiling;
- > Gowrie Primary – sensory nature play area and shade structure;
- > Kaleen Primary – installation of a school security fence;
- > Kingsford Smith – sensory play area with shade sail;

- > Lake Ginninderra College – outdoor quiet seating/withdrawal area;
- > Lake Tuggeranong College – refurbishment of student wellbeing hub, food technology upgrade;
- > Lanyon High – school entry upgrade;
- > Lyneham High – food technology area upgrade;
- > Lyneham Primary – boiler replacement;
- > Malkara School – new fixed play equipment area for sensory play;
- > Mawson Primary School – Sewer rectification works;
- > Melba-Copland School – Science laboratory upgrade, school entry upgrade;
- > Melrose High – installation of a school security fence;
- > Mount Stromlo High – Complete roof replacement and Science Laboratory upgrade;
- > Palmerston Primary School – Car park expansion;
- > Richardson Primary School – new small group learning room (LSU) with landscaped courtyard;
- > Telopea Park School – new transportable classrooms;
- > The Woden School – College Building project; and
- > UC Kaleen High – science preparation room.

BUILDING COMPLIANCE UPGRADES

Building compliance upgrades and modifications completed during the report period included:

- > Black Mountain school toilet upgrades to rooms 8/9;
- > The new accessible toilet at Fraser Primary School; and
- > Alfred Deakin High School new elevator to music rooms.

AIR CONDITIONING IN SCHOOLS

In 2017, a multi-year program commenced to reduce the heat load in the most critical areas of schools based on a priority matrix. Solutions included the provision of reflective film on east and west facing windows, shading of windows via planting of mature trees or mechanical louvres, installation of ceiling fans, evaporative cooling or refrigerated air conditioning. This program is expected to continue for two financial years.

The cost of the program in 2017-18 was \$1.96 million with various works undertaken at 42 schools.

ENVIRONMENTAL SUSTAINABILITY

As capital works are undertaken at public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency, increase use of sustainable transport and decrease the water consumption of these spaces. Specific capital works directly targeting sustainability are also undertaken directly by schools. The key funding source for these projects is the feed-in-tariff income associated with the solar panels at schools.

A total of \$0.975 million was allocated from the schools capital upgrades program during the reporting period to support the Directorate's strategic priorities for environmental sustainability improvements. Refer to Section B9 for an overview of the projects and programs implemented during the 2017-18 reporting period.

Table C3.1: Capital Works Management 2017-18

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Expenditure 2017-18	Total Expenditure to Date	Estimated/ Actual physical completion date
	\$'000	\$'000	\$'000	\$'000	\$'000	
NEW CAPITAL WORKS						
Better schools for our kids – New School Facilities in Molonglo - Early Planning	500	500	0	301	301	Dec-18
Better schools for our kids – Expanding Schools in Gungahlin	24,072	24,072	0	3,440	3,440	Jun-21
Better schools for our kids – Narrabundah College and Campbell Primary School	1,200	25,066	0	12,852	12,852	Jun-22
Total New Capital Works	25,772	49,638	0	16,593	16,593	
PUBLIC SCHOOL INFRASTRUCTURE UPGRADES						
Disability Access Compliance	1,450	1,559	0	1,410	1,410	Jun-18
Environmental Sustainable Design	975	1,400	0	843	843	Jun-18
External Learning Environments	450	1,445	0	459	459	Jun-18
Joint Funding Works Program	1,795	1,676	0	2,059	2,059	Jun-18
School Administration and Support Area Improvements	1,760	2,125	0	1,943	1,943	Jun-18
School Learning Area Improvements	3,720	5,350	0	6,462	6,462	Jun-18
School Revitalisation	9,450	10,499	0	9,876	9,876	Jun-18
School Safety Improvements	550	972	0	938	938	Jun-18
School Security Improvements	550	549	0	373	373	Jun-18
Total Public School Infrastructure Upgrades	20,700	25,575	0	24,363	24,363	
Total New Works	46,472	75,213	0	40,956	40,956	

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Expenditure 2017-18	Total Expenditure to Date	Estimated/ Actual physical completion date
WORK IN PROGRESS						
Better Schools – Investment in Gungahlin School Infrastructure	16,600	16,600	4,344	11,242	15,586	Jun-19
Schools for the Future – Caroline Chisholm School - Centre for Innovation and learning	5,896	5,696	1,013	4,236	5,249	Feb-18
Schools for the Future – Modernising Belconnen High	17,627	23,527	2,417	11,627	14,044	Jun-19
Schools for the Future - North Gungahlin and Molonglo	28,609	28,609	1,338	11,899	13,237	Feb-19
Hazardous Material Removal Program – Stage 3	3,000	3,000	2,508	267	2,775	Jun-18
Total Work In Progress	71,732	77,432	11,620	39,271	50,891	
PROJECTS - PHYSICALLY BUT NOT FINANCIALLY COMPLETED						
Coombs P-6 School Construction Funding	47,250	35,752	35,142	158	35,300	Jan-16
TOTAL	47,250	35,752	35,142	158	35,300	
PROJECTS - PHYSICALLY AND FINANCIALLY COMPLETED						
Belconnen Trade Skill Centres	8,120	8,120	8,117	3	8,120	Jun-17
TOTAL	8,120	8,120	8,117	3	8,120	
TOTAL CAPITAL WORKS PROGRAM 2017-18	173,574	196,517	54,879	80,388	135,267	

Table C3.2: End of Financial Year Reconciliation Schedule 2017-18

Reconciliation of total current year financing	2017-18 \$'000
Total current year capital works financing	80,684
Add: Other capital initiatives financing	15,052
Capital Injection as per Cash flow statement	95,736
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	80,221

Reconciliation of total current year financing	2017-18 \$'000
Total current year capital initiatives expenditure	16,174
Add: Net Impact of accruals between financial years	327
Less: Net Impact of Capital purchases expenditure funded outside of Capital Injections	-986
Capital Injection (as per Cash flow statement)	95,736
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	80,221
Total current year capital initiatives expenditure	16,174
Add: Net Impact of accruals between financial years	327
Add: Other asset purchases outside of capital works program and capital initiatives	2,090
Purchase of Property, Plant and Equipment (as per Cash Flow Statement)	98,812

C4 Asset Management

The Directorate's asset management strategy is based on the following key principles:

- > asset management activities are undertaken within an integrated and coordinated framework;
- > asset management practices and decisions are guided by service delivery needs;
- > asset planning and management are linked to corporate and business plans, as well as budgetary and reporting processes; and
- > capital expenditure decisions are based on evaluations of alternatives that take into account estimated costs, benefits and risks, in particular workplace health and safety risks.

In 2017-18, the Directorate progressed the following activities in relation to the asset management strategy:

- > Implemented the first set of the Sustainable Development of Public School Facilities specifications for preschool to year 6 schools with the construction of the new Margaret Hendry School in the suburb of Taylor. The specifications define the infrastructure requirements which will meet modern pedagogy and sustainability requirements; and
- > Continued the development of the Strategic Asset Management Plan (SAMP) asset database.

The Directorate is responsible for 91 school sites and 28 offsite preschools. In addition, the Directorate manages two major facilities for Education Support Office staff. In total, there are 122 sites under direct management by the Directorate.

The Directorate has ongoing infrastructure programs which provide sustainable, high quality learning and teaching environments for students. These programs provide facility upgrades, expansions, repairs and maintenance. The capital works program focuses on renewal and upgrade of schools and preschools and the maintenance program handles urgent and minor repairs, planned maintenance and the repair of damaged facilities.

Asset management issues which were a priority for the Directorate in 2017-18 included:

- > renewal of ageing infrastructure;
- > provision of new schools and educational facilities to meet growth-related demand;
- > refurbishment to support changing curriculum activities, including improvements to Science, Technology, Engineering and Maths learning environments;
- > modification of facilities to support students with complex needs and challenging behaviours;
- > installation of information and communication technology infrastructure;
- > building compliance upgrades to improve accessibility and learning environments for students with special needs;
- > school safety improvements including car parking and traffic management;
- > installation of security related infrastructure;
- > hazardous materials management, removal and disposal; and
- > infrastructure works to achieve energy efficiency and reduction in carbon emissions.

Assets Managed

As at 30 June 2018, the Directorate managed school infrastructure assets with a total net book value of \$1,909.6 million (Table C4.1).

Table C4.1: Assets and their values at 30 June 2018

Asset Class	Value (\$ million)
Land and Buildings (including improvements) for schools and preschools	1,867.9
Leasehold Improvements	-
Property, Plant and Equipment	36.0
Intangible Assets	5.7
Total	1,909.6

Source: Education Directorate

Assets to the value of \$77.6 million were added to the register in 2017-18 (Table C4.2).

Table C4.2: Assets added to the Asset Register in 2017-18

Assets	Value (\$ million)
Capital Works (Schools):	58.6
Capital Initiatives - ICT and other projects	19.0
Total	77.6

Source: Education Directorate

Surplus Assets

As at 30 June 2018, the Directorate did not have any properties which were not being utilised by the agency or that had been identified as potentially surplus.

Assets Maintenance and Upgrade

The Directorate undertakes maintenance and upgrades in consultation with schools and their communities. The Directorate supports schools to develop their repairs and maintenance plans on the basis of information from building condition assessments, requests from schools and information gained from other sources such as consultant reports and site visits.

Works were subsequently undertaken at a local level by schools and through the Directorate's Infrastructure and Capital Works Branch, with larger and more significant works included in the Directorate's capital works program in priority order.

Maintenance and major refurbishment are a priority for the Directorate given the increasing average age of school facilities.

ASSET MAINTENANCE

In 2017-18, the Directorate spent \$19.084 million on school repairs and maintenance. The repairs and maintenance program included:

- > a program of works for all primary and secondary schools based on the annual rolling program;
- > an allocation for unforeseen maintenance such as vandalism, fire and flood damage;
- > high priority works arising from school building condition assessment reports; and
- > a schedule of maintenance for preschools.

In 2017-18 new contracts were established for the provision of cleaning services in schools. These contracts sought to improve the quality of services, reduce management complexity and to ensure fair and equitable conditions for the cleaning workforce.

To assist in the management of asbestos and other hazardous materials, Hazardous Materials Survey Management Plans (HMSMP) are developed for each school. Plans showing areas of known asbestos containing materials are mounted in entry areas of all schools and preschools. The Directorate updates the asbestos register and asbestos management plans at a minimum every five years and as required based on the results of hazardous materials inspections.

In addition to the planned school asset maintenance and upgrade programs managed and delivered by the Education Support Office, schools are also funded to undertake repairs and minor works tasks independently.

ASSETS MAINTENANCE

In the 2017-18 Budget, funding of \$20.7 million was provided for capital upgrades at schools and preschools. Details of specific works are included in Section C3.

Office Accommodation

There were 475 staff occupying office-based workstations as at 30 June 2018 (excluding the Office of the Board of Senior Secondary Studies), occupying a total of 6,080m². Details about the list of sites, staff numbers (head count) and space occupied are provided in Table C4.3. Remaining staff were employed in school environments undertaking school-based activities, including teaching, student support, school leadership and school administration. Full staffing profiles are reported in Section B8.

Table C4.3: Education Support Office sites, staff numbers (headcount) and space occupied as at 30 June 2018

Building and location	Staff numbers	Approximate area occupied (m²)	Average area occupied per employee (m²)
220 Northbourne Avenue, Braddon	153	1,991	13.0
Hedley Beare Centre for Teaching and Learning, Stirling ¹	243	3,447	14.2
Gilmore Primary School, Majura Primary School, Melrose High School, Wanniassa (P-10) School Senior Campus & University of Canberra High School Kaleen ²	79	642	8.1
Callam Offices, Phillip ³ (The Office of the Board of Senior Secondary Studies)	14	466	33.3
Total	489^{4,5}	6,546	13.4

Source: Education Directorate

Notes:

1. Approximate area occupied at Hedley Beare Centre for Teaching and Learning does not include meeting rooms and training facilities (1,955m²) available for booking by other Directorates of ACT Government and members of the public.
2. School areas that are occupied by Education Support Office staff are from the Network Student Engagement and Hearing & Vision Support Teams.
3. The Australian Institute for Teaching and School Leadership is co-located within the same office space and leases 138m² of the office area from the Education Directorate.
4. Staff numbers do not include 25 SSICT staff embedded in Hedley Beare Centre for Teaching and Learning.
5. Staff numbers have been calculated based on occupied work stations at 30 June 2018.

For further information contact:

**Director, Infrastructure and Capital Works
(02) 6205 1289**

C5 Government Contracting

All procurement processes within the Directorate are required to comply with the procurement legislative framework including the *Government Procurement Act 2001*, *Government Procurement Regulation 2007* and subordinate guidelines and circulars. The procurement selection and management processes are authorised by the appropriate delegate within the Directorate.

Under the whole of government procurement arrangements, Procurement and Capital Works continued to provide advice and support in relation to procurement and contract management issues and undertook higher value procurements on behalf of the Directorate.

The Directorate continued to be responsible for the management of contracts. Where obligations were not met the contractor was required to rectify the non-compliance immediately to avoid cancellation of the contract.

Expenditure by the Directorate's Education Support Office included acquisition of expert advice regarding curriculum, national assessment testing and other education related matters, human resource issues, services to maintain assets and capital works activities. Contract information for schools covered a wide range of acquisitions including cleaning.

The content of Table C5.1 has been derived from the online Contracts Register. This covers agreements entered into from 1 July 2017 to 30 June 2018 in accordance with Government requirements. Staff were encouraged to notify relevant contracts for uploading to the Contracts Register website.

Table C5.1: Education Directorate contracts executed in 2017-18 with an estimated total value of \$25,000 or more

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Lake Tuggeranong College - External Painting	Quotation	Works	Horizon Coatings (ACT) Pty Ltd	\$25,949	23/11/2017	23/02/2018	Yes	No
Kingsford Smith School - Year 7 Camp 2018	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$26,213	19/03/2018	21/03/2018	Yes	Yes
University of Canberra Senior Secondary College Lake Ginninderra - Year 12 Formal	Single Select	Services (non-consultancy)	Australian Sports Commission	\$26,328	13/09/2017	24/11/2017	Yes	Yes
Dickson College - Replacement of Evaporative Coolers in Canteen	Quotation	Goods	King Air Pty Ltd	\$26,400	14/09/2017	14/09/2017	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Mawson Primary School - Year 5 and 6 Camp 2018	Single Select	Services (non-consultancy)	Coastlife Adventures	\$26,630	25/10/2017	08/03/2018	Yes	Yes
Cranleigh School - Staff Toilets Upgrade	Single Select	Works	Binutti Constructions Pty Ltd	\$26,691	20/09/2017	09/10/2017	Yes	Yes
Harrison School - Year 3 and 4 Camp 2018	Quotation	Services (non-consultancy)	The Outdoor Education Group	\$27,102	10/04/2018	11/04/2018	No	No
Melba Copland Secondary School - Year 7 Camp 2018	Quotation	Services (non-consultancy)	Funston Nominees Pty Ltd	\$27,104	26/03/2018	28/03/2018	Yes	No
Bonython Primary School - Learning Support Unit (LSU) Internal Works	Single Select	Works	Colda Constructions	\$27,258	22/11/2017	01/02/2018	Yes	Yes
Campbell Primary School - Supply and Install 5 Wall Hung 8.5kw Split Air Conditioners for 5 Junior Wing Classrooms	Select	Works	Hirotec Maintenance Pty Ltd	\$28,080	27/11/2017	27/02/2018	No	No
Translation Services	Single Select	Services (non-consultancy)	Chin Communications Pty Ltd	\$28,533	20/12/2017	08/01/2018	No	Yes
Gold Creek School - Supply and Installation of Electronic Student Lockers	Single Select	Works	Infinite Joinery Pty Ltd	\$28,567	13/03/2018	30/03/2018	Yes	Yes
Hawker Preschool - Playground Softfall Removal and Replacement	Quotation	Works	Tuff Group Pty Ltd	\$29,150	18/09/2017	09/10/2017	No	No
Melbourne Schools Volleyball Cup	Quotation	Services (non-consultancy)	Easy Stay Bayside Motel	\$29,260	08/12/2017	14/12/2018	No	No
Gungahlin College - Thredbo Ski Trip Excursion	Quotation	Services (non-consultancy)	Action Learning Initiatives Pty Ltd	\$29,612	25/08/2017	29/08/2017	Yes	No
Singapore Teachers Delegation to Canberra April 2018	Select	Services (non-consultancy)	National Capital Educational Tourism Project	\$29,999	23/03/2018	11/05/2018	Yes	No
Charles Weston School - Library Courtyard - Supply and Installation of	Select	Works	Spanline Home Additions ACT	\$30,021	09/05/2018	30/07/2018	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Insulated Flyover Pergola								
Arawang Primary School - Year 5 and 6 Camp 2018	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$30,234	31/01/2018	09/05/2018	No	No
Lyneham Primary School - Installation of Artificial Turf in Play Areas	Quotation	Works	Evergreen Artificial Turf Supplies Canberra	\$30,680	06/03/2018	27/04/2018	Yes	No
Consultation Services for Students with Disability Review	Single Select	Consultancy	Graeme Innes	\$30,800	02/11/2017	30/11/2017	No	Yes
Black Mountain School - Demountable/New Room and Fitments	Select	Works	ACT Building and Maintenance Pty Ltd	\$30,869	29/06/2018	31/08/2018	Yes	No
Lyneham High School - Musical Camp 2018	Quotation	Services (non-consultancy)	Warrambui Retreat and Conference Centre	\$31,785	21/03/2018	04/06/2018	Yes	No
Narrabundah College - Modernisation - Painting Trade Package	Public	Works	Macgregor Renovations Pty Ltd	\$32,000	09/05/2018	07/06/2019	Yes	No
Maribyrnong Primary School - Purchase of Interactive LED Panels	Single Select	Goods	Vista Visuals Australia Pty Ltd	\$32,307	13/11/2017	22/01/2018	No	Yes
Lake Tuggeranong College - Year 12 Formal 2017	Single Select	Services (non-consultancy)	National Convention Centre Canberra	\$32,447	13/12/2017	20/01/2018	Yes	Yes
Latham Primary School - Supply and Install Ceiling Fans as per Echelon Report	Select	Works	Intricate Electrical Systems	\$32,448	21/11/2017	21/02/2018	Yes	No
Performance Audit for Cleaning Services in ACT Public Schools	Quotation	Consultancy	FM Contract Solutions Pty Ltd	\$32,589	07/05/2018	30/06/2018	No	No
Amaroo School - Year 5 School Camp 2017	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$32,880	06/09/2017	08/09/2017	No	No
Google Chrome Management Licence for the	Quotation	Services (non-consultancy)	Learning with Technologies Pty Ltd	\$34,100	14/12/2017	14/12/2018	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Education Directorate								
Harrison School - Year 3 and 4 Camp 2018	Quotation	Services (non-consultancy)	The Outdoor Education Group	\$34,199	10/04/2018	13/04/2018	No	No
Calwell High School - Year 7 Camp 2018	Quotation	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$34,531	27/10/2017	21/02/2018	Yes	No
Principals as Numeracy Leaders - Round Three	Single Select	Consultancy	Association of Independent Schools - Western Australia	\$36,140	17/01/2018	27/03/2019	No	Yes
Gungahlin College - Year 12 Formal 2017	Quotation	Services (non-consultancy)	Ginger Catering	\$36,242	23/11/2017	23/11/2017	Yes	No
Amaroo School - Carpet Replacement	Quotation	Works	Canberra Floor World	\$36,364	23/11/2017	18/01/2018	Yes	No
Fraser Primary School - Year 5 and 6 Camp 2018	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$36,504	27/03/2018	29/03/2018	Yes	Yes
Hawker College - Dust Extraction	Select	Works	Carrier Australia Pty Ltd	\$36,762	28/03/2018	28/06/2018	Yes	No
Supply and Install Flag Poles at Various Public Schools	Select	Works	ACT Building and Maintenance Pty Ltd	\$37,147	15/06/2018	30/06/2018	Yes	No
Mount Stromlo High School - Year 8 Camp	Quotation	Services (non-consultancy)	Long Beach Camp	\$37,163	09/05/2018	30/06/2018	No	No
Electronic Booking System for the Education Directorate and ACT Public Schools	Single Select	Services (non-consultancy)	Rollercoaster Digital Pty Ltd	\$37,460	16/11/2017	23/07/2018	Yes	Yes
Telopea Park School - Year 10 German Tour 2018	Quotation	Services (non-consultancy)	Passport Travel	\$37,622	14/02/2018	24/02/2018	No	No
Aranda Primary School - 2018 Chromebook Program	Quotation	Goods	Learning with Technologies	\$37,994	14/09/2017	31/12/2018	No	No
Aranda Primary School - Year 5 and 6 Camp 2018	Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$39,250	19/03/2018	28/03/2018	Yes	No
Provision of Work, Health and Safety Audit of Cleaning	Quotation	Consultancy	Deloitte Risk Advisory Pty Ltd	\$39,357	04/05/2018	30/06/2018	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Services in ACT Public Schools								
Lyneham Primary School - Removal and Replacement of Damaged Asphalt	Quotation	Works	B & B Asphalt Pty Ltd	\$39,410	16/03/2018	27/04/2018	Yes	No
North Ainslie Primary School - Year 5 and 6 Camp 2018	Quotation	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$40,765	12/02/2018	14/02/2018	Yes	No
Dickson College - Year 12 Formal 2017	Quotation	Services (non-consultancy)	National Convention Centre Canberra	\$41,179	23/08/2017	29/11/2017	Yes	No
Renewal of School Catalogue Information Service (SCISWEB, SCIS Authority Files and SCIS Subject Headings) to ACT Government Schools in 2018	Single Select	Services (non-consultancy)	Education Services Australia	\$42,748	07/09/2017	31/12/2018	No	Yes
Calwell High School - C12 Upgrade	Quotation	Works	ACT Building and Maintenance Pty Ltd	\$42,800	20/02/2018	02/04/2018	Yes	No
Amaroo School - Bicycle Facilities	Quotation	Works	Greenline Group Pty Ltd	\$42,900	29/06/2018	29/06/2018	No	No
Majura Primary School - Year 5 and 6 Camp 2018	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$45,035	26/02/2018	28/02/2018	Yes	Yes
Healthcare Access at School (HAAS) Targeted Skill Set Training	Quotation	Services (non-consultancy)	Canberra Institute of Technology	\$45,500	28/07/2017	28/08/2020	No	No
Gold Creek School - Year 7 Camp 2018	Quotation	Services (non-consultancy)	Action Learning Initiatives Pty Ltd	\$46,200	22/09/2017	07/03/2018	Yes	No
Fadden Primary School and Preschool - External Painting	Select	Works	Glendening Commercial Painting and Maintenance Pty Ltd	\$46,224	06/12/2017	06/03/2018	Yes	No
Canberra College - Year 12 Formal 2017	Quotation	Services (non-consultancy)	Ginger Catering at NAC Pty Ltd	\$46,316	24/08/2017	29/11/2017	Yes	No
Garran Primary School -Cooba Camp 2018	Quotation	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$46,900	07/03/2018	23/03/2018	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Turner Primary School - Supply and Install Ceiling Fans as per Echelon Report	Select	Works	ACT Electric's Pty Limited	\$47,021	21/11/2017	21/02/2018	Yes	No
Telopea Park School - Electronic Textbooks for Years 7 to 10	Single Select	Services (non-consultancy)	Learning Field	\$47,955	28/04/2018	28/04/2018	No	Yes
Telopea Park School - Exterior Painting	Public	Works	Horizon Coatings (ACT) Pty Ltd	\$48,939	06/12/2017	04/03/2018	Yes	No
Australian Curriculum Implementation Project	Single Select	Consultancy	Tracey McAskill Consulting	\$49,500	25/07/2017	31/01/2018	Yes	Yes
Southern Cross Early Childhood School - Double Glazing of Courtyard Doors and Corridor Window	Quotation	Works	Solace Creations Pty Ltd	\$49,676	08/12/2017	30/06/2018	Yes	No
Chapman Primary School - Year 5 and 6 Camp	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$49,741	20/02/2018	28/02/2018	No	No
Kingsford Smith School - China Educational Tour 2017	Quotation	Services (non-consultancy)	ACT World Travel Service Pty Ltd	\$50,050	17/08/2017	04/10/2017	Yes	No
Fadden Primary School - Shade Sails Over Play Equipment and Uluru Courtyard	Quotation	Works	Greenline Group Pty Ltd	\$50,072	16/03/2018	01/06/2018	Yes	No
Turner Primary School - Supply and Installation of 6 Split Air Conditioners	Public	Works	Hirotec Maintenance Pty Ltd	\$50,820	13/12/2017	13/03/2018	No	No
Charles Weston School - Library Courtyard - Supply and Installation of Insulated Flyover Pergola	Quotation	Works	Sumloe Pty Ltd	\$52,287	09/05/2018	30/07/2018	No	No
Curtin Primary School - Year 5 and 6 Camp 2018	Single Select	Services (non-consultancy)	Away We Go Tours Pty Ltd	\$52,500	09/05/2018	11/05/2018	Yes	Yes
Campbell High School - Noumea Trip	Quotation	Services (non-consultancy)	G.E.T. Educational Tours Pty Ltd	\$53,454	04/07/2017	29/09/2017	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Melrose High School - Japan Trip 2017	Quotation	Services (non-consultancy)	JTB Australia Pty Ltd	\$54,782	19/09/2017	01/10/2017	No	No
Campbell High School - Year 10 Gold Coast Trip 2017	Single Select	Services (non-consultancy)	World Strides Pty Ltd	\$55,040	10/08/2017	06/10/2017	No	Yes
Teloopa Park School - Year 7 Camp 2018	Single Select	Services (non-consultancy)	NSW Office of Sport and Recreation	\$55,488	19/02/2018	23/02/2018	No	Yes
Weetangera Primary School - Purchase of Wall Mounted LED Panels	Select	Goods	Vista Visuals Australia Pty Ltd	\$55,930	20/11/2017	01/02/2019	No	No
Oliver Support and Maintenance for 12 Months to May 2019	Single Select	Services (non-consultancy)	Softlink Australia Pty Ltd	\$57,298	16/03/2018	31/05/2018	No	Yes
Early Years Learning Project	Single Select	Consultancy	Christine Topfer	\$58,580	08/08/2017	08/08/2018	No	Yes
Isabella Plains Early Childhood School - Provision of Playground Equipment	Quotation	Works	The Playground People	\$58,982	20/06/2018	22/06/2018	Yes	No
Narrabundah College - Purchase of School Calculators	Quotation	Goods	Abacus Calculators	\$59,400	17/09/2017	20/10/2017	No	No
Campbell High School - Japan Trip	Quotation	Services (non-consultancy)	JTB Australia Pty Ltd	\$59,778	17/09/2017	03/10/2017	No	No
Narrabundah College - New Furniture for Transportables	Quotation	Goods	R. E. Batger Pty Ltd	\$61,213	16/05/2018	30/06/2018	No	No
Hawker Primary School - Installation of Playground Equipment	Quotation	Goods	Moduplay Commercial Systems	\$62,480	18/09/2017	01/01/2018	No	No
Chrome Management Console Licence	Quotation	Services (non-consultancy)	Technology for Education Solutions Pty Ltd	\$66,440	27/07/2017	24/08/2017	No	No
Consultancy Services - Playing Fields for North Gungahlin and Community	Public	Consultancy	Cardno (NSW/ACT) Pty Ltd	\$65,197	05/09/2017	01/07/2019	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Wanniassa Hills Primary School - Double Glazing and Doors in Kindergarten and Conference Room	Quotation	Works	Solace Creations Pty Ltd	\$65,491	02/02/2018	30/06/2018	Yes	No
Charles Conder Primary School - Purchase of Interactive Whiteboards	Single Select	Goods	Empowered Learning Pty Ltd	\$65,644	06/09/2017	15/12/2017	No	Yes
Campbell Primary School - Synthetic Turf and Automatic Irrigation System	Quotation	Works	A Better Place Landscapes	\$65,836	29/03/2018	29/06/2018	Yes	No
Chrome Management Console Licence	Quotation	Services (non-consultancy)	Technology for Education Solutions Pty Ltd	\$66,440	24/07/2017	24/08/2017	No	No
Calwell Primary School - Concrete Coating and Trip Hazard/Crack Repairs to Blacktop Surface	Quotation	Works	Line-X Canberra	\$66,501	08/03/2018	27/04/2018	Yes	No
University of Canberra Senior Secondary College Lake Ginninderra - Installation of Seven Automatic Doors	Quotation	Works	Dormakaba Australia Pty Ltd	\$67,537	23/11/2017	31/01/2018	Yes	No
Visible Learning Plux for the Education Directorate	Single Select	Consultancy	Corwin Press Australia Pty Ltd	\$68,739	31/07/2017	31/08/2018	No	Yes
Curtin Primary School - Junior Courtyard Upgrade	Select	Works	Dan and Dan Landscaping Pty Ltd	\$69,036	04/06/2018	30/09/2018	Yes	No
Gold Creek School - Hospitality Upgrade	Quotation	Works	Infinite Joinery Pty Ltd	\$71,258	21/05/2018	28/07/2018	Yes	No
University of Canberra Senior Secondary College Lake Ginninderra - Construction of a Security Fence to a Portion of the Site Within the School Boundary	Quotation	Works	Lido's Fencing Trust	\$74,800	14/02/2018	29/06/2018	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Aranda Primary School - Retractable Assembly Hall Seating	Quotation	Goods	Profurn Commercial Pty Ltd	\$74,866	03/11/2017	30/04/2018	No	No
Development of 2018-2020 ACT Education Directorate Strategic Plan	Quotation	Consultancy	Kirribilli Partners	\$75,000	03/08/2017	31/12/2017	Yes	No
Principal Capability Assessment and Accreditation Process	Single Select	Consultancy	Noetic Solutions Pty Ltd	\$76,780	25/05/2018	29/06/2018	Yes	Yes
Lake Tuggeranong College - Pavilion 6 Refurbishment	Quotation	Works	Canberra Commercial Contractors (ACT) Pty Ltd	\$78,601	16/11/2017	02/02/2018	Yes	No
Narrabundah College - New Furniture for Transportables	Quotation	Goods	Woods Furniture Pty Ltd	\$85,155	16/05/2018	30/06/2018	No	No
University of Canberra Senior Secondary College Lake Ginninderra - New Zealand Excursion 2017	Quotation	Services (non-consultancy)	Flight Centre Travel Group Limited	\$88,850	31/07/2017	22/09/2017	No	No
Independent Commissioning Agent for the North Gungahlin P-6 School	Select	Consultancy	Engineered Solutions for Building Sustainability Pty Ltd. The Trustee for Sampath Trust	\$92,950	02/08/2017	03/03/2020	Yes	No
Belconnen High School - Modernisation Independent Commissioning Agent	Select	Works	Engineered Solutions for Building Sustainability Pty Ltd. The Trustee for Sampath Trust	\$93,885	07/05/2018	31/01/2019	Yes	No
Alfred Deakin High School - Top End Excursion 2018	Quotation	Services (non-consultancy)	GET Educational Tours Pty Ltd	\$105,000	28/06/2018	31/10/2018	No	No
Various Schools - Supply and Plant Trees	Public	Works	Leaves Away Pty Ltd	\$108,208	17/04/2018	17/08/2018	Yes	No
Aranda Primary School - Hall Upgrade	Select	Works	Complete Constructions (Aust) Pty Ltd	\$110,876	18/12/2017	02/02/2018	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Oliver Support for 12 Months to October 2018	Single Select	Services (non-consultancy)	Softlink Australia Pty Ltd	\$111,915	24/08/2017	31/10/2018	No	Yes
Kingsford Smith School - Roof Safety Rectification	Select	Works	Rigcom Access Pty Ltd	\$112,115	14/03/2018	14/06/2018	No	No
Lyneham High School - Year 7 Camp 2018	Single Select	Services (non-consultancy)	NSW Office of Sport and Recreation	\$116,036	01/02/2018	09/03/2018	No	Yes
Campbell Primary School - Landscape Construction for School Sensory Garden with Shed	Select	Works	Dan and Dan Landscaping Pty Ltd	\$117,994	06/04/2018	30/07/2018	Yes	No
Provision of Cleaning Services for Jervis Bay Primary School	Quotation	Services (non-consultancy)	TJS Services Group Pty Ltd	\$119,201	27/06/2018	16/07/2020	Yes	No
Hedley Beare Centre for Teaching and Learning - Energy Efficient Lighting Upgrade	Public	Works	Shine on Solar	\$122,796	15/05/2018	18/07/2018	No	No
Business Operational Audit - ACT School Cleaning Contract Services	Quotation	Consultancy	Deloitte Touche Tohmatsu	\$124,657	08/03/2018	24/04/2018	No	No
Alfred Deakin High School - Japan Trip 2018	Quotation	Services (non-consultancy)	JTB Australia Pty Ltd	\$125,000	26/06/2018	31/10/2018	No	No
Survey and Data Management Services	Public	Consultancy	The Social Research Centre	\$125,046	12/04/2018	04/04/2019	No	No
Narrabundah College - Modernisation - Joinery Trade Package	Public	Works	Advance Detail Joinery Pty Ltd	\$131,047	02/05/2018	07/06/2019	Yes	No
Deed of Grant Between ACT and Association of Independent Schools (AIS) for VET in Schools	Select	Services (non-consultancy)	The Association of Independent Schools of the ACT Incorporated	\$133,848	20/12/2017	31/12/2017	No	No
School Improvement: Writing (Secondary Project)	Quotation	Consultancy	Misty Adoniou	\$138,737	19/01/2018	19/01/2019	Yes	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Campbell Primary School - Hardcourt and Circular Paved Area	Quotation	Works	CB Excavations Pty Ltd	\$138,823	13/04/2018	29/06/2018	Yes	No
Hedley Beare Centre for Teaching and Learning -Office Refurbishment for People and Performance	Quotation	Works	ACT Building and Maintenance Pty Ltd	\$140,563	11/09/2017	31/01/2018	Yes	No
Molonglo Preschool to Year 10 Site Master Planning	Public	Consultancy	Gray Puksand Pty Ltd	\$144,914	22/11/2017	28/02/2018	No	No
Giralang Primary School - Multipurpose Roof Structure	Quotation	Works	Outdoor Lifestyle Designs	\$152,381	12/12/2017	30/04/2018	Yes	No
Provision of Cleaning Services at Jervis Bay Primary School and Preschool	Quotation	Services (non-consultancy)	S&B Services	\$159,750	03/07/2017	16/07/2020	Yes	No
General Research Software	Public	Consultancy	Qualtrics LLC	\$170,136	30/04/2018	30/04/2019	No	No
School Improvement - Early Years - Essential Literacy Practices	Single Select	Consultancy	Christine Topfer	\$184,000	10/04/2018	05/03/2019	Yes	Yes
Lyneham High School - Italy/Greece Tour	Quotation	Services (non-consultancy)	World Strides Pty Ltd	\$195,376	21/11/2017	30/04/2018	No	No
Pricewaterhouse Coopers Partnering Agreement	Single Select	Consultancy	Pricewaterhouse Coopers	\$199,999	20/11/2017	19/11/2018	No	Yes
School Administration System Gateway Review	Single Select	Consultancy	Pricewaterhouse Coopers	\$199,999	18/09/2017	19/09/2019	No	Yes
2017 School Climate Survey Delivery, Analysis and Research	Select	Services (non-consultancy)	The Australian National University	\$229,900	25/07/2017	30/06/2018	No	No
External School Reviews Consultancy	Public	Consultancy	Australian Council for Educational Research Ltd	\$298,882	20/07/2017	19/07/2018	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME) *	Exemption from Quotation and Tender Threshold Requirements
Narrabundah College Modernisation - Roofing Trade Package	Public	Works	Deinas Metal Roofing Pty Ltd	\$429,530	30/04/2018	07/06/2019	Yes	No
Implementation of the Safe and Inclusive Schools Initiative in the ACT	Public	Consultancy	Sexual Health and Family Planning ACT Incorporated	\$440,000	23/01/2018	01/07/2021	Yes	No
Campbell Primary School - Demolition of Building B and Annex	Single Select	Works	Caylamax Demolitions Pty Ltd	\$482,000	17/11/2017	22/01/2018	No	Yes
Narrabundah College Modernisation - Landscaping Trade Package	Public	Works	Able Landscaping Pty Ltd	\$606,479	07/06/2018	19/07/2018	Yes	No
Security Patrol Services for ACT Colleges, Schools and Central Office Locations	Public	Services (non-consultancy)	Wilson Security Pty Ltd	\$1,530,000	27/06/2018	30/06/2019	No	No
DDC Tender Public Schools Infrastructure Upgrades 2017 - 2018	Public	Works	IQON Pty Ltd	\$2,419,078	09/01/2018	30/11/2018	Yes	No
Relocatable Learning Units and Relocatable Toilet Units	Public	Works	Ausco Modular Pty Ltd	\$5,427,341	12/12/2017	30/03/2018	No	No
Chromebooks Project	Public	Goods	Datacom Systems (AU) Pty Ltd	\$7,706,352	28/02/2018	28/03/2018	No	No
Schools for the Future Modernising Belconnen High School	Select	Works	Cockram Construction Australia Pty Ltd	\$18,864,337	29/06/2018	31/01/2019	No	No
North Gungahlin P-6 School - Design, Construction and Maintenance	Public	Works	Joss Constructions	\$32,807,367	24/10/2017	28/07/2027	Yes	No

The content of Table C5.2 has been derived from the online Contracts Register. This covers agreements entered into from 1 July 2016 to 30 June 2017 in accordance with Government requirements and notified after 30 June 2017.

