

OPEN ACCESS INFORMATION SCHEME

2019 Q1 (OCTOBER TO DECEMBER) – QUESTION TIME BRIEFS

Record Number	Description	Record Date	Decision (Full release, Partial release, Non-release)	Reason for Partial release or Non-release
FEBRUARY SITTINGS				
0	Assembly Briefs Index	20190200	Full release	
01	New - Student Violence at Theodore Primary School	20180211	Full release	
1	Future of Education	20190205	Full release	
2	Aboriginal and Torres Strait Islander Scholarship Programs	20190205	Full release	
3	Aboriginal and Torres Strait Islander Education Programs	20190205	Partial release	Schedule 2, 2.2(a)(ii) – personal information of individuals has been redacted to protect their right to privacy
4	Closing the Gap - Year 12 Attainment	20190207	Full release	
5	Closing the Gap in Education - Literacy and Numeracy	20190207	Full release	
6	Closing the Gap in Education - Attendance	20190205	Full release	
7	Koori Preschool Program	20190205	Full release	
8	National Assessment Program – Literacy and Numeracy Results and Participation	20190207	Full release	
9	NAPLAN Online	20190207	Full release	

10	Performance of the ACT Education System	20190207	Full release	
11	Gifted and Talented Education	20190205	Full release	
12	Healthcare Access at School (HAAS)	20190205	Full release	
13	Implementation of the National Disability Insurance Scheme and Early Intervention	20190205	Full release	
14	International Students - Fee Exemptions	20190206	Full release	
15	International Students - Full Fee Paying	20190205	Full release	
16	Science, Technology, Engineering and Maths (STEM)	20190205	Full release	
17	ANU - Music for Colleges	20190205	Full release	
18	University of Canberra Affiliated Schools Program	20190205	Full release	
19	Bullying and Cyberbullying	20190205	Full release	
20	Safe and Inclusive Schools Initiative	20190205	Full release	
21	Schools for All Implementation	20190207	Full release	
21a	Oversight Group Report	20180313	Partial release	Schedule 2, 2.2(a)(ii) – personal information of individuals has been redacted to protect their right to privacy
22	Support for Students with Disabilities	20190123	Full release	
23	Withdrawal Spaces in Schools to Support Students with Challenging Behaviours	20190123	Full release	
24	Suspensions in ACT Public Schools	20190123	Full release	
25	Mental Health and School Psychologists	20190129	Full release	
26	Respectful Relationships Education in ACT Public Schools	20190204	Full release	

27	Literacy Instruction and Dyslexia	20181120	Full release	
28	Personal Electronic Device (Bring Your Own Device) Policy	20190205	Full release	
29	Learn Anywhere Students Use of IT in Schools	20180118	Full release	
30	Technology Enabled Learning - Devices for Secondary Students	20190205	Full release	
31	School Planning/Capacity Overview	20190206	Full release	
32	Land Release for Non-Government Schools	20190206	Full release	
33	Enrolment Policy Management	20190206	Full release	
34	Budget 2018-19 Schools Capital Works	20190206	Full release	
35	Car Parks and Traffic Safety Program	20190206	Full release	
36	Condition of ACT Public Schools	20190206	Full release	
37	Heating and Cooling in ACT Public Schools	20190206	Full release	
38	Asbestos Containing Materials in ACT Public Schools	20190206	Full release	
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				factor favouring non-disclosure than factors favouring disclosure
41	Children’s Education and Care Assurance (CECA) Investigations	20190206	Full release	
42	Education and Care Places: Affordability and Availability	20190206	Full release	
43	Growth in Qualified Early Childhood Education and Care (ECEC) Work Force	20190206	Full release	
44	Universal Access to Early Childhood Education	20190206	Full release	
45	Early Childhood Strategy	20190206	Full release	
46	Lifting Our Game Report	20190206	Full release	
47	2018 Federal Budget for Early Childhood	20190206	Full release	
48	Working Towards Early Childhood Education for Every Three Year Old Child	20190206	Full release	
49	Occupational Violence (Enforceable Undertaking)	20190205	Partial release	Schedule 2, 2.2(a)(ii) – personal information of individuals has been redacted to protect their right to privacy
50	Health and Safety Requirements	20190205	Full release	
51	Teaching Conditions: ACT Comparisons with Other Jurisdictions	20190205	Full release	
52	Ombudsman Reportable Conduct Investigation	20190205	Full release	
53	Workplace Injury Numbers 2014 - 2018	20190205	Full release	
54	Commonwealth Education Funding	20190130	Full release	

55	Funding for Canberra Public Schools and Non-Government Schools	20190130	Full release	
MARCH SITTINGS				
0	Assembly Briefs Index	20190300	Full release	
1	Student Violence at Theodore Primary School	20180314	Full release	
2	National School Chaplaincy Program	20190312	Full release	
3	Early Childhood Strategy Community Consultation	20190306	Full release	
4	School Administration System Project	20190312	Full release	
5	Future of Education	20190313	Full release	
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11	Koori Preschool Program	20190314	Full release	
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15	Gifted and Talented Education	20190314	Full release	

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57	Workplace Injury Numbers 2014 - 2018	20190313	Full release	
58	Commonwealth Education Funding	20190312	Full release	
59	Funding for ACT Public Schools and Non-Government Schools	20190312	Full release	
60	Chief Minister's Brief - Question on Notice Costings	20180501	Non-release	Outside of scope
61	Student Enrolment Projections	20190318	Full release	

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FEBRUARY SITTINGS

	Title	Responsibility
NEW	Theodore Primary School Student Violence	EGM SI
	STUDENT PERFORMANCE	
1.	Future of Education plus attachment	SP
2.	Aboriginal and Torres Strait Islander Scholarship Programs	L&T
3.	Aboriginal and Torres Strait Islander Education Programs	L&T
4.	Closing the Gap in Education - Year 12 Attainment	P&A
5.	Closing the Gap in Education - Literacy and Numeracy	P&A
6.	Closing the Gap in Education - Attendance	L&T
7.	Koori Preschool Program	L&T
8.	NAPLAN (National Assessment Program Literacy and Numeracy) Results and Participation	P&A
9.	NAPLAN Online	P&A
10.	Performance of the ACT education system	P&A
	STUDENT SUPPORT	
11.	Gifted and Talented Education	L&T
12.	Healthcare Access at School (HAAS)	SE
13.	Implementation of NDIS and Early Intervention	SE
14.	International students – Fee exemptions	L&T
15.	International students – Full fee paying	L&T
16.	Science, Technology, Engineering and Maths (STEM) Initiatives	L&T
17.	ANU Music for Colleges	L&T
18.	University of Canberra Affiliated Schools Program	L&T
19.	Bullying & Cyberbullying	SE
20.	Safe and Inclusive Schools	SE
21.	Schools for All Implementation plus Attachment	SE
22.	Support for Students with Disabilities	SE
23.	Withdrawal Spaces to Support Students with Challenging Behaviours	SE
24.	Suspensions in ACT public schools	SE
25.	Mental Health and School Psychologists	SE
26.	Respectful Relationships Education	SE
27.	Literacy Instruction & Dyslexia	L&T
	IT IN SCHOOLS	
28.	Bring Your Own Device (BYOD)	DSST
29.	Learn Anywhere - Students use of ICT in Schools	DSST
30.	Technology Enabled Learning – Devices for Secondary Students	DSST
	CAPACITIES & ENROLMENT GROWTH, PRIORITY ENROLMENT AREAS	
31.	School planning/capacity	E&P
32.	Land Release for Non-Government Schools	E&P
33.	Enrolment Policy Management	E&P
	INFRASTRUCTURE AND CAPITAL WORKS	
34.	Budget 2018-19 Schools Capital Works	ICW
35.	Car Parks and Traffic Safety Program	ICW
36.	Condition of ACT Public Schools	ICW
37.	Heating and Cooling in ACT Public Schools	ICW
38.	Asbestos in schools November 2018	ICW

39.	Asbestos at Harrison School November 2018	ICW
40.	Cleaning Contractors in Schools	SF
IMPROVING EARLY CHILDHOOD		
41.	Children’s Education and Care Assurance (CECA) Investigations	ECP&R
42.	Education and Care Places: Affordability and Availability	ECP&R
43.	Growth in qualified early childhood education and care work force	ECP&R
44.	Universal Access to Early Childhood Education	ECP&R
45.	Early Childhood Strategy	ECP&R
46.	<i>Lifting our Game</i> report	ECP&R
47.	Federal Budget 2018 for Early Childhood	ECP&R
48.	Working towards early childhood education for every three year old child	ECP&R
TEACHERS		
49.	Occupational Violence (Enforceable Undertaking)	SE
50.	Health and Safety Requirements	P&P
51.	Teaching conditions: ACT comparisons with other jurisdictions	P&P
52.	Ombudsman Reportable Conduct Investigation	P&P
53.	Workplace Injury Numbers 2014-2018	P&P
FUNDING		
54.	Commonwealth Education Funding	SF
55.	Funding for ACT public and non-government schools	SF
QON COSTINGS		
56.	Chief Minister’s Brief – Question on Notice Costings	Chief Minister

Portfolio: Education and Early Childhood Development

ISSUE: STUDENT VIOLENCE AT THEODORE PRIMARY SCHOOL

Talking points:

- The safety of students is of paramount importance and a top priority for the ACT Government and the Education Directorate.
- Canberra public schools are inclusive schools that strive to provide safe, respectful and supportive learning environments.
- The school is well-resourced to meet the needs of all students.
- The Directorate is working with the school to implement specialist supports for the school.
- An occupational therapist has recently conducted an assessment of the playground activity to focus on strengthening positive student behaviour.
- Immediate changes have been made to playground supervision, including a separation area.
- Structured activities for students during break times have also been implemented.
- Positive Behaviour for Learning (PBL) is continuing to be implemented in the school.
- The Directorate has established a families and carers hotline to raise any concerns directly with the ACT Education Directorate.

Key Information

- In 2018, your office received four complaints related to student management at Theodore Primary School.
- Your office referred the complaints to the Education Directorate for response and action on each occasion.
- On 28 February 2018, you received a complaint from a constituent of Gai Brodtmann MP regarding bullying. Your office referred this matter to the Directorate on the same day. Your office received a response from the Directorate on 5 April 2018 and you responded to the constituent on 5 April 2018.
- On 9 July 2018, you received a complaint from a parent via the online complaints form. Your office referred this matter to the Directorate on 11 July 2018. Your office

Cleared as complete and accurate: 11/02/2018

Cleared by: Executive Group Manager

Contact Officer name: Mark Huxley

Ext: 53988

Lead Directorate: Education

received a response from the Directorate on 21 August 2018 and responded to the parent on 22 August 2018. The family has moved to a new school in NSW.

- On 8 November 2018, you received a complaint from a parent on behalf of “Concerned parents of Theodore Primary”. Your office referred this matter to the Directorate on 9 November 2018. Further information was received from the parent and at all times your office referred the information to the Directorate for action/response in a timely manner. You received a response from the Directorate on 8 February 2019.
- On 23 November 2018, you received a complaint from two parents. Your office referred this matter to the Directorate for response on 2 December 2018. Your office received a response from the Directorate on 8 February 2019.

Background Information

- The current Principal of Theodore Primary School is Kerri Clark, appointed in August 2017.
- Previous principals were Tracey Stewart (Term 3, 2017), Denis Dickinson (Term 2, 2017) and Matthew Holdway (2012-2016).
- There are 399 students enrolled at Theodore Primary School.
- Theodore Primary School commenced the implementation of the Positive Behaviours for Learning (PBL) framework in 2018. This is a five-year tiered implementation.
- There are policies, procedures and systems in place to assist schools to appropriately address bullying, harassment and violence and to respond to complex and challenging behaviours in students.

Portfolio/s: Education and Early Childhood Development

ISSUE: FUTURE OF EDUCATION

Talking points:

- Every parent wants the very best for their child, both during childhood and into their future lives. But even in wealthy communities like the ACT children start life in vastly different places, with different backgrounds and circumstances affecting their chances at a good life.
- A big conversation has been held with over 5000 community members and the product of this conversation is the Future of Education Strategy.
- The strategy lays out a roadmap for work over the coming ten years.
- It is aimed at the whole system and all schools, government and non-government, systemic and independent.
- Government, alongside it, will be developing an Early Childhood Strategy which will make sure every child is set up for success.
- A motion debated in the Legislative Assembly on 19 September 2018 called on the ACT Government to:

(a) continue to develop Future of Education implementation plans in consultation with government and non-government schools; and

(b) report back to the Assembly on the Future of Education implementation plans, including measures aimed at lifting academic performance, during the February 2019 sitting.

Key Information:

1. Students at the centre: including a culture of high expectations, family engagement, curriculum based on a necessary life skills such as critical thinking, collaboration, and creativity and values such as well-being, resilience, empathy and citizenship. Community input has particularly outlined the importance of wellbeing, positive relationships and a sense of belonging for our young people across all educational environments.

- The ACT Government is committed to ensuring our public schools are environments that welcome and accept *all* children and young people, having invested significantly in school upgrades (Environmentally Sustainable Schools); creating schools for our growing city, particularly in Gungahlin; as well as a new P – 6 school in Molonglo.
- Furthermore, the ACT Government understands that wellbeing underpins learning, having provided an additional 20 new psychologists for public schools. The first five

Cleared as complete and accurate: 05/02/2019

Cleared by: Executive Branch Manager

Contact Officer name: Coralie McAlister

Ext: 75520

Lead Directorate:

Education

additional school psychologists will be recruited for the 2018 school year and were funded in the 2017/18 budget. An additional five psychologists will be employed each year for the next three years.

- The ACT Government will continue to implement effective, rigorous inquiry and project-based learning models, with an increasing focus on development of the general capabilities in the current curriculum.
- We will continue to work on measurement and evaluation of student learning growth. We will aim for each student to achieve a minimum of a year's growth for a year's learning, having regard to their starting point.

2. Empowered learning professionals: including collaboration across and within the system, recruitment and retention and support strategies.

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

- The ACT Government understands it is vital that the right people enter the teaching profession. Equally, significant investment in professional learning and mentoring and coaching, and the sharing of effective practice will continue and expand.
- The implementation of the election commitment to ensure new teachers have the mentoring they need to success in their careers is an important tangible action under this strategy. The Directorate will develop and deliver a comprehensive mentoring training program in partnership with a leading University provided, in order to enhance the impact of those school leaders tasked with mentoring beginning teachers in their first three years.
- A further partnership with the University of Canberra is resulting in the pilot and implementation of a strengthened Affiliate Schools model will focus on intensive teacher development through MTeach program and ongoing Action Research. It is anticipated that as this program gains traction it will be an incentive for excellent teachers to apply for roles in both Belconnen and Tuggeranong networks.
- Our election commitment to Great Teaching will provides enhances the ability of our school leaders to deliver school improvement and ensure a focus on quality teaching in every classroom.
- The Directorate is taking a more structured approach to strengthening instructional leadership and making sure the right people progress into school leadership roles, at the same time ensuring wellbeing support for school leaders.
- The government will also bring a new focus on making sure that teachers and school leaders have the knowledge, skills and confidence to work as part of a team in a full service community school.
- Finally, there is an opportunity for an expanded role for the ACT Teacher Quality Institute (as a clearing house for excellent practice).

3. Strong communities for learning: - building stronger bonds with and across all sectors to effectively collaborate and provide holistic supports for learners.

This foundation reflects strong feedback from the ACT community regarding 'Schools as a Hub' projects, integrating multi-agency outreach services on site.

Cleared as complete and accurate: 05/02/2019

Cleared by: Executive Branch Manager

Contact Officer name: Coralie McAlister

Ext: 75520

Lead Directorate:

Education

- The ACT Government has begun to explore effective community school models. Arising as an initiative from the strategy, the government will look to bring community school approaches to the ACT education system.
- Additionally, the government recognises the effective business, industry and union partnerships that help students to access important learning opportunities and develop capabilities that they will need for adult life.
- This will be a continuing priority through initiatives such as the Future Skills Academies announced in the 2018 budget. The Academies, to be provided at University of Canberra's Senior Secondary College at Lake Ginninderra, as well as Caroline Chisholm School, will encourage girls to take a greater interest in science, engineering and technical subjects. The hubs provide a portal for engaging with industry professionals and organisations and encourage all students to undertake STEM subjects.
- The strategy is clear in its reference to parents and families as a child's first teacher. In 2016, ACT Govt committed to employ a dedicated parent engagement officer within the Education Directorate who worked with schools and parent groups to promote parental engagement across the ACT.
- The Govt also committed \$1.6 million over four years to fund grants to schools and parent groups for activities and programs designed to enhance parental engagement at schools and support strong parent communities.
- The Directorate will employ a dedicated parental engagement officer and deliver a grants program to enhance parental engagement in children's learning and support strong family-school partnerships. This program will commence at the start of the 2018-19 financial year.

4. Systems supporting learning: - a systemic focus on equity and quality; including ensuring schools are networked, offer smooth transitions within and across schools, have good access to data and evaluation and good welfare supports.

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

- Things like legislation, resources, structures, culture, public accountability and reporting, teaching tools, data and IT, are all 'systems' that support learning. With the government's increasing focus on equity and allowing every child the opportunity to achieve excellent outcomes, regardless of their background and circumstance, comes a need to align the systems supporting learning with this pursuit.
- The ACT Government is strengthening learning and belonging for *all* children and young people through the full implementation of a student need based funding model, responding to 'Gonski' needs based funding principles.
- Further initiatives arising from the strategy include work towards the government's Early Childhood Strategy, which will emphasise helping each child gain a strong start through quality and accessible early childhood education.
- The government will also look at key statutory frameworks such as the Education Act 2004 and the ACT Teacher Quality Institute Act 2010 to make sure that they are harmonious with the strategic direction that the government is laying out.

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Cleared by: Executive Branch Manager

Contact Officer name: Coralie McAlister

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Lead Directorate: Education

Portfolio/s: Education and Early Childhood Development

ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER SCHOLARSHIP PROGRAMS

Talking Points:

- There are currently 15 Aboriginal and Torres Strait Islander Secondary Scholarship holders, including eleven commencing in term 1, 2019.
- Of these, seven are for students interested in teaching, five for students interested in undertaking a trade qualification or other vocational pathway and three for students interested in a career in health.
- In 2018, five Aboriginal and Torres Strait Islander Tertiary Scholarships were awarded, three to students undertaking teaching degrees and two to students completing an approved health degree. The 2018 Tertiary Scholarship recipients attend the University of Canberra and the Australian Catholic University.
- Applications for the 2019 Tertiary Scholarships opened on 19 November 2018 and close on February 7 2019.
- A joint awards ceremony for the 2019 Secondary and Tertiary Scholarship recipients will be held on Thursday 28 March 2019.
- An evaluation and review of both scholarship programs is currently underway.

Key Information:

- The Education Directorate administers two scholarship programs for Aboriginal and Torres Strait Islander students in ACT public schools, totalling \$155,000.
- The Secondary Scholarship Program for students in years 11 and 12 who are interested in a career in teaching, the health field or undertaking vocational qualification.
- The Tertiary Scholarship Program for students enrolled in teaching or an approved health course at a local ACT university.
- The selection process for both the Secondary and Tertiary Scholarships are merit based.
- Applicants for the secondary scholarship are required to present a portfolio addressing seven key competencies to a panel.

- Applying for the tertiary scholarship involves a written application with short and long written responses to set questions and the submission of two referee reports. Shortlisted applicants are then required to attend a panel interview.

Background Information

- A 2013-2014 ACT Government Budget commitment provided \$25,000 to extend the Secondary Scholarships to include five health scholarships.
- In 2016, the value of the Secondary Scholarships was reduced from \$5,000 to \$4,000 in order to expand the program to include scholarships for students wishing to pursue a Vocational Education and Training pathway.
- Ongoing eligibility for both the tertiary and secondary scholarships is based on satisfactory academic achievement.
- From 2009 to 2019 inclusive, sixty eight senior secondary students have been awarded Secondary Scholarships, 47 for teaching, 15 for health and six for Vocational Education.
- From 2009 to 2018 inclusive, 31 tertiary scholarships have been awarded, 26 for students undertaking teaching degrees and five for students studying an approved health degree.
-
- The maximum number of secondary scholarships current at any one time is 18, enough for approximately 7 to 10 per cent of Aboriginal and Torres Strait Islander students in years 11 and 12. The number offered each year is dependent on the number of scholarships that finished at the end of the previous year.
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Portfolio/s: Education and Early Childhood Development**ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION PROGRAMS****Talking Points:**

- The Student Aspirations Program promotes participation in leadership opportunities and supports the retention and attainment of Aboriginal and Torres Strait Islander students, focusing on pathways and transitions.
- On 17 May 2018, forty-seven students from 11 schools attended the inaugural Broaden your Horizons session at the ACT Supreme Court. Students participated in a behind the scenes tour, mini legal career expo and mock trial to raise awareness about the pathways in the legal and justice sector. This event was developed in partnership with the University of Canberra and the ACT Supreme Court.
- After the success of the inaugural Broaden your Horizons event this year, planning is underway for the second instalment next year. The event is planned for 30 May 2019 at the National Museum of Australia (NMA).
- Students will speak with Aboriginal and Torres Strait Islander staff who will provide information to help students explore employment opportunities including photography, administration, public affairs, education, information technology and other areas of employment at the NMA.
- On Thursday 22 November, thirty-seven students from 14 Schools attended the annual Student Aspirations Years 5 and 6 Leadership Day at the Australian National Botanic Gardens and CSIRO Discovery Centre. At the Botanic Gardens, the students participated in leadership and team building activities and were given a guided tour by [REDACTED] who shared [REDACTED] knowledge of native plants and their uses, including how to tell the seasons using plants and flowers. At CSIRO Discovery Centre, students formed small teams and competed in a scavenger hunt. Discovery Centre staff also spoke to students about STEM and scholarship opportunities through CSIRO.
- The Mura Awards initiative recognises student achievement and provides an opportunity for schools to acknowledge the consistent effort of Aboriginal and Torres Strait Islander students and to engage with families and the local community. The small bursaries attached to the Mura Awards encourages participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.

Cleared as complete and accurate: 05/02/2019

Cleared by: Executive Group Manager

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Lead Directorate:

Education

- This year's Mura Awards opened on 24 July 2018 and closed on 21 September 2018. Fifty-nine Mura Awards were awarded to students in years 4, 5, 6, 10 and 11 at a cost of \$23,600.
- The Education Directorate currently employs 10 Aboriginal and Torres Strait Islander Education Officers (IEOs) who work across 11 ACT public schools. IEOs support schools to build their Cultural Integrity by:
 - Supporting schools to engage with families and community;
 - Supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum;
 - Providing advice and leadership to schools on celebrating significant events and milestones for Aboriginal and Torres Strait Islander peoples;
 - Supporting schools to grow a culture of high expectations for Aboriginal and Torres Strait Islander students;
 - Facilitating successful student transitions between year levels, between schools and to post school study or work; and
 - Supporting schools to meet its Cultural Integrity accountability responsibilities.
- School-based initiatives include:
 - Book clubs – Established as an informal and fun way for educators to share ideas and resources for incorporating Aboriginal and Torres Strait Islander perspectives in their teaching. The initiative was trialled at two sites in September 2018 and expanded to include a further three sites in term 4, 2018. During this period, more than 50 staff from 12 schools took part in book clubs and a number of staff attended multiple sessions. Discussions focus on texts by Aboriginal and/or Torres Strait Islander authors and illustrators. Participants share a mix of new resources and old favourites and explore how they can be linked to the Australian Curriculum and teaching practice. They also provide a forum for teachers to share the work they are doing. They are proving to be an effective way of mobilising teacher led interest to ensure all students are learning about Aboriginal and Torres Strait Islander cultures and perspectives.
 - Culture Club – Forest Primary School run an after school Culture Club for its Indigenous students and their families. Activities are planned collaboratively, providing authentic engagement between the school,

students, families and communities. Activities range for learning language through song, understanding local history, learning about Indigenous plants, excursions to significant sites and creating artworks.

- Mount Stromlo High School Art Project – In late November 2019, Year 7 and 8 Aboriginal and Torres Strait Islander students at Mount Stromlo High School completed an art project facilitated by a parent. They repainted the large storyboards in the courtyard with their interpretation of Past, Present and Future. They were influenced by their research of past traditions, some which have blended well in the present with modern culture. The last board was influenced by their hopes for a reconciled future where all live alongside each other in harmony and acceptance of diversity.
- Several schools have been engaging with Yurbay to create gardens celebrating Aboriginal cultures and knowledges.

Key Information:

- At the August 2018 ACT School Census there were 1,912 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- From 2018, the Education Directorate is taking a new approach to Aboriginal and Torres Strait Islander Education that is strengths-based with a focus on the cultural integrity of ACT public schools.
- Cultural Integrity describes the environment a school creates to engage all Aboriginal and Torres Strait Islander students, to meet their needs and aspirations and to welcome their families and communities.
- This approach is firmly rooted in current leading practice, academic literature and consultation with Aboriginal and Torres Strait Islander people.
- The evidence strongly suggests that Aboriginal and Torres Strait Islander students enjoy greater success in schools that are welcoming, reflective of their culture and community, and in which relationships support high expectations for all students.
- Students who feel welcome in the school environment and are able to see Aboriginal and Torres Strait Islander perspectives represented through all parts of the school community are more likely to engage with education.
- Supplementary to school-based initiatives and programs, the Education Directorate provides several system wide programs for Aboriginal and Torres Strait Islander students in ACT public schools.

Portfolio/s: Education and Early Childhood Development**ISSUE: CLOSING THE GAP IN EDUCATION – YEAR 12 ATTAINMENT****Talking Points:**

- In 2018, 69 Aboriginal and Torres Strait Islander students, enrolled in ACT public colleges, achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 73 percent. This an increase from the 2017 rate of 57 percent and the same rate as achieved in 2016.
- Of the 69 Aboriginal and Torres Strait Islander students who completed year 12 in 2018, twenty-three received a Tertiary Entrance Statement compared with seventeen in 2017 and twenty in 2016.
- The proportion of Aboriginal and Torres Strait Islander young people participating in employment and/or study six months after leaving school has been monitored for the last four years (2014-2017). This proportion has varied between 78 percent and 93 percent for year 12 graduates, and 72 percent and 77 percent for school leavers.
- Whilst the proportion has varied, particularly for year 12 graduates, the differences between years were not statistically significant due to the small number of Aboriginal and Torres Strait Islander young people who completed the survey each year.
- In general, these results were similar to the overall ACT results which have been consistently above 90 percent for year 12 graduates and above 70 percent for school leavers for the last four years.

Key Information:Year 12 Attainment

- At the February 2018 school census there were 95 Aboriginal and Torres Strait Islander students enrolled in a year 12 program in the ACT public system compared with 116 enrolments in 2017, 109 enrolments in 2016, and 102 enrolments in 2015.

School Leaver Data

- In May each year the Education Directorate conducts a survey of ACT year 12 graduates and school leavers who left school in the preceding year to find out what they are doing in terms of study and employment. The results provide important information that informs planning, development and provision of education and training choices for the young people of the ACT. The report on the 2018 survey will be released at the end of January 2019.

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

Background Information

- One target of the National Indigenous Reform Agreement (NIRA) is halving the gap for Indigenous people aged 20-24 in year 12 or equivalent (Certificate II or higher) attainment rates by 2020.
- In ACT public schools, the real retention rate of Aboriginal and Torres Strait Islander students from year 10 to year 12 was between 60 to 74 percent over the five most recent cycles from 2012 to 2018. This increase is consistent with retention of non-Indigenous students where the year 10 to year 12 real retention rate was 81 percent in 2012, increasing to 85 percent in 2018.
- Over the period of five years, the gap between Indigenous and non-Indigenous real retention rates was between 10 -15 percentage points.

Proportion of Aboriginal and Torres Strait Islander young people employed and/or studying in the year after leaving school		
Year left school	Year 12 Graduates (95% Confidence interval)	School leavers (95% Confidence interval)
2013	93% (95% CI=83-100)	77% (95% CI=51-100)
2014	78% (95% CI=62-93)	73% (95% CI=50-97)
2015	89% (95% CI=79-99)	74% (95% CI=50-99)
2016	92% (95% CI=83-100)	72% (95% CI=46-98)
2017	92% (95% CI=84-100)	81% (95% CI=61-100)

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

- Since Education Council has not yet endorsed the NAPLAN 2018 National Report of release the most recent available data of Aboriginal and Torres Strait Islander performance is from 2017.
- In 2017, 90 Indigenous students were enrolled in Year 9 in ACT public schools and 53 Indigenous students (59 percent) participated in NAPLAN. Of the 53 students who participated in NAPLAN in 2017, only 38 students had also participated in year 7. This illustrates the difficulty in using NAPLAN data to track the progress to a cohort of students.
- The Directorate acknowledges that the reasons behind withdrawals and absences of Aboriginal and Torres Strait Islander students from NAPLAN testing can be personal and historical.
- Withdrawal is generally the highest contributor to non-participation by ACT Aboriginal and Torres Strait Islander students in years 3 and 5 in NAPLAN tests. Rates of withdrawal in 2017 remained consistent with 2016.
- It is important to note that caution should be exercised in the interpretation of NAPLAN data due to the relatively small population of Aboriginal and Torres Strait Islander students.

Key Information:

- In 2017, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students across public and non-government schools achieving at or above the national minimum standard for both reading and numeracy across the years of testing than was the case nationally. This was particularly the case in years 5, 7 and 9 reading, with a difference of higher than 10 percentage points.
- The 2017 results also showed that in the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students in both public and non-government schools were significantly lower than the mean scores for non-Indigenous students across all year levels and all testing domains.

Background Information

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

Portfolio/s: Education and Early Childhood Development

ISSUE: IMPROVING ABORIGINAL & TORRES STRAIT ISLANDER STUDENT ATTENDANCE IN ACT PUBLIC SCHOOLS

Talking Points:

- 2018 marked 10 years of the National Indigenous Reform Agreement (Closing the Gap).
- At the end of 2018, four of the seven Closing the Gap targets expired, including *Closing the gap in school attendance by 2018*.
- A refresh of the Closing the Gap targets is in the final drafting stage. Although there is a strong focus on education, there are no draft targets specifically relating to attendance.
- The ACT recognises that there is a link between good attendance and improved retention and attainment and will continue work on improving attendance rates of Aboriginal and Torres Strait Islander students.
- Attendance is intrinsically linked to engagement in school. Staying connected to school is also a positive influence on students' social and emotional wellbeing. ACT schools take a multi-faceted approach to engaging all students. Attendance measures include:
 - Principals developing attendance procedures that are communicated to students, families and staff;
 - An attendance monitoring and SMS messaging service for families;
 - Phone calls and meetings with families to discuss barriers to attendance and explore options to address these; and
 - Referring parents and students to appropriate support services;
- In addition to school-based strategies, the Directorate's multidisciplinary Network Student Engagement Teams supports schools, students and their families to address attendance issues.

Background Information

- At the August 2018 ACT School Census there were 1,912 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- Eighty percent of Aboriginal and Torres Strait Islander students in the ACT attend public schools.

- In 2018, the ACT attendance rate for Aboriginal and Torres Strait Islander students in public schools was 82.0 percent, similar to the national rate (81.9%) and lower than the ACT rates in 2017 (83.8%) and 2016 (85.4%). .
- ACT government school data for 2018 has been derived from a new school administration system which is in the process of implementation and therefore, care should be taken when comparing these data with data from previous years and from other jurisdictions.

Portfolio/s: Education and Early Childhood Development

ISSUE: KOORI PRESCHOOL PROGRAM

Talking Points

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

Key Information

- The Koori Preschool Program provides early childhood education for Aboriginal and Torres Strait Islander children aged from three to five years.
- Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian.
- The Koori Preschool Program operates at the following five school sites:
 - Kingsford Smith School
 - Narrabundah Early Childhood School
 - Ngunnawal Primary School
 - Richardson Primary School
 - Wanniasa School
- Each Koori Preschool operates over two days, delivering nine hours of preschool education per week at Ngunnawal, Richardson, Wanniasa and Kingsford Smith, and 12 hours per week at Narrabundah Early Childhood School.
- The preschool assistant position is an Indigenous identified position, however, not all of the positions are occupied by an Aboriginal and/or Torres Strait Islander person.

- In addition to enrolment in Koori Preschool, Aboriginal and Torres Strait Islander children can concurrently enrol in their local preschool from term three in the year prior to their preschool year. This supports access to 24-27 hours of free preschool education per week in the 18 month period prior to commencing kindergarten.
- The ACT Koori Preschool Network Initiative (Initiative), partially funded through the Australian Government's Indigenous Advancement Strategy, Children and Schooling program. The Initiative provides for the employment of an Early Years Engagement Officer based at Gungahlin Child and Family Centre. An additional Early Years Engagement Officer position is funded by the ACT Government and based at Tuggeranong Child and Family Centre.
- The Early Years Engagement Officer positions are identified positions.
- Since December 2015, the Early Years Engagement Officers have worked closely with Koori Preschools to support participation of Aboriginal and Torres Strait Islander children (birth to five years) in education services, transition to school and family engagement.
- Australian Government funding for the Initiative expired in December 2018.

Background Information

- August 2018 Census enrolment figures show a total of 85 students enrolled in the Koori Preschool Program; with 38 students enrolled in both Koori and mainstream preschool programs.

Portfolio/s: Education and Early Childhood Development

ISSUE: NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY RESULTS AND PARTICIPATION

Talking points:

- Education Council has not yet endorsed the NAPLAN 2018 National Report for release.
- The 2018 NAPLAN Summary Report, released in September 2018, showed that Canberra school students, together with students in Victoria and New South Wales, maintained their overall high performance, with ACT mean scores reported as the highest or equal highest in the nation in 16 of the 20 areas tested.
- The gap between ACT performance and that of other jurisdictions, in a number of areas, has narrowed, showing that other states are ‘catching up’, most notably Queensland and Western Australia.
- NAPLAN is only one piece of the puzzle when it comes to tracking our students’ ability in literacy and numeracy. Schools use lots of methods to assess and support students. We do this to make sure that we track and record meaningful data for all children.
- With this in mind, we are shifting our focus from achievement to progress. We want to see that we are making progress year on year. Because we come from a high base, we are more interested in the progress we are making as we are already maintaining high levels of achievement.

Key Information

- The best analysis available has found that, although students answered different test papers with different questions, comparisons are ‘serviceable’ (ie there was no significant mode effects between NAPLAN 2018 paper and online test results at the student level or at the jurisdiction level results. Comparability at school level is yet to be determined.
- While NAPLAN results are comparable, individual student experiences for any single test may differ due to a range of factors, including the mode of delivery
- Both NAPLAN online and paper test results provide valuable information to teachers and parents on what a student could or could not do during the test. Parents, teachers and schools can rely on this information and be confident it is comparable regardless of test format.

Cleared as complete and accurate: 07/02/2019

Cleared by: Executive Branch Manager

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Lead Directorate: Education

- Analysis by ACARA identified that the 2018 online tests (Reading, Numeracy and Conventions of Language) were, overall, more difficult than the paper versions. The differences in difficulty were not evident in trialling data, possibly because of different levels of engagement of students knowing it was a trial and or the size of the trial group.
- ACARA and measurement experts engaged in this year's analysis have attributed the increased difficulty of the online tests to several factors, including the introduction of tailored testing with more challenging pathways for higher achieving students and/or the non-representative nature of the group of schools and students that opted in online (within and across jurisdictions).
- The ACT, along with VIC and NSW have maintained the high level of achievement of previous years.
- All ACT mean scores in 2018 were statistically similar to the 2017 results, except year 5 writing, which shows a significant decrease and was also evident in Tasmania. The writing decreases were evident nationally and in almost all jurisdictions across these year levels.
- The mean performance of ACT students in years 3 and 5 reading, language conventions and numeracy have remained relatively stable since 2012 while the performance of students in other jurisdictions has been improving. As a result the gap between the ACT performance and the national performance has been decreasing.
- There has been little variation in ACT years 7 and 9 results in any domain since NAPLAN testing began in 2008. Variations in ACT results have to a large extent mirrored changes in national results.

Background Information

- National Assessment Program – Literacy and Numeracy (NAPLAN) participation includes students who:
 - sat the assessment, or
 - were classified as exempt.
- Non-participation includes students who were:
 - absent (those who were absent from school on test day); or
 - withdrawn (those who were withdrawn from the testing process through formal application by a parent or carer).
- Participation rates nationally, and in the ACT, have been decreasing since NAPLAN was introduced in 2008.
- Participation rates (based on the reading domain) for ACT students in 2018 were similar to the national rates for all year levels:

	Year 3 %	Year 5 %	Year 7 %	Year 9 %
ACT	94.3	95.8	94.1	89.0
Australia	94.7	94.9	93.8	90.2

- 2018 ACT participation data shows:

Year	Tested %	Exempt %	Absent %	Withdrawn %
3	92.6	1.7	1.5	4.2
5	94.4	1.4	1.3	2.9
7	92.5	1.6	3.1	2.7
9	87.5	1.5	5.2	5.8

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

Portfolio/s: Education and Early Childhood Development

ISSUE: NAPLAN ONLINE

Talking points:

- NAPLAN Online commenced implementation in 2018, with 106 of 116 (91%) ACT public, Catholic and Independent schools that sit NAPLAN, participating in online testing.
- The implementation of NAPLAN Online was a success for ACT schools and sectors, especially when you compare it to the experience of Australians during census night 2016.
- Of the 106 participating online schools, one Independent school returned to paper testing for some of its students due to local network difficulties. The ACT Education Directorate was able to quickly support the school and its students in this approach.
- Ten independent schools sat paper tests in 2018 and it is anticipated that at least 6 of these will transition to online in 2019.
- Education experts have verified that all results from NAPLAN 2018 – whether a child took the test on paper or online – are valid and reliable.
- The 2019 NAPLAN Online test window will run from 14 May to 24 May.

Key Information

- ACT Education Directorate has worked closely with all ACT schools and sectors in preparing to move to NAPLAN Online, with schools and teachers investing valuable effort into ensuring their schools are ready.
- NAPLAN Online offers benefits for students and teachers including better assessment, more precise information, faster turnaround of results and a more engaging experience. In particular, the use of ‘tailored testing’, available through NAPLAN Online, will challenge students with questions more suited to their ability.
- Students doing the paper version of NAPLAN complete a test with the same questions in the same order. As the online version of the test adapts to responses made by students, not every student doing the online version is answering the same questions in the same order. Many of the same questions appear in both online and paper tests and provide the link that enables all results to be placed on the same scale.
- Experts in educational testing have confirmed that both online and paper test results are comparable and will be presented on the same scale.

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Cleared by: Executive Branch Manager

Contact Officer name: Robert Gotts

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Lead Directorate: Education

- A benefit of moving to NAPLAN Online is the faster receipt of more useful information for use in the classroom. The 2018 Student and School Summary Report (SSSR) was the first time that NAPLAN information has been received so quickly at the school and this timeliness will improve even further in the future. Schools received the SSSRs on Thursday 5 July 2018.
- The preliminary information in the SSSR provides valuable feedback on how students and cohorts of students within the school performed. The 2018 SSSR contained the Reading, Numeracy and Conventions of Language results. Writing was not included as all writing scripts were marked outside of the system.
- Printed individual student reports that contain all results were provided to schools from 13 September 2018 for distribution to parents. During the transition years (to 2020), parents and carers will continue to receive Individual Student Results in August/September of each year.

Background Information

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

Portfolio/s: Education and Early Childhood Development

ISSUE: PERFORMANCE OF THE ACT EDUCATION SYSTEM

Talking points:

- There was considerable media after the release of an ANU Law School working paper in late August. The paper asserted that ACT government high school students are, on average, 8-12 months behind students in comparable schools nationally in writing and numeracy and that in reading, the students lagged 3-4 months behind.
- Since 2016, the Government and the Directorate have openly acknowledged issues in relation to equity of outcomes and the overall plateauing of NAPLAN results and these issues have been pursued by the media on a number of occasions.
- But let's not create the impression that we have a bad education system. Because we don't. We have a great system that will become better and I am determined that as the world we live in changes, and continues to change, education must change with it to ensure students are prepared for their future.
- ACT schools have regularly been either the top, or amongst the top, academic performers nationally, based on NAPLAN and other testing results.
- Much of this success has been due to socio-economic factors particular to the ACT and, in recent times, the advantage held by the ACT has been eroded by improved results elsewhere.
- Despite our successes, there are a significant number of ACT children for whom poor early life circumstances are most likely to result in lower academic achievement compared to students of similar ability but from a higher socio-economic background.
- The Government is committed to an approach to learning grounded in key principles of equity, fairness and universal access. We have completed the first stage of a system-wide process of consultation and policy development to map out the school education system we want for the future. Equity is at the core of this conversation and I am pleased to say that our community shares this view.

- In 2018, the *Future of Education Strategy* was released, setting the roadmap for continued focus and investment over the next 10 years.
- The Strategy places students at the centre of their learning with a focus on ensuring a high standard of literacy and numeracy because these skills are the gateway to a much broader range of skills and capabilities.
- The Strategy also focuses on empowering school leaders, teachers and support staff to ensure that all students are engaged, challenged and extended by designing classroom activities to meet student's learning needs, levels of readiness, interests, aspirations and motivations.

Key Information

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is the main Australian mechanism of comparing educational outcomes between jurisdictions and between schools. The ACT has performed well in national comparisons, achieving the highest, or equal highest, national ranking in most of the twenty domains since 2008. The relative performance has improved in some other Australian jurisdictions and the ACT is no longer as far in front as in previous years. However, ACT students continue to perform well, particularly in reading, grammar and punctuation and numeracy.
- Results from the 2015 rounds of the *Trends in International Mathematics and Science Study* (TIMSS) and *Programme for International Student Assessment* (PISA) were published recently. Both assessments showed that the ACT as the highest or equal highest performing jurisdiction nationally.
- However, there has been no significant change in ACT year 4 or year 8 TIMSS results since 1995, and ACT performance relative to international results has slipped during this period. The performance of ACT students has declined significantly in all domains over the cycles on PISA.
- Between PISA 2006 and 2015, when scientific literacy was the major domain, ACT performance declined by 22 points, reading literacy declined by 37 points between 2000 and 2015, and performance in mathematical literacy declined by 42 points between 2003 and 2015 (equivalent to almost one-and-a-half years of schooling).
- The Government's focus in education is squarely on teacher quality. We have high expectations of teachers and reward them accordingly. We have great teachers in ACT public schools and our student results show this.
- The Directorate has a deliberate strategy to recruit, develop and retain great teachers in ACT public schools. As part of this strategy, we are ensuring teacher recruits have high quality literacy and numeracy skills.
- We are offering 100 scholarships to train teachers in science, technology, engineering and mathematics.

- Principals implement strategies to improve students' literacy and numeracy performance. These guide teacher practice and school decisions about the allocation of resources to improve outcomes. School strategies focus on supporting improved literacy and numeracy outcomes using individual, small group and whole class approaches. Schools continually monitor student progress and inform future actions.
- ACT schools use NAPLAN data to support decision making and determine strategies at the school level to improve student learning outcomes. However, it is only one tool used by schools to gather information about student performance, and when used in combination with classroom teachers' professional judgement and school based assessment, it can provide a detailed and useful representation of the whole student.
- While not determinative, the impact of a low socio-educational background for a child is demonstrated early in the child's educational experience, and remains with the child throughout their school experience.

Portfolio/s: Education and Early Childhood Development**ISSUE: GIFTED AND TALENTED EDUCATION****Talking points:**

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to ACT public schools on current leading evidence-based practice in gifted and talented education.
- All 88 ACT public schools implement the policy. Each ACT public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.

Key Information

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to ACT public schools on contemporary evidence-based practice in gifted and talented education.
- All 88 ACT public schools implement the policy. Each ACT public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.
- Under the policy, principals must provide information on their school website, and appoint a liaison officer to provide a point of contact between the school, gifted and talented students and their families.
- School principals are responsible for ensuring the provision of developmentally appropriate educational strategies for all gifted and talented students enrolled at the school, which may include differentiation within the classroom, part or whole grade acceleration, specific programs within schools and/or carefully considered groupings of students with similar abilities.
- A scheduled review of the policy is complete. The Directorate engaged specialist consultant, Gateways Education to review the current policy and provide recommendations based on contemporary research, leading practice and stakeholder consultation.
- In December 2017, Gateways Education consulted with Directorate and external stakeholders over two days, and also received written feedback.
- Gateways Education's two policy review and recommendations reports were delivered to the Directorate in May 2018.

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

Background Information

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

Portfolio/s: Education and Early Childhood Development

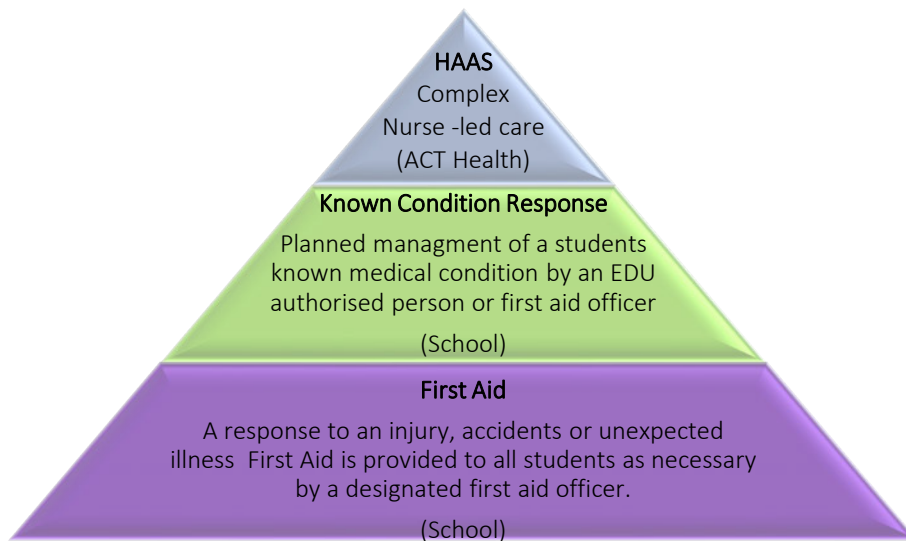
ISSUE: HEALTHCARE ACCESS AT SCHOOL (HAAS)

Talking points:

- The HAAS model is being fully implemented across ACT schools as a means of supporting students with complex healthcare needs, ensuring equitable access for students in mainstream and specialist schools.
- Education developed a guide to support ACT public schools in planning and managing supports for students accessing the HAAS program. The guide also supports schools in complying with the relevant policies and procedures under the HAAS model.
- Education continues to work in partnership with Health to deliver the HAAS program and to support schools in meeting the needs of their students.
- Education and Health engaged the consultant firm Nous to conduct an evaluation of the HAAS program during Term 3 2018. The evaluation report is being finalised.
- As of December 2018, there are currently 50 students in the HAAS program across 32 schools.

Key Information

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



- The HAAS tier, previously only available as nurse-led care in specialist schools, enables equitable access for students who require health tasks or procedures to be undertaken during the school day or whose health needs cannot be managed safely through an Education *Known Medical Condition Management Plan*.
- There are currently 50 students on the HAAS program across 32 schools. This includes 17 students across the four specialist schools and 33 students in mainstream schools. Each student is supported by up to three LSAs who are trained and deemed competent by a Level 2 Registered Nurse. Examples of these tasks include:
 - care of tracheostomy
 - fluid, nutrition or medication via gastronomy
 - blood glucose testing and insulin administration
 - oxygen therapy.
- The training provided to HAAS workers is tailored to the needs of the student receiving the care. HAAS workers are also required to undertake CIT training in a 'targeted skill set' of three nationally accredited competencies that can contribute towards a relevant Certificate IV.

Background Information

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

Portfolio/s: Education and Early Childhood Development**ISSUE: IMPLEMENTATION OF THE NATIONAL DISABILITY INSURANCE SCHEME AND EARLY INTERVENTION****Talking points:**

- As the Scheme matures, Education continues to work closely with the NDIA, local areas coordination services, the non-government school sectors and the Child Development Service to support streamlined access and planning processes for young people in our schools.

Key Information

- At the August 2018 census, 2,396 children were accessing Disability Education programs in ACT public schools. The majority of those students with a lifelong and permanent disability have already applied to access the Scheme. Students with disability who have not applied to participate in the NDIS to date may not need funded supports at this time, but may apply to join the Scheme if such needs arise at a later date.
- At this point in time the ACT Government continues to provide personal care in school and transport to and from school for students who meet Directorate eligibility requirements as in-kind services under the Scheme. These supports need to be included in individual NDIS packages in order for the ACT Government's in-kind contribution to be recognised. Policy work is underway at a national level to determine how these supports will be provided, moving towards full Scheme, as they are considered in scope for NDIS funding.
- At the start of Term One 2019, there were 328 students accessing the Special Needs Transport program.
- At the start of Term One 2019, there were 765 students receiving personal care supports at school.

Cross agency collaboration to strengthen implementation

- As implementation progresses nationally, the Education Directorate continues to participate in regular meetings with the NDIA, Child Development Service and the non-government education sectors through the NDIS Children and Families Portfolio Working Group and the NDIS Education and Employment Portfolio Working Group. Participation on these working groups is crucial in addressing operational issues that relate to the mainstream interface and identifying opportunities for greater collaboration and planning into the future.
- Two workshops for schools, families and transport providers about a potential model of supported transport under the NDIS were conducted in the ACT on 5 July 2018. Discussions in both sessions included the benefits and challenges identified in achieving choice and control, key strengths of the current system and areas for improvement in the current model.
- Feedback from the national workshops is being used to inform advice to the Disability Reform Council on the future of supported school transport. No decisions have been made at this point in time.

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Early Intervention

- The Directorate's Support at Preschool team meets regularly with NDIS registered Early Intervention providers and continues to work in partnership with the Child Development Service to strengthen collaborative practice across sectors.
- The Directorate contributes funding for 1.8 early childhood teachers and 3.0 psychologists as part of the multidisciplinary team at the Child Development Service.
- The early childhood teachers coordinate Developing Kids Playgroups run at the Child and Family Centres at West Belconnen, Gungahlin and Tuggeranong, and at Holder. The program caters for children aged from 18 months to preschool with delays in their development and who are not eligible for support services through the National Disability Insurance Scheme (NDIS).
- The two Directorates also collaborate to deliver play based activities for young children who attend the Mums and Bubs group at Winnunga Nimmityjah Aboriginal Health Service. Allied health professionals attend the group to support children and families and ensure early identification of children at risk of developmental delay and provide assessment and referral to the NDIS for young children requiring early intervention support services.

School Leavers Employment Supports (SLES) initiative

- The NDIS School Leaver Employment Supports (SLES) initiative is an individualised approach to supporting employment for Year 12 school leavers with a disability and is administered nationally as part of NDIS planning discussions.
- The NDIA makes a reasonable and necessary decision on suitability of students to receive the School Leaver Employment Supports package valued at up to \$21,000 per year over two years. Supports are tailored to the individual needs of the student and range from packages including work experience in an open employment situation, job site training, travel training and activities that contribute to achieving an employment outcome as well as supporting linkages to ongoing employment support.
- Prior to 2018 this has involved staff in schools such as Transitions and Careers Coordinators and Disability Education Coordinators seeking consent from students and families to undertake a Functional Capacity Assessment to inform the NDIA's decision-making in relation to suitability of SLES. Schools no longer have a role in assessing suitability for SLES.
- The Education Directorate supported the NDIA in scheduling two information sessions for participants, families and schools in August 2018 to discuss the NDIS and employment for ACT school leavers and in particular the recent changes made to SLES and what information needs participants and families need to take to their NDIS planning meeting.
- On 18 November 2018, the Commonwealth Department of Social Security (DSS) has announced the formation of a NDIS Participant Employment Taskforce which will identify barriers for people with disability accessing employment and ways to overcome them. A national consultation strategy will be announced shortly, with consultations to be held in each State and Territory.

Portfolio/s: Education and Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FEE EXEMPTIONS

Talking points:

- When temporary residents apply for a visa, they are required to make a declaration to the Department of Immigration and Border Protection (DIBP) stating they have the financial means to support themselves and any dependants during their stay in Australia. This includes health and education costs.
- Dependants of temporary residents are charged international student tuition fees unless they fall into a fee exempt category.
- Temporary residents and their dependants must reside in the ACT for the length of their visa for their dependants to remain fee-exempt eligible. Temporary residents must also abide by their visa conditions as set by the Department of Home Affairs.
- As of 5 February 2019, 171 dependants of temporary residents have been granted fee exemptions in the 2019 calendar year.

Key Information

- Section 26 of the *Education Act 2004* (ACT) provides for fees to be charged to residents who hold a temporary visa under section 30(2) of the *Migration Act 1958* (Commonwealth).
- Under the Education Directorate's *Enrolment of the Dependants of Temporary Residents* policy, temporary residents are eligible for fee exemption for their children to attend an ACT public school if they are:
 - Employed or enrolled in identified Commonwealth or ACT Government programs
 - Australian government scholarship holders
 - Commonwealth assisted students or dependants of students whose tuition fees are fully paid by a publicly funded Australian higher education provider and are located in the ACT
 - professional academics visiting Australia to observe or participate in established research projects or employment at the invitation of an Australian tertiary institution or research organisation operating in the ACT
 - officers involved in government-to-government exchanges or reciprocities (Foreign Affairs and Defence)

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- employed in the ACT in an occupation identified as having a skill shortage (must be listed on the Medium and Long Term Strategic Skills List – MLTSSL)
- refugees, asylum seekers and holders of a humanitarian or protection visa.
- During the last five years, approximately 2,417 dependants of temporary residents were granted fee exemption and were enrolled in ACT public schools. These numbers do not include the dependants of diplomats as they are enrolled directly through schools.

Background Information

- The charging of international student tuition fees for the dependants of temporary residents is a contentious issue that often attracts media attention. The current fee structure is as follows:

International Student Tuition Fees as at the 2019 school year	
Pre School	\$ 4,200 per annum
Primary	\$ 11,100 per annum
High School	\$ 14,500 per annum
College	\$ 16,200 per annum

- The Chief Minister agreed that from 2016, the Directorate will exempt the tuition fees for the dependants of students studying at an ACT university on a 500 (Postgraduate Research Sector) Visa Subclass, by research.
- In 2018, there were a total of 82 dependants of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that have received fee exemption and currently enrolled in an ACT public school.

Portfolio/s: Education and Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FULL FEE PAYING

Talking points:

- The International Education Unit (IEU) is responsible for coordinating the marketing of ACT public schools to international parents interested in having their child attend school in Canberra. The IEU aims to capitalise on the uniqueness of the ACT education system to provide quality academic and social experiences for international students.
- As at 6 February 2019, there are 533 full fee paying international students. 283 of these students are from China.
- The International Education Unit provides for the welfare and support of overseas fee paying students on a class 500 visa, whose parents are offshore. However, parents continue to have parental authority for their children.
- Currently the ACT Government has responsibility for the welfare and accommodation arrangements of over 235 students. Over 200 students are in the care of Department of Home Affairs approved guardians, such as their parents, and a small number of students are living independently.

Key Information

- The Directorate is currently working at amending its student data holding to have great specificity in relation to the accommodation and welfare of students.
- As at 6 February 2019 there were 533 full fee paying students, compared with 598 as at 24 July 2017. Numbers have reduced during the past two years as the Directorate has been re-evaluating its marketing strategy and looking at diversifying its markets.
- Of the 2019 cohort, 283 are from China, 66 from Vietnam, 34 from South Korea, 9 from Cambodia, 12 from Hong Kong and five from Taiwan. Smaller numbers of students come from Europe, Philippines, Russia, Indonesia, India and Laos.
- International students on a 500 visa are protected by the *Education Services for Overseas Students Act 2000* (ESOS Act) and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* (National Code 2018).

- Under the ESOS Act, the welfare accountability for students under the age of 18 is the responsibility of the registered education provider. The Directorate is registered on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS Register).
- The Director, International Education is nominated on the register as the Principal Executive Officer for the Directorate.
- An out of hours hotline is available for students and homestay hosts to use in case of emergencies and IEU staff are available out of hours where required.
- Officers from IEU also conduct face to face interviews with international student parents in China on an annual basis.

Current Fees for International Students

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

International Student Tuition Fees as at the 2019 school year	
Primary	\$ 11,100 per annum
High School	\$ 14,500 per annum
College	\$ 16,200 per annum

- Short stay visits are \$420 per week and are for a minimum of five weeks and a maximum of 10 weeks.

Background Information

- International fee paying students have been enrolled in ACT Public Schools since 1990. Attracting international students to study in Canberra is beneficial to the ACT economy. In 2017-18, international students contributed approximately \$11 million to the Directorate. In 2016-17 all international education initiatives generated \$786 million for the Territory.
- As an international education provider, the Directorate is committed to providing a high quality experience for international students. International students are provided with information around Australian lifestyle, culture and values to assist with their transition to life in Canberra.

- International students studying in ACT public schools bring great diversity to the wider Canberra community through their involvement in volunteer work, local clubs and community events such as the Multicultural Festival and the Nara Candle Festival.
- The Directorate also works closely with the higher education providers in Canberra to encourage students to explore future pathways in the ACT.

Portfolio/s: Education and Early Childhood Development

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

Talking Points

- The ACT Government has endorsed the *National STEM School Education Strategy 2016-2026* and is currently aligning jurisdiction specific initiatives to the Strategy.
- The 2018-19 ACT Budget allocated \$5.7 million for the Academy of FutureSkills (the Academy), formerly named the Academy of Coding and Cyber Skills (EC LAB094). The Academy is scheduled to commence operations at the University of Canberra Senior Secondary College Lake Ginninderra in 2019, which will serve as a north-side hub. This will complement the Centre for Innovation and Learning at Caroline Chisholm School, which will operate as the Academy's south-side hub.
- The ACT Government recognises that Canberra public school students will increasingly require science, technology, engineering and maths (STEM) skills, including transdisciplinary skills, capabilities and dispositions such as problem solving, creativity and collaboration, as they progress through their schooling to further education, training and employment.
- A range of STEM and futures-focussed learning initiatives are underway in Canberra public schools to provide quality learning opportunities in innovative learning environments. For example, on 11 May 2018 I officially opened the Centre for Innovation and Learning in Tuggeranong.
- To date, Centre staff have worked with over 50 teachers to build capability through outreach, and provide pedagogical support and mentoring while using the facilities to deliver the Australian Curriculum in STEM disciplines. There have been over 14000 student visits throughout 2018. Students attending are from preschool to year 11. The range of learning opportunities at the Centre so far include robotics and coding, and science and engineering challenges, with a strong emphasis on numeracy and other general capabilities. These challenging, integrated projects give students the chance to apply knowledge and skills across all STEM disciplines.

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Education

- Canberra public school students can also access a number of high quality STEM related learning opportunities through collaboration with national institutions, tertiary education providers and industry. These include Science Mentors ACT, Questacon's Engineering is Elementary, CREST, CyberTaipan and the ANU School Enrichment program.
- The ACT Government acknowledges the importance of engaging girls and young women in STEM education and further education, training and employment pathways. On this basis 30 STEM Sells scholarships were offered in 2018 to girls attending ACT public schools. STEM Sells is designed to inspire young women in years seven, eight and nine to pursue studies in STEM while developing their leadership and business skills. In addition, funding for the Academy includes \$200,000 in scholarship grants to encourage girls participation in STEM which will be rolled out in 2019.
- The inaugural STEMEd Conference 2019 is a partnership between the ACT Education Directorate, the Association of Independent Schools of the ACT, Catholic Education, Archdiocese of Canberra and Goulburn, and ACT Teachers Associations.
- The conference is being held over two days, Friday 5 April and Saturday 6 April 2019. It will offer an opportunity for teachers and organisations to learn about leading STEM education practices, and engage with a diverse range of STEM experts.

Background

National STEM School Education Strategy 2016-2026

- The Australian Government has identified a focus on STEM as a strategic priority for Australia's economic growth and competitiveness.
- In December 2015, Education Council (EC) endorsed the *National STEM School Education Strategy 2016-2026* (the Strategy). The Strategy is focused on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. It recognises the importance of a focus on STEM in the early years and maintaining this focus throughout schooling.
- Two goals are articulated in the Strategy:
 - to ensure all students finish school with a strong foundational knowledge in STEM and related skills
 - to ensure that students are inspired to take on more challenging STEM subjects.

- A national collaborative action under the Strategy was the establishment of the STEM Partnerships Forum (the Forum), chaired by the Chief Scientist, to bring together leaders from industry and the education sector (schools, higher education and VET) to facilitate a strategic approach to student engagement and achievement in STEM.
Ms Meg Brighton, Deputy Director-General, represented the ACT on the Forum.
- At the 13 April 2018 EC meeting, ministers welcomed the Forum's Report, noting it will be an input into discussions of national reforms to be included in a new national agreement. Ministers also requested that senior officials provide advice on the Report, including prioritisation of its recommendations.
- Forum priorities align with work the Directorate is currently progressing, in particular the Future of Education initiative; the Academy of Future Skills, the rollout of Chromebook devices to all years 7 to 11 Canberra public school students and teacher scholarships for STEM and languages.

STEM in Canberra public schools

- The Directorate is currently developing an ACT STEM framework aligned with the Strategy, which will provide a framework for future STEM-related initiatives in Canberra public schools.
- To support the delivery of STEM education initiatives in schools, Canberra public schools engage with a range of national science institutions and industry and research organisations to deliver STEM education programs to students, including:
 - the Cyber Taipan competition was launched by the Australian Cyber Security Growth Network Ltd (AustCyber) and Northrop Grumman on 25 June 2018. Year nine and 11 students from eight ACT public high schools and colleges participated in a 2018-19 pilot of this online competition, which builds defensive cyber security skills.
 - the CSIRO STEM Professionals in Schools program, a national volunteer program that facilitates partnerships between schools and industry to bring 'real-world' STEM into the classroom
 - the CSIRO Creativity in Science and Technology (CREST) program, aimed at supporting students in primary and secondary years to carry out open-ended science and technology investigations
 - the Australian National University (ANU) School Enrichment program, designed to provide students in Years 7-11 with flexible opportunities to experience the ANU, and offering a wide range of workshops in subjects including artificial intelligence, earth climate science, genetics, fractal geometry, planetary geochemistry and molecular parasitology
 - Questacon's Ian Potter Foundation Technology Centre, offering teacher professional learning workshops that support STEM education and aim to develop students' lateral thinking and problem solving skills, including the Engineering is Elementary Program

- the STEM Education Research Centre (SERC) at the University of Canberra, to promote participation in the Early Learning STEM Australia (ELSA) pilot, offers a play-based digital learning program for children in preschool to explore STEM
 - STEM extension programs including opportunities for high achieving students to undertake targeted Year 11 subjects while enrolled in Year 10, and tertiary subjects while enrolled in Year 12
 - the Australian Government Department of Human Services Chief Information Officer Group work experience pilot, aimed at students in years 10-12, to assist students in developing ICT skills.
 - the Science Mentors ACT program will provide ACT public school students in years nine to twelve the opportunity to work with science and engineering professionals to design and conduct scientific inquiries, building upon the success of the ACE Science Mentors program run from Melrose High School since 2008.
 - ANU Extension H-level courses which allow year 11-12 students to concurrently complete a first-year level science course at the ANU.
- The Directorate also provides access to teacher professional learning and a number of programs, resources and events to support quality STEM education in Canberra public schools, including:
 - the Computer Science Education Research (CSER) group at the University of Adelaide, to support teachers to engage with professional learning through a Digital Technologies MOOC (massive open online course)
 - the curriculum linked teacher resources provided by the Digital Technologies Hub (developed by Education Services Australia for the Australian Government Department of Education and Training)
 - the curriculum-linked STELR Project teacher resources developed by the Australian Academy of Technological Sciences and Engineering (ATSE)
 - the Principals as Numeracy Leaders (PANL) program designed to enhance school leaders' efficacy in instructional leadership, enhance school leaders' knowledge of essential numeracy content, and assist in the design of whole-school planning for numeracy improvement. PANL was delivered in 2017-2018 to 51 participating schools
 - reSolve: Mathematics by Inquiry; a national program that provides resources and professional learning to assist students to learn mathematics using inquiry. reSolve is managed by the Australian Academy of Science in collaboration with the Association of Mathematics Teachers
 - the Let's Count program aims to build the capacity of early childhood educators to partner with families to support children's early numeracy skills. It provides a strong foundation to 'notice' mathematics in play, building knowledge of parents and educators to accurately describe and extend mathematical development.
 - partnering with the University of Canberra STEM Education Research Centre (SERC@UC) to build preschool educator's capacity to embed STEM practices in their

- early childhood pedagogy aligned with the Early Years Learning Framework (EYLF), particularly in relation to spatial reasoning.
- partnering with teaching associations in the ACT such as the Science Educators' Association (SEAACT), the Information Technologies Association (InTEACT), the Digital Technologies Association (DATTA) and Canberra Maths Association (CMA) to co-deliver the STEMEd Conference on 5-6 April 2019
 - supporting teacher professional associations to host STEM related professional learning at the Centre for Innovation and Learning.
- In February 2018, the \$5.896 million Centre for Innovation and Learning at Caroline Chisholm School was opened. The establishment of the Centre serves as a focal point for the ACT Government's commitment to innovation and its engagement with the national agenda, with high quality programs and pedagogy provided through the Centre increasing the number of Canberra public school students engaging with STEM subjects.
 - The Trends in International Mathematics and Science Study (TIMSS) report, released on 30 November 2016, found that the ACT has 70-85% of students at above the TIMSS proficient standard for Australia. The ACT also has a higher percentage of 'Advanced' and 'High International Benchmark' than the national percentage at this level. TIMSS reports every four years on the achievement of Year 4 and Year 8 students. Australia has participated in all five cycles.
 - The ACT results in National Assessment – Science Literacy (NAP-SL) testing 2015 were similar to those of 2006, 2009 and 2012. ACT results were statistically similar to most other jurisdictions. In 2015, 60.5% of ACT students attained the 'proficient' standard, compared with the national result of 55%. The trends in NAP-SL results were similar to those observed in the Trends in International Mathematics and Science Study (TIMSS). NAP-SL was again conducted in 2018, with 27 ACT schools across all sectors participating in the testing round. This latest round included year ten students for the first time, in addition to year six. Results will be made available at the end of 2019.
 - The ACT's performance relative to other jurisdictions in relation to NAPLAN numeracy mean scores, has declined over the last two years. From 2010 to 2015, the ACT was placed first or equal first in years 3, 5, 7, and 9. In 2016, the ACT's mean score was placed first for Year 9 and second for years 3, 5 and 7. In 2017 mean scores placed the ACT second in years 3, 7 and 9 and third in year 5. You will be updated with the 2018 NAPLAN results once the Education Council has endorsed their national report.

Portfolio/s: Education and Early Childhood Development

ISSUE: ANU - MUSIC FOR COLLEGES

Talking points:

- The Music for Colleges program is part of a three-year funding agreement with the Australian National University (the ANU) and the ACT Government. The funding agreement is known as the Community Outreach Program and was delivered by the School of Music and the School of Art and Design.
- The ANU had been using the artsACT Music for Colleges funding to deliver what the Education Directorate variously call Music H Course, Advanced Music and Music Extension.
- The ANU Music Course was accredited by BSSS as a T course and accredited by ANU as an H course. This means that successful completion of the course counts towards a student's ATAR if the student is in a tertiary stream and counts towards the student's degree if the student goes on to study music at ANU.
- The Community Outreach Program funding agreement expired on 31 December 2016, but was extended to 31 December 2017. Grandfathering provisions are in place for students currently in the program, this will cease at the end of 2019.
- The ACT Government has a strong commitment to the School of Music and recognises its important place in the Canberra arts landscape and its ongoing role in music education.
- This strong commitment is demonstrated through significant funding for a new Community Outreach Program that includes access for Canberra school students to the new Developing Musicians Program (non auditioned for Year 7 to 12 students for music tuition and ensemble performances).
- ACT students continue to access other government funded music programs including through Music For Canberra at the Ainslie Arts Centre, and music engagement activities by the Canberra Symphony Orchestra.

- School students also have access to a number of opportunities to engage with music through either the ACT Government's Instrumental Music Program if offered at their school and all ACT schools provide music as part of their curriculum offerings. There are also a number of community organisations that provide in-school music programs.
- The Deputy Vice-Chancellor (Academic) has oversight of the ANU Extension Program which also has an advisory board. The Board includes representatives from the Education Directorate, the Board of Secondary School Studies, the Association of Independent Schools and the Catholic Education Office. Decisions regarding courses offered through the ANU Extension program are made by the Deputy Vice-Chancellor (Academic).
- The ACT Government continues to contribute funding for other extension H-courses provided via the ANU via Deed of Grant between the ANU and the Education Directorate. There are no provisions within the current Deed of Grant that prescribes which courses ANU is required to offer.
- The Minister for Arts and Government Officials met with ANU Executives on 5 February 2019 in the hope of finding a funding resolution for the Music H Course. No agreement to continue H Music courses has been achieved at this point.
- I have asked Education Directorate to write to ANU to continue discussion to look for a for a positive resolution.

Key Information

- On 24 July 2018, Ms Marnie Hughes-Warrington, Deputy Vice Chancellor (Academic) ANU, formally notified the Education Directorate (ED) that the Advanced Music H course (known as the Music For Colleges program) would not be offered in 2019 for new students.
- The current Deputy Vice Chancellor (Academic) Ms Marnie Hughes-Warrington stepped down from the position on 31 December 2018. Professor Grady Venville is the new A/g Deputy Vice Chancellor until the vacancy is permanently appointed.
- The Government's media release about the new artsACT funding program included that the Music For College's Program for Year 11 and Year 12 students would be transitioned off funding after 2019, and the Music Engagement Program for Year 1 to Year 6 students would no longer be funded.

Background Information

- The Music H Course offered an advanced music program for Year 11 and 12 students run by the ANU School of Music and funded through the Community Outreach Program, which was managed by artsACT.
- Discussions on the new Community Outreach Program between the ACT Government and the ANU School of Music commenced in 2016 and the funding changes were announced in February 2018.
- The Music for Colleges program will continue for 2018 and 2019 to enable Year 11 and 12 students currently enrolled in this program to complete the course at the end of 2019, with no new enrolments.
- H courses are designed and accredited by an Australian higher education provider and successful completion of the course is recognised towards an undergraduate degree with that provider.

Portfolio/s: Education and Early Childhood Development**ISSUE: UNIVERSITY OF CANBERRA AFFILIATED SCHOOLS PROGRAM****Talking points:**

- The recent ACT Government Budget included \$4.5 million over four years for the University of Canberra (UC) Affiliated Schools Program.
- The key aim of the Program is to enhance ACT public school students' learning and schooling outcomes through professional learning for pre-service and in-service teachers, and collaborative research initiatives.
- I had the pleasure of launching the Program with UC in November last year at one of the 25 ACT public schools working in partnership with UC over a five-year period.
- The ACT Education Directorate is providing scholarships to support teachers and leaders to undertake the Master of Education (Capital Region Program) through UC. Teachers at Affiliated Schools will also have access to a range of UC led workshops and professional learning which meet the unique needs of ACT public schools.

Key Information

- Some Affiliated Schools will engage in all six elements of the Program, beginning with five schools in 2019, and increasing by five schools each year to 25 schools in 2023. The six elements of the Program are:
 - school-based pre-service teacher education clinics, run by UC, to enhance the professional experience component of initial teacher education
 - professional learning for in-service teachers, delivered by UC academics
 - a research framework to support school improvement initiatives
 - scholarships for in-service teachers to undertake Masters-level study, co-funded by the Directorate and UC
 - professional experience placements, for pre-service teachers in their first to fourth years at UC, and postgraduate students undertaking their Masters
 - a school-based coordinator, partially funded by the Directorate (\$50K per school in 2019), to oversee the school's engagement with UC.
- The remaining affiliated schools (20 in 2019) will participate in four elements only: school-based teacher education clinics, professional learning, professional experience placements and access to scholarships for the UC Masters of Education (Capital Region Program).
- All ACT public schools, their students and their staff will benefit from a close relationship between UC and the ACT Education Directorate. The Affiliated Schools Program will enhance preservice teacher education, meaning graduates from UC will be better prepared to teach in ACT schools. Research conducted between UC and Affiliated Schools will be widely shared throughout the Directorate via professional

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Education

learning, resources, evidence-based programs and other leading initiatives.

- Beyond the initial 25 schools, a second and third implementation phase of the Program will provide opportunities for more schools to engage in the partnership in the future.
- ACT public schools collaborate with tertiary institutions other than UC to conduct research and provide placements for pre-service teachers; affiliation will not require schools to enter into an exclusive partnership with UC.

Background Information

- The initial group of 25 schools was selected by the Directorate and UC based on their past commitment and existing capacity to:
 - prepare and develop the teacher workforce
 - work collaboratively with the university and other schools to improve student learning outcomes through teacher development, school-based research and innovation in curriculum and pedagogy
 - work with academics and teachers to learn about and generate new knowledge, practice and innovation in education
 - provide the human and physical resources to contribute to and benefit from the Program, including the hosting of preservice teacher education clinics.
- The Program will enhance and extend existing arrangements between UC and UC Senior Secondary College Lake Ginninderra and UC High School Kaleen, launched in 2010.
- An Advisory Group and Working Group, comprising representatives from UC and the Directorate, have convened regularly to develop the Program's scope and detail.

Portfolio/s: Education and Early Childhood Development

ISSUE: BULLYING AND CYBERBULLYING

Talking points:

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

Key Information

Policy and Procedures

- The *Safe and Supportive Schools (SSS) policy* provides guidance for ACT Public Schools on promoting safe, respectful and supportive school environments. The Student Wellbeing Section within the Education Support Office employs a Safe and Supportive Schools Executive Officer whose role includes supporting schools to implement the policy.
- The policy reflects the guiding principles outlined in the *Australian Student Wellbeing Framework* which assists school communities with developing student safety and wellbeing practices.

- The Directorate's resources relating to digital citizenship and e-safety align with the SSS policy. The *Communities Online: Acceptable use of ICT – Parents and Students Policy* and related guidelines define acceptable use of ICT resources provided by the Directorate for students and parents.
- All students sign an *Acceptable Use of ICT Statement* agreeing to the conditions of this policy and to accept the consequences of any breach. This *Communities Online* policy details how appropriate use of ICT resources relate to school-based behaviour management policies and procedures and the relationship to online behaviour.
- Schools have codes of conduct, student welfare procedures and school values which provide a platform for embedding discussions about appropriate behaviour, respect and treatment of others.

Support for students experiencing or perpetrating bullying

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

Online / Cyber Bullying

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

- The Directorate also provides parents and carers with information and advice about bullying, keeping children safe online and dealing with cyberbullying on the Directorate website.

Student, parent and carer voice in countering bullying behaviour

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

Curriculum

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

Using data to support student wellbeing

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

Parent and Carer with concerns about Bullying

1. In the first instance concerns should be raised with the relevant teacher.
2. Following this, contact can be made with the school principal to discuss concerns.

3. If the school's response is considered unsatisfactory, or external advice is considered necessary about the interventions put in place by the school, parents/ carers can contact: The ACT Education Directorate Liaison Unit : The Liaison Unit can support families in managing concerns about ACT schools. The Liaison Unit will speak with relevant people within the Directorate's support office to facilitate the school and family to identify a solution. Phone: (02) 6205 5429
- The Director for Families and Students: The Director provides the key contact for parents, students and the community to raise concerns when they have not been satisfied with the ACT public school response in meeting the needs of individual students.
Phone: (02) 6207 3723 Email: familiesandstudents@act.gov.au
- Parents, carers or students are also advised they may visit the website for the Office of the eSafety Commissioner (<https://esafety.gov.au/>) and the Bullying, No Way! (<http://bullyingnoway.gov.au>) websites which provide education and contact information for young people, parents/carers and schools. The Office of the eSafety Commissioner also provides a complaints service for young Australians who experience serious cyberbullying.
 - Parents and carers can access tips and advice for keeping safe online and dealing with cyberbullying on the Education Directorate website: www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students/keeping-safe-online

Background Information

The *Bullying. No Way!* website indicates that:

- Approximately **one in four (27%) year 4 to year 9** Australian government and non-government school students report being bullied each term or more often.
- Approximately **10% of students** in the government and non-government sectors experience bullying and harassment via mobile phone or internet technologies.
- Experiences of **frequent school bullying is highest among year 5 (32%) and year 8 (29%)**.
- **84% of students who are bullied online are also bullied offline.**
- Peers are present as **onlookers in 87%** of bullying interactions.
- **Hurtful teasing** is the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.

Portfolio/s: Education and Early Childhood Development

ISSUE: SAFE AND INCLUSIVE SCHOOLS INITIATIVE

Talking points:

- The ACT Government is committed to providing positive and engaging learning environments where young people feel connected, respected, and are fully engaged in education, regardless of their identity or background.
- Same sex attracted, intersex and gender diverse people report school as a significant site where they experience or have experienced bullying, discrimination and isolation.
- Schools have important legislative and ethical responsibilities to ensure they are safe and inclusive environments for students, staff and families.
- We want everyone to be able to be themselves at school and to feel safe and welcomed as who they are. That's why we are funding the Safe and Inclusive Schools initiative.
- The Initiative has been developed by Sexual Health and Family Planning (SHFPACT) with input from parent groups, community agencies and key education stakeholders.
- Schools are not mandated to engage with this initiative. Schools simply access the support they need, if and when they need it.
- The Initiative does not produced any curriculum resources, however, schools continue to have access to the previous Safe Schools Coalition Australia (SSCA) Program curriculum materials, as they are available on the [Student Wellbeing Hub](#) (a website administered by the Australian Government).
- The Initiative has been available to all ACT schools since 13 March 2018.
- Over 90 participants have attended professional learning sessions since March 2018 and the Initiative has gained Teacher Quality Institute Accreditation for the professional learning module.

Key Information

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

The ACT Safe and Inclusive Schools Initiative

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

Other Roles of SHFPACT

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

Background Information

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

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Education

misconceptions about what is taught, and requests for parental permission for students to learn about particular content.

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

Portfolio/s: Education and Early Childhood Development**ISSUE: SCHOOLS FOR ALL IMPLEMENTATION****Talking points:**

- The Education Directorate is committed to providing education to meet the needs of each child and young person.
- As at January 2019, all fifty Schools for All recommendations are finalised and ongoing worked identified in the Future of Education.
- The Education sector is continuing an ambitious, evidence based, and single-minded focus on systemic cultural change. This focus ensures all children and young people in ACT Schools are placed at the centre of decision making relating to education policy and practice.
- The Schools for All Annual Report 2017 was published on 20 July 2018.
- The final quarterly report (April-June 2018) will be published shortly.
- On 26 September 2018, the Schools for All Program Board held their final meeting. The Program Board endorsed the development of a final Schools for All Program Report and the Schools for All Evaluation Report 2019, which are scheduled to be published during this year.
- On 28 February 2018, the Schools for All Oversight Group reconvened to review the progress of the *Schools for All* program over the past 12 months. The Oversight Group expressed confidence in the *Schools for All* Program Board and progress made.
- A key area of focus moving forward will be ensuring the long term sustainability of changes made through the *Schools for All* program. The Future of Education initiative offers opportunities to embed cultural change.
- The key themes in Schools for All align with the key themes in the Future of Education initiative, which form part of our education strategy for the next 10 years.

Key Messages:

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

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

- The Government response acknowledged a strong cross-sectoral desire to build on existing reforms, improvements and initiatives where possible. Of the 50 recommendations, 49 directly related to Canberra Public Schools and 26 to Catholic Education (CE).
- For Canberra Public Schools, the ACT Government established the three-year *Schools for All* program with an investment of \$21.5M over the forward estimates to implement the 50 recommendations. The program aims to develop and reinforce a student-centred vision; and catalyse systemic and sustainable cultural change across the ACT education system.
- With all recommendations being finalised, the program will conclude later this year within the set three year timeframe. Whilst the program closes the work is ongoing through the Future of Education initiative.

Evaluation

- The Schools for All Program Board endorsed the *Schools for All Evaluation Plan* in September 2017 and the *Schools for All Evaluation - 2014 Baseline Development Report* (Baseline Report) in December 2017.
- A *Schools for All Interim Evaluation Report, 2018* (Interim Report) expands on the Baseline report, and contributes to measuring change in outcomes for students with complex needs and challenging behaviours over time (2014-2017).
- The Baseline Report, and the Interim Report will be included within the final *Schools for All Evaluation Report, 2019* (Final Report).
- The evaluation will assess the effectiveness of the *Schools for All* program in realising the objectives and outcomes sought by the program and make findings and recommendations based on quantitative and qualitative data.
- The Final Report will include additional measures of the broader cultural change outcomes that will be delivered by student-centred schools.

Carol Lilley
Chair, Independent Oversight Group
Schools for All Program



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

Dear Minister

Schools for All Program Final Report from the Independent Oversight Group

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

Previous meeting of February 2017

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

February 2018 meeting

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

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

Progress / future direction of the Program

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

During our February 2018 meeting, we noted the:

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

Achievements of the Program

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

We noted some particular achievements such as:

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

Future role of the Group

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

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

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

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

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

Yours sincerely

A large grey rectangular redaction box covering the signature area.

Carol Lilley
Chair, Oversight Group
13 March 2018

Portfolio/s Education & Early Childhood Development

ISSUE: SUPPORT FOR STUDENTS WITH DISABILITIES

Talking points:

- The Education Directorate is committed to providing education to meet the needs of each child and young person.
- All ACT public schools provide reasonable adjustments to meet the needs of individual students.
- In ACT public schools students who meet the ACT Student Disability Criteria can access a range of disability education programs including
 - Inclusion Support Program (ISP) in mainstream classes
 - Small group programs located in mainstream schools (Learning Support Units, Learning Support Centres and Learning Support Units Autism)
 - Specialist schools
 - Hearing and Vision itinerant support
- We know that, at times, some students have a range of complexities in their lives that impact their access to and participation in education.
- We work with our students and their families to ensure they have access to and are able to participate in education including through individualised programs.
- Individualised programs can include adjustments such as:
 - accessing the education program in an alternative setting (such as a different classroom or a space in the community)
 - access to distance education
 - building body breaks and sensory breaks into the timetable
 - working with community providers to offer the student a range of vocational education options
 - transition programs focusing on moving into the workplace and/or community for student in their final year of schooling.
- A new policy framework and resourcing model to support the needs of students with disability is being developed as part of the Student

Resource Allocation (SRA) Program and is linked with the Future of Education strategy development.

Funding for Students with Disability

- The 2018-19 Budget Initiative – *‘More schools, better schools-Needs based funding for students with a disability’* funds the cost associated with recent growth in student numbers and ensures the continuation of existing resource levels.
- Total funding for students with disability is based on a needs assessment through the Student Centred Appraisal of Need model (SCAN). The total funding requirement is primarily driven by student need combined with student numbers. The number of students with disability has grown in recent years from 2,094 in 2015 to 2,293 in 2018.
- The total cost of students with a disability is budgeted to be \$78.593 million in 2018-19. The total cost includes ACT and Commonwealth Government funding. The primary driver for movements in the average cost per student each year is indexation of funding to provide for increased wage and salary costs.
- The majority of the total cost of students with disability is provided direct to schools through the Schooling Resource Allocation model and is allocated by schools based on student need. Additional services are also provided through allied health professionals and other supports.

Key Information

- The August 2018 school census shows 2396 students in ACT public schools accessing disability education programs and services.
- Across the system, schools are provided with additional resources, including staff, professional learning and expert guidance to make reasonable adjustments to support the access and participation of students with disability.
- The ACT Government has invested in a number of training courses to build the capability of teachers in ACT public schools to enable them to better support students with disability.
- With a mix of face-to-face and online learning opportunities, teachers and other school staff can access quality professional learning when they need it and at times that suit them. There are a number of high quality face to face professional learning opportunities for staff including wellbeing workshops and trauma training.

Students with Autism

- Data informing the August 2018 school census identified 816 students with a diagnosis of Autism Spectrum Disorder (ASD) across Kindergarten to Year 12 in ACT public schools. Students with autism are enrolled in a range of programs and ACT public schools:
 - 363 students are enrolled in mainstream classes with support through the Directorate's Inclusion Support Program resourcing
 - 341 students are enrolled in Learning Support Centres and Learning Support Units within mainstream settings, which provide smaller group sizes and increased teacher to student ratios.
 - 112 students are enrolled in one of four ACT Specialist Schools.
- Placement in disability education programs is based on the need of the individual student and decisions about placement are made in consultation with parents, carers, families and schools. Students participating in these programs have an Individual Learning Plan (ILP), developed collaboratively by parents, carers, the school, and the student themselves when appropriate.

Disability Standards for Education e-learning

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

Targeted courses

- The Directorate offers online targeted courses, based on international expertise and adapted to local needs to build the capacity of teachers and leadership teams in ACT public schools. The courses assist teachers to offer individualised support for students with disability.

- The courses that are accredited with the ACT Teacher Quality Institute, and can count towards teacher registration include:
 - Autism Spectrum Disorder
 - Dyslexia and Significant Reading Difficulties
 - Inclusion of Learners with Speech, Language and Communication Needs
 - Motor Coordination Difficulties
 - Understanding Hearing Loss
 - Understanding and Supporting Behaviours.

Network Student Engagement Teams (NSET)

- NSETs are multidisciplinary teams within the Student Engagement Branch who work with school leaders to build the capacity of schools and teaching teams to support the participation and engagement of students.
- The Support at Preschool (SAP) team as part of NSET, works with school leaders and teaching teams to support the inclusion of children with developmental delay and disability in ACT public preschools.
- As part of the response to the Schools for All report, allied health professionals were recruited in 2016 to support the multidisciplinary work of the Network Student Engagement Teams.

Disability Education Coordinator (DECO)

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

Portfolio/s Education & Early Childhood Development

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

Talking points

- ACT Education Directorate is committed to creating safe and supportive learning environments for all students. Ongoing training and development is provided to staff to assist them to support students with behaviours of concern to provide learning environments which are safe and supportive.
- The 'Safe and Supportive Schools' policy and procedures provide information and guidance to schools on the use of *restrictive practices* including understanding the difference between a "withdrawal space" and "seclusion". Factsheets and professional learning has been developed for schools to support them in creating sensory spaces within the school environment.
- The 'Safe and Supportive Schools' policy and procedures are consistent with the *ACT Senior Practitioner Act 2018* which came into effect on 1 September, 2018.
- Education is working closely with the new ACT Office of the Senior Practitioner (OSP) to explore how the role will work with schools and the Education Support Office.
- The OSP has been established as part of the ACT Government's commitment to improving the lives of all people who are vulnerable and potentially subject to restrictive practices.

Key Information

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

Restrictive Practice - Guidance for Schools

- It is important to differentiate “withdrawal spaces” with “seclusion”, a form of restrictive practice. Information for schools about this difference is provided in the Safe and Supportive Schools policy and procedures.
- These policy and procedures also provide information and direction to schools about the use of restrictive practice, such as physical restraint; as an emergency response when school staff need to act to prevent or reduce the risk of harm to an individual or group of people.
- Materials to support the policy have been developed for Principals and school staff and include fact sheets, FAQs, checklists and planning tools. They are available through the Education Intranet.
- As part of the *School Administration System* implementation, schools are being supported to upload information such as students’ Positive Behaviour Support plans and document student incidents. This includes documenting when a restrictive practice as an emergency response is used. This provides the means to review incident data, proactively plan when an incident has occurred and enables the relevant personnel to be notified.

Education has also contributed to the Restrictive Practices Oversight Steering Group (RPOSG), a time-limited, group of executive leaders representing government directorates and independent statutory bodies, established to consider issues relating to restrictive practices in the ACT. Co-chaired by Education Directorate and the Community Services Directorate (CSD), the group will continue to oversight ongoing work related to the safeguarding against the unreasonable and unnecessary use of restrictive practices, including a legislation review and the development of policy. **Office of the Senior Practitioner**

- The Quality, Complaints and Regulation Branch in CSD has established and resourced a new ACT Office of the Senior Practitioner (OSP) for the reduction and elimination of restrictive practices. The Senior Practitioner, Ms Mandy Donley, , commenced in the role 5 July 2018.
- The ACT OSP has been established as part of the ACT Government’s commitment to improving the lives of all people who are vulnerable and potentially subject to restrictive practices, as well as supporting and upholding their human rights. The ACT OSP will also enable the ACT Government to meet its commitments under the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Sector and the NDIS Quality and Safeguarding Framework.
- Education is working closely with the OSP to explore how the role will work with schools and the Education Support Office. Meetings between Education and the ACT OSP commenced in July 2018 and the Senior Practitioner has visited many schools in the ACT.
- Education is contributing to the Senior Practitioner’s work in developing Guidelines which are anticipated to provide further clarity about sections of the *Senior Practitioner Act 2018*, particularly in the areas of
 - Positive Behaviour Support Planning,
 - Panel approval processes for Positive Behaviour Support Plans with a Restrictive Practice as an emergency response and
 - Complaints management.
- Education has liaised with CSD to agree on a process to address any complaints or concerns reported to the Senior Practitioner that involve an ACT Public School. This process will assist to ensure support is put into place where required in a timely way.

Portfolio/s Education & Early Childhood Development

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

- The Education Directorate recognises that all students have a right to an education in a safe learning environment and staff have the right to a safe working environment. Schools should be safe, respectful and supportive environments which are conducive to learning and wellbeing, for this reason schools need clear processes to reinforce high standards of behaviour.
- The Education Directorate has recently consulted with the ACT community on the Directorate's Suspension, Exclusion and Transfer Policy and support documents which have been reviewed.
- The revised policy will update guidance to school on suspension, exclusion and transfer including strategies to reduce suspensions. Feedback from the consultation process has been incorporated into the policy documents and is currently being considered. The review has included consideration of national and international literature and practice in this area and consultation with a range of key stakeholders.
- The revised policy includes a focus on a prevention and early intervention approach to reduce the incidence of behaviours that potentially lead to suspension, exclusion and transfer. The revised policy outlines the school's role in setting up responsive environments with whole school approaches to positive behaviour.
- A targeted support response in each school network to support students who have been suspended is provided by the Network Student Engagement Teams (NSET), multi-disciplinary teams who work with the student, family and school to address the underlying issues that contribute to suspension. The NSET response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational therapist, and specialist teachers in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.
- The Continuum of Education Support (CES) model is a coherent strategy that focuses on the provision of alternative education programs and/or other flexible learning options for students at risk of disengaging from secondary school. This model is being implemented in all ACT public high schools in 2018.