Table C5.2: Activities executed in 2016-17 Financial Year and notified to the Contracts Register in 2017-18 Financial Year

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME)*	Exemption from Quotation and Tender Threshold
Alfred Deakin High School - School Formal 2017	Quotation	Services (non-consultancy)	Ginger Catering at NAC Pty Ltd	\$25,285	17/11/2016	28/11/2017	Yes	No
Campbell High School - Oval Upgrade	Single Select	Works	Programmed Property Services Pty Ltd	\$27,334	06/12/2016	27/10/2017	No	Yes
Monash Primary School - Purchase of Chromebooks	Quotation	Goods	The Good Guys	\$28,430	20/06/2017	29/06/2017	Yes	No
Narrabundah College - China Trip 2017	Quotation	Services (non-consultancy)	ACT World Travel Services Pty Ltd	\$36,520	08/03/2017	13/10/2017	Yes	No
Harrison School - Year 5 and 6 Camp 2017	Quotation	Services (non-consultancy)	NSW Office of Sport and Recreation	\$38,090	14/10/2016	06/09/2017	No	No
Namadgi School - Purchase of Student Chromebooks	Single Select	Goods	Learning With Technologies Pty Ltd	\$40,898	01/03/2017	05/06/2017	No	Yes
Arawang Primary School - Courtyard Upgrade	Quotation	Works	Quay Building Group	\$42,845	29/03/2017	31/08/2017	Yes	No
Gold Creek School - Year 7 Camp 2018	Single Select	Services (non-consultancy)	Action Learning Initiatives Pty Ltd	\$46,200	21/06/2017	07/03/2018	Yes	Yes
Lake Tuggeranong College - Japan School Excursion 2016	Quotation	Services (non-consultancy)	JTB Australia Pty Ltd	\$46,813	25/09/2016	06/10/2016	No	No
Telopea Park School - Basketball and Car Park Upgrade	Quotation	Works	B&B Asphalt Pty Ltd	\$48,382	27/05/2017	16/07/2017	Yes	No
Purchase of Standardised Assessment Tools For School Psychologists	Single Select	Goods	Pearson Australia Group Pty Ltd	\$56,729	02/02/2017	14/02/2018	No	Yes
Narrabundah College - Korea Trip 2017	Quotation	Services (non-consultancy)	Kukje International Academy	\$57,656	08/03/2017	04/10/2017	Yes	No
Florey Primary School - Shade Structures	Quotation	Works	Greenline Group Pty Ltd	\$62,590	26/10/2016	27/01/2017	No	No

Contract Title	Procurement Methodology	Procurement Type	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Regional Small to Medium Enterprise (SME)*	Exemption from Quotation and Tender Threshold
Supply, Installation and Connection of Water Data Loggers at 60 ACT Public School Sites	Quotation	Goods	Wollemi Systems Pty Ltd	\$63,273	19/06/2017	11/08/2017	Yes	No
Lyneham High School - Construction of External Doorway and Access Ramp	Quotation	Works	Quay Building Group	\$68,348	29/06/2017	30/09/2017	Yes	No
Narrabundah College - New York Trip 2017	Quotation	Services (non-consultancy)	Queanbeyan City Travel	\$75,348	08/03/2017	08/10/2017	Yes	No
Preparing ACT Public School Registered Training Organisations for an Australian Skills Quality Authority Re-Registration	Select	Services (non-consultancy)	CIT Solutions	\$85,536	27/06/2017	28/10/2017	No	No
Alfred Deakin High School - Year 7 Camp 2017	Quotation	Services (non-consultancy)	Action Learning Initiatives Pty Ltd	\$88,969	28/06/2016	16/03/2018	Yes	No
Youth Education Program	Single Select	Services (non-consultancy)	Anglicare NSW South, NSW West and ACT	\$312,840	30/01/2017	31/12/2018	No	Yes

* A regional SME is a business with fewer than 200 employees and located in Canberra or the following NSW councils: Bombala, Boorowa, Cooma-Monaro, Eurobodalla, Goulburn-Mulwaree, Harden, Palerang, Queanbeyan, Snowy River, Upper Lachlan, Yass Valley or Young.

**For further information contact:
Director, Infrastructure and Capital Works
(02) 6205 1289**

C6 Statement of Performance



Sensitive: Auditor-General

A18/09

Ms Natalie Howson
 Director-General
 Education Directorate
 Level 6, 220 Northbourne Avenue
 BRADDON ACT 2612

Dear Ms Howson

**REPORT OF FACTUAL FINDINGS - EDUCATION DIRECTORATE
 STATEMENT OF PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2018**

The ACT Audit Office has completed the review of the statement of performance of the Education Directorate for the year ended 30 June 2018.

I have attached the statement of performance and an unqualified report of factual findings.

I have provided a copy of the statement of performance and report of factual findings to the Minister for Education and Early Childhood Development, Ms Yvette Berry MLA.

Yours sincerely

A handwritten signature in black ink, appearing to read 'B Stanton'.

Brett Stanton
 Director, Performance Audits
 18 September 2018

c.c. Ms Carol Lilley, Chair, Audit Committee
 Ms Lynette Daly, Chief Financial Officer
 Ms Megan Young, Chief Internal Auditor

Level 4, 11 Moore Street Canberra City ACT 2601 PO Box 275 Civic Square ACT 2608
 T 02 6207 0833 F 02 6207 0826 E actsauditorgeneral@act.gov.au W www.audit.act.gov.au

REPORT OF FACTUAL FINDINGS

EDUCATION DIRECTORATE

To the Members of the ACT Legislative Assembly

Review opinion

I am providing an **unqualified review opinion** on the statement of performance of the Education Directorate (the Directorate) for the year ended 30 June 2018.

During the review, no matters were identified which indicate that the results of the accountability indicators reported in the statement of performance are not fairly presented in accordance with the *Financial Management Act 1996*.

Basis for the review opinion

The review was conducted in accordance with Australian Auditing Standards. I have complied with the requirements of the Accounting Professional and Ethical Standards 110 *Code of Ethics for Professional Accountants*.

I believe that sufficient evidence was obtained during the review to provide a basis for the review opinion.

Responsibility for preparing and fairly presenting the statement of performance

The Director-General of the Directorate is responsible for:

- preparing and fairly presenting the statement of performance in accordance with the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*; and
- determining the internal controls necessary for the preparation and fair presentation of the statement of performance so that the results of accountability indicators and accompanying information are free from material misstatements, whether due to error or fraud.

Responsibility for the review of the statement of performance

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*, the Auditor-General is responsible for issuing a report of factual findings on the statement of performance of the Directorate.

As required by Australian Auditing Standards, the auditors:

- applied professional judgement and maintained scepticism;
- identified and assessed the risks of material misstatements due to error or fraud* and implemented procedures to address these risks so that sufficient evidence was obtained to form a review opinion; and
- reported the scope and timing of the review and any significant deficiencies in reporting practices identified during the review to the Director-General.

(*The risk of not detecting material misstatements due to fraud is higher than the risk due to error, as fraud may involve collusion, forgery, intentional omissions or misrepresentations or the override of internal controls.)

Limitations on the scope of the review

The review was conducted in accordance with Australian Auditing Standards applicable to review engagements, to provide limited assurance that the results of the accountability indicators reported in the statement of performance have been fairly presented in accordance with the *Financial Management Act 1996*.

A review is primarily limited to making inquiries with representatives of the Directorate, performing analytical and other review procedures and examining other available evidence. These review procedures do not provide all of the evidence that would be required in an audit, therefore, the level of assurance provided is less than that given in an audit. An audit has not been performed and no audit opinion is being expressed on the statement of performance.

This review does not provide assurance on the:

- relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets;
- accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations;
- adequacy of controls implemented by the Directorate; or
- integrity of the reviewed statement of performance presented electronically or information hyperlinked to or from the statement of performance. Assurance can only be provided for the printed copy of the reviewed statement of performance.



Brett Stanton
Director, Performance Audits

18 September 2018

EDUCATION DIRECTORATE

STATEMENT OF PERFORMANCE

For the Year Ended June 2018

**Education Directorate
Statement of Performance
For the Year Ended 30 June 2018**

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate for the year ended 30 June 2018 and also fairly reflects the judgements exercised in preparing it.



Natalie Howson
Director-General
18 September 2018

Education Directorate
Statement of Performance
For the Year Ended 30 June 2018

Output Class 1: Public School Education

Description

Public primary school education spans the years from preschool to year 6. It is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced curriculum allows the students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in ACT public schools for students with a disability. These include special needs schools, special classes or units in mainstream schools and additional support in mainstream classes.

	2017-18 Target	2017-18 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000) *				
1.1 Public Primary School Education	386,631	391,733	1.3%	
1.2 Public High School Education	191,317	188,969	(1.2%)	
1.3 Public Secondary College Education	125,429	121,496	(3.1%)	
1.4 Disability Education in Public Schools	74,713	74,972	0.3%	
Total Output Class 1	778,090	777,170	(0.1%)	
Controlled Recurrent Payments (\$'000) *				
1.1 Public Primary School Education	327,082	322,756	(1.3%)	
1.2 Public High School Education	166,043	164,513	(0.9%)	
1.3 Public Secondary College Education	107,061	105,991	(1.0%)	
1.4 Disability Education in Public Schools	66,640	65,918	(1.1%)	
Total Output Class 1	666,826	659,178	(1.1%)	

Notes:

- a. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*.

Education Directorate
Statement of Performance
For the Year Ended 30 June 2018

Output Class 1: Public School Education	2017-18 Target	2017-18 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Accountability Indicators				
Early childhood education				
a. Number of enrolments in preschool in public schools	4,650	4,677	0.6%	
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	250	288	15.6%	Note 1
School participation				
a. Attendance rate of public school students in year 1 to year 10	91.5%	91.6%	0.1%	
Education and care services				
a. Assessment and ratings completed within legislated timeframes	100%	99%	(1%)	
b. Annual compliance audit is delivered in full	100%	100%	-	
Disability education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	99%	(1%)	
Senior secondary education				
a. Percentage of year 10 students who proceed to public secondary college education	85%	92.3%	8.6%	
b. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education	80%	87.6%	9.5%	
c. Apparent retention of public school students from year 7 to year 12	100%	100%	-	
d. Apparent retention of Aboriginal and Torres Strait Islander public school students from year 7 to year 12	75%	100%	33.3%	Note 2
e. Percentage of year 12 students who receive a Tertiary Entrance Statement	50%	46.7%	(6.6%)	
f. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a Tertiary Entrance Statement	20%	14.7%	(26.5%)	Note 3
g. Percentage of year 12 students who receive a nationally recognised vocational qualification	60%	33.5%	(44.2%)	Note 4
h. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a nationally recognised vocational qualification	50%	37%	(26%)	Note 5
Regulatory and process reform initiative				
a. Commenced implementation of red tape reduction initiatives	30 June 2018	13 February 2018	-	
Average cost (\$) per student per annum in public:				
a. Preschools	7,326	7,162	(2.2%)	
b. Primary schools	14,860	14,795	(0.4%)	
c. High schools	19,226	18,634	(3.1%)	
d. Secondary colleges	19,718	19,310	(2.1%)	
e. Special schools	65,165	66,190	1.6%	
f. Mainstream Schools' student with a disability	27,110	26,771	(1.3%)	

The above accountability indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

**Education Directorate
Statement of Performance
For the Year Ended 30 June 2018**

Notes to variances

1. More Aboriginal and Torres Strait Islander children were enrolled in preschool than projected.
2. Apparent Retention Rate is an indicative measure of the number of school students who have stayed in school for a designated year and grade of education. It is expressed as a percentage of the respective cohort group that those students would be expected to have come from, assuming an expected rate of progression of one grade per year. The variance is result of increasing enrolments of Aboriginal and Torres Strait Islander students in public schools over time.
3. The variance is a result of a smaller number of Aboriginal and Torres Strait Islander students receiving a Tertiary Entrance Statement (TES). The number of Aboriginal and Torres Strait Islander students receiving a TES was 17 (of 116 enrolled in year 12 in 2017) leading to a result of 14.7 percent as opposed to an expected number of 23 students (of 116 enrolled in year 12 in 2017) which could have achieved a target of 20 percent.
4. The variance is a result of a decrease in uptake of nationally recognised vocational qualifications by year 12 students. A total of 1,076 students (of 3,213 enrolled in year 12 in 2017) received a nationally recognised vocational qualification leading to a result of 33.5 percent as opposed to an expected number of 1,928 students (of 3,213 enrolled in year 12 in 2017) which could have achieved a target of 60 percent.
5. The variance is a result of a smaller number of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification. The number of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification was 43 (of 116 enrolled in year 12 in 2017) leading to a result of 37 percent as opposed to an expected number of 58 students (of 116 enrolled in year 12 in 2017) which could have achieved a target of 50 percent.

**Education Directorate
Statement of Performance
For the Year Ended 30 June 2018**

Output Class 2: Non-government Education

Output 2.1: Non-government Education

Description

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

	2017-18 Target	2017-18 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)^a	3,855	3,610	(6.4%)	
Controlled Recurrent Payments (\$'000)^a	3,233	2,968	(8.2%)	
Accountability Indicators^b				
a. All non-government schools operating in the ACT during the reporting period are registered	100%	100%	-	
b. The provisional registration of home educated students is completed within ten school days of the receipt of the application	100%	100%	-	
c. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	100%	-	

Notes

- a. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*.
- b. The accountability indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1995*.

PART F

PART F: INVESTIGATION OF COMPLAINTS

F1 Investigation of Complaints

Community Feedback

During the 2017-18 reporting period the Directorate logged over 2,220 items of feedback comprising notifications, suggestions, requests for information and service, compliments received in writing and complaints received in writing and by phone. Written feedback is recorded in an online Customer Relationship Management (CRM) tool which allows members of the community to directly lodge their feedback with the Directorate; and in doing so receive a tracking code for their feedback, and specify whether the feedback related to a notification, a request for information, a request for service, a compliment or a complaint. The CRM tool allowed the Directorate to ensure that all written feedback received a response either by the Education Support Office or by the relevant ACT public school.

Of the feedback logged in the CRM, during 2017-18 there were:

- > 331 complaints;
- > 9 compliments;
- > 245 notifications;
- > 1,055 requests for information;
- > 532 requests for service; and
- > 48 suggestions.

In addition to the feedback logged in the CRM, community members also lodge feedback directly with schools or to individual teams within the Directorate. Schools and business areas generally respond directly to the community member.

In some cases, complaints are escalated to the Directorate's Complaints and Liaison Unit, Families and Student's Section, School Operations area, or People and Performance Branch. These business areas assisted the customer to resolve the complaint, and may have enlisted the expertise of other areas of the Directorate, and/or provided a written response to the complainant. Escalated cases handled by the Complaints and Liaison Unit were recorded in the CRM and were included in the count of items described earlier in this section.

Feedback about ACT public schools

The 2,220 CRM records logged during the period, 302 were complaints about ACT public schools. These complaints comprised:

- > 35 complaints about communication;
- > 36 complaints about enrolment;
- > 18 complaints about facilities and infrastructure;
- > 16 complaints about inclusion and engagement;
- > 22 complaints about policies;
- > 83 complaints about staff behaviour;
- > 113 complaints about student behaviour management; and
- > 8 complaints about teaching and learning.

For further information contact:

**Director, Governance and Community Liaison
(02) 6207 2990**

Children's Education and Care Assurance

The National Quality Framework (NQF) for the education and care sector established the *Education and Care Services National Law 2010* (the National Law) and a uniform approach to the regulation and quality assessment of the education and care sector. The Director-General of the Directorate is the ACT's Regulatory Authority.

The National Law places obligations upon the ACT Regulatory Authority, Children's Education and Care Assurance (CECA), to undertake investigation, compliance, enforcement and assessment and rating functions against the NQS. The team is comprised of expert officers working in the following areas:

- > Quality Assurance;
- > Audit and Risk Management; and
- > Investigations.

As at 30 June 2018, the team had processed 811 notifications. Of those 811 notifications, 59 matters were investigated, 23 matters were subject to risk audit, and one matter was subject to both investigation and risk audit. At the end of June 2018, there were approximately 15 investigations in progress, and 63 cases closed of which 19 have been carried over from 2016-17. Major areas of investigation for the financial year were: allegations of harm to children; staffing arrangements and inadequate supervision and missing/unaccounted for children.

For further information contact:

**Director, Early Childhood Policy and Regulation
(02) 6207 1114**

PART I

PART I:
**MINISTERIAL
AND DIRECTOR-
GENERAL
DIRECTIONS**

PART I - Ministerial and Director-General Directions

Any direction from the Minister and the Director-General under the *Education Act 2004* during the reporting period must be reported in this section.

The Directorate received no direction from the Minister or the Director-General during 2017-18 under the *Education Act 2004*.

**For further information contact:
Director, Governance and Community Liaison
(02) 6207 2990**

ANNEXED REPORTS

ACT Teacher Quality Institute Annual Report 2017-18

A. TRANSMITTAL CERTIFICATE



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

Dear Minister

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

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Teacher Quality Institute.

We certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2017 to 30 June 2018 has been included.

We hereby certify that fraud prevention has been managed in accordance with Public Sector Management Standards, Part 2.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within 15 weeks of the end of the financial year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'William Maiden'.

Dr William Maiden PSM OAM
 Board Chair
 ACT Teacher Quality Institute
 7/11 September 2018

A handwritten signature in black ink, appearing to read 'Anne Ellis'.

Ms Anne Ellis
 Chief Executive Officer
 ACT Teacher Quality Institute
 7/11 September 2018

COMPLIANCE STATEMENT

The ACT Teacher Quality Institute (TQI) Annual Report must comply with the 2018 Annual Report Directions (the Directions). The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under the five Parts of the Directions that are applicable to the ACT Teacher Quality Institute and the location of information that satisfies these requirements:

PART 1 DIRECTIONS OVERVIEW

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and record keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 of the Directions.

In compliance with Section 13 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

PART 2 DIRECTORATE AND PUBLIC SECTOR BODY ANNUAL REPORT REQUIREMENTS

The requirements within Part 2 of the Directions are mandatory for all directorates and public sector bodies and TQI complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report as follows:

- A. Transmittal Certificate;
- B. Organisational Overview and Performance, inclusive of all subsections; and
- C. Financial Management Reporting, inclusive of all subsections.

PART 3 REPORTING BY EXCEPTION

TQI has no information to report by exception under Part 3 of the Directions for the 2017-18 reporting period.

PART 4 DIRECTORATE AND PUBLIC SECTOR BODY SPECIFIC ANNUAL REPORT REQUIREMENTS

The following subsections of Part 4 of the 2018 Directions are applicable to TQI and can be found within the Annual Report

- I. Ministerial Directions.

PART 5 WHOLE OF GOVERNMENT ANNUAL REPORTING

All subsections of Part 5 of the Directions apply to TQI. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- N. Community Engagement and Support, see the annual report of Chief Minister, Treasury and Economic Development Directorate;

- O. Justice and Community Safety, including all subsections O.1 – O.4, see the annual report of the Justice and Community Safety Directorate;
- P. Public Sector Standards and Workforce Profile, including all subsections P.1 – P.3, see the annual State of the Service Report; and
- Q. Territory Records, see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:

http://www.cmd.act.gov.au/open_government/report/annual_reports

B. ORGANISATION OVERVIEW AND PERFORMANCE

B.1 ORGANISATIONAL OVERVIEW

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality.

VISION, PURPOSE AND VALUES OF THE INSTITUTE

OUR VISION

ACT teachers uphold and embody the standards of the profession to enhance the education of students.

OUR PURPOSE

To implement professional regulation and to lead teacher quality initiatives to ensure the professional standing of ACT teachers and to enhance community confidence in the ACT teaching profession.

OUR VALUES

- > Respect
- > Integrity
- > Collaboration
- > Excellence
- > Innovation
- > Learning

ROLE, FUNCTIONS AND SERVICES OF THE INSTITUTE

OUR ROLE

TQI's role in relation to the ACT teaching profession stems from the TQI Act. It undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, importantly, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter, and progress through, career stages in the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT.

The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

FUNCTIONS AND SERVICES

TQI functions set out in section 11 of the TQI Act are to:

- > register or grant permits-to-teach to eligible people;
- > keep a register of, and records relating to, teachers working or intending to work in the ACT;
- > promote and encourage the continuous professional learning and development (including increased levels of skill, knowledge, expertise and professionalism) of teachers working in the ACT;
- > determine standards for, and facilitate and issue directions for, the ongoing professional learning and development of teachers working in the ACT;
- > develop and apply codes of practice about the professional conduct of teachers working in the ACT;
- > determine standards, including assessment and certification standards, for the ACT teaching profession; and
- > accredit education programs for pre-service teachers and practising teachers.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- > direct regulatory services with respect to the ACT teaching profession;
- > quality assurance of initial teacher education programs in ACT universities; and
- > quality assurance with respect to professional learning programs for ACT teachers.

TQI also:

- > provides advice and training to ACT teachers in relation to all aspects of the *Australian Professional Standards for Teachers*;
- > facilitates collaborative teaching practice across the ACT teaching profession; and
- > promotes the continuing development and professionalism of ACT teachers.

ORGANISATIONAL STRUCTURE, OPERATING ENVIRONMENT AND PLANNING FRAMEWORK

OUR STRUCTURE

TQI is governed by a Board comprised of key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out in Table 1.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff numbering 8.76 FTE as at 30 June 2018.

OPERATING ENVIRONMENT

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA).

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'. Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the 2018 Annual Report Directions issued under section 9 of that Act.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education Directorate in relation to minor financial accounting and internal audit matters.

PLANNING FRAMEWORK

In 2015, the TQI Board approved a new strategic planning document: *TQI Strategic Direction 2015-19*. Under this direction, TQI focuses its efforts on the following four key areas:

- > sustaining a comprehensive registration framework for all teachers working or intending to work in the ACT, and embedding the *Australian Professional Standards for Teachers* in the teaching practice of ACT teachers, including individual teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the Standards;
- > implementing comprehensive reforms of initial teacher education in the ACT, including accrediting teacher education courses delivered by ACT universities and developing innovative practical approaches to better prepare initial teachers entering the profession;
- > promoting increased engagement by all ACT teachers in high quality professional learning and reflection; and
- > collecting a wide range of strategic data to provide the necessary evidence for local and national research efforts aiming to enhance teacher quality and student learning.

The achievements against each of these key focus areas over the reporting period are discussed in B2 below.

TQI GOVERNING BOARD

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board. Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Other members of the Board are not entitled to be paid for the exercise of their Board functions.

The Board met on four occasions during the reporting period:

- > 29 August 2017;
- > 5 December 2017;
- > 27 March 2018; and

> 19 June 2018.

The Minister made six appointments, each for a period of three years to the Board during the reporting period as follows:

Ms Meredith Whitten resigned in November 2017 as the member nominated by the Education Directorate Director-General (section 15(2)(c), and was replaced by Ms Meg Brighton on 17 May 2018.

Ms Lyn Caton's term as the member nominated by the NSW/ACT Independent Education Union (section 15(2)(g) expired on 4 September 2017. Ms Caton was replaced by Ms Berna Simpson who was appointed on 6 September 2017;

Associate Professor David Paterson's term as the member on the Board nominated by the University of Canberra (15(2)(h) expired on 4 September 2018. He was replaced by Associate Professor Wayne Hawkins who was appointed on 5 September 2017.

Associate Professor Wayne Hawkins resigned in November 2017 as the member on the Board nominated by the University of Canberra (15(2)(h). He was replaced by Professor Ting Wang who was appointed on 17 May 2018.

Associate Professor Carolyn Broadbent's term as the member on the Board nominated by the Australian Catholic University (15(2)(i) expired on 4 September 2017. She was replaced by Dr Judith Norris who was appointed on 5 September 2017.

Ms Narelle Hargreaves' term as the community member on the Board nominated under section (15(2)(l) expired on 11 August 2017. She was replaced by Dr Kaye Price who was appointed on 5 September 2017.

TABLE 1: TQI BOARD MEMBERS AND MEETING ATTENDANCE 2017-18

Member	Qualifications	Role	Appointment period	Meetings attended
Dr William Maiden PSM OAM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL	Chair	30 May 2017 – 29 May 2020	4
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	NA	3
Ms Claudia Hale	BA Teaching, BA Education	A/g Chief Executive Officer, TQI	NA	1
Ms Meredith Whitten	BA, Grad Dip Lib Studies, Grad Dip Off Admin, Grad Dip Gov and Com Law	Deputy Director-General, Business Services Division, Education Directorate	16 June 2016 – Nov 2017	1
Ms Meg Brighton	BA, MCom	Deputy Director-General, Education Directorate	18 May 2018 – 17 May 2021	1
Associate Professor Carolyn Broadbent	DipTeach, TPTC, MEd (Research), BEd, FACE PhD, FACEL	Australian Catholic University, ACT Campus	5 Sept 2014 – 4 Sept 2017	1
Dr Judith Norris	DipTeach, Grad Dip Ed; MEd Admin; PhD.	Australian Catholic University, ACT Campus	5 Sept 2017 – 4 Sept 2020	2
Mr Timothy Elliott	DipTeach, BEd, MEdLeadership.	Catholic Education Office	17 March 2017 – 16 March 2020	4
Ms Berna Simpson	Teachers' Cert, BA, Dip Ed, Grad Cert, MEd	NSW/ACT Independent Education Union	5 Sept 2017 – 4 Sept 2020	3
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	19 Aug 2016 – 18 Aug 2018	3
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	21 March 2017 – 20 March 2020	4

Member	Qualifications	Role	Appointment period	Meetings attended
Mr Michael Lee	BA, GradDipEd, GradDipRE, MEd, FACEL	Teaching profession in nongovernment schools	27 Sept 2016 – 26 Sept 2019	2
Associate Professor David Paterson	BEd, MEdAdmin, PhD, FACE	University of Canberra	5 Sept 2014 – 4 Sept 2017	1
Professor Ting Wang	BA, MEdLeadership , PhD	University of Canberra	18 May 2018 – 17 May 2021	1
Ms Julie Murkins	BA, GradDipEd; MIL	Teaching profession in government schools	24 Nov 2014 - 23 Nov 2018	4
Dr Kaye Price	DipTeach, BEd, MEd; PhD	Community representative	5 Sept 2017 – 4 Sept 2020	2

BOARD COMMITTEES

The TQI Board has four committees which met a number of times during the reporting period. The Teacher Professional Registration Committee met three times; the Initial Teacher Education Committee met three times; the Professional Learning and Development Committee met four times; and the Standards and Professional Practice Committee met three times.

ABORIGINAL AND TORRES STRAIT ISLANDER REPORTING

In the 2017-18 period, TQI accredited 30 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non- Indigenous Australians) of the *Australian Professional Standards for Teachers*. In this reporting period, 11% of teachers participated in one or more of these programs.

B.2 PERFORMANCE ANALYSIS

OVERVIEW

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students. The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a comprehensive framework that closely integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates

- > preparation for the profession for initial teachers;
- > national professional standards;
- > high quality professional learning; and
- > formal accreditation and registration requirements.

The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

Under the TQI regulatory framework, important obligations are imposed on all employers of teachers in ACT schools to support the integrity of that framework and to help maintain community confidence in the teaching profession. Over the reporting period, employers in all school sectors took action on these reporting obligations under the legislation. In response to these reports, TQI cancelled the registration of one teacher and suspended the registration of one teacher.

The 2017-18 reporting year is the third year of the Institute's *Strategic Direction 2015-2019*. Key achievements against the Strategic Direction over this reporting year are discussed below.

1. Sustaining a comprehensive registration framework and embedding the *Australian Professional Standards for Teachers*

Key elements of the registration framework established by the TQI Act and subordinate legislation are:

- > only teachers approved under the TQI Act can work in ACT schools;
- > all teachers must comply with the TQI Code of Professional Practice and Conduct;
- > all teachers must record and reflect on a minimum of 20 hours of professional learning annually on the TQI portal;
- > all teachers must have a current Working with Vulnerable People (WwVP) registration; and
- > teachers seeking Full registration must completed a minimum of 20 days of professional teaching practice in the previous year.

TQI employs a range communication channels, including infographics, Facebook, principal updates, workshops and teacher networks to ensure all ACT teachers and teacher employers understand the regulatory framework, including the integration of the *Australian Professional Standards for Teachers*. Significant communications in the reporting period included:

- > TQI's public Facebook page, which continues to grow, attracting nearly 800 followers. Through Facebook, teachers receive timely professional content, and information about cross sectoral workshops, network opportunities and other initiatives supporting the ACT teaching profession. Feedback on post engagement is used to inform future directions for the page. The most popular posts are those which highlight the work of ACT teachers.
- > a voiceover PowerPoint, launched in August 2017, outlining the process of progressing to Full Registration. This has been viewed 367 times as at June 30, 2018.
- > 24 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on the process for progression to Full Registration. More than 399 teachers attended.

In addition, the regulatory regime was enhanced by amendments to the *Reportable Conduct and Information Sharing Legislation Amendment Act 2017* which amended the *Children and Young People Act 2008*. The amendments allow a designated entity or 'child safety information sharing entity' to

proactively share information with another designated entity or child safety information sharing entity. The legislation prescribes TQI to be an entity to which information may be provided. The amendments to the *Ombudsman Act 1989* allow the Ombudsman to share information with prescribed entities if the Ombudsman is satisfied the information is relevant to the safety, health or well-being of a child. These changes strengthen reportable conduct information sharing among entities with responsibility for the safety, health and well-being of children. During the reporting period, TQI received information from the Ombudsman and TQI responded to one request from the Ombudsman to provide information.

To help embed the *Australian Professional Standards for Teachers* in the ACT teaching profession, TQI continues to conduct the annual certification process to assess and recognise expert teachers in the ACT as 'Highly Accomplished' and 'Lead' teachers (HALT). TQI's strategic focus continues to be to support applicants and assessors and to advocate across the three sectors, public, Catholic and Independent, for HALT expertise to be leveraged for school improvement in schools and sectors. TQI's certification activities are as follows:

- > providing cross-sectoral information sessions about certification;
- > hosting a workshop and masterclasses presented by Highly Accomplished and Lead teachers (HALT) for potential applicants;
- > presenting preliminary workshops for certification applicants;
- > providing renewal of certification workshops for HALT teachers;
- > hosting HALT network meetings and the ACT HALT Network Google community;
- > providing new assessor information sessions and new assessor training sessions for school leaders;
- > providing assessor briefings and update training for experienced certification assessors; and
- > liaising with *Australian Institute of Teaching and School Leadership* (AITSL) to progress national teacher certification.

During the annual certification process in 2017, a further 15 ACT teachers achieved certification, bringing the total in the ACT to 61. In November 2017 nine ACT Highly Accomplished and Lead teachers successfully renewed their teacher certification. During the national pilot program in 2012, these teachers were among the first cohort in the nation to achieve certification, initially granted for five years.

In early 2018 TQI trained 25 school leaders as new certification assessors supporting the goal of having a Teacher Standards expert in each ACT school. TQI also provided 12 assessors with TQI Assessor Update Training to promote assessor confidence in the verification and judgements they provide, and to continue building their capacity as instructional leaders.

In 2017 TQI commissioned an analysis of the certification process five years into its implementation. Data was collected about the certification process from the ACT education community through online questionnaires and face-to-face focus groups. Assessor training was considered by respondents to be the most significant professional learning addressing the Teacher Standards and standards-based practice. The value of the cross-sectoral approach and of professional networks established through certification was similarly endorsed by applicants, assessors and school leaders. The majority of assessors and successful applicants are positive about the impact on school improvement. They have become advocates for the process, although mindful of the challenge of balancing certification with their other educational priorities.

In light of the analysis, TQI continues to work with all stakeholders in leveraging the Standards-based expertise of assessors and the high-level teaching practice of certified teachers to support school

improvement. In particular, TQI will continue to advocate for the integration of certification more closely with school-based professional learning.

AITSL hosted the national HALT Summit in Canberra for the first time in March 2018 with the focus on expertise and impact. In partnership with ACT employers, schools and teachers, TQI showcased the growing impact of certification in the ACT. HALTs at ACT public, Catholic and Independent schools demonstrated their high-level practice for interstate delegates, and for visiting keynote speakers from the US National Board for Professional Teaching Standards (NBPTS), Peggy Brookins and Kristen Hamilton.

During the Summit, ACT TQI hosted a cross-sectoral panel of ACT certified teachers, certification assessors and school leaders.



Cross-sectoral panel of ACT certified teachers, school leaders and assessors

The panel highlighted the value of assessor training and certification assessment for deepening the understanding of school leaders of the Teacher Standards and building their instructional leadership capacity to support teachers across the career stages.

Minister Yvette Berry MLA introduced ACT certified teacher, Ms Glynis Steward, as the keynote speaker for the Summit Gala Dinner. As a Lead teacher, Glynis exemplifies the compounding effect that an instructional leader of her calibre, in the role of 'impact coach', has on growing collective teacher expertise and improved outcomes for students.

2. Implementing comprehensive reforms of initial teacher education

High quality preparation of future teachers is a key to enhancing the quality of the teaching workforce and hence to improving education outcomes for all ACT school students. In the ACT, the TQI has legislative responsibilities for accrediting Initial Teacher Education (ITE) programs under s.11 (1)(g) and s.76(a) of the TQI Act.