Key InformationUse of Suspension, Transfer or Exclusion in ACT Public Schools

Cleared as complete and accurate: 23/01/2019
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- Principals may suspend students from ACT Public Schools for up to 15 continuous days and the Director-General may approve a suspension for up to 20 days, following a recommendation from a school Principal or Director School Improvement.
- If a student is suspended for seven or more days in a school term the Principal must provide reasonable access to counselling.
- A re-entry meeting must be convened by the principal on return to school.
- Reasonable attempts must be made to inform parents/ carers of the decision and their right to appeal.
- The principal may recommend to the Director-General that a student be *transferred* to another government school. Principals may also recommend to the Director-General that a student be *excluded* from all ACT Public Schools.
- There have been no recommendations to exclude in the time period 2008 to present.

Support for students who have been suspended.

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

Background Information

- Suspensions in ACT public schools continue to create community and media interest.
- Sometimes suspension from school is necessary and is used in accordance with Section 36 of the Education Act (2004). This may include situations where the principal decides action is required to address a situation where a student threatens the safety and wellbeing of another student attending the school, a member of the staff of the school or another member of the school community.
- On 4 September 2018, Michael Battenally, on behalf of *ACT Principal's Association (ACTPA)* spoke to ABC Radio Canberra about the revised policy. Mr Battenally was the Principal of Melba Copland Secondary School and College at the time.
- The article quoted ACTPA having significant concerns about the revised policy with reference to:

- Principals ability to suspend being lessened.
- What behaviours will now qualify for a suspension;
- That suspensions were now a tool to be used primarily in cases of occupational violence or where someone's safety was endangered;
- While a greater focus has been placed on early intervention and prevention for the behaviours that lead to suspension and considering alternatives to out of school suspension, the legislation has not changed which means the reasons a Principal may suspend have not changed.
- The P&C were also interviewed on the same day and the article quoted them as *backing the revised policy* with reference to suspensions not necessarily supporting behavioural change and may result in further disengagement from school.

Suspension Data

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

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

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

Portfolio/s Education & Early Childhood Development

ISSUE: MENTAL HEALTH AND SCHOOL PSYCHOLOGISTS

Talking points:

- The ACT Government is committed to the wellbeing and mental health of students in all ACT schools. The Future of Education strategy articulates the aim to enhance student wellbeing and psychological supports to ensure students are resilient and equipped for the future.
- In ACT public schools, students, parents/carers and teachers have access to a school psychologist. School psychologists work across behavioural, social, emotional and learning domains to support a student's wellbeing and learning.
- In 2019, 88 ACT public schools are supported by 73.0 FTE school psychologists and senior psychologists¹¹ providing direct, indirect and universal supports. Another 3.6 FTE are provided through the Child Development Service and Positive Behaviours for Learning team bringing the total to FTE to 76.6.
- Data (ACT Education school psychologist annual report 2017) indicates that 15.3 percent of ACT public school students' accessed support from a school psychologist, this is higher than the national average of 11.5 percent (Australian Government Department of Health 2015). While the service is heavily utilised it is important to ensure it remains agile and focussed on student needs.
- In the environment of increased need for mental health support and learning delays for students, ACT Government committed to resource 20 additional psychologists by 2020. Ten additional commenced in February 2019, and a further five psychologists will start in 2020.
- During 2018, the Directorate reviewed the psychology service with the aim to strengthen the service and ensure the method of service delivery continues to meet student needs into the future. The review was timely with the additional psychologists commencing in 2019 and 2020.

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

- The key recommendations from the review were continuity of psychologists within a school, establishment of an assessment and intervention team and an increased focus on early intervention and prevention of learning and mental health needs.
- From 2019, an assessment and intervention team will be established, to work with the school psychologists, to undertake additional learning and cognitive assessments and provide specialised small group interventions.
- In addition to school psychologists, the Network Student Engagement team in each of the Canberra networks provides multidisciplinary support from professionals comprising of social worker, speech pathologist, occupational therapist and specialist educators.
- School Psychology Service is part of the wider mental health system which exists for the community in the ACT.
- Currently there is strong collaboration and partnerships with community and government agencies to provide service delivery and mental health promotion and prevention, including:
 - ACT Mental Health;
 - Headspace; and
 - ACT Child Development Service.
- There are a number of joint initiatives supporting students across all ACT school sectors:
 - *Be You*, launched on 1 November 2018, is a nationally integrated mental health initiative funded by the Australian Government National Support for Child and Youth Mental Health Program and delivered by Beyond Blue and Headspace ACT. It supports school communities (primary and secondary) to support the mental health of children and young people from the day they enter the education system to the end of year 12 (birth to 18 years). *Be You* now integrates *KidsMatter Early Childhood*, *KidsMatter Primary*, *MindMatters*, *Response Ability* and *Headspace School Support*.
 - The ACT is an implementation site for LifeSpan, a systems approach to suicide prevention, which was developed by the Black Dog Institute. ACT Health is taking the lead and ACT Education is partnering with them to ensure professional learning and training programs are delivered to educators, student service teams,

psychologists and students in schools to prevent youth suicides in our schools.

Key Information:

Increase in psychologists in ACT Education schools					
Funded FTE	2015	2016	2017	2018	2019
Senior Manager Clinical Practice	0	0	0	1.0	1.0
Manager of School Psychology Service	1.0	1.0	1.0	1.0	1.0
Senior Psychologist	8	12.0	12.0	11.3	14.0
School Psychologist	40.5	40.5	45.0	49.4	57.0
Sub-total	49.5	53.5	58.0	62.7	73.0
<i>Additional psychology supports provided by ACT Education</i>					
<i>Senior Psychologist (PBL)</i>	-	-	0.6	0.6	0.6
<i>School Psychologist (schools purchases)</i>	-	0.8	0.7	1.8	0.0
<i>Child Development Service Psychologist</i>	3.0	3.0	3.0	3.0	3.0
Total	52.5	57.3	61.6	68.1	76.0

As of January 2019

- The allocation of school psychologists to schools is based on student enrolment and the targeted needs of students.
- Total funding for psychologists directly supporting students in ACT Education schools is 73.0 FTEs. The staffing breakdown for 2019 is:
 - 57.0 FTE provide psychology services within schools schools;
 - 14.0 FTE Senior Psychologists within Clinical Practice and Network Student Engagement Teams (NSET) working with schools to support students with complex and challenging behaviours, as well as providing support to school based psychologists;
 - 1 FTE Senior Manager for Clinical Practice; and
 - 1 FTE Manager of School Psychology Service.
- Previous Assembly Briefs reported the additional psychology supports for students and schools: including extra psychology hours purchased by ACT Education schools; a senior psychologist in the Positive Behaviours for Learning team and the funding of three psychologists in the Child Development Service.
- In 2019, the Directorate is providing psychological supports for students and schools through the Occupational Violence and Complex Case Management and Positive Behaviours for Learning teams. The Directorate is funding three psychology positions in the Child Development Service to support children and families to be school ready through to the end of 2019. These are funded above the base funding for psychology in ACT Education schools.
- The 2018-2019 Budget provided resourcing for 15 psychologists to meet the ACT Governments commitment of 20 additional psychologists. Ten (10) full-time school psychologists commenced in ACT public schools in February 2019 and an additional

five (5) psychologists will commence in 2020.

Future Directions

- The recommendations from the review of psychology service will be implemented and evaluated incrementally over the next two years.
- There will be an increased focus on early intervention and prevention of student difficulties to ensure that learning issues and mental health are addressed before they become established and resistant to change. The benefits of reduced mental health concerns will be seen in greater levels of engagement in schooling and participation in the community, and savings for government.
- The service delivery will include varied and innovative ways of service delivery for children to address their learning and well-being needs.
- Increased focus on developing professional capacity of psychologists to provide targeted intervention to students presenting with a history of abuse or neglect.

Background Information

- A psychologist's work is informed by an early intervention and prevention model which is ecologically informed. This means that all parts of student's life (family, classroom, peers etc.) can be worked with to address student wellbeing and learning concerns.
- School psychologist form an important part of the mental health approach in the community by identifying and working with personal difficulties early in the life of the problem, responding to an immediate crisis, working with school staff to put in preventative strategies at the whole school level, working with the family and referring moderate to severe mental health issues to other specialists.
- The percentage of students with a diagnosed mental health disorder who accessed school based mental health support has gone from 19.2 per cent in 1998 to 54 per cent in 2015 throughout Australia (Australian Government Department of Health 2015). In the environment of increased need for mental health support for students, ACT Government committed to additional resources for 20 more psychologists in schools by 2020.

Portfolio/s Education & Early Childhood Development

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

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

Implementation in ACT public schools

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

- Schools are able to choose programs and resources that suit their particular context and school community. All ACT public schools have access to the online QLD Curriculum to Classroom (C2C), the 'Student Wellbeing Hub' hosted by the Commonwealth and resources from Our Watch, Tasmanian and Victorian Departments of Education to support implementation of RRE.
- Staff can access a range of quality RRE resources through the Directorate's intranet Respectful Relationships Education site. A corresponding external webpage has also recently been published, linked to the Directorate's website.
- The Directorate supports schools to access a range of professional learning including the White Ribbon Breaking the Silence Schools program and the Love Bites Program (NAPCAN) provided by senior psychologists.
- In the ACT some non-government organisations, such as the YWCA, Police Citizens and Youth Club, Canberra Rape Crisis Centre and Menslink offer training to schools in this area. The YWCA's program involves a cost to schools which covers a license to train other school staff and a resource kit. There are also a range of commercial programs available to schools.

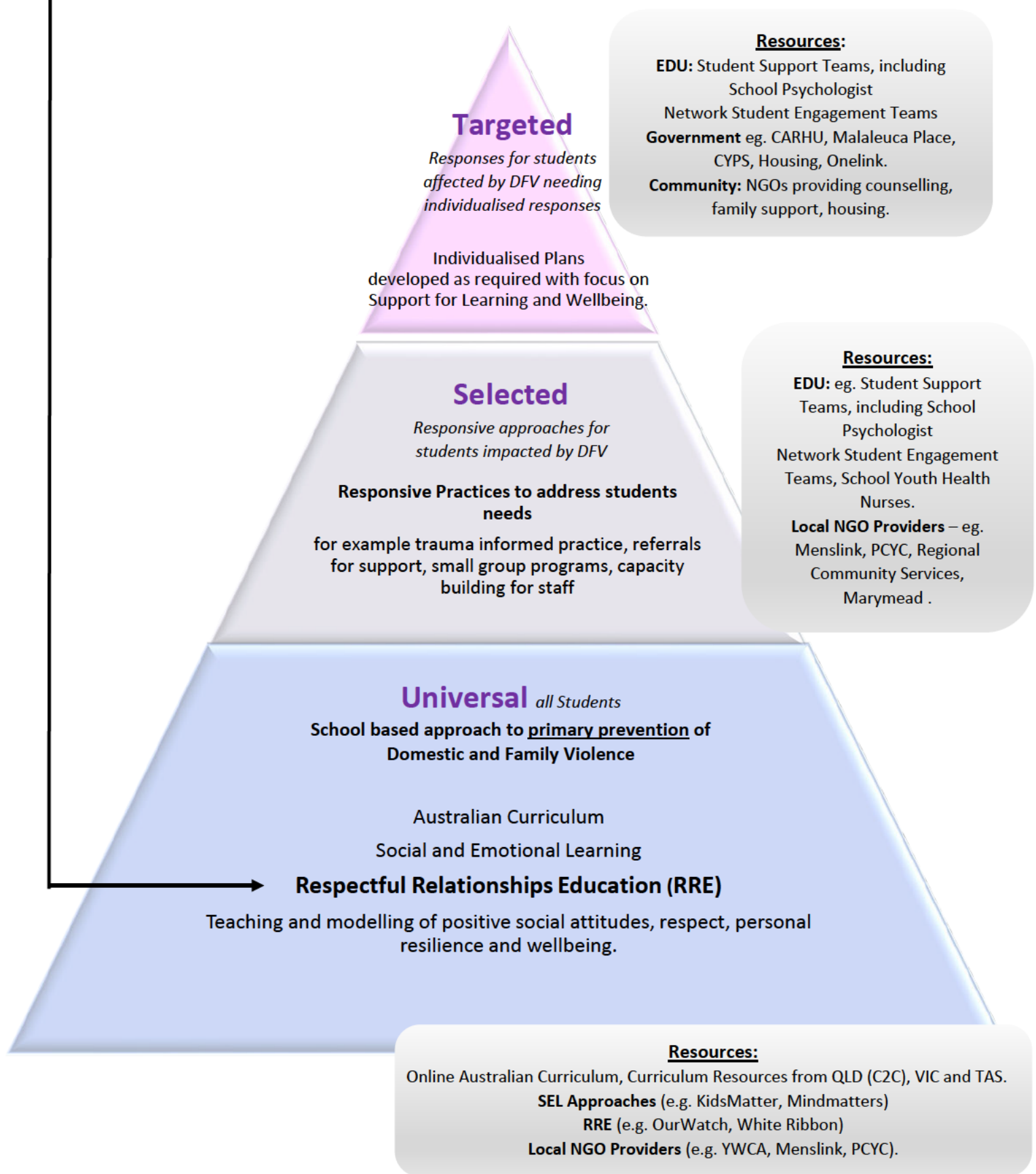
Who are we working with?

- The Directorate is working with Our Watch to progress RRE. Our Watch is also working with Victoria and Queensland to help meet commitments under the National Plan to Reduce Violence against Women and their Children 2010-2022.
- The ACT Education Directorate contributes to an Australian Government led working group in this area and is also a member of the Our Watch National Respectful Relationships Education Expert Group which met in September. The meeting provided the ACT opportunities to share and discuss implementation of RRE and new curriculum resources at a national level.
- The Directorate has promoted the *White Ribbon Australia, Breaking the Silence Schools Program* to ACT Public Schools, which White Ribbon has provided free of charge. 22 ACT schools have engaged with this program which takes a whole school approach, 14 public schools have finished the program, six finishing in 2018. A new cohort of 8 ACT schools commenced in August, 2018.

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

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

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



Key Information

- The YWCA Canberra has, on a number of occasions, spoken out in public forums and in the media commenting that the Education Directorate needs to do more in the area of RRE.
- On 17 May, 2018 YWCA released their *Leading the Change: Gender Equality Report*, which provided recommendations based on YWCA's assessment of the ACT Government's progress on gender equality. The Education Directorate met with the YWCA in May providing information about their approach to RRE and clarifying inaccuracies in the draft report. More recently a meeting was held in September discussing the Directorate's approach to RRE and the Australian Curriculum.
- The YWCA has been promoting its *Respect Ed* suite of training and resources to ACT schools. There is a cost to schools to access training. The Directorate has supported the advertisement of the *Respect Ed* to schools. YWCA has offered to deliver the program to all schools for a cost of \$200,000.
- Ms Caroline Le Couteur is interested in primary prevention programs for sexual violence and assault issues, including the topic of negotiating consent. Programs delivered by Sexual Health and Family Planning (SHFPACT) and Canberra Rape Crisis Centre address consent. The Line, an Our Watch campaign which has been promoted to ACT Public schools, also provides resources to schools on this issue.

Background Information

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

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

Continuing **social and emotional learning programs (SEL)** in schools to enhance the skills of children and young people to engage in respectful relationships forms part of the current Parliamentary Agreement between ACT Labor and ACT Greens. During the 2015 and 2016 the Directorate made SEL grants available to schools (up to \$5000/school). 51 schools applied for a grant to assist implementation of SEL approaches in their school.

SEL forms a strong foundation for teaching about positive gender relationships and is a logical starting point from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships. SEL is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to:

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

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

- set and achieve positive goalsmake responsible decisions.

Portfolio/s Education & Early Childhood Development

ISSUE: LITERACY INSTRUCTION AND DYSLEXIA

Talking points:

Literacy Instruction

- ACT public schools use evidence based literacy programs to support their students' education needs. This includes the teaching of phonics knowledge and word recognition as part of the *Australian Curriculum*.
- ACT Education Directorate demonstrates a strong commitment to literacy outcomes through ongoing professional learning on evidence-based literacy pedagogies. For example, *The Early Years Literacy Project* operates to strengthen teachers' knowledge, understanding and capacity to implement essential early years (kindergarten to year three) literacy practices.

Literacy Difficulties- including Dyslexia

- For students identified as at risk of learning difficulties we recognise that early identification, planning and tailoring of the teaching and learning program is critical for facilitating positive literacy outcomes.
- Teachers have access to information and professional learning to build their skills and capability to support students with learning difficulties, for example *Understanding Dyslexia and Significant Difficulties in Reading* is an online program available to teachers and online classroom resources are accessible through our intranet.
- Dyslexia is recognised as a disability. As part of the school's responsibilities set out in the Disability Standards for Education, they are required to make reasonable adjustments to assist students with Dyslexia access the curriculum.
- ACT government schools have a range of support mechanisms for students who are demonstrating difficulties with learning, including dyslexia. The school psychology service can assist school staff to support students with reading difficulties and may complement the teacher's data with additional assessment.
- The Network Student Engagement Teams employ occupational therapists and speech pathologists who are also able to consider factors that contribute to learning difficulties such as language skills.

Key Information

- Dyslexia is a term often used in the community to describe difficulties with reading. Australian prevalence estimates of the school age population with dyslexia are approximately 10%.
- Dyslexia is diagnosed following comprehensive assessment by a psychologist, it is a brain based learning disorder with a strong genetic component. It is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
- Depending on the student's needs, schools provide a range of responses, which include employing strategies at different levels of intensity ranging from universal approaches for all students, to more targeted support which might include a referral for more formal assessment if required.
- Teaching students with dyslexia requires individualised and specialised approaches.
- Each school has a regular meeting which is used to discuss and plan assistance for students who require additional support for learning or wellbeing, including students with dyslexia. The school psychologist, an executive teacher and other appropriate staff are typically involved in this meeting. Support approaches and associated resourcing vary from school to school.
- Network Student Engagement Teams support schools working with students with a disability or learning difficulty.

Background Information

- The a campaign for the Year 1 Phonics Check has recently intensified with the recent COAG meeting on 14 September, 2018 and the change in Federal Education Minister. Lobbying for the introduction of the Phonics Check in every state has recommenced.
- Ms Elizabeth Lee MLA, ACT Shadow Minister for Education met with representatives for the ACT Petition for evidence-based reading instruction on 4 October. The discussion was planned to discuss dyslexia and phonics in ACT Schools and information from AUSPELD. The Directorate has received a range of letters supporting the petition.
- This debate about literacy instruction is usually polarised: either favouring an emphasis on phonics instruction (the relationships between patterns of letters or graphemes and patterns of sound or phonemes) or a whole language approach (recognising words as whole pieces of language).

The Phonics Screening Check

- The Phonics Screening Check is a simple, brief 5–7 minute reading check for Year 1 students. The purpose is to check which and how many children have mastered phonic decoding – an essential early reading skill. In order to decode, one must:
 - recognise individual letters and groups of letters
 - know which letters represent which sounds
 - blend individual sounds together to read words.

- The check, based on a similar one developed in Britain, was advocated by former education minister Simon Birmingham, but has been resisted by teaching unions and most state education authorities.

Literacy Instruction and Assessment

- Currently in the ACT, schools focus on a range of strategies to teach reading. In response to questions about the Directorate's approach to literacy instruction, reference is often made to "balanced literacy instruction".
- Advocates of a phonics approach are concerned that systematic explicit instruction, particularly important for students who are at risk of learning difficulties, is not occurring in schools
- In response to the proposal to introduce the Year 1 Phonics Check, the Directorate has made reference to the Performance Indicators in Primary Schools (PIPS) assessment, which is administered in the first year of primary school.
- PIPS provides teachers with rich data on their students' phonemic awareness and letter knowledge, known as two of the best predictors of reading in the early years. PIPS correlates with the Dynamic Indicators of Early Basic Literacy Skills test (DIBELS), a universal screening tool for identification of reading disabilities including dyslexia.

Reading Difficulties and Dyslexia

- Students with dyslexia may struggle with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Unlike their peers, these difficulties do not diminish with maturation or through continual practice with reading.
- Students with dyslexia have unique learning profiles and can have mild to significant needs depending on the severity of the condition - what works for one young person with dyslexia may not work for all.
- Some students with dyslexia use assistive technologies such as text to speech and voice recognition software, ipads, tablets and digital recorders. These are some examples of reasonable adjustments.

Portfolio/s: Education and Early Childhood Development**ISSUE: PERSONAL ELECTRONIC DEVICE (BRING YOUR OWN DEVICE) POLICY****Talking points:**

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

Key Information

- Personal Electronic Device (Bring Your Own Device) Policy
- The policy states that “students may bring personal electronic devices (PEDs) to school to support their learning”. The Policy ensures that no student (or family) is required to bring their own device to school.
- Schools who have adopted the policy have hosted many parent information forums and opportunities for students to demonstrate their use of our new ICT services and capabilities, including demonstrating ‘Google Apps for Education’ on personal wireless devices to the school’s parent community.
- The policy has provided schools with an opportunity to strengthen their school-parent partnerships.
- The policy was developed over a period of two years with extensive consultation with school staff, parents and interested community organisations including the “ACT Council of Parents & Citizens Associations”.
- The Directorate has ensured that the policy aligns with the Australian Curriculum, which requires students to understand how to independently select and operate various devices that they can personalise to assist in their learning.

- The policy provides schools with a localised framework to partner with their parent community to enable students to safely and securely connect to the Directorate’s high speed Wi-Fi network with their own personal device.
- The policy provides recommendations to schools of what should be addressed as part of the parent/community consultation, including equity, diversity of devices, privacy, security and other local community needs.
- Funding
 - Directorate schools shared in \$1.58 million funding in January 2018 to provide reliable student access to ICT, including devices. This is to ensure that all students can access ICT technology when required as part of their learning. Currently, the number of school-purchased devices provides a ratio of one device for every three students.
 - Schools use the funding allocation to select the mix of devices best suited to their local needs, with low cost options such as Google Chromebooks at \$350 per device being an increasingly popular choice for schools.
 - With \$1.5m in annual funding available over the last four years this would equate to approximately 4,200 new devices every year in our schools, depending upon local school choice.
 - An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment – Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7-year 11 students from January 2018 for four years. Further details are in the “Election Commitment – Technology Enabled Learning” Assembly Brief.

Background Information

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

Portfolio/s: Education and Early Childhood Development

ISSUE: LEARN ANYWHERE STUDENTS USE OF ICT IN SCHOOLS

Talking points:

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

Key Information

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

Cleared as complete and accurate: 18/01/2018

Cleared by: Choose an item. **Must be an Information Officer (Executive)**

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

Online Tools and what they are:

- *Google G Suite for Education* - A cloud-based education platform offering online productivity tools for learning and classroom collaboration. G Suite provides students and teachers with unlimited cloud storage in Google Drive, Docs, Sheets and Slides. Google Apps also provides student email and other modern online learning tools like Google Classroom.
- *Microsoft Office 365* - A Microsoft office suite that is online (cloud based) including online storage. All students and teachers are also able to download the latest version of Office 365 on up to five personal devices.
- *eBooks (Overdrive)* - Online library with access to over 6,652 eBooks and 865 audio books (as at 17 October 2018) from their own personal device at school, home, and publically available Wi-Fi.
- *Scottle* - Australian digital curriculum content library with over 15,000 resources for teachers.
- *Cyber Safety Button* - provides internet users, particularly children and young people, with easy online access to cyber safety information and assistance available in Australia. It offers counselling, reporting and educational resources to assist young people in dealing with online risks including cyberbullying, unwanted contact, scams and fraud, and offensive or inappropriate material.
- *Clickview* - Online video management tool (available at selected schools who have opted into the subscription for the service).

Teacher Professional Learning Opportunities

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

Wireless Access

- The wireless access in all Canberra public schools has been enhanced. There are now approximately 5,000 wireless access points in primary and secondary schools and this has resulted in ACT public schools being the best connected in the country.

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Wireless – Health & Safety

- During the planning and implementation of the Wi-Fi in ACT government schools, the Directorate utilised equipment that has been designed and manufactured to comply with the Australian Standards on Human Exposure to Radio Frequencies to ensure the safety of staff and students. ACT Government deployments of wireless access points within schools also exceed the minimum separation distance recommended.
- To align with the Australian Curriculum, the ACT Government will continue to provide our schools with digital capabilities fit for the modern learner, including access to wireless technologies which operate within the Radiation Protection Standard for Maximum Exposure Levels to Radiofrequency Fields - 3 kHz to 300 GHz (2002).

Devices for Students

- The Personal Electronic Devices (Bring Your Own Device) Policy has been adopted by the Education Directorate. Following consultation with the parent community, a school can now allow students to bring their own device to school and connect to the secure ACT Government fibre “SchoolsNET” network. A student using their own device provides a platform that they already understand for them to learn, create, communicate and collaborate from anywhere.
- Schools shared in \$1.58million that was distributed in January 2018 to supply shared devices for student use at school.
- The ACT Government has initiated the Technology Enabled Learning Program which supplied over 14,866 Spin 11 Chromebooks to schools for distribution to all Year 7 to 11 students.
- Procurement is underway for the delivery of Chromebooks in the second year of the program (February 2019), for all new year 7 students and for new students in years 8 to 12.

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Portfolio/s: Education and Early Childhood Development

ISSUE: TECHNOLOGY ENABLED LEARNING – DEVICES FOR SECONDARY STUDENTS

Talking points:

- The ACT Government has delivered on its election commitment to provide equity of access to technology to Canberra public secondary students.
- All secondary students are eligible to receive devices this year with a focus on new year 7 cohorts and newly enrolled students in Years 8-12.
- Chromebook deliveries to schools have commenced for 2019 with approximately 4,000 students eligible to opt into the program.
- Every child deserves an equal chance for a great education and access to technology for learning will not be an educational barrier in the ACT.
- Irrespective of family circumstances, every student will have an equal opportunity to access technology so that they can learn wherever they are and use technology whenever they need it.
- A total of \$11.483m has been committed to support the first three years of the program.

Key Information

- Implementation of the program is informed by deliberations of the ministerially commissioned School Education Advisory Committee (SEAC), including the recommendation to leverage the current successful use of Chromebook devices and to deliver equity of access to all students sooner via an expedited rollout timeframe.
- In 2018, the Directorate completed a competitive procurement process through the Territory's IT Services panel and selected the *ACER Spin 11 Chromebook*, supplied by Datacom. Datacom have been selected as the preferred supplier for program years two and three (2019-2020).
- The program will complement existing BYOD policy and students are free to continue to use a personal device of choice, should they wish to do so.
- ACT public schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.
- Students and parents have been provided with information and resources on eSafety best practice in partnership with the Office of eSafety Commissioner.

Cleared as complete and accurate: 05/02/2019

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Education

- eSafety and digital citizenship is a core component of the Australian Curriculum implemented across all schools.

Background Information

- An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment - Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7-11 students from February 2018 for four years.
- The final SEAC report was received on 22 June 2017 and includes 13 recommendations to guide the implementation of the initiative. Nine recommendations relate to activities to be undertaken by the Directorate, centred on the development of materials and resources to support schools in implementing the program. The remaining four relate to activities to be undertaken by schools to maximise the success of the initiative.
- ACT public schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society. This is in line with the objectives of the Australian Curriculum, which requires students to understand how to operate effectively in a digital world.

Portfolio/s: Education and Early Childhood Development**ISSUE: SCHOOL PLANNING/CAPACITY OVERVIEW****Talking points:**

- The government has an ongoing program of planning and construction to deliver new and expanded school capacity to cater for the students of our growing city.
- The new Margaret Hendry School in the Gungahlin suburb of Taylor has opened for first term 2019, with capacity for 600 students from K-6.
- The 2018-19 Budget announced a substantial package of additional school capacity works, including construction of a new primary school in Denman Prospect (Molonglo); a further 500 places in existing Gungahlin schools; expansion of the Franklin Early Childhood School beyond year 2 to add years 3 to 6; and additional resources to meet the ongoing planning challenge for not only Gungahlin, but other growing areas of our city.
- Public school enrolments across the ACT are projected to grow at an average 3.5 per cent per annum over the period 2019-28. Growth will continue in Gungahlin and Molonglo as people take up residence in new suburbs; growth will also continue in areas of urban infill, including the City-and-Gateway and the light rail stage 1 corridors.
- The Directorate also uses non-infrastructure levers to relieve pressure on some schools, such as adjustments to Priority Enrolment Areas and more active management of enrolment policy. In practice, that means prioritising enrolment at local schools.
- The government is also working towards the release of a site in Wright for a non-government school.

Key Information

- The Directorate has a permanent team responsible for school infrastructure planning, which is an ongoing function. The directorate continually refines and regularly updates enrolment projections based on various sources of information, including population projections and land planning data.

- The Directorate works with other areas of government to plan for new and expanded schools, including with the Environment, Planning and Sustainable Development Directorate in regard to the availability of land for schools.
- Non-infrastructure solutions to school capacity are considered first (such as tighter enrolment practices) or in tandem with permanent and non-permanent additions to school infrastructure. See related Assembly Briefs on Enrolment Policy Management.
- Non-government schools planning: The Directorate is responsible under the Education Act for registration of new non-government schools. However, non-government schools arrange their own site planning and construction through the Environment, Planning and Sustainable Development Directorate.
- The Directorate is working closely with the Environment, Planning and Sustainable Development Directorate to streamline processes associated with the release of land to the non-government school sector.
- Potential sites for non-government schools have been identified by the Environment, Planning and Sustainable Development Directorate in Molonglo. See separate Assembly brief for proposed land release in current Indicative Land Release Program.
- Further information on non-government school registrations is available in the fact sheet Non-government School Registration Summary.

Portfolio/s: Education and Early Childhood Development

ISSUE: LAND RELEASE FOR NON-GOVERNMENT SCHOOLS

Talking points:

- The government remains committed to supporting families who choose to send their children to non-government schools in Canberra. We do this through registration of the non-government schools as well as making land available for new non-government schools.
- The government's *Indicative Land Release Program for 2018-19 to 2021-22* provides for release of land in North Wright for non-government school use. Education officials are working closely with officials in the Environment, Planning and Sustainable Development Directorate to finalise the land release process.

Key Information

- Detail of the proposed land release is the responsibility of the Minister for Planning.
- In line with a new approach agreed by Government, non-government school sites will be release by an Expression of Interest (EOI) process. The Government agreed to this release method for non-government school land as part of the ACT Government's Indicative Land Release Program (ILRP).
- The 2018-19 ILRP states that a "non-government school site in Wright (2018-2019) will be released through an Expression of Interest to provide for a transparent, competitive and accountable process that will deliver value to the whole community".
- There are a number of processes involved in the site's release including statutory matters and various land development investigations within the ACT Government.
- These issues are currently being resolved and the block remains on track to be released in the 2018-19 financial year.

Portfolio/s: Education and Early Childhood Development

ISSUE: ENROLMENT POLICY MANAGEMENT

Talking points:

- Canberra's public school enrolments have been growing at a fast rate over the last several years, and the growth is projected to continue at around 3.5% pa over the next decade.
- This is the result not only of population growth in the Territory, but also a relative shift in public school enrolments over the non-government school sector.
- The *Education Act 2004* requires that the Director General of Education make arrangements to give 'priority to the enrolment of children in the government school in their neighbourhood'. This is achieved through the establishment of Priority Enrolment Areas (PEAs).
- Each year, without fail, there is a place for every child who wants a place in their neighbourhood school.
- And every public school in Canberra is a great school.
- Because of the growth that the public school system has been experiencing, the Education Directorate has had to manage the PEA system of enrolments more actively than in previous decades.
- Some schools have no longer been able to accept "out of area" enrolments, whereas in past years they might have had capacity to do so.
- This may be a new experience for some in the Canberra community, but it has always been the policy, as enshrined in our Act.
- Flexibility has been retained to accommodate students with wellbeing issues that might require them to seek a school outside of their PEA.
- Additionally, the Directorate has a policy of keeping families together as far as possible and currently allows siblings of students already enrolled in a non-PEA school to also attend that school.
- A new arrangement was also made for NSW resident students to ensure that they could still access the ACT school system, but only in schools with guaranteed capacity to take them. This was the creation of the "NSW Pathway Schools", to take first effect this year (2019).

- The Directorate also introduced a more active program of checks of compliance with proof of residency, to ensure that demand is not being inflated at certain high demand schools.
- PEAs are reviewed regularly to ensure that they continue to meet the changing circumstances of a school and of the number of children in its neighbourhood. Changes are published on the Directorate website.
- A new PEA has been established for enrolments at the new public school in the suburb of Taylor, Margaret Hendry School, which has opened in term 1 of 2019.

Key Information

Public School Market Share

- The ratio of public to non-government enrolments currently stands at about 61-39, having climbed from its low point in 2011 of 57-43.

Priority Enrolment Areas

- PEAs put effect to the Director General's obligation in the *Education Act 2004* to give 'priority to the enrolment of children in the government school in their neighbourhood'. The priority enrolment area takes into account geographical boundaries, school capacity, and the actual and projected student numbers. Each school is required to enrol students who live within its priority enrolment area, and ahead of consideration of enrolment applications from out of area.
- There are a small number of schools with special circumstances that do not have a PEA but have specific criteria for entry to the school. These include specialist language schools such as Telopea Park School (for entry to primary school), specialist education schools (which provide education for students with a disability), Allen Main Memorial Preschool (Duntroon) and the five early childhood schools.
- The Directorate endeavours to keep PEAs as stable as possible over time. However, in areas of growth in particular, some require adjustment, eg to take account of school openings.

NSW Pathway Schools

- For new NSW students applying for ACT public schools, applications are now directed towards two zones, a southern zone, centred on Tuggeranong, and a northern zone, centred on Belconnen. Within each of these zones, NSW resident students are offered their choice from a defined set of schools and colleges.
- NSW students enrolled before 2019 are able to complete their schooling in the school they currently attend.
- The system gives NSW families certainty over enrolment, in an environment where more and more schools are unable to take students from outside of their PEAs.

- The ACT welcomes around 1,700 NSW students into our public schools each year.
- An update on the outcomes of the new policy will be provided following the February 2019 school census.

Portfolio: Education & Early Childhood Development

ISSUE: BUDGET 2018-19 SCHOOLS CAPITAL WORKS**Talking points:**

- The Government is investing in school growth and upgrades across Canberra.
- Over \$63 million has been funded through various initiatives for school expansions in the Gungahlin area since the 2017-18 budget.
- More than \$25 million has been invested to modernise Belconnen High School from 2015 to 2018.
- The Caroline Chisholm School - Centre for Innovation and Learning has been completed at an investment of \$5.9 million.
- The 2017-18 Public School Infrastructure Upgrade program invested over \$20 million expanding and upgrading schools in all regions.

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

The 2017-18 Budget funded a total of \$44.112m to expand schools in the Gungahlin district. This includes the \$24.072m Expanding Schools in Gungahlin program, \$3.44m allocated in the Public Schools Infrastructure Upgrades (PSIU) program to expand Harrison School plus new funding to expand Amaroo School, Neville Bonner Primary School and Palmerston Preschool (\$16.60m).

Additionally, the 2018-19 budget allocated \$19.83m for 'More Places at Gungahlin Schools'.

The school expansion projects include:

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

- The relocation and upgrade of two transportable buildings (4 classrooms) from Gold Creek School (senior campus) for 100 students was ready for the start of 2017 school year – these buildings were installed on the Directorate’s vacant site adjacent to the existing school facilities.
- An additional four transportable classrooms (8 classrooms) have been provided from Gold Creek School (senior campus) for the commencement of the 2018 school year.
- An additional four transportable buildings (8 classrooms in a two storey configuration) have been installed for the beginning of the 2019 school year. Some landscaping improvements will continue into term 1.
- Further expansions are in planning to provide an additional 200 places for the beginning of the 2020 school year.
- **Amaroo School**
 - New teaching and learning spaces for 300 secondary students for the start of the 2018 school year.
 - An expanded school gymnasium to accommodate all school students (plus allow additional community use) was completed at the start of 2018.
 - New hard court facilities (to replace facilities lost through the expansion of the gymnasium) was completed at the start of 2018.
 - An additional 100 places will be provided before the commencement of the 2021 school year.
- **Gold Creek School – Junior Campus**
 - The relocation and upgrade of a transportable building from the Senior Campus for the start of term 1 2018.
 - An additional 100 places has been provided for the commencement of the 2019 school year through the provision of two transportable buildings (4 classrooms).
 - Further expansions are in planning to provide an additional 300 places for the beginning of the 2020 school year.
- **Franklin Early Childhood School**
 - An expansion of the current P-2 school to incorporate a year 3 cohort for the start of the 2019 school year. This was achieved by the installation of three transportable buildings (total of 6 classrooms) on the current site with associated infrastructure including a new toilet block. The three buildings will provide sufficient accommodation to allow the year 3 cohort in 2019 to progress to the year 4 cohort in 2020.
 - This is the first phase of a staged expansion of the school through to year 6 for completion ready for the start of the 2021 school year.

Schools for The Future – Modernising Belconnen High SchoolFunding for Modernising Belconnen High School and progress on the project

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

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

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

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

The funding has delivered:

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

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

Progress:

The school took possession of the stage 1 works on 23 July 2018 as programmed. Stage 2 works were handed over to the school for the start of the 2019 year with a small amount of work to be completed in the hall (anticipate completion mid February 2019). The demolition of the redundant back building has also been completed and this area will be landscaped during term 1, 2019.

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

Margaret Hendry School

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

Progress:

All critical buildings have now been completed and handed over to the school for the start of the 2019 school year. The remaining landscaping and hall will be progressively handed over during February 2019.

Public Schools Infrastructure Upgrade (PSIU) Program

The 2018-19 PSIU program expenditure forecast has increased from \$21.1 million to \$29.826 million to be committed in the current financial year.

Programs that have exceeded original budgets or additional projects have been attributed to the following additional commitments:

- Emergency asbestos removal works at Harrison School;
- Additional repairs required at Erindale College Active Leisure Centre swimming pool repairs;
- Additional disability access compliance works;
- Additional disability safety modifications; and
- Additional school safety and security improvements.

There have been responses from the market already received for some projects which are currently in evaluation, these include:

- Narrabundah College – toilet upgrades;
- Arawang Primary School – toilet upgrades;

- O'Connor Co-operative School – toilet upgrades;
- Telopea Park School – science lab upgrade;
- Calwell Primary School – wet area upgrade;
- Conder Primary School – wet area upgrade;
- Lake Tuggeranong College – rowing club upgrade;
- UC Lake Ginninderra College – flexible learning space;
- UC Kaleen High School – gym floor upgrade;
- Wanniasa Hills Primary School – landscape upgrade;
- Gold Creek School – tennis court upgrade;
- Calwell Primary School – bike shelter addition;
- Latham Primary School – bike shelter addition;
- Southern Cross Early Childhood School – bike shelter addition;
- Telopea Park School – landscape upgrade; and
- Melrose High School – oval upgrade.

Projects that have been committed and scheduled to begin construction during this quarter include:

- Wanniasa School – internal upgrades;
- Torrens Primary School – learning kitchen upgrades;
- Dickson College – toilet upgrades;
- Majura Primary School – toilet upgrades;
- Kaleen Primary School – toilet upgrades;
- Kaleen Primary School – flexible learning space; and
- Malkara School – administration area upgrade.
- The Woden School – disability toilet upgrades;
- Hughes Preschool - disability toilet upgrades;
- Caroline Chisholm School – transportable building removal;
- Stromlo High School – transportable building removal;
- UC Kaleen High School – bus shelter upgrade;
- Black Mountain School – playground upgrade; and
- Melba Copland College – boiler replacement.

Projects included in a priority works program for delivery in Term 1 2019 that were completed during this quarter include:

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Lead Directorate: Education

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- Campbell Primary School – disability toilet upgrades;
- Miles Franklin Primary School – disability toilet upgrades;
- Dickson College – disability toilet upgrades;
- Torrens Primary School – disability toilet and access upgrades;
- Theodore Primary School – disability access upgrades;
- Alfred Deakin High School – new small group learning environment;
- Ngunnawal Primary School – new small group learning environment;
- Erindale College – new small group learning environment;
- Florey Primary School – new small group learning environment;
- Forest Primary School – new small group learning environment;
- Wanniasa School – new small group learning environment;
- Namadgi School – new small group learning environment;
- Amaroo School – new small group learning environment;
- Carnleigh School – internal upgrade;
- Curtin Primary School – internal upgrade;
- Black Mountain School – security door upgrades;
- Fraser Primary School – disability access work;
- Melba Copeland Secondary School – disability access work;
- Lake Tuggeranong College – draft proofing upgrades;
- Gunghalin College – draft proofing upgrades;
- UC Kaleen High School – draft proofing upgrades;
- Gordon Primary School – draft proofing upgrades;
- Gowrie Primary School – draft proofing upgrades;
- Lyons Early Childhood School – draft proofing upgrades;
- Canberra College – electrical upgrade;
- Melba Copland Secondary College – electrical upgrade; and
- Erindale College electrical upgrade.

Construction has commenced for capacity upgrades due to be completed by Term 2 2019 in the second quarter of the 2018-19 PSIU program at the following sites:

- Fraser Pre School – transportable classroom (replace the old building);
- Mawson Primary School – transportable classroom;
- North Ainslie Primary School – transportable classroom;

- Red Hill Primary School – transportable classroom.

Roof Replacement Works

- In the 2018-19 Roof Replacement program, six further school sites are being investigated including a full audit of the roofs and connected services to be undertaken. The final report is due in February 2019 and will provide a full scope of works to be considered.
- The schools included in the audit that will have roof replacements or major repair works funded by the 2018-19 Roof Replacement program include the following sites:
 - Calwell High School;
 - Alfred Deakin High School;
 - Campbell High School;
 - North Ainslie Primary School;
 - Dickson College; and
 - Telopea Park School.
- The audit and due diligence on Calwell High School is completed and construction is due to commence in the third quarter of the program.
- Although not on the original list as schools with significant roof condition issues Weetangera Pre School will also have replacement works carried out. These works will be funded from the PSIU budget.

Education & Early Childhood Development

ISSUE: CAR PARKS AND TRAFFIC SAFETY PROGRAM

Talking points:

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

Key Information

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

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

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

- During 2018, TCCS facilitated the crossing guard supervisors (lollipop officers) program at 20 of the busiest school crossings. This allows children to safely cross at school crossings with a high traffic volume.
- This program will be expanded to a further five schools during 2019.
- The Directorate worked with TCCS to ensure that management and deployment of crossing guard supervisors is appropriately supported by each Directorate's governance arrangements.
- The school road safety plan includes new infrastructure, with bigger and better signage, dragon's teeth, dedicated school crossings and traffic islands. This investment will focus on the 20 schools identified as having the highest need. The

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Directorate has worked with TCCS to ensure the implementation of the measures is in line with the Active Streets program.

- The full list of sites with School Crossing Supervisors is available on the School Crossing Supervisor website. HOBAN Recruitment delivers the Supervisors on behalf of the Territory, including recruitment, training, rostering, payment and the supply of uniforms.
- To increase safety around schools, the Directorate is working with TCCS in the creation of individual 'School Travel and Traffic Management Plans' and invest in effective and appropriate safety improvements including slower traffic speeds, more pedestrian crossings, improved walking and cycling connections, improved signage and education initiatives that will help both students and parents to use school car parks and roads more safely.

Following receipt of the February 2018 school census data, the parking requirements of all ACT public schools was reviewed.

The review highlighted shortfalls in the provision of the required number of either regular spaces (three schools), number of disabled parking spaces (two schools) or set-down areas (15 schools):

- Ainslie Primary School (general and set-down spaces)*;
- Alfred Deakin High School (set-down spaces);
- Canberra High School (set-down spaces)*;
- Caroline Chisholm School (set-down spaces)#;
- Chapman Primary School (set-down spaces)*;
- Charles Condor Primary School (set-down spaces)#;
- Charles Weston-Coombs School (set-down spaces)#;
- Charnwood-Dunlop Primary School (set-down spaces)#;
- Curtin Primary School (set-down spaces)#;
- Dickson College (set-down spaces)#;
- Erindale College (set-down spaces)#;
- Florey Primary School (set-down spaces)#;
- Giralang Primary School (set-down spaces)#;
- Gold Creek School – Junior Campas (set-down spaces)#;
- Gold Creek School – Senior Campas (set-down spaces)#;
- Harrison School (set-down spaces)#;
- Hawker Primary School (set-down spaces)#;
- Kaleen Primary School (set-down spaces)*;
- Kingsford Smith School (set-down spaces)#;

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Cleared by: Director

Contact Officer Name: Rod Bray

Lead Directorate:

Education

Ext: 51289

- Lake Tuggeranong College (standard)*;
- Laynon High School (set-down spaces)#;
- Lyneham High School (general, disability and set-down spaces);
- Macgregor Primary School (set-down spaces)#;
- Macquaire Primary School (set-down spaces)*;
- Maribyrnong Primary School (set-down spaces)*;
- Mawson Primary School (set-down spaces)*;
- Melba High School (set-down spaces)#;
- Melrose High School (set-down spaces)#;
- Miles Franklin Primary School (set-down spaces)#;
- Monash Primary School (set-down spaces)#;
- Mount Rogers Primary School (general spaces)*;
- Mount Stromlo High School (set-down spaces)*;
- Miles Franklin Primary School (set-down spaces)*;
- Neville Bonner Primary School (set-down spaces)*;
- Narrabundah College (disability spaces);
- North Ainslie Primary School (set-down spaces);
- Palmerston District Primary School (set-down spaces)#;
- Red Hill Primary School (set-down spaces)#;
- Mount Stromlo High School (set-down spaces)#;
- Taylor Primary School (set-down spaces)#;
- Telopea Park School (set-down spaces)*.
- Theodore Primary School (set-down spaces)#;
- Torrens Primary School (set-down spaces)#;
- University of Canberra Kaleen High School (set-down spaces)#;
- University of Canberra Senior Secondary College – Lake Ginninderra (disability and set-down spaces)#;
- Yarralumla Primary School (set-down spaces)#.

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

Aggregated total number of spaces exceeds all requirements, the total number of standard spaces have been substituted for set-down spaces.

Planned car park improvements at ACT public schools in design stage and preparing civil package for market for finalised suitable sites in the third quarter of the 2018-19 PSIU program include:

- Wanniasa Hills Primary School –A Project Manager has been engaged to deliver this project with construction to be completed prior to 30 June 2019.;
- Fraser Primary School – the design documentation is being prepared for the expansion of the existing carpark at the front of the school.;
- Palmerston District Primary School – preliminary designs for an overflow car park on the oval adjacent to the school are complete, EDU is in discussion with TCCS to determine viability of the site for a car park;
- Mount Rogers Community School – The Development Application has been approved and a Project Manager has been engaged to deliver this work prior to 30 June 2019.;
- Ngunnawal Primary School – exploring options with the school for additional car park spaces to respond to increased student enrolments.
- Gold Creek School – the Directorate is working with TCCS to redesign the junior campus parent car park to improve pedestrian safety and traffic flow. In addition, a Temporary Traffic Management Plan was put into operation from June 2017 to facilitate a trial of the proposed changes, this will now be formalised;
- Theodore Primary School – design documentation is being prepared to relocate the disabled spaces, flow improvements to car park as well as signage and compliance improvements that will enable parking regulation enforcement;
- Hughes Preschool – investigations are ongoing into the provision of additional car park spaces;
- Amaroo School – detailed design documentation is currently underway so that this project can be handed to a Project Manager for construction.
- Giralang Primary School – The owner of the adjacent commercial area redevelopment has agreed to upgrade and expand the carpark as part of the development. This will improve the bus access to the school and include bicycle storage facilities.
- Monash Primary School – a consultant has been engaged to prepare documentation to increase the number of drop-off/pick-up bays and improve traffic safety.

Background Information

- **Wanniassa Hills Primary School – Bilson Place**

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

- **Palmerston District Primary School**

The Infrastructure and Capital Works branch has expanded the Palmerston District Primary School car park by 17 spaces with works completed in July 2018

This brings the total number of spaces at the school to 100, including all types of spaces onsite. With the completed expansion works, the onsite and adjacent on-street parking totals 108 spaces. This exceeds the minimum car parking required by the ACT Parking and Vehicular Access General Code.

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

In early July 2018, EDU in partnership with TCCS hosted a community forum to discuss parking and traffic concerns at the schools, although there was only limited attendance, the event was well received and appreciated by those attending. No additional concerns were raised with EDU and TCCS that had not previously been considered.

Portfolio: Education & Early Childhood Development

ISSUE: CONDITION OF ACT PUBLIC SCHOOLS

Talking points:

- Each year the government invests over \$20 million maintaining ACT public schools;
- Over the four financial years from 2017-18, \$85 million will be invested to improve the infrastructure of existing schools, including upgrades to learning spaces, expansions, accessibility improvements and replacement of end of life building systems and fabric.

Key Information

- **Repairs and Maintenance:**
 - The Education Directorate has an annual allocation of \$17.5 million to undertake planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs.
 - A further \$6.0 million is allocated each year directly to ACT public schools. This funding is for physical infrastructure costs covering minor repairs and maintenance works.
 - In January 2017 the updated School Management Manual commenced and reflected a change in the apportioning of responsibility around schools repairs and maintenance activities.
 - The Directorate's Repairs and Maintenance Team now has responsibility for more functions related to compliance and safety. The schools are responsible for more general and low risk maintenance issues including painting, floorcoverings and minor electrical and plumbing issues. This affords the schools greater autonomy around their environment but assists greatly in piece of mind around important compliance responsibilities.
 - The 2018-19 repairs and maintenance works include:
 - Specific works (e.g, fire panel, security system and electrical switchboard upgrades, external painting and other school requested improvements);
 - Heating, Ventilation and Air Conditioning maintenance and repairs;
 - Stormwater and sewer line inspections and rectification works;
 - Roof access safety system certification;
 - Lifts and auto doors inspections and maintenance;

- Emergency lighting inspections and maintenance;
 - Fire alarm system monitoring;
 - Asbestos materials surveys and removal;
 - Building condition assessments including drone technology to streamline and improve the assessment of roof and roof components;
 - Work health and safety related works; and
 - Tree works.
- **Public School Infrastructure Upgrade (PSIU) program:**
 - In the 2016 ACT Election, the Labor Government committed to investing \$85m to upgrade and maintain ACT public schools from 2017-18 to 2020-21.
 - The 2018-19 PSIU program expenditure forecast has increased from \$21.1 million to \$29.826 million to be committed in the current financial year.
 - There have been responses from market have been received for some projects which are currently in evaluation. These include:
 - Wanniasa School – internal upgrades;
 - Torrens Primary School – learning kitchen upgrades;
 - Dickson College – toilet upgrades;
 - Majura Primary School – toilet upgrades;
 - Kaleen Primary School – toilet upgrades and flexible learning space construction; and
 - Malkara School – administration area upgrade.
 - Projects included in a priority works program for delivery in Term 1 2019 that have commenced during this quarter include:
 - Campbell Primary School – disability toilet upgrades;
 - Hughes Preschool - disability toilet upgrades;
 - Miles Franklin Primary School – disability toilet upgrades;
 - The Woden School – disability toilet upgrades;
 - Dickson College – disability toilet upgrades;
 - Torrens Primary School – disability toilet and access upgrades;
 - Theodore Primary School – disability access upgrades;
 - Alfred Deakin High School – new small group learning environment;
 - Ngunnawal Primary School – new small group learning environment;
 - Erindale College – new small group learning environment;
 - Florey Primary School – new small group learning environment;

- Forest Primary School – new small group learning environment;
 - Wanniasa School – new small group learning environment; and
 - Namadgi School – new small group learning environment.
- Scope has been finalised and committed for capacity upgrades due to be completed by Term 2 2019 in the second quarter of the 2018-19 PSIU program at the following sites:
 - Fraser Preschool – transportable classroom (replace the old building);
 - Mawson Primary School – transportable classroom;
 - North Ainslie Primary School – transportable classroom;
 - Red Hill Primary School – transportable classroom.
 - Additional schools included in sub programs that have progressed in due diligence stages in the second quarter of the 2018-19 PSIU program include the following updates:
 - School learning area improvements;
 - School administration and support area improvements;
 - School infrastructure revitalisation; and
 - Joint funding works.
 - A \$0.85m building tuning program is in place to conduct energy audits at schools where energy efficiency is low. Schools are selected according to annual and seasonal energy consumption compared against their peers with the high energy consumers being prioritised for audits, site visits and intervention works. The program identifies mechanical efficiencies to heating, ventilation and cooling systems in addition to building solutions that will assist in improving thermal comfort whilst managing energy consumption. The audits also assist in identifying investment priorities for inclusion in future works programs.

Background Information

- The 2017-18 PSIU Program included:
 - Aranda Primary School expansion;
 - Arawang Primary School expansion;
 - Garran Primary School expansion;
 - The Woden School – Stage 2 of the master plan works will be completed across the two financial years of 2016-17 and 2017-18;
 - Mount Stromlo High School – roof replacement works (Stage 2);
 - Learning area improvements at:
 - Mount Stromlo High School;

- Canberra High School;
- Melba Copland College;
- Lyneham High School;
- UC Kaleen High School;
- The O'Connor Co-operative School; and
- Wanniasa School.
- Internal capacity expansions to:
 - Palmerston Primary School;
 - Yarralumla Primary School.
- Toilet upgrades at:
 - Lake Ginninderra College;
 - Black Mountain School; and
 - Makara School.
- Heating and Cooling upgrades at multiple schools.
- End of life asset replacements at multiple schools.
- Implementation of the Schools for All program at multiple schools.

Portfolio: Education & Early Childhood Development

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

- A program of works to increase the level of cooling in selected classrooms is underway and \$2.0 million is being spent in 2018-19 addressing cooling issues in schools. In 2017-18, \$3.35 million was spent addressing cooling issues in schools.
- All schools have an extreme temperature management plan to keep students and staff comfortable, as required by ACT Education Directorate policy.
- Each management plan for extreme temperatures is site specific. Activities to manage high temperatures include:
 - Optimising natural ventilation, air movement and shade;
 - Using additional fans or coolers;
 - Easy access to water and increased use of water play;
 - Rotating classes through cooler areas on site;
 - Adjusting educational programs and access to certain areas of the school to minimise potential for heat stress;
 - Adjusting uniforms, if required; and
 - Limiting playground access to shaded areas in addition to ensuring all students playing outside have hats, sunscreen and a water bottle.

Key Information

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

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

school in relation to disruption and long term energy consumption. The scope of works developed for each school will support the *Procedures for Managing Extreme Temperatures in ACT Public Schools* with a focus on the student spaces.

- More than 700 high priority spaces were identified by the schools in this program. Due to the scale of the identified issues, a phased implementation approach starting in 2017-18 over a number of years is being used. This approach prioritises schools according to a risk matrix.
- In 2017-18, an additional \$1.8m was allocated in the Infrastructure and Capital Works program to address priority areas in consultation with schools. This remediation continues to be delivered through a rolling program that includes passive solutions such as external shading, building insulation and glazing treatments. Where passive solutions are not suitable, installation of air cooling systems will be considered.
- \$2.0m has been allocated in the 2018-19 budget to continue with the delivery of these works.
- An advanced specimen tree planting program was implemented across five schools in 2017-18 to provide passive shading at Alfred Deakin High School, Amaroo School, Arawang Primary School, Miles Franklin Primary School and Callwell High School. Additional sites will be investigated and implemented during 2018-19.
- A building tuning program with a budget of \$0.85m will be undertaken in 2018-19 to reduce the carbon emissions at target schools within each school type (high school, college, primary school and early childhood school). The project targets an accelerated program of carbon emission reduction leading into the ACT Government Carbon Neutral Operations in 2020. Schools are identified based on their gas use intensity with the poorest performers in the previous year being selected for targeted investment. The works program includes; upgrades to mechanical heating plant and control systems; building envelope improvements including double glazing and insulation; and capacity building for Building Service Officers through draught proofing workshops.

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

At the end of June 2018, there were 2,255 maintenance calls to repair or replace existing HVAC assets, with 100% of the HVAC maintenance budget expended. The budget for HVAC specific works, which included works requested by schools, was also 100% expended.

Background Information

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

- Preference for natural ventilation – consistent with the ACT Government's carbon neutral strategies to reduce energy consumption;
- Employment of extreme temperature management plans; and

- Installation of artificial cooling in priority areas of schools – specialist education facilities, libraries and administration area to allow students to circulate to cooler areas.

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

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

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

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

Under the schools Repairs and Maintenance program, \$4.3 million is spent each year on heating and cooling maintenance. As we approach the mid point of the year, commitments to the HVAC budget for 2018-19 show Specific (requested) HVAC works currently committed to 89.7% of budget and HVAC compliance contract works committed to 59% of budget as at 14 November 2018.

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

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

Calwell High School is receiving a building management system (excluding lighting) to facilitate coordinated control of the heating and cooling systems at a cost of \$0.15 million. This project is funded by the Education Directorate.

Melrose High school is currently in the design phase for a new boiler and Building Management System. This will be installed prior to winter 2019. The benefits in gas savings with the new boiler and BMS have been forecast at 28% or \$15k P/a.

Melba Copeland Secondary School college campus is currently in the design phase for a new heating and cooling system and Building Management System. This will be installed prior to winter 2019. The benefits in gas consumption savings have been forecast at 75-80%. The new system is a reverse cycle hybrid electric gas system. Gas cost savings are forecast at \$48k annually. Electricity costs are anticipated to increase as heating load is shifted from gas to electricity.

Education & Early Childhood Development

ISSUE: ASBESTOS CONTAINING MATERIALS IN ACT PUBLIC SCHOOLS**Talking points:**

- Narrabundah College –The alternative temporary accommodation is completed, with students and staff occupying the buildings on day 1 of Term 3, 2018. The demolition of the three affected buildings has been completed prior to the start of term 1 2019.
- The safety of students, staff, contractors and the community is of paramount importance to the ACT Government and Education Directorate.
- The Directorate has well developed processes for the management of hazardous materials in ACT public schools.
- There are 69 public schools with confirmed presence of asbestos containing materials. Each of these schools has a Hazardous Materials Survey and Management Plan, including an Asbestos Register. A floor plan showing the known areas where asbestos containing materials are located is also displayed in the front entry area of all the schools.
- An independent licensed asbestos assessor is engaged by the Directorate to prepare the documentation.
- The Asbestos Register informs the school community, visitors and tradespeople on the location of asbestos containing materials in the school.
- Any asbestos removal works are completed by a licensed asbestos removalist. Asbestos is removed after hours when there are no students and staff in the school (i.e.: at night, on weekends and during school holidays).
- An audit of asbestos management in ACT public schools was undertaken between November 2017 and March 2018 with a draft report having recently been considered and commented on. The final report was then distributed on 4 September 2018.

Key Information

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

Five year testing of all sites with known ACM is currently underway with approximately 50% of all effected schools have had their inspection. Whilst a small number of work orders for further testing and removal have been issued as a result of these inspections, it should be noted that the EDU attention to detail around asbestos testing and removal on a “business as usual” basis, has contained any escalation of new removal works.

Asbestos at Narrabundah College

Hazardous materials survey reports identify the presence of friable crocidolite* (blue) asbestos at Narrabundah College – within the ceiling space and external wall cavities of three multi-storey buildings (Buildings B, C and D).

*Crocidolite is the more dangerous form of asbestos.

The three buildings were demolished prior to the start of the 2019 school year.

Harrison School

During the week of 27 to 31 August 2018, the school identified asbestos containing material in the primary school garden beds. This material was found in the recycled building materials used as ground cover.

Testing of the material confirmed that it was non-friable asbestos. This means that if left undisturbed, it presents no hazard to staff or students. To eliminate the chance of the material being disturbed, the school with the assistance of the Education Directorate, placed construction fences around all garden bed areas.

Removal works were undertaken during the term 3 break by licenced asbestos removalists and the whole site is now asbestos free.

Asbestos at Education Construction Sites

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

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

Background Information

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

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

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

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

Add reference number

Portfolio: Education and Early Childhood Development

ISSUE: ASBESTOS CONTAINING MATERIAL AT HARRISON SCHOOL

Talking points:

- Removal works were undertaken during the term 3 2018 break by licenced asbestos removalists and the whole site is now asbestos free.
- Plans for the garden bed rehabilitation have been completed. Tenders will be called in February and work will commence in March 2019.

Key Information

- All testing of garden beds at Harrison School was completed, with a small amount of non-friable asbestos-containing material (cement sheet debris) identified.
- The Chief Health Officer has confirmed it presents a low risk of releasing airborne fibres.
- WorkSafe ACT is responsible for investigating the source of the material.

Background Information

- A parent raised a concern with the school on Monday 27 August 2018 about whether the recycled building material used in garden beds had been tested for dangerous substances such as lead and asbestos.
- Testing occurred on Tuesday 28 August 2018 and the final testing report, confirming the presence of some non-friable asbestos, was received on the afternoon of Wednesday 29 August 2018.
- The garden beds were declared out of bounds when school returned the following day on Thursday 30 August 2018 and fencing of the garden beds commenced.
- Testing of all garden beds at the school has been completed with a total of 30 pieces of cement sheet debris testing positive for asbestos-containing materials.
- The Chief Health Officer has confirmed the asbestos found at Harrison School presents a low risk of releasing airborne fibres.
- WorkSafe ACT is investigating the source of the material and the Education Directorate has provided information about the contractors responsible for major works at the school.
- The principal provided regular updates to the school community about this matter and Education Support Office staff attended the school at drop-off and pick-up times to speak with parents and carers.

- The Work Safety Commissioner, Chief Health Officer and the Education Directorate's Executive Director, Business Services Division also attended a P&C meeting to brief parents and carers and answer any questions.
- The design for the refurbishment of the landscape has been completed and delegate approval for the approach to market for rehabilitation services has been given. It is expected that tenders will be called for the works in early February with works commencing in March 2019.

Portfolio/s: Education and Early Childhood Development

ISSUE: CLEANING CONTRACTORS IN SCHOOLS

Talking points:

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

Key Information

- An open tender process was undertaken in 2017 valued at \$48 million over 4 years to replace a cleaning panel arrangement which had been in place since 2011 and expired on 30 June 2017. The Directorate undertook broad industry stakeholder consultation throughout the process on which the tender requirements were based, including United Voice, the Building Services Contractors Association of Australia (BSCAA) and an independent cleaning consultant.
- As a result of the tender process financial and administrative efficiencies were achieved with the reduction of 88 individual panel Service Agreements plus another 23 Deed contracts based on school size, to just four (4) new Agreements covering 87 schools and the Hedley Beare Centre for Teaching and Learning. Contract engagements are with:
 - ACT Commercial Cleaning Service Pty Ltd
 - Dimeo Cleaning Services Pty Ltd
 - Menzies International (Aust.) Pty Ltd
 - Vivid Property Services Pty Ltd.
- The initial Contract period expires on 30 June 2019 and the Directorate is currently assessing options and developing an implementation plan to insource the cleaning function. Under the current Contracts the Territory has an obligation to notify of any intention to extend the contract by 30 March 2019.

Audits

- As part of the service agreement between the four contractors and the Education Directorate, audits are to be undertaken throughout the contract period. The audits are:
 - Business Operations – including employee entitlement compliance;
 - Cleaning Performance; and
 - Workplace Health and Safety.
- These audits were conducted in May and a follow up WHS audit was undertaken in October 2018. The Directorate provided immediate feedback to all four contractors on the Work Health and Safety issues identified in the audits with providers required to rectify. During the October follow up audit it was identified that a number of issues identified in the May audits had not been rectified. All four contractors have been provided with audit reports and instructed to rectify issues by 30 November 2018 and to provide a plan to inspect all sites and remedy any issues identified by this same date.
- In relations to the Business Operations audit the Directorate served a breach notice on [REDACTED] for employment of cleaning staff under another entity. [REDACTED] have since rectified this and all cleaning staff are now directly employed through the contracted agency. A second breach notice was served on [REDACTED] for payment of Annual Leave Loading. While [REDACTED] were not in breach of the Enterprise Agreement they were in breach of the Contract with the Territory. [REDACTED] have submitted a plan to rectify this and the Directorate is monitoring this.
- The Business Operations audit also identified potential breach of Contract by [REDACTED] in relation to the payment of superannuation on additional hours of work. [REDACTED]
[REDACTED] the Directorate believes they are not operating inline with the intention of the Contract and will advise them of this. A deed of variation may be required to ensure this practice does not continue.
- A follow up audit of [REDACTED] and [REDACTED] Business Operations will be conducted in 2019.

Deed of Variation

- A Deed of Variation was issued to:
 - Increase cleaning services to 52 weeks a year including a 4 week annual leave provision, this will ensure cleaning personnel have continuous employment.
 - Increase the production rate to \$49.79 per hour (Inc. GST) for the 2018–19 financial year.

Act of Grace payments to eligible ACT public school cleaners

- To alleviate the effect of transition on the school cleaners, a direct payment equivalent to two weeks annual leave is being made by Government to eligible school cleaners who transferred to new cleaning companies, by way of Act of Grace payments.
- Time constraints to finalise procurement of school cleaning services prior to commencing the new contracts on 1 July 2017 led to a very limited time for workers to transition to the new cleaning providers.
- Due to the short transition timeframe between cleaning contracts, the majority of cleaners did not transfer on the commencement of the new contracts (1 July 2017) and were without employment for approximately 2 weeks.
- In addition, school cleaners will not have been able to accrue enough annual leave to be paid over the Christmas period. Generally, school cleaners have 4 weeks annual leave over the Christmas holidays.
- School cleaners are often vulnerable members of our community, from non-English speaking and low-socioeconomic backgrounds and are the least able to respond to periods without pay.
- There is a moral issue of addressing the financial impact of a short transition to new cleaning contractors on a vulnerable workforce.
- As there was not a legal requirement to make this payment, approval was sought and granted, from the Treasurer for Act of Grace payments under section 130 of the *Financial Management Act 1996*.
- All Act of Grace payments will be disclosed in the Directorate's financial statements, and includes details on each payment, the amounts and grounds for the payment, as required under this section of the Act.
- The Act of Grace program concluded at the end of the financial year with 188 cleaning staff receiving the payment.

Background Information

- Contract Agreements to commence 1 July 2017 were executed on Tuesday 27 June 2017 and Wednesday 28 June 2017. Unsuccessful tenderers were notified of the outcome on Wednesday 28 June 2017 and agreements were made publicly available on the ACT Contracts Register on Monday 3 July 2017.
- Approximately 290 existing cleaning staff who were employed under previous cleaning arrangements were re-engaged by the new cleaning contractors.
- The production rate and Personal Pay Rate (PPR) payable under the Agreements was set by the Territory, the PPR being at a rate above the Cleaning Services Award 2010.
- The focus on continuous improvement to provide high quality cleaning services in ACT public schools addresses:
 - Compliance
 - Industrial relations and employment performance
 - Maintenance of police checks
 - Safety systems
 - Quality
 - Performance management
 - Audits/inspections
 - Regular meetings
 - Administrative efficiency
 - Fewer transactions
 - Communication and cooperative contracting
 - Value for money

Portfolio/s: Education and Early Childhood Development

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

Talking points:

- CECA has a dedicated investigation team, and a team of experienced officers who assess any incidents or complaints.
- CECA assessed 487 incidents and complaints between 1 July 2018 and 31 December 2018. Of those matters triaged by CECA, 18 matters were investigated. Most matters engage harm, hazard or governance issues. The ACT has historically high rates of notification, this is believed to be due to the high level of engagement with the Sector and a tendency to report lower level issues. The criteria for notification was revised in October 2017 to clarify the criteria for reporting.
- At the end of December 2018, 12 cases were closed of which 2 had been carried over from 2017-2018. There were approximately 8 investigations ongoing.
- CECA has a range of compliance tools available, ranging from an administrative letter, compliance notices, compliance directions, suspension powers, enforceable undertakings, conditions upon approvals and where people pose a risk of harm to children prohibition from participating in the sector.
- CECA is part of the professional community of practice around reportable conduct and works with ACT Policing, Child and Youth Protection Service and the Working With Vulnerable People team.

Key Information

- From 1 July 2018 to 31 December 2018 CECA's investigation team had assessed a total of 487 incidents and complaints. The total included 390 incidents and 97 complaints.
- The triage team determined that approximately 18 of these matters required investigation because the information engaged harm, hazard or governance issues.
- The remaining matters were determined as being appropriately managed by providers and their services.

Cleared as complete and accurate: 06/02/2019

Cleared by: Executive Branch Manager

Contact Officer name: Clare Brookes

Ext: 50615

Lead Directorate: Education

- Compliance actions may range from administrative letters through to compliance notices and prohibition of educators.
- Major areas of investigation are: allegations of inappropriate interactions and harm to children, children unaccounted for or missing from services, below minimum staffing levels and inadequate supervision.

Background Information

Section 260 of the National Law specifies the functions of the Regulatory Authority, which includes:

- to assess services against the National Quality Standard and determine the ratings of those services
- to monitor and enforce compliance
- to receive and investigate complaints arising under this Law
- to educate and inform education and care services and the community about the National Quality Framework
- to work in collaboration with ACECQA to support and promote continuous quality improvements.

In exercising its investigative functions CECA follows Australian Government Investigation Standards. Authorised Officers responsible for conducting investigations are trained to Certificate IV in Government (Investigations). Authorised Officers responsible for the coordination and supervision of investigations are trained to Diploma of Government (Investigations). The qualifications enable officers to investigate matters to a criminal standard of evidence.

CECA assesses each source of alleged, apparent or potential contraventions applying a risk based methodology to case selection. A sub-team of senior Authorised Officers within CECA have oversight for decisions and recommendations for the acceptance of matters for investigation. An established triage process is in place for this assessment. A range of factors are considered in making such decisions, including – risk factors engaged, objective seriousness of the matter, prospects of establishing facts and the capacity of the investigations team.

CECA works closely with ACT Policing, Access Canberra's Working with Vulnerable People team, and the Child and Youth Protection Services team in Community Services Directorate.

The Education and Care Services National Law is part of the Reportable Conduct and Information Sharing Legislation Amendment Act 2016. CECA is part of the Ombudsman's professional community of practice in respect of Reportable Conduct.

Portfolio/s: Education and Early Childhood Development

ISSUE: EDUCATION AND CARE PLACES: AFFORDABILITY AND AVAILABILITY

Talking points:

- Since 2012 the number of early childhood services has increased from 280 to 358.
- The current 358 services operating includes long day care, school aged care, family day care and Government and independent preschools.
- There are approximately 13,000 full-time long day care places for children from birth to five years old.
- The ACT also has approximately 3600 places in Government preschools and 1400 places in non-Government preschools.
- There are 10 family day care services operating in the ACT.
- There are approximately 8,500 full time places in outside school hours care.
- We have an early childhood education and care sector that is available and accessed by many of our families. The quality and standard of our early childhood sector is increasing every year and we are continuing to provide programs and resources to enhance what we provide our children and families.
- 54 percent of ACT children aged 0 to 5 years attended a centre-based service eligible for child care benefit in 2017. This was the highest rate of any jurisdiction in Australia.
- There are children in our community who would benefit from early childhood education and care who are missing out due to cost and disadvantage.
- The cost of services is driven by factors such as:
 - the ACT's high employment rates and per capita incomes;
 - the relatively small cohort of available early childhood workers;
 - uneven interaction between Government and non-Government early childhood services; and

- our small geographical footprint with higher price tolerances across the whole of the ACT.

Key Information

- Since 2001, the number of centre-based places across the ACT has more than doubled. Centre based services include long day care, school age care, Government and independent preschools.
- In January 2012 there were approximately 280 centre based services in the ACT. There are currently 358 centre based services in the ACT, an increase of almost 80 services over six years.
- As at 30 June 2018, there are approximately 13,000 long day care places available for children preschool age and under in centre-based education and care services. Additionally, there are 3595 places across 78 Government preschools.
- In addition there are 20 non-Government preschools offering approximately 1400 places for preschool aged children.

Background Information

- In February 2016 the then Minister for Education commissioned a review to advise Government on cost, access and quality issues related to long day care services in the ACT.
- Forty-seven long day care and independent preschools operate from ACT Government-owned facilities. The majority of long day care services that operate from ACT Government owned facilities pay a subsidised rent, while others receive a discount on commercial rents.
- The review found that the sector has moved from an under supply of places to an oversupply over the last few years. This oversupply may be as much as 20%, although the impact is not being evenly experienced across providers in the ACT.
- In 2017–18, CECA reviewed approximately 30 development applications and lease variations which indicate further increases to sector capacity over the next two years.
- In 2017 and 2018 seventeen new long day care centres commenced operation in the ACT.

District	Suburb	Maximum places
Gunghalin	Nicholls	130 (2017)
Inner North	Acton	112 (2017)
	Hackett	25 (2018)
	Reid	16 (2018)
Belconnen	Higgins	152 (2017)
	Holt	60 (2017)
	Kaleen	20 (2018)
Tuggeranong	Kambah	83 (2017)
	Kambah	33 (2018)
	Richardson	35 (2017)
	Fyshwick	57 (2017)
	Wanniassa	50 (2017)
	Symonston	90 (2017)
Woden/Weston	Coombs	128 (2018)
	Phillip	90 (2018)
	Rivett	90 (2018)
	Torrens	86 (2018)

In 2017–18 the following services ceased operation:

- 24 March 2017 Kidlets Early Learning Centre.
- 1 September 2017 YMCA Duntroon Vacation Care.
- 30 September 2017 Honey Tree Early Childhood Centre.
- 15 November 2017 YMCA PMC Vacation Care.
- 11 December 2017 Sherpa Kids CCS.
- 18 December 2017 Sherpa Kids North Canberra
- 19 December 2017 YMCA Holy Trinity After School Care.
- 21 February 2018 Holistic Family Day Care

- 28 February 2018 Jubba Family Day Care
- 9 March 2018 SWISH Vacation Care
- 30 June 2018 Communities@Work Tuggeranong
- 22 July 2018 Communities@Work Harrison OSHC

Costs

- The review found that the primary barrier to access to services in the ACT, relative to other jurisdictions, is the cost of those services, with a mean cost of \$105 per day, significantly higher than the national mean of just over \$80 per day. Costs in the ACT have been growing faster than in other jurisdictions for several years, making services relatively more expensive for families in the ACT than other jurisdictions.
- The factors driving higher costs in the ACT include:
 - The high employment rates and per capita incomes in the ACT setting market tolerances;
 - A shortage of suitable workers for the ECEC sector compared to larger jurisdictions;
 - The uneven interaction of the non-Government ECEC sector and the Government preschool component of the ECEC sector; and
 - The small geographical footprint of the ACT combined with a relatively even social distribution of disadvantaged families, resulting in higher price tolerances across the whole of the ACT that do not account for the thresholds of lower income families.
- The Australian Government subsidises the cost of child care by providing a means-tested Child Care Subsidy for parents or carers who attend work, study or training.
- The Australian Government Family Assistance Office also provides financial assistance to families who choose to have their children cared for by grandparents, relatives, friends or nannies. Benefits for these types of registered child care are paid at a flat rate and are not income tested.

Portfolio/s: Education and Early Childhood Development

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

Talking points:

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

Key Information

- On 1 February 2019 the Productivity Commission released its Report on Government Services chapter that covers childcare, education and training.
- The RoGS report shows that the ACT had 61.7% of primary contact staff in early education and care services with a relevant formal qualification at, or above, certificate III.
- While this figure is the lowest in the country it shows an 11.2% improvement on the 2013 workforce census figures for certificate III graduates. The 2013 workforce census, as recorded in RoGS shows the ACT as having 50.6% of primary contact staff as having relevant formal qualifications.
- It is important to note that the RoGS data only counts Child Care Subsidy approved services. So the figures leave out a significant group of preschool services provided by Government and non-Government schools.
- The 2016 ECEC National Workforce Census was published on the Department of Education and Training website on Thursday 14 September 2017 and a copy was provided to the Directorate on 15 September 2017.

- The census shows that in the ACT 34.4% of educators are studying towards an ECEC qualification.
- As of 22 January 2018 there are 78 Government preschools and 20 non-Government preschools.
- In the ACT approximately 90% of preschool teachers have completed an early childhood degree.
- The figures show that the ACT is on the right trajectory in a context where the number of staff has grown considerably. Over the six years between 2004 and 2010 sector staff grew by 398 or 32%. Between 2010 and 2013 sector staff grew by a further 366, or 21%. The RoGS data shows that between 2013 and 2016 the primary contact workforce grew by almost a further 1000 staff, which is approximately 30%.
- This evidence shows that the NQF is having a positive effect on decisions by providers and staff to obtain qualifications. The number of qualified staff is growing incrementally in a tough market.

Background Information

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

Portfolio/s: Education and Early Childhood Development

ISSUE: UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION

Talking points:

- On 2 November 2018, Chief Minister Barr signed the 2018 and 2019 Universal Access National Partnership Agreement on behalf of the ACT Government.
- It is a component 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 access to preschool through 12 hours a week of free preschool. The National Partnership provides an additional three hours which gets us to 15 hours of free preschool a week for four year olds.
- The ACT Government will commit approximately \$26.5 million in 2018-19 to provide the first 12 hours of free government preschool for four year olds.
- Under the Agreement, the Commonwealth has committed a total of \$18.3 million to the ACT.
- This equates to approximately a \$9.3 million dollar increase for the ACT when compared to the Commonwealth's commitment in the 2018 agreement.
- The Australian Government pulled out of the National Partnership for the National Quality Agenda (NQA) beyond June 2018.
- The ACT Government is currently part of a national conversation with State and Territory colleagues around advocating for an ongoing National Partnership for Universal Access with the Australian Government.
- The ACT, like other States and Territories would like to see the Australian Government engage in a longer-term approach to early childhood funding.

Key Information

- The National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) provides for a Commonwealth funding contribution to deliver 600 hours of free preschool per year for four year olds.
- The ACT Government has made a long-standing commitment to universal access of children to preschool.
- The objective of the NP UAECE is to support universal access to, and improved participation by, children in quality early childhood education in the year before full-time schooling with a focus on Aboriginal and Torres Strait Islander children, and vulnerable and disadvantaged children.

NP UAECE 2019

- In the 2018 Federal Budget the Australian Government committed a further \$440 million nationally to extend the Universal Access National Partnership Agreement into 2019.
- The Australian Government has indicated publicly that it will not enter into a new NP UAECE beyond 2019 unless it is satisfied on attendance data, and has resolved the issue of 'double funding' (distribution of NP UAECE funds to services that also receive funds under Family Assistance Law).

NP UAECE 2018

- On 4 May 2017, Hon Simon Birmingham, Minister for Education and Training, announced the Australian Government's commitment to extending the existing NP UAECE for 12 months. Nationally, \$428 million was committed with around \$9 million allocated to the ACT.
- The 12 month extension for 2018 is the fifth in a series of such agreements: 2008-2013; 2013-2014; 2015; 2016-2017; and 2018.
- On 10 April 2018, the Chief Minister signed the NP UAECE 2018 to receive a Commonwealth funding contribution of approximately \$9m to the ACT, through funding of \$2.7m for the 2017-18 financial year and \$6.3m for the 2018-19 financial year.
- On 21 June 2018, the 2018 ACT Implementation Plan was signed by the Commonwealth Minister of Education and Training.

NP UAECE 2016-2017

- As well as 600 hours per year of free public preschool education, the ACT's NP UAECE 2016-2017 Implementation Plan includes:
 - a scholarship program available to educators in public preschools, non-government preschools and long day care services to strengthen qualifications
 - infrastructure support for non-government service providers

- promotion of preschool participation to all children, including Aboriginal and Torres Strait Islander children, and vulnerable and disadvantaged children through the Preschool Matters Program and website
 - delivery of the Preschool Matters Grants Program to facilitate parental engagement for ACT preschool or long day care services delivering 600 hours of preschool education.
- As a requirement of the NP UAECE 2016–2017, the ACT’s performance was measured against six performance indicators.
 - In 2017, 97% of four-year old children were part of a preschool program and 95% of Aboriginal and Torres Strait Islander children participating in a preschool program available for 600 hours per year.
 - In 2016 the ACT met five of the six indicators under the agreement and received a full payment for five indicators.
 - In 2016 almost 97% of four year olds in the ACT were part of a preschool program. The ACT achieved result of 91% of Aboriginal and Torres Strait Islander children participating in a preschool program available for 600 hours per year. This result was 4% short of the agreed 95% target and resulted in a part-payment for that target.
 - On 15 May 2017, the Australian Government notified the ACT of a partial performance payment to the ACT of \$4,933,561. This represents one percent less than the maximum payment.

Background Information

Quality early childhood education in the ACT is delivered in a range of settings including public preschools, non-government preschools and long day care centres.

Since 2009, the Australian Government has made a funding contribution to States and Territories to support preschool provision through the NP UAECE.

The ACT Government had already committed to providing preschool programs for 12 hours a week. By 2013, all ACT public preschools had increased their preschool provision from 12 to 15 hours per week, delivered by a qualified early childhood teacher under the National Quality Framework.

On 8 May 2018, the Australian Government made a formal announcement of the extension of the Universal Access National Partnership Agreement into 2019.

Portfolio/s: Education and Early Childhood Development

ISSUE: EARLY CHILDHOOD STRATEGY

Talking points:

- In response to the huge amount of evidence of the wide range of benefits that quality early childhood education brings for children, families, and wider society, the ACT Government has committed to developing an Early Childhood Strategy for the ACT.
- Access to quality early childhood education and care can significantly help children to overcome the impact of early disadvantage, and improve their life chances.
- Four key elements of the Strategy have been identified:
 - Access, equity and affordability
 - Workforce and qualifications
 - Transitions from Education and Care to School
 - Maximising the benefits to children from money spent.
- Through the Strategy the Government is looking to provide a joined up policy framework to improve equitable access to quality early childhood education and care in the ACT.
- The development of the Strategy is supported by the Early Childhood Advisory Council, which brings together a broad range of representatives from across the early childhood education and care sector.
- In the 2018-219 Budget, the ACT Government is investing \$6.727 million to develop the Strategy to promote accessibility and quality in the sector.
- The Education Directorate has commenced a consultation process for the Strategy, through conversations with parents, the sector, schools and the wider community about how we can ensure that the Strategy best meets the needs of the ACT.

Key Information

Early Childhood Strategy

- The Early Childhood Strategy is aiming to provide a joined-up policy framework for supporting equitable access to early childhood education and care in the ACT, and a seamless user experience for children and families when accessing early childhood services.
- In November 2017, the Minister released an Early Childhood Strategy discussion paper in November 2017, emphasising the importance of children participating in early childhood education, prior to starting preschool, and providing access to early childhood education and care services for children experiencing vulnerabilities or disadvantage.
- The ACT Government is developing the Strategy in 2018 in consultation with the Early Childhood Advisory Council, the Inter-Directorate Committee (IDC) and the IDC's working group.
- The Early Childhood Strategy will provide the means for delivering the Supporting Parents Plan election commitment.
- 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.
- The consultation process for the Strategy will capture feedback from children, families and the early childhood education workforce and sector. The process will capture detailed information (qualitative data) of stakeholder experiences with early childhood education and care. There will also be a focus on capturing perspectives from Aboriginal and Torres Strait Islander children, families and community as well as the perspectives those who would benefit most from improving equitable access to early childhood education and care. Consultation sessions will be conducted across the ACT at selected services and community organisations that represent the diversity of the ACT and the early childhood education and care sector. Stakeholders not included in this selected process can contribute to the consultation process through the YourSay website.

Early Childhood Advisory Council

- The Early Childhood Advisory Council was established in August 2017 to foster a stronger partnership between the ACT Government and the early childhood education and care sector.
- The Council is made up of key stakeholders and experts in early childhood education and care. It is considered a mechanism to bring together the diverse parts of the education and care sector for collaborative input. Members have been selected not

solely as representatives of their organisations but on the basis of their individual skills and expertise.

- The initial work of the Council has seen it report back to the Minister on proposals that arise from the Early Childhood Strategy and the Future of Education community conversation, which are both currently in development.
- The Council's inaugural meeting was held on 22 August 2017. Subsequent meetings have been held on 6 November 2017, 12 December 2017, 9 February 2018, 9 March 2018, 28 March 2018, 30 May 2018, 15 August 2018 and 10 December 2018
- 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.
- On 15 June 2018, the Council released a Communique outlining its work since its formation in August 2017.

Early Childhood Strategy Inter-Directorate Committee

- The Inter-Directorate Committee (IDC) is made up of representatives from the Human Services Directorates and other key areas of Government. It has been established to drive proactive engagement within ACT Directorates on the development of the Early Childhood Strategy.
- Members will provide advice that gives a whole-of-Government perspective in relation to early childhood (such as harnessing existing resources) to ensure that the Strategy has strong synergies with cross-Directorate initiatives that engage with and impact children.
- On 11 July 2018, the inaugural meeting of the IDC was held. The meeting focused on the established evidence of the value of early learning in children's development, the purpose of the Strategy and work undertaken to date.
- Subsequent meetings have been held on 22 August 2018, 26 September 2018, 31 October 2018 and the 28 November 2018. The IDC will continue to meet monthly to support the Strategy into 2019.

Background Information

The Early Childhood Strategy is a component of the Government's Supporting Parents Plan election commitment EC LAB 030 and a component of the ACT Human Services Cluster work over the next three years.

Membership of the ECAC and the IDC is listed below.

Name	ECAC Position	Area of representation
Cathy Hudson (Chair)	Policy Advisor and Deputy Chair ACECQA Board	Independent Chair
Natalie Howson (Deputy Chair)	Director-General, ACT Education	Government
Reesha Stefek	Centre Director Woden Early Childhood Centre	Independent not for profit
Lisa Syrette	Manager, (Childcare) AIS Site Services Branch Australian Sports Commission	Independent not for profit
Bernadette Carbin	Director Children's Services YWCA	Community not for profit
Bruce Papps	Chief Executive Officer Northside Community Service	Community not for profit
Jodie Ledbrook	Chief Executive Officer YMCA and Chair of ACT Children First	Community not for profit
Lee Maiden	Deputy Chief Executive Officer Communities@Work	Community n-f-p and family day care
Sandy Leitch	President, ACT Branch Early Childhood Australia	Peak body
Peter Curtis	President, ACT Sub-Branch Australian Education Union	Peak body
Alice Castrission	Catholic Preschool and SAC Officer Catholic Education Office	Catholic Education
Joanne Garrison	Senior Manager, Strategic Programs Association of Independent Schools ACT	Independent Schools
Simon Bennett	Executive Manager Anglicare	Not for profit and early childhood
Symmone Turner	President, Preschool Teachers Professional Association	Professional association
Carly Freeman	Aboriginal and Torres Strait Islander Elected Body	Representative for Education

Name	IDC Position	Area of representation
Deb Efthymiades	Deputy Director-General System, Policy and Reform	Education Directorate
Jodie Griffiths-Cook	Children and Young People Commissioner	ACT Human Rights Commission
Stephen Miners	Deputy Under Treasurer	Chief Minister, Treasury and Economic Development Directorate
Mark Collis	Deputy Director-General	Community Services Directorate
Sam Engele	Deputy Director-General, Policy and Cabinet	CMTEDD
Richard Glen	Deputy Director-General, Justice	Justice and Community Safety Directorate
Leonie McGregor	Deputy Director-General, Health Policy and Strategy	Health Directorate
Mark Huxley	Executive Director, School Improvement	Education Directorate
Elizabeth Chatham	Executive Director, Women, Youth and Children	Health Directorate

Portfolio/s: Education and Early Childhood Development

ISSUE: LIFTING OUR GAME REPORT

Talking points:

- The commissioning of the *Lifting Our Game* report by States and Territories in 2018 demonstrates a strong desire to prioritise early childhood education and care nationally, and to seek certainty from the Australian Government on funding and outcomes for early childhood.
- I thoroughly welcome and support the *Lifting Our Game* report which sums up the national and international evidence that shows the importance of early childhood education and care.
- *Lifting Our Game* is a great statement of the kind of policy the nation needs for early childhood and really resonates with the experience and thinking of States and Territories.
- The Report embraces six important themes to improve and expand access to early childhood education and care:
 - embedding national funding for Universal Access to early childhood programs in the year before school
 - broadening Universal Access to three year-olds
 - supporting children and families with particular needs
 - improving and supporting the early childhood workforce
 - improving parental engagement
 - improving transparency and accountability.
- The Report captures the large body of evidence that shows early childhood is critical to children's cognitive and emotional development. The first five to eight years are fundamental to a child's capacity for emotional control, relationship skills, language and numeracy.
- These themes align with the ACT Government's values on early childhood.
- I certainly think that as a community, if we want quality early childhood education and care, then we need to look at ways to improve the working conditions of early childhood staff.

- What States and Territories will be waiting to see is how the Australian Government engages with the themes and recommendations of the Report.
- The ACT Government is developing an Early Childhood Strategy. *Lifting Our Game* is an excellent body of work and the Government will be giving the report close consideration to inform a position on the Report's recommendations and developing the Strategy.
- The Early Childhood Advisory Council have written to me in support of *Lifting our Game* and the implementation of the report's recommendations that are applicable in the ACT.

Key Information

- *Lifting Our Game* supports States and Territories case for meaningful Commonwealth engagement on developing national early childhood policy. The Report formed part of the evidence base at the COAG meeting of 9 February 2018 by South Australia and Victoria to advance the early childhood policy.
- On 14 September 2018, the COAG Education Council released the Early Learning Reform Principles informed by the *Lifting Our Game* review. These Reform Principles were agreed to at the COAG meeting of 12 December 2018.
- The Report and findings intend to complement the Australian Government's *Review to Achieve Educational Excellence in Australian Schools*, chaired by Mr David Gonski AC. The Review Panel delivered the final report to the Prime Minister, the Hon Malcolm Turnbull MP and Senator the Hon Simon Birmingham, Minister for Education and Training, on 28 March 2018. On 30 April 2018 the report was publicly released.
- *Lifting Our Game* makes 17 recommendations around the themes of:
 - Embedding foundations for future reform
 - Early childhood education for all three year olds
 - Access, equity and inclusion
 - Quality and workforce
 - Parent and community engagement
 - Transparency and accountability
 - Implementation.

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

Background Information

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

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

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

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

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

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

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

The Report was released on 1 February 2018.

Portfolio/s: Education and Early Childhood Development

ISSUE: 2018 FEDERAL BUDGET FOR EARLY CHILDHOOD

Talking points:

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

Key Information

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

Background Information

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

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

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

Currently, 79% of services nationally are 'meeting' or above the National Quality Standard (NQS). However, 21% of all services are not yet meeting the NQS, and the timeframe for reassessment is often slower than regulatory bodies would prefer.