To 30 June 2018, TQI has accredited a total of 22 ITE programs, 16 at the undergraduate level, offered in the ACT by the University of Canberra and the Australian Catholic University.

The University of Canberra submitted two Master level ITE programs for accreditation early in 2018. The Master of Secondary Teaching program is a significant revision of the existing program and the Master of Primary Teaching is a new program to replace the current Bachelor of Primary Education (Graduate Entry) program. Both programs are being assessed against the accreditation requirements of the revised accreditation standards and procedures. If accredited by TQI, these programs will be offered from 2019.

New accreditation standards and procedures have been approved by Education Ministers and will be progressively rolled out over the next accreditation period.

A significant component of TQI's leadership of high quality preparation of the teacher workforce for the ACT was the development and launch of the *ACT Professional Experience Framework*. High quality professional experience is critically important to ensuring that newly qualified teachers are ready to teach. The Framework is the collaborative work of and a commitment by the key education stakeholders responsible for the preparation of future teachers. Universities, teacher employers, schools and the TQI worked together to develop the Framework to ensure that professional experience in ACT schools is a positive and supportive experience for initial teacher education students.

The framework articulates the conditions necessary for high quality professional experience and outlines three implementation strategies:

- > strong formal school/university partnerships;
- > an ACT Ready to Teach assessment comprising a final year teaching performance assessment combined with the final professional experience assessment; and
- > the development of a register of ITE students undertaking professional experience in ACT schools.

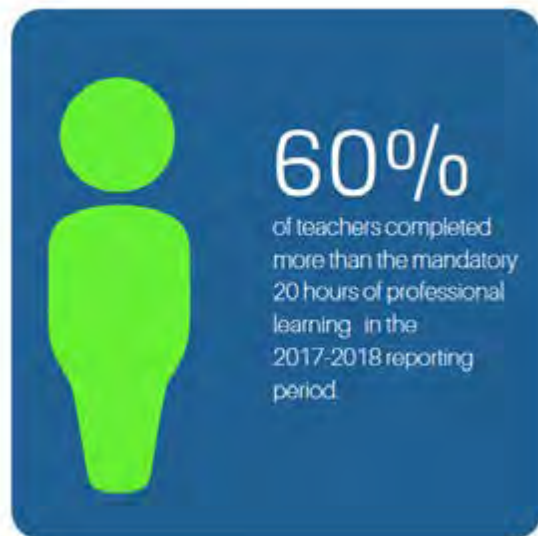


Minister Yvette Berry (third from right) with preservice teachers from University of Canberra and Australian Catholic University at the launch of the Professional Experience Framework

TQI continues to work in partnership with AITSL and teacher regulatory bodies to ensure a high level of consistency in the judgement of panels assessing ITE programs for accreditation. TQI participated in standards setting exercises designed to establish an agreed understanding of the meaning of 'meeting the standard' when assessing program accreditation submissions. TQI also partnered with the Queensland College of Teachers (QCT) and the NSW Education Standards Authority (NESAs) in a research project: *Quality Assurance of National Accreditation Decisions - a case study of policies and processes implemented across three jurisdictions*. The project report was provided to AITSL and other teacher regulatory authorities.

TQI has facilitated the training of additional ITE accreditation panel members in the ACT to increase the number to 22, including five trained panel chairs. Trained accreditation panel members are eligible to participate in local and interstate accreditation panels. These panel members have participated in panels assessing ITE programs offered by universities in Victoria, Tasmania, Western Australia, Queensland and New South Wales.

3. Promoting increased engagement by all ACT teachers in high quality professional learning and reflection



2017-18 was another impressive year of achievement against this Strategic Direction. ACT teachers recorded more than 258,239 hours of professional learning (PL) in the year preceding their 2017 registration.

Sixty percent of teachers completed more than the mandatory 20 hours of PL in the reporting year.

An average of 31.4 hours of professional learning activities per teacher was recorded and reflected on.

Professional learning participation

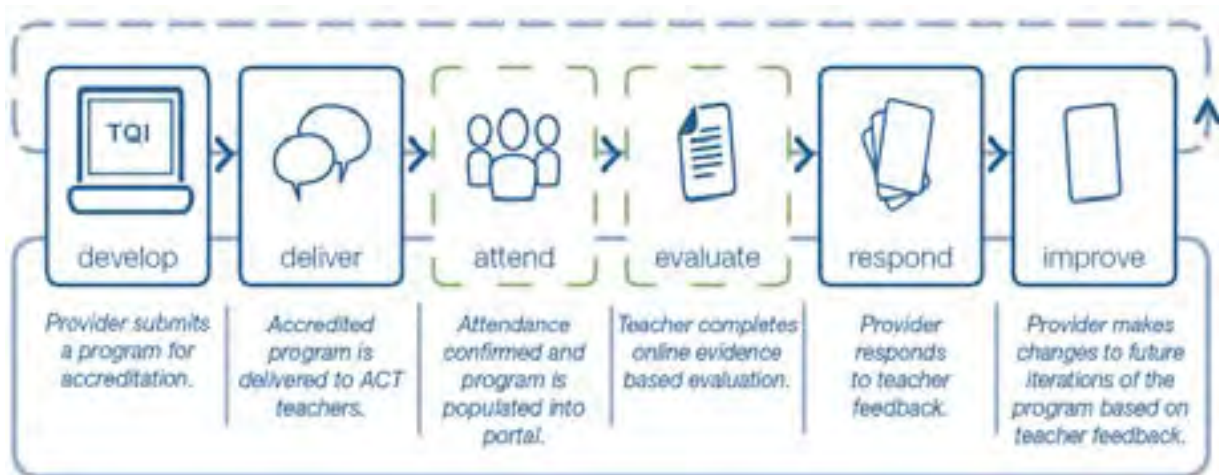
Of the 7,470 teachers renewing registration for 2018, 98% fully met the mandatory professional learning requirements for registration in the year preceding renewal. The remaining 2% arranged professional learning variation plans with TQI to meet their obligations.

To help to embed the Standards, the TQI online recording system explicitly links the *Australian Professional Standards for Teachers* to individual teacher, sector and school learning goals. This function helps individual teachers to identify professional learning activities that are relevant to the content and practice of their teaching and supports them as effective teaching professionals.

The ACT Professional Learning framework is recognised nationally as supporting a strong professional learning culture that focuses on teacher and school leader reflective practice and professional growth. The ACT framework allows for seamless integration with employers and school performance and development frameworks. It nurtures a high-achieving professional learning culture where teachers continue to reflect on their learning using the Standards.

During the reporting period TQI assisted the ACT Education Directorate in the development of their Performance and Development framework to link to the professional learning undertaken as part of the teachers' registration requirement.

The TQI Professional Learning and Development Committee continues to plan future refinements to the TQI professional learning framework. TQI identified through an environmental scan the need to emphasise the importance of program evaluation. The evidence based evaluation process supports teachers in providing feedback on the impact of their learning. Teachers complete the TQI program evaluation for all accredited programs they attend. This information is used when TQI assesses programs for re-accreditation and all future applications submitted by a provider.



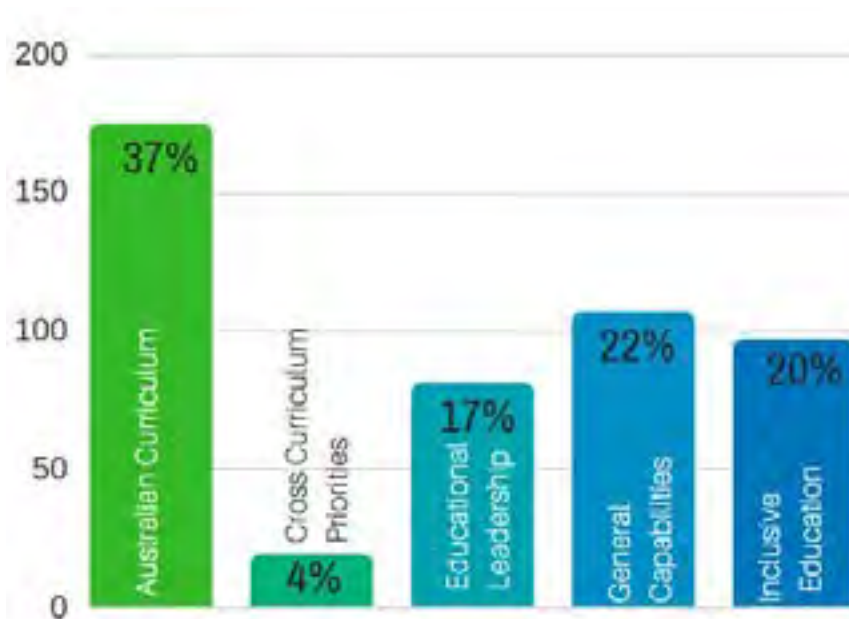
Professional learning accreditation process

During the reporting period TQI communicated to all providers the importance of evaluation data and the significant impact the evaluation data has on future programs being available for accreditation. TQI worked with employers to communicate the legislative requirements and ensure rigour in the verification process.

There were 518 TQI accredited professional learning programs available during the reporting period. Of these programs, 80 had been accredited for a second year. The TQI's Professional Learning and Development Committee has formalised high level descriptor categories (aligned with the Australian Curriculum) for all professional learning programs accredited by the TQI. Providers of programs must specify the category (or categories) in which their program fits when they submit it for accreditation. By using the high level categories, TQI is better able to be informed about the gaps in professional learning programs being offered to ACT teachers and work with providers to address categories that have limited offerings. The breakup of the 518 programs under the five categories is as follows:

- > Australian curriculum (37%);
- > cross curriculum priorities (4%);
 - Aboriginal and Torres Strait Islander Histories and Cultures;
 - Asia and Australia's Engagement with Asia;
 - Sustainability, Innovation and Entrepreneurship.
- > educational leadership (17%);
- > general capabilities (22%); and
- > inclusive education (20%).

Details of professional learning programs accredited 1 July 2017 to 30 June 2018 are listed in Attachment 1 to this report.



Professional learning program categories

4. Collecting strategic data for research efforts aiming to enhance teacher quality and student learning

TQI is continuing to embed its 'digital first' strategy through improvements to the online business system (enhanced by new capital funding over four years from 2015-16)). Enhancements to the business system are designed to improve both the user interface and the data collection and reporting capability. The TQI Teacher Portal, the teachers' front-end to the business system, enables registered teachers to manage and update their information in real time. Because of its online business system TQI now has a comprehensive store of teacher workforce data, including professional learning information, which can be readily analysed for reporting and research. This data store enables TQI to:

- > participate in national initiatives such as the Australian Teacher Workforce Data Strategy;
- > contribute to ACT initiatives including the Future of Education Strategy; and
- > support ACT schools in managing the professional learning of teachers through the provision of online reports on professional learning programs completed by teachers.

In the reporting period TQI invested in the QLIK software. This business intelligence and visualisation software has enabled TQI to use the data collected through our customer relationship management system and provide comprehensive reports to our committees and board.

In May 2017, Education Ministers considered a scoping report on the development of a national strategy for initial teacher education and teacher workforce data and agreed to fund a four year project to implement the strategy. An Oversight Board, charged with implementing the strategy, commenced work in September 2017. TQI is one of the teacher regulatory authority representatives on the Oversight board. The strategy identified teacher regulatory authorities as the primary sources of teacher workforce data for each jurisdiction. The Australian Teacher Workforce Data strategy (ATWD) will inform development of the foreshadowed Teaching Workforce Plan and the data collected annually will be made available for teacher workforce research.

In May this year, TQI facilitated the release of the workforce discussion paper as part of the development of the Future of Education strategy. The discussion paper was accompanied by a survey delivered to all ACT registered teachers by TQI.

Following the launch of the ACT Professional Experience framework in May 2018, work commenced on developing the specifications for the Professional Experience register. This register will collect information on the operation of professional experience in ACT schools and allow data to be collected on the experience of both the initial teacher education student and the school during professional experience placements. This data will be made available to the ATWD, ACT universities and teacher employers for analysis and research.

OUTLOOK

Four major initiatives will influence the focus of TQI activities in the coming year:

- > the ACT Government Future of Education (FoE) 2018 strategy;
- > outcomes of the Royal Commission into Institutional Responses to Child Sexual Abuse;
- > the National Review of Teacher Registration processes; and
- > Teacher Ministerial Advisory Group (TEMAG) reforms.

The above agenda, as well as the ongoing work of teacher registration, accreditation of teacher education programs, embedding professional standards and HALT and assessor certification, makes for a complex and exciting year for TQI to continue its work to ensure the ACT has a proficient and reputable teaching profession.

Under both national and FoE agendas, HALT and assessor certification will continue to be a priority for TQI in the next reporting period. Focus will be on training of certified assessors and managing the certification assessment process for applicants to be 'Highly Accomplished' or 'Lead' teachers.

The ACT's FoE strategy reinforces TQI as being a critical arm of the education portfolio. As the FoE action plan is developed, TQI will have a key role in ensuring quality teachers for all ACT schools.

The *Royal Commission into Institutional Responses to Child Sexual Abuse* 2017 Report made five recommendations to the COAG Education Council about the information that all teacher registration bodies should include in teacher registers, and how and when that information should be shared across jurisdictions. TQI is represented on the Senior Officials Working Group which is developing responses to the Royal Commission's recommendations. These responses will be considered by the Education Council in December 2018.

In September 2017, Education Ministers agreed to a national review of teacher registration to ensure processes are consistent and rigorous, with an emphasis on teacher quality. The Review was tasked with advising on how the national teacher registration framework, originally endorsed by Education Ministers in 2011, is currently working and on potential areas for improvement.

The expert panel conducting the review held consultations sessions for ACT stakeholders in early May 2018. Following this consultation, the ACT Government provided a submission in response to the review's discussion paper. The submission highlighted the success of the ACT teacher registration processes, which align closely with the national teacher registration framework and the focus on quality improvement. It also described the progress made to embed the *Australian Professional Standards for Teachers* into the processes and procedures of TQI and ACT schools. The findings and recommendations of the review will be considered by Education Ministers later in 2018. It is anticipated there will be implications for the work of TQI.

Implementation of TEMAG reforms continues through 2018 and 2019 with finalisation of the teaching performance assessment for initial teacher education graduates and the introduction of the primary specialisation to all initial teacher education primary programs. In September 2018, Education Ministers will consider a proposal to strengthen the consistency of initial teacher education program accreditation decisions through standards setting exercises and other quality assurance strategies. This work will involve strong national collaborative engagement of teacher regulatory and teacher education providers over next few years leading into the 2020 accreditation cycle.

Implementation of the ACT Professional Experience framework, especially the Professional Experience register will be a key focus for TQI during 2018 and 2019. The strengthening of professional experience agreements between schools and universities aligns with strategies in the FoE to ensure that initial teacher education graduates are ready to teach in ACT schools.

The above initiatives will deliver a more highly skilled and professional teaching workforce for the ACT and consequently improved student outcomes across all school sectors.

B.4 RISK MANAGEMENT

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

Strategic Risks are identified as a part of the development and review of the TQI Strategic Direction. Strategic risks, their assessment and treatments, are approved by TQI Board. *Operations/Service level risks* are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff. *Project risks* are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

B.5 INTERNAL AUDIT

TQI is covered by the audit arrangements of the Education Directorate audit framework.

B.6 FRAUD PREVENTION

Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities.

B.7 WORKPLACE HEALTH AND SAFETY

In the 2017-18 reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

B.8 HUMAN RESOURCES MANAGEMENT

STAFFING PROFILE

TQI has a small staff comprising the Chief Executive Officer and 8.76 FTE. The staff gender ratio is 55.6% female, 44.4% male as at 30 June 2018. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

PROFESSIONAL DEVELOPMENT

TQI staff attended a range of professional development activities including internal TQI training, Whole-of-Government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, international conferences, participation in Whole-of-Government communities of practice and administrative courses. Topics covered included initial teacher education panel training, national certification, national standards, new Whole-of-Government initiatives, effective communications and leadership training.

C. FINANCIAL MANAGEMENT REPORT

C.1 FINANCIAL MANAGEMENT ANALYSIS

TQI continues to operate in a sound financial manner. The ACT Government and registration fees remain the primary sources of revenue for TQI.

C.2 FINANCIAL STATEMENTS

The summary report below shows the details of income and expenses for TQI for the financial year 2017-18 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2018 \$'000	Actual 2017 \$'000
INCOME			
Revenue			
Controlled Recurrent Payments	1	1,226	1,234
Interest		22	16
Registration Fees		923	864
Grants and Other	2	8	-
Total Revenue		2,179	2,114
EXPENSES			
Employee Expenses		1,292	1,373
Superannuation Expenses		180	209
Supplies and Services	3	486	463
Depreciation		362	334
Total Expenses		2,320	2,379
Operating (Deficit)		(141)	(265)

Notes forming part of revenue and expenditure:

- The appropriation is drawn down by the Education Directorate and on passed on to TQI.
- Grants and Other Revenue primarily consists of resources received free of charge relating to legal services provided by the ACT Government Solicitor Office.
- Supplies and Services consists of:

	2018 \$'000	2017 \$'000
Property Maintenance	70	62
Materials and Services	255	197
Travel and Transport	18	29
Administrative	23	75
Financial	3	3
Operating Leases	117	97
Total	486	463

- Cash totalled \$0.7 million at the end of 2017-18 (\$0.5 million at the end of 2016-17).

At the end of the reporting period, TQI held a cash reserve of \$106,792 to cover future leave liabilities.

C.3 CAPITAL WORKS

In the 2015-16 Budget, TQI was allocated \$1.57 million across four years, commencing 1 July 2015. The funding was provided to further enhance digital service delivery, particularly in the areas of real time reporting for all ACT teachers and schools and information to support strategic teacher workforce planning. During the reporting period TQI expended the capital funding allocated for the 2017-18 financial year.

C.4 ASSET MAINTENANCE

The TQI business system is the single most significant asset of the Institute. Maintaining and updating that system is a key operational consideration. As noted above, TQI received additional funding in the 2015-16 Budget for the business system.

C.5 GOVERNMENT CONTRACTING

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework.

Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises Whole-of-Government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

During the reporting period, TQI entered into no notifiable contracts.

F.2 ACT TEACHER WORKFORCE ANALYSIS

ACT Teacher Workforce Analysis

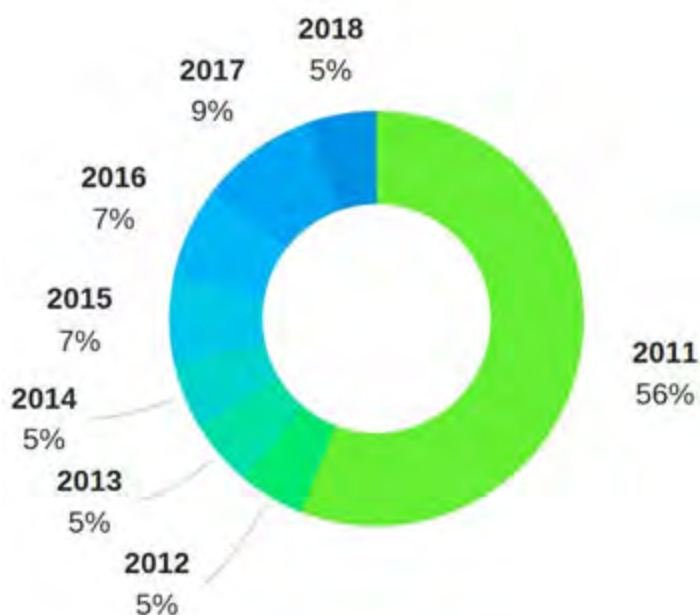
This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by section F.2 of the *Chief Minister's Annual Report Directions*.

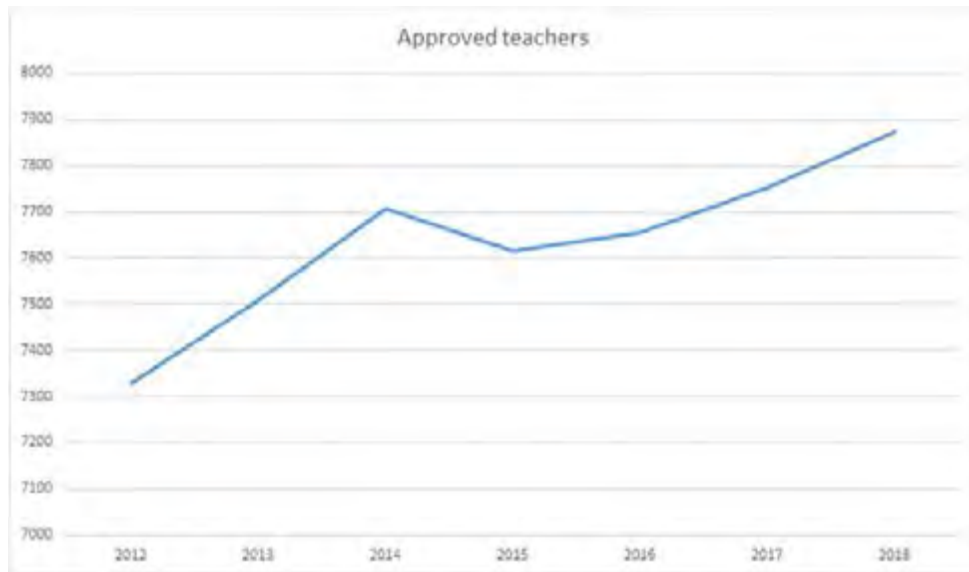
There were 7,468 approved renewal applications as at 30 June 2018. In addition, 497 teachers were newly approved since January 2018.

APPROVED RENEWAL APPLICATIONS BY APPROVAL TYPE



APPROVED TEACHERS BY YEAR FIRST APPROVED

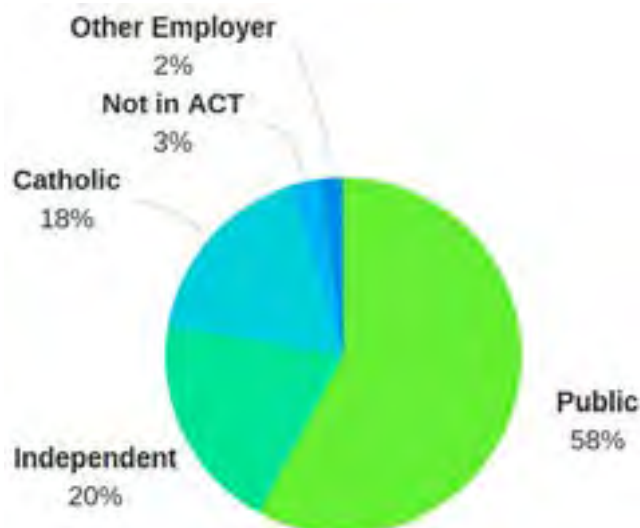




APPROVED TEACHERS BY GENDER



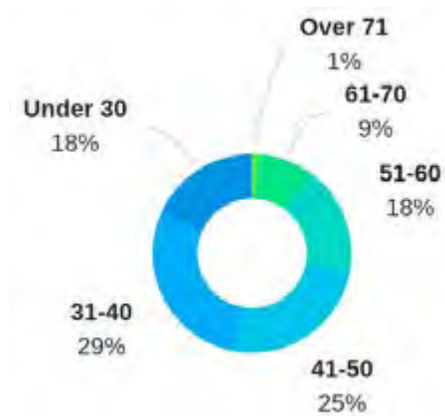
APPROVED TEACHERS BY EMPLOYER



APPROVED TEACHERS BY AGE

During the reporting year the age distribution of registered teachers is described below.

Under 30 years of age	18%
31-40	29%
41-50	25%
51-60	18%
61-70	9%
Over 71 years of age	1%



TEACHER QUALIFICATIONS

	Bachelor Degree	Graduate Diploma/Certificate – All	Graduate Diploma/Certificate – Education	Masters Degree	Doctoral Degree
Number of approved teachers reporting	7,544	2,747	2,283	1,568	131
Percentage of approved teachers reporting	96%	35%	29%	20%	2%

I. MINISTERIAL DIRECTIONS

Over the reporting period no directions were given by the Minister under s.25 of the TQI Act.

P. PUBLIC INTEREST DISCLOSURE

The *Public Interest Disclosure Act 2012* defines the types of wrongdoing that fall within the definition of disclosable conduct. Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

- > is illegal;
- > misuses or wastes public money or resources;
- > is misconduct;
- > is maladministration;
- > presents a danger to the health or safety of the public; and/or
- > presents a danger to the environment.

No disclosures were received in the reporting period

For more information contact the secretariat, the Chief Executive Officer or the Board Chair of TQI:

Secretariat:

ACT Teacher Quality Institute
Ms Anne Ellis
Chief Executive Officer
ACT Teacher Quality Institute

Dr William Maiden
Board Chair
ACT Teacher Quality Institute

PO Box 263
JAMISON CENTRE ACT 2614
Telephone: 02 6205 8867

Attachment 1

Details of programs accredited 1 July 2017 to 30 June 2018

Organisation	Program
(CE) Religious Education and Curriculum Services	Student Centred Inquiry Led Learning in Literacy (K-6) Introductory Course
(CE) Religious Education and Curriculum Services	Sacred Scriptures and Our Lives
(CE) Religious Education and Curriculum Services	The Theology of the Body - Teenagers and Sexuality Part 1
(CE) Religious Education and Curriculum Services	The Theology of the Body - Teenagers and Sexuality Part 2
(CE) Religious Education and Curriculum Services	The Lost Sacrament of Reconciliation
(CE) Religious Education and Curriculum Services	The Eucharist - Our Celebration as Source, Summit and Centre
(CE) Religious Education and Curriculum Services	Prayer Experiences for Students and Staff
(CE) Religious Education and Curriculum Services	English as an Additional Language or Dialect PL (EALD)
(CE) Religious Education and Curriculum Services	Student Centred Inquiry Led Learning in Literacy (K-6) For Kindergarten Teachers
(CE) Religious Education and Curriculum Services	Understanding Islam
(CE) Religious Education and Curriculum Services	Understanding Our Jewish Roots
(CE) Religious Education and Curriculum Services	Catholic Education Conference 'Students Yearn to Learn'
(CE) Religious Education and Curriculum Services	A Pathway to Cultural Competence
(CE) Religious Education and Curriculum Services	A Pathway to Cultural Competence 2
(CE) Religious Education and Curriculum Services	Speech, Language and Communication Needs

Organisation	Program
(CE) Religious Education and Curriculum Services	Understanding and Supporting Behaviour
(CE) Religious Education and Curriculum Services	Understanding Autism
(CE) Religious Education and Curriculum Services	The Gospel of Matthew
(CE) Religious Education and Curriculum Services	The Creed
(CE) Religious Education and Curriculum Services	CSYMA Teacher Retreat (Porta Fidei)
(CE) Religious Education and Curriculum Services	Reading Assessment in the Early Years
(CE) Religious Education and Curriculum Services	Languages Teachers Professional Learning -Catholic Education Canberra and Goulburn
(CE) Religious Education and Curriculum Services	Religious Education and Spirituality in the Early Years
(CE) School Services	LEAD Conference Day 1
(CE) School Services	LEAD Conference Day 2
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Dyslexia and Significant Reading Difficulties
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Autism Spectrum Disorder
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Understanding Hearing Loss
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Motor Coordination Difficulties
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Speech, Language and Communication Needs
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Understanding and Supporting Behaviour

Organisation	Program
(EDU) Inclusion and Engagement Branch	Individual Learning Plans (ILP) The Process Induction Workshop
(EDU) Inclusion and Engagement Branch	Team Teach V2.0
(EDU) Inclusion and Engagement Branch	Essential Skills
(EDU) Learning and Teaching Branch	Count Me In Too (CMIT)
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Introduction
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Addition and Subtraction
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Multiplication and Division
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Fractions
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Decimals
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Percentages
(EDU) Learning and Teaching Branch	First Steps 2nd Edition Writing
(EDU) Learning and Teaching Branch	First Steps 2nd Edition Reading
(EDU) Learning and Teaching Branch	First Steps 2nd Edition Speaking and Listening
(EDU) Learning and Teaching Branch	Tactical Teaching: Reading
(EDU) Learning and Teaching Branch	Tactical Teaching: Speaking and Listening
(EDU) Learning and Teaching Branch	E-learning course for professionals and practitioners working with families from pre-birth to eight

Organisation	Program
(EDU) Learning and Teaching Branch	Principals as Numeracy Leaders ACT (PANL ACT) - Day One
(EDU) Learning and Teaching Branch	Principals as Numeracy Leaders ACT (PANL ACT) - Day Two
(EDU) Learning and Teaching Branch	Principals as Numeracy Leaders ACT (PANL ACT) - Day Three
(EDU) Learning and Teaching Branch	Principals as Numeracy Leaders ACT (PANL ACT) - Day Four
(EDU) Learning and Teaching Branch	Working Together Makes a Difference
(EDU) Learning and Teaching Branch	Evaluating Gifted Programs
(EDU) Learning and Teaching Branch	Understanding Gifted Learners: Planning the Way Forward
(EDU) Learning and Teaching Branch	Twice Exceptional (2e) and Underachieving Gifted Students: Identification & Intervention
(EDU) Learning and Teaching Branch	C2C: The Arts Secondary School focus
(EDU) Learning and Teaching Branch	C2C: The Arts Primary School focus
(EDU) Learning and Teaching Branch	C2C: HPE Workshop - Respectful Relationships Secondary School focus
(EDU) Learning and Teaching Branch	C2C: HPE Workshop Primary School focus
(EDU) Learning and Teaching Branch	Developing differentiated curriculum
(EDU) Learning and Teaching Branch	Case Management Approaches for Gifted Learners
(EDU) Learning and Teaching Branch	Educators as Researchers
(EDU) Learning and Teaching Branch	The Guidelines for ACT Career Development Practitioners Workshops

Organisation	Program
(EDU) Learning and Teaching Branch	Koori Preschool Educators' Professional Learning Day
(EDU) Learning and Teaching Branch	Australian Curriculum Overview and Principal's Master Class
(EDU) Learning and Teaching Branch	Australian Curriculum Overview and Australian Curriculum Update
(EDU) Learning and Teaching Branch	Australian Curriculum Series: 'Overview', 'Update', 'Masterclass', 'AC & SAS', 'AC & Differentiation
(EDU) Learning and Teaching Branch	Unpacking Achievement Standards and Levels of Performance
(EDU) Learning and Teaching Branch	Standards Based Planning and Assessment
(EDU) Learning and Teaching Branch	Promoting Children's Learning
(EDU) Learning and Teaching Branch	Term 3 EAL/D Teachers Professional Learning Forum
(EDU) Learning and Teaching Branch	2017 Labour market and Beyond plus Job Jumpstart
(EDU) Learning and Teaching Branch	Koori Preschool Educators' Professional Learning Day - Looking Back - Acting Forward
(EDU) Learning and Teaching Branch	Term 4 Teachers Professional Learning Forum (EAL/D)
(EDU) Learning and Teaching Branch	Vocational Education & Training (VET)
(EDU) People and Performance, Any Other Branch	Positive Classroom Environments and Safe Sensory Spaces
(EDU) School Leadership	Aspiring Leaders Program - Cohort 2, 2017-18
(EDU) School Leadership	Aspiring Leaders Program - Mentor Program
(EDU) School Leadership	National School Improvement Tool Training 2017

Organisation	Program
(EDU) School Leadership	Visible Learning Plus 2017 (Namadgi School Only)
(EDU) Student Wellbeing Branch	Protective Behaviours Training
(EDU) Student Wellbeing Branch	Trauma Responsive Education
(EDU) Student Wellbeing Branch	Wellbeing- An Introduction
(EDU) Student Wellbeing Branch	PBL Tier 1 Universal Preventions Reload Training
(EDU) Student Wellbeing Branch	Protective Behaviours Workshop
(EDU) Student Wellbeing Branch	Understanding Learning Difficulties, Specific Learning Disorders and Dyslexia
(EDU) Student Wellbeing Branch	ACT Positive Behaviour for Learning (PBL) Coach Training
(EDU) Student Wellbeing Branch	ACT Positive Behaviour for Learning (PBL): Tier 1 Universal Facilitator Training
(EDU) Student Wellbeing Branch	Wellbeing Workshop - The Healthy Mind Platter
(EDU) Student Wellbeing Branch	ACT Positive Behaviour for Learning (PBL) Tier 1 Universal Facilitator Training DAY 3
(EDU) Student Wellbeing Branch	Positive Behaviour for Learning Tier 1 - Classroom Systems
4D Learning	Emotional Intelligence for Teachers
4D Learning	Confident Public Speaking
4D Learning	Having Difficult Conversations with Adults
4D Learning	The Keys to Personal Effectiveness (Beyond Time Management!)

Organisation	Program
ACT Association for the Teaching of English (ACTATE)	Engaging with the concepts of English
ACT Association for the Teaching of English (ACTATE)	2017 Sharing the Secrets of Success Conference
ACT Association for the Teaching of English (ACTATE)	Teaching Writing Digitally
ACT Association for the Teaching of English (ACTATE)	Film as Text
ACT Association for the Teaching of English (ACTATE)	Visual Ideas: Texts and Strategies
ACT Environment and Planning Directorate	Educating for Sustainability in your School Grounds
ACT Environment and Planning Directorate	Waste and Recycling at your School
ACT Environment and Planning Directorate	Delivering Sustainability Education through the Curriculum
ACT Environment and Planning Directorate	Driving energy and water efficiency through student engagement
ACT Environment and Planning Directorate	Best practice sustainability in action - Senior Schools
ACT Environment and Planning Directorate	Best-practice sustainability in action - Primary
ACT Music Educators Network Inc	ACTMEN Conference 2017 "PLAY , CREATE, INSPIRE"
ACT Public Colleges Professional Learning Committee	Colleges Conference 2017
Acting For the Fun of It	Approaches to Acting
Acting For the Fun of It	Playing Shakespeare
Acting For the Fun of It	The Living Text - From Page To Stage
Acting For the Fun of It	Devising Theatre

Organisation	Program
AFL NSWACT	AFL PD
ALEA	Powerful literacy learning with digital technology with Lisa Kervin
ALEA	2017 ALEA Unconference - Literacy Speed Dating!
ALEA	Powerful Literacy Strategies to Strengthen Inquiry Learning
ALEA	Ink to Paper: Becoming a conscientious writer
ALEA	ALEA ACT Leadership Unconference
Alliance Française de Canberra	Differentiation in the classroom and use of authentic documents
Amaroo School	Collaborative Teams: Learning By Doing
Amaroo School	Understanding Engagement & Wellbeing
Amaroo School	WeMatter @ Amaroo School – Module 2
ANNA COMERFORD	Neuroscience, Mindfulness and Peace (NMP)
ANU Music Program	Learn the Piano in 3 Hours
ANU Music Program	MEP Kidsing for pre-school
ANU Music Program	MEP Kidsing for Kindergarten
ANU Music Program	MEP Kidsing for Year 1
ANU Music Program	MEP Kidsing for Year 2
ANU Music Program	MEP Kidsing for Year 3

Organisation	Program
ANU Music Program	MEP Kidsing for Year 4
ANU Music Program	MEP Kidsing for Year 5
ANU Music Program	MEP Kidsing for Year 6
ANU Music Program	Choice, Music and the Curriculum
ANU Music Program	Folk Songs and Games Across the Curriculum
ANU Music Program	Fun with Dramatising the Curriculum
ANU Music Program	Fun with Music and Art
ANU Music Program	MEP Early Childhood Course
ANU Music Program	MEP Primary Course
ANU Music Program	MEP Basic Principles and Practice
ANU Music Program	Simple Instruments - Hands on activities to enhance music-making
Aranda Primary	Grammar for Writing
Arawang Primary	Making Maths Meaningful
Association of Independent Schools of the ACT	Programs for gifted learners: Understanding and Implementing Grouping and Acceleration Programs
Association of Independent Schools of the ACT	Personal Leadership Workshop
Association of Independent Schools of the ACT	Twice Exceptional and Underachieving Gifted Students: Identifying and catering for their needs.