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

Portfolio/s: Education and Early Childhood Development

ISSUE: WORKING TOWARDS EARLY CHILDHOOD EDUCATION FOR EVERY THREE YEAR OLD CHILD

Talking points:

- The ACT Government has set a goal to make phased-in provision of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year old children a key part of the ACT Early Childhood Strategy.
- This commitment has been made in response to the large body of evidence showing that early childhood is critical to children’s cognitive and emotional development.
- The evidence shows that access to quality early childhood education for two years prior to school provides significant educational and developmental benefits to children in the long term.
- The ACT Government’s aim is for the initiative to be a phased approach commencing in 2020, initially focusing on children who would benefit most and improving access to and enhancing cultural safety for Aboriginal and Torres Strait Islander children in the ACT.
- The Education Directorate is holding conversations with parents, the sector, schools and the wider community about how, and therefore when, we will be able to provide access to early childhood education for all three year old children in the ACT.
- The Directorate has engaged Deloitte Access Economics to undertake a substantial scoping and modelling analysis that will establish the specifics of the initiative.

Key Information

- On 31 July 2018, the Minister for Education and Early Childhood Development, Yvette Berry MLA, announced that the ACT Government wants to make phased-in provision of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year old children a key part of the ACT Early Childhood Strategy.
- The Education Directorate has engaged Deloitte Access Economics to undertake a substantial scoping and modelling analysis that will establish the specifics of the initiative. Deloitte commenced the *Modelling: Three-year-old and Early Childhood Strategy Partnerships* work in December 2018. The total price of the contract is \$183,414 (GST inclusive).
- The ACT Government intends to shape the design around a non-commercial model, consistent with the approach to school education. The Government's intention is that the funding not be available where early childhood income is used for cross subsidisation of other services or programs.
- The following policy objectives will guide the development of the model:
 - emphasising the educational and developmental, rather than childminding, value of early childhood education
 - better aligning early childhood education as an essential social good alongside school education
 - ensuring every child regardless of means gains equitable access to high quality early childhood education
 - ensuring that children receive high quality education, including by improving professionalism among the workforce and recognising this in educator conditions
 - making the best possible use of government and community investment in infrastructure and people
 - creating conditions for improving sector workforce recognition, retention and professionalism.
- All options that meet the ACT Government's criteria for the initiative will be considered.

Background Information

On 1 February 2018, *the Lifting our Game* report commissioned by States and Territories was released. It sums up the national and international evidence that shows the importance of early childhood education and care. Recommendation states "Australian governments progressively implement universal access to 600 hours per year of a quality early childhood education program, for example preschool, for all three year olds, with access prioritised for disadvantaged children, families and communities during roll out."

The Early Childhood Strategy is a component of the Government's Supporting Parents Plan election commitment EC LAB 030 and a component of the ACT Human Services Cluster work over the next three years.

In August 2017 you established the Early Childhood Advisory Council to provide expert advice to the ACT Government on early childhood education and care in the ACT. Since its formation the Early Childhood Advisory Council has supported the development of the Early Childhood Strategy.

Further information on the Strategy and the Council is available in Assembly Brief 45.

Cleared as complete and accurate: 06/02/2019
Cleared by: Executive Branch Manager
Contact Officer name: Clare Brookes Ext: 50615
Lead Directorate: Education

Portfolio/s: Education and Early Childhood Development

ISSUE: OCCUPATIONAL VIOLENCE (ENFORCEABLE UNDERTAKING)

Talking points:

- On 28 September 2018 the Director-General entered into an enforceable undertaking with WorkSafe ACT on behalf of the Territory.
- Through their investigation, WorkSafe alleged that in some locations in 2016 and 2017, processes were inadequate to decrease the risk of injury to staff, processes were not adjusted when they didn't work, and adequate training for staff was not implemented.
- The Directorate will strengthen the implementation of the Occupational Violence Policy and Management Plan with staff and the Australian Education Union to ensure consistent risk assessments; share learnings and resources with other education jurisdictions in Australia facing the same challenges; and work with parents and the ACT Council of P&C Associations to build strong and safe communities for learning.
- The investment in supporting the safety of our staff and students through these activities is approximately \$2.375 million, and significant progress has been made in delivering the strategies agreed under the EU.
- Schools are happy and safe environments where students love to learn and engage with their friends and teachers. Everyone has the right to feel safe at work and those who work in schools are no exception.
- On occasion there are incidents in which children, due to vulnerabilities outside the school setting and/or with other complex needs and behaviours, may injure a staff member.
- Schools are reflective of our community. Complex behaviours are present in all aspects of our society and we are taking a strong stand on this issue, as schools are places for learning – not a place for violence.
- Over the past two years, nearly \$8 million was spent or committed to improving work health and safety in the Directorate and in July 2017 the Education Directorate released its Occupational Violence Policy and Occupational Violence Management Plan.
- Additional resources for teachers, Learning Support Assistants and principals have been provided and the availability and accessibility of reporting mechanisms has been improved.

Cleared as complete and accurate: 05/02/2019

Cleared by: Executive Group Manager

Contact Officer name: Ross Hawkins

Ext: 57719

Lead Directorate: Education

- Additional people have been employed to work with schools in the area of occupational violence, new sensory and withdrawal spaces to support behavioural management plans have been built or planned.
- The Education Directorate has worked closely with the AEU in developing and implementing an Occupational Violence Policy and Management Plan that articulates the important shared role that we all have in delivering a safe workplace.

Key Information

Enforceable undertaking

- On 28 September 2018, the Education Directorate entered into an undertaking with WorkSafe ACT, on behalf of the Territory. This was made public on 15 October 2018 and contained limited details about three schools where teachers had been injured by students.
- On 17 October 2018, [REDACTED] reported that a Canberra public school worker who was [REDACTED] by one of [REDACTED] was in a [REDACTED] [REDACTED] because of the psychological damage it caused. In response to this, the Education Directorate said it could not comment on particular incidents but sincerely regretted incidents of violence in some ACT schools.

Occupational violence incidents

- An increase in reporting of occupational violence incidents corresponds with the Directorate's stronger emphasis to staff on reporting through the implementation of the Education Directorate's Occupational Violence Management Policy and related Management Plan.
- Occupational violence incidents range from verbal abuse and superficial injuries to more serious incidents, which are rare. Most incidents do not result in lost time injury claims.

2017 Improvement Notice

- The Education Directorate was issued with an Improvement Notice from WorkSafe ACT on 10 March 2017 relating to "ongoing incidents of occupational violence".
- WorkSafe ACT outlined action required to address this notice as:
 - Development and Maintenance of Work Health and Safety specific risk assessment in response to incidents of Occupational Violence.
 - Retrospectively applying this system and management strategies to any previous incident of Occupational Violence.
- On 16 May 2017, WorkSafe ACT advised the Directorate they were satisfied with the comprehensive work being implemented and other work planned to address the risk. WorkSafe ACT advised that the Improvement Notice requirements had been met and it was no longer in effect.
- 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.

Cleared as complete and accurate: 05/02/2019

Cleared by: Executive Group Manager

Contact Officer name: Ross Hawkins

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Lead Directorate: Education

Add reference number

Portfolio/s: Education and Early Childhood Development

ISSUE: HEALTH AND SAFETY REQUIREMENTS

Talking points:

- The Government is committed to improving work health and safety, including in schools and the Education Directorate.
- Over the past two years, nearly \$8m has been spent or committed to improving work health and safety in the Directorate.
- Along with a significant effort to address occupational violence, a range of injury prevention and management programs are in place to support workers including:
 - Delivery of the influenza vaccination program to 2,890 permanent and contract employees
 - Providing Hepatitis A/B vaccinations to targeted worker groups such as building service officers, first aid officers, early childhood educators and learning support assistants
 - Providing workstation assessments to assist with ergonomic set-up
 - Providing ongoing mandatory health and safety training for key worker groups
 - Providing the Employee Assistance Program counselling service for workers and their families for work and non-work related matters
 - Piloting the Certificate IV in Education Support and Trauma Training for Learning Support Assistants.
- Under the *Work Health and Safety Act 2011* all workers have a duty of care to themselves and others in the workplace.
- In order to meet its obligations under the *Work Health and Safety Act 2011*, the Directorate has provided additional training to staff,

developed a Health Safety and Wellbeing Program of Work and implemented initiatives targeted at reducing injuries.

- The Directorate has exceeded its targets in its performance against the Australian Work Health and Safety Strategy in 2017-18 in relation to claims resulting in one or more weeks off work and claims for musculoskeletal disorders resulting in one or more weeks off work.

Key Information

- The *Work Health and Safety Act 2011* and *Work Health and Safety Regulations 2011* provide the legislative framework for workplace health and safety in the Territory. The legislation has removed crown immunity and treats both public and private sector workers in the same way.
- Under the legislation, individuals with significant influence over health and safety, including the allocation of resources, are referred to as 'Officers'. Officers have a particular responsibility to exercise due diligence to take reasonable steps to ensure appropriate resources, policies, and health and safety practices are in place to manage risk.
- The Directorate takes the position that safety is everyone's responsibility, and that every worker has significant obligations under the laws to act with due diligence to health and safety matters and that workers have a duty of care to themselves, other workers, and to other persons including students, to maintain a safe work environment.
- The Directorate has made considerable effort to assist its workers to fulfil their safety obligations through:
 - Targeted training for principals on work health and safety risk management and due-diligence obligations;
 - Promotion of accident / incident reporting;
 - Supporting development of workplace health and safety risk registers;
 - Mandatory training of target groups including Building Services Officers (BSO), Business Managers, Learning Support Staff, School Assistants and Directorate Leaders including; asbestos awareness, confined spaces, height safety, sharps safety, chemical handling, manual handling and respectful workplaces;
 - Training for Health and Safety Representatives (HSR);
 - Development of a Health and Wellbeing Program;
 - Development of targeted policy and guidelines to address safety risk in schools;

- Development and publication of the Directorate Safety Management System to assist workers with guidance and tools to assist manage safety risk;
 - Implementing initiatives to reduce the numbers of musculoskeletal and slips, trips and falls injuries; and
 - Supporting networking opportunities for BSO and HSRs.
- This sustained effort to raise safety awareness in schools and the Education Support Office has improved incident reporting with an increase in reports in 2017-18, when 3,139 worker work health and safety incident reports were received including 38 reports for other parties (compared to 2,242 in 2016-17).

Portfolio/s: Education and Early Childhood Development

**ISSUE: TEACHING CONDITIONS: ACT COMPARISONS WITH OTHER
 JURISDICTIONS**

Talking points:

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

Key Information

- Salary
 - The *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement) provides pay rises of three per cent per annum for all teaching classifications, resulting in a cumulative increase of 12.6 per cent over the life of the agreement (valued at \$159m). ACT public school teacher salaries will remain competitive into the foreseeable future.
 - The most recent pay rise was on 1 April 2018. In the ACT the top of the range classroom teachers salary p.a is \$101,821 just behind WA at \$104,049, NT at \$105,172 and NSW at \$102,809 and ahead of VIC (\$101,260), TAS (\$97,763), SA (\$93,965) and QLD (\$93,032).
- Superannuation
 - ACT teachers enjoy better employer superannuation contributions than most other jurisdictions. Based on the standard five per cent employee contribution,

the ACT employer contribution is 11.5 per cent compared to 9.5 per cent in NSW, VIC, WA, SA and NT. TAS pay 12.3 percent and QLD 12.75 percent cent.

- Teaching hours
 - Face-to-face teaching hours in ACT public primary schools are 21 hours 30 minutes per week . This is lower than other jurisdictions except WA (21h 20m). NSW primary schools teaching hours are 21 hours 45 minutes.
 - Face-to-face teaching hours in ACT public secondary schools are 19 hours per week and lower than any other jurisdiction. NSW teaching hours in secondary schools are 20 hours 40 minutes which includes 2 hours for sports supervision.
 - Reduction of face-to-face teaching hours for ACT public school teachers in their first year of teaching experience was introduced in 2012. First year teachers teach a maximum of 20 hours per week in primary schools and 18 hours per week in secondary schools. This reduction facilitates enhanced coaching and mentoring support programs in schools.
- Teaching days
 - ACT school year is a maximum of 197 days. The teaching year is 196 days (days on which the school is open for student attendance). This is the second lowest overall (with NT at 194 days). SA has the most at 207 days per year.
- Student-teacher ratio
 - The last published ABS figures for student-teacher ratios across states and territories in 2017 show:
 - Primary schools: ACT (15.6 students per teacher) is equal to WA (15.6) and lower than NSW (15.8) and higher than all other jurisdictions NT (12.3), Vic (14.8), Tas (14.8), SA (14.6), and QLD (14.4). ACT is above the Australian average of 15.
 - Secondary schools: ACT (12.3 students per teacher) is lower than all other jurisdictions expect for Vic (12.3) where they are equal. The Australian average is 12.4. The NSW figure is 12.4.
- General conditions
 - The general conditions of service for ACT public school teachers is based on the ACT Public Service Common Terms and Conditions and, in most cases, match or better the conditions in any other jurisdiction. For example, ACT teachers can access 18 weeks paid maternity or primary care giver leave, ten days paid bonding leave, five days compassionate leave and unpaid parental and grandparental leave.
- Enterprise Bargaining
 - The Agreement nominally expired on 30 September 2018. In accordance with the Agreement bargaining for a new Agreement formally commenced on 31 January 2018.

Portfolio/s: Education and Early Childhood Development

ISSUE: OMBUDSMAN REPORTABLE CONDUCT INVESTIGATION

Talking points:

- The ACT Government and Education Directorate are committed to the safety and wellbeing of children and young people, and to the effective implementation of the reportable conduct scheme.
- Implementation of recommendations from the ACT Ombudsman's investigation of a reportable conduct allegation managed by the Education Directorate has commenced.
- Given the sensitive nature of reportable conduct matters, the Government will not comment on the details of the matter subject to the Ombudsman's investigation.
- The Education Directorate continues to share its learnings with other agencies, recognising that the Ombudsman has decided to release a public statement because the issues and recommendations may be equally of benefit to other organisations covered by the scheme.

Key Information

- Following the 2017 ACT Ombudsman's investigation into the Directorate's handling of a reportable conduct matter the Directorate has commenced implementation of 7 recommendations made by the ACT Ombudsman.
- The recommendations broadly relate to the development of a Reportable Conduct Policy, Reportable Conduct Guidelines, review of the Teachers' Code of Professional Practice and the delivery of training to staff.
- The first round of consultation has occurred on the draft Reportable Conduct Policy and Draft Code of Conduct.
- Feedback received to date is currently under consideration before progressing with further consultation.
- Consultation is occurring both electronically and face to face, with the following stakeholders:
 - AEU, CPSU, United Voice
 - ACT Ombudsman
 - TQI
 - CMTEDD
 - ACTPA

- PSU
 - DCC members
 - Directorate Branches: DSI's, Student Engagement, Learning & Teaching, Gov & Community Liaison.
-
- Information sessions for People and Performances staff, to be conducted by the ACT Ombudsman's office, have been arranged for February and March.
 - Additional training for school Principals is currently proposed for Week 10 of Term 1.
 - Reportable Conduct E-Learn modules are currently under development.

Portfolio/s: Education and Early Childhood Development**ISSUE: WORKPLACE INJURY NUMBERS 2014 - 2018****Talking points:**

- Under the *Work Health and Safety Act 2011* all workers have a duty of care to themselves and others in the workplace. These changes took effect in 2011 and cover all staff in the ACT Education Directorate.
- In order to meet its obligations under the *Work Health and Safety Act 2011*, the Directorate has provided additional training to staff, developed a Health Safety and Wellbeing Program of Work and implemented initiatives targeted at reducing injuries.
- The sustained effort to raise safety awareness in schools and the Education Support Office has improved incident reporting with a significant increase in reports in 2017-18.

Key Information

- The table below shows the number of incidents reported by teachers in the years 2014 – 2018, and where there was an injury recorded. Note that in mid-2015 the rollout of electronic incident reporting was finalised and in 2016 and 2017 the importance of reporting work health and safety incidents was strongly promoted across the Directorate, resulting in an increase in reporting:

Year	Number of incidents
2014	434
2015	508
2016	694
2017	1286
2018	1644*

*There are a number of cases from late 2018 that are yet to be coded in the system. Without this coding it is not possible to conclude who was involved or whether an injury occurred and therefore they have not been included. This could lead to an increase in the 2018 numbers, if reported at a later date.

Cleared as complete and accurate: 05/02/2019

Cleared by: Executive Branch Manager

Contact Officer name: Alison Stott

Ext: 59203

Lead Directorate:

Education

- The number of schools that reported one or more of the incidents documented in response to question one is:

Year	Schools
2014	78
2015	80
2016	84
2017	85
2018	83

- the nature of injuries sustained as a result of the incidents documented in response to question one and in each of the years is as follows:

Injury type	2014	2015	2016	2017	2018
Cuts, bruising and other superficial injuries	201	257	357	747	911
Musculoskeletal disorders	167	177	215	303	393
Psychological injuries/illnesses	26	34	63	162	239
Other and unknown injuries	43	42	60	76	101

- (b) the mechanisms of incident related to the incidents documented in the response to question one are:

Mechanism of incident	2014	2015	2016	2017	2018
Being hit by moving objects	216	295	449	902	1158
Slips, trips and falls	103	80	101	134	135
Mental stress	22	31	53	143	229
Body stressing	41	56	46	45	55
Hitting objects with part of the body	32	29	26	30	32
Other	23	19	20	34	35

- Note that data on the length of time off for all injuries is not available. Data is instead provided in relation to the number of incidents documented in the response to question one that were reported as resulting in one or more days off work.

Year	Reported incidents resulting in one day or more of lost time	Compensation claims for injuries sustained in the year	All claims costs to date	Average claims costs to date	Claims currently open
2014	74	96	\$1,640,581	\$17,089	11
2015	71	67	\$1,889,848	\$28,207	8
2016	109	85	\$2,263,065	\$26,624	12
2017	122	79	\$1,310,921	\$16,594	16
2018	143	83	\$737,899	\$8,890	44

- Note that due to the number of cases that remain open in 2018, the cost to date and average claims costs may be lower than they will potentially end up being.
- There is also an increase in costs for previous years, which will continue as cases remain open.

Portfolio: Education & Early Childhood Development

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

- The ACT Government welcomes additional Commonwealth education funding to all schools in the ACT.
- The Commonwealth is a minor funding provider to ACT public schools, and the anticipated annual increases are relatively small.
- In order to ensure that Commonwealth Government funding continues to flow to all ACT schools, in December 2018 the ACT Government signed a bilateral agreement around schools funding and reform principles with the Commonwealth.
- The bilateral agreement makes a commitment to transition both government and non-government schools to their share of the Schooling Resource Standard (SRS) by 2023. This provides long term certainty for schools surrounding Commonwealth and Territory funding arrangements.
- As Minister for Education and Early Childhood Development, I welcome the release of the report commissioned by the Commonwealth in relation to the Review of the socio-economic status (SES) score methodology, which is used to determine the Commonwealth's per-student base recurrent funding contribution for individual non-government schools.
- I note the report recommends a revised methodology based on measure of median income of parents and guardians of the students.
- The ACT Government has been working with the Commonwealth to assess and implement this and the other recommendations provided in the report.
- Funding for the 2019 school year has been calculated based on 2017 enrolment data. Revised 2019 funding arrangements based on 2018 enrolment data will be advised once the Commonwealth has concluded its verification of the school students with disability data in its model. Letters have been sent to ACT non-government schools advising them of this arrangement.

- Consistent with the Commonwealth approach, the new SES derived from household income will not be applied until 2020.
- To assist ACT non-government schools in transitioning to the new funding model, ACT Government will also provide additional ‘adjustment assistance’ funding to relevant schools for 2019 by applying the updated SES derived from 2016 Census to 2019 SRS calculation.

Key Information

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

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

- Commonwealth funding will be tied to conditions, including States and Territories meeting their share of the SRS baseline and maintaining real per student funding levels.
- In 2017, the Commonwealth provided funding equivalent to 16 per cent of the SRS baseline for Canberra Public schools. Under the proposed bilateral agreement, the Commonwealth has committed to transition funding to Canberra Public Schools over 10 years to 20 per cent portion of the SRS baseline for government schools which would increase Commonwealth funding for this sector.
- The Commonwealth’s funding for the majority of ACT non-government schools is currently higher than 80 per cent of the SRS baseline for most schools. This position is due to historical funding arrangements and the removal of special arrangements for the calculation of some ACT non-government schools, capacity, most notably the ACT Catholic Systemic Schools.
- As the Commonwealth currently provides funding in excess of 80 per cent of the SRS baseline for non-government schools, the proposed bilateral agreement would decrease Commonwealth funding for this sector over a transitional period of 10 years. To assist non-government schools during the transition period, the Commonwealth announced that transition funding of \$57.9 million over the initial first four years will be provided for ACT non-government schools.
- The reforms and policy platforms that will be part of the conditions of funding will be informed by The Review to Achieve Educational Excellence in Australian Schools (known as Gonski 2.0) which was released on 28 March 2018.

- The National agreement will include goals, principles and national reforms while the bilateral agreements will include Territory financial contributions and local reforms.
- The conditions and sanctions arising from not meeting the agreed requirements will be reflected in the final tranche of amendments to the Australian Education Act Regulation, which will occur in parallel with the development of the national and bilateral agreements.
- The Commonwealth has announced a commitment to a sector blind, consistent and needs based funding model adding resources to deliver what students need.
- The National School Resourcing Board has submitted its first report on its [review of the socio-economic status score methodology](#) to the Commonwealth Minister for Education and Training on 29 June 2018.
- The main recommendations from the report include that the capacity to contribute for a school be determined based on a direct measure of median income of parents and guardians of the students at the school (recommendation 2), and to consult further with the non-government sectors and experts on the development of, and transition to, a new direct measure of capacity to contribute for implementation from 2020 (recommendation 3).
- On 20 September 2018, Commonwealth Government announced a funding package of \$4.6 billion to assist non-government schools with transitioning to the SRS. These include: new Capacity to Contribute determined by direct measure of median income of parents of students of \$3.2 billion (applied from 2020 to 2029); Choice and Affordability fund of \$1.2 billion; and interim funding for 2019 of \$171m by applying the 2016 Census updated SES scores. Based on the latest Funding Estimation Tool (FET) released in October 2018 by the Commonwealth, the preliminary set of SES scores were established. These scores come into effect from 2020 and thus will not impact 2019 funding. 2019 funding will be based on original SES derived from the 2011 Census and 2018 enrolment data.

Background Information

- The Commonwealth announced its intention to target the government sector where need is greater.
- The Commonwealth announced that total funding for education will grow from around \$17.5 billion in 2017 to \$22.1 billion in 2021 and \$30.6 billion by 2027. This equates to an increase of 75% in Commonwealth funding over 10 years.
- At the end of the next 10 years the Commonwealth will transition to an even share of funding across States and Territories in each sector.
- For non-government schools, the Commonwealth initially committed to provide 80% of funding under the Schooling Resource Standard by 2027.
- The Australian Government has established the National School Resourcing Board (the Board) to provide greater independent oversight over Commonwealth school funding.

Cleared as complete and accurate: 30/01/2019

Cleared by: Chief Finance Officer

Contact Officer Name: Lynette Daly

Lead Directorate:

Education

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Page 3 of 4

- The Board's first priority was to review the funding arrangements for determining the capacity of non-government school communities to contribute to the operational costs of their school.
- The Commonwealth's 2018-19 Budget has been developed in line with the proposed reforms and legislative changes.
- Following the announcement by the Commonwealth on 20 September 2018 about the new SES scores to be implemented from 2020, Commonwealth intends to transition all non-government schools to SRS by 2029.

Portfolio: Education & Early Childhood Development

ISSUE: FUNDING FOR ACT PUBLIC SCHOOLS AND NON-GOVERNMENT SCHOOLS

Talking points:

- The 2018-19 ACT Government Budget provides a 6 per cent increase in funding for ACT public schools with total funding of \$704.6 million.
The 2018-19 ACT Government Budget provides a 4 per cent increase in funding for non-government schools with total funding of \$302.1 million.

Key Information

- Recurrent funding to ACT public schools in 2018-19 is budgeted to be \$704.6 million. This represents an increase of \$42.5 million or 6 per cent over the 2017-18 estimated outcome.
- Recurrent funding to ACT non-government schools in 2018-19 is budgeted to be \$302.1 million. This represents an increase of \$10.5 million or 4 per cent over the 2017-18 estimated outcome.
- The 2018-19 ACT Government Budget does not incorporate the funding impact of the Commonwealth transition funding under the 'Quality Schools' model (Gonski 2.0).
- To assist non-government schools during the transition period, the Commonwealth announced that transition funding of \$57.9 million over the initial first four years will be provided for ACT non-government schools.

Background Information

- Recurrent funding for ACT public school education has increased by \$42.5 million from 2017-18 to 2018-19. This translates to a funding increase of 6 per cent.
- Over the same period, recurrent funding for non-government schools (ACT and Australian Government) has increased by around \$10.7 million. On a per capita basis the increase is 4 per cent.

The following tables provide details:

Public School Education	2017-18 Est Out	2018-19 Budget	Increase	Increase
	\$000	\$000	\$000	Percent
ACT Government ^{1,2}	565,261	597,549	32,288	6
Australian Government ³	96,874	107,079	10,205	11
Total	662,135	704,628	42,493	6
Student Numbers ⁴	46,557	47,945	1,388	3

	\$	\$	\$	Percent
<i>ACT Government Per Student Funding</i>	<i>12,141</i>	<i>12,541</i>	<i>400</i>	<i>3</i>
<i>Australian Government Per Student Funding</i>	<i>2,081</i>	<i>2,233</i>	<i>152</i>	<i>7</i>
<i>TOTAL Per Student Funding</i>	<i>14,222</i>	<i>14,774</i>	<i>552</i>	<i>4</i>

Notes:

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

Non-Government School Education	2017-18 Est Out	2018-19 Budget	Increase	Increase
	\$000	\$000	\$000	Percent
ACT Government ¹	67,250	72,440	5,322	8
Australian Government ²	224,385	229,707	5,190	2
Total	291,635	302,147	10,512	4
Student Numbers ⁴	27,391	27,391	0	0

	\$	\$	\$	Percent
<i>ACT Government Per Student Funding⁴</i>	2,455	2,645	190	8
<i>Australian Government Per Student Funding</i>	8,192	8,386	194	2
<i>TOTAL Per Student Funding</i>	10,647	11,031	384	4

Notes:

1. Includes ACT Government funding for administrative functions relating to non-government schools (Controlled Recurrent Payment funding for Output Class 2, excluding commonwealth grants for the Chaplaincy program NP).
2. Includes Australian Government grants provided to non-government schools through Controlled Recurrent Payments (for the Chaplaincy Program NP). The transition funding announced in the 2018-19 Commonwealth Budget estimates for 'Quality Schools' have not been included in the 2018-19 ACT Government Budget as the amount of the additional \$57.9m anticipated in 2018-19 has not been quantified.
3. Excludes preschool students as they are not funded by government. Non-government student enrolments are taken from the Commonwealth's August 2017 Census.

MARCH SITTINGS

	Title	Responsibility
	HOT TOPICS/NEW	
1.	Theodore Primary School Student Violence	EGM SI
2.	National School Chaplaincy Program	SE
3.	Early Childhood Strategy Community Consultation	ECP&R
4.	School Administration System Project	DSST
	STUDENT PERFORMANCE	
5.	Future of Education plus attachment	SP
6.	Aboriginal and Torres Strait Islander Scholarship Programs	L&T
7.	Aboriginal and Torres Strait Islander Education Programs	L&T
8.	Closing the Gap in Education - Year 12 Attainment	A&E
9.	Closing the Gap in Education - Literacy and Numeracy	A&E
10.	Closing the Gap in Education - Attendance	L&T
11.	Koori Preschool Program	L&T
12.	NAPLAN (National Assessment Program Literacy and Numeracy) Results and Participation	A&E
13.	NAPLAN Online	A&E
14.	Performance of the ACT education system	A&E
	STUDENT SUPPORT	
15.	Gifted and Talented Education	L&T
16.	Healthcare Access at School (HAAS)	SE
17.	Implementation of NDIS and Early Intervention	SE
18.	International students – Fee exemptions	IE
19.	International students – Full fee paying	IE
20.	Science, Technology, Engineering and Maths (STEM) Initiatives	L&T
21.	ANU Music for Colleges	L&T
22.	University of Canberra Affiliated Schools Program	L&T
23.	Bullying & Cyberbullying	SE
24.	Safe and Inclusive Schools	SE
25.	Schools for All Implementation plus Attachment	SE
26.	Support for Students with Disabilities	SE
27.	Withdrawal Spaces to Support Students with Challenging Behaviours	SE
28.	Suspensions in ACT public schools	SE
29.	Mental Health and School Psychologists	SE
30.	Respectful Relationships Education	SE
31.	Literacy Instruction & Dyslexia	L&T
	IT IN SCHOOLS	
32.	Bring Your Own Device (BYOD)	DSST
33.	Learn Anywhere - Students use of ICT in Schools	DSST
34.	Technology Enabled Learning – Devices for Secondary Students	DSST
	CAPACITIES & ENROLMENT GROWTH, PRIORITY ENROLMENT AREAS	
35.	School planning/capacity	E&P
36.	Land Release for Non-Government Schools	E&P
37.	Enrolment Policy Management	E&P
	INFRASTRUCTURE AND CAPITAL WORKS	
38.	Budget 2018-19 Schools Capital Works	ICW
39.	Car Parks and Traffic Safety Program	ICW

40.	Condition of ACT Public Schools	ICW
41.	Heating and Cooling in ACT Public Schools	ICW
42.	Asbestos in schools November 2018	ICW
43.	Asbestos at Harrison School November 2018	ICW
44.	Cleaning Contractors in Schools	SF
IMPROVING EARLY CHILDHOOD		
45.	Children's Education and Care Assurance (CECA) Investigations	ECP&R
46.	Education and Care Places: Affordability and Availability	ECP&R
47.	Growth in qualified early childhood education and care work force	ECP&R
48.	Universal Access to Early Childhood Education	ECP&R
49.	Early Childhood Strategy	ECP&R
50.	<i>Lifting our Game</i> report	ECP&R
51.	Federal Budget 2018 for Early Childhood	ECP&R
52.	Working towards early childhood education for every three year old child	ECP&R
TEACHERS		
53.	Occupational Violence (Enforceable Undertaking)	SE
54.	Health and Safety Requirements	P&P
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57.	Workplace Injury Numbers 2014-2018	P&P
FUNDING		
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QON COSTINGS		
60.	Chief Minister's Brief – Question on Notice Costings	Chief Minister

Portfolio: Education and Early Childhood Development

ISSUE: STUDENT VIOLENCE AT THEODORE PRIMARY SCHOOL

Talking points:

- The safety of students is of paramount importance and a top priority for the ACT Government and the Education Directorate.
- Canberra public schools are inclusive schools that strive to provide safe, respectful and supportive learning environments.
- The school is well-resourced to meet the needs of all students.
- The Directorate is working with the school to implement specialist supports for the school.
- An occupational therapist has conducted an assessment of the playground activity to focus on strengthening positive student behaviour.
- Immediate changes have been made to playground supervision, including a separation area.
- Structured activities for students during break times have also been implemented.
- Positive Behaviour for Learning (PBL) is continuing to be implemented in the school.
- The Directorate has established a families and carers hotline to raise any concerns directly with the ACT Education Directorate.

Key Information

- In 2018, your office received four complaints related to student management at Theodore Primary School.
- Your office referred the complaints to the Education Directorate for response and action on each occasion.
- On 28 February 2018, you received a complaint from a constituent of Gai Brodtmann MP regarding bullying. Your office referred this matter to the Directorate on the same day. Your office received a response from the Directorate on 5 April 2018 and you responded to the constituent on 5 April 2018.
- On 9 July 2018, you received a complaint from a parent via the online complaints form. Your office referred this matter to the Directorate on 11 July 2018. Your office

Cleared as complete and accurate: 14/03/2018

Cleared by: Executive Group Manager

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Lead Directorate: Education

received a response from the Directorate on 21 August 2018 and responded to the parent on 22 August 2018. The family has moved to a new school in NSW.

- On 8 November 2018, you received a complaint from a parent on behalf of “Concerned parents of Theodore Primary”. Your office referred this matter to the Directorate on 9 November 2018. Further information was received from the parent and at all times your office referred the information to the Directorate for action/response in a timely manner. You received a response from the Directorate on 8 February 2019.
- On 23 November 2018, you received a complaint from two parents. Your office referred this matter to the Directorate for response on 2 December 2018. Your office received a response from the Directorate on 8 February 2019.

Background Information

- The current Principal of Theodore Primary School is Kerri Clark, appointed in August 2017.
- Previous principals were Tracey Stewart (Term 3, 2017), Denis Dickinson (Term 2, 2017) and Matthew Holdway (2012-2016).
- There are 399 students enrolled at Theodore Primary School.
- Theodore Primary School commenced the implementation of the Positive Behaviours for Learning (PBL) framework in 2018. This is a five-year tiered implementation.
- There are policies, procedures and systems in place to assist schools to appropriately address bullying, harassment and violence and to respond to complex and challenging behaviours in students.

Portfolio/s: Education and Early Childhood Development

ISSUE: ACT Public Schools withdrawing from the National School Chaplaincy Program.

Talking points:

- Education in ACT government schools is required to be non-sectarian, secular education.
- This is not only consistent with the *Education Act 2004* (ACT) but also with prevailing expectations of our community.
- I consider it vital that the ACT Government uphold its obligation to secular government schools as required by the Act.
- The incorporation of faith-based chaplains in our public schools is not aligned with the Act.
- The provision of personal and emotional support for students and the broader school community is an important function of school wellbeing teams.
- Fulfilling these functions does not require religious association or endorsement, which is a requirement of the National School Chaplaincy Program.
- ACT Government has made significant investment in student wellbeing through increasing the number of school psychologists and expanding the availability of wellbeing workers in disciplines such as social and youth work.
- As a result, ACT government schools are well equipped to offer a range of supports for student and school community wellbeing.
- The Education Directorate is working to ensure that chaplains currently employed under the program have the option of direct government employment on a secular basis.
- These workers will continue to provide support to the school community but without the obligation of religious affiliation or endorsement.

Key Information

- The National School Chaplaincy Program is an Australian Government Initiative designed to assist school communities through funding to employ a chaplain to support the spiritual, social, and emotional wellbeing of their students.
- There are 42 ACT schools participating in the current Programme, comprising of 22 Public, 11 Catholic and 9 Independent schools.
- There are currently 18 chaplains working in public schools. Scripture Union emp

Background Information

- On 8 May as part of the 2018-2019 Budget, the Australian Government announced the continued funding of the NSCP from 2019-2022 at a total financial commitment of \$247 million.
- Since 2014, when States and Territories were invited to deliver the NSCP, the ACT government has advocated to the Australian Government for the inclusion of secular welfare workers in line with ACT's *Education Act 2004*.
- In December 2019 Minister Berry signed the partnership agreement with the Commonwealth.
- The ACT Government is responsible for administering both the Programme and funds under the under a four-year Project Agreement with the Australian Government.
- Funds are allocated through an application process convened by a Cross Sector Panel chaired by the Education Directorate (EDU) and comprised of representatives from the Catholic Education Office and the ACT Association of Independent Schools.
- In 2019 the Commonwealth Government agreed to roll over schools already participating in the 2015-2018 Program.
- In ACT Public Schools, chaplains are employed through a chaplaincy provider under a service agreement.
- Chaplaincy providers include: Scripture Union QLD (trading as Chaplaincy ACT), the Canberra Christian Community and Young Life.
- NSCP funding allows for approximately 10 hours per week of chaplaincy provision per school, Chaplaincy ACT reported they fund their chaplains 12 hours per week.
- Chaplaincy ACT makes up the additional 2 hours not covered by the NSCP through donations the organisation receives from the community.

Portfolios: Education and Early Childhood Development

ISSUE: EARLY CHILDHOOD STRATEGY COMMUNITY CONSULTATION

Talking points:

- To guide the development of the Early Childhood Strategy we are holding qualitative consultations with children, families, the early childhood education and care workforce and the sector, including people who may:
 - be Aboriginal and Torres Strait Islander
 - be culturally and linguistically diverse / children and families with English as an additional language or dialect
 - be from refugee background
 - have had exposure to mental health issues
 - have had exposure to domestic or family violence
 - have had exposure to neglect
 - have had exposure to the criminal justice system.
- The consultation process draws off and builds from previous conversations conducted recently in the ACT to reflect what the community has already said about early childhood.
- We are also leveraging off the partnerships already built with the ACT Early Childhood Advisory Council.
- The consultation process is being run in three phases. Phase One commenced in mid November 2018 and Phase Three will be completed in early April 2019.
- The consultation process has captured stakeholder views on the key elements of the Strategy including on the ACT Government's goal of universal access to early childhood education and care for three year old children.
- To date the consultation process has seen discussions with 88 children across five sessions, 96 families across 13 sessions, 94 members of the workforce across 17 sessions and 85 representatives from 21 peak bodies/associations/committees.

Key Information

- The Early Childhood Strategy aims to enable every child to participate in quality early childhood education and care.
- The four key themes of the Early Childhood Strategy are guiding the consultation process:
 - Increasing access, equity and affordability
 - Enhancing the workforce and their qualifications
 - Seamless transitions to school
 - Maximising benefits to children
- The Write Path was engaged to deliver scribing support for the consultation process. It delivered an interim report covering Phase One of the consultation in December 2018 with the final report covering all three phases to be delivered in mid April 2019.

Background Information

The purpose of the consultation process is to capture stakeholder views on early childhood education and care (ECEC) in the ACT and to guide the development of the Early Childhood Strategy, including the goal to phase in the provision of early childhood education for three year old children.

Based on the key elements and overarching goals of the Early Childhood Strategy, as identified by the Early Childhood Advisory Council, the consultation has a particular focus on obtaining qualitative data from key stakeholder groups, and identifying specific interests and needs within the community. This information is being used to inform the development of the Early Childhood Strategy and to ensure that it best meets the needs of the ACT community.

The qualitative data gathered through this consultation process is being used in conjunction with the extensive and consistent evidence base on the importance of ECEC, information gathered from previous ACT Government consultations, guidance to date from the Early Childhood Council, and information gathered through the modelling process to inform the development of the Strategy.

Portfolio/s: Education and Early Childhood Development

ISSUE: SCHOOL ADMINISTRATION SYSTEM PROJECT

Talking points:

- The ACT boasts a world class ICT fibre network and modern teaching and learning environment, including Google Apps for Education
- The new School Administration System (SAS) is a major business application for the Directorate and is essential to the business continuity of all ACT Public Schools.
- In 2014 the Directorate commissioned a capability analysis based on the current and future business needs of the Directorate. Following a Request for Expression of Interest (REOI) and a selected Tender process, the Directorate signed a Contract with SMS Consulting Group (SMS) Pty Ltd on 8 September 2016.
- The contract defined a staged delivery of functionality over a three-year period until July 2019, followed by a managed services component to manage the implementation for a further three years.
- So far, SAS has been implemented in three waves (F1 released January 2018; F2.1 released April 2018; and F2.2 released October 2018)
- The remaining functionality (F3) is on track to be implemented by 2020. The introduction of new modules to schools will be implemented in stages, based on school readiness.

Key Information

- F1, F2.1 and F2.2 included the following modules:
 - Wellbeing
 - Incident Management (positive, negative, and medical)
 - Attendance
 - Timetabling
 - Analysis
 - Continuum Tracker
 - Curriculum Reference
 - Academic Reporting (2019 rollout schedule, based on school readiness)
 - Markbook (2019 rollout in partnership with Academic Reporting)

Cleared as complete and accurate: 12/03/2019

Cleared by: Executive Group Manager

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Lead Directorate:

Education

- The remaining functionality is on track to be implemented by July 2019. In January 2019, the project consortia (ASG and Sentral) and ESO commenced activities to develop functionality and release architecture options for the F3 release.
- The current activities will focus on assessing the alignment of available product functionality with business processes and policy, and validating the delivery and architecture of the design.

Background Information

- In 2014 the Directorate commissioned a capability analysis based on the current and future business needs of the Directorate. This analysis found that the current student administration system (MAZE) provides only 50% of the necessary capabilities to meet the future administration requirements for schools.
- The Education Directorate produced an open Request for Expression of Interest (REOI) in November 2014 which resulted in 17 industry responses. The REOI examination led to a limited Request for Tender (RFT) with responses from 6 tenderers being assessed before the Directorate completed the Contract with SMS Consulting Group (SMS) Pty Ltd on 8 September 2016.
- SMS leads a consortium of three software vendors:
 - Sentral (main student management system)
 - Timetabling Solutions (Timetabling for High schools and Colleges)
 - Xero (Finance system)
- In FY2016/17 the project was allocated a \$10m budget over three years.
- On 26 September 2017 SMS and ASG Group merged, with ASG taking over the contract.
- Roll out of SAS functionality to Jervis Bay school was initially restricted by their network bandwidth which has now been improved. The introduction of SAS functionality to the school is currently being planned in conjunction with the school Principal and SSICT Networks staff.

Portfolio/s: Education and Early Childhood Development**ISSUE: FUTURE OF EDUCATION****Talking points:**

- Every parent wants the very best for their child, both during childhood and into their future lives. But even in wealthy communities like the ACT children start life in vastly different places, with different backgrounds and circumstances affecting their chances at a good life.
- A big conversation has been held with over 5000 community members and the product of this conversation is the Future of Education Strategy.
- The strategy lays out a roadmap for work over the coming ten years.
- It is aimed at the whole system and all schools, government and non-government, systemic and independent.
- Government, alongside it, will be developing an Early Childhood Strategy which will make sure every child is set up for success.

Key Information:

1. Students at the centre: including a culture of high expectations, family engagement, curriculum based on a necessary life skills such as critical thinking, collaboration, and creativity and values such as well-being, resilience, empathy and citizenship.

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

- The ACT Government is committed to ensuring our public schools are environments that welcome and accept *all* children and young people, having invested significantly in school upgrades (Environmentally Sustainable Schools); creating schools for our growing city, particularly in Gungahlin; as well as a new P – 6 school in Molonglo.
- Furthermore, the ACT Government understands that wellbeing underpins learning, having provided an additional 20 new psychologists for public schools. The first five additional school psychologists will be recruited for the 2018 school year and were funded in the 2017/18 budget. An additional five psychologists will be employed each year for the next three years.
- The ACT Government will continue to implement effective, rigorous inquiry and project-based learning models, with an increasing focus on development of the general capabilities in the current curriculum.
- We will continue to work on measurement and evaluation of student learning growth. We will aim for each student to achieve a minimum of a year's growth for a year's learning, having regard to their starting point.

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Cleared by: Executive Branch Manager

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Lead Directorate:

Education

2. Empowered learning professionals: including collaboration across and within the system, recruitment and retention and support strategies.

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

- The ACT Government understands it is vital that the right people enter the teaching profession. Equally, significant investment in professional learning and mentoring and coaching, and the sharing of effective practice will continue and expand.
- The implementation of the election commitment to ensure new teachers have the mentoring they need to success in their careers is an important tangible action under this strategy. The Directorate will develop and deliver a comprehensive mentoring training program in partnership with a leading University provided, in order to enhance the impact of those school leaders tasked with mentoring beginning teachers in their first three years.
- A further partnership with the University of Canberra is resulting in the pilot and implementation of a strengthened Affiliate Schools model will focus on intensive teacher development through MTeach program and ongoing Action Research. It is anticipated that as this program gains traction it will be an incentive for excellent teachers to apply for roles in both Belconnen and Tuggeranong networks.
- Our election commitment to Great Teaching will provides enhances the ability of our school leaders to deliver school improvement and ensure a focus on quality teaching in every classroom.
- The Directorate is taking a more structured approach to strengthening instructional leadership and making sure the right people progress into school leadership roles, at the same time ensuring wellbeing support for school leaders.
- The government will also bring a new focus on making sure that teachers and school leaders have the knowledge, skills and confidence to work as part of a team in a full service community school.
- Finally, there is an opportunity for an expanded role for the ACT Teacher Quality Institute (as a clearing house for excellent practice).

3. Strong communities for learning: - building stronger bonds with and across all sectors to effectively collaborate and provide holistic supports for learners.

This foundation reflects strong feedback from the ACT community regarding 'Schools as a Hub' projects, integrating multi-agency outreach services on site.

- The ACT Government has begun to explore effective community school models. Arising as an initiative from the strategy, the government will look to bring community school approaches to the ACT education system.
- Additionally, the government recognises the effective business, industry and union partnerships that help students to access important learning opportunities and develop capabilities that they will need for adult life.
- This will be a continuing priority through initiatives such as the Future Skills Academies announced in the 2018 budget. The Academies, to be provided at University of Canberra's Senior Secondary College at Lake Ginninderra, as well as Caroline Chisholm

Cleared as complete and accurate: 13/03/2019

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Education

School, will encourage girls to take a greater interest in science, engineering and technical subjects. The hubs provide a portal for engaging with industry professionals and organisations and encourage all students to undertake STEM subjects.

- The strategy is clear in its reference to parents and families as a child's first teacher. In 2016, ACT Govt committed to employ a dedicated parent engagement officer within the Education Directorate who worked with schools and parent groups to promote parental engagement across the ACT.
- The Govt also committed \$1.6 million over four years to fund grants to schools and parent groups for activities and programs designed to enhance parental engagement at schools and support strong parent communities.
- The Directorate will employ a dedicated parental engagement officer and deliver a grants program to enhance parental engagement in children's learning and support strong family-school partnerships. This program will commence at the start of the 2018-19 financial year.

4. Systems supporting learning: - a systemic focus on equity and quality; including ensuring schools are networked, offer smooth transitions within and across schools, have good access to data and evaluation and good welfare supports.