Organisation	Program
Association of Independent Schools of the ACT	AISACT 2017 Colloquium: Leading Improved Student Engagement
Association of Independent Schools of the ACT	Cross Sectoral NCCD Analysis for Primary/Secondary Schools
ATESOL ACT	Spelling - a repertoire approach
ATESOL ACT	The Role of Classroom Talk in building Curriculum Knowledge: implications for EAL students
Ausdance ACT	Dance Ready with Move - Primary
Ausdance ACT	Dance Ready with Move Up - High School & College
Australian Academy of Science	Primary Connections: Managing student inquiries
Australian Academy of Science	Primary Connections: Best practice in planning using backward design
Australian Catholic University Limited	Building collaborative communities of philosophical inquiry in schools
Australian Catholic University Limited	Mentoring Pre-service Teachers
Australian Council of Health Physical Education and Recreation (ACHPER)	30th ACHPER International Conference
Australian Council of Health Physical Education and Recreation (ACHPER)	Quality Health and Physical Education Seminar
Australian Electoral Commission	Voting in your classroom
Australian Gifted Support Centre	Introduction to Educating Gifted and Talented Students.
Australian Gifted Support Centre	Bright but struggling an Introduction
Australian Gifted Support Centre	Under performing Gifted students - causes and strategies.

Organisation	Program
Australian Gifted Support Centre	Visual Spatial Thinking System of 2e learners
Australian Gifted Support Centre	Identifying and Teaching Gifted Students
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Effective Partnerships
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Practice Analysis
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Making Judgements
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Unpacking the Graduate Standards
Australian National University	Mindfulness in Schools Professional Learning Workshop
Australian Securities and Investments Commission (ASIC)	MoneySmart maths for primary teachers
Australian Securities and Investments Commission (ASIC)	Introduction to consumer and financial literacy education for Teachers
Australian Securities and Investments Commission (ASIC)	Online: Introduction to consumer and financial literacy education for Teachers
Batyr Australia Limited	batyr@school Teacher PD
Behaveability	Positive Behaviour Management. Thinking Habits. Teacher Self-Care
Behaviour Zen Pty Ltd	Teaching students with Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Emotional Regulation for Oppositional, Aggressive & Anxious Student
Behaviour Zen Pty Ltd	Assessing - Managing - Preventing - Challenging Behaviour

Organisation	Program
Behaviour Zen Pty Ltd	Teaching Students Affected By Trauma
Belconnen High	Getting started with GAFE
Belconnen High	Embedding GAFE in pedagogy
Big Picture Education	Online Project-Based Learning Course
Big Picture Education	Assessment via Exhibition Online
Black Mountain School	Curriculum for students with Intellectual disability
Black Mountain School	Augmentative and Alternative Communication
Blue Gum Community School	Blue Gum Philosophy and Practice 2017
Blue Gum Community School	Image, Context, Curriculum
Board of Senior Secondary Studies	Introduction to the Board of senior Secondary Studies
Board of Senior Secondary Studies	Executive Teachers BSSS workshop
Board of Senior Secondary Studies	Assessment and Marking Workshop (AST)
Board of Senior Secondary Studies	Principles of Assessment
Bonython Primary	Inquiring into Inquiry - Building inquiry mindsets
Brindabella Christian College	Mind Matters for Brindabella College
Burgmann Anglican School	Towards Whole School Wellbeing - An Appreciative Inquiry Summit
Burgmann Anglican School	Learning, Assessment and the Australian Curriculum

Organisation	Program
Calwell High	Positive Behaviour @ Calwell - In the Classroom
Calwell High	Using Data Effectively
Calwell High	Vision and Inspiration in the Classroom
Calwell High	Literacy in Every Classroom
Calwell High	PB@C: Dealing with behaviour in the classroom
Calwell Primary	Calwell PS - Promoting a Positive School Culture
Campbell High	Formative Assessment and Differentiation @ Campbell High
Canberra Girls' Grammar School	The Power of Chrome
Canberra Girls' Grammar School	Using G Suite for Teaching, Learning & Collaboration
Canberra Girls' Grammar School	Assessment for Learning
Canberra Girls' Grammar School	CGGS Innovation through Practice Conference 2017
Canberra Grammar School	Canberra REGGIO Network
Canberra Grammar School	Literacy Consultancy- Kerry Allen
Canberra Grammar School	Canberra Grammar School CPL Primary Program 2017
Canberra Grammar School	Focus on Formative Feedback and Improved Student Learning at Canberra Grammar School
Canberra Grammar School	Focus on Formative Feedback and Improved Student Learning
Canberra High	Theory to Practice

Organisation	Program
Canberra Mathematical Association	Hands-On Problem Solving - Further Inspiration for Maths In Your Classroom - using Student Questions
Canberra Museum and Gallery	Starting STOP.MOTION.Nolan for primary teachers
Canberra Museum and Gallery	Nolan printmaking workshop for teachers - stamp and stencil
Canberra Museum and Gallery	Unpacking THE ART BOX for Primary Teachers
Canberra Potters Society	Art Basics - Composition and Design
Cannan Consulting	Enhancing the performance and development culture in your school
Chapman Primary	KidsMatter Component 3 - Working with Parents and Carers
Chapman Primary	Inquiry Learning
Charles Weston Primary	Working with EALD learners
Clarendon Consultancies	The Classroom. The Teacher. Behaviour, Engagement. Learning Performance.
Class Cover Pty Ltd	Effective Use of Interactive Whiteboards
Commonwealth Scientific and Industrial Research Organisation (CSIRO)	An introduction to the Atlas of Living Australia
Cool Australia	Analyse the Impact of Everyday Objects 2017
Cool Australia	Teach Caring for Country Using Fire 2017
Cool Australia	Teach Indigenous Land Management Using Fire 2017
Cool Australia	Use Primary Maths to Measure Waste 2017

Organisation	Program
Cool Australia	Use Secondary Maths to Measure Waste 2017
Cool Australia	Get Creative with STEM
Covenant Christian School	The Abolition of Man: Lectures
Crackerjack Education	Knowledge Circle - Indigenous People of Australia Module
Crackerjack Education	Knowledge circle – weather seasons module
Crackerjack Education	Indigenous Knowledge Circle Training - How to Engage Australian Students in Indigenous Studies
Cranleigh School	Trauma Based Practices at Cranleigh
Cultural Facilities Corporation	Play Writing Workshop
Cultural Facilities Corporation	Theatre: Springboard for learning
Cultural Facilities Corporation	Out of the Box - Advanced Theatre-Making Techniques
Curtin Primary	Curtin....teaching matters
Curtin Primary	Focus on what matters - student and staff wellbeing
Curtin Primary	Developing differentiated curriculum using conceptual frameworks
Daramalan College	Standards, moderation and judgement in practice
Daramalan College	Teaching with Heart
Daramalan College	The Heart of Pedagogy

Organisation	Program
Daramalan College	Increasing student engagement and well-being with Positive Education
Daramalan College	Planning for thinking and learning
Daramalan College	When less is more; improving clarity and concision in writing
Dr Christopher Longhurst	Using Technology in IB mathematics
Dragonfly Consulting & Coaching Pty Ltd	Reflecting on Practice Through the Classroom Practice Continuum
Drum Effect	African Drumming Course
Duffy Primary	Duffy Primary School: Response to Intervention
EdTechTeam Pty Ltd	Farrer Primary PD days
EdTechTeam Pty Ltd	Torrens Primary PD Day
EdTechTeam Pty Ltd	Duffy Primary PD Day
EdTechTeam Pty Ltd	2017 EdTechTeam Summit featuring Google for Education
Education Cross Sector ACT	Everyone Everyday train the trainer program
Education Cross Sector ACT	Everyone Everyday - A Toolkit for Inclusion
Education Events	Sue Larkey Online Programme
Education Events	Toward a Positive Understanding of Autism Spectrum Disorder
Education Events	Making it a Success with Sue Larkey

Organisation	Program
Education Events	Understanding Autism Spectrum Disorder with Tony Attwood
Education Institute, University of Canberra	Early Learning STEM Australia (ELSA)
EduInfluencers	High Performing Teams - Flourish
EduInfluencers	High Performing Teacher - 360 Feedback
Emmaus Christian School	Health and the Australian Curriculum
Emmaus Christian School	Mind Matters/Kids Matter Component 1
English for Work	Grammar Basics Workshop
Esri Australia & SSSI (Surveying and Spatial Sciences Institute)	Let's Locate! Harnessing spatial technology in the classroom and beyond
Fadden Primary	Student Wellbeing
Forrest Primary	Transdisciplinary Learning
Forrest Primary	Forrest Primary School Data Literacy- Beyond Numbers
Fraser Primary	The Power of Inquiry
Gamarada Universal Indigenous Resources	Class Room Safety and Self Care for Teachers and Students
Gateways Education	Developing differentiated curriculum using conceptual frameworks
Gateways Education	Day 1 - Understanding Gifted Learners: Planning The Way Forward
Gateways Education	Understanding and Catering for the Needs of Highly to Profoundly Gifted Learners

Organisation	Program
Generation Next	Mental Health and Wellbeing of Young People Seminar, 2017
Gilmore Primary	Philosophy, principles and practice
Gilmore Primary	Response to Intervention: Oral language
Gilmore Primary	Our next most powerful step: Cultural Integrity in ACT Public Schools
Gold Creek School	Working with EALD Learners
Good Shepherd Primary	Spelling Strategies and Vocabulary Building
Gordon Primary	Mathematics - from assessment and evidence to learning
Gordon Primary	The Gordon Way- Pedagogy and Practice
Gowrie Primary	Gowrie Coaching and Mentoring Model
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching
Growth Coaching International Pty Ltd	Foundations of Coaching
Growth Coaching International Pty Ltd	Peer Coaching - Positive Conversations about Teaching Practice
Growth Coaching International Pty Ltd	Performance Development: Coaching the Aust Prof Stand for Teachers
Harrison School	Developing Japanese Using the Australian Curriculum
Harrison School	Planning and pedagogy for effective inquiry
Harrison School	Harrison School Social and Emotional Learning Program

Organisation	Program
Hawker Primary	Tough Conversations: Managing emotional encounters with staff or parent
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	It's Your Move: Safe Cycle for High Schools Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Safe Cycle Years 5&6 Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: It's Your Move Teacher Professional Learning
Helen Roe Coaching	Media Marketing and Teen Girls: Building Confidence and Resilience
Helen Roe Coaching	Media Marketing Literacy for Teachers of Teen Girls Online Program
Holy Spirit Primary	Cultivating Growth Mindset: a Professional Learning Community
Hughes Primary	Unpacking KidsMatter at Hughes Primary: Component 1 & 2
Hughes Primary	Essential Spelling
Human Connections	The Accidental Counsellor Training (Online)
Human Connections	The Accidental Counsellor Training (Face to Face)
i talk mental health	The 3 Rs Risk, Resilience & Recovery
i talk mental health	Teacher Wellbeing 1

Organisation	Program
i talk mental health	Anxiety & Depression
i talk mental health	"Internet Addiction" from a mental health perspective
Imagine More Ltd	Is it behavior or is it communication?
Information Technology Educators ACT	Digital Technologies Workshop - Australian Computing Academy
Information Technology Educators ACT	InTEACT Conference 2017
Information Technology Educators ACT	InTEACT Workshops 2017
Instrumental Music Program	Arts Up Front Conference 2017
International Baccalaureate - Asia Pacific	Making the PYP happen
International Baccalaureate - Asia Pacific	Category 2 PYP: The Exhibition
International Baccalaureate - Asia Pacific	Category 1 MYP: Implementing the MYP Curriculum: subject specific workshops)
International Baccalaureate - Asia Pacific	Category 1 MYP: Introductory in-school workshop - Launching the MYP
International Baccalaureate - Asia Pacific	Category 2 Diploma Programme: Subject workshops
International Baccalaureate - Asia Pacific	Diploma Programme Category 3: Subject Specific Seminars
International Baccalaureate - Asia Pacific	Category 2 PYP: Assessment
International Baccalaureate - Asia Pacific	Category 3 PYP: Inquiry
International Baccalaureate - Asia Pacific	Category 3 PYP: The Role of the Coordinator

Organisation	Program
International Baccalaureate - Asia Pacific	Category 2 PYP: Pedagogical Leadership
International Baccalaureate - Asia Pacific	Category 2 PYP: Teaching and Learning
International Baccalaureate - Asia Pacific	Category 3 MYP: Approaches to Learning/Building self-directed learners through approaches to learning
International Baccalaureate - Asia Pacific	Category 2 MYP: MYP subject-group teachers: Delivering the MYP curriculum
International Baccalaureate - Asia Pacific	Category 3 MYP: Creating Authentic Units
International Baccalaureate - Asia Pacific	Category 3 MYP: Projects
International Baccalaureate - Asia Pacific	Category 1 MYP: Implementing the MYP Curriculum - Heads of school and MYP Coordinators
International Baccalaureate - Asia Pacific	Category 1 PYP: Introduction to the IB Programme Standards for Administrators
International Baccalaureate - Asia Pacific	Category 3 Diploma Programme: Approaches to Teaching and Learning in the DP
International Baccalaureate - Asia Pacific	Category 3 PYP: Concept-based learning
International Baccalaureate - Asia Pacific	Category 3 PYP: Encouraging children's creative instincts in the classroom
International Baccalaureate - Asia Pacific	Category 1 PYP: An introduction to the PYP curriculum model
International Baccalaureate - Asia Pacific	Category 3 PYP: Reading and Writing through Inquiry
Into English Pty Ltd	Discovery Creative Writing Online Course
Italian Language School	Italian in cinema, and Italy of the cinema
James Anderson	The Growth Mindset Teacher

Organisation	Program
Jervis Bay Primary	JBS - Embedding Quality Writing into Practise
John Paul College	How Students Learn: Using Hattie's Approach to enhance JPC's Model of Learning
JP International College	Applying the Socratic Method: Teaching Critical Thinking in a classroom
Kairos Consultancy & Training	Classroom Planning for Inclusion - Working with Curriculum Frameworks
Kingsford Smith School	Writing Skills Across the Curriculum Embedding "Logonliteracy" tools.
KMEIA ACT Inc	Early Childhood Music Workshop
Kulture Break	Every Chance to Dance
Lanyon High	Google Read&Write
Lyneham High	Student Engagement and Learning
Lyneham High	A positive approach to engaging boys
Lyneham High	Empowering Students to be Creative and Resilient
Lyons Early Childhood School	Effective Spelling Strategies in a Word Conscious Classroom
Macquarie Primary	Intersections: Exploring educator identity in the 21st century (Teacher Inquiry Program Phase 4)
Majura Primary	6 + 1 writing traits
Malkara School	Music speaks beyond words
Malkara School	ABLES, AusVELS and the National Curriculum in a Specialist School

Organisation	Program
Maribyrnong Primary	Response to Intervention
Maribyrnong Primary	SEL model at Maribyrnong
Marist College	Relationships- Teachers, students and parents
Marist College	MindMatters at Marist - Modules 1 & 2
Marist College	Design & Technology in the Classroom
Mathematics Association of NSW Inc	AAMT Conference 2017: Capital Maths - Day 1
Mathematics Association of NSW Inc	AAMT Conference 2017: Capital Maths - Day 2
Mathematics Association of NSW Inc	AAMT Conference 2017: Capital Maths - Day 3
Mawson Primary	Developing differentiated curriculum using conceptual frameworks, assessment strategies and inquiry
Mawson Primary	Building Cultural Competence
Melba Copland School	Reading Comprehension Knowledge for Secondary Teachers
Merici College	United in Hope
Miles Franklin Primary	Transdisciplinary curriculum mapping using IB key concepts
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Multimedia for Language Teachers - a Joe Dale Workshop
Modern Language Teachers Association of the Australian Capital Territory Incorporated	MLTA ACT Inc. Mini-Conference: Teaching with Comprehensible Input
Modern Language Teachers Association of the Australian Capital Territory Incorporated	AFMLTA Ready?Set?Go! and Plan! Australian Curriculum: Languages Professional Learning Program

Organisation	Program
Modern Language Teachers Association of the Australian Capital Territory Incorporated	AFMLTA Ready?Set?Assess! Australian Curriculum: Languages Professional Learning Program
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Neurolinguistics and Language Learning
Mother Teresa Primary School	Inquiry Maths
Mount Stromlo High School	South Weston High School Network Day 2017
MultiLit Pty Ltd	MiniLit Professional Learning Workshop
MultiLit Pty Ltd	Macquarie Literacy Program (MacqLit) Professional Learning Workshop
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop.2
MultiLit Pty Ltd	PreLit Professional Learning Workshop (MultiLit)
MultiLit Pty Ltd	Spell-It Professional Learning Workshop (MultiLit)
MultiLit Pty Ltd	Word Attack Skills Extension Professional Learning Workshop (MultiLit)
MultiLit Pty Ltd	Measuring Student Reading Progress for Schools Professional Learning Workshop
MultiLit Pty Ltd	Positive Teaching for effective classroom behaviour management (primary schools)
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Online Course
Muse Consulting	Neuroscience and Music Education Coaching Program
Musica Viva Australia	Passion for Percussion in the Primary Classroom

Organisation	Program
Musica Viva Australia	Musica Viva presents: Teranga Live Performance Plus Professional Development
Musica Viva Australia	Doctor Stovepipe Live Performance Plus Professional Development
Musica Viva Australia	Musica Viva Teacher Forum: Storytelling Through Music
Musica Viva Australia	Building a Music Program From the Ground Up
Narrabundah Early Childhood School	Real Schools - Restorative Practice
National Institute for Christian Education	CEN Conference NSW 2017
National Rugby League	Rugby League International Games Coach (Secondary Teacher) Accreditation Workshop
National Youth Science Forum	NYSF's National Science Teachers Summer School
Ngunnawal Primary	Teaching and Learning at Ngunnawal Primary School.
Nutrition Australia ACT Incorporated	Food&ME K-6
Nutrition Australia ACT Incorporated	Food&ME - Preschool
Office of the eSafety Commissioner	Office of the eSafety Commissioner Teacher Essentials PD
OnGuard Safety Training Pty Ltd	OnGuard Safe Operating Procedures Currency - Metal
OnGuard Safety Training Pty Ltd	OnGuard Safe Operating Procedures Currency Training - Timber
OnGuard Safety Training Pty Ltd	OnGuard Safety Training - 2 hrs Update for Existing Clients
OnGuard Safety Training Pty Ltd	OnGuard Safety Training ... 3 hours training for new clients

Organisation	Program
Orana Steiner School	Deep Listening : to Ourselves, the Land & Others
Orana Steiner School	Social Emotional Learning for Students: KidsMatter Component 2 Training
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1,2 &3 Recorder
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1, 2 & 3 Technique and Improvisation.
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1,2 & 3 Pedagogy
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1,2 & 3 Vocals
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1, 2 & 3 Orchestration
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1,2 & 3 Movement
Orff Schulwerk Association of NSW Inc.	An Introduction to Orff Schulwerk and the Brown Books by Sir Richard Gill
Palmerston District Primary	Science and Sustainability
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships: Concurrent Program
Pearson Australia	High Impact Teaching Strategies for Primary Educators
Pearson Australia	Words Their Way: A Practical Classroom Approach to Word Study
Pearson Australia	Working Memory Conference
Physical Activity Foundation	Safe Cycle for years 5/6
Pip Buining	Teaching Primary Drama: Playbuilding

Organisation	Program
Pip Buining	Teaching Primary Drama: Process Drama & Creative Movement
Pip Buining	Teaching Primary Drama: The Elements & Improvisation
Pip Buining	Teaching Primary Drama: Integrating Drama Across The Curriculum
Primary English Teaching Association Australia	Contemporary Perspectives on Learning and Instruction in Spelling
Propsyach	Understanding, Treating & Managing School Refusal
Propsyach	The 2017 Mental Health in Schools Conference
QL2 Dance	'Make A Move' - Seminar 1
QL2 Dance	'Make A Move' - Seminar 2
Quality Teaching Australia	The Humble Paragraph Toolkit: paragraph writing for secondary school students
Quizling Pty Ltd	Quizzes in the Classroom - Engagement, Collaboration and Community in any classroom
Radford College	The use of data to improve student outcomes
Radford College	Positive Education in the Classroom
Radford College	Visible Learning, Data Personalising Learning and Teacher Professional Reflection
Rascality Education	Drones 101 for Teachers
Red Hill Primary	Building a Feedback Culture
Richardson Primary	Adam Voigt 2

Organisation	Program
Richardson Primary	Cooperative Learning in context
Sacred Heart Primary	KidsMatter Component 1: Positive School Environment at Sacred Heart
Sacred Heart Primary	KidsMatter Component 2
School of Education UNSW	Mini COGE
Science Educators Association for ACT (SEA ACT)	CONSEAACT 2017
Science Time Education	Inquiry Learning, Investigations, and Misconceptions
SEE-Change	Parliament of Youth on Sustainability Teacher Information Sessions
Sexual Health and Family Planning ACT	SoSAFE! User Training Program (2017 ACT)
Sounds-Write Australia	Sounds-Write - Day 3 and 4
Sounds-Write Australia	Sounds-Write Linguistic Phonics Programme: Day 1 & 2 (2017)
Southern Cross Early Childhood School	Developing an Effective Writing Program
Southern Cross Early Childhood School	Maths is not "Tricky" with Rob Vingerhoets
St Bede's Primary	Kids Matter - Component 1
St Benedict's Primary	Improving How Students Learn
St Clare of Assisi Primary	Effective Spelling Instruction
St Clare of Assisi Primary	Arithmetic Strategies

Organisation	Program
St Clare of Assisi Primary	STEM Within Inquiry
St Edmund's College	Chatz with Jatz - Teaching Digital Natives
St Edmund's College	Developing Knowledge of Data and Differentiation in relation to NSIT.
St Francis of Assisi Primary	Understanding Sacred Scripture
St Francis Xavier College	Tactical Teaching - Writing
St Francis Xavier College	Supporting our Most Vulnerable Students
St John the Apostle Primary	A whole-school approach to improving student achievement
St John the Apostle Primary	Kids Matter Component 2
St John Vianney's Primary	Schoolwide Positive Behaviour
St Mary MacKillop College	Effective Feedback for Learning
St Matthew's Primary	Collaborating on Student Achievement in Writing
St Matthew's Primary	KidsMatter Component 3.
St Monica's Primary	Kids Matter Component 4
St Thomas Aquinas Primary	Implementing Inquiry Learning
St Vincent's Primary	Visible Learning - improving how students learn
St Vincent's Primary	KidsMatter: A Whole School Approach
Stephanie Alexander Kitchen Garden Foundation	Delivering Pleasurable Food Education

Organisation	Program
Stronger Smarter Institute	Stronger Smarter Leadership Program (SSLP) 2016
Sydney Symphony Orchestra	TunEd UP!
Sydney Symphony Orchestra	ToppED-Up2017
Tactile Theory Pty Ltd	Introduction to teaching using LEGO MINDSTORMS EV3®
Tanya Young	Student Led Learning Strategies
Telopea Park School	QT Rounds facilitator Training
Telopea Park School	The AC, Inquiry, and Pedagogy for an ACT Library Scope and Sequence
Tennis ACT	Tennis for Primary Schools
Tessa Daffern	Data-driven teaching and personalised learning in spelling
The Association of Independent School of NSW	Familiarisation Stage 6 English syllabus
The Association of Independent School of NSW	Stage 6 History Familiarisation
The Association of Independent School of NSW	Data Informed Classroom Practice
The Association of Independent School of NSW	Creative approaches to Assessment in Languages in the ACT
The Association of Independent School of NSW	Differentiated Classroom Practice K - 10
The Association of Independent School of NSW	Making Assessment Count
The Australian School of Contemporary Chinese (ASCC)	Enhancing Chinese Teaching and Learning with Technology
The Dynamic Learning Group	Behaviour Management for Beginning Teachers ACT

Organisation	Program
The Ian Potter Foundation Technology Learning Centre	Questacon's Pilot Primary STEM Program – Part One
The Ian Potter Foundation Technology Learning Centre	Questacon Pilot Primary STEM Program - Part Two
The Ian Potter Foundation Technology Learning Centre	Questacon trial Primary Engineering program
The Ian Potter Foundation Technology Learning Centre	Questacon's Pilot Primary STEM Program – Part Three
The Shepherd Centre	An Introduction to Hearing Loss
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	Uncurling the Cochlea
The Shepherd Centre	Let's Speak About Speech
The Shepherd Centre	Back On Track: How do we measure and address rates of progress in children with hearing loss
The Shepherd Centre	Unpacking the Challenges
The Shepherd Centre	Bouncing with the Babies: Setting our babies with hearing loss on paths for optimal success
The Shepherd Centre	Confident Kids_ Enhancing social skills in children with HL, from infancy including school age
Torrens Primary	Advanced Assessment Workshop
Trinity Christian School	Mind Matters for Trinity Christian School
Trinity Christian School	Mind Matters For Trinity Christian School Part 2
Trinity Christian School	Kids Matter Primary

Organisation	Program
Trinity Christian School	Worldviews and Culture in Education Contexts
TTA	Autism Awareness and Strategies for the Educational Environment
TTA	Synthetic Phonics Fast and Fun
TTA	Sustainable Energy an unbiased Review of Options
Turner School	Building Learning Assets and Dispositions into your classroom
Turner School	Education Revolution:Having impact with technology in the 21st Century
University of Canberra High School Kaleen	Growth Mindset
UNSW School of Mathematics and Statistics	Archimedes and the Law of the Lever (2017)
UNSW School of Mathematics and Statistics	Curves from Apollonius to Bezier (2017)
UNSW School of Mathematics and Statistics	Population Growth and the Logistic Curve (2017)
UNSW School of Mathematics and Statistics	Primes, Modular Arithmetic and RSA Encryption (2017)
UNSW School of Mathematics and Statistics	Conditional Probability
Wanniassa School	Influence and Inspire Module 1 & 2
Wanniassa School	Taking Visible Learning Research Meta analyses to Classroom Practice
Wanniassa School	Influence and Inspire Modules 3 and 4
Wanniassa School	Influence and Inspire Modules 5 and 6

Organisation	Program
Yarralumla Primary	PBL and the Australian Curriculum
Yarralumla Primary	GAFE Tools for Language Classroom
Zart	Book Week 2017
Zart	Master & elements of art -Inspired by Van Gogh

Board of Senior Secondary Studies Annual Report 2017-18

SECTION B: PERFORMANCE REPORTING

B.1 Organisational Overview

The Board of Senior Secondary Studies (the Board) was established in 1991 and the *Board of Senior Secondary Studies Act 1997* (the BSSS Act) was enacted in January 1998.

The key functions of the Board are to:

- > provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements and vocational certificates
- > maintain the credibility and acceptance of courses through a regular accreditation program
- > monitor and support the validity of assessment in years 11 and 12
- > improve the comparability of standards across ACT and overseas schools through moderation procedures
- > gain the widest possible recognition for the credentials awarded by the Board
- > service the information needs of the community.

The Board is committed to:

- > a general education of high standards providing equal opportunity for all students to the end of year 12
- > choice of courses for students supported by expert advice
- > senior secondary college responsibility for course development
- > senior secondary college responsibility for the assessment of its students
- > shared responsibility for education
- > open access to information.

Twenty five ACT colleges and seven schools located in Fiji, Indonesia, Papua New Guinea and China are delivering courses certificated by the Board. These schools are listed in Appendix B. Students from the Australian Curriculum Centre, Shanghai, China received ACT Senior Secondary Certificates for the first time in December 2017.

The Board's goal is to provide a high quality curriculum, assessment and certification system that supports:

- > all young adults to achieve an ACT Senior Secondary Certificate or equivalent vocational qualification
- > high levels of achievement in literacy and numeracy
- > improving educational outcomes for disadvantaged students

- > effective transitions from school to post-school pathways.

In 2016 the Board developed a new Strategic Plan to guide its activities for the period 2017-2021. Work on several aspects of the plan commenced in 2017.

The plan differs from previous plans in three major respects. Firstly, the aims of the new plan are strategic in nature as opposed to previous plans which have been mainly operational. Secondly, the plan is the first BSSS Strategic Plan to be made available to the wider community in a publication format on the BSSS web site and on social media. Finally, the plan will run over five years rather than three as has been the case with previous plans. This allows for longer term strategic objectives to be addressed.

The key focus areas of the plan are:

- > Community engagement – Working collaboratively with community groups to identify, address or discuss issues that impact the well-being of students
- > Tertiary partnerships – establishing collaborative partnerships with the Australian tertiary sector who share common goals, knowledge and resources
- > Digital assessment – innovating in the adoption of the methods or tools that educators use to evaluate, measure and document academic readiness, learning progress and skill acquisition of students
- > Quality assurance – maintaining a desired level of quality in all programs, products and services delivered by the BSSS
- > Global education – integrating multiple dimensions, perspectives and citizenships into the BSSS senior secondary system
- > Sustainability – Bringing an entrepreneurial mindset to governance, programs and financial planning to ensure long term relevance, sustainability and economic viability.

Key focus areas over the next year will be based on the Board's latest Strategic Plan.

Rosemary Follett AO completed her second three year term as Board Chair in December 2017. In June 2018, after an open selection process, the Minister for Education appointed Roberta McRae OAM as the new Board Chair. Roberta currently holds the position of Director, Graduate Diploma of Legal Practice (GDLP) in the School of Legal Practice, ANU.

Roberta has a distinguished record of public service as highlighted by her Order of Australia Medal for contribution to migrant services, her work as a volunteer for Legal Aid ACT, consultancy in the national context for the Department of Health and Aged Care across a range of health training programs, distribution initiatives for computer technologies all over Australia through Commonwealth and State Government Departments and Agencies, and broad experience across a range of Ministerial appointments. Roberta also served as a member of the ACT Legislative Assembly with distinction.

In 2017, the Board established an Innovation Committee with the following terms of reference.

- > To advise the Board on the implementation of the Board's Strategic Plan
- > To recommend to the Board additions to the Strategic Plan
- > To advise the Board of innovative practices in senior secondary education in other jurisdictions and internationally
- > To provide the Board with an Annual Report.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Tuesday 12 December 2017 for distribution to ACT students. Over 10,000 certificates were produced by the Board for students in year 12 and over 500 vocational qualifications were issued for students in year 10.

Internal Accountability

BOARD MEMBERSHIP

The BSSS Act (s8) creates a board with a broad membership of 15 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education for a period of up to three years. Members can be reappointed if they are eligible. Four new members were appointed to the Board and one member was reappointed.

Table BSSS 1: Board membership as at 1 July 2017

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2017
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2017	3/3
Ms Anita Wesney	Canberra Institute of Technology	16 July 2016	31 July 2019	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
Professor Royston Gustavson	Australian National University	31 July 2015	31 December 2017	1/3
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	2/3
Dr Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	2/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	3/3
Mr Peter Clayden	ACT Branch, Australian Education Union	28 November 2017	27 November 2020	1/1
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	1/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	3/3
Mr Hugh Boulter	Association of Parents & Friends of ACT Schools ACT	16 July 2016	31 July 2019	2/3
Mr Adam Miller	Council of Parents & Citizens Associations	28 November 2017	27 November 2020	0/1
Mr John Nott	Business and Industry organisations' representative in the ACT	16 July 2016	31 July 2019	2/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	2/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	1 October 2015	Ongoing	1/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2017.

Table BSSS 2: Board membership as at 30 June 2018

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2018
Ms Roberta McRae OAM	Chair	5 June 2018	4 June 2021	0/1
Ms Anita Wesney	Canberra Institute of Technology	16 July 2016	31 July 2019	3/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
Professor Royston Gustavson	Australian National University	31 July 2015	8 March 2021	1/2
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	2/3
Dr Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	3/3
Mrs Fiona Godfrey	Association of Independent Schools	9 March 2018	8 March 2021	0/2
Mr Peter Clayden	ACT Branch, Australian Education Union	28 November 2017	27 November 2020	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	1/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	3/3
Mr Hugh Boulter	Association of Parents & Friends of ACT Schools	16 July 2016	31 July 2019	3/3
Mr Adam Miller	Council of Parents & Citizens Associations	28 November 2017	27 November 2020	1/3
Mr John Nott	Business and Industry representative organisations in the ACT	16 July 2016	31 July 2019	0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	2/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	1 October 2015	Ongoing	2/3

The above Board has met on three occasions from January to June 2018.

REMUNERATION FOR BOARD MEMBERS

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal. The Chair's remuneration was reviewed in 2017 by the ACT Remuneration Tribunal and as a result was increased from \$18,655 to \$28,655 per annum.

RISK ASSESSMENT AND MANAGEMENT

The Board operates under an MOU with the Education Directorate. The Office of the Board is a section within the Directorate. The Office of the Board provides support to the Board on policy, procedures and innovations. Under the MOU the Directorate includes the Office of the Board and its activities within its Risk Assessment and Management Framework and consults with the Board Chair as appropriate. The Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates.

ETHICAL STANDARDS

Prior to appointment, Board members are provided with the *Bowen Code of Conduct* as a guide to ethical behaviour. Members sign a declaration that they have read and agree to observe the principles of the code, and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *ACT Public Sector Management Act 1994*.

RESOURCES AVAILABLE

Board members have access to staff at the Board Secretariat if they require assistance or advice to carry out their duties.

STANDING COMMITTEES

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below; membership is for 2017 and 2018.

Table BSSS 3: Board Standing Committees and their roles

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum matters and overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Vocational Education and Training Committee	To advise the Board on vocational education and training issues, particularly those relating to national agreements and post-school linkages with the VET sector; and to provide advice on VET initiatives for secondary education.
Innovations Committee	To advise the Board on the implementation of the Board's Strategic Plan, and innovative practices in senior secondary education in other jurisdictions and internationally.
Accreditation Panels	To advise the Board on the accreditation and registration of year 11-12 courses, which have been developed by teachers, industry and business groups, tertiary institutions and other organisations.

Table BSSS 4: Board Sub-Committees that operated in 2017

Curriculum Advisory Committee 2017	
Mrs Kerrie Grundy	Chair
Ms Susan Barton Johnson	Education Directorate
Ms Melissa Planten	ACT Principals' Association
Mrs Sandra Darley	Catholic Education Office

Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Linda Fleming - Resigned	Association of Parents & Friends of ACT Schools
Ms Xiaoyan Lu	ACT Council of Parents & Citizens Associations
Mr Andrew Pike	Canberra Business Chamber
Professor Geoffrey Riordan	University of Canberra

Assessment & Certification Committee 2017

Ms Rita Daniels	Chair
Mr Ken Gordon	Education Directorate
Mr Gerard Barrett	ACT Principals' Association
Mrs Loretta Wholley	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Melissa Hankinson - Resigned	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member

Vocational Education & Training Committee 2017

Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Commission
TBA	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Kelly Aldred	Canberra Institute of Technology
TBA	ACT Trades and Labour Council
Mr Robert Hartley	Canberra Business Chamber
N/A - Association disbanded	ACT Teachers in Vocational Education Association
Mr Michael Mahar - Resigned	Education Directorate
Mr Adam Miller - Resigned	ACT Council of Parents & Citizens Associations

Table BSSS 5: Board Sub-Committees that operated in 2018

Curriculum Advisory Committee 2018

Mrs Kerrie Grundy	Chair
Ms Susan Barton Johnson	Education Directorate
Mr David Briggs	ACT Principals' Association
Ms Maria O'Donnell	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Jennifer Rickard	Association of Parents & Friends of ACT Schools

Curriculum Advisory Committee 2018

Ms Bonnie Roppola	ACT Council of Parents & Citizens Associations
TBA	Canberra Business Chamber
Dr Bernard Brown	University of Canberra

Assessment & Certification Committee 2018

Mr Peter Clayden	Chair
Mr Ken Gordon	Education Directorate
Mr John Alston-Campbell	ACT Principals' Association
Ms Rachel Francis-Davies	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Crystal Cox	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member

Vocational Education & Training Committee 2018

Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Commission
Ms Joanne Garrison	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Shari Madden	Canberra Institute of Technology
TBA	ACT Trades and Labour Council
TBA	Canberra Business Chamber
N/A - Association disbanded	ACT Teachers in Vocational Education Association
Ms Louise Selles	Education Directorate
Ms Jennifer Rickard	Associations of Parents & Friends of ACT Schools

Innovations Committee 2018

Dr Royston Gustavson and Ms Louise Mayo	Co-Chairs
Mr Stephen Gwilliam	ACT Education Directorate
Mr Andy Mison	ACT Principals' Association
Mrs Catherine Rey	Catholic Education Office
Ms Kath Morwitch	Association of Independent Schools of the ACT
Dr Duncan Driver	A local university
TBA	Business and industry organisation
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Alice Cahill	Catholic School Parents Council

Innovations Committee 2018

Ms Terri Reichman	ACT Council of Parents and Citizens Associations
Mr John Stenhouse	Co-opted member

Table BSSS 6: Accreditation Panels 2017-18

Accreditation Panel	Panel Chair	School
Health, Outdoor & Physical Education	Ms Jenny Hall	Canberra Girls Grammar School
Integrated Studies	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies
Politics	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies
General Science	Ms Jane O'Brien	Canberra Girls Grammar School
Philosophy	Mr Murray Chisholm	Canberra College
Industry Trades & Technology	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies
Business Services	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies

BOARD SECRETARIAT

The Board Secretariat is managed by the Executive Director of the Board and consists of 10 other staff; six teachers and four administrative officers, all employed through the Directorate. The Executive Director reports to the Board on its legislated functions and to the Directorate on ministerial, financial, audit, human resource and other corporate functions.

B.2 Performance Analysis**AN INFORMED AND EFFECTIVE RESPONSE TO INTERNATIONAL, NATIONAL AND LOCAL INITIATIVES**

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in curriculum development and surveys, consultation and membership of national working parties. The Board has made contributions to the Consultation on the Transparency of Higher Education Admissions Processes, the Australian Curriculum, Assessment and Reporting Authority (ACARA) Review of Senior Secondary Outcomes, the National Centre for Vocational Education Research (NCVER) Review of Unique Record Identifiers, the Australasian ATAR Technical Group, the NSW/ACT Universities Admissions Centre's Technical Committee on Scaling, the Review of the NSW/ACT meshing processes for the Australian Tertiary Admission Rank (ATAR), the national International Baccalaureate/ATAR conversion process and the Australasian Curriculum, Assessment and Certification Authorities' research partnership with the University of Melbourne to investigate the benefits of Vocational Education to students after completion of secondary education.

In 2015, the Office of the Board (OBSSS) assumed responsibility for the leadership for the Australasian Curriculum, Assessment and Certification Authorities (ACACA) when the ACT BSSS Executive Director was appointed as the Chair of ACACA and the Technical Advisor assumed responsibility for secretariat services to ACACA. ACACA is a high level forum composed of the Chief Executives of Australian and New Zealand Boards of Studies, the Chief Executive of ACARA and a representative from the Commonwealth Department of Education. The Office of the Board continued to occupy this national role throughout 2016 and 2017 before handing over responsibility for 2018 and 2019 to the Victorian Curriculum and Assessment Authority.

A HIGH quality, high equity curriculum, assessment and certification system that CATERS FOR ALL STUDENTS

In 2017-18, the *Shape of ACT Board of Senior Secondary Studies Curriculum frameworks* was endorsed by the Board. This paper outlines a conceptual model for organising frameworks and provision for development of discipline-based courses and increase the senior secondary system's capacity to develop integrated or interdisciplinary courses.

In order to develop quality courses that provide authentic pathways and grow the senior secondary systems capacity to be at the cutting edge of pedagogy and curriculum, partnerships were established with local universities in order to inform curriculum directions and pathways for students in a number of learning areas.

Fourteen courses were approved for delivery to year 11-12 students. Eleven were redeveloped and three are new areas for study. Courses developed include Physical Education Studies, Sports Development, Outdoor & Environmental Education and Exercise Science, Sport, Recreation and Leadership, Philosophy, Automotive Technology, Business Services, Flight, Forestry, Furniture Making and Australian & Global Politics. During this year the BSSS approved innovative courses that expand the opportunities for learning within contemporary educational directions. New courses were written in Health & Wellbeing Studies, Integrated Science and Interdisciplinary Inquiry Project. All curriculum documents were mindful of global education integrating multiple dimensions, perspectives and citizenships which aligns with our strategic plan.

The process and criteria for accrediting quality courses was reviewed and updated to include current indicators of quality curriculum. Courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community, who provide advice on accreditation to the Board. A list of the panels that met to consider courses in 2017-18 is included at Table BSSS 6.

The Language Eligibility Criteria was reviewed and updated to provide guidelines on the appropriate placement of students in language courses.

The Board has continued its commitment to Vocational Education for senior secondary students. In 2018, the Board joined with all other national jurisdictions in partnering with the University of Melbourne in a research project designed to examine the wider benefits of vocational studies during the final two years of secondary education. This ambitious project will track individual students from year 12 and through their future pathways for a numbers of years to ascertain the contribution that vocational studies have made to their progress in life after school.

Funding was gained in the ACT Government Budget 2016–2017 for the upgrading of the course moderation database within the BSSS certification database (ACS). Work commenced on this project in October 2016 and was completed in time for the second Moderation Day in August 2017. The upgrade enables the Office of the Board and colleges to analyse longitudinal data on the quality assurance of their grades in courses delivered.

The upgrade of the course moderation database has been well received by teachers. On Moderation Day 2, 2017, 94 percent of teachers surveyed found it easy to use. On Moderation Day 1, 2018, this figure moved up to 95.6 percent of teachers surveyed as improvements had been made. Moderation Day provides valuable conversations for teachers about assessments. In 2017, 76 percent of teachers agreed that it was a positive professional development experience. This rose to 81 percent on Moderation Day 1 of 2018. Further Teacher Quality Institute (TQI) accredited training in assessment for the subject group leaders has been implemented this year and this has been received positively by all involved.

The Board has continued its focus on the enhancement of assessment in colleges. Feedback on the quality and effectiveness of school-based assessment and consistency in the application of grade achievement standards has continued to be provided to colleges through system wide moderation. Over 1,000 senior secondary teachers from the ACT and overseas participated in each of the Moderation days in August 2017 and March 2018.

The Australian Curriculum Centre, based at Shanghai Paddington Bilingual School, commenced operation in February 2017 after gaining Board approval in December 2016. The first graduating cohort all gained entry to Australian universities. The Board is working closely with Austrade in China to identify other schools who may be interested in delivering the ACT Senior Secondary Certificate.

In August 2014, the Review of Certification committee recommended to the Board that the Assessment and Certification Committee (ACC) explore online, adaptive literacy and numeracy testing developed with a view to:

- a. implementing online, adaptive literacy and numeracy testing in the ACT for years 10 to 12
- b. deciding on how and to what extent students' literacy and numeracy attainment could be reported on the ACT Senior Secondary Certificate
- c. determining how students who do not meet the requisite level of literacy/numeracy can gain the necessary support to do so.

In the Strategic Plan 2017–2021, the Board has made a commitment to introduce online literacy and numeracy testing by 2020. After extensive trials of the Western Australian Online Literacy and Numeracy Assessment OLNA during 2015 and 2016, discussions were held the Western Australian School Curriculum and Standards Authority (SCSA) in 2017 and 2018 with regard to the possibility of a partnership between the ACT and WA. The possibility of a partnership with the New South Wales Education Standards Authority (NESA) has also been explored.

As part of its Strategic Plan, the Board intends to deliver the Writing Task component of the ACT Scaling Test online. Three colleges were involved in an online trial of the Writing Task in 2017 and further trials are planned for 2018. Students were surveyed at the conclusion of the trial and strongly supported the Board's plan to deliver the Writing Task online.

YEAR 12 OUTCOMES 2017

In 2017, 4,683 students met the requirements for an ACT Senior Secondary Certificate. This included 4,550 students enrolled in ACT colleges, including CIT Pathways College, and 133 students enrolled in overseas colleges. In the ACT, this represented 90.7 percent of year 12 students compared with 91.2 percent in 2016.

Of the Senior Secondary Certificate receivers 2,907 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,815 students enrolled in ACT colleges and 92 students enrolled in overseas colleges.

One hundred and fifty seven students (76 females, 81 males) from 20 colleges completed an H course through the Australian National University Secondary College Program in 2017.

Table BSSS 7: H courses studied by graduating students in 2017

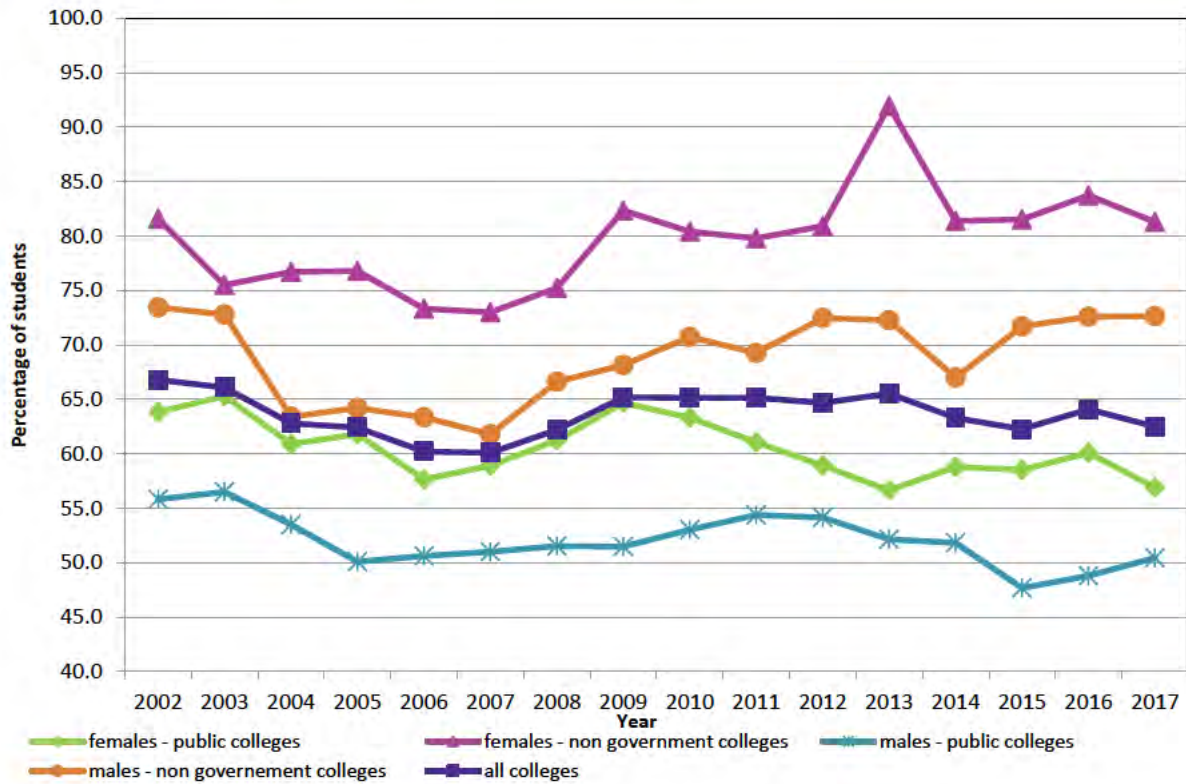
Number of Students	Course Title
14	ADVANCED CLASSICAL MUSIC - ANU
5	ADVANCED JAPANESE - ANU
12	ADVANCED JAZZ MUSIC - ANU
7	ASTROPHYSICS - ANU
19	BIODIVERSITY - ANU
27	CHEMISTRY - ANU
3	CONTINUING CHINESE - ANU
18	CONTINUING JAPANESE - ANU
24	DISCOVERING ENGINEERING - ANU
7	PERFORMING INDONESIAN - ANU
10	PHYSICS - ANU

One hundred and ten students (70 percent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Senior Secondary Certificate, students are required to study a minimum of 17 standard units, which form at least four accredited courses from three different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2017, 75.7 percent of Senior Secondary Certificate receivers (Standard Package) completed 20 or more standard units and 79 percent of Senior Secondary Certificate receivers completed five or more accredited courses from different course areas. These percentages have increased since 2016.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2002 to 2017. In 2017, 62.1 percent of ACT students receiving a Senior Secondary Certificate also received a TES. This is lower than in 2016 when it was 64.1 percent.

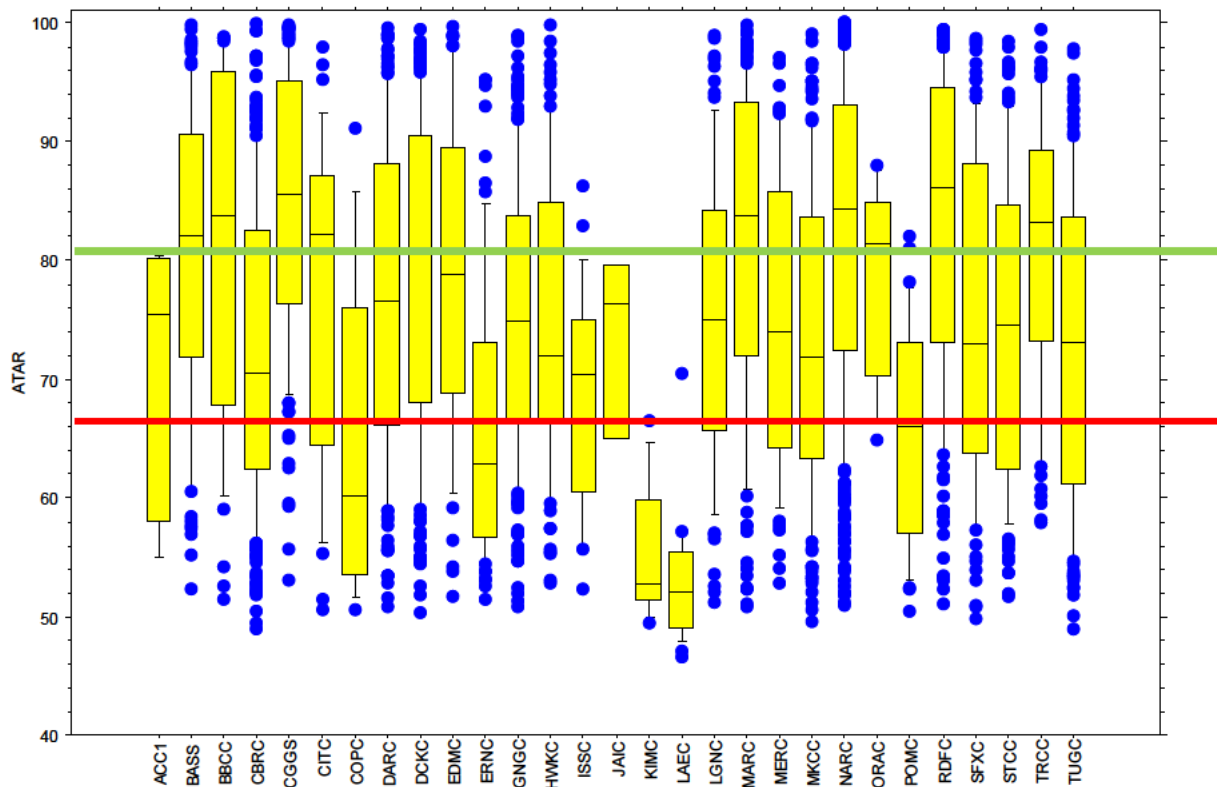
Figure BSSS 1: Percentage of ACT Senior Secondary Certificate Receivers who achieved a Tertiary Entrance Statement 2002-2017



Source: ACT Board of Senior Secondary Studies

Note: From 2006 students classified as Mature Age are included in the data.

Figure BSSS 2: Range of ATARs across colleges for 2017



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges are listed in Appendix B.
2. The central line in the box represents the median ATAR.
3. The block indicates the spread of 50 percent of the scores.
4. The single vertical line indicates the spread of the next 15 percent of scores.
5. Circles represent individual results in the top and bottom ten percent of ATARs.

The horizontal lines show an ATAR of 80 (green) and an ATAR of 65 (Red).

Of students in the ACT who achieved an ATAR, 76 percent achieved an ATAR of 65 or more.

The following table gives the percentage of Senior Secondary Certificate and TES receivers who completed an accredited course in the nominated areas.

Table BSSS 8: Selected courses on Senior Secondary Certificates and Tertiary Entrance Statements, 2016 and 2017

Course Area	Percentage of ACT Senior Secondary Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2017	2016	2017	2016
English/English as a second language (ESL)	100	100	100	100
Mathematics	93.2	92.0	95	94.8
Information Technology	10.3	9.5	11	9.7
Sciences	43.5	44.2	56	57.9
History	14.1	13.5	17	18.8
Languages	16.0	15.1	22	19.9

Source: ACT Board of Senior Secondary Studies

Whilst the minimum number of courses from different course areas required for an ACT Tertiary Entrance Statement is two T and/or H courses, 65.3 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is a decrease of 1.3 percent from the 2016 cohort.

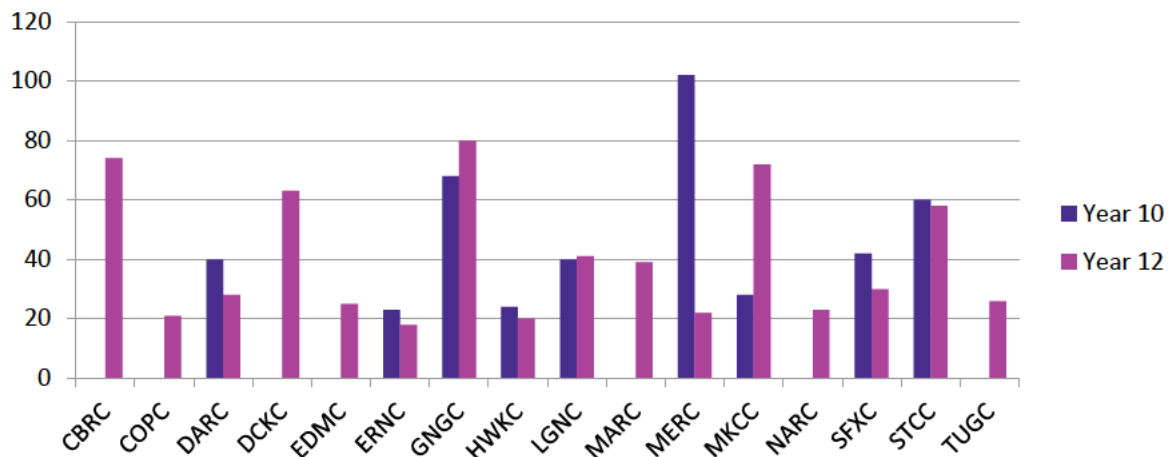
A course from the English course area is now compulsory for graduating students in the ACT. For Mathematics, 93.2 percent of ACT Senior Secondary Certificate receivers and 95 percent of TES receivers completed courses.

The Board recognises on a student's Senior Secondary Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2017, 957 students received such recognition for Sport and Recreation, 710 students received recognition for Community Service, 255 students received recognition for Cultural Studies and 1,077 students participated in Work Exploration (Work Experience).

The Board issues Vocational Certificates to years 10 and 12 students who have completed vocational qualifications through college based Registered Training Organisations (RTOs). In 2017, this included 520 year 10 students and 1,213 year 12 students. Of these students, 12 completed an Australian School-based Apprenticeship with their college as the RTO. In 2017, an additional 2,324 students received recognition on their Senior Secondary Certificate for undertaking an Australian School Based Apprenticeship or Traineeship with an RTO other than their home college.

The following figure displays the number of students receiving vocational certificates issued by the Board for each RTO by year level in 2017. It should be noted that students may have received more than one vocational Certificate.

Figure BSSS 3: number of students receiving vocational certificates, 2017 by college and year level



In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Senior Secondary Certificate. In 2017, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Senior Secondary Certificate as an E course. In 2017, 301 students were awarded an E course. The E courses were in the areas of Business, Beauty Training, Early Childhood and Companion Animal Services.

For more information contact:

The Executive Director
 ACT Board of Senior Secondary Studies
 GPO Box 158
 CANBERRA ACT 2601
 (02) 620 57181
bsss.enquiries@act.gov.au
<http://www.bsss.act.gov.au>

Appendix A: Sections not covered elsewhere in this report

Section	Reporting
B.3 Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2017-18.
B.4 Risk Management	Covered within Directorate report. See section B.4 in that report.
B.5 Internal Audit	Covered within Directorate report. See section B.5 in that report.
B.6 Fraud Prevention	Covered within Directorate report. See section B.6 in that report.
B.7 Work Health and Safety	Covered within Directorate report. See section B.7 in that report.
B.8 Human Resources Management	Covered within Directorate report. See section B.8 in that report.
B.9 Ecologically Sustainable Development	Covered within Directorate report. See section B.9 in that report.
C.1 Financial Management Analysis	Covered within Directorate report. See section C.1 in that report.
C.2 Financial Statements	Covered within Directorate report. See section C.2 in that report.
C.3 Capital Works	Covered within Directorate report. See section C.3 in that report.
C.4 Asset Management	Covered within Directorate report. See section C.4 in that report.
C.5 Government Contracting	Covered within Directorate report. See section C.5 in that report.
C.6 Statement of Performance	Covered within Directorate report. See section C.6 in that report.
I Ministerial and Director General Directions	There have been no directions to the Board

Appendix B: Institutions delivering Board certificated courses

Public colleges	Code
Canberra College	CBRC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
Lake Tuggeranong College	TUGC
Melba Copland Secondary School	COPC
Narrabundah College	NARC
The Woden School	WODS
University of Canberra Senior Secondary College Lake Ginninderra	LGNC
Non-Government colleges	Code
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls Grammar School	CGGS
Daramalan College	DARC
Marist College Canberra	MARC
Merici College	MERC
Orana Steiner School	ORAC
Radford College	RDFC
St Clare's College	STCC
St Edmund's College	EDMC
St Francis Xavier College	SFXC
St Mary MacKillop College	MKCC
St John Paul II College	SJPC
Trinity Christian School	TRCC
Other ACT institutions	Code
CIT Pathways College	CITC
Australian National University (ANU) Extension Program	ANUC
International schools	Code
Australian Curriculum Centre, Shanghai, China	ACC1
Sekolah Cita Buana, Indonesia	CBJC
Australian International School, Indonesia	JAIC

International schools	Code
Port Moresby International School, Papua New Guinea	POMC
Kimbe International School, Papua New Guinea	KIMC
Lae International School, Papua New Guinea	LAEC
International School Suva, Fiji	ISSC

Private Providers	Code
Canberra Academy of Languages	CALC
Spanish Language and Culture Program in Australia	SPAC
The Australian School of Contemporary Chinese	ASCC

APPENDICES

Appendix 1: Compliance Statement

The ACT Education Directorate Annual Report 2017-18 must comply with the *2017 Annual Report (Government Agencies) Notice 2017* (the Directions). The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under the five Parts of the Directions, that are applicable to the Education Directorate and the location of information that satisfies these requirements.

PART 1 DIRECTIONS OVERVIEW

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The 2017-18 Education Directorate Annual Report complies with all subsections of Part 1 under the Directions.

In compliance with section 13 Feedback, Part 1 of the Directions, contact details for the Education Directorate are provided within the 2017-18 Education Directorate Annual Report to provide readers with the opportunity to provide feedback.

PART 2 DIRECTORATE AND PUBLIC SECTOR BODY ANNUAL REPORT REQUIREMENTS

The requirements within Part 2 of the Directions are mandatory for all directorates and public sector bodies and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the 2017-18 Education Directorate Annual Report as follows:

- > A. Transmittal Certificate, page 5;
- > B. Organisational Overview and Performance, inclusive of all subsections, page 6; and
- > C. Financial Management Reporting, inclusive of all subsections, page 136.

PART 3 REPORTING BY EXCEPTION

The Education Directorate has nil information to report by exception under Part 3 of the Directions for the 2017-18 reporting period.

PART 4 DIRECTORATE AND PUBLIC SECTOR BODY SPECIFIC ANNUAL REPORT REQUIREMENTS

The following subsections of Part 4 of the Directions are applicable to the Education Directorate and can be found within the 2017-18 Education Directorate Annual Report:

- > F1. Investigation of Complaints, page 253; and
- > I. Ministerial and Director-General Directions, page 256.

PART 5 WHOLE OF GOVERNMENT ANNUAL REPORTING

All subsections of Part 5 of the Directions apply to the Education Directorate. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- > N. Community Engagement and Support, see the annual report of the Chief Minister, Treasury and Economic Development Directorate;
- > O. Justice and Community Safety, including all subsections O.1 – O.4, see the annual report of the Justice and Community Safety Directorate;
- > P. Public Sector Standard and Workforce Profile, including all subsections P.1 – P.3, see the annual State of the Service Report; and
- > Q. Territory Records, see the annual report of the Chief Minister, Treasury and Economic Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:

http://www.cmd.act.gov.au/open_government/report/annual_reports

As required by Australian Auditing Standards, the ACT Audit Office checks financial statements included in annual reports (and information accompanying financial statements) for consistency with previously audited financial statements. This includes checking the consistency of statements of performance with those statements previously reviewed (where a statement of performance is required by legislation).

Appendix 2: List of Tables

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Appendix 4: Abbreviations and Acronyms

AASB	Australian Accounting Standards Board
ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACC	Assessment and Certification Committee
ACER	Australian Council for Educational Research
ACSF	Australian Core Skills Framework
ACT	Australian Capital Territory
ACTPS	ACT Public Service
AEDC	Australian Early Development Census
AEU	Australian Education Union
AITSL	Australian Institute for Teaching and School Leadership
ANU	Australian National University
AO	Officer of the Order of Australia
Apps	Applications (as in Google Apps)
ARIns	Attraction Retention Incentives
ATAR	Australian Tertiary Admissions Rank
ATO	Australian Taxation Office
AWA	Australian Workplace Agreement
BMS	Building Management System
BSSS	Board of Senior Secondary Studies
CECA	Children's Education and Care Assurance
CIT	Canberra Institute of Technology
CMTEDD	Chief Minister, Treasury and Economic Development Directorate
CO ₂	Carbon Dioxide
COAG	Council of Australian Governments
COPE	Commonwealth Own Purpose Payments
CRM	Customer Relationship Management
CSC	Commonwealth Superannuation Corporation
CSD	Community Services Directorate
CSS	Commonwealth Superannuation Scheme
CUP	Capital Upgrade Programmed Works

DCM	Design Construct Maintain
EA	Enterprise Agreement
EAL/D	English as an Additional Language or Dialect
EAP	Employee Assistance Program
ESL	English as a Second Language
ESO	Education Support Office
FACE	Fellow of the Australian College of Educators
FACEL	Fellow of the Australian College of Educational Leaders
FIFA	Fédération Internationale de Football Association
FiT	Feed in Tariff
FMA	Financial Management Act
FOI	Freedom of information
FOE	Future of Education
FTE	Full-time equivalent
GFA	Gross Floor Area
GHG	Greenhouse gas
GPO	Government Payments for Outputs
GPRS	General Packet Radio Service
GST	Goods and Services Tax
HAAS	Health Access At School Program
HALT	Highly Accomplished and Lead Teacher
HMSMP	Hazardous Materials Survey Management Plans
HSR	Health and Safety Representative
HSW	Health, Safety and Wellbeing Team
HVAC	Heating, Ventilation and Cooling
ICT	Information and communication technology
ILP	Individual Learning Plan
ITE	Initial Teacher Education
ITI	Interstate Transfer Index
K-10	Kindergarten to year 10
KMP	Key Management Personnel
kW	kilowatt
kWh	kilowatt hour
LED	Light-emitting diode

Maze	School Administration System
MLA	Member for the Legislative Assembly
MJ	Megajoules
MOU	Memorandum of Understanding
MSD	Musculoskeletal Disorders
MWh	Megawatt hour
N/A	Not applicable
NAPLAN	National Assessment Program - Literacy and Numeracy
NAP-CC	National Assessment Program – Civics and Citizenship
NDIA	National Disability Insurance Agency
NDIS	National Disability Insurance Scheme
NERA	National Education Reform Agreement
NMS	National Minimum Standard
N.P.	Not for publication
NPUAECE	National Partnership for Universal Access to Early Childhood Education
NQF	National Quality Framework
NQS	National Quality Standard
NSET	Network Student Engagement Team
OAM	Medal of the Order of Australia
OBSSS	Office of the Board of of Senior Secondary Studies
OLNA	Online Literacy and Numeracy Assessment
P-6, P-10	Preschool to year 6, Preschool to year 10
PANLs	Principals as Numeracy Leaders
PAP	Principal's Authorised Person
PCIS	Personal Care in School
PL	Professional Learning
PIPS	Performance Indicators in Primary Schools
PSM	Public Sector Management/Public Service Medal
PSSAP	Public Sector Superannuation Accumulation Plan (Public Sector Superannuation Scheme)
RAP	Reconciliation Action Plan
RCS	Reportable Conduct Scheme
RED	Respect, Equity and Diversity
REOI	Request for Expression of Interest
RiskMan	ACT Public Sector Work Injury Reporting online reporting system

RMP	Resource Management Plan
RoGS	Report on Government Services
RTO	Registered training organisation
R-Units	Registered Units
SAMP	Strategic Asset Management Plan
SAS	School Administration System
SCSA	West Australian School Curriculum and Standards Authority
SDT	School Data Tool
SEAs	Special Employment Arrangements
SERBIR	Senior Executives Responsible for Business Integrity Risk
SET	Senior Executive Team
SFI	Student Family education and occupation Index
SLC	Executive Teacher (School Leader C)
SNT	Special Needs Transport
SOA	Schools Operational Allocation
SRA	Student Resource Allocation
SS	Shared Services
STEM	Science, Technology, Engineering and Mathematics
TCCS	Transport Canberra and City Services Directorate
tCO ₂ -e	Tonnes of carbon dioxide emissions
TEMAG	Teacher Education Ministerial Advisory Group
TES	Tertiary Entrance Statement
TQI	Teacher Quality Institute
UC	University of Canberra
VET	Vocational Education and Training
VOIP	Voice Over Internet Protocol
WCAG	Web Content Accessibility Guidelines
WCU	Worker Consultation Units
WhoG	Whole of Government
WHS	Work Health and Safety
WwVP	Working with Vulnerable People

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EDUCATION DIRECTORATE

STATEMENT OF PERFORMANCE

For the Year Ended June 2018

**Education Directorate
Statement of Performance
For the Year Ended 30 June 2018**

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate for the year ended 30 June 2018 and also fairly reflects the judgements exercised in preparing it.



Natalie Howson
Director-General
18 September 2018

Education Directorate
Statement of Performance
For the Year Ended 30 June 2018

Output Class 1: Public School Education

Description

Public primary school education spans the years from preschool to year 6. It is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced curriculum allows the students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in ACT public schools for students with a disability. These include special needs schools, special classes or units in mainstream schools and additional support in mainstream classes.

	2017-18 Target	2017-18 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)^a				
1.1 Public Primary School Education	386,631	391,733	1.3%	
1.2 Public High School Education	191,317	188,969	(1.2%)	
1.3 Public Secondary College Education	125,429	121,496	(3.1%)	
1.4 Disability Education in Public Schools	74,713	74,972	0.3%	
Total Output Class 1	778,090	777,170	(0.1%)	
Controlled Recurrent Payments (\$'000)^a				
1.1 Public Primary School Education	327,082	322,756	(1.3%)	
1.2 Public High School Education	166,043	164,513	(0.9%)	
1.3 Public Secondary College Education	107,061	105,991	(1.0%)	
1.4 Disability Education in Public Schools	66,640	65,918	(1.1%)	
Total Output Class 1	666,826	659,178	(1.1%)	

Notes:

- a. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*.

Education Directorate
Statement of Performance
For the Year Ended 30 June 2018

Output Class 1: Public School Education	2017-18 Target	2017-18 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Accountability Indicators				
Early childhood education				
a. Number of enrolments in preschool in public schools	4,650	4,677	0.6%	
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	250	289	15.6%	Note 1
School participation				
a. Attendance rate of public school students in year 1 to year 10	91.5%	91.6%	0.1%	
Education and care services				
a. Assessment and ratings completed within legislated timeframes	100%	99%	(1%)	
b. Annual compliance audit is delivered in full	100%	100%	-	
Disability education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	99%	(1%)	
Senior secondary education				
a. Percentage of year 10 students who proceed to public secondary college education	85%	92.3%	8.6%	
b. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education	80%	87.6%	9.5%	
c. Apparent retention of public school students from year 7 to year 12	100%	100%	-	
d. Apparent retention of Aboriginal and Torres Strait Islander public school students from year 7 to year 12	75%	100%	33.3%	Note 2
e. Percentage of year 12 students who receive a Tertiary Entrance Statement	50%	46.7%	(6.6%)	
f. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a Tertiary Entrance Statement	20%	14.7%	(26.5%)	Note 3
g. Percentage of year 12 students who receive a nationally recognised vocational qualification	60%	33.5%	(44.2%)	Note 4
h. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a nationally recognised vocational qualification	50%	37%	(26%)	Note 5
Regulatory and process reform initiative				
a. Commenced implementation of red tape reduction initiatives	30 June 2018	13 February 2018	-	
Average cost (\$) per student per annum in public:				
a. Preschools	7,326	7,162	(2.2%)	
b. Primary schools	14,860	14,795	(0.4%)	
c. High schools	19,226	18,634	(3.1%)	
d. Secondary colleges	19,718	19,310	(2.1%)	
e. Special schools	65,165	66,190	1.6%	
f. Mainstream Schools' student with a disability	27,110	26,771	(1.3%)	

The above accountability indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Education Directorate
Statement of Performance
For the Year Ended 30 June 2018

Notes to variances

1. More Aboriginal and Torres Strait Islander children were enrolled in preschool than projected.
2. Apparent Retention Rate is an indicative measure of the number of school students who have stayed in school for a designated year and grade of education. It is expressed as a percentage of the respective cohort group that those students would be expected to have come from, assuming an expected rate of progression of one grade per year. The variance is result of increasing enrolments of Aboriginal and Torres Strait Islander students in public schools over time.
3. The variance is a result of a smaller number of Aboriginal and Torres Strait Islander students receiving a Tertiary Entrance Statement (TES). The number of Aboriginal and Torres Strait Islander students receiving a TES was 17 (of 116 enrolled in year 12 in 2017) leading to a result of 14.7 percent as opposed to an expected number of 23 students (of 116 enrolled in year 12 in 2017) which could have achieved a target of 20 percent.
4. The variance is a result of a decrease in uptake of nationally recognised vocational qualifications by year 12 students. A total of 1,076 students (of 3,213 enrolled in year 12 in 2017) received a nationally recognised vocational qualification leading to a result of 33.5 percent as opposed to an expected number of 1,928 students (of 3,213 enrolled in year 12 in 2017) which could have achieved a target of 60 percent.
5. The variance is a result of a smaller number of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification. The number of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification was 43 (of 116 enrolled in year 12 in 2017) leading to a result of 37 percent as opposed to an expected number of 58 students (of 116 enrolled in year 12 in 2017) which could have achieved a target of 50 percent.