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

- Things like legislation, resources, structures, culture, public accountability and reporting, teaching tools, data and IT, are all 'systems' that support learning. With the government's increasing focus on equity and allowing every child the opportunity to achieve excellent outcomes, regardless of their background and circumstance, comes a need to align the systems supporting learning with this pursuit.
- The ACT Government is strengthening learning and belonging for *all* children and young people through the full implementation of a student need based funding model, responding to 'Gonski' needs based funding principles.
- Further initiatives arising from the strategy include work towards the government's Early Childhood Strategy, which will emphasise helping each child gain a strong start through quality and accessible early childhood education.
- The government will also look at key statutory frameworks such as the Education Act 2004 and the ACT Teacher Quality Institute Act 2010 to make sure that they are harmonious with the strategic direction that the government is laying out.

Question	Key Points	Answer
What difference will this strategy make?		<ul style="list-style-type: none"> • The strategy outlines the vision for education in the ACT for the next decade. Realising the vision of the strategy will be a journey, which will be taken in phases, over the next ten years. • More specifically, the implementation of actions under the strategy will be implemented in three phases. • Initial actions have been developed for the strategy under each of the four foundations, however, as implementation progresses additional more detailed actions will be developed for Phases 2 and 3. • Change will be staged, with some initiatives requiring extensive planning and pilot programs in individual schools to assess impact, prior to wider implementation.
Why do you say 'equity' when we should be focussing on 'quality'?	<p><i>Raised Elizabeth Lee 16 August 2018</i></p>	<ul style="list-style-type: none"> • The ACT Govt understands high performing systems focus on quality. They develop rigorous curriculum, understand their impact, make resource allocation more effective and efficient, empower school leaders, attend to teacher quality, and they prioritise improvement – all for the benefit of the children and young people in their care. • The ACT Govt believes we must make explicit our focus on equity. Systems that prioritise ensuring all students can succeed, regardless of their family background or circumstances, have more students gaining the skills and knowledge they need to make the most of what the world has on offer. • From early childhood, through to junior and senior school, a focus on equity provides a strong basis for

		education systems to make a difference for students.
<p>What role will NAPLAN play in measuring one year's learning for a year's attendance?</p>		<ul style="list-style-type: none"> • NAPLAN is only one piece of the puzzle when it comes to tracking our students' ability in literacy and numeracy. Schools use lots of methods to assess and support students. We do this to make sure that we track and record meaningful data for all children. • With this in mind, we are shifting our focus from achievement to progress. We want to see that we are making progress year on year. Because we come from a high base, we are more interested in the progress we are making as we are already maintaining high levels of achievement.
<p>What is meant by 'transitions processes and learning pathways' within the strategy?</p>		<ul style="list-style-type: none"> • The community told us we need to look at how students can transition smoothly across stages of schooling (into early childhood, then to primary school, high school, and from college to work, training or university). • All of the feedback groups (schools, young people, community, parents and individuals) stated that there could be more focus on, and support for, transitions. • Feedback also noted that transitions can be more difficult for students who are developmentally vulnerable, experiencing disadvantage or who are already struggling to engage with school. • Many contributors note the role that community agencies can play in providing that continuity • The ultimate realisation of the strategy will be that students

		<p>experience one learning pathway, that takes place across multiple sites, with that pathway adjusted to respond to student interests and needs. Transitions, as the community have described their current experience of crossing from one learning environment to another, would be more successfully integrated into the student’s learning pathway.</p>
<p>How will the work of the Teacher Quality Institute change under this strategy?</p>		<ul style="list-style-type: none"> • The ACT Teacher Quality Institute has been a national leader in building and supporting an expert teaching profession. • The Institute has played an important role in identifying excellent practice, resulting in teachers who are certified against rigorous National standards working in ACT schools. • The government will strengthen the TQI’s cross-sectoral role in sharing excellent practice and contemporary research evidence even further by exploring the concept of teaching clearinghouse that captures and shares excellent practice across all jurisdictions.
<p>What is the role of parent engagement under this strategy?</p>		<ul style="list-style-type: none"> • The strategy is clear in its reference to parents and families as a child’s first teacher. • In 2016, ACT Govt committed to employ a dedicated parent engagement officer within the Education Directorate who worked with schools and parent groups to promote parental engagement across the ACT. • The Govt also committed \$1.6 million over four years to fund grants to schools and parent groups for activities and programs designed to enhance parental engagement at

		<p>schools and support strong parent communities.</p> <ul style="list-style-type: none"> • The Directorate will employ a dedicated parental engagement officer and deliver a grants program to enhance parental engagement in children’s learning and support strong family-school partnerships. This program will commence at the start of the 2018-19 financial year.
<p>What is the role of parent choice under this strategy?</p>		<ul style="list-style-type: none"> • The ACT Government is committed to offering a high quality education to each student. • Priority enrolment areas are how the Director General ensures that the obligation in the <i>Education Act 2004</i> to give ‘priority to the enrolment of children in the government school in their neighbourhood’ is met. • Students who reside in that area have priority for enrolment at that school. • Schools must maintain available capacity to accommodate current and future students from within their priority enrolment area before they accept out-of-area students
<p>What is the role of home education? Will home education be reviewed under this strategy?</p>		<ul style="list-style-type: none"> • The Directorate provides school education services to children and young people both directly through public schools and indirectly through regulation of non-government schools and home education. • Its vision under the Future of Education strategy is that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives. • The Future of Education strategy will ensure that young people engaged in home schooling will be doing so in line with the principles within the strategy and that the home education program was resulting in individual and social

Future of Education – Q&A

		wellbeing as well as clearly evidenced learning growth.
Did the non-Government sector have input into the strategy?		<ul style="list-style-type: none"> • The non-Government sector have been valued partners in this conversation with membership on the Partnership Table, that met three times during the strategy's development. • Colleagues from the Non-Govt sector also participated in the more targeted second round of consultation in March 2018 called "Immersion"
What impact will the community see in the short term?	The community will see....	<ul style="list-style-type: none"> • In the short term, school communities will see more opportunity to contribute to a conversation about the learning in their school and how community services in schools can provide support to students and families. • School communities will see schools exploring how resources can be used better to support disadvantaged families; and the provision of a range of coordinated supports for children and young people and their families. • They will see school staff valuing collaboration and strengthening partnerships, with community services and parents to provision of a range of coordinated supports for children and young people • They will also begin to see students provided with more support through transitions.
What is my child going to see?	Students will see...	<ul style="list-style-type: none"> • Students will notice they have an increased say in their learning and learning environments. • Wellbeing will be a focus, where students are known and welcomed during transitions.

Future of Education – Q&A

		<ul style="list-style-type: none"> • Students will develop the knowledge and skills to operate in the changing world; and they can pursue their learning passions through connected and personalised learning, which will take into account their learning needs.
Is this strategy just about what the community wants?	Thorough research and analysis behind the scenes.	<ul style="list-style-type: none"> • The feedback has been guided by the community's input, however the actions in the strategy are firmly grounded in research. • The Project Team undertook a significant review of literature prior to developing the strategy and actions. • A summary of relevant research considered has been published alongside the strategy.
Isn't it the job of government to make policy, rather than the community?	Really positive feedback through entire process.	<ul style="list-style-type: none"> • Through the consultation we heard from over 5.000 individuals. There were many voices heard during this processes through many different channels and we looked at everything you told us. • Many themes emerged through the feedback and you will see the stronger themes reflected in the strategy. While not every piece of feedback will be seen directly through the strategy, some specific feedback was passed on to schools or teams responsible for that area of work.
What's the impact upon our already overburdened teachers and school leaders of this new strategy?	Teachers and school leaders will see...	<ul style="list-style-type: none"> • Teachers and school leaders will see a shift from administrative based tasks, towards more time being given to develop quality teaching. • They will have the opportunity to push the traditional confines of schooling to explore where, when and how learning can occur, what is learnt and who provides the learning experience. • There will also opportunities to learn about different approaches to

Future of Education – Q&A

		<p>personalised learning support for every child</p> <ul style="list-style-type: none"> • There will be an increased focus professional development and improved training, practicum, recruitment and induction processes for teachers.
Is there bi-partisan support for this strategy?	More than happy to work with the Opposition to realise the goals of the strategy.	<ul style="list-style-type: none"> • The strategy has been developed using feedback from the whole ACT community and as a result reflects what our community wants for education in the future. • The ACT Government would welcome the support of the Opposition in realising the strategy's goal of ensuring every child receives a great education and the life chances that flow from it.
How will this strategy engage with industry?	<p>Students moving into jobs for the future.</p> <p>Engaging with the ACT economy through developing the future workforce.</p>	<ul style="list-style-type: none"> • Students will develop the knowledge and skills to operate in the changing world. • The Affiliated Schools Program will create stronger links between schools and the University of Canberra to support teacher training and education. • Brief and work with the Canberra Business Chamber???
How does this strategy apply to non-Government schools?		<ul style="list-style-type: none"> • The strategy is intended for all education in the ACT. • The Director of Catholic Education and the Executive Director of the Association of Independent Schools have been members of the Partnership Table throughout the duration of the project, and involved in the consultation. • Because actions within the Future of Education strategy so closely support national reforms, we have a strong mandate to work closely as a

		jurisdiction to ensure the best education for all young people.
Does this strategy address problems in schools such as bullying?		<ul style="list-style-type: none"> • The four operating principles (learner agency, equity, access and inclusion) that underpin the strategy create an environment for students that embraces diversity in all its forms. • All learners and their families feel welcome and valued for who they are and what they can contribute. • Inclusive learning cultures ensure our schools reflect the global and connected world young people are living in. • The actions under the strategy also has a strong focus on wellbeing, in which it is seen as an essential element of the learning environment.
How does this work respond to X (previous reviews/reports)?		<ul style="list-style-type: none"> • During the consultation phase of the project, analysis of previous reviews and reports was undertaken, alongside submissions from key stakeholders, to those reviews and reports. • Outstanding elements from previous reform projects have been incorporated into the Future of Education strategy, as the overarching strategy for education in the ACT over the next ten years.

<p>How does this strategy relate to the recently released report by Gonski?</p>	<p>Analysis shows our community feedback agrees with 22 of 23 recommendations in Gonski</p>	<ul style="list-style-type: none"> • The recent release of the report “Through Growth to Achievement” by David Gonski, echoes what the ACT community had highlighted through the community conversation. • The report has three priorities, all of which are addressed explicitly in the strategy: <ul style="list-style-type: none"> • <i>Deliver at least one year’s growth in learning for every student every year.</i> This will be achieved through personalised learning and teaching strategies and informed by iterative evaluation of the impact of those strategies. • <i>Equip every child to be a creative, connected and engaged learner in a rapidly changing world.</i> We’ve already heard strong feedback from our community about more focus on skills of the future, and our strategy will highlight these skills including wellbeing, health and social skills. • <i>Cultivate and adaptive, innovative and continuously improving education system.</i> This will be achieved by setting higher expectations for students, educators and schools; helping school systems and schools to innovate and transparently report progress against outcomes; and limiting the burden of non-core activities.
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Future of Education – Q&A

<p>Give me a really clear example of possible action under this strategy.</p>	<p>Continuum of Educational Support – Off Campus Flexible Learning Program</p> <p>Students at the Centre</p> <p>Strong Communities for Learning</p> <p>Systems Supporting Learning</p> <p>Facilitators of Learning</p>	<p><u>Continuum of Educational Support – Off Campus Flexible Learning Program</u></p> <p>On 7 June 2018 the <i>Partnering for Future Focused Learning</i> workshop was held at The Smith Family Building in Woden.</p> <p>The workshop provided an opportunity for key community sector stakeholders to test the conceptual service offering to meet both the learning and wellbeing needs of the young people who will be participating on the Continuum of Educational Support - Off Campus Flexible Learning Program (the program).</p> <p>The workshop provided the opportunity to further examine the importance of cross agency collaboration in delivering the program and to identifying the structural elements required to ensure that productive collaboration is achieved at the individual, family and system levels.</p> <p>Several themes (common within the FoE discussion) were raised at the workshop, these included; formalising collaboration, the importance of community sector representation at all levels of governance, communication to be clear and transparent, collaboration is a commitment from all parties and continuous testing and refinement of the service offer.</p> <p>The Continuum of Educational Support is a practical example of action under the Future of Education strategy.</p>
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Portfolio/s: Education and Early Childhood Development

ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER SCHOLARSHIP PROGRAMS

Talking Points:

- There are currently 15 Aboriginal and Torres Strait Islander Secondary Scholarship holders, including eleven commencing in term 1, 2019.
- Of these, seven are for students interested in teaching, five for students interested in undertaking a trade qualification or other vocational pathway and three for students interested in a career in health.
- In 2018, five Aboriginal and Torres Strait Islander Tertiary Scholarships were awarded, three to students undertaking teaching degrees and two to students completing an approved health degree.
- Applications for the 2019 Tertiary Scholarships opened on 19 November 2018 and closed on February 7 2019.
- This year, five Tertiary Scholarships were awarded, three for health and two for teaching. All recipients attend the University of Canberra.
- A joint awards ceremony for the 2019 Secondary and Tertiary Scholarship recipients will be held on Thursday 28 March 2019.
- As part of the Tertiary Scholarship Program, recipients are required to complete a one-day voluntary placement in an ACT public school.
- Recipients are then able to be recruited for a one day per week casual work in these schools for a term. This can sometimes lead to schools employing recipients on a more regular basis.
- An evaluation and review of both scholarship programs is currently underway.

Key Information:

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

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Education

- The selection process for both the scholarship programs are merit based involving written applications and panel interviews for the tertiary scholarships; and for secondary scholarship applicants, a 30 minute portfolio presentation to a panel addressing seven key competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others in teams; solving problems; using mathematical ideas and techniques; and using technology.

Background Information

- A 2013-2014 ACT Government Budget commitment provided \$25,000 to extend the Secondary Scholarships to include five health scholarships.
- In 2016, the value of the Secondary Scholarships was reduced from \$5,000 to \$4,000 in order to expand the program to include scholarships for students wishing to pursue a Vocational Education and Training pathway.
- Ongoing eligibility for both the tertiary and secondary scholarships is based on satisfactory academic achievement.
- From 2009 to 2019 inclusive, sixty eight senior secondary students have been awarded Secondary Scholarships, 47 for teaching, 15 for health and six for Vocational Education.

From 2009 to 2018 inclusive, 31 tertiary scholarships have been awarded, 26 for students undertaking teaching degrees and five for students studying an approved health degree.

- The maximum number of secondary scholarships current at any one time is 18, enough for approximately 7 to 10 per cent of Aboriginal and Torres Strait Islander students in years 11 and 12. The number offered each year is dependent on the number of scholarships that finished at the end of the previous year.

Portfolio/s: Education and Early Childhood Development**ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION PROGRAMS****Talking Points:**

- The Student Aspirations Program promotes participation in leadership opportunities and supports the retention and attainment of Aboriginal and Torres Strait Islander students, focusing on pathways and transitions.
- On 17 May 2018, forty-seven students from 11 schools attended the inaugural Broaden your Horizons session at the ACT Supreme Court. Students participated in a behind the scenes tour, mini legal career expo and mock trial to raise awareness about the pathways in the legal and justice sector. This event was developed in partnership with the University of Canberra and the ACT Supreme Court.
- After the success of the inaugural Broaden your Horizons event this year, planning is underway for the second instalment next year. The event is planned for 30 May 2019 at the National Museum of Australia (NMA).
- Students will have an opportunity to speak with Aboriginal and Torres Strait Islander NMA staff who will provide information about employment opportunities including photography, administration, public affairs, education, information technology and other areas of employment at the NMA.
- On Thursday 22 November, thirty-seven students from 14 schools attended the annual Student Aspirations Years 5 and 6 Leadership Day at the Australian National Botanic Gardens and CSIRO Discovery Centre. At the Botanic Gardens, the students participated in leadership and team building activities and were given a guided tour by [REDACTED] who shared [REDACTED] knowledge of native plants and their uses, including how to tell the seasons using plants and flowers. At the CSIRO Discovery Centre, students formed small teams and competed in a scavenger hunt. Discovery Centre staff also spoke to students about STEM and scholarship opportunities through CSIRO.
- The Mura Awards initiative recognises student achievement and provides an opportunity for schools to acknowledge the consistent effort of Aboriginal and Torres Strait Islander students and to engage with families and the local community. The small bursaries attached to the Mura Awards

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Lead Directorate:

Education

encourages participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.

- This year's Mura Awards opened on 24 July 2018 and closed on 21 September 2018. Fifty-nine Mura Awards were awarded to students in years 4, 5, 6, 10 and 11 at a cost of \$23,600.
- The Education Directorate currently employs 10 Aboriginal and Torres Strait Islander Education Officers (IEOs) who work across 11 ACT public schools. IEOs support schools to build their Cultural Integrity by:
 - Supporting schools to engage with families and community;
 - Supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum;
 - Providing advice and leadership to schools on celebrating significant events and milestones for Aboriginal and Torres Strait Islander peoples;
 - Supporting schools to grow a culture of high expectations for Aboriginal and Torres Strait Islander students;
 - Facilitating successful student transitions between year levels, between schools and to post school study or work; and
 - Supporting schools to meet its Cultural Integrity accountability responsibilities.
- School-based initiatives include:
 - Book clubs – Established as an informal and fun way for educators to share ideas and resources for incorporating Aboriginal and Torres Strait Islander perspectives in their teaching. The initiative was trialled at two sites in September 2018 and expanded to include a further three sites in term 4, 2018. During this period, more than 50 staff from 12 schools took part in book clubs and a number of staff attended multiple sessions. Discussions focus on texts by Aboriginal and/or Torres Strait Islander authors and illustrators. Participants share a mix of new resources and old favourites and explore how they can be linked to the Australian Curriculum and teaching practice. They also provide a forum for teachers to share the work they are doing. They are proving to be an effective way of mobilising teacher led interest to ensure all students are learning about Aboriginal and Torres Strait Islander cultures and perspectives. Dates have been set to continue book clubs in the inner north and

Belconnen areas as well as at Harrison school. Plans are being pursued to extend the initiative to the Tuggeranong area and the possibility of running a club at an early childhood centre is being investigated. Resources will also be developed for special interest book clubs e.g. ANZAC Day, NAIDOC Week, and Indigenous Languages Year.

- Harrison School has established the Ngunna Munnagali room. This is a meeting place for everyone in the school. It is a space where students, teachers and parents are able to access Aboriginal and Torres Strait Islander history and culture resources. Since being set up, the kindergarten hub has used the space for their inquiry unit and the year 1/2 group has used the space to complete a unit on Aboriginal and Torres Strait Islander art. Parents are accessing the space as a place for catching up with teachers and the Aboriginal and Torres Strait Islander Education Officer.

Yarning Circle at Belconnen High School – As part of a refurbishment, Belconnen High School have installed a Yarning Circle adjacent to their Language and Maths Learning Hub. The Yarning Circle was designed by a year 8 Wiradjuri student.

- Mount Stromlo High School Art Project – In late November 2019, Year 7 and 8 Aboriginal and Torres Strait Islander students at Mount Stromlo High School completed an art project facilitated by a parent. They repainted the large storyboards in the courtyard with their interpretation of Past, Present and Future. They were influenced by their research of past traditions, some which have blended well in the present with modern culture. The last board was influenced by their hopes for a reconciled future where all live alongside each other in harmony and acceptance of diversity.
- Several schools have been engaging with Yurbay to create gardens celebrating Aboriginal cultures and knowledges.

Key Information:

- At the August 2018 ACT School Census there were 1,912 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- From 2018, the Education Directorate is taking a new approach to Aboriginal and Torres Strait Islander Education that is strengths-based with a focus on the cultural integrity of ACT public schools.

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

Portfolio/s: Education and Early Childhood Development**ISSUE: CLOSING THE GAP IN EDUCATION – YEAR 12 ATTAINMENT****Talking Points:****Senior Secondary Certificate**

- In 2018, 66 Aboriginal and Torres Strait Islander students, enrolled in ACT public colleges, achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 6 percent. This an increase from the 2017 rate of 57 percent and the similar to the 2016 rate (73%).
- Of the 66 Aboriginal and Torres Strait Islander students who completed year 12 in 2018, twenty-three received a Tertiary Entrance Statement compared with seventeen in 2017 and twenty in 2016.

Post school destination survey

- The proportion of Aboriginal and Torres Strait Islander young people participating in employment and/or study six months after leaving school has been monitored for the last four years (2014-2017). This proportion has varied between 78 percent and 93 percent for year 12 graduates, and 72 percent and 77 percent for school leavers.
- Whilst the proportion has varied, particularly for year 12 graduates, the differences between years were not statistically significant due to the small number of Aboriginal and Torres Strait Islander young people who completed the survey each year.
- In general, these results were similar to the overall ACT results which have been consistently above 90 percent for year 12 graduates and above 70 percent for school leavers for the last four years.

Key Information:Year 12 Attainment

- In ACT public schools, the real retention rate of Aboriginal and Torres Strait Islander students from year 10 to year 12 was between 60 to 74 percent over the five most recent cycles from 2012 to 2018. This increase is consistent with change in retention of non-Indigenous students where the year 10 to year 12 real retention rate was 81 percent in 2012, increasing to 85 percent in 2018.

- Over the period of five years, the real retention rate gap between Aboriginal and Torres Strait Islander and non-Indigenous students was between 10 -15 percentage points.
- At the February 2018 school census there were 95 Aboriginal and Torres Strait Islander students enrolled in a year 12 program in the ACT public system compared with 116 enrolments in 2017, 109 enrolments in 2016, and 102 enrolments in 2015.

School Leaver Data

- In May each year the Education Directorate conducts a survey of ACT year 12 graduates and school leavers who left school in the preceding year to find out what they are doing in terms of study and employment. The results provide important information that informs planning, development and provision of education and training choices for the young people of the ACT. The report on the 2018 survey will be released at the end of January 2019.
- **Note:** Aboriginal and Torres Strait Islander young people typically make up less than two percent of the year 12 graduate survey population and less than six percent of the school leaver survey population.

Background Information

- One target of the National Indigenous Reform Agreement (NIRA) is halving the gap for Indigenous people aged 20-24 in year 12 or equivalent (Certificate II or higher) attainment rates by 2020.
- In ACT public schools, the real retention rate of Aboriginal and Torres Strait Islander students from year 10 to year 12 was between 60 to 74 percent over the five most recent cycles from 2012 to 2018. This increase is consistent with retention of non-Indigenous students where the year 10 to year 12 real retention rate was 81 percent in 2012, increasing to 85 percent in 2018.
- Over the period of five years, the gap between Indigenous and non-Indigenous real retention rates was between 10 -15 percentage points.
- In May each year the Education Directorate conducts a survey of ACT year 12 graduates and school leavers who left school in the preceding year to find out what they are doing in terms of study and employment. The results provide important information that informs planning, development and provision of education and training choices for the young people of the ACT. The report on the 2018 survey will be released at the end of January 2019.
- **Note:** Aboriginal and Torres Strait Islander young people typically make up less than two percent of the year 12 graduate survey population and less than six percent of the school leaver survey population.
- The report on the 2018 post school destination survey was released on 15 February 2019.

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Proportion of Aboriginal and Torres Strait Islander young people employed and/or studying in the year after leaving school

Year left school	Year 12 Graduates (95% Confidence interval)	School leavers (95% Confidence interval)
2013	93% (95% CI=83-100)	77% (95% CI=51-100)
2014	78% (95% CI=62-93)	73% (95% CI=50-97)
2015	89% (95% CI=79-99)	74% (95% CI=50-99)
2016	92% (95% CI=83-100)	72% (95% CI=46-98)
2017	92% (95% CI=84-100)	81% (95% CI=61-100)

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

- Since Education Council has not yet endorsed the NAPLAN 2018 National Report for release the most recent available data of Aboriginal and Torres Strait Islander performance is from 2017.
- In 2017, 90 Indigenous students were enrolled in Year 9 in ACT public schools and 53 Indigenous students (59 percent) participated in NAPLAN. Of the 53 students who participated in NAPLAN in 2017, only 38 students had also participated in year 7. This illustrates the difficulty in using NAPLAN data to track the progress to a cohort of students.
- The Directorate acknowledges that the reasons behind withdrawals and absences of Aboriginal and Torres Strait Islander students from NAPLAN testing can be personal and historical.
- Withdrawal is generally the highest contributor to non-participation by ACT Aboriginal and Torres Strait Islander students in years 3 and 5 in NAPLAN tests. Rates of withdrawal in 2017 remained consistent with 2016.
- It is important to note that caution should be exercised in the interpretation of NAPLAN data due to the relatively small population of Aboriginal and Torres Strait Islander students.

Key Information:

- In 2017, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students across public and non-government schools achieving at or above the national minimum standard for both reading and numeracy across the years of testing than was the case nationally. This was particularly the case in years 5, 7 and 9 reading, with a difference of higher than 10 percentage points.
- The 2017 results also showed that in the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students in both public and non-government schools were significantly lower than the mean scores for non-Indigenous students across all year levels and all testing domains.

Background Information

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

Portfolio/s: Education and Early Childhood Development

ISSUE: CLOSING THE GAP - Attendance

Talking Points:

- 2018 marked 10 years of the National Indigenous Reform Agreement (Closing the Gap).
- At the end of 2018, four of the seven Closing the Gap targets expired, including *Closing the gap in school attendance by 2018*.
- A refresh of the Closing the Gap targets is in the final drafting stage. Although there is a strong focus on education, there are no draft targets specifically relating to attendance.
- The ACT recognises that there is a link between good attendance and improved retention and attainment and will continue work on improving attendance rates of Aboriginal and Torres Strait Islander students.
- Attendance is intrinsically linked to engagement in school. Staying connected to school is also a positive influence on students' social and emotional wellbeing. ACT schools take a multi-faceted approach to engaging all students. Attendance measures include:
 - Principals developing attendance procedures that are communicated to students, families and staff;
 - An attendance monitoring and SMS messaging service for families;
 - Phone calls and meetings with families to discuss barriers to attendance and explore options to address these; and
 - Referring parents and students to appropriate support services;
- In addition to school-based strategies, the Directorate's multidisciplinary Network Student Engagement Teams supports schools, students and their families to address attendance issues.

Background Information

- At the August 2018 ACT School Census there were 1,912 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- Eighty percent of Aboriginal and Torres Strait Islander students in the ACT attend public schools.

- In 2018, the ACT attendance rate for Aboriginal and Torres Strait Islander students in public schools was 82.0 percent, similar to the national rate (81.9%) and lower than the ACT rates in 2017 (83.8%) and 2016 (85.4%).]
- ACT government school data for 2018 has been derived from a new school administration system which is in the process of implementation and therefore, care should be taken when comparing these data with data from previous years and from other jurisdictions.

Portfolio/s: Education and Early Childhood Development

ISSUE: KOORI PRESCHOOL PROGRAM

Talking Points

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

Key Information

- The Koori Preschool Program provides early childhood education for Aboriginal and Torres Strait Islander children aged from three to five years.
- Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian.
- The Koori Preschool Program operates at the following five school sites:
 - Kingsford Smith School
 - Narrabundah Early Childhood School
 - Ngunnawal Primary School
 - Richardson Primary School
 - Wanniasa School
- Each Koori Preschool operates over two days, delivering nine hours of preschool education per week at Ngunnawal, Richardson, Wanniasa and Kingsford Smith, and 12 hours per week at Narrabundah Early Childhood School.
- The preschool assistant position is an Indigenous identified position, however, not all of the positions are occupied by an Aboriginal and/or Torres Strait Islander person.

- In addition to enrolment in Koori Preschool, Aboriginal and Torres Strait Islander children can concurrently enrol in their local preschool from term three in the year prior to their preschool year. This supports access to 24-27 hours of free preschool education per week in the 18 month period prior to commencing kindergarten.
- The ACT Koori Preschool Network Initiative (Initiative), partially funded through the Australian Government's Indigenous Advancement Strategy, Children and Schooling program. The Initiative provides for the employment of an Early Years Engagement Officer based at Gungahlin Child and Family Centre. An additional Early Years Engagement Officer position is funded by the ACT Government and based at Tuggeranong Child and Family Centre.
- The Early Years Engagement Officer positions are identified positions.
- Since December 2015, the Early Years Engagement Officers have worked closely with Koori Preschools to support participation of Aboriginal and Torres Strait Islander children (birth to five years) in education services, transition to school and family engagement.
- Australian Government funding for the Initiative expired in December 2018.

Background Information

- August 2018 Census enrolment figures show a total of 85 students enrolled in the Koori Preschool Program; with 38 students enrolled in both Koori and mainstream preschool programs.

Portfolio/s: Education and Early Childhood Development

ISSUE: NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY RESULTS AND PARTICIPATION

Talking points:

- Education Council has not yet endorsed the NAPLAN 2018 National Report for release.
- The 2018 NAPLAN Summary Report, released in September 2018, showed that Canberra school students, together with students in Victoria and New South Wales, maintained their overall high performance, with ACT mean scores reported as the highest or equal highest in the nation in 16 of the 20 areas tested.
- The gap between ACT performance and that of other jurisdictions, in a number of areas, has narrowed, showing that other states are ‘catching up’, most notably Queensland and Western Australia.
- NAPLAN is only one piece of the puzzle when it comes to tracking our students’ ability in literacy and numeracy. Schools use lots of methods to assess and support students. We do this to make sure that we track and record meaningful data for all children.
- With this in mind, we are shifting our focus from achievement to progress. We want to see that we are making progress year on year. Because we come from a high base, we are more interested in the progress we are making as we are already maintaining high levels of achievement.

Key Information

- The best analysis available has found that, although students answered different test papers with different questions, comparisons are ‘serviceable’ (ie there was no significant mode effects between NAPLAN 2018 paper and online test results at the student level or at the jurisdiction level results. Comparability at school level is yet to be determined.
- While NAPLAN results are comparable, individual student experiences for any single test may differ due to a range of factors, including the mode of delivery
- Both NAPLAN online and paper test results provide valuable information to teachers and parents on what a student could or could not do during the test. Parents, teachers and schools can rely on this information and be confident it is comparable regardless of test format.

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- Analysis by ACARA identified that the 2018 online tests (Reading, Numeracy and Conventions of Language) were, overall, more difficult than the paper versions. The differences in difficulty were not evident in trialling data, possibly because of different levels of engagement of students knowing it was a trial and or the size of the trial group.
- ACARA and measurement experts engaged in this year's analysis have attributed the increased difficulty of the online tests to several factors, including the introduction of tailored testing with more challenging pathways for higher achieving students and/or the non-representative nature of the group of schools and students that opted in online (within and across jurisdictions).
- The ACT, along with VIC and NSW have maintained the high level of achievement of previous years.
- All ACT mean scores in 2018 were statistically similar to the 2017 results, except year 5 writing, which shows a significant decrease and was also evident in Tasmania. The writing decreases were evident nationally and in almost all jurisdictions across these year levels.
- The mean performance of ACT students in years 3 and 5 reading, language conventions and numeracy have remained relatively stable since 2012 while the performance of students in other jurisdictions has been improving. As a result the gap between the ACT performance and the national performance has been decreasing.
- There has been little variation in ACT years 7 and 9 results in any domain since NAPLAN testing began in 2008. Variations in ACT results have to a large extent mirrored changes in national results.

Background Information

- National Assessment Program – Literacy and Numeracy (NAPLAN) participation includes students who:
 - sat the assessment, or
 - were classified as exempt.
- Non-participation includes students who were:
 - absent (those who were absent from school on test day); or
 - withdrawn (those who were withdrawn from the testing process through formal application by a parent or carer).
- Participation rates nationally, and in the ACT, have been decreasing since NAPLAN was introduced in 2008.
- Participation rates (based on the reading domain) for ACT students in 2018 were similar to the national rates for all year levels:

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	Year 3 %	Year 5 %	Year 7 %	Year 9 %
ACT	94.3	95.8	94.1	89.0
Australia	94.7	94.9	93.8	90.2

- 2018 ACT participation data shows:

Year	Tested %	Exempt %	Absent %	Withdrawn %
3	92.6	1.7	1.5	4.2
5	94.4	1.4	1.3	2.9
7	92.5	1.6	3.1	2.7
9	87.5	1.5	5.2	5.8

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

Portfolio/s: Education and Early Childhood Development

ISSUE: NAPLAN ONLINE

Talking points:

- NAPLAN Online commenced implementation in 2018, with 106 of 116 (91%) ACT public, Catholic and Independent schools that sit NAPLAN, participating in online testing.
- The implementation of NAPLAN Online was a success for ACT schools and sectors, especially when you compare it to the experience of Australians during census night 2016.
- Of the 106 participating online schools, one Independent school returned to paper testing for some of its students due to local network difficulties. The ACT Education Directorate was able to quickly support the school and its students in this approach.
- Ten independent schools sat paper tests in 2018 and it is anticipated that at least 6 of these will transition to online in 2019.
- Education experts have verified that all results from NAPLAN 2018 – whether a child took the test on paper or online – are valid and reliable.
- The 2019 NAPLAN Online test window will run from 14 May to 24 May.

Key Information

- ACT Education Directorate has worked closely with all ACT schools and sectors in preparing to move to NAPLAN Online, with schools and teachers investing valuable effort into ensuring their schools are ready.
- NAPLAN Online offers benefits for students and teachers including better assessment, more precise information, faster turnaround of results and a more engaging experience. In particular, the use of ‘tailored testing’, available through NAPLAN Online, will challenge students with questions more suited to their ability.
- Students doing the paper version of NAPLAN complete a test with the same questions in the same order. As the online version of the test adapts to responses made by students, not every student doing the online version is answering the same questions in the same order. Many of the same questions appear in both online and paper tests and provide the link that enables all results to be placed on the same scale.
- Experts in educational testing have confirmed that both online and paper test results are comparable and will be presented on the same scale.

- A benefit of moving to NAPLAN Online is the faster receipt of more useful information for use in the classroom. The 2018 Student and School Summary Report (SSSR) was the first time that NAPLAN information has been received so quickly at the school and this timeliness will improve even further in the future. Schools received the SSSRs on Thursday 5 July 2018.
- The preliminary information in the SSSR provides valuable feedback on how students and cohorts of students within the school performed. The 2018 SSSR contained the Reading, Numeracy and Conventions of Language results. Writing was not included as all writing scripts were marked outside of the system.
- Printed individual student reports that contain all results were provided to schools from 13 September 2018 for distribution to parents. During the transition years (to 2020), parents and carers will continue to receive Individual Student Results in August/September of each year.

Background Information

- One hundred and six ACT schools transitioned to NAPLAN Online in 2018. This represented 93% of eligible schools.
- Across Australia, states and territories have been working to move to NAPLAN Online by 2020. In the ACT, Canberra public, independent and catholic schools had been working closely together to implement NAPLAN Online.
- The ACT has achieved several important milestones in assessing school and system readiness through participation in a number of trials across ACT schools. The trials provided the opportunity for schools to prepare to go online, and their students to engage with the online assessments, gain familiarity with the online platform, the new test administration processes and practice classroom procedures.

Portfolio/s: Education and Early Childhood Development

ISSUE: PERFORMANCE OF THE ACT EDUCATION SYSTEM

Talking points:

- There was considerable media after the release of an ANU Law School working paper in late August. The paper asserted that ACT government high school students are, on average, 8-12 months behind students in comparable schools nationally in writing and numeracy and that in reading, the students lagged 3-4 months behind.
- Since 2016, the Government and the Directorate have openly acknowledged issues in relation to equity of outcomes and the overall plateauing of NAPLAN results and these issues have been pursued by the media on a number of occasions.
- But let's not create the impression that we have a bad education system. Because we don't. We have a great system that will become better and I am determined that as the world we live in changes, and continues to change, education must change with it to ensure students are prepared for their future.
- ACT schools have regularly been either the top, or amongst the top, academic performers nationally, based on NAPLAN and other testing results.
- Much of this success has been due to socio-economic factors particular to the ACT and, in recent times, the advantage held by the ACT has been eroded by improved results elsewhere.
- Despite our successes, there are a significant number of ACT children for whom poor early life circumstances are most likely to result in lower academic achievement compared to students of similar ability but from a higher socio-economic background.
- The Government is committed to an approach to learning grounded in key principles of equity, fairness and universal access. We have completed the first stage of a system-wide process of consultation and policy development to map out the school education system we want for the future. Equity is at the core of this conversation and I am pleased to say that our community shares this view.

- In 2018, the *Future of Education Strategy* was released, setting the roadmap for continued focus and investment over the next 10 years.
- The Strategy places students at the centre of their learning with a focus on ensuring a high standard of literacy and numeracy because these skills are the gateway to a much broader range of skills and capabilities.
- The Strategy also focuses on empowering school leaders, teachers and support staff to ensure that all students are engaged, challenged and extended by designing classroom activities to meet student's learning needs, levels of readiness, interests, aspirations and motivations.

Key Information

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is the main Australian mechanism of comparing educational outcomes between jurisdictions and between schools. The ACT has performed well in national comparisons, achieving the highest, or equal highest, national ranking in most of the twenty domains since 2008. The relative performance has improved in some other Australian jurisdictions and the ACT is no longer as far in front as in previous years. However, ACT students continue to perform well, particularly in reading, grammar and punctuation and numeracy.
- Results from the 2015 rounds of the *Trends in International Mathematics and Science Study* (TIMSS) and *Programme for International Student Assessment* (PISA) were published recently. Both assessments showed that the ACT as the highest or equal highest performing jurisdiction nationally.
- However, there has been no significant change in ACT year 4 or year 8 TIMSS results since 1995, and ACT performance relative to international results has slipped during this period. The performance of ACT students has declined significantly in all domains over the cycles on PISA.
- Between PISA 2006 and 2015, when scientific literacy was the major domain, ACT performance declined by 22 points, reading literacy declined by 37 points between 2000 and 2015, and performance in mathematical literacy declined by 42 points between 2003 and 2015 (equivalent to almost one-and-a-half years of schooling).
- The Government's focus in education is squarely on teacher quality. We have high expectations of teachers and reward them accordingly. We have great teachers in ACT public schools and our student results show this.
- The Directorate has a deliberate strategy to recruit, develop and retain great teachers in ACT public schools. As part of this strategy, we are ensuring teacher recruits have high quality literacy and numeracy skills.
- We are offering 100 scholarships to train teachers in science, technology, engineering and mathematics.

- Principals implement strategies to improve students' literacy and numeracy performance. These guide teacher practice and school decisions about the allocation of resources to improve outcomes. School strategies focus on supporting improved literacy and numeracy outcomes using individual, small group and whole class approaches. Schools continually monitor student progress and inform future actions.
- ACT schools use NAPLAN data to support decision making and determine strategies at the school level to improve student learning outcomes. However, it is only one tool used by schools to gather information about student performance, and when used in combination with classroom teachers' professional judgement and school based assessment, it can provide a detailed and useful representation of the whole student.
- While not determinative, the impact of a low socio-educational background for a child is demonstrated early in the child's educational experience, and remains with the child throughout their school experience.

Portfolio/s: Education and Early Childhood Development

ISSUE: GIFTED AND TALENTED EDUCATION

Talking points:

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to ACT public schools on current leading evidence-based practice in gifted and talented education.
- All 88 ACT public schools implement the policy. Each ACT public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.

Key Information

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to ACT public schools on contemporary evidence-based practice in gifted and talented education.
- All 88 ACT public schools implement the policy. Each ACT public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.
- Under the policy, principals must provide information on their school website, and appoint a liaison officer to provide a point of contact between the school, gifted and talented students and their families.
- School principals are responsible for ensuring the provision of developmentally appropriate educational strategies for all gifted and talented students enrolled at the school, which may include differentiation within the classroom, part or whole grade acceleration, specific programs within schools and/or carefully considered groupings of students with similar abilities.
- A scheduled review of the policy is complete. The Directorate engaged specialist consultant, Gateways Education to review the current policy and provide recommendations based on contemporary research, leading practice and stakeholder consultation.
- In December 2017, Gateways Education consulted with Directorate and external stakeholders over two days, and also received written feedback.
- Gateways Education's two policy review and recommendations reports were delivered to the Directorate in May 2018.

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

Background Information

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

Portfolio/s: Education and Early Childhood Development

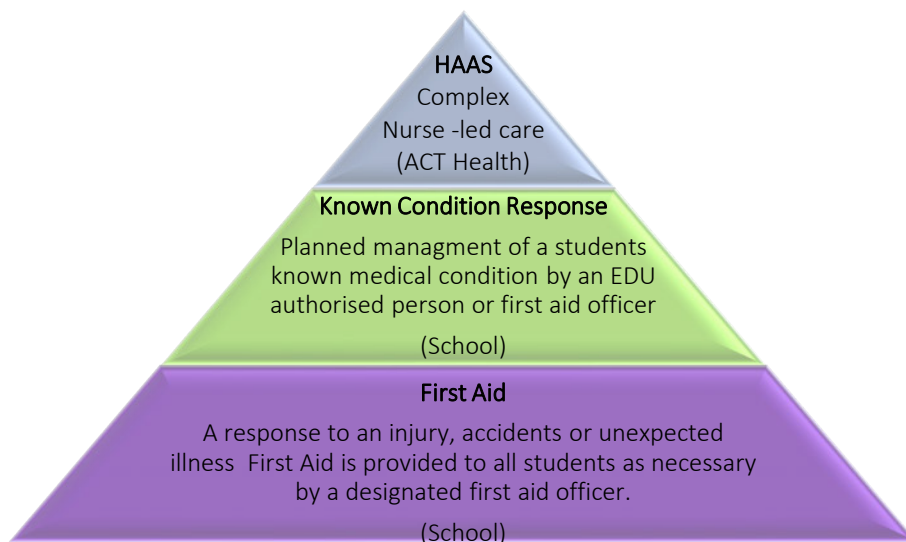
ISSUE: HEALTHCARE ACCESS AT SCHOOL (HAAS)

Talking points:

- The HAAS model is being fully implemented across ACT schools as a means of supporting students with complex healthcare needs, ensuring equitable access for students in mainstream and specialist schools.
- Education continues to work in partnership with Health to deliver the HAAS program and to support schools in meeting the needs of their students.
- As of February 2019, there are 57 students in the HAAS program across 33 schools.

Key Information

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



- The HAAS tier, previously only available as nurse-led care in specialist schools, enables equitable access for students who require health tasks or procedures to be undertaken during the school day or whose health needs cannot be managed safely through an Education *Known Medical Condition Management Plan*.
- There are currently 57 students on the HAAS program across 33 schools. This includes 20 students across the four specialist schools and 37 students in

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Lead Directorate:

Education

mainstream schools. Each student is supported by up to three LSAs who are trained and deemed competent by a Level 2 Registered Nurse. Examples of these tasks include:

- care of tracheostomy
 - fluid, nutrition or medication via gastronomy
 - blood glucose testing and insulin administration
 - oxygen therapy.
- The training provided to HAAS workers is tailored to the needs of the student receiving the care. HAAS workers are also required to undertake CIT training in a 'targeted skill set' of three nationally accredited competencies that can contribute towards a relevant Certificate IV.
 - Education and Health engaged the consultant firm Nous to conduct an evaluation of the HAAS program during Term 3 2018. The evaluation report is being finalised.

Background Information

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

Portfolio/s: Education and Early Childhood Development**ISSUE: IMPLEMENTATION OF THE NATIONAL DISABILITY INSURANCE SCHEME AND EARLY INTERVENTION****Talking points:**

- As the Scheme matures, Education continues to work closely with the NDIA, local areas coordination services, the non-government school sectors and the Child Development Service to support streamlined access and planning processes for young people in our schools.

Key Information

- At the August 2018 census, 2,396 children were accessing Disability Education programs in ACT public schools. The majority of those students with a lifelong and permanent disability have already applied to access the Scheme. Students with disability who have not applied to participate in the NDIS to date may not need funded supports at this time, but may apply to join the Scheme if such needs arise at a later date.
- On 10 December 2018, COAG agreed to extend in-kind arrangements for specialised school transport and personal care in schools for an additional five years (to 31 December 2023). The ACT Government will continue to provide personal care in school and transport to and from school for students who meet Directorate eligibility requirements as in-kind services under the Scheme. These supports need to be included in individual NDIS packages in order for the ACT Government's in-kind contribution to be recognised. Policy work is underway at a national level to determine how these supports will be provided, moving towards full Scheme, as they are considered in scope for NDIS funding.
- As of 12 March 2019, there were 347 students accessing the Special Needs Transport program.
- At the start of Term One 2019, there were 765 students receiving personal care supports at school.

Cross agency collaboration to strengthen implementation

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

Early Intervention

- The Directorate's Support at Preschool team meets regularly with NDIS registered Early Intervention providers and continues to work in partnership with the Child Development Service to strengthen collaborative practice across sectors.

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Lead Directorate: Education

- The Directorate contributes funding for 1.8 early childhood teachers and 3.0 psychologists as part of the multidisciplinary team at the Child Development Service.
- The early childhood teachers coordinate Developing Kids Playgroups run at the Child and Family Centres at West Belconnen, Gungahlin and Tuggeranong, and at Holder. The program caters for children aged from 18 months to preschool with delays in their development and who are not eligible for support services through the National Disability Insurance Scheme (NDIS).
- The two Directorates also collaborate to deliver play based activities for young children who attend the Mums and Bubs group at Winnunga Nimmityjah Aboriginal Health Service. Allied health professionals attend the group to support children and families and ensure early identification of children at risk of developmental delay and provide assessment and referral to the NDIS for young children requiring early intervention support services.

School Leavers Employment Supports (SLES) initiative

- The NDIS School Leaver Employment Supports (SLES) initiative is an individualised approach to supporting employment for Year 12 school leavers with a disability and is administered nationally as part of NDIS planning discussions.
- The NDIA makes a reasonable and necessary decision on suitability of students to receive the School Leaver Employment Supports package valued at up to \$21,000 per year over two years. Supports are tailored to the individual needs of the student and range from packages including work experience in an open employment situation, job site training, travel training and activities that contribute to achieving an employment outcome as well as supporting linkages to ongoing employment support.
- Prior to 2018 this has involved staff in schools such as Transitions and Careers Coordinators and Disability Education Coordinators seeking consent from students and families to undertake a Functional Capacity Assessment to inform the NDIA's decision-making in relation to suitability of SLES. Schools no longer have a role in assessing suitability for SLES.
- The Education Directorate supported the NDIA in scheduling two information sessions for participants, families and schools in August 2018 to discuss the NDIS and employment for ACT school leavers and in particular the recent changes made to SLES and what information needs participants and families need to take to their NDIS planning meeting.
- On 18 November 2018, the Commonwealth Department of Social Security (DSS) has announced the formation of a NDIS Participant Employment Taskforce which will identify barriers for people with disability accessing employment and ways to overcome them. An ACT consultation forum was held in Canberra on 13 February 2019.

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FEE EXEMPTIONS

Talking points:

- When temporary residents apply for a visa, they are required to make a declaration to the Department of Immigration and Border Protection (DIBP) stating they have the financial means to support themselves and any dependants during their stay in Australia. This includes health and education costs.
- Dependants of temporary residents are charged international student tuition fees unless they fall into a fee exempt category.
- Temporary residents and their dependants must reside in the ACT for the length of their visa for their dependants to remain fee-exempt eligible. Temporary residents must also abide by their visa conditions as set by the Department of Home Affairs.
- As at 6 March 2019, the Directorate has processed 77 fee exemptions for the current calendar year.

Key Information

- Section 26 of the *Education Act 2004* (ACT) provides for fees to be charged to residents who hold a temporary visa under section 30(2) of the *Migration Act 1958* (Commonwealth).
- Under the Education Directorate's *Enrolment of the Dependants of Temporary Residents* policy, temporary residents are eligible for fee exemption for their children to attend an ACT public school if they are:
 - Employed or enrolled in identified Commonwealth or ACT Government programs
 - Australian government scholarship holders
 - Commonwealth assisted students or dependants of students whose tuition fees are fully paid by a publicly funded Australian higher education provider and are located in the ACT
 - professional academics visiting Australia to observe or participate in established research projects or employment at the invitation of an Australian tertiary institution or research organisation operating in the ACT

- officers involved in government-to-government exchanges or reciprocities (Foreign Affairs and Defence)
- employed in the ACT in an occupation identified as having a skill shortage (must be listed on the Medium and Long Term Strategic Skills List – MLTSSL)
- refugees, asylum seekers and holders of an humanitarian or protection visa.
- During the last five years, approximately 2,417 dependants of temporary residents were granted fee exemption and were enrolled in ACT public schools. These numbers do not include the dependants of diplomats as they are enrolled directly through schools.

Background Information

- The charging of international student tuition fees for the dependants of temporary residents is a contentious issue that often attracts media attention. The current fee structure is as follows:

International Student Tuition Fees as at the 2019 school year	
Pre School	\$ 4,200 per annum
Primary	\$ 11,100 per annum
High School	\$ 14,500 per annum
College	\$ 16,200 per annum

- The Chief Minister agreed that from 2016, the Directorate will exempt the tuition fees for the dependants of students studying at an ACT university on a 500 (Postgraduate Research Sector) Visa Subclass, by research.

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FULL FEE PAYING

Talking points:

- The International Education Unit (IEU) is responsible for coordinating the marketing of ACT public schools to international parents interested in having their child attend school in Canberra. The IEU aims to capitalise on the uniqueness of the ACT education system to provide quality academic and social experiences for international students.
- As at 6 March 2019, there are 540 full fee paying international students.
- The International Education Unit provides for the welfare and support of overseas fee paying students on a class 500 visa, whose parents are offshore. However, parents continue to have parental authority for their children.
- Currently the Directorate has welfare responsibility for 180 students in the Homestay program, 46 in the Family, Friends and Relatives program and 24 students living independently. 290 students are in the care of Department of Home Affairs approved guardians, such as their parents.

Key Information

- Of the 2019 cohort, 277 are from China, 61 from Vietnam, 40 from South Korea, 18, from India 12 from Hong Kong and 10 from Nepal.
- International students on a 500 visa are protected by the *Education Services for Overseas Students Act 2000* (ESOS Act) and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* (National Code 2018).
- Under the ESOS Act, the welfare accountability for students under the age of 18 is the responsibility of the registered education provider. The Directorate is registered on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS Register).
- The Director, International Education is nominated on the register as the Principal Executive Officer for the Directorate.
- An out of hours hotline is available for students and homestay hosts to use in case of emergencies and IEU staff are available out of hours where required.
- Officers from the IEU also conduct face to face interviews with international student parents in China on an annual basis.

Current Fees for International Students

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

International Student Tuition Fees as at the 2019 school year	
Primary	\$ 11,100 per annum
High School	\$ 14,500 per annum
College	\$ 16,200 per annum

- Short stay visits are \$420 per week and are for a minimum of five weeks and a maximum of 10 weeks.

Background Information

- International fee paying students have been enrolled in ACT Public Schools since 1990. Attracting international students to study in Canberra is beneficial to the ACT economy. In 2017-18, international students contributed approximately \$11 million to the Directorate. In 2016-17 all international education initiatives generated \$786 million for the Territory.
- As an international education provider, the Directorate is committed to providing a high quality experience for international students. International students are provided with information around Australian lifestyle, culture and values to assist with their transition to life in Canberra.
- International students studying in ACT public schools bring great diversity to the wider Canberra community through their involvement in volunteer work, local clubs and community events such as the Multicultural Festival and the Nara Candle Festival.
- The Directorate also works closely with the higher education providers in Canberra to encourage students to explore future pathways in the ACT.

Portfolio/s: Education and Early Childhood Development

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

Talking Points

- The ACT Government has endorsed the *National STEM School Education Strategy 2016-2026* and is currently aligning jurisdiction specific initiatives to the Strategy.
- The 2018-19 ACT Budget allocated \$5.7 million for the Academy of FutureSkills (the Academy), formerly named the Academy of Coding and Cyber Skills (EC LAB094). The Academy is scheduled to commence operations at the University of Canberra Senior Secondary College Lake Ginninderra in 2019, which will serve as a north-side hub. This will complement the Centre for Innovation and Learning at Caroline Chisholm School, which will operate as the Academy's south-side hub.
- The ACT Government recognises that Canberra public school students will increasingly require science, technology, engineering and maths (STEM) skills, including transdisciplinary skills, capabilities and dispositions such as problem solving, creativity and collaboration, as they progress through their schooling to further education, training and employment.
- A range of STEM and futures-focussed learning initiatives are underway in Canberra public schools to provide quality learning opportunities in innovative learning environments. For example, on 11 May 2018 I officially opened the Centre for Innovation and Learning in Tuggeranong.
- To date, Centre staff have worked with over 50 teachers to build capability through outreach, and provide pedagogical support and mentoring while using the facilities to deliver the Australian Curriculum in STEM disciplines. There have been over 14000 student visits throughout 2018. Students attending are from preschool to year 11. The range of learning opportunities at the Centre so far include robotics and coding, and science and engineering challenges, with a strong emphasis on numeracy and other general capabilities. These challenging, integrated projects give students the chance to apply knowledge and skills across all STEM disciplines.

- Canberra public school students can also access a number of high quality STEM related learning opportunities through collaboration with national institutions, tertiary education providers and industry. These include Science Mentors ACT, Questacon's Engineering is Elementary, CREST, CyberTaipan and the ANU School Enrichment program.
- The ACT Government acknowledges the importance of engaging girls and young women in STEM education and further education, training and employment pathways. On this basis 30 STEM Sells scholarships were offered in 2018 to girls attending ACT public schools. STEM Sells is designed to inspire young women in years seven, eight and nine to pursue studies in STEM while developing their leadership and business skills. In addition, funding for the Academy includes \$200,000 in scholarship grants to encourage girls participation in STEM which will be rolled out in 2019.
- The inaugural STEMEd Conference 2019 is a partnership between the ACT Education Directorate, the Association of Independent Schools of the ACT, Catholic Education, Archdiocese of Canberra and Goulburn, and ACT Teachers Associations.
- The conference is being held over two days, Friday 5 April and Saturday 6 April 2019. It will offer an opportunity for teachers and organisations to learn about leading STEM education practices, and engage with a diverse range of STEM experts.

Background

National STEM School Education Strategy 2016-2026

- The Australian Government has identified a focus on STEM as a strategic priority for Australia's economic growth and competitiveness.
- In December 2015, Education Council (EC) endorsed the *National STEM School Education Strategy 2016-2026* (the Strategy). The Strategy is focused on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. It recognises the importance of a focus on STEM in the early years and maintaining this focus throughout schooling.
- Two goals are articulated in the Strategy:
 - to ensure all students finish school with a strong foundational knowledge in STEM and related skills
 - to ensure that students are inspired to take on more challenging STEM subjects.

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Lead Directorate:

Education

- A national collaborative action under the Strategy was the establishment of the STEM Partnerships Forum (the Forum), chaired by the Chief Scientist, to bring together leaders from industry and the education sector (schools, higher education and VET) to facilitate a strategic approach to student engagement and achievement in STEM.
Ms Meg Brighton, Deputy Director-General, represented the ACT on the Forum.
- At the 13 April 2018 EC meeting, ministers welcomed the Forum's Report, noting it will be an input into discussions of national reforms to be included in a new national agreement. Ministers also requested that senior officials provide advice on the Report, including prioritisation of its recommendations.
- Forum priorities align with work the Directorate is currently progressing, in particular the Future of Education initiative; the Academy of Future Skills, the rollout of Chromebook devices to all years 7 to 11 Canberra public school students and teacher scholarships for STEM and languages.

STEM in Canberra public schools

- The Directorate is currently developing an ACT STEM framework aligned with the Strategy, which will provide a framework for future STEM-related initiatives in Canberra public schools.
- To support the delivery of STEM education initiatives in schools, Canberra public schools engage with a range of national science institutions and industry and research organisations to deliver STEM education programs to students, including:
 - the Cyber Taipan competition was launched by the Australian Cyber Security Growth Network Ltd (AustCyber) and Northrop Grumman on 25 June 2018. Year nine and 11 students from eight ACT public high schools and colleges participated in a 2018-19 pilot of this online competition, which builds defensive cyber security skills.
 - the CSIRO STEM Professionals in Schools program, a national volunteer program that facilitates partnerships between schools and industry to bring 'real-world' STEM into the classroom
 - the CSIRO Creativity in Science and Technology (CREST) program, aimed at supporting students in primary and secondary years to carry out open-ended science and technology investigations
 - the Australian National University (ANU) School Enrichment program, designed to provide students in Years 7-11 with flexible opportunities to experience the ANU, and offering a wide range of workshops in subjects including artificial intelligence, earth climate science, genetics, fractal geometry, planetary geochemistry and molecular parasitology
 - Questacon's Ian Potter Foundation Technology Centre, offering teacher professional learning workshops that support STEM education and aim to develop students' lateral thinking and problem solving skills, including the Engineering is Elementary Program

- the STEM Education Research Centre (SERC) at the University of Canberra, to promote participation in the Early Learning STEM Australia (ELSA) pilot, offers a play-based digital learning program for children in preschool to explore STEM
 - STEM extension programs including opportunities for high achieving students to undertake targeted Year 11 subjects while enrolled in Year 10, and tertiary subjects while enrolled in Year 12
 - the Australian Government Department of Human Services Chief Information Officer Group work experience pilot, aimed at students in years 10-12, to assist students in developing ICT skills.
 - the Science Mentors ACT program will provide ACT public school students in years nine to twelve the opportunity to work with science and engineering professionals to design and conduct scientific inquiries, building upon the success of the ACE Science Mentors program run from Melrose High School since 2008.
 - ANU Extension H-level courses which allow year 11-12 students to concurrently complete a first-year level science course at the ANU.
- The Directorate also provides access to teacher professional learning and a number of programs, resources and events to support quality STEM education in Canberra public schools, including:
 - the Computer Science Education Research (CSER) group at the University of Adelaide, to support teachers to engage with professional learning through a Digital Technologies MOOC (massive open online course)
 - the curriculum linked teacher resources provided by the Digital Technologies Hub (developed by Education Services Australia for the Australian Government Department of Education and Training)
 - the curriculum-linked STELR Project teacher resources developed by the Australian Academy of Technological Sciences and Engineering (ATSE)
 - the Principals as Numeracy Leaders (PANL) program designed to enhance school leaders' efficacy in instructional leadership, enhance school leaders' knowledge of essential numeracy content, and assist in the design of whole-school planning for numeracy improvement. PANL was delivered in 2017-2018 to 51 participating schools
 - reSolve: Mathematics by Inquiry; a national program that provides resources and professional learning to assist students to learn mathematics using inquiry. reSolve is managed by the Australian Academy of Science in collaboration with the Association of Mathematics Teachers
 - the Let's Count program aims to build the capacity of early childhood educators to partner with families to support children's early numeracy skills. It provides a strong foundation to 'notice' mathematics in play, building knowledge of parents and educators to accurately describe and extend mathematical development.
 - partnering with the University of Canberra STEM Education Research Centre (SERC@UC) to build preschool educator's capacity to embed STEM practices in their

- early childhood pedagogy aligned with the Early Years Learning Framework (EYLF), particularly in relation to spatial reasoning.
- partnering with teaching associations in the ACT such as the Science Educators' Association (SEAACT), the Information Technologies Association (InTEACT), the Digital Technologies Association (DATTA) and Canberra Maths Association (CMA) to co-deliver the STEMEd Conference on 5-6 April 2019
 - supporting teacher professional associations to host STEM related professional learning at the Centre for Innovation and Learning.
- In February 2018, the \$5.896 million Centre for Innovation and Learning at Caroline Chisholm School was opened. The establishment of the Centre serves as a focal point for the ACT Government's commitment to innovation and its engagement with the national agenda, with high quality programs and pedagogy provided through the Centre increasing the number of Canberra public school students engaging with STEM subjects.
 - The Trends in International Mathematics and Science Study (TIMSS) report, released on 30 November 2016, found that the ACT has 70-85% of students at above the TIMSS proficient standard for Australia. The ACT also has a higher percentage of 'Advanced' and 'High International Benchmark' than the national percentage at this level. TIMSS reports every four years on the achievement of Year 4 and Year 8 students. Australia has participated in all five cycles.
 - The ACT results in National Assessment – Science Literacy (NAP-SL) testing 2015 were similar to those of 2006, 2009 and 2012. ACT results were statistically similar to most other jurisdictions. In 2015, 60.5% of ACT students attained the 'proficient' standard, compared with the national result of 55%. The trends in NAP-SL results were similar to those observed in the Trends in International Mathematics and Science Study (TIMSS). NAP-SL was again conducted in 2018, with 27 ACT schools across all sectors participating in the testing round. This latest round included year ten students for the first time, in addition to year six. Results will be made available at the end of 2019.
 - The ACT's performance relative to other jurisdictions in relation to NAPLAN numeracy mean scores, has declined over the last two years. From 2010 to 2015, the ACT was placed first or equal first in years 3, 5, 7, and 9. In 2016, the ACT's mean score was placed first for Year 9 and second for years 3, 5 and 7. In 2017 mean scores placed the ACT second in years 3, 7 and 9 and third in year 5. You will be updated with the 2018 NAPLAN results once the Education Council has endorsed their national report.

Portfolio/s: Education and Early Childhood Development

ISSUE: ANU - MUSIC FOR COLLEGES

Talking points:

- The Music for Colleges program is part of a three-year funding agreement with the Australian National University (the ANU) and the ACT Government. The funding agreement is known as the Community Outreach Program and was delivered by the School of Music and the School of Art and Design.
- The ANU had been using the artsACT Music for Colleges funding to deliver what the Education Directorate variously call Music H Course, Advanced Music and Music Extension.
- The ANU Music Course was accredited by BSSS as a T course and accredited by ANU as an H course. This means that successful completion of the course counts towards a student's ATAR if the student is in a tertiary stream and counts towards the student's degree if the student goes on to study music at ANU.
- The Community Outreach Program funding agreement expired on 31 December 2016, but was extended to 31 December 2017. Grandfathering provisions are in place for students currently in the program, this will cease at the end of 2019.
- The ACT Government has a strong commitment to the School of Music and recognises its important place in the Canberra arts landscape and its ongoing role in music education.
- This strong commitment is demonstrated through significant funding for a new Community Outreach Program that includes access for Canberra school students to the new Developing Musicians Program (non auditioned for Year 7 to 12 students for music tuition and ensemble performances).
- ACT students continue to access other government funded music programs including through Music For Canberra at the Ainslie Arts Centre, and music engagement activities by the Canberra Symphony Orchestra.

- School students also have access to a number of opportunities to engage with music through either the ACT Government's Instrumental Music Program if offered at their school and all ACT schools provide music as part of their curriculum offerings. There are also a number of community organisations that provide in-school music programs.
- The Deputy Vice-Chancellor (Academic) has oversight of the ANU Extension Program which also has an advisory board. The Board includes representatives from the Education Directorate, the Board of Secondary School Studies, the Association of Independent Schools and the Catholic Education Office. Decisions regarding courses offered through the ANU Extension program are made by the Deputy Vice-Chancellor (Academic).
- The ACT Government continues to contribute funding for other extension H-courses provided via the ANU via Deed of Grant between the ANU and the Education Directorate. There are no provisions within the current Deed of Grant that prescribes which courses ANU is required to offer.
- The Minister for Arts and Government Officials met with ANU Executives on 5 February 2019 in the hope of finding a funding resolution for the Music H Course. No agreement to continue H Music courses has been achieved at this point.
- I have asked Education Directorate to write to ANU to continue discussion to look for a for a positive resolution.

Key Information

- On 24 July 2018, Ms Marnie Hughes-Warrington, Deputy Vice Chancellor (Academic) ANU, formally notified the Education Directorate (ED) that the Advanced Music H course (known as the Music For Colleges program) would not be offered in 2019 for new students.
- The current Deputy Vice Chancellor (Academic) Ms Marnie Hughes-Warrington stepped down from the position on 31 December 2018. Professor Grady Venville is the new A/g Deputy Vice Chancellor until the vacancy is permanently appointed.
- The Government's media release about the new artsACT funding program included that the Music For College's Program for Year 11 and Year 12 students would be transitioned off funding after 2019, and the Music Engagement Program for Year 1 to Year 6 students would no longer be funded.

Background Information

- The Music H Course offered an advanced music program for Year 11 and 12 students run by the ANU School of Music and funded through the Community Outreach Program, which was managed by artsACT.
- Discussions on the new Community Outreach Program between the ACT Government and the ANU School of Music commenced in 2016 and the funding changes were announced in February 2018.
- The Music for Colleges program will continue for 2018 and 2019 to enable Year 11 and 12 students currently enrolled in this program to complete the course at the end of 2019, with no new enrolments.
- H courses are designed and accredited by an Australian higher education provider and successful completion of the course is recognised towards an undergraduate degree with that provider.

Portfolio/s: Education and Early Childhood Development**ISSUE: UNIVERSITY OF CANBERRA AFFILIATED SCHOOLS PROGRAM****Talking points:**

- The recent ACT Government Budget included \$4.5 million over four years for the University of Canberra (UC) Affiliated Schools Program.
- The key aim of the Program is to enhance ACT public school students' learning and schooling outcomes through professional learning for pre-service and in-service teachers, and collaborative research initiatives.
- I had the pleasure of launching the Program with UC in November last year at one of the 25 ACT public schools working in partnership with UC over a five-year period.
- The ACT Education Directorate is providing scholarships to support teachers and leaders to undertake the Master of Education (Capital Region Program) through UC. Teachers at Affiliated Schools will also have access to a range of UC led workshops and professional learning which meet the unique needs of ACT public schools.

Key Information

- Some Affiliated Schools will engage in all six elements of the Program, beginning with five schools in 2019, and increasing by five schools each year to 25 schools in 2023. The six elements of the Program are:
 - school-based pre-service teacher education clinics, run by UC, to enhance the professional experience component of initial teacher education
 - professional learning for in-service teachers, delivered by UC academics
 - a research framework to support school improvement initiatives
 - scholarships for in-service teachers to undertake Masters-level study, co-funded by the Directorate and UC
 - professional experience placements, for pre-service teachers in their first to fourth years at UC, and postgraduate students undertaking their Masters
 - a school-based coordinator, partially funded by the Directorate (\$50K per school in 2019), to oversee the school's engagement with UC.
- The remaining affiliated schools (20 in 2019) will participate in four elements only: school-based teacher education clinics, professional learning, professional experience placements and access to scholarships for the UC Masters of Education (Capital Region Program).
- All ACT public schools, their students and their staff will benefit from a close relationship between UC and the ACT Education Directorate. The Affiliated Schools Program will enhance preservice teacher education, meaning graduates from UC will be better prepared to teach in ACT schools. Research conducted between UC and Affiliated Schools will be widely shared throughout the Directorate via professional

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Education

learning, resources, evidence-based programs and other leading initiatives.

- Beyond the initial 25 schools, a second and third implementation phase of the Program will provide opportunities for more schools to engage in the partnership in the future.
- ACT public schools collaborate with tertiary institutions other than UC to conduct research and provide placements for pre-service teachers; affiliation will not require schools to enter into an exclusive partnership with UC.

Background Information

- The initial group of 25 schools was selected by the Directorate and UC based on their past commitment and existing capacity to:
 - prepare and develop the teacher workforce
 - work collaboratively with the university and other schools to improve student learning outcomes through teacher development, school-based research and innovation in curriculum and pedagogy
 - work with academics and teachers to learn about and generate new knowledge, practice and innovation in education
 - provide the human and physical resources to contribute to and benefit from the Program, including the hosting of preservice teacher education clinics.
- The Program will enhance and extend existing arrangements between UC and UC Senior Secondary College Lake Ginninderra and UC High School Kaleen, launched in 2010.
- An Advisory Group and Working Group, comprising representatives from UC and the Directorate, have convened regularly to develop the Program's scope and detail.

Portfolio/s: Education and Early Childhood Development

ISSUE: BULLYING AND CYBERBULLYING

Talking points:

- We care greatly about each and every one of our students and staff. Safety at our schools is a top priority.
- Schools are generally safe places of learning. However, schools are reflective of our community. Complex and challenging behaviours (including bullying and cyberbullying) are present in all aspects of our society and schools are no different.
- Bullying can have a lasting impact on everyone involved, including those who witness it, so it is important our schools, young people, families and the broader community works together to create safe school communities for everyone.
- The ACT Education Directorate's *Safe and Supportive Schools policy* provides guidance to schools on promoting safe, respectful and supportive school environments.
- Each school is required to have processes and procedures in place to address and prevent bullying, harassment and violence, including cyberbullying. A preventative focus involves social and emotional learning approaches and digital citizenship programs that support the development of resilience, critical thinking and social skills.
- Just as bullying, harassment or abuse would not be tolerated in the classroom or on the playground; they are similarly not tolerated within online environments. Schools are advised to deal with online breaches of the school's behaviour policies as they would, had they occurred in the physical environment.
 - Students and families play an important role in dealing with bullying and we encourage families to talk about expected behaviours at home as well. We also encourage families to talk about the use of social media and the impact posting videos may have on a child or young person.
- If parents and carers believe that the school's response to bullying is unsatisfactory, or external advice is considered necessary regarding the

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interventions put in place by the school, the Directorate has processes in place which assist parents to escalate their concerns.

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Key Information

Policy and Procedures

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

Support for students experiencing or perpetrating bullying

- Students are encouraged to raise concerns and talk to an adult if they are experiencing bullying. At school they can seek support from teachers, school psychologists, youth support workers and other staff who are able to provide support to students experiencing, engaging in, or witnessing bullying.
- *Safe and Supportive Schools Contact Officers (SASSCOs)* are trained to provide support to students who have experienced bullying, sexual harassment and racism. The Safe and Supportive Schools policy requires every school to have at least one male and one female SASSCO who typically use conciliatory procedures to address bullying, violence and harassment between students.
- Restorative practices seek to repair relationships that have been damaged, including those damaged through bullying, harassment, discrimination and violence. They aim to facilitate a sense of remorse and restorative action on the part of the offender and reconciliation with the victim.
- Restorative responses aim to restore a positive learning environment for all parties. Research indicates interventions that work towards building or repairing relationships lead to better outcomes for all students involved.
- Schools will take strong actions if there is an immediate threat to the safety of students in line with the school's behaviour management procedures.

- Young people experiencing distress are also encouraged to contact Kids Help Line, Headspace or the Bullying, No Way! website that provides advice and links for young people, parents and carers to seek help.

Online / Cyber Bullying

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

Student, parent and carer voice in countering bullying behaviour

- The National Day of Action (NDA) against Bullying and Violence is held annually. In March 2018, 65 ACT schools registered and participated, including 47 public schools. This year, 96 ACT schools have registered to participate in the NDA, 69 of them public schools. On the NDA, schools participate in activities that promote taking a stand against bullying and violence and dedicating a focus to this important issue.
- The Minister's Student Congress (MSC) is made up of two representatives per ACT public school and typically meets twice per year. Through MSC and other Directorate initiatives, a culture of student voice is encouraged to stand up to and speak out on issues which affect children and young people, including bullying.
- Parents and carers are strongly encouraged to contact the school to discuss any concerns.

Curriculum

- The Australian Curriculum (AC) also includes content for students and teachers on social skills, getting along with others and ethical behaviours. Teachers can also access curriculum support materials on the Australian Student Wellbeing Hub www.studentwellbeinghub.edu.au
- All ACT Public Schools are required to intentionally teach social and emotional learning (SEL) approaches. For example -*Friendly Schools Plus* is designed to address bullying including cyber bullying. Many schools participate in *Kids Matter* and *Mind Matters* which support the development of resilience and social skills through evidence based programs.
- SEL professional learning opportunities are available to Canberra public school teachers.
- Guided by the AC, schools adopt cyber-safety programs which focus on critical thinking and understanding in social situations, overlapping with objectives from SEL approaches and Respectful Relationship programs. Schools tend to combine online awareness training and cyber bullying together, which spans a range of Learning areas, particularly Technologies and Health and Physical Education.

- Schools can access teaching resources from the many websites including: Think U Know (Australian Federal Police), Office of the eSafety Commissioner and Bullying, No Way! (Safe and Supportive Schools Community).

Using data to support student wellbeing

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

Parent and Carer with concerns about Bullying

1. In the first instance concerns should be raised with the relevant teacher.
 2. Following this, contact can be made with the school principal to discuss concerns.
 3. If the school's response is considered unsatisfactory, or external advice is considered necessary about the interventions put in place by the school, parents/ carers can contact:
The ACT Education Directorate Liaison Unit : The Liaison Unit can support families in managing concerns about ACT schools. The Liaison Unit will speak with relevant people within the Directorate's support office to facilitate the school and family to identify a solution. Phone: (02) 6205 5429
The Director for Families and Students: The Director provides the key contact for parents, students and the community to raise concerns when they have not been satisfied with the ACT public school response in meeting the needs of individual students. Phone: (02) 6207 3723 Email: familiesandstudents@act.gov.au
- Parents, carers or students are also advised they may visit the website for the Office of the eSafety Commissioner (<https://esafety.gov.au/>) and the Bullying, No Way! (<http://bullyingnoway.gov.au>) websites which provide education and contact information for young people, parents/carers and schools. The Office of the eSafety Commissioner also provides a complaints service for young Australians who experience serious cyberbullying.
 - Parents and carers can access tips and advice for keeping safe online and dealing with cyberbullying on the Education Directorate website: www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students/keeping-safe-online

Background Information

The *Bullying. No Way!* website indicates that:

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Lead Directorate: Education

- Approximately **one in four (27%) year 4 to year 9** Australian government and non-government school students report being bullied each term or more often.
- Approximately **10% of students** in the government and non-government sectors experience bullying and harassment via mobile phone or internet technologies.
- Experiences of **frequent school bullying is highest among year 5 (32%) and year 8 (29%)**.
- **84% of students who are bullied online are also bullied offline.**
- Peers are present as **onlookers in 87%** of bullying interactions.
- **Hurtful teasing** is the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.

Portfolio/s: Education and Early Childhood Development

ISSUE: SAFE AND INCLUSIVE SCHOOLS INITIATIVE

Talking points:

- The ACT Government is committed to providing positive and engaging learning environments where young people feel connected, respected, and are fully engaged in education, regardless of their identity or background.
- Same sex attracted, intersex and gender diverse people report school as a significant site where they experience or have experienced bullying, discrimination and isolation.
- Schools have important legislative and ethical responsibilities to ensure they are safe and inclusive environments for students, staff and families.
- We want everyone to be able to be themselves at school and to feel safe and welcomed as who they are. That's why we are funding the Safe and Inclusive Schools initiative.
- The Initiative has been developed by Sexual Health and Family Planning (SHFPACT) with input from parent groups, community agencies and key education stakeholders.
- Schools are not mandated to engage with this initiative. Schools simply access the support they need, if and when they need it.
- The Initiative does not produced any curriculum resources, however, schools continue to have access to the previous Safe Schools Coalition Australia (SSCA) Program curriculum materials, as they are available on the [Student Wellbeing Hub](#) (a website administered by the Australian Government).
- The Initiative has been available to all ACT schools since 13 March 2018.
- Over 90 participants have attended professional learning sessions since March 2018 and the Initiative has gained Teacher Quality Institute Accreditation for the professional learning module.
- In conjunction with the Safe and Inclusive Schools Initiative, the Education Directorate will promote and celebrate IDAHOBIT day, the International Day Against Homophobia, Biphobia, Intersexism & Transphobia on May 17.

Key Information

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

The ACT Safe and Inclusive Schools Initiative

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

Other Roles of SHFPACT

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

Background Information

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

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Education

misconceptions about what is taught, and requests for parental permission for students to learn about particular content.

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

Portfolio/s: Education and Early Childhood Development

ISSUE: SCHOOLS FOR ALL IMPLEMENTATION

Talking points:

- The Education Directorate is committed to providing education to meet the needs of each child and young person.
- As at January 2019, all fifty Schools for All recommendations are finalised and ongoing worked identified in the Future of Education.
- The Education sector is continuing an ambitious, evidence based, and single-minded focus on systemic cultural change. This focus ensures all children and young people in ACT Schools are placed at the centre of decision making relating to education policy and practice.
- The Schools for All Annual Report 2017 was published on 20 July 2018.
- The final quarterly report (April-June 2018) is now available of the Education website.
- A key area of focus moving forward will be ensuring the long term sustainability of changes made through the *Schools for All* program. The Future of Education initiative offers opportunities to embed cultural change.
- The key themes in Schools for All align with the key themes in the Future of Education initiative, which form part of our education strategy for the next 10 years.

Key Messages:

- An Expert Panel, comprising Emeritus Professor Tony Shaddock, Dr Sue Packer and Mr Alasdair Roy, released the *Schools for All Children and Young People – Report of the Expert Panel on Children with Complex Needs and Challenging Behaviour* (the Expert Panel Report) in November 2015. The Expert Panel Report made 50 recommendations to improve how the ACT education system supports the learning and wellbeing needs of children and young people with complex needs and challenging behaviours, including disability.
- The Government response acknowledged a strong cross-sectoral desire to build on existing reforms, improvements and initiatives where possible. Of the 50 recommendations, 49 directly related to Canberra Public Schools and 26 to Catholic Education (CE).
- For Canberra Public Schools, the ACT Government established the three-year *Schools for All* program with an investment of \$21.5M over the forward estimates to

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Education

implement the 50 recommendations. The program aims to develop and reinforce a student-centred vision; and catalyse systemic and sustainable cultural change across the ACT education system.

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Evaluation

- The Schools for All Program Board endorsed the *Schools for All Evaluation Plan* in September 2017 and the *Schools for All Evaluation - 2014 Baseline Development Report* (Baseline Report) in December 2017.
- A *Schools for All Interim Evaluation Report, 2018* (Interim Report) expands on the Baseline report, and contributes to measuring change in outcomes for students with complex needs and challenging behaviours over time (2014-2017).
- The Baseline Report, and the Interim Report will be included within the final *Schools for All Evaluation Report, 2019* (Final Report).
- The evaluation will assess the effectiveness of the *Schools for All* program in realising the objectives and outcomes sought by the program and make findings and recommendations based on quantitative and qualitative data.
- The Final Report will include additional measures of the broader cultural change outcomes that will be delivered by student-centred schools.

Portfolio/s Education & Early Childhood Development

ISSUE: SUPPORT FOR STUDENTS WITH DISABILITIES

Talking points:

- The Education Directorate is committed to providing education to meet the needs of each child and young person.
- All ACT public schools provide reasonable adjustments to meet the needs of individual students.
- In ACT public schools students who meet the ACT Student Disability Criteria can access a range of disability education programs including
 - Inclusion Support Program (ISP) in mainstream classes
 - Small group programs located in mainstream schools (Learning Support Units, Learning Support Centres and Learning Support Units Autism)
 - Specialist schools
 - Hearing and Vision itinerant support
- At times, some students may present with a range of complexities in their lives that impact their access to and participation in education.
- We work with our students and their families to ensure they have access to and are able to participate in education including through individualised programs.
- Individualised programs can include adjustments such as:
 - accessing the education program in an alternative setting (such as a different classroom or a space in the community)
 - access to distance education
 - building body breaks and sensory breaks into the timetable
 - working with community providers to offer the student a range of vocational education options
 - transition programs focusing on moving into the workplace and/or community for student in their final year of schooling.
- A new policy framework and resourcing model to support the needs of students with disability is being developed as part of the Student

Resource Allocation (SRA) Program and is linked with the Future of Education strategy development.

Funding for Students with Disability

- Total funding for students with disability is currently based on a needs assessment through the Student Centred Appraisal of Need model (SCAN). The total funding requirement is primarily driven by student need combined with student numbers. The number of students with disability has grown in recent years from 2,094 in 2015 to 2,396 in 2018.
- The 2018-19 Budget Initiative – *‘More schools, better schools-Needs based funding for students with a disability’* funds the cost associated with recent growth in student numbers and ensures the continuation of existing resource levels.
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- The total cost of students with a disability is budgeted to be \$78.593 million in 2018-19. The total cost includes ACT and Commonwealth Government funding. The primary driver for movements in the average cost per student each year is indexation of funding to provide for increased wage and salary costs.
- The majority of the total cost of students with disability is provided direct to schools through the Schooling Resource Allocation model and is allocated by schools based on student need. Additional services are also provided through allied health professionals and other supports.

Key Information

- The August 2018 school census shows 2396 students in ACT public schools accessing disability education programs and services.
- Across the system, schools are provided with additional resources, including staff, professional learning and expert guidance to make reasonable adjustments to support the access and participation of students with disability.
- The ACT Government has invested in a number of training courses to build the capability of teachers in ACT public schools to enable them to better support students with disability.
- With a mix of face-to-face and online learning opportunities, teachers and other school staff can access quality professional learning when they need it and at times that suit them. There are a number of high quality

face to face professional learning opportunities for staff including wellbeing workshops and trauma training.

Students with Autism

- Data informing the August 2018 school census identified 816 students with a diagnosis of Autism Spectrum Disorder (ASD) across Kindergarten to Year 12 in ACT public schools. Students with autism are enrolled in a range of programs and ACT public schools:
 - 363 students are enrolled in in mainstream classes with support through the Directorate’s Inclusion Support Program resourcing
 - 341 students are enrolled in Learning Support Centres and Learning Support Units within mainstream settings, which provide smaller group sizes and increased teacher to student ratios.
 - 112 students are enrolled in one of four ACT Specialist Schools.
- Placement in disability education programs is based on the need of the individual student and decisions about placement are made in consultation with parents, carers, families and schools. Students participating in these programs have an Individual Learning Plan (ILP), developed collaboratively by parents, carers, the school, and the student themselves when appropriate.

Disability Standards for Education e-learning

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

Targeted courses

- The Directorate offers online targeted courses, based on international expertise and adapted to local needs to build the capacity of teachers

and leadership teams in ACT public schools. The courses assist teachers to offer individualised support for students with disability.

- The courses that are accredited with the ACT Teacher Quality Institute, and can count towards teacher registration include:
 - Autism Spectrum Disorder
 - Dyslexia and Significant Reading Difficulties
 - Inclusion of Learners with Speech, Language and Communication Needs
 - Motor Coordination Difficulties
 - Understanding Hearing Loss
 - Understanding and Supporting Behaviours.

Network Student Engagement Teams (NSET)

- NSETs are multidisciplinary teams within the Student Engagement Branch who work with school leaders to build the capacity of schools and teaching teams to support the participation and engagement of students.
- The Support at Preschool (SAP) team as part of NSET, works with school leaders and teaching teams to support the inclusion of children with developmental delay and disability in ACT public preschools.
- As part of the response to the Schools for All report, allied health professionals were recruited in 2016 to support the multidisciplinary work of the Network Student Engagement Teams.

Disability Education Coordinator (DECO)

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

Portfolio/s Education & Early Childhood Development

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

Talking points

- ACT Education Directorate is committed to creating safe and supportive learning environments for all students. Ongoing training and development is provided to staff to assist them to support students with behaviours of concern to provide learning environments which are safe and supportive.
- The ‘Safe and Supportive Schools’ policy and procedures provide information and guidance to schools on the use of *restrictive practices* including understanding the difference between a “withdrawal space” and “seclusion”. Factsheets and professional learning has been developed for schools to support them in creating sensory spaces within the school environment.
- The ‘Safe and Supportive Schools’ policy and procedures are consistent with the *ACT Senior Practitioner Act 2018* which came into effect on 1 September, 2018.
- Education is working closely with the new ACT Office of the Senior Practitioner (OSP) to explore how the role will work with schools and the Education Support Office.
- The OSP has been established as part of the ACT Government’s commitment to improving the lives of all people who are vulnerable and potentially subject to restrictive practices.

Key Information

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

Restrictive Practice - Guidance for Schools

- It is important to differentiate “withdrawal spaces” with “seclusion”, a form of restrictive practice. Information for schools about this difference is provided in the Safe and Supportive Schools policy and procedures.
- These policy and procedures also provide information and direction to schools about the use of restrictive practice, such as physical restraint; as an emergency response when school staff need to act to prevent or reduce the risk of harm to an individual or group of people.
- Materials to support the policy have been developed for Principals and school staff and include fact sheets, FAQs, checklists and planning tools. They are available through the Education Intranet.
- As part of the *School Administration System* implementation, schools are being supported to upload information such as students’ Positive Behaviour Support plans and document student incidents. This includes documenting when a restrictive practice as an emergency response is used. This provides the means to review incident data, proactively plan when an incident has occurred and enables the relevant personnel to be notified.

Education contributed to the Restrictive Practices Oversight Steering Group (RPOSG), a time-limited, group of executive leaders representing government directorates and independent statutory bodies, established to consider issues relating to restrictive practices in the ACT.

Office of the Senior Practitioner

- The Quality, Complaints and Regulation Branch in CSD has established and resourced a new ACT Office of the Senior Practitioner (OSP) for the reduction and elimination of restrictive practices. The Senior Practitioner, Ms Mandy Donley, commenced in the role 5 July 2018.
- The ACT OSP has been established as part of the ACT Government's commitment to improving the lives of all people who are vulnerable and potentially subject to restrictive practices, as well as supporting and upholding their human rights. The ACT OSP will also enable the ACT Government to meet its commitments under the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Sector and the NDIS Quality and Safeguarding Framework.
- Education is working closely with the OSP to explore how the role will work with schools and the Education Support Office. Meetings between Education and the ACT OSP commenced in July 2018 and the Senior Practitioner has visited many schools in the ACT.
- Education has contributed to the Senior Practitioner's work in developing Guidelines which are anticipated to provide further clarity about sections of the *Senior Practitioner Act 2018*, particularly in the areas of
 - Positive Behaviour Support Planning,
 - Panel approval processes for Positive Behaviour Support Plans with a Restrictive Practice as an emergency response and
 - Complaints management.
- Education has liaised with CSD to agree on a process to address any complaints or concerns reported to the Senior Practitioner that involve an ACT Public School. This process will assist to ensure support is put into place where required in a timely way.

Portfolio/s Education & Early Childhood Development

ISSUE: SUSPENSIONS IN ACT PUBLIC SCHOOLS

Talking points

- The Education Directorate recognises that all students have a right to an education in a safe learning environment and staff have the right to a safe working environment. Schools should be safe, respectful and supportive environments which are conducive to learning and wellbeing, for this reason schools need clear processes to reinforce high standards of behaviour.
- The Education Directorate has recently consulted with the ACT community on the Directorate's Suspension, Exclusion and Transfer Policy and support documents which have been reviewed.
- The revised policy will update guidance to school on suspension, exclusion and transfer including strategies to reduce suspensions. Feedback from the consultation process has been incorporated into the policy documents and is currently being considered. The review has included consideration of national and international literature and practice in this area and consultation with a range of key stakeholders.
- The revised policy includes a focus on a prevention and early support approach to reduce the incidence of behaviours that potentially lead to suspension, exclusion and transfer. The revised policy outlines the school's role in setting up responsive environments with whole school approaches to positive behaviour.
- A targeted support response in each school network to support students who have been suspended is provided by the Network Student Engagement Teams (NSET), multi-disciplinary teams who work with the student, family and school to address the underlying issues that contribute to suspension. The NSET response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational therapist, and specialist teachers in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.

Key Information

Use of Suspension, Transfer or Exclusion in ACT Public Schools

- Principals may suspend students from ACT Public Schools for up to 15 continuous days and the Director-General may approve a suspension for up to 20 days, following a recommendation from a school Principal or Director School Improvement.
- If a student is suspended for seven or more days in a school term the Principal must provide reasonable access to counselling.
- A re-entry meeting must be convened by the principal on return to school.
- Reasonable attempts must be made to inform parents/ carers of the decision and their right to appeal.
- The principal may recommend to the Director-General that a student be *transferred* to another government school. Principals may also recommend to the Director-General that a student be *excluded* from all ACT Public Schools.
- There have been no recommendations to exclude in the time period 2008 to present.

Support for students who have been suspended.

- Network Student Engagement (NSET) multi-disciplinary teams provide a targeted response, working with the student, family and school to address the underlying issues that contribute to suspension.
- The draft of the reviewed policy recognises the government's agreement to Recommendation 11.5 of *Schools for All* report which makes reference to alternative options to out-of-school suspensions. One of the objectives of the policy review is to support schools consider other options to suspension where appropriate.
- ACT Public Schools suspension data is currently published on the Directorate's website on the Safe and Supportive Schools Page. This aligns with Recommendation 11.6 of the *Schools for All* report where the Education Directorate agreed to examine options for high level reporting of proportions of suspensions, transfers and exclusions.

Background Information

- Suspensions in ACT public schools continue to create community and media interest.
- Sometimes suspension from school is necessary and is used in accordance with Section 36 of the Education Act (2004). This may include situations where the principal decides action is required to address a situation where a student threatens the safety and wellbeing of another student attending the school, a member of the staff of the school or another member of the school community.
- On 4 September 2018, Michael Battenally, on behalf of *ACT Principals' Association (ACTPA)* spoke to ABC Radio Canberra about the revised policy. Mr Battenally was the Principal of Melba Copland Secondary School and College at the time.
- The article quoted ACTPA having significant concerns about the revised policy with reference to:
 - Principals ability to suspend being lessened.
 - What behaviours will now qualify for a suspension;

- That suspensions were now a tool to be used primarily in cases of occupational violence or where someone's safety was endangered;
- While a greater focus has been placed on early support and prevention for the behaviours that lead to suspension and considering alternatives to out of school suspension, the legislation has not changed which means the reasons a Principal may suspend have not changed.
- The P&C were also interviewed on the same day and the article quoted them as *backing the revised policy* with reference to suspensions not necessarily supporting behavioural change and may result in further disengagement from school.

Suspension Data

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

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

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

Portfolio/s Education & Early Childhood Development

ISSUE: MENTAL HEALTH AND SCHOOL PSYCHOLOGISTS

Talking points:

- The ACT Government is committed to the wellbeing and mental health of students in all ACT schools. The Future of Education strategy articulates the aim to enhance student wellbeing and psychological supports to ensure students are resilient and equipped for the future.
- In ACT public schools, students, parents/carers and teachers have access to a school psychologist. School psychologists work across behavioural, social, emotional and learning domains to support a student's wellbeing and learning.
- In 2019, 88 ACT public schools are supported by 73.0 FTE school psychologists and senior psychologists¹¹ providing direct, indirect and universal supports. Another 3.6 FTE are provided through the Child Development Service and Positive Behaviours for Learning team bringing the total to FTE to 76.6.
- Data (ACT Education school psychologist annual report 2017) indicates that 15.3 percent of ACT public school students' accessed support from a school psychologist, this is higher than the national average of 11.5 percent (Australian Government Department of Health 2015). While the service is heavily utilised it is important to ensure it remains agile and focussed on student needs.
- In the environment of increased need for mental health support and learning delays for students, ACT Government committed to resource 20 additional psychologists by 2020. Ten additional commenced in February 2019, and a further five psychologists will start in 2020.
- During 2018, the Directorate reviewed the psychology service with the aim to strengthen the service and ensure the method of service delivery continues to meet student needs into the future. The review was timely with the additional psychologists commencing in 2019 and 2020.