Education Directorate
Statement of Performance
For the Year Ended 30 June 2018

Output Class 2: Non-government Education

Output 2.1: Non-government Education

Description

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

	2017-18 Target	2017-18 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)^a	3,855	3,610	(6.4%)	
Controlled Recurrent Payments (\$'000)^a	3,233	2,968	(8.2%)	
Accountability Indicators^b				
a. All non-government schools operating in the ACT during the reporting period are registered	100%	100%	-	
b. The provisional registration of home educated students is completed within ten school days of the receipt of the application	100%	100%	-	
c. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	100%	-	

Notes

- a. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*.
- b. The accountability indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

This record is not released in accordance with section 16 of the
Freedom of Information Act 2016 - Schedule 1, 1.6(1)(a)

Annual Report 2016-17 Hearings – November 2017

Yvette Berry MLA, Deputy Chief Minister, Minister for Education and Early Childhood Development,
 Ms Natalie Howson, Director-General
 Ms Meg Brighton, Deputy Director-General
 Ms Meredith Whitten, Deputy Director-General, Business Services Division
 Mr John Stenhouse, Director, Board of Senior Secondary Studies
 Mr Jason Borton, Director, Learning and Teaching
 Ms Sam Seton, Director, Student Engagement
 Ms Coralie McAlister, Director, Strategic Policy and Reform,
 Mr Sean Moysey, Director, Regulation and Compliance, Early Childhood Policy and Regulation
 Mr Mark Huxley, Chief Information Officer, Digital Strategy, Services and Transformation
 Mr Mark Whybrow, Chief Finance Officer, Strategic Finance
 Mr Robert Gotts, Director, Planning and Analytics
 Ms Josephine Andersen, A/g Director, Learning and Teaching
 Ms Beth Craddy, Manager, Aboriginal and Torres Strait Islander Education
 Mr Chris Hodgson, Director, People and Performance
 Mr Rodney Bray, Director, Infrastructure and Capital Works
 Ms Jessica Summerrell, A/g Director, Governance and Community Liaison
 Ms Claudia Hale, Director, Professional Learning and Regulation, ACT Teacher Quality Institute

Future of Education

How is the future of education conversation going?

You said there were 2,200 submissions so far. Is that the count of formal written submissions or does that include conversations as well?

You touched on some emerging things. What are the next steps? What can we look forward to?

In the context of an early childhood strategy—excuse my naivety as I ask this—there is no engagement with young children, pre school? We are engaging with experts to develop the strategy?

You mentioned that transitions is a major focus for the discussion paper conversation. What other areas are you focusing on as part of that conversation?

What has been the cost of the education conversation thus far and how much do you predict it will cost when the project is finalised?

I have had a look at—as you branded it—the response paper, to make sure that what I thought I had heard, I had heard correctly. You managed to condense over 2,200 submissions in various forms down to two pages in the flyer that is online. What has been

the process of sifting through all those and how have you determined what is an issue that you want to pursue and what is not relevant at this point in time?

What is the title of the document that you are referring to? I am looking at the document library currently on the your say website, and the only one that relates to the response is “what you have told us about our schools” and that is a two-page document.

What is the role of non-government schools in this conversation?

Devices and Digital Education

My question is on the laptop policy and the implementation of this policy to give all high school students in the ACT a laptop. Why were the Acer Chromebooks chosen?

What happens if that device is defective?

Can you please clarify: are the students keeping these Chromebooks or is it just a borrowing for the year and then they have to return it to the school?

How many students across the ACT will be receiving a Chromebook under this program from 1 January?

And the existing MyBackPack—I think it is called MyBackPack—is a Google platform, is that right? And they are both compatible?

What happens in the event that a device is lost or stolen?

Is there any form of a bond or onus on the student or the family to cover the cost of the device if it is lost?

And what happens to a student entering year 7 in the subsequent year? Do they get a used device or will they be issued with a new device?

What happens then to a device that has possibly only had a year’s worth of use by a student that exits, say, at year 10?

And what safeguards are put in place around, I guess, viruses, security, making sure that certain websites are not being accessed and the like?

Minister, you mentioned in your opening statement that it is available for years 7 to year 11, is that correct? How come the year 12s are not getting it, just out of curiosity?

This is going to sound like a strange question but where are the students meant to charge the laptops?

To what extent will they be used in daily classes? Given that many schools have already got devices available and some classes are using them and some are not, to what extent is the way the curriculum is delivered being adapted in a classroom setting to utilise the device?

What is the expected outcome of providing a device to each student in the academic space?

What policy objective is this trying to achieve?

What is going to be the benchmark of whether the program is a success?

So there is no academic objective that you are trying to achieve?

How will you be measuring what benefit this program has had in an academic sense? How are you going to measure it? Or is it just going to be subjective?

Could someone please tell me about the consultation underway to establish an academy of coding and cyber security?

What is the vision? I know it is very early days, but is it to have a stand-alone building that students congregate to? Are there teachers or instructors who would go out to schools? I am still at a loss as to what it is going to look like.

At the moment, how many colleges have a specifically focused ICT course available to them? Does every college?

Early Childhood

Minister, you mentioned, I think in your opening remarks, the preparedness for preschool program. Could you explain what the program does, how it is being rolled out throughout the child and family centres and what the outcomes of the program have been?

Can non-government early childhood services refer into the program, or are they linked into the program in some way? Or is it just government preschools and government service providers?

One of the challenges is that many of the most vulnerable families are not linked in with any service systems, and identifying them is a problem. Have you come up with strategies to be able to identify some of those families through the health system, through health check-ups and so forth?

School and Land Planning

Land allocation for schools: how is that currently determined?

Let us have a look at both, while we are on it. As the operator for government education, how do you go about making sure that there is land secured on the development fronts to meet the demand?

What is the balance that you try to achieve between an offering for government and non-government education in greenfield areas? How does that then influence—

What involvement do you have in the approach that, say, a non-government organisation might take to purchasing land and establishing a non-government school?

From the data that is available, looking at the current development front, which is Gungahlin, or it has been the more established recent one, do you think we got the measure of schools right in that area? What lessons have been learnt from there to inform how Molonglo and Ginninderry are being developed with respect to sites available for schools?

The Australian census from last year showed that Gungahlin is the second-fastest growing region in the country and that children aged between zero and 14 now make up over 24 per cent of the population there. Did the modelling of the Education Directorate project that the demographics of Gungahlin were going to end up as they are currently?

That being the case, why do we seemingly have some capacity issues at a number of Gungahlin schools?

How is that need being addressed? What expansion works are currently underway or about to commence for that?

Specifically for the Gungahlin area because that is obviously where the enrolment pressure is currently?

In the Gungahlin region if a parent approaches the local public school that is closest to their home, are they going to be able enrol their child in it?

In relation to that answer in particular I have a constituent who approached their local school and a letter that was sent to that constituent from the principal said that they are facing tremendous enrolment pressures. The parent was unable to enrol their kid in that school. The parent had to enrol their kid in Gungahlin College which was a further two kilometres away from where they lived. Is that an example of overcrowding in our schools?

Does the government believe that there is an overcapacity issue in schools in Gungahlin?

Harrison is growing at a rapid rate. However, it is one of the older suburbs there. There are a lot of newer suburbs there. Would not the government have known how many dwelling were going into Harrison and roughly which suburbs a school there would accommodate?

Should not the government have had a better plan and ensured that the school would be able to accommodate the residents moving into that area?

Ms Howson, you said that the directorate is getting better at its projection of what the population growth is likely to be, yet Mr Gotts, in answer to my first question, said this type of pressure is what was projected in Gungahlin. There has obviously been a game of catch-up in play here, to actually meet the demand of what the enrolment is. Either we did not project it correctly or the government's infrastructure and policy did not keep pace with what the advice that the department was providing to it said.

Aboriginal and Torres Strait Islander Education

My question is in relation to the Indigenous completion rate for year 12 on page 31 of the annual report. If you look at the completion rate for Indigenous Aboriginal and Torres Strait

Islander students for year 12 in 2012 you have got 86 per cent. For 2016 it is at 75 per cent. I am just wondering if you could explain what that gap is and what the government is doing about it.

Koori preschool is for two to five years of age?

There is a big gap between those initiatives. What other initiatives have you got in place that help address the attendance, participation and successful completion of year 12? You mentioned some initiatives. What are some of those initiatives?

You mentioned an individual approach to our Aboriginal and Torres Strait Islander community. It is a very small population in the territory. If you are looking at the number of students attending secondary school in the territory, you are talking probably fewer than 1,000 students roughly—if anyone knows exactly what that figure is. That is a very small number. If you are talking about individually approaching these kids, should not that be a relatively easy job to do for the education department and even for the school? When you are talking such a small number you should be able to make a huge difference?

Was that program an initiative undertaken by that school itself? Was it their choice to implement it? Why has it not come from the education department and why has not the education department decided to put across all schools a similar program or some sort of program?

You mentioned a cultural integrity program. On page 68 of the annual report it does not appear to include any cultural awareness training for staff, the directorate or the teachers.

Has this been left out or is there cultural awareness training?

How difficult is it to get those figures on the number of teachers or staff that have attended and undertaken cultural awareness training of any type?

You touched briefly on Koori preschools. Recently, I think the University of Western Sydney did a review of Koori preschools?

With Koori preschools specifically, what were some areas of improvement and opportunity that they raised and what is being done to address those recommendations?

The Australian early development census has shown an increase regarding Canberra Indigenous children. In 2009 about 36 per cent were what were deemed to be “vulnerable Indigenous children”. We are now talking about just under 42 per cent. How is that increase being reflected in the enrolment that we are seeing through the preschool and what work is being done to try to address some of the pre-existing disadvantage of that enrolment? The commonwealth government is imposing a strict new activity test on childcare subsidies which will be introduced from 1 July. How do you think that will impact on the vulnerability particularly of Aboriginal and Torres Strait Islander children going forward?

My question is based on page 26. You mentioned that the Indigenous language taught in Canberra schools was called the Yuwaalaraay language. I had to look that up. I had never heard of it before. It comes from north-west New South Wales and south Queensland. Why is that language taught here instead of the Ngunnawal language?

The number of Aboriginal and Torres Strait Islander people employed by the Education Directorate has more than doubled since 2012. Could you explain some of the reasons why there has been such a significant increase in the number of Aboriginal and Torres Strait Islander staff, which is fantastic?

Safe and Inclusive Schools

How will the safe and inclusive schools initiative help support gender and sexually diverse student in ACT schools?

What has the uptake been like? Do you have any information on how often resources like this are accessed?

Do you have the specific numbers for how many times each of those resources has been requested?

The resources are available for all teachers in schools to use online; is that right? So a school will not have to sign up and become a member of the program in order to participate?

If teachers have a particular student who needs support to be included in the school, they can go online and access those resources?

Who participated in the development of those resources?

Are you aware of any misinformation surrounding this initiative?

During the period of the non-binding postal survey on marriage equality, has there been an upturn in terms of the number of students seeking support from their schools as a result of feeling under pressure, as a result of the community debate on the issue?

I thank Chris Steel for his question in relation to Aboriginal and Torres Strait Islander employment in the Education Directorate. If I remember correctly, the COAG agreement was three per cent for Indigenous employment in public service departments; however, in the agreement that the government has with the elected body it is two per cent. You are currently sitting at 1.5 per cent, so you are below the agreement. What are you doing to try to get your public service percentage up to even the two per cent that was agreed with the elected body?

Staff and Employment

The report mentions the challenges that are faced by the directorate in filling teaching vacancies with people specialised in the science, technology, engineering and maths disciplines, particularly early childhood education and special education. I was just

wondering what strategies and programs are in place to ensure that these vacancies are filled for the future.

One of the actions identified in the report is establishing an academy of coding in cyber skills. Where is that academy up to?

Is that likely to be based out of a particular school or is it going to be in the directorate? I have some questions about public education awards. Can you tell me about the most recent awards night? Is that the recognition of service award?

Have the awards changed over the years? Is that quite an unfixed list of awards?

What is the assessment process to determine who wins these awards?

How many nominations did you receive in the most recent year?

Are you able to take on notice to provide the details of what levels Aboriginal and Torres Strait Islander people are employed at?

Infrastructure and Capacity

What work is being done on the Harrison School?

Are there any works planned for the Franklin Early Childhood School?

Will that be just an expansion in the “catered to” offering or an expansion of three to six being—

I notice that Harrison School had some development for classrooms. Was that a reaction to classes being taught in the library because of the lack of classrooms and the increasing number of students?

How is the capacity of a school calculated?

Do areas such as front office spaces, staffrooms and teachers’ offices form part of the square metreage calculation?

For each of the public schools across the territory, are you able to provide what that square metreage calculation comes out at, please?

Has the government installed air conditioning in the Gungahlin College yet?

What work is underway to make sure that schools are more comfortable during the hotter summer months?

Are there any other things going into Gungahlin College or is that the one change?

As a supplementary, as we are talking about school infrastructure, can you outline any other school infrastructure programs that there have been in a learning environment?

How are those needs prioritised? How are those 20 projects that you have going prioritised?

Do those 20 projects include the establishment of sensory spaces in schools?

Can you paint a picture of what those sensory spaces will look like once they are set up; and do they exist at existing schools?

I am going to ask a question about capital and in particular around solar in schools. It says in the report that 85 ACT public schools have solar panel installations that are feeding into the grid. I was just wondering whether there were any schools that did not have them and, if they did want solar panels, whether they could as a school decide to invest in them or whether that was something that needed to go through the directorate or be funded directly by the directorate rather than through school resources.

I am aware of one situation where a non-government organisation—it is actually after-school care—was keen to have solar panels placed on a government school building and fund that for generating energy for the after-school care and the government as well. How would they facilitate that and have you been approached by other non-government organisations to use your roof space for that purpose?

If I could just add to that, Mr Bray do you want to talk about the arrangements at Amaroo School?

Gifted and Talented

My question is about gifted and talented students. How are gifted and talented students identified in the ACT?

How does the directorate liaise with the families of students who are gifted and talented?

Is there a liaison officer within the directorate who does that?

Is there dedicated professional development aimed at teachers of gifted and talented students?

Occupational Violence

My question is about the measures and work going on to address occupational violence. Is it possible for you to provide an update on how that work is going?

Are you hoping to find from the data from the reports times, places and situations where teachers might be more at risk in their work?

More so than high schools?

Traffic and Parking

Turning to parking and traffic safety around schools, how are the priorities identified as to what a school needs to improve this aspect?

For the reporting period of 2016-17 how many schools were identified as needing upgrades or improvements or have requested improvements to be made?

Does the Education Directorate have any involvement with any non-government schools in this space?

For the 17 schools you mentioned that were not currently at the code level, what has the time line been for addressing the situation in each of those schools?

Lollipop people, traffic controllers, are going to be employed. From recollection, it was 20 schools that were going to be identified for that. Have those 20 schools already been identified?

Homestay – International Students

Homestay, when an international student comes and stays. I have been receiving some reports that some of the students who pay for their board and their food are not getting the meals that they have paid for. Within the Education Directorate do you have a certain policy where you regularly check up on the host?

You seemed quite surprised, Ms Andersen, when I mentioned that. Would this be the first that you have heard of it?

My question is: considering these students are quite vulnerable, is there a certain support system for them?

Have there ever been cases in the past or at present where students would request to be transferred to another home? How long does that process take?

And what have been the most severe cases in the past or at present that require a student to ask to have their accommodation changed?

Jervis Bay

You mentioned Jervis Bay. What is the arrangement with the Education Directorate regarding the operation of the school at Wreck Bay? I have never got my head around this, as to where that relationship starts and ends and how it is facilitated.

The school facilities have been registered by the ACT?

The enrolment of students in the school at Jervis Bay forms part of the reporting in this annual report?

The Indigenous metrics and those sorts of things as well?

BSSS

The BSSS system that runs here in the ACT is unique compared to the HSC which operates across the border. Are there any other jurisdictions, either domestically or internationally, that use our system?

Are there other schools outside the ACT that are using the BSSS?

They would be the first school that would be outside the ACT?

Tell me about the seven overseas schools? Is there just a school in each of those countries? What is the relationship between the ACT and those schools? How is that system administered?

Do those schools pay a fee to utilise our system? What is that fee?

Is that the same fee that schools in the ACT pay?

Are you able to provide the numbers of how many international students are currently enrolled in the BSSS system?

Bimberi Education

In answer to a question during budget estimates hearings, I was told that many detainees at Bimberi do not spend enough time in the facility to complete a valid assessment in literacy and numeracy. That is quite understandable. Is there any data available that would allow us to accurately assess the effectiveness of the educational program?

How many teachers are currently teaching there, and what subjects? I know you mentioned a couple.

Teacher Quality Institute

I have a question in relation to the ACT Teacher Quality Institute, particularly about how the ACT compares nationally in relation to teachers who are recognised at the lead and highly accomplished levels

Do they have a similar system in other jurisdictions?

So it is broadly comparable?

I understand that 20 days of professional development is required for all teachers who are registered for TQI per year.

Do they get to choose or have input into the professional development that they undertake?

How much money is available for that? Is there an amount per teacher?

For each school, is there an amount?

How do they become an approved (registered) provider with you? What criteria do you use?
How many teachers were deregistered as a result of not undertaking enough professional development?

What is the process for a course provider to get registered under the TQI?

I understand TQI is responsible for the registration of teachers. For a teacher who, say, qualified in New South Wales and is moving across to the ACT, what is the process that they need to go through to get accreditation in the ACT and how long does that typically take? And provisional can be given while the 20-day registration process is underway?

Islamic School of Canberra

In relation to the Canberra Islamic school, the decision has now been reconfirmed by the commonwealth that they are ceasing their funding at the end of the school year. I am curious to get an understanding of what work is being done at the ACT level to work with that school community going forward?

Is the ACT's registration process likely to be completed in time for the 2018 school year?

I would imagine there would be space for the student body in government schools, but is any work being done with the staff at that school. There is a lot of hope in this process going through appropriately and the school being able to open come the beginning of 2018.

NAPLAN Testing

My question concerns the NAPLAN test. Turning to page 29, can you explain why year five is not meeting the ACT targets, which are already well below those of their non-Indigenous peers, which is on page 42, and the same for the year nines as well?

Page 44 gives the mean achievement scores for ACT year 10 students in a science literacy test. Why is this not included for Indigenous students? Did they not attend a test? What was the reason?

Are the small groups chosen by teachers, or do they volunteer?

I am looking at how those small groups of students participate in that. Are they chosen?

The teacher picks them?

Directorate Offices

Is the directorate's office at 220 Northbourne Avenue an ACT government property, or is it privately leased?

What is the lease term on that building?

Any implication light rail has on the future of the tenancy in that space would be handy as well. What are the terms of the rental? Are there options for Education beyond 2020-ish?

What is the directorate's intent in occupying that property?

You will move into the office block?

2018-2019 Budget Estimates
Transcript of Questions – 25 June 2018

Ms Natalie Howson, Director-General Brighton,
 Ms Meg Brighton , Deputy Director-General
 Ms Deb Efthymiades, Deputy Director-General, System Policy and Reform
 Mr David Matthews, Executive Director, Business Services Division
 Lynette Daly, Ms Chief Finance Officer, Strategic Finance
 Mr Sean Moysey, Director, Early Childhood Policy and Regulation
 Ms Coralie McAlister, Director, Strategic Policy
 Mr Robert Gotts, Director, Planning and Analytics
 Ms Kate McMahon, Director, Learning and Teaching
 Ms Sam Seton, Director, Student Engagement
 Ms Sue Norton, Director, School Improvement
 Mr Wayne Prowse, Director, School Improvement, South/Weston Network
 Mr Rodney Bray, Director, Infrastructure and Capital Works Stewart,
 Ms Margaret Stewart, Director, Governance and Community Liaison Branch
 Ms Anne Ellis, Teacher Quality Institute

Equity and Future of Education

I will kick off with budget paper 5, page 5, strategic indicator 1, promotion of greater equity in learning outcomes in the future of education initiative, which is \$9.2 million over the four years, \$781,000 in this year. What is the objective of that funding?

The blurb under strategic objective 1 states that the future of education reaffirms the government's commitment to equity in the public education system. What does that equity look like? Is it equity in opportunity, equity in resourcing or facilities, equity in outcome? What is the key part that you are looking for equity in?

But clearly not every child does start at an equal place, particularly when they are coming to kindergarten.

I understand that there are resources and additional support for those students that are starting below their peers, but what resources are put behind those in the class who are starting either at a proficient standard for where you would want to see kids entering kindergarten and those who are achieving above. Are they just left to wait for their classmates to catch up or are they offered some form of extension?

The question was specifically, though: what is offered then to those children who are achieving at the standard, or slightly above, in kindergarten whilst there is additional work put in to see those who are below standard catching up?

You talked about investment in teachers and that underpinning the strategic direction and the future of education, as the minister has announced. Can you provide a bit more information on the detail about that investment? What initiatives are being introduced by the government to equip teachers with better numeracy and literacy and a better pedagogical foundation?

Especially in terms of the mentoring and the role of TQI

Is this being rolled out throughout the entire ACT government school sector?

Was Kingsford Smith or any of the other schools chosen for a particular reason?

Because there was a high proportion of early career teachers?

Yes, if you look at page 14, what you have is the estimated outcome for this year being 4,677. Then you have the target for next year being 4,650. I also put a question on notice, which you have answered. You say that it is not compulsory.

I think we are in furious agreement at the moment, but what I am getting at is that if that is the case, and you have now reiterated that, why is the ACT government setting a target that is lower than the estimated outcome last year?

Chromebooks

Minister, in terms of equity and Chromebooks, you talked about the policy around Chromebooks being central to, or very important to, equity, making sure that all the children have access to the same Chromebooks. Did your directorate undertake research to suggest that children who did not have Chromebooks were falling behind?

I think we all agree that obviously there are good uses of technology and all of that. I guess my question was narrower in scope. If it is about equity, and we are talking access to education no matter where they start from, was there specific advice from that group, or anywhere else, that said, "Hey let's get Chromebooks for everybody. This is going to be the thing that is going to make equity for all students a reality"?

I have a question on Chromebooks. Continuing on the equity theme, there are some kids who do not have access to the internet at home. Do you have any support for children who are in that situation?

That is good. What happens to the Chromebook when the young person leaves school? Are you anticipating that they are going to be given back to the school? Will they stay with the young person?

So at the end of three years they will go back to the schools?

Rather than leaving them with the students, who may still find them of use?

That I did not realise. So if they go on holidays and they cannot access the ACT government wi-fi, they cannot use them?

But if you went away for the weekend for the holidays with your parents, you could do your homework?

I guess this is possibly something you have not yet really thought about, but with a three-year turnover, you are going to have a lot of e-waste. Speaking as an ex-IT manager, I can say that we in the IT world have been pushing out the time lines longer. At home I have an iPad which must be at least six years old and is still going fine. I hope and strongly suggest that you do some work around trying to push that lifetime out. There is an awful lot of potentially very valuable or very polluting waste within these sorts of devices. That is enough from me. I will stop preaching.

Preschool Enrolment numbers

I want to go back to the preschool enrolment numbers. Mr Gotts has kindly stayed at the table. I want to go to the numbers in the accountability indicator for public school education, and I will talk about public preschools. What sort of capture do we have across the territory on children in that four-year age group enrolled in a preschool in a childcare setting, non-government or government?

Obviously you cannot use this year's numbers because you do not know what the enrolment for next year looks like, but looking at the 2017 enrolment numbers, what percentage of children who enrolled in kindergarten this year attended some form of preschool program last year? Do you capture that

The number of children enrolled in kindergarten who attended some form of preschool.

Is that a question that is asked when a child enrolls into kindergarten?

On enrolling into a kindergarten, is the question asked as to whether or not the child attended preschool

Minister, you said in your comments earlier that attending preschool is not yet compulsory. Is that something the government has given thought to?

You said "not yet". I was just asking: is the mandating of some form of early education something the government is considering?

Roof Replacement Program

I have a totally different line of questioning. Minister, I note this morning a media release came out about the roof replacement program, which is \$18 million in this budget. That will be for Alfred Deakin, Calwell, Campbell, Dickson, North Ainslie and Telopea. I want to get an understanding of what this roof replacement program will achieve, apart from some obvious things. Why were these schools prioritised, and other schools in the mix as well, coming up through the prioritisation over the future years?

how many schools currently have solar panels on their roofs?

How many schools have identified roof leaks?

Is this \$18 million part of—maybe it was last year’s budget—the \$85 million for broader infrastructure investments or is it separate?

Infrastructure Investment

While we are on infrastructure, I recall last year—I think it was in the summary for the Belconnen budget—talking about that \$85 million. Part of that was going to go towards some upgrades at Lake Ginninderra College, Aranda and Melba Copland. I think I recall at the estimates hearing last year that there was still some discussion with the schools about exactly where that would be invested. Has that work taken place? What has happened at those schools?

Do we have detail about that investment in the classroom and facilities upgrades in the budget for last year and the ones that you said have been completed?

Future Skills academy

On the future skills academy that you talked about, minister, you said that students from all over the territory would be able to access that. Is there a selection criterion for attending the future skills academy

And why were those two schools chosen? Was there a particular reason for those two schools being chosen as the sites?

And is there a limitation on students physically going there? I understand what you said about individuals being deployed.

Is there a limitation on students and, if so, what is the number?

Have you been working much with industry in lining up these programs and, if you are, what do they think of it?

To have students ready when they leave school to be orientated towards those future industries, have I understood correctly that it is partnering with industry and making sure the opportunities are there? Have I missed anything in what this program is doing to make sure students are equipped for future workplaces?

We have heard quite a bit about what the future skills academy will do for students and their future education. How will this support the teachers and the progression of teachers within the industry?

Do you have any ideas how to make it more attractive for women and girls?

Disability Funding/NDIS

I am interested in needs-based funding for students with disabilities. I am also on the committee that is looking into the NDIS issues, so I am very aware that there has been substantial change, and that significant numbers of people seem not to be doing as well as they would have been in the past. Certainly, they do not seem to be getting the support

they need. Could you talk about what the Education Directorate is doing to support young people who are not being supported, or in many cases it would seem only partially supported, by the NDIS scheme?

What happens if the NDIS says, "No, this child is not disabled enough"?

Can I make sure that I am clear about this? The young people will be identified as NDIS participants, in which case that is what happens, CDS will direct them somewhere, or they will be looked after with some speech pathology?

Both, really. It seems that some kids are falling through the gaps. The first question is: how do you make sure there is not anyone falling through, particularly at an early age? I am assuming that once they are well and truly in the school system, the work should have been done. It is still an issue, but that will not be so much about falling through the gaps. Who is providing the support for the younger children in particular?

Does the child development service actually have therapy? They are not just a referral service?

I am really concerned that there seem to be kids who are falling through in a way that they possibly did not in the past, because the ACT government was looking after the lot, whereas now there are the NDIS participants, and a cohort of young people who still clearly have some issues but are not in the NDIS.

I have a question that relates particularly to the young people who are involved with NDIS. I have been told that they tend to have a lot of service providers come to the school in school hours and that this is becoming a burden on the schools to manage, because they actually do not have spaces for a whole range of therapists to come at random times. This is because it is all client-based rather than group-based. They will come at totally different times, potentially for a number of clients who may be at the same school. They do not bunch them, because that is not how they work anymore.

You are saying that, generally speaking, the education system will pick up the problems. But I assume that if the parents think something is not being picked up, basically they talk to the teachers.

And the school will direct people to NDIS where they feel that is likely to be appropriate?

On that same line of questioning about the NDIS and the interaction, can I confirm fiscally how that works? A student may have an NDIS plan that funds them for, say, a speech therapist, or whatever it might be. How does that work in terms of the funding that the ACT government has for special needs within schools? I am asking in a fiscal sense.

Yes, and that is actually the question. Does the amount take into account the \$23 million or is it part of that \$23 million budget and the envelope that has been announced?

Sorry, the figure that I cited was the cost per student that it is going to. That is going up, is it not?

Okay, which has gone up quite a bit in the past couple of years from my understanding from the census data. That is right, is it not?

Is it just as a percentage or is it that the percentage itself has not gone up? The raw numbers would have gone up because there are more students in, but—

Yes, as a proportion of students; is that the trend? Is that going up?

What is the new budget initiative, the \$23 million over the next four years, going to be funding specifically? Is that for more support staff, more expertise, more equipment? What are some of the specifics?

Have you details of the cost breakdown of those different categories?

Is that because, obviously, there are so many different needs per student? Is that why the number breakdown is not based on this number of LSAs, this number of devices? Is my understanding correct?

With the student resource allocation, you mention there is a consultation going on. Can you give an update as to where that consultation is up to and what you expect next?

Students with Complex Health Needs

Needs-based funding is one way to support students with complex health needs. What other programs or supports do we have within the school to make sure that students with quite complex health needs are being supported, given that inclusive is the direction it is going?

Are there any other examples about nurses and health professionals involved in that scheme? You gave the example of a school carnival, but is there something on a more day-to-day basis as well as particular events?

NAPLAN Data

In terms of the way the budget papers have reported some of the strategic indicators, especially on NAPLAN—this is on page 6 of budget paper F and going on to page 7—it is quite different to the way that it was reported last year, as I understand. I note that there is a slight explanation why that has changed. But can you please explain how this table works? I am just trying to get my head around it, because it has got unpublished data. And you have only published certain results. I am just wondering what the purpose of this data is.

If that is the case, there seem to be some gaps in terms of this data. I am wondering why these specific sets of data were included and some were not? For example, you have got reading and numeracy for years 3 to 5 but not spelling, grammar and writing. Has the future of education concept indicated that that is not important, or why have those sets of like data not been included?

I notice that you have got the years three and five, then you have got the years seven and nine but not the years five and seven. Is there a reason for that?

Surely it would be in the government's best interest to try to make sure that it is consistent. As we talked about earlier this morning, even if they do change from one government school to another government school, it should not impact their growth.

And you have got in the table the score referring to ACT Education Directorate unpublished data. What does that mean and where did it come from?

Do the numbers that are published here include every single ACT government school?

Minister, I think this is more a question for you. I understand that on Friday there was a discussion about the review into the my school website rather than NAPLAN, but can you give us an update and from the ACT's perspective when that is going to start to roll out and how that will work?

I think it was on Friday but there was a quote from you in the media that some of the unfair impacts arising out of the reporting and the culture of NAPLAN are "particularly at fault in lower income communities". Where does that evidence come from?

There have been a couple of public calls to scrap NAPLAN. I know that the New South Wales education minister at one point toyed with it, and the Education Union has. How do you respond to that?

Future of Education

I want to focus a bit more on the future of education strategy. Could you give the committee an update on where that piece of work is up to?

I was going to ask what the strategy will focus on, but I think we have heard about that. In budget paper 3, at page 102, there is a funding commitment for the future of education. Given that the strategy is still coming, how will the funding commitment and the delivery of the strategy go together?

Teacher Training/Mentoring

I want to ask a bit more about the mentoring—we have obviously talked about teacher training—for graduate teachers. Minister, I know that in the pre-budget announcement you talked about that being one of the initiatives. Can you give me a bit more information about that? Is it going to be available to all graduate teachers or just some? If so, how are they selected?

The budget reflects the scaling up, in terms of dollars, if you like. What part of the, I think, \$781,000 budgeted for this financial year, will take into consideration the mentoring aspect for graduate teachers?

But in terms of scaling up, is it your intention that every graduate teacher eventually be able to access some mentoring once it has been crystallised?

I have a few more questions just before you run away. I think the minister mentioned that Queensland was interested in some of your initiatives. You mentioned that Tasmania had

come up. Can I just check whether any other states or territories have shown an interest in the work that we are doing?

Just to clarify for the record: we are the first jurisdiction to undertake that approach. Have I understood that correctly?

Can you see any impacts, particularly in the early childhood space, on ACT children in early childhood education and care, coming from the federal government's decision to leave the national quality agenda partnership?

Asset Management

I will talk about asset management: managing the buildings and infrastructure. How often is the entire education property portfolio assessed for maintenance requirements?

There is a continuing rollover from the 2016-17 budget for modernising Belconnen High School. That has been a long running upgrade. What have been the delays?

There is about \$750,000 for modernising Narrabundah College. How does that budget line item fit in with the appropriated funds to replace the asbestos-contaminated buildings?

Why was the decision taken to commit capital to the replacement of the three buildings and then in parallel have a consultation around a master plan for the college? Would it not make sense to do the master plan and then do one round of the construction works as opposed to protracting this process? As you said, it is still an operational college.

So the \$18 million is just the transportables and the demolition?

What is the stated use of the transportables post the upgrade of Narrabundah Colleges?

Do you plan on doing some long-term business case management and scheduling of where they are now, where they will go next and so on over the coming years? Has that been carried out or is that work still being done?

Was the development of that business case done in house or was an external source brought in?

I want to talk about a different topic, mental health in schools. Given that we are in budget estimates, it makes sense to start with the delivery of that election commitment. I understand that in last year's budget it was up to five psychologists of the 20 committed. This year is the 20 up to 2020?

School Psychologists

How do schools and school psychologists fit within the work of the office for mental health? Or do they not?

Will a psychologist be available in both high schools and primary schools?

Clearly, given that there are more schools than 20 and there will be 20 psychologists, there will be travelling psychologists? How is that going to work?

I know you mentioned that a young person could be having support from someone else they trusted, which could be a very good thing, but if they are talking to a psychologist, will they have a relationship with a single stable psychologist?

Would the psychologist potentially have involvement with members of the family if that would appear to be relevant to the young person's issues?

I know that psychiatrists and psychologists are different, but we have heard in the health space and the mental health space that recruiting psychiatrists is particularly difficult nationwide, including in the ACT. Are we anticipating any problems in recruiting psychologists?

With support for students, are we finding that the need is increasing every year? Are we finding more instances of students needing more support? If so, what are the attributing factors?

I asked this last year but it had been out for only a little while; 13 Reasons Why has had its second season. Have we had any more anecdotal reports of it having an effect on students?

The budget for school psychologists last year showed an amount in the forward estimates and there is an amount in this year's budget. Those figures are different. Can you explain how those figures are different when the target seems not to have changed?

I understand that. Just in terms of moving forward, in last year's budget, for example, it actually had a budget set aside of \$663,000. But this year, for the same year period, it is greater. Then it is continuing that trend for the forward estimates. The target does not seem to have changed, so why—

In terms of the \$729,000 that is set aside for this year, what exactly will be delivered with that funding? How many psychologists will be employed this year

Shaddock recommendation talked about a ratio of one to 500 students. Keeping in mind, and in context with, the projected enrolment figures, how are we currently travelling with that ratio once the 20 are factored in? And how will it look after taking into consideration the projected growth in enrolments?

Trees on School Ground

I want to talk about trees on school grounds. Any of you who have had time to look at the urban heat island report will have noticed that schools starred very highly in that. When I say highly, I mean that they were hot; there were not a lot of trees. Obviously, in the summer this discourages kids from playing outside. What is the education department's policy about trees on school playgrounds and school grounds?

I have also heard the comment that you sometimes prune very aggressively to reduce any potential that anything might ever fall off the trees. Is that right?

Are all schools audited by the same arborist?

While you are checking, can you also check whether the same arborist also does any work that they have recommended?

It sounds as though trees are managed centrally from the directorate, not by the local school community. Is that correct?

But the schools have a say in decisions about where trees are planted?

From what you said, new schools are being built with a few trees, at least as many trees as were on the grounds when they started?

Given that there are now more and more very hot days, are trees the main thing you are going to use for making the outside attractive for kids to get out at lunchtime when it is hot or will you continue to put up shade cloth and things like that?

Spraying pesticides and herbicides

Do you do any spraying with pesticides or herbicides outside in the school grounds?

Non-Government School Education

I have a couple of questions on non-government school education. In terms of accreditation or reaccreditation of non-government schools, can you take the committee through that process: what it involves, how long it takes?

My question was about accreditation and reaccreditation of non-government schools, what that general process is and how long it usually takes?

I have a few follow-ups on that. There must be some instances where schools have not met the requirements for registration. Are you able, without going into specific details, to give some reasons why? When schools are not able to be registered, what is the general practice?

Is the process for registration reviewed on a regular basis? Is that part of the directorate's process?

As with any process, I suppose it undergoes a review system. Does that also form part of a review system where you look at the way you register nongovernment schools?

Correct me if I am wrong, but my understanding is that that part of the act has not been changed for quite some time.

Non-Government School funding

On funding for special needs or disability education funding, are you able to provide a bit more information about how it works for non-government schools?

In terms of the directorate or the minister liaising with the non-government school sector, is there a formal process in place? When there are new schools that are being planned, for example in Molonglo, do you have a formal process? What kind of engagement do you have with the non-government school sector?

One of the things we have heard about quite a bit throughout the estimates hearings so far has been the growing population within Canberra. How is the Education Directorate responding to the growing population, and to the popularity of public schools?

Growth Pressures in Gungahlin

Could you give me a bit more detail on what is being delivered in Gungahlin? As you noted, the north has a lot of growth pressures. I think there is a funding commitment of \$25.4 million to support the growth of school enrolments across Gungahlin. Can you run me through what you are doing there?

The school that will be in Taylor—I know it is currently subject to a naming competition—broadly, I am familiar with that. It is due to open next year. Can you run me through the number of placements for that one?

The Franklin Early Childhood School is already established up to year 2. I have had quite a few people ask me about this, so can you run through how that school is going to be expanded? It will go up to year 6; that is my understanding.

So the current year 2s will be able to enrol in year 3 next year, while the broader planning work is going on. The other question I get quite a bit is about secondary school provision in Gungahlin. Correct me if I am wrong, but I vaguely remember mention of a scoping study—or is that for Health? It has been a long couple of weeks, so feel free to fill me in.

School Planning/Capacity

You mentioned the Molonglo school. That was my next question because it is quite a significant one in Coombs—the establishment of a school in Molonglo. Can you run me through what you are looking at doing and how that will meet the needs of the community there?

Mr Gotts, I think you referred to Amaroo, Gold Creek and Neville Bonner schools, and budget paper 2 refers to 500 more places in those schools. How are those places being provided? Are they similar to what you have in store for the Franklin expansion, as in the use of demountables?

Is there any plan to alleviate some pressure at Yarralumla Primary School and North Ainslie, which are both over capacity

Thank you for all the information on the ways we are dealing with some of the capacity issues. Are there any other methods or strategies the directorate is thinking about to address capacity, aside from the physical infrastructure aspects?

Curriculum

I have another question here on high school curriculum. How much flexibility do high schools have at a school level, in terms of the mix of subjects that they are able to offer?

Would it be fair to say the decisions would be lying with that school leadership and the board? It would be a combination of working with the director but then being informed by the Australian curriculum?

That example would apply, for example, to Lyneham, where they have the LEAP and the SEAL programs? It works in that way as well. Do schools that have some of the specialist programs we just talked about in some of the examples have different capacity issues to schools that do not? Have you seen a trend? Do you see more enrolments or applications to those schools? Have you kept data on any of that?

Would it be fair to say, from the director's perspective, that there is a priority set? People in the PEA are guaranteed. Then, even if there is that special program which allows students from outside of PEA to come in, they would be second? Is that right?

Will the Future Skills Academy we talked about earlier be run organisationally like this or is it a separate thing altogether? For example, with the Future Skills Academy, do they also have to have that criteria or is that a completely separate program?

Early Childhood Scholarships

It is pages 17 and 18 of your specific budget paper. I will start on page 18. What are early childhood scholarships and what has happened between last year, with the estimated outcome, and the money being entirely moved to this year?

So that will not be needed beyond this financial year, but we have blocked it in for the people who are finishing up but will not be finished until this financial year.

Superannuation and wage parameters

Thank you; that is very clear. We have significant changes with the superannuation and wage parameters. What has driven that?

I do not need to see them, but do you maintain statistics on how many people you are expecting to retire each year?

It made me wonder. Are we being a bit too optimistic in terms of people's retirement rates? They might love their job so much that they stay around. I assume there is an actuarial basis for a lot of this work as well.

Comcare Premium

I want to go back to page 17, the Comcare premium reduction. That also looks like a big number. What has influenced that?

What does "general savings" mean? I appreciate that the figures are very small, so I am not that concerned, but I am interested in what "general" covers.

Government Office Block

Which office block are you moving to?

That would perhaps explain why general savings is quite a low number, because in terms of the staff you are actually moving, as part of the whole public service workforce it is quite small?

Freedom of Information Requests Published on Disclosure Log as at 22 October 2018

RECORD 6

Date of request	Information requested	Applicant	Date of decision	Date of publication	Decision	Comments
21 September 2018	Documents relating to the finding of asbestos at ACT public schools during 2018 and the subsequent management of the sites where the material was found.	[REDACTED]	27 September 2018	15 October 2018	Access refused due to ongoing WorkSafe investigation	
30 August 2018	Reports of incidents at ACT public schools involving abductions, attempted abductions or suspicious approaches to children in the period 30 August 2017 to 30 August 2018.	[REDACTED]	3 October 2018	15 October 2018	Partial release of 38 documents (full 2, partial with redactions applied 32, non-release 4) relating to 8 incidents	Media coverage occurred 17 October 2018
25 July 2018	All correspondence received from home educators that indicates support for the Government's Education Amendment Bill 2017.	[REDACTED]	17 August 2018	17 September 2018	Partial release of 2 documents with redactions applied	
6 July 2018	Documents related to cases of disciplinary action having been taken against principals or teachers in ACT schools between 1 January 2015 and 6 July 2018	[REDACTED]	10 September 2018	25 September 2018	Partial release of 112 documents (partial with redactions applied 86, non-release 26)	Documents related to 13 cases involving 1 principal, 6 teachers and 6 casual teachers. The actions taken were 5 terminations, 6 issued with warnings or admonishments, 1 counselled and 1 permanently moved to alternate duties
4 July 2018	Documents relating to high school enrolment application including personal and policy information.	[REDACTED]	9 August 2018	17 September 2018	Partial release of 19 documents to applicant (full 10, partial with redactions applied 9). Online publication of 15 documents that did not contain personal information (full 7, partial with redactions applied 8)	

Date of request	Information requested	Applicant	Date of decision	Date of publication	Decision	Comments
7 June 2018	Documents relating to an investigation into the Directorate's handling of a Reportable Conduct matter, referred to in the ACT Ombudsman's quarterly update dated 9 May 2018.	[REDACTED]	6 July 2018	17 July 2018	Access refused as no documents were available	RECORD 6
1 May 2018	Documentation in relation to the collection and processing of internet traffic on the education networks in the ACT, primarily the networks operated at Lyneham High School, such as internet history and how that information is used and stored	[REDACTED]	29 May 2018	4 June 2018	No documents were available other than documents that are publicly available	
13 March 2018	Documents relating to currently or previously employed school chaplains in ACT schools, that had formal complaints made about them	[REDACTED]	9 April 2018	13 April 2018	No documents were available	
3 March 2018	Documents relating to hospitality declarations, declarable gifts and sponsorship over the past five years	[REDACTED]	3 April 2018	13 April 2018	Partial release of 9 documents (all were partially released with redactions applied)	
26 February 2018	Documents relating to special needs transport routes and access, and correspondence relating to an individual's request for transport assistance	[REDACTED]	22 June 2018	6 July 2018	Partial release of 23 documents (full 12, partial with redactions applied 7 and non-release 4). Online publication of 1 document that did not contain personal information (partial with redactions applied)	Case related to [REDACTED] Media coverage occurred February and July 2018

Date of request	Information requested	Applicant	Date of decision	Date of publication	Decision	Comments
7 February 2018	Documents relating to 2017 AST and ATAR results including the AST score breakdown for every ACT college and a list of the ATARS for each student in every ACT college	[Redacted]	21 Feb 2018	6 March 2018	Partial release – no documents available that specifically met the request. Some relevant information provided as a courtesy	RECORD 6
24 January 2018	Documents relating to sexual harassment complaints made against any employee of the Education Directorate in the period 1 January 2014 to 11 January 2018	[Redacted]	7 March 2018	23 March 2018	Partial release of 14 documents (all were partially released with redactions applied)	Documents related to 4 cases involving 3 employees. Actions taken were 1 written warning/ resignation (2 cases for same person), 1 written warning and admonishment, and 1 resignation upon notification of proposed termination. Teachers were the subject of 3 cases (2 people) and 1 involved a non-teaching employee
11 January 2018	Documents relating to sexual harassment complaints made against senior executive service officials employed in the ACT Education Directorate, within the period 1 January 2015 to 11 January 2018.	[Redacted]	23 January 2018	6 February 2018	No documents available other than those publicly available	



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**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 955

Transportable classrooms – Aranda Primary School

Ms Lee MLA- asked the Minister for Education and Early Childhood Development on 23 February 2018:

- (1) How many transportable classrooms have been installed at Aranda School.
- (2) How many students can be accommodated in a transportable classroom.
- (3) When was the installation of transportable classrooms commissioned.
- (4) What is the cost of installing each transportable classroom.
- (5) What is the estimated lifespan of a transportable classroom.
- (6) What was the criteria for determining a transportable classroom was needed.
- (7) What data or information is examined prior to the decision to install transportable classrooms.

MS BERRY - the answer to **Ms Lee's** question is:

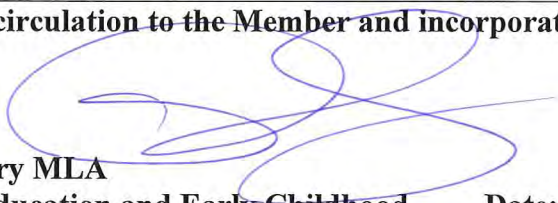
- 1) There are two transportable buildings at Aranda Primary School.
- 2) For capacity planning purposes an average of 25 students are nominally accommodated in each learning space. Standard transportable classrooms are designed to accommodate up to 30 students.
- 3) Transportable class rooms were installed at Aranda Primary School in 2001 and in 2017 for the start of the 2018 school year.
- 4) The record of the cost of the delivery of the transportable building 2001 is not available.

The total project budget for the delivery the transportable building in 2017 was \$1.0 million excluding GST.

- 5) The estimated lifespan of a transportable classroom building is 15-20 years. This is largely dependent on building use, level of maintenance and the number of times the building is relocated.
- 6) Transportable classroom buildings are provided where short to medium term school capacity is insufficient to meet student enrolment demand from within the school Priority Enrolment Area (PEA).

- 7) The major information sources considered leading up to the decision to install a transportable classroom buildings include:
- a) Enrolment projections prepared annually by the Directorate which give a forward indication of enrolment demand for all schools;
 - b) School Census data with particular attention paid to the PEA status of current and prospective enrolments; and
 - c) School site information to ensure adequate space for buildings, outdoor play and capacity of building services.
 - d) School community feedback.

Approved for circulation to the Member and incorporation into Hansard.


Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date:.....19/03/18.....

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 956

Transportable classrooms 2014-2018

Ms Lee MLA- asked the Minister for Education and Early Childhood Development on 23 February 2018:

- (1) In relation to transportable classrooms in all ACT public schools, which schools have had transportable classrooms installed in the academic years of (a) 2014, (b) 2015, (c) 2016, (d) 2017 and (e) 2018.
- (2) For each of the schools outlined in Part (1)(a) to (e), when were the transportable classrooms installed.
- (3) For each of the schools outlined in Part (1)(a) to (e), what was the school's additional student enrolment for (a) 2014, (b) 2015, (c) 2016, (d) 2017 and (e) 2018.

MS BERRY - the answer to **Ms Lee's** question is:

- 1) See Table 1
- 2) See Table 1
- 3) See Table 1

Table 1. Shows the schools and the installation years of the transportable classrooms and the total student enrolment count of the year prior installation, total enrolment count of the year installation of the transportable and the total change from year to year.

School (1a-e)	Year of installation/r elocation (2a-e)	Enrolments in prior year as at Feb Census	Enrolments in installed year as at Feb Census	Change in enrolment (3a-e)
Amaroo School	2014	1606	1677	71
Aranda Primary School	2017	608	620	12
Campbell Primary School	2018	382	Not available ¹	n/a
Cranleigh School	2014	108	128	20
Garran Primary School	2016	599	596	-3
Garran Primary School	2018	624	Not available ¹	n/a
Gold Creek School	2017	664	707	43
Neville Bonner Primary School	2016	486	588	102

Neville Bonner Primary School	2017	588	756	168
Ngunnawal Primary School	2014	592	656	64
Telopea Park School	2018	Primary 560 High 856	Not available ¹	n/a

¹Note. February 2018 Student Enrolment Census data is currently being collated.

Approved for circulation to the Member and incorporation into Hansard.

Ms Yvette Berry MLA

**Minister for Education and Early Childhood
Development**

Date: 19/03/18



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON PUBLIC ACCOUNTS

Vicki Dunne MLA (Chair), Michael Pettersson MLA (Deputy Chair)
Alistair Coe MLA, Bec Cody MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by Mr Coe MLA on 9 March 2018 the following question regarding National Partnership Agreement rollovers was taken on notice:

- What are the specific initiatives associated with the FMA s16B rollovers on page 61 of the supplementary budget paper? [Abbreviated from Ref: Hansard Transcript 9 March 2018 Page 26]

YVETTE BERRY MLA: The answer to the Member's question is as follows:–

The use of the rolled over funds relating to the National Partnerships as listed in the 2017-18 Supplementary Budget papers is as follows for each specific program:

- Independent Public Schools (\$263,000): Administrative expenditure relating to support of in school staff, including provision of programs to build workforce capability in schools.
- National Quality Agenda for Early Childhood Education and Care (\$121,000): Administrative expenditure relating to resourcing the Regulatory Authority responsible for administering the implementation of the National Quality Framework.
- National School Chaplaincy Program (-\$29,000): Payments to schools and service providers, and a small component for administration. It should be noted when program funds are transferred from a forward year budget to the current year, as has happened above for the \$29,000, then this is treated as a negative budget adjustment. The background of this adjustment is provided below:
 - At 30 June 2017 full year expenditure was marginally higher (3%) than the budgeted amount of \$895,000 at \$924,000. As a result, \$29,000 of program funds was re-profiled from 2018-19 to the 2017-18 financial year to reflect the actual expenditure against the program for 2017-18.
- Smart Schools Literacy and Numeracy (\$58,000): Administrative expenditure relating to support of in school staff, including completion of the rollout of the Principals as Numeracy leaders program, and system level Literacy support initiative.
- More support for Students with Disabilities (\$59,000): Administrative expenditure relating to support of in school staff, including provision of teacher professional development in the provision of education services to students with a disability.

Approved for circulation to the Standing Committee on Public Accounts.

Signature:

Date:

27/03/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 953

CCTV Camera Trial

Ms Lee MLA- asked the Minister for Education and Early Childhood Development on 23 February 2018:

- (1) Which ACT public schools have been determined for the closed circuit television (CCTV) camera trial.
- (2) How were these schools determined.
- (3) When will the trial be conducted.
- (4) For how long will the trial be conducted.
- (5) What criteria will be used to determine the success and efficacy of the trial.
- (6) Will these findings be made public.
- (7) What is the trial of CCTV cameras anticipated to cost.

MS BERRY - the answer to **Ms Lee's** question is:

- 1) The Education Directorate is in the early stages of scoping a CCTV trial. The government has not yet decided to proceed with it.
- 2) The Directorate will determine which schools will form part of the trial in conjunction with participating school communities. Generally schools with high or recurrent vandalism costs will be considered for the trial.
- 3-6) The criteria for the trial is currently in development.
- 7) Costs of the trial are unknown at this stage. The Directorate will utilise the whole of government approach to procuring the CCTV hardware.

Approved for circulation to the Member and incorporation into Hansard.

Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 03/04/18



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON PUBLIC ACCOUNTS

Vicki Dunne MLA (Chair), Michael Pettersson MLA (Deputy Chair)

Alistair Coe MLA, Bec Cody MLA

ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS

Asked by Mrs Dunne MLA on 9 March 2018: Ms Natalie Howson took on notice the following question(s):

- 'how much have you spent on demountables, demolition and rehabilitation at Campbell Primary School which was taken from somewhere else to cash manage ...' [Ref: Hansard Transcript 9 March 2018 Page 23]

In relation to: Appropriation of funds for Campbell Primary School.

YVETTE BERRY MLA: The answer to the Member's question is as follows:–

- Total expenditure to date for Campbell Primary School demolition, rehabilitation and transportable classrooms is around \$3.3 million. Cash requirements have initially been met through the Public Schools Infrastructure Upgrades Program subject to finalisation of funding through the budget process.

Approved for circulation to the Standing Committee on Public Accounts.

Signature:

Date:

03/04/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

Asked by Ms Lee MLA on 20 Mar 2018 took on notice the following question:

Minister, in relation to QON 895 what information did the Directorate use to create the ACT Public Schools Enrolment 2013-17 Projections and what was the projections purpose?

YVETTE BERRY: The answer to the Member's question is as follows:—

The information used was consistent with sources listed in QON 895.

Projections are prepared as a part of advice to the government are not “reports”. These documents are internal working documents prepared by the Directorate for the purpose of advising the Minister and Cabinet about matters relevant to school infrastructure investment.

Approved for circulation to the Member and incorporation into Hansard.

Ms Yvette Berry MLA

**Minister for Education and Early Childhood
Development**

Date:.....11/04/18.....

MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT **RECORD 7**
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION

Notice Paper of 23 March 2018

Question No. 1042

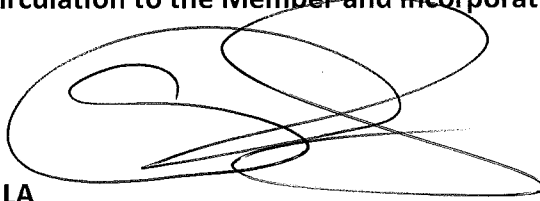
Ms Lee - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

The 2016 Labor election policy included a \$20 million commitment for capacity upgrades to, among others, Franklin Early Childcare School, (a) what is the nature of the works to be delivered, (b) when will consultation with the school communities commence and (c) has consideration been given to extend the Franklin School to Year 6 to address capacity issues across Gungahlin.

Ms Berry - The answer to the Member's question is as follows:

- a) Options for expansion of the Franklin Early Childhood School are being considered.
- b) The school community will have the opportunity to comment on expansion options in 2018.
- c) The form the expansion takes will address the needs of the local community.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 12/04/18.....

This response required 3hrs to complete, at an approximate cost of \$323.19.

RECORD 7

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1039

Ms Lee - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) In relation to Chromebooks for secondary school students, will students be able to access social media on these Chromebooks.
- (2) Has the Government considered the risks and impact of addictive use of technology and social media; if so, what advice has the Minister sought or has the Directorate provided on how to address this problem; if not, what is the Government's position on these risks.
- (3) What strategies does the Government have for teaching students about cyber security.
- (4) What training sessions have been given to teachers and directorate staff.
- (5) If no training sessions have been given to teachers and directorate staff, will the Government require and provide training.
- (6) What role will teachers play in determining correct use of Chromebooks.

Ms Berry - The answer to the Member's question is as follows:

In designing the delivery of devices to ACT public schools, I established a School Education Advisory Committee (the committee) to review evidence, and research, and to advise on best practice for implementation. The committee comprised of stakeholders with a particular expertise in the use of technology in education - teachers, students, parents, academic experts and education administrators.

(1) Chromebooks allocated to students under the initiative are managed like any other ICT asset provided by the Government to schools. The Territory's filtering software reduces the risk of accidental access to inappropriate online content at school. The filtering is age appropriate and allows limited access to social media depending upon the age of the student. Appropriate provisions are in place as per the Communities Online: Acceptable use of ICT – Parents and Students Guidelines. In addition, the parent information booklet developed as part of the initiative provides age appropriate guidance on how to keep students safe at home, including sensible social networking.

(2) Chromebooks are being delivered to bridge the equity gap in access to technology for learning and complements the existing school Bring your Own Device (BYOD) programs already in place. It is common practice for students to bring devices into school to support their learning. In line with the committee's advice that schools maintain a balanced and pedagogy focused approach to ICT use, consistent with the Australian Curriculum, device usage has always been balanced and focused on educational best practice. Not all learning requires a device.

(3) All Canberra public schools teach students about cyber safety and responsible online behaviour and provide information to their school community. The Office of the E-Safety Commissioner, in partnership with the ACT Education Directorate, delivers cyber safety programs to ACT schools and there are complementary resources on their website available for parents. Consistent with the committee's recommendation that guidelines include links to best practice digital citizenship

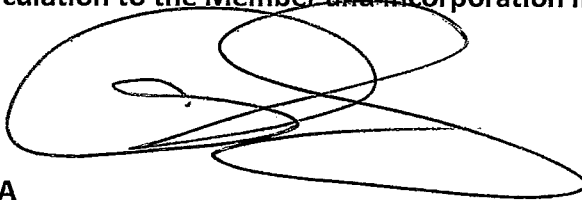
programs, the website link is included, along with other guidance material, in the parent information booklet and is available on the Directorate's website.

(4) The ACT Education Directorate is expanding its existing professional learning program to support schools. In addition to the current program featuring Google for Education quarterly workshops and annual Canberra Summit, the Directorate has sought input from schools and teachers to inform further professional learning priorities, which are being developed into a program for the duration of the initiative.

(5) Additional professional learning opportunities will commence in Term 2, 2018.

(6) Teachers apply well established existing practice in determining appropriate use of information technology in schools, relying on existing policies.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 12/04/18

This response required 4hrs 55mins to complete, at an approximate cost of \$437.68.

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1064

Mr Milligan - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) What is the total cost of the cultural integrity program including staff time spent developing resources, implementing and evaluating the program.
- (2) Which schools are involved in the cultural integrity program.
- (3) How many students will participate in each of the schools.
- (4) Are there any gender or age specific resources.
- (5) How many contact hours per week will be required by students who participate in the cultural integrity program.
- (6) Have any success measures for the cultural integrity program been developed; if so, what are they and how are they linked with the self-assessment tool.
- (7) Have these success measures been cross referenced with NAPLAN.
- (8) Was there any consultation with the indigenous community and service providers in the development of this program; if so, who with and when this consultation occurred.

Ms Berry - The answer to the Member's question is as follows:

- (1) The chief costs of developing the cultural integrity policy direction were approximately equivalent to 2 FTE staff over twelve months to develop and implement the policy direction, supporting resources, training, stakeholder engagement and communications. Additional costs included the time contributed by a wide range of stakeholders and internal advisory bodies during the policy development process.
- (2) All ACT public schools are expected to be building their cultural integrity from 2018.
- (3) Cultural integrity will benefit all students in all schools. Aboriginal and Torres Strait Islander students will benefit from seeing more of their perspectives and cultures in their school environments, and embedded throughout the school curriculum. Non-Indigenous students will benefit from learning more about the contribution Aboriginal and Torres Strait Islander peoples and cultures make to Australian society.

Cultural integrity will mean something different for each school, as each school's story and community is unique. Schools have the discretion to respond as best fits their circumstances.

- (4) The resource toolkit developed to support cultural integrity is primarily aimed at supporting school leaders and teachers to build school cultural integrity. The toolkit provides access to a range of resources which support different cohorts of students. This includes resources specific to different ages and subject areas.
- (5) Cultural integrity is not a program approach, but rather a new policy direction: 'schools that meet the needs and aspirations of all Aboriginal and Torres Strait Islander students'.

Schools are building their cultural integrity when they are:

RECORD 7

- a) Engaging with their local Aboriginal and Torres Strait Islander community;
- b) Embedding Aboriginal and Torres Strait Islander perspectives, languages and cultures throughout the curriculum;
- c) Showing leadership, and celebrating Aboriginal and Torres Strait Islander achievements and dates of significance; and
- d) Fostering an environment of high expectations for Aboriginal and Torres Strait Islander students, and supporting successful student transitions.

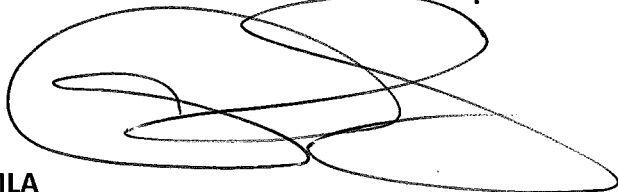
(6) The Directorate is currently developing evaluation and accountability measures for cultural integrity.

(7) The Directorate is currently developing evaluation and accountability measures for cultural integrity. All existing data and reporting opportunities will be considered as part of this process.

(8) Cultural Integrity was developed during 2016 and 2017 in close consultation with a wide range of people and groups, including:

- a) Aboriginal and Torres Strait Islander Policy Group – representatives from across the Directorate with responsibilities or interests in Aboriginal and Torres Strait Islander student support, including school staff and Education Support Office staff.
- b) Education Directorate Aboriginal and Torres Strait Islander staff network.
- c) ACT Aboriginal and Torres Strait Islander Education Consultative Group.
- d) Aboriginal and Torres Strait Islander Elected Body.
- e) A range of interested groups and individuals to discuss the new policy direction, including the Human Right and Equal Opportunities Commission, Department of Prime Minister and Cabinet and the Office for Aboriginal and Torres Strait Islander Affairs.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 12/04/18

This response required 4hrs 5mins to complete, at an approximate cost of \$364.90.

MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT **RECORD 7**
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION

Notice Paper of 23 March 2018

Question No. 1145

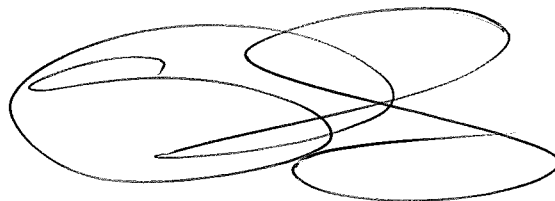
Mr Coe - Asked the Minister for Education and Early Childhood Care upon notice on 23 March 2018:

- (1) What is the total number of staff by full-time equivalent and headcount assigned to media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles for each directorate and government agency for which you are responsible.
- (2) What is the breakdown, by ACT Public Service classification type, of the number of staff assigned to media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles for each directorate and government agency for which you are responsible.
- (3) Do any of the directorates or government agencies for which you are responsible engage any consultants or contractors to perform media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles; if so, for 2017-18 to date what is (a) the number of consultants or contractors engaged, (b) the total value of each contract, and, if available or paid hourly, the hourly rate paid, (c) the period of the contract, (d) contract name, (e) contract number and (f) method of procurement.

Ms Berry - The answer to the Member's question is as follows:

- (1) As of the end of February, the total number of staff by full-time equivalent and headcount assigned to media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles within the Education Directorate is six.
- (2) Breakdown:
 - SOG A: 1 Senior Communications Manager
 - SOG B: 1 Assistant Communications Manager
 - SOG C: 2 2 x Senior Communications Officers
 - ASO 6: 1 Communications Officer
 - ASO 5: 1 Media and Communications Officer
- (3) The Education Directorate has not, in the 2017-18 financial year engaged any consultants or contractors to perform media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 12/04/18.....

This response required 2hrs to complete, at an approximate cost of \$229.92.

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT FOR THE AUSTRALIAN
CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1232

MR COE: Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) Can the Minister provide a breakdown of the total number of freedom of information (FOI) requests each directorate and government agency for which the Minister is responsible for has received during 2017-18 to date, by (a) requests made under the repealed *Freedom of Information Act 1989* and (b) requests made under the *Freedom of Information Act 2016*; that are (i) received or active, (ii) transferred, (iii) withdrawn and (d) finalised.
- (2) Can the Minister provide a breakdown of the total number of FOI requests each directorate and government agency for which the Minister is responsible for has received during 2017-18 to date, by (a) requests made under the repealed *Freedom of Information Act 1989* and (b) requests made under the *Freedom of Information Act 2016*; that (i) have been finalised within the statutory time frame, (ii) have been finalised outside of the statutory time frame and (iii) are yet to be finalised.
- (3) Can the Minister provide a breakdown of the total number of FOI requests which were received during (a) 2015-16 and (b) 2016-17 by each directorate and government agency for which the Minister is responsible for, that are pending or were processed, in part or wholly, during 2017-18, by those that (i) have been finalised within the statutory time frame, (ii) have been finalised outside of the statutory time frame and (iii) are yet to be finalised.

MS BERRY - The answer to the Member's question is as follows:

(1)

	Received/Active	Transferred	Withdrawn	Finalised
Total number of FOI requests during 17-18 to date under FOI Act 1989	27	1	6	26
Total number of FOI requests during 17-18 to date under FOI Act 2016	7	0	1	4

(2) The response to (2) is provided at (3)

(3) The information requested for 2015-16 and 2016-17 is available in the Justice and Community Safety Directorate's annual report.

For the period 1 July to 31 December 2017 the information requested is:

	Total Number
Initial requests to access documents	27
Full Access	2
Partial Access	13
Refused Access	
Technical Refusal	4
Exempt in Full	
Access Deferred (s20)	
Transferred (s15)	1
Decision Pending	1
Withdrawn	6

The processing time for requests received during the period 1 July to 31 December 2017 is provided in the following table. This is consistent with the manner of reporting provided in the Annual Report.

Less than 31 days	31-45 days	46-60 days	61-90 days	91 days or more	Decision Pending	Withdrawn
5	2	3	1	9	1	6

Data relating to the finalisation of requests within the statutory timeframe for this period is not available because it is not recorded in this way. To provide this information would require individual files to be retrieved and reviewed which would be an unreasonable use and diversion of resources.

For the period 1 January to 23 March 2018 the requested information is:

	Finalised within the statutory timeframe	Finalised outside of the statutory timeframe	Yet to be finalised
Total number of FOI requests during 17-18 to date under FOI Act 2016	4	0	3

As at 23 March 2018 there were three requests made under the *Freedom of Information Act 2016* that were being processed. All were within the statutory timeframe as at that date.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 17/04/18

This response required 5 hrs10 mins to complete, at an approximate cost of \$489.63.

RECORD 7

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1203

Mr Coe - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) What is the total number of staff by full-time equivalent and headcount assigned to handling Freedom of Information (FOI) requests for each directorate and each government agency for which the Minister is responsible for.
- (2) What is the breakdown, by ACT public service classification type, of the number of staff currently assigned to handling FOI requests for each directorate and each government agency for which the Minister is responsible for.
- (3) How did each directorate and each government agency for which the Minister is responsible for prepare for the implementation of the Freedom of Information Act 2016, including amending processes, extra recruiting or restructuring.
- (4) Is there a review or evaluation scheduled to be undertaken on the implementation, effects, or processes associated with the Freedom of Information Act 2016 by each directorate and each government agency for which the Minister is responsible for; if not, why not; if so, (a) who will undertake the review or evaluation, (b) whether it will be part of a whole of government initiative or undertaken by individual directorates and government agencies, (c) when that review or evaluation is scheduled to occur, (d) when the review or evaluation is scheduled to be finalised and (e) whether the review or evaluation will be released publicly, and where.

Ms Berry - The answer to the Member's question is as follows:

(1)

Total number of staff by FTE:	2.0
Total number of staff by headcount:	2.0

(2)

Classification	Number of staff
SOG B	1.0
ASO6	1.0

(3) JACSD is providing WhoG response.

(4) JACSD is providing WhoG response.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA

Minister for Education and Early Childhood Development

Date: 19/04/18

This response required 1 hrs 45 mins to complete, at an approximate cost of \$203.10.

Notice Paper of 23 March 2018

Question No. 1261

Mr Coe - Asked the Minister for Education and Early Childhood Care upon notice on 23 March 2018:

- (1) What is the breakdown of total spending on media and communications of each directorate and government agency for which the Minister is responsible for in (a) 2015-16, (b) 2016-17 and 2017-18 to date by (i) internal staff costs, (ii) software or other internal infrastructure, (iii) goods and services contracts and (iv) consultancy services.
- (2) Have any of the directorates or government agencies for the Minister is responsible for engaged external consultants or contractors for the provision of communications or media services, including instances where the contract value is below \$25,000, during (a) 2015-16, (b) 2016-17 and 2017-18 to date.
- (3) If the answer was yes to any of part (2)(a) to (c), can the Minister advise (a) whether the consultant or contractor was engaged under a whole of Government panel contract; if engaged outside of a whole of Government panel contract, why the existing panel contractors did not meet requirements, (b) nature of services, (c) total value of the contract, (d) total period of the contract, (e) contract name and (f) contract number.

Ms Berry - The answer to the Member's question is as follows:

(1) (a) 2015-16

- (i) Internal staff costs - \$657,156
- (ii) Software or other internal Infrastructure - \$68
- (iii) Good and Service contract - \$94,643
- (iv) Consultancy services - \$1,800

(b) 2016-17

- (i) Internal staff costs - \$704,536
- (ii) Software or other internal Infrastructure - \$528
- (iii) Good and Service contract - \$33,895
- (iv) Consultancy services - \$0

(c) 2017-18 (year to date)

- (i) Internal staff costs - \$691,186
- (ii) Software or other internal Infrastructure - \$117
- (iii) Good and Service contract - \$64,234
- (iv) Consultancy services - \$0

(2) and (3) In 2015-16 the Directorate engaged Talkforce Media and Communications Strategists to undertake media training with Senior Executive staff at a total cost of \$1,800. The contract was arranged directly with the service provider on a one off basis.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 17/04/18

This response required 4hrs and 45mins to complete, at an approximate cost of \$447.05

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1038

MS LEE - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) How many international students are enrolled in ACT government schools?
- (2) How many international students are enrolled, by school, in each grade from K-12?
- (3) How are students assessed for eligibility into a particular (a) school and (b) grade?
- (4) Are all schools eligible to accept international students; if not, how are schools selected for enrolment of international students?
- (5) Do all international students pay fees; if not, how are students assessed as to whether their enrolment requires a fee; if so, what fees are payable per (a) student, (b) year and (c) grade?
- (6) What is the average number of years an international student studies in an ACT school?
- (7) How many receive an Australian Tertiary Admission Ranking to attend an Australian university?

MS BERRY - The answer to the Member's question is as follows:

- (1) As of 10 April 2018 there are 479 international students enrolled in ACT Government schools.
- (2) The following table shows the number of international student enrolments across the year grades per school. Due to a small number of enrolments in some year levels at many schools, the statistics have been provided at school level, rather than year level to prevent inadvertent release of identifiable statistics. This includes a total of 14 international students across all primary schools.

SCHOOL	TOTAL STUDENTS
Alfred Deakin High School	15
Amaroo School	10
Belconnen High	5
Campbell High School	16
Canberra College	63
Canberra High School	9
Dickson College	46
Dickson College (Secondary Introductory English Centre)	14
Erindale College	13
Gold Creek High School	9
Gungahlin College	55
Harrison School	15

SCHOOL	TOTAL STUDENTS
Hawker College	31
Lake Ginninderra College	19
Lake Tuggeranong College	34
Melba Copland Secondary School	40
Melrose High School	7
Namadgi School	5
Narrabundah College	53
Stromlo High School	6
Total number of students in Primary School	14
Total number of students in secondary school	465
TOTAL NUMBER OF STUDENTS	479

(3) (a) and (b)

International students must meet the following criteria to be eligible:	
<u>Preschool students</u>	<ul style="list-style-type: none"> • Must live with a parent/guardian approved by the Department of Home Affairs • Must be dependents of a temporary resident • Must be four years of age by 30 April of the year they commence preschool • Enrolment offers are subject to the availability of places • Enrolment in a preschool is subject to the Priority Enrolment Area (PEA) policy. If the PEA preschool is already at capacity, a student may be offered enrolment in another preschool subject to availability and Principal discretion.
<u>Primary school students</u>	<ul style="list-style-type: none"> • Must live with a parent/guardian approved by the Department of Home Affairs • May only stay for a period up to two years (as prescribed by the Department of Home Affairs) • Must be five years of age by 30 April of the year they commence school (student must be at least 6 years old to be eligible to apply for a student visa). • Enrolment in a school is subject to the Priority Enrolment Area (PEA) policy
<u>High school students</u>	<ul style="list-style-type: none"> • Must live with a parent/guardian approved by the Department of Home Affairs if under the age of 16 years. • Must be aged 16 years or over to be accommodated in the Homestay Program or the Family Friends and Relatives Program.
<u>College Students</u>	<ul style="list-style-type: none"> • Must be aged 16 years or over to be accommodated in the Homestay Program or the Family Friends and Relatives Program. • Must not be over the age of 19 years at the commencement of Year 11 mainstream.

*A student's ability to speak and understand English is assessed upon commencement in the school they are enrolled in. If a student requires additional support, they are enrolled in one of five Introductory English Centres (IEC) for intensive language teaching before transitioning back into their enrolled school.

- (4) All ACT Government primary schools, secondary schools and colleges are eligible to accept international students.

Although international students are able to nominate their preferred school as part of the admissions process, enrolment in a school is only offered if the school has the capacity to accept a student. Further consideration is given to the residential address of the Homestay Program and their proximity to schools and the public transport network.

If a student is living with a parent/guardian approved by the Department of Home Affairs or is participating in the Family Friends or Relative Program, enrolment in a school is subject to the Priority Enrolment Area (PEA) policy.

International students with a disability, who are dependents of temporary residents, are subject to specific assess and placement procedures prior to acceptance and admission to an appropriate school in the ACT.

- (5) Not all international students pay fees. The holders of certain visa subclasses may be eligible for fee exemption for temporary residents and their dependents to study in an ACT Government school. The enrolment of a student will be subject to the Priority Enrolment Area (PEA) policy.

Fee Exemptions for temporary residents and their dependents:

Visa Type	Criteria
Subclass 309 and 820 Partner Visa and Subclass 445 – Dependent Child	<ul style="list-style-type: none"> • Evidence of Australian Citizenship • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 403 – Temporary Work (international Relations) Visa	<ul style="list-style-type: none"> • Only bilateral agreements between the Commonwealth or ACT Government and a government of another country are eligible for fee exemption. Private company arrangements are liable for full international student tuition fees. • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Commonwealth or ACT Government Employment contract in the ACT, including the start and end date

	<ul style="list-style-type: none"> • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 407 – Training Visa	<ul style="list-style-type: none"> • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Letter of Offer from an Australian Tertiary Institution, or a Commonwealth or ACT Government Employment contract in the ACT, including the start and end date • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 457 – Business (Long stay) & Subclass 489 Skilled Regional (Provisional)	<ul style="list-style-type: none"> • Please be advised that only the occupations listed on the Department of Home Affairs (https://www.homeaffairs.gov.au/Trav/Work/Work/Skills-assessment-and-assessing-authorities/skilled-occupations-lists/combined-stsol-mltss/) are eligible for fee exemption. • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Employment contract in the ACT, including the start and end date • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 500 – Vocational Education & Training Sector Subclass 500 – Higher Education Sector	<ul style="list-style-type: none"> • Only the dependents of Commonwealth assisted students, or dependents of students whose tuition fees are paid in full by a publicly funded Australian Higher Education Provider, physically located in the ACT are eligible for fee exemption. • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Letter of offer from the tertiary institution • Copy of your Confirmation of Enrolment (CoE) • Evidence of scholarship, including the start and end date • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 500 – Postgraduate Research Sector	<ul style="list-style-type: none"> • Please note that fee exemption applies only to the dependents of eligible students whose main course of study is a Masters degree by research or

	<p>a Doctoral degree. Only the dependents of students who are enrolled in an Australian higher education provider, physically located in the ACT are eligible for fee exemption.</p> <ul style="list-style-type: none"> • Copy of Passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Letter of offer from the university • Copy of your CoE • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
<p>Subclass 500 – Foreign Affairs or Defence Sector</p>	<ul style="list-style-type: none"> • Please note all accompanying family members must travel on a 500 dependent visa to be eligible for fee exemption. Only the dependents of students who are enrolled in an Australian Higher Education Provider, physically located in the ACT are eligible for fee exemption. • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Evidence of Foreign Affairs/Defence scholarship, including the start and end date. CoE is not sufficient evidence • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
<p>Fee exempt students are only exempt from international student tuition fees. All other payments and voluntary contributions required by the school still apply. If applicants are not eligible for fee exemption, full international student tuition fees will apply for their dependents.</p>	

(5) (a), (b) and (c) All other international students are subject to the following fee schedules:

Tuition and administrative fees for mainstream schooling – Student Visa Subclass 500

School year	Amount
Years K - 6	\$11,100 per year, per student
Years 7 - 10	\$14,500 per year, per student
Years 11 - 12	\$16,200 per year, per student
<p>A non-refundable application fee of \$265 per student is payable at the time of their initial application.</p>	

Tuition and administrative fees for mainstream schooling – Dependents of temporary residents

School year	Amount
Years K - 6	\$11,100 per year, per student
Years 7 - 10	\$14,500 per year, per student
Years 11 - 12	\$16,200 per year, per student
A non-refundable application fee of \$265 per student is payable at the time of their initial application.	

Tuition and administrative fees for mainstream schooling – Short term

(The following fees and charges are for students studying in ACT Government schools as a short-term student. The study period for these charges is for 5-10 weeks only and the fees are scaled).

School year	Amount
Tuition and Administrative fee for 5 weeks	\$2365 per student
Tuition and Administrative fee for 6 weeks	\$2675 per student
Tuition and Administrative fee for 7 weeks	\$3165 per student
Tuition and Administrative fee for 8 weeks	\$3565 per student
Tuition and Administrative fee for 9 weeks	\$3965 per student
Tuition and Administrative fee for 10 weeks	\$4365 per student
A non-refundable application fee of \$250 per student is payable at the time of their initial application.	

(6) The average number of years an international student studies in an ACT Government school is 2 years.

This accounts for 1493 full-fee students who completed studies in ACT Government schools between January 2010 and December 2017.

(7) International students receiving an Australian Tertiary Admission Ranking (ATAR)

	2013	2014	2015	2016	2017
Number of students receiving an ATAR	71	90	112	99	133

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 22/04/18

This response required 4hrs 30mins to complete, at an approximate cost of \$433.72.

Notice Paper of 23 March 2018

Question No. 1062

MR MILLIGAN - Asked the Minister for Education and Early Childhood upon notice on 23 March 2018:

- (1) How many indigenous students are enrolled at each ACT Government School?
- (2) What is the breakdown of indigenous students by (a) gender and (b) year level at each ACT Government School?
- (3) Are there any schools in the ACT with more than 40 (a) male and (b) female indigenous students?

MS BERRY - The answer to the Member's question is as follows:

- (1) Table 1 lists the numbers of Aboriginal and Torres Strait Islander students enrolled in ACT public schools at the February 2018 census of ACT schools.

Table 1: Numbers of Aboriginal and Torres Strait Islander students enrolled in ACT public schools at the February 2018 census of ACT schools^{1,2}

<i>School Name</i>	<i>Number of students</i>	<i>School Name</i>	<i>Number of students</i>
Ainslie School	16	Kaleen Primary School	12
Alfred Deakin High School	19	Kingsford Smith School	83
Amaroo School	43	Lake Tuggeranong College	33
Aranda Primary School	7	Lanyon High School	26
Arawang Primary School	15	Latham Primary School	8
Belconnen High School	14	Lyneham High School	25
Black Mountain School	7	Lyneham Primary School	11
Bonython Primary School	24	Lyons Early Childhood School	7
Calwell High School	17	Macgregor Primary School	29
Calwell Primary School	12	Macquarie Primary School	17
Campbell High School	29	Majura Primary School	13
Campbell Primary School	10	Malkara School	5
Canberra College, The	53	Maribyrnong Primary School	8
Canberra High School	25	Mawson Primary School	14
Caroline Chisholm School	63	Melba Copland Secondary School	40
Chapman Primary School	13	Melrose High School	39
Charles Conder Primary School	12	Miles Franklin Primary School	6
Charles Weston School	16	Monash Primary School	18
Charnwood-Dunlop School	20	Mount Rogers Primary School	30
Cranleigh School	11	Mount Stromlo High School	21
Curtin Primary School	13	Namadgi School	96
Dickson College	14	Narrabundah College	7
Duffy Primary School	12	Narrabundah Early Childhood School	45

<i>School Name</i>	<i>Number of students</i>	<i>School Name</i>	<i>Number of students</i>
Erindale College	43	Neville Bonner Primary School	17
Evatt Primary School	20	Ngunnawal Primary School	53
Fadden Primary School	9	North Ainslie Primary School	18
Farrer Primary School	13	O'Connor Cooperative School	np
Florey Primary School	17	Palmerston District Primary School	16
Forrest Primary School	18	Red Hill Primary School	17
Fraser Primary School	24	Richardson Primary School	38
Garran Primary School	np	Southern Cross Early Childhood School	6
Gilmore Primary School	23	Taylor Primary School	15
Giralang Primary School	8	Telopea Park School	23
Gold Creek School	50	Theodore Primary School	36
Gordon Primary School	21	Torrens Primary School	12
Gowrie Primary School	11	Turner School	9
Gungahlin College	28	University of Canberra High School Kaleen	19
Harrison School	48	University of Canberra Senior Secondary College Lake Ginninderra	18
Hawker College	15	Wanniassa Hills Primary School	16
Hawker Primary School	8	Wanniassa School	62
Hughes Primary School	np	Weetangera Primary School	10
Isabella Plains Early Childhood School	7	Woden School, The	10
Jervis Bay School	51	Yarralumla Primary School	15
		Public school total	1,887

1. Includes a small number of students who attend more than one school
2. Enrolment counts less than four have been suppressed (np) to prevent release of identifiable statistics
np = not published.

(2) Tables 2 to 4 list the numbers of Aboriginal and Torres Strait Islander students by gender and schooling level (primary, high and college) enrolled in ACT public schools at the February 2018 census of ACT schools. Due to the small numbers of enrolments at many schools the statistics have been provided at schooling level rather than year level to prevent inadvertent release of identifiable statistics.

Table 2: Numbers of Aboriginal and Torres Strait Islander students by gender enrolled in ACT public primary schools at the February 2018 census of ACT schools^{1,2,3}

<i>School name</i>	<i>Males</i>	<i>Females</i>	<i>School name</i>	<i>Males</i>	<i>Females</i>
Ainslie School	7	9	Kingsford Smith School	30	30
Amaroo School	18	13	Latham Primary School	np	np
Aranda Primary School	np	np	Lyneham Primary School	7	4
Arawang Primary School	6	9	Lyons Early Childhood School	np	np
Bonython Primary School	13	11	Macgregor Primary School	14	15
Calwell Primary School	7	5	Macquarie Primary School	8	9
Campbell Primary School	6	4	Majura Primary School	9	4
Caroline Chisholm School	18	16	Malkara School	4	np

<i>School name</i>	<i>Males</i>	<i>Females</i>	<i>School name</i>	<i>Males</i>	<i>Females</i>
Chapman Primary School	10	np	Maribyrnong Primary School	np	np
Charles Conder Primary School	4	8	Mawson Primary School	9	5
Charles Weston School	9	7	Miles Franklin Primary School	np	np
Charnwood-Dunlop School	10	10	Monash Primary School	11	7
Cranleigh School	8	np	Mount Rogers Primary School	12	18
Curtin Primary School	7	6	Namadgi School	37	37
Duffy Primary School	8	4	Narrabundah Early Childhood School	23	22
Evatt Primary School	14	6	Neville Bonner Primary School	10	7
Fadden Primary School	np	np	Ngunnawal Primary School	40	23
Farrer Primary School	8	5	North Ainslie Primary School	10	8
Florey Primary School	12	5	O'Connor Cooperative School	np	np
Forrest Primary School	14	4	Palmerston District Primary School	8	8
Fraser Primary School	8	16	Red Hill Primary School	8	9
Garran Primary School	np	np	Richardson Primary School	18	20
Gilmore Primary School	16	7	Southern Cross Early Childhood School	np	np
Giralang Primary School	np	np	Taylor Primary School	11	4
Gold Creek School	14	11	Telopea Park School	np	np
Gordon Primary School	8	13	Theodore Primary School	21	15
Gowrie Primary School	np	np	Torrens Primary School	7	5
Harrison School	15	13	Turner School	5	4
Hawker Primary School	4	4	Wanniassa Hills Primary School	8	8
Hughes Primary School	na	np	Wanniassa School	29	17
Isabella Plains Early Childhood School	np	np	Weetangera Primary School	4	6
Jervis Bay School	22	29	Yarralumla Primary School	9	6
Kaleen Primary School	7	5			
			Total primary schools	675	541

1. Includes a small number of students who attend more than one school
2. Enrolment counts less than four have been suppressed (np) to prevent release of identifiable statistics
3. Includes students reported as indeterminate/intersex/unspecified Small random adjustments made to the male/female cell values to prevent release of identifiable statistics
np = not published.

Table 3: Numbers of Aboriginal and Torres Strait Islander students by gender enrolled in ACT public high schools at the February 2018 census of ACT schools^{1,2,3}

<i>School Name</i>	<i>Males</i>	<i>Females</i>	<i>School Name</i>	<i>Males</i>	<i>Females</i>
Alfred Deakin High School	7	12	Kingsford Smith School	8	15
Amaroo School	np	np	Lake Tuggeranong College	np	np
Belconnen High School	10	4	Lanyon High School	16	10
Black Mountain School	np	np	Lynham High School	11	14
Calwell High School	8	9	Melba Copland Secondary School	7	23
Campbell High School	16	13	Melrose High School	22	16
Canberra High School	8	17	Mount Stromlo High School	12	9
Caroline Chisholm School	15	14	Namadgi School	13	9
Dickson College	np	np	Telopea Park School	10	11
Erindale College	np	np	University of Canberra High School Kaleen	9	10
Gold Creek School	16	9	Wanniassa School	8	8
Harrison School	11	9	Woden School, The	np	np
Total high schools				224	222

1. Includes a small number of students who attend more than one school
2. Enrolment counts less than four have been suppressed (np) to prevent release of identifiable statistics
3. Includes students reported as indeterminate/intersex/unspecified Small random adjustments made to the male/female cell values to prevent release of identifiable statistics
np = not published.

Table 4: Numbers of Aboriginal and Torres Strait Islander students by gender enrolled in ACT public colleges at the February 2018 census of ACT schools^{1,2,3}

<i>School Name</i>	<i>Males</i>	<i>Females</i>
Black Mountain School	np	np
Canberra College, The	14	39
Dickson College	6	7
Erindale College	18	23
Gungahlin College	12	16
Hawker College	9	6
Lake Tuggeranong College	15	16
Melba Copland Secondary School	4	6
Narrabundah College	np	np
University of Canberra Senior Secondary College Lake Ginninderra	7	10
Woden School, The	np	np
Total colleges	91	130

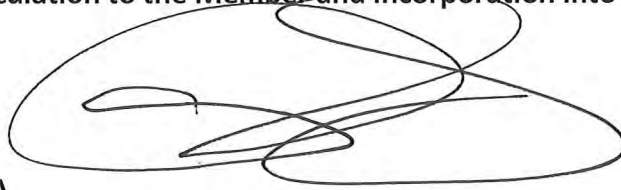
1. Includes a small number of students who attend more than one school
2. Enrolment counts less than four have been suppressed (np) to prevent release of identifiable statistics
3. Includes students reported as indeterminate/intersex/unspecified Small random adjustments made to the male/female cell values to prevent release of identifiable statistics
np = not published

(3)

a) At February 2018 census, there were 50 male Aboriginal and Torres Strait students at Namadgi School across preschool to year 10.

b) At February 2018 census, there were 45 female Aboriginal and Torres Strait students at Kingsford Smith School and 46 female Aboriginal and Torres Strait students at Namadgi School across preschool to year 10.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date 22/04/18

This response required 6 hrs to complete, at an approximate cost of \$624.85

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No 1063

MR MILLIGAN - Asked the Minister for Education and Early Childhood Development question upon notice on 23 March 2018:

- (1) Which schools have Aboriginal and Torres Strait Islander Education Officers?
- (2) What is the percentage of time each Aboriginal and Torres Strait Islander Education Officer spends at their respective schools?
- (3) What do you attribute the comparatively low rate of year 12 completions at 73 per cent with retention rates for indigenous students from year 7 to year 12 at 98.8 per cent in 2016?
- (4) What measures and investment is being put in place to increase year 12 completion?

MS BERRY – the answer to the Member’s question is as follows:

(1) The Education Directorate employs 10 Aboriginal and Torres Strait Islander Education Officers (IEO) who are based across 11 ACT Government schools and more broadly across the four school networks. From their base schools, IEOs also support their local cluster of schools by connecting with students and staff. They also facilitate and support local school based programs and initiatives as well as system wide activities such as the Buroinjin carnivals. The schools are:

South/Weston

- Melrose High School

Tuggeranong

- Caroline Chisholm School, Wanniasa School, Richardson Primary School, Namadgi School

North/Gungahlin

- Amaroo School, Harrison School, Ngunnawal Primary School

Belconnen

- Melba Copland Secondary School, Macquarie Primary School, Macgregor Primary School

(2) Estimating a specific percentage of time spent at school by each IEO is not recorded.

(3) It is not possible to accurately compare year 12 completion and the year 7 to 12 apparent retention rate, as they are two separate measures which are based on different cohorts of students. The apparent retention rate is inflated by cross border enrolment into ACT colleges of students who have completed year 10 in NSW. In addition, some students who commence year 7 in the ACT may move to another jurisdiction before reaching year 12.

(4) Colleges and high schools collaborate closely to provide relevant and timely orientation and transition programs for all students. Each high school and college has an Aboriginal and Torres Strait Islander Education contact teacher, a student services/support team and a pastoral care program. Students are also able to access Transitions and Careers Officers and Work Experience Coordinators at each school.

The Education Directorate provides several system wide programs and initiatives:

- The Mura Awards are open to Aboriginal and Torres Strait Islander students in years 10 and 11, providing students with a small bursary to assist with educational expenses relating to such things as book packs, excursions and uniforms.
- The Aboriginal and Torres Strait Islander Secondary Scholarship Program is available for years 11 and 12 students interested in a career in teaching, the health field or a vocational pathway.
- Pathways is an award winning ACT government website containing three plans: the 5-6 Plan, Pathways Plan and 11-12 Plan. The Plans aim to assist young people with their career planning and support them in times of transition. Every young person in the ACT is invited to take the opportunity to develop their own personalised plan on Pathways.
- A new approach to Cultural Integrity in schools, as I outlined in my Ministerial Statement, will also support Aboriginal and Torres Strait Islander student engagement.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date: 02/05/18

This response required 3hrs 30 mins to complete, at an approximate cost of \$349.12

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 13 April 2018

Question No. 1294

MS KIKKERT - Asked the Minister for Education and Early Childhood Development upon notice on 13 April 2018:

Given that 38 government primary schools and 9 995 students have participated in cybersafety webinar sessions guided by their classroom teachers since October 2014, how many government

- (1) (a) high schools and high school students and
(b) colleges and college students have participated in these webinar sessions since October 2014.

MS BERRY - The answer to the Member's question is as follows:

- (1) (a) and (b) The webinar sessions are specifically designed for students in Years 4, 5 and 6, therefore no high schools and high school students or colleges and college students have participated in these webinar sessions.

The Australian Curriculum establishes core ICT Capabilities for students. Early intervention in cybersafety skills is essential and the Curriculum outlines this as part of the core ICT capabilities for Year 4, 5 and 6 students. The e-safety webinars offered by the Commonwealth e-Safety Commissioner are targeted at these age groups.

The Directorate's ongoing partnership with the Office of the Children's eSafety Commissioner ensures a range of best quality cybersafety classroom resources to support Digital Citizenship for secondary students, including classroom lesson plans and interactive content. The Directorate's "Keeping Safe Online" public webpage also provides information from the e-safety Commissioner for parents to support safe online behaviours at home. Secondary schools are aware of the other free cybersafety programs that are available, such as "ThinkUKnow" facilitated by the Australian Federal Police for students, teachers and parents and have been actively promoted through the high school community.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date: 02/05/18

This response required 4hour 5mins to complete, at an approximate cost of \$415.05

MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION

Notice Paper of 13 April 2018

Question No. 1273

MS LEE - Asked the Minister for Education and Early Childhood Development upon notice on 13 April 2018:

- (1) How many schools currently offer specific gifted and talented classes and what are those schools.
- (2) For what age groups and in how many classes are these specific and talented classes offered.
- (3) How does the number of schools differ from the number of schools in (a) 2014, (b) 2015, (c) 2016 and (d) 2017.
- (4) How does the number of classes differ from those in (a) 2014, (b) 2015, (c) 2016 and (d) 2017.
- (5) If the number of schools and/or classes has reduced, what is the reason.
- (6) What pre and post graduate training is available to teachers teaching gifted and talented classes.
- (7) Is it a requirement for a teacher of gifted and talented classes to have additional or specific training in gifted and talented education.

MS BERRY - The answers to the Member's questions are as follows:

- (1) The number of ACT public schools offering specific gifted and talented classes is not centrally collected by the Education Support Office. However, under the *Gifted and Talented Students* policy, all schools are responsible for ensuring the provision of developmentally appropriate educational strategies for gifted and talented students enrolled. This 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.
- (2) This information is not centrally collected.
- (3) This information is not centrally collected.
- (4) This information is not centrally collected.
- (5) This information is not centrally collected.
- (6) From 2015 to 2018, the Education Directorate engaged Gateways Education to deliver professional learning workshops to build ACT public school teachers' skills in teaching gifted and talented students.

Initial Teacher Education programs in the ACT are accredited by the ACT Teacher Quality Institute. Upon graduation, a teacher has met the Graduate Standards of the Australian Professional Standards for Teachers, which includes the ability to differentiate teaching to meet the specific learning needs of students across the full range of abilities and establish

challenging learning goals. Some higher education training providers offer graduate qualifications in gifted education.

- (7) All ACT teachers are qualified to differentiate the curriculum to cater for the learning needs of every student in their classroom, including gifted and talented students.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date: 02/05/18

This response required 5hrs 10mins to complete, at an approximate cost of \$461.90

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 11 May 2018

Question No. 1335

MISS LEE - Asked the Minister for Education and Early Childhood Development upon notice on 11 May 2018:

- (1) In relation to vocational programs in ACT colleges, how many industries are involved in the approved vocational education and training programs that qualify under training packages.
- (2) How many students undertake vocational education and training programs that qualify under training packages endorsed by specific industry areas and in what schools are they delivered?

MS BERRY - The answer to the Member's question is as follows:

- (1) There are 12 industry training packages included in the approved vocational education and training (VET) programs delivered by the four ACT school based Registered Training Organisations (RTOs) that are grouped by school network area (South/Weston; North/Gungahlin; Tuggeranong and Belconnen). The training packages available are as follows:
 - i. Agriculture, Horticulture and Conservation and Land Management
 - ii. Automotive Retail, Service and Repair
 - iii. Business Services Training Package
 - iv. Community Services
 - v. Construction, Plumbing and Services
 - vi. Creative Arts and Culture
 - vii. Furnishing (Carpentry)
 - viii. Information and Communications
 - ix. Manufacturing and Engineering
 - x. Sport, Fitness and Recreation
 - xi. Textiles, Clothing and Footwear
 - xii. Tourism, Travel and Hospitality
- (2) All ACT colleges deliver vocational qualifications, ranging from Certificate I to III. Student enrolment in VET courses is managed by each school through the ACT Certification System (ACS) which is operated by the Board of Senior Secondary Studies (BSSS). In 2017 there were 2,464 year 11 and 12 college students in ACT public schools who enrolled in a VET course in any of the 12 industry training packages listed above. As of May 2018, there were 2,086 year 11 and 12 students enrolled in a vocational education and training course.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 01/06/18

This response required 3 hrs 30 mins to complete, at an approximate cost of \$351.93.

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 11 May 2018

Question No. 1336

MISS LEE - Asked the Minister for Education and Early Childhood Development upon notice on 11 May 2018:

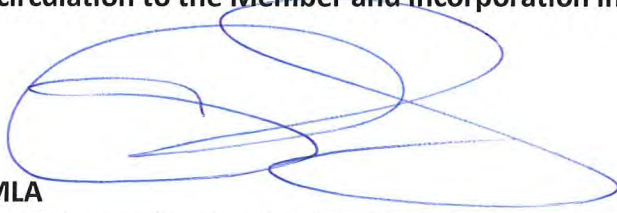
- (1) How many libraries in government primary schools are used as a home classroom on more than one day a week and what schools are they.
- (2) How many libraries in government high schools are used as a classroom on more than one day a week and what schools are they.
- (3) Do any schools use their library space for purposes other than normal library activities; if so, (a) what schools are they and (b) what is the other purpose they are used for.

MS BERRY - The answer to the Member's question is as follows:

- (1) None of the libraries in ACT public schools are used solely as a home classroom space, however at Mawson Primary School, Curtin Primary School and Bonython Primary School the library is situated in a large space that also includes a permanent classroom.
- (2) The school library is a space used to support learning and often teachers will take classes to the library in both scheduled and unscheduled visits. This allows these classes to access library resources for use in a range of subject areas. Additionally, the library often provides an alternative learning space that is more suited to a specific lesson than the regular classroom. All schools in the system would use their libraries as learning environments from time to time across the school week.
- (3) In ACT public schools, the library is a key part of the school community. In addition to providing access to a wide range of books and resources to students and valuable student development in information literacy, the school library provides:
 - A quiet space for students during break times
 - A hub for eLearning, technology and cyber-safety activities
 - A space for students to access games, puzzles and computers
 - Access to resources for teachers to use in their classroom
 - A space for students to present work to their peers
 - A space for meetings and professional development
 - A space for meditation and prayer
 - A place for families to connect more closely with the school
 - A meeting space for community groups
 - A showcase space for the school at open nights and community events.

Additionally, three ACT public colleges (Erindale, Lake Tuggeranong and Gungahlin) incorporate a joint-use library that is highly valued by the school and local community.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 01/06/18

This response required 4 hrs 15 mins to complete, at an approximate cost of \$385.77.

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

**Notice Paper of 11 May 2018
Question No. 1332**

MISS LEE - Asked the Minister for Education and Early Childhood upon notice on 11 May 2018:

- (1) In relation to government primary schools, how many (a) have a separate dedicated library, (b) have a staff member with the title teacher librarian, (c) with a library do not have a dedicated teacher librarian and (d) do not have a separate delegated library space.
- (2) In relation to government (a) high schools and (b) colleges, how many (i) have a separate dedicated library, (b) have a staff member with the title teacher librarian, (c) with a library do not have a teacher librarian and (d) do not have a separate library space.

MS BERRY - The answer to the Member's question is as follows:

- (1) Of the 50 ACT public primary schools and six early childhood schools:
 - a) Every school has a separate, dedicated library.
 - b) Thirteen primary schools and one early childhood school employ a full time teacher librarian. One primary school employs a part-time teacher librarian. A further nine primary schools and one early childhood school employ a classroom teacher or an executive staff member in their library. Twenty-three primary schools and two early childhood schools employ an administrative staff member to manage the library. One primary school library is staffed by a volunteer.
 - c) Three primary schools and two early childhood schools do not employ a staff member in the library.
 - d) Every school has a separate, dedicated library space.
- (2) Of the 31 remaining schools:
 - a) Every school has a separate, dedicated library.
 - b) Nine colleges, three high schools and seven P-10 schools employ a full time teacher librarian. A further four high schools and one P-10 school employ a classroom teacher or executive staff member in their library. Two high schools and three specialist schools employ an administrative staff member to manage the library.
 - c) One high school and one specialist school do not employ a staff member in the library.
 - d) Every school has a separate, dedicated library space.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 01/06/18

This response required 4hrs to complete, at an approximate cost of \$357.72

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 11 May 2018

Question No. 1328

MISS LEE - asked the Minister for Education and Early Childhood Development on 11 May 2018:

- (1) In relation to approved early childhood services in the ACT, can the Minister provide the name, location and the percentage of early childhood education offered in comparison with other services, in each categories of (a) private for profit, (b) private not for profit, community managed, (c) private not for profit – other organisations, (d) ACT Government managed, (e) ACT Government schools, (f) independent schools, (g) Catholic schools and (h) any other category not included.
- (2) For each of the categories referred to in part (1) what are the enrolment numbers in each centre.
- (3) For each of the categories referred to in part (1), and for each centre, what are their licensed capacities.

MS BERRY - the answers to the Member's questions are:

- (1) As at 15 May 2018, there were 247 early childhood services in the ACT excluding Family Day Care and School Age Care. The names and location of these services can be found at **Attachment 1**.

The percentage of early childhood services based on management type is as follows:-

- a. Private for profit = 23.07%
- b. Private Not For Profit Community Managed = 26.3%
- c. Private not for profit Other = 8.5%
- d. ACT Government Managed = 0%
- e. ACT Government Schools = 31.9%
- f. Independent Schools = 6.4%
- g. Catholic Schools = 3.2%
- h. Other = .4%

Enrolment numbers for all of the categories referred to in part (1) are not held by the ACT Government.

- (2) Enrolment numbers for all of the categories referred to in part (1) are not held by the ACT Government.

(3) The number of approved places for individual services can be found at **Attachment 1**.

The total number of approved places for each management type is as follows:-

- a. Private for profit = 5,289
- b. Private Not For Profit Community Managed = 4,298
- c. Private not for profit Other = 1,681
- d. ACT Government Managed = 0
- e. ACT Government Schools = 3,759
- f. Independent Schools = 1,193
- g. Catholic Schools = 522
- h. Other = 48

Approved for circulation to the Member and incorporation into Hansard.	
	
Yvette Berry MLA Minister for Education and Early Childhood Development	Date: 08/06/18
This response required 12hrs & 25mins to complete, at an approximate cost of \$993.53.	

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 11 May 2018

Question No. 1334

MISS LEE - Asked the Minister for Education and Early Childhood upon notice on 11 May 2018:

- (1) How many full time equivalent teacher librarians are employed in ACT government schools.
- (2) What is the salary range for the category referred to in part (1) and does it attract an additional loading.
- (3) What qualifications are required for these positions.
- (4) What professional development is available for teachers wanting to upgrade their qualifications to the teacher librarian category.

MS BERRY - The answer to the Member's question is as follows:

- (1) There are approximately 33.5 full time equivalent teacher librarians employed in ACT public schools.
- (2) Teacher librarians are part of the teacher classification in the *ACT Public Sector Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018*.
As of 1 April 2018 Classroom Teacher salaries range between \$64,411 and \$101,821 dependant on a Classroom Teacher's salary increment. Teacher librarian positions do not attract an additional loading.
- (3) Teacher librarians hold a range of specialised qualifications including Graduate Diploma of Applied Science (Library and Information Management), Graduate Diploma of Education (Teacher Librarianship), Master of Applied Science (Library and Information Management), Master of Applied Science (Teacher Librarianship), Master of Education (Teacher Librarianship) and Master of Information Services (Teacher Librarian). Teacher librarians also meet the general qualification standard for professional registration through the Teacher Quality Institute. Staff working in libraries are not required to be teacher librarians.
- (4) Should a teacher wish to attain additional qualifications they could do so through a number of avenues:
 - Teacher Scholarships Program - supports teachers to undertake further study, training and/or research that will lead to improved student learning outcomes.
 - ACT Government Studies Assistance Program – support for additional or new qualifications.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 08/06/18

This response required 3hrs & 30mins to complete, at an approximate cost of \$267.75

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 11 May 2018

Question No. 1329

MISS LEE - Asked the Minister for Education and Early Childhood upon notice on 11 May 2018:

- (1) How many teachers are employed in ACT government schools on a (a) full time, (b) part time (c), casual and (d) set contract, basis.
- (2) In relation to the categories in part (1), how many are (a) first year teachers, (b) teachers with less than five years teaching experience, (c) teachers with five-10 years' teaching experience and (d) teachers with more than 10 years' teaching experience.
- (3) How many teachers have resigned (a) within the first year of teaching and (b) within the first five years of teaching, in each of the calendar years 2015-2017 inclusive.

MS BERRY - The answer to the Member's question is as follows:

- (1) (a) 1,987
(b) 631
(c) 303
(d) 598
- (2) (a) 382
(b) 979
(c) 885
(d) 1,273
- (3) (a) Two teachers in 2015; one teacher in 2016 and no teachers in 2017.
(b) 35 teachers in 2015; 25 teachers in 2016 and 25 teachers in 2017.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 08/06/18

This response required 4hrs to complete, at an approximate cost of \$340.14

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 11 May 2018

Question No. 1330

MISS LEE - Asked the Minister for Education and Early Childhood upon notice on 11 May 2018:

- (1) What groups and/or individuals were involved in creating the Safe and Inclusive Schools (SAIS) Initiative in the ACT?
- (2) What groups and/or individuals were consulted on the development of the SAIS initiative and what was the consultation process.
- (3) What was the nature of the advice provided by the groups and/or individuals regarding the SAIS initiative?
- (4) Is bullying defined or addressed within the SAIS initiative or in any linked resource material; if so, what is it and in what way; if not, why not.
- (5) Is bullying of ethnic groups and religious minorities addressed in the SAIS Initiative; if so, how is it addressed.

MS BERRY - The answer to the Member's question is as follows:

(1) The Safe and Inclusive Schools (SAIS) Initiative has been developed by Sexual Health and Family Planning in partnership with the Education Directorate. Input was sought from the Initiative's Reference Group that is comprised of a range of education, parent, health/community and professional organisations, representing a broad membership including:

- a. Australian Education Union (ACT Branch)
- b. ACT Council of Parents' & Citizens' Association
- c. Association of Parents & Friends of ACT Schools (APFACTS)
- d. Youth Coalition of the ACT
- e. Headspace Canberra
- f. AIDS Action Council
- g. Belconnen Community Services
- h. Northside Community Services
- i. A Gender Agenda
- j. ACT Education Directorate - Public School Principal representative
- k. ACT Education Directorate Support Office staff
- l. Transformative Solutions (Project Consultant)