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

- The key recommendations from the review were continuity of psychologists within a school, establishment of an assessment and intervention team and an increased focus on early intervention and prevention of learning and mental health needs.
- In 2019, an assessment and intervention team will be established, to work with the school psychologists, to undertake additional learning and cognitive assessments and provide specialised small group interventions.
- In addition to school psychologists, the Network Student Engagement team in each of the Canberra networks provides multidisciplinary support from professionals comprising of social worker, speech pathologist, occupational therapist and specialist educators.
- School Psychology Service is part of the wider mental health system which exists for the community in the ACT.
- Currently there is strong collaboration and partnerships with community and government agencies to provide service delivery and mental health promotion and prevention, including:
 - ACT Mental Health;
 - Headspace; and
 - ACT Child Development Service.
- There are a number of joint initiatives supporting students across all ACT school sectors:
 - *Be You*, is a nationally integrated mental health initiative funded by the Australian Government National Support for Child and Youth Mental Health Program and delivered by Beyond Blue and Headspace ACT. It supports school communities (primary and secondary) to support the mental health of children and young people from the day they enter the education system to the end of year 12 (birth to 18 years). *Be You* now integrates *KidsMatter Early Childhood*, *KidsMatter Primary*, *MindMatters*, *Response Ability* and *Headspace School Support*.
 - The ACT is an implementation site for LifeSpan, a systems approach to suicide prevention, which was developed by the Black Dog Institute. ACT Health is taking the lead and ACT Education is partnering with them to ensure professional learning and training programs are delivered to educators, student service teams,

psychologists and students in schools to prevent youth suicides in our schools.

Key Information:

Increase in psychologists in ACT Education schools					
Funded FTE	2015	2016	2017	2018	2019
Director Clinical Practice	0	0	0	1.0	1.0
Assistant Director Clinical Practice	1.0	1.0	1.0	1.0	1.0
Senior Psychologists	8	12.0	12.0	11.3	14.0
School Psychologists	40.5	40.5	45.0	49.4	57.0
Sub-total	49.5	53.5	58.0	62.7	73.0
<i>Additional psychology supports provided by ACT Education</i>					
<i>Senior Psychologist (PBL)</i>	-	-	0.6	0.6	0.6
<i>School Psychologist (schools purchases)</i>	-	0.8	0.7	1.8	0.0
<i>Child Development Service Psychologist</i>	3.0	3.0	3.0	3.0	3.0
Total	52.5	57.3	61.6	68.1	766

As of March 2019

- The allocation of school psychologists to schools is based on student enrolment and the targeted needs of students.
- Total funding for psychologists directly supporting students in ACT Education schools is 73.0 FTEs. The staffing breakdown for 2019 is:
 - 57.0 FTE provide psychology services within schools schools;
 - 14.0 FTE Senior Psychologists within Clinical Practice and Network Student Engagement Teams (NSET) working with schools to support students with complex and challenging behaviours, as well as providing support to school based psychologists;
 - 1 FTE Senior Manager for Clinical Practice; and
 - 1 FTE Manager of School Psychology Service.
- Previous Assembly Briefs reported the additional psychology supports for students and schools: including extra psychology hours purchased by ACT Education schools; a senior psychologist in the Positive Behaviours for Learning team and the funding of three psychologists in the Child Development Service.
- The Directorate is funding three psychology positions in the Child Development Service to support children and families to be school ready through to the end of 2019. These are funded above the base funding for psychology in ACT Education schools.
- The 2018-2019 Budget provided resourcing for 15 psychologists to meet the ACT Governments commitment of 20 additional psychologists. Ten (10) full-time school psychologists commenced in ACT public schools in February 2019 and an additional five (5) psychologists will commence in 2020.

Future Directions

- The recommendations from the review of psychology service will be implemented and evaluated incrementally over the next two years.
- There will be an increased focus on early intervention and prevention of student difficulties to ensure that learning issues and mental health are addressed before they become established and resistant to change. The benefits of reduced mental health concerns will be seen in greater levels of engagement in schooling and participation in the community, and savings for government.
- The service delivery will include varied and innovative ways of service delivery for children to address their learning and well-being needs.
- Increased focus on developing professional capacity of psychologists to provide targeted intervention to students presenting with a history of abuse or neglect.

Background Information

- A psychologist's work is informed by an early intervention and prevention model which is ecologically informed. This means that all parts of student's life (family, classroom, peers etc.) can be worked with to address student wellbeing and learning concerns.
- School psychologist form an important part of the mental health approach in the community by identifying and working with personal difficulties early in the life of the problem, responding to an immediate crisis, working with school staff to put in preventative strategies at the whole school level, working with the family and referring moderate to severe mental health issues to other specialists.
- The percentage of students with a diagnosed mental health disorder who accessed school based mental health support has gone from 19.2 per cent in 1998 to 54 per cent in 2015 throughout Australia (Australian Government Department of Health 2015). In the environment of increased need for mental health support for students, ACT Government committed to additional resources for 20 more psychologists in schools by 2020.

Portfolio/s Education & Early Childhood Development

ISSUE: RESPECTFUL RELATIONSHIPS EDUCATION IN ACT PUBLIC SCHOOLS

Talking points:

Why is it important?

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

Implementation in ACT public schools

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

- Schools are able to choose programs and resources that suit their particular context and school community. All ACT public schools have access to the online QLD Curriculum to Classroom (C2C), the 'Student Wellbeing Hub' hosted by the Commonwealth and resources from Our Watch, Tasmanian and Victorian Departments of Education to support implementation of RRE.
- Staff can access a range of quality RRE resources through the Directorate's intranet Respectful Relationships Education site. A corresponding external webpage has also recently been published, linked to the Directorate's website.
- The Directorate supports schools to access a range of professional learning including the White Ribbon Breaking the Silence Schools program and the Love Bites Program (NAPCAN) provided by senior psychologists.
- In the ACT some non-government organisations, such as the YWCA, Police Citizens and Youth Club, Canberra Rape Crisis Centre and Menslink offer training to schools in this area. The YWCA's program involves a cost to schools which covers a license to train other school staff and a resource kit. There are also a range of commercial programs available to schools.

Who are we working with?

- The Directorate is working with Our Watch to progress RRE. Our Watch is also working with Victoria and Queensland to help meet commitments under the National Plan to Reduce Violence against Women and their Children 2010-2022.
- The ACT Education Directorate contributes to an Australian Government led working group in this area and is also a member of the Our Watch National Respectful Relationships Education Expert Group which will convene again in March. The meeting provides the ACT opportunities to share and discuss implementation of RRE and new curriculum resources at a national level.
- The Directorate has promoted the *White Ribbon Australia, Breaking the Silence Schools Program* to ACT Public Schools, which White Ribbon has provided free of charge. 22 ACT schools have engaged with this program which takes a whole school approach, 14 public schools have finished the program, six finishing in 2018. A new cohort of 8 ACT schools commenced in August, 2018.

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

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

Cleared as complete and accurate: 12/03/2019

Cleared By: Executive Branch Manager

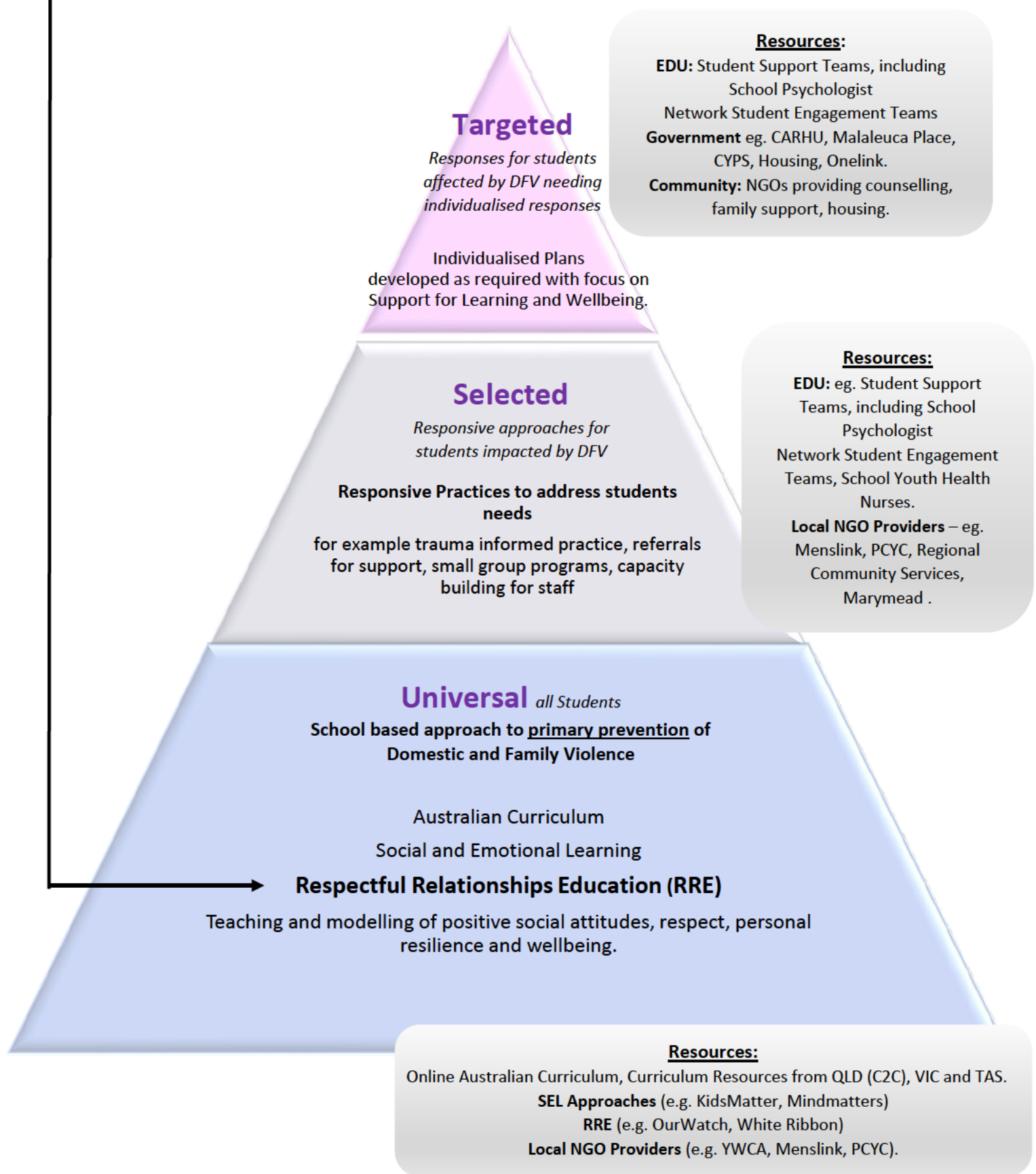
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Where Respectful Relationships Education fits in Education’s Domestic and Family Violence Plan



Key Information

- The YWCA Canberra has, on a number of occasions, spoken out in public forums and in the media commenting that the Education Directorate needs to do more in the area of RRE.
- On 17 May, 2018 YWCA released their *Leading the Change: Gender Equality Report*, which provided recommendations based on YWCA's assessment of the ACT Government's progress on gender equality. The Education Directorate met with the YWCA in May providing information about their approach to RRE and clarifying inaccuracies in the draft report. More recently a meeting was held in September discussing the Directorate's approach to RRE and the Australian Curriculum.
- The YWCA has been promoting its *Respect Ed* suite of training and resources to ACT schools. There is a cost to schools to access training. The Directorate has supported the advertisement of the *Respect Ed* to schools. YWCA has offered to deliver the program to all schools for a cost of \$200,000.
- Ms Caroline Le Couteur is interested in primary prevention programs for sexual violence and assault issues, including the topic of negotiating consent. Programs delivered by Sexual Health and Family Planning (SHFPACT) and Canberra Rape Crisis Centre address consent. The Line, an Our Watch campaign which has been promoted to ACT Public schools, also provides resources to schools on this issue.

Background Information

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

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

Continuing **social and emotional learning programs (SEL)** in schools to enhance the skills of children and young people to engage in respectful relationships forms part of the current Parliamentary Agreement between ACT Labor and ACT Greens. During the 2015 and 2016 the Directorate made SEL grants available to schools (up to \$5000/school). 51 schools applied for a grant to assist implementation of SEL approaches in their school.

SEL forms a strong foundation for teaching about positive gender relationships and is a logical starting point from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships. SEL is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to:

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

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

- set and achieve positive goalsmake responsible decisions.

Portfolio/s Education & Early Childhood Development

ISSUE: LITERACY INSTRUCTION AND DYSLEXIA

Talking points:

Literacy Instruction

- ACT public schools use evidence based literacy programs to support their students' education needs. This includes the teaching of phonics knowledge and word recognition as part of the *Australian Curriculum*.
- ACT Education Directorate demonstrates a strong commitment to literacy outcomes through ongoing professional learning on evidence-based literacy pedagogies. For example, *The Early Years Literacy Project* operates to strengthen teachers' knowledge, understanding and capacity to implement essential early years (kindergarten to year three) literacy practices.

Literacy Difficulties- including Dyslexia

- For students identified as at risk of learning difficulties we recognise that early identification, planning and tailoring of the teaching and learning program is critical for facilitating positive literacy outcomes.
- Teachers have access to information and professional learning to build their skills and capability to support students with learning difficulties, for example *Understanding Dyslexia and Significant Difficulties in Reading* is an online program available to teachers and online classroom resources are accessible through our intranet.
- Dyslexia is recognised as a disability. As part of the school's responsibilities set out in the Disability Standards for Education, they are required to make reasonable adjustments to assist students with Dyslexia access the curriculum.
- ACT government schools have a range of support mechanisms for students who are demonstrating difficulties with learning, including dyslexia. The school psychology service can assist school staff to support students with reading difficulties and may complement the teacher's data with additional assessment.
- The Network Student Engagement Teams employ occupational therapists and speech pathologists who are also able to consider factors that contribute to learning difficulties such as language skills.

Key Information

- Dyslexia is a term often used in the community to describe difficulties with reading. Australian prevalence estimates of the school age population with dyslexia are approximately 10%.
- Dyslexia is diagnosed following comprehensive assessment by a psychologist, it is a brain based learning disorder with a strong genetic component. It is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
- Depending on the student's needs, schools provide a range of responses, which include employing strategies at different levels of intensity ranging from universal approaches for all students, to more targeted support which might include a referral for more formal assessment if required.
- Teaching students with dyslexia requires individualised and specialised approaches.
- Each school has a regular meeting which is used to discuss and plan assistance for students who require additional support for learning or wellbeing, including students with dyslexia. The school psychologist, an executive teacher and other appropriate staff are typically involved in this meeting. Support approaches and associated resourcing vary from school to school.
- Network Student Engagement Teams support schools working with students with a disability or learning difficulty.

Background Information

- The a campaign for the Year 1 Phonics Check has recently intensified with the recent COAG meeting on 14 September, 2018 and the change in Federal Education Minister. Lobbying for the introduction of the Phonics Check in every state has recommenced.
- Ms Elizabeth Lee MLA, ACT Shadow Minister for Education met with representatives for the ACT Petition for evidence-based reading instruction on 4 October. The discussion was planned to discuss dyslexia and phonics in ACT Schools and information from AUSPELD. The Directorate has received a range of letters supporting the petition.
- This debate about literacy instruction is usually polarised: either favouring an emphasis on phonics instruction (the relationships between patterns of letters or graphemes and patterns of sound or phonemes) or a whole language approach (recognising words as whole pieces of language).

The Phonics Screening Check

- The Phonics Screening Check is a simple, brief 5–7 minute reading check for Year 1 students. The purpose is to check which and how many children have mastered phonic decoding – an essential early reading skill. In order to decode, one must:
 - recognise individual letters and groups of letters
 - know which letters represent which sounds
 - blend individual sounds together to read words.

Cleared as complete and accurate: 12/03/2019

Cleared by: Executive Group Manager

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Lead Directorate: Education

- The check, based on a similar one developed in Britain, was advocated by former education minister Simon Birmingham, but has been resisted by teaching unions and most state education authorities.

Literacy Instruction and Assessment

- Currently in the ACT, schools focus on a range of strategies to teach reading. In response to questions about the Directorate's approach to literacy instruction, reference is often made to "balanced literacy instruction".
- Advocates of a phonics approach are concerned that systematic explicit instruction, particularly important for students who are at risk of learning difficulties, is not occurring in schools
- In response to the proposal to introduce the Year 1 Phonics Check, the Directorate has made reference to the Performance Indicators in Primary Schools (PIPS) assessment, which is administered in the first year of primary school.
- PIPS provides teachers with rich data on their students' phonemic awareness and letter knowledge, known as two of the best predictors of reading in the early years. PIPS correlates with the Dynamic Indicators of Early Basic Literacy Skills test (DIBELS), a universal screening tool for identification of reading disabilities including dyslexia.

Reading Difficulties and Dyslexia

- Students with dyslexia may struggle with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Unlike their peers, these difficulties do not diminish with maturation or through continual practice with reading.
- Students with dyslexia have unique learning profiles and can have mild to significant needs depending on the severity of the condition - what works for one young person with dyslexia may not work for all.
- Some students with dyslexia use assistive technologies such as text to speech and voice recognition software, ipads, tablets and digital recorders. These are some examples of reasonable adjustments.

Portfolio/s: Education and Early Childhood Development

ISSUE: PERSONAL ELECTRONIC DEVICE (BRING YOUR OWN DEVICE) POLICY

Talking points:

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

Key Information

- Personal Electronic Device (Bring Your Own Device) Policy
- The policy states that “students may bring personal electronic devices (PEDs) to school to support their learning”. The Policy ensures that no student (or family) is required to bring their own device to school.
- Schools who have adopted the policy have hosted many parent information forums and opportunities for students to demonstrate their use of our new ICT services and capabilities, including demonstrating ‘Google Apps for Education’ on personal wireless devices to the school’s parent community.
- The policy has provided schools with an opportunity to strengthen their school-parent partnerships.
- The policy was developed over a period of two years with extensive consultation with school staff, parents and interested community organisations including the “ACT Council of Parents & Citizens Associations”.
- The Directorate has ensured that the policy aligns with the Australian Curriculum, which requires students to understand how to independently select and operate various devices that they can personalise to assist in their learning.

- The policy provides schools with a localised framework to partner with their parent community to enable students to safely and securely connect to the Directorate’s high speed Wi-Fi network with their own personal device.
- The policy provides recommendations to schools of what should be addressed as part of the parent/community consultation, including equity, diversity of devices, privacy, security and other local community needs.
- Funding
 - An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment – Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device. These have been issued progressively since January 2018 to new year 7 students and new to the ACT public system students in years 8-12. Further details are available in the “30. Election Commitment – Technology Enabled Learning” Assembly Brief.
 - Directorate schools also shared in \$1.58 million funding in January 2018 to provide reliable student access to devices. This is to ensure that all students can access ICT technology when required as part of their learning. Currently, the number of school-purchased devices provides a ratio of one device for every three students.
 - Schools use the funding allocation to select the mix of devices best suited to their local needs, with low cost options (such as Google Chromebooks, separate from the TEL program) being an increasingly popular choice for schools. This funding

Background Information

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

Portfolio/s: Education and Early Childhood Development

ISSUE: LEARN ANYWHERE STUDENTS USE OF ICT IN SCHOOLS

Talking points:

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

Key Information

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

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

Online Tools and what they are:

- *Google G Suite for Education* - A cloud-based education platform offering online productivity tools for learning and classroom collaboration. G Suite provides students and teachers with unlimited cloud storage in Google Drive, Docs, Sheets and Slides. Google Apps also provides student email and other modern online learning tools like Google Classroom.
- *Microsoft Office 365* - A Microsoft office suite that is online (cloud based) including online storage. All students and teachers are also able to download the latest version of Office 365 on up to five personal devices.
- *eBooks (Overdrive)* - Online library with access to over 6,652 eBooks and 865 audio books (as at 17 October 2018) from their own personal device at school, home, and publically available Wi-Fi.
- *Scoutle* - Australian digital curriculum content library with over 15,000 resources for teachers.
- *Cyber Safety Button* - provides internet users, particularly children and young people, with easy online access to cyber safety information and assistance available in Australia. It offers counselling, reporting and educational resources to assist young people in dealing with online risks including cyberbullying, unwanted contact, scams and fraud, and offensive or inappropriate material.
- *Clickview* - Online video management tool (available at selected schools who have opted into the subscription for the service).

Teacher Professional Learning Opportunities

- Due to the high uptake and successful adoption of Google G Suite for Education in our Canberra public schools, the Directorate hosts a range of training and development sessions based around Google G Suite each term. These sessions have been running successfully since 2015.
- Annual Google Summits have been hosted by the Directorate since 2015. Over 200 teachers attended the 2018 Summit, and the 2019 Summit has been scheduled for 8 and 9 July 2019. Wireless Access
- The wireless access in all Canberra public schools has been enhanced. There are now approximately 5,000 wireless access points in primary and secondary schools and this has resulted in ACT public schools being the best connected in the country.

Wireless – Health & Safety

- During the planning and implementation of the Wi-Fi in ACT government schools, the Directorate utilised equipment that has been designed and manufactured to comply with the Australian Standards on Human Exposure to Radio Frequencies to ensure the safety of staff and students. ACT Government deployments of wireless access points within schools also exceed the minimum separation distance recommended.
- To align with the Australian Curriculum, the ACT Government will continue to provide our schools with digital capabilities fit for the modern learner, including access to wireless technologies which operate within the Radiation Protection Standard for Maximum Exposure Levels to Radiofrequency Fields - 3 kHz to 300 GHz (2002).

Devices for Students

- The *Personal Electronic Devices (Bring Your Own Device) Policy* was adopted by the Education Directorate in 2013. Following consultation with the parent community, a school can now allow students to bring their own device to school and connect to the secure ACT Government fibre “SchoolsNET” network. A student using their own device provides a platform that they already understand for them to learn, create, communicate and collaborate from anywhere.
- Schools shared in \$1.58million that was distributed in January 2018 to supply shared devices for student use at school.
- The ACT Government manages the *Technology Enabled Learning – better schools for our kids* program, which supplies *Acer Spin 11 Chromebooks* to all secondary students who opt in to the program. The Directorate has provided over 17,000 Chromebooks to students since the commencement of the program in 2018.

Portfolio/s: Education and Early Childhood Development**ISSUE: TECHNOLOGY ENABLED LEARNING – DEVICES FOR SECONDARY STUDENTS****Talking points:**

- Every child deserves an equal chance for a great education and access to technology for learning will not be an educational barrier in the ACT.
- Irrespective of family circumstances, every student will have an equal opportunity to access technology so that they can learn wherever they are and use technology whenever they need it.
- The ACT Government has delivered on its election commitment to provide equity of access to technology to Canberra public secondary students.
- The ACT Government committed \$17.2 million in the 2017/18 budget to deliver technology-enabled learning devices for students over four years. \$11.483 million has so far been appropriated (over three years).
- All secondary students are eligible to receive devices with a focus on new year 7 cohorts and newly enrolled students in Years 8-12.
- The main rollout of Chromebooks for 2019 has been completed, with a 90% uptake of the program in high schools and a 50% uptake across colleges.
- Over 17,000 devices have so far been distributed to students across 2018 and 2019

Key Information

- Implementation of the program is informed by deliberations of the ministerially commissioned School Education Advisory Committee (SEAC), including the recommendation to leverage the current successful use of Chromebook devices and to deliver equity of access to all students sooner via an expedited rollout timeframe.
- In 2018, the Directorate completed a competitive procurement process through the Territory's IT Services panel and selected the *Acer Spin 11 Chromebook*, supplied by Datacom. Datacom have been selected as the preferred supplier for program years two and three (2019-2020).
- The program will complement existing BYOD policy and students are free to continue to use a personal device of choice, should they wish to do so.

- ACT public schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.
- Students and parents have been provided with information and resources on eSafety best practice in partnership with the Office of eSafety Commissioner.
- eSafety and digital citizenship is a core component of the Australian Curriculum implemented across all schools.

Background Information

- An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment - Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7-11 students from February 2018 for four years.
- The final SEAC report was received on 22 June 2017 and includes 13 recommendations to guide the implementation of the initiative. Nine recommendations relate to activities to be undertaken by the Directorate, centred on the development of materials and resources to support schools in implementing the program. The remaining four relate to activities to be undertaken by schools to maximise the success of the initiative.
- ACT public schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society. This is in line with the objectives of the Australian Curriculum, which requires students to understand how to operate effectively in a digital world.

Portfolio/s: Education and Early Childhood Development

ISSUE: SCHOOL PLANNING/CAPACITY OVERVIEW

Talking points:

- The government has an ongoing program of planning and construction to deliver new and expanded school capacity to cater for the students of our growing city.
- The new Margaret Hendry School in the Gungahlin suburb of Taylor has opened for first term 2019, with capacity for 600 students from K-6.
- The 2018-19 Budget announced a substantial package of additional school capacity works, including construction of a new primary school in Denman Prospect (Molonglo); a further 500 places in existing Gungahlin schools; expansion of the Franklin Early Childhood School beyond year 2 to add years 3 to 6; and additional resources to meet the ongoing planning challenge for not only Gungahlin, but other growing areas of our city.
- Public school enrolments across the ACT are projected to grow at an average 3.5 per cent per annum over the period 2019-28. Growth will continue in Gungahlin and Molonglo as people take up residence in new suburbs; growth will also continue in areas of urban infill, including the City-and-Gateway and the light rail stage 1 corridors.
- The Directorate also uses non-infrastructure levers to relieve pressure on some schools, such as adjustments to Priority Enrolment Areas and more active management of enrolment policy. In practice, that means prioritising enrolment at local schools.
- The government is also working towards the release of a site in Wright for a non-government school.

Key Information

- The Directorate has a permanent team responsible for school infrastructure planning, which is an ongoing function. The directorate continually refines and regularly updates enrolment projections based on various sources of information, including population projections and land planning data.

- The Directorate works with other areas of government to plan for new and expanded schools, including with the Environment, Planning and Sustainable Development Directorate in regard to the availability of land for schools.
- Non-infrastructure solutions to school capacity are considered first (such as changes to enrolment practices) or in tandem with permanent and non-permanent additions to school infrastructure. See related Assembly Brief on Enrolment Policy Management.
- Non-government schools planning: The Directorate is responsible under the Education Act for registration of new non-government schools. However, non-government schools arrange their own site planning and construction through the Environment, Planning and Sustainable Development Directorate.
- The Directorate is working closely with the Environment, Planning and Sustainable Development Directorate to streamline processes associated with the release of land to the non-government school sector.
- Potential sites for non-government schools have been identified by the Environment, Planning and Sustainable Development Directorate in Molonglo. See separate Assembly brief for proposed land release in the current Indicative Land Release Program.
- Further information on non-government school registrations is available in the fact sheet Non-government School Registration Summary.

Portfolio/s: Education and Early Childhood Development

ISSUE: LAND RELEASE FOR NON-GOVERNMENT SCHOOLS

Talking points:

- The government remains committed to supporting families who choose to send their children to non-government schools in Canberra. We do this through registration of the non-government schools as well as making land available for new non-government schools.
- The government's *Indicative Land Release Program for 2018-19 to 2021-22* provides for release of land in North Wright for non-government school use. Education officials are working closely with officials in the Environment, Planning and Sustainable Development Directorate to finalise the land release process.

Key Information

- Detail of the proposed land release is the responsibility of the Minister for Planning.
- In line with a new approach agreed by Government, non-government school sites will be release by an Expression of Interest (EOI) process. The Government agreed to this release method for non-government school land as part of the ACT Government's Indicative Land Release Program (ILRP).
- The 2018-19 ILRP states that a "non-government school site in Wright (2018-2019) will be released through an Expression of Interest to provide for a transparent, competitive and accountable process that will deliver value to the whole community".
- There are a number of processes involved in the site's release including statutory matters and various land development investigations within the ACT Government.
- These issues are currently being resolved and the block remains on track to be released in the 2018-19 financial year.

Portfolio/s: Education and Early Childhood Development

ISSUE: ENROLMENT POLICY MANAGEMENT

Talking points:

- Canberra's public school enrolments have been growing at a fast rate over the last several years, and the growth is projected to continue at around 3% pa over the next decade.
- This is the result not only of population growth in the Territory, but also a relative shift in public school enrolments over the non-government school sector.
- The *Education Act 2004* requires that the Director General of Education make arrangements to give 'priority to the enrolment of children in the government school in their neighbourhood'. This is achieved through the establishment of Priority Enrolment Areas (PEAs).
- Each year, without fail, there is a place for every child who wants a place in their neighbourhood school.
- And every public school in Canberra is a great school.
- Because of the growth that the public school system has been experiencing, the Education Directorate has had to manage the PEA system of enrolments more actively than in previous decades.
- Some schools have no longer been able to accept "out of area" enrolments, whereas in past years they might have had capacity to do so.
- This may be a new experience for some in the Canberra community, but it has always been the policy, as enshrined in our Act.
- Flexibility has been retained to accommodate students with wellbeing issues that might require them to seek a school outside of their PEA.
- Additionally, the Directorate has a policy of keeping families together as far as possible and currently allows siblings of students already enrolled in a non-PEA school to also attend that school.
- A new arrangement was also made for NSW resident students to ensure that they could still access the ACT school system, but only in schools with guaranteed capacity to take them. This was the creation of the "NSW Pathway Schools", which has taken first effect this year (2019).

- The Directorate also introduced a more active program of checks of compliance with proof of residency, to ensure that demand is not being inflated at certain high demand schools.
- PEAs are reviewed regularly to ensure that they continue to meet the changing circumstances of a school and of the number of children in its neighbourhood. Changes are published on the Directorate website.
- A new PEA has been established for enrolments at the new public school in the suburb of Taylor, Margaret Hendry School, which has opened in term 1 of 2019.

Key Information

Public School Market Share

- The ratio of public to non-government enrolments currently stands at about 61-39, having climbed from its low point in 2011 of 57-43.

Priority Enrolment Areas

- PEAs put effect to the Director General's obligation in the *Education Act 2004* to give 'priority to the enrolment of children in the government school in their neighbourhood'. The priority enrolment area takes into account geographical boundaries, school capacity, and the actual and projected student numbers. Each school is required to enrol students who live within its priority enrolment area, and ahead of consideration of enrolment applications from out of area.
- There are a small number of schools with special circumstances that do not have a PEA but have specific criteria for entry to the school. These include specialist language schools such as Telopea Park School (for entry to primary school), specialist education schools (which provide education for students with a disability), Allen Main Memorial Preschool (Duntroon) and the five early childhood schools.
- The Directorate endeavours to keep PEAs as stable as possible over time. However, in areas of growth in particular, some require adjustment, eg to take account of school openings.

NSW Pathway Schools

- For new NSW students applying for ACT public schools, applications are now directed towards two zones, a southern zone, centred on Tuggeranong, and a northern zone, centred on Belconnen. Within each of these zones, NSW resident students are offered their choice from a defined set of schools and colleges.
- NSW students enrolled before 2019 are able to complete their schooling in the school they currently attend.
- The system gives NSW families certainty over enrolment, in an environment where more and more schools are unable to take students from outside of their PEAs.

- The ACT welcomes around 1,700 NSW students into our public schools each year.
- An update on the outcomes of the new policy will be provided following the finalisation of results from the February 2019 school census.

Portfolio: Education & Early Childhood Development

ISSUE: BUDGET 2018-19 SCHOOLS CAPITAL WORKS**Talking points:**

- The Government is investing in school growth and upgrades across Canberra.
- Over \$63 million has been funded through various initiatives for school expansions in the Gungahlin area since the 2017-18 budget.
- More than \$25 million has been invested to modernise Belconnen High School from 2015 to 2018.
- The Caroline Chisholm School - Centre for Innovation and Learning has been completed at an investment of \$5.9 million.
- The 2017-18 Public School Infrastructure Upgrade program invested over \$20 million expanding and upgrading schools in all regions.

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

The 2017-18 Budget funded a total of \$44.112m to expand schools in the Gungahlin district. This includes the \$24.072m Expanding Schools in Gungahlin program, \$3.44m allocated in the Public Schools Infrastructure Upgrades (PSIU) program to expand Harrison School plus new funding to expand Amaroo School, Neville Bonner Primary School and Palmerston Preschool (\$16.60m).

Additionally, the 2018-19 budget allocated \$19.83m for 'More Places at Gungahlin Schools'.

The school expansion projects include:

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

- The relocation and upgrade of two transportable buildings (4 classrooms) from Gold Creek School (senior campus) for 100 students was ready for the start of 2017 school year – these buildings were installed on the Directorate’s vacant site adjacent to the existing school facilities.
- An additional four transportable classrooms (8 classrooms) have been provided from Gold Creek School (senior campus) for the commencement of the 2018 school year.
- An additional four transportable buildings (8 classrooms in a two storey configuration) have been installed for the beginning of the 2019 school year. Landscaping improvements are continuing into term 1 and final roofing of covered ways will extend into the start of term 2.
- Tenders have closed and are being reviewed to provide an additional 175 places for the beginning of the 2020 school year through the construction of a new permanent building.
- **Amaroo School**
 - New teaching and learning spaces for 300 secondary students for the start of the 2018 school year.
 - An expanded school gymnasium to accommodate all school students (plus allow additional community use) was completed at the start of 2018.
 - New hard court facilities (to replace facilities lost through the expansion of the gymnasium) was completed at the start of 2018.
 - An additional 100 places will be provided before the commencement of the 2021 school year.
- **Gold Creek School – Junior Campus**
 - The relocation and upgrade of a transportable building from the Senior Campus for the start of term 1 2018.
 - An additional 100 places has been provided for the commencement of the 2019 school year through the provision of two transportable buildings (4 classrooms).
 - Tenders have closed and are being reviewed to provide an additional 300 places for the beginning of the 2020 school year through the construction of a new permanent building.
- **Franklin Early Childhood School**
 - An expansion of the current P-2 school to incorporate a year 3 cohort for the start of the 2019 school year. This was achieved by the installation of three transportable buildings (total of 6 classrooms) on the current site with associated infrastructure including a new toilet block. The three buildings will provide sufficient accommodation to allow the year 3 cohort in 2019 to progress to the year 4 cohort in 2020.
 - This is the first phase of a staged expansion of the school through to year 6 for completion ready for the start of the 2021 school year.

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Education

Schools for The Future – Modernising Belconnen High School

Funding for Modernising Belconnen High School and progress on the project

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

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

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

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

The funding has delivered:

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

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

Progress:

The school took possession of the stage 1 works on 23 July 2018 as programmed. Stage 2 works were handed over to the school for the start of the 2019 year with a small amount of work to be completed in the hall (anticipate completion by mid March 2019). The demolition of the redundant back building has also been completed and this area will be landscaped during the first half of 2019.

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

Margaret Hendry School

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

Progress:

All critical buildings have now been completed and handed over to the school for the start of the 2019 school year. The remaining landscaping and hall will be handed over on 15 March 2019.

Public Schools Infrastructure Upgrade (PSIU) Program

The 2018-19 PSIU program expenditure forecast has increased from \$21.1 million to \$29.826 million to be committed in the current financial year.

Programs that have exceeded original budgets or additional projects have been attributed to the following additional commitments:

- Emergency asbestos removal works at Harrison School;
- Additional repairs required at Erindale College Active Leisure Centre swimming pool repairs;
- Additional disability access compliance works;
- Additional disability safety modifications; and
- Additional school safety and security improvements.

Projects that are in advance stages of due diligence and scheduled to approach the market in this quarter, these include:

- Mount Rogers Primary School – administration area upgrade;
- Aranda Primary School – disability access upgrades;

- Melba Copland Secondary School - High School campus – environment sustainability upgrade; and
- Gordon Primary School – environment sustainability upgrade.

There have been responses from the market already received for some projects which are currently in the final stages of tendering, these include:

- Narrabundah College – toilet upgrades;
- Arawang Primary School – toilet upgrades;
- O’Connor Co-operative School – toilet upgrades;
- Telopea Park School – science lab upgrade;
- Calwell Primary School – wet area upgrade;
- Conder Primary School – wet area upgrade;
- Lake Tuggeranong College – rowing club upgrade;
- UC Lake Ginninderra College – flexible learning space;
- UC Kaleen High School – gym floor upgrade;
- Wanniasa Hills Primary School – landscape upgrade;
-
- Gold Creek School – tennis court upgrade;
- Southern Cross Early Childhood School – bike shelter addition; and
- Telopea Park School – landscape upgrade.

Projects that are currently under construction or committed to begin construction during this quarter include:

- Wanniasa School – internal upgrades;
- Torrens Primary School – learning kitchen upgrades;
- Dickson College – toilet upgrades;
- Majura Primary School – toilet upgrades;
- Kaleen Primary School – toilet upgrades;
- Kaleen Primary School – flexible learning space; and
- Malkara School – administration area upgrade.
- The Woden School – disability toilet upgrades;
- Hughes Preschool - disability toilet upgrades;
- Caroline Chisholm School – transportable building removal;

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- Stromlo High School – transportable building removal;
- UC Kaleen High School – bus shelter and gym floor upgrade;
- Black Mountain School – playground upgrade;
- Garran Primary School – outdoor learning area addition;
- Melba Copland Secondary School - College campus – boiler replacement;
- Hawker College – boiler replacement;
- Melrose High School – oval upgrade;
- Calwell Primary School – bike shelter addition;
- Latham Primary School – bike shelter addition; and
- Cranleigh School – additional internal upgrade.

Projects included in a priority works program for delivery in Term 1 2019 that were completed during this quarter include:

- Campbell Primary School – disability toilet upgrades;
- Miles Franklin Primary School – disability toilet upgrades;
- Dickson College – disability toilet upgrades;
- Torrens Primary School – disability toilet and access upgrades;
- Theodore Primary School – disability access upgrades;
- Alfred Deakin High School – new small group learning environment;
- Ngunnawal Primary School – new small group learning environment;
- Erindale College – new small group learning environment;
- Florey Primary School – new small group learning environment;
- Forest Primary School – new small group learning environment;
- Wanniasa School – new small group learning environment;
- Namadgi School – new small group learning environment;
- Amaroo School – new small group learning environment;
- Carnleigh School – internal upgrade;
- Curtin Primary School – internal upgrade;
- Black Mountain School – security door upgrades;
- Fraser Primary School – disability access work;
- Melba Copland Secondary School – disability access work;
- Lake Tuggeranong College – draft proofing upgrades;
- Gunghalin College – draft proofing upgrades;

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- UC Kaleen High School – draft proofing upgrades;
- Gordon Primary School – draft proofing upgrades;
- Gowrie Primary School – draft proofing upgrades;
- Lyons Early Childhood School – draft proofing upgrades;
- Canberra College – electrical upgrade;
- Melba Copland Secondary College – electrical upgrade; and
- Erindale College electrical upgrade.

Construction has commenced for capacity upgrades due to be completed by Term 2 2019 in the second quarter of the 2018-19 PSIU program at the following sites:

- Fraser Pre School – transportable classroom (replace the old building);
- Mawson Primary School – transportable classroom;
- North Ainslie Primary School – transportable classroom;
- Red Hill Primary School – transportable classroom.

Roof Replacement Works

- In the 2018-19 Roof Replacement program, six further school sites are being investigated including a full audit of the roofs and connected services to be undertaken. The final report is due in March 2019 and will provide a full scope of works to be considered.
- The schools included in the audit that will have roof replacements or major repair works funded by the 2018-19 Roof Replacement program include the following sites:
 - Calwell High School;
 - Alfred Deakin High School;
 - Campbell High School;
 - North Ainslie Primary School;
 - Dickson College; and
 - Telopea Park School.
- The audit and due diligence on Calwell High School is completed and construction is due to commence in this quarter of the program.
- Although not on the original list as schools with significant roof condition issues Weetangera Pre School will also have replacement works carried out. These works will be funded from the PSIU budget.

Education & Early Childhood Development

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

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

Key Information

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

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

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

- During 2018, TCCS facilitated the crossing guard supervisors (lollipop officers) program at 20 of the busiest school crossings. This allows children to safely cross at school crossings with a high traffic volume.
- This program will be expanded to a further five schools during 2019.
- The Directorate worked with TCCS to ensure that management and deployment of crossing guard supervisors is appropriately supported by each Directorate's governance arrangements.
- The school road safety plan includes new infrastructure, with bigger and better signage, dragon's teeth, dedicated school crossings and traffic islands. This investment will focus on the 20 schools identified as having the highest need. The

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Education

Directorate has worked with TCCS to ensure the implementation of the measures is in line with the Active Streets program.

- The full list of sites with School Crossing Supervisors is available on the School Crossing Supervisor website. HOBAN Recruitment delivers the Supervisors on behalf of the Territory, including recruitment, training, rostering, payment and the supply of uniforms.
- To increase safety around schools, the Directorate is working with TCCS in the creation of individual 'School Travel and Traffic Management Plans' and invest in effective and appropriate safety improvements including slower traffic speeds, more pedestrian crossings, improved walking and cycling connections, improved signage and education initiatives that will help both students and parents to use school car parks and roads more safely.

Following receipt of the February 2018 school census data, the parking requirements of all ACT public schools was reviewed. These requirements will be reviewed again in April 2019 following completion of the school census data analysis.

The review highlighted shortfalls in the provision of the required number of either regular spaces (three schools), number of disabled parking spaces (two schools) or set-down areas (15 schools):

- Ainslie Primary School (general and set-down spaces)*;
- Alfred Deakin High School (set-down spaces);
- Canberra High School (set-down spaces)*;
- Caroline Chisholm School (set-down spaces)#;
- Chapman Primary School (set-down spaces)*;
- Charles Condor Primary School (set-down spaces)#;
- Charles Weston-Coombs School (set-down spaces)#;
- Charnwood-Dunlop Primary School (set-down spaces)#;
- Curtin Primary School (set-down spaces)#;
- Dickson College (set-down spaces)#;
- Erindale College (set-down spaces)#;
- Florey Primary School (set-down spaces)#;
- Giralang Primary School (set-down spaces)#;
- Gold Creek School – Junior Campas (set-down spaces)#;
- Gold Creeck Scool – Senior Campas (set-down spaces)#;
- Harrison School (set-down spaces)#;
- Hawker Primary School (set-down spaces)#;
- Kaleen Primary School (set-down spaces)*;

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- Kingsford Smith School (set-down spaces)#;
- Lake Tuggeranong College (standard)*;
- Laynon High School (set-down spaces)#;
- Lyneham High School (general, disability and set-down spaces);
- Macgregor Primary School (set-down spaces)#;
- Macquaire Primary School (set-down spaces)*;
- Maribyrnong Primary School (set-down spaces)*;
- Mawson Primary School (set-down spaces)*;
- Melba High School (set-down spaces)#;
- Melrose High School (set-down spaces)#;
- Miles Franklin Primary School (set-down spaces)#;
- Monash Primary School (set-down spaces)#;
- Mount Rogers Primary School (general spaces)*;
- Mount Stromlo High School (set-down spaces)*;
- Miles Franklin Primary School (set-down spaces)*;
- Neville Bonner Primary School (set-down spaces)*;
- Narrabundah College (disability spaces);
- North Ainslie Primary School (set-down spaces);
- Palmerston District Primary School (set-down spaces)#;
- Red Hill Primary School (set-down spaces)#;
- Mount Stromlo High School (set-down spaces)#;
- Taylor Primary School (set-down spaces)#;
- Telopea Park School (set-down spaces)*.
- Theodore Primary School (set-down spaces)#;
- Torrens Primary School (set-down spaces)#;
- University of Canberra Kaleen High School (set-down spaces)#;
- University of Canberra Senior Secondary College – Lake Ginninderra (disability and set-down spaces)#;
- Yarralumla Primary School (set-down spaces)#.

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

Aggregated total number of spaces exceeds all requirements, the total number of standard spaces have been substituted for set-down spaces.

Planned car park improvements at ACT public schools in design stage and preparing civil package for market for finalised suitable sites in the third quarter of the 2018-19 PSIU program include:

- Wanniasa Hills Primary School –A Project Manager has been engaged to deliver this project with construction to be completed prior to 30 June 2019.;
- Fraser Primary School – the design documentation is being prepared for the expansion of the existing carpark at the front of the school.;
- Palmerston District Primary School – preliminary designs for an overflow car park on the oval adjacent to the school are complete, EDU is in discussion with TCCS to determine viability of the site for a car park;
- Mount Rogers Community School – The Development Application has been approved and a Project Manager has been engaged to deliver this work prior to 30 June 2019.;
- Ngunnawal Primary School – exploring options with the school for additional car park spaces to respond to increased student enrolments.
- Gold Creek School – the Directorate is working with TCCS to redesign the junior campus parent car park to improve pedestrian safety and traffic flow. In addition, a Temporary Traffic Management Plan was put into operation from June 2017 to facilitate a trial of the proposed changes, this will now be formalised;
- Theodore Primary School – design documentation has been completed to relocate the disabled spaces, flow improvements to car park as well as signage and compliance improvements that will enable parking regulation enforcement. A project manager has been engaged for construction;
- Hughes Preschool – investigations are ongoing into the provision of additional car park spaces;
- Amaroo School – detailed design documentation has been completed and has now been handed to a Project Manager for construction.
- Giralang Primary School – The owner of the adjacent commercial area redevelopment has agreed to upgrade and expand the carpark as part of the development. This will improve the bus access to the school and include bicycle storage facilities.
- Monash Primary School – a consultant has been engaged to prepare documentation to increase the number of drop-off/pick-up bays and improve traffic safety.

Background Information

- **Wanniassa Hills Primary School – Bilson Place**

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

- **Palmerston District Primary School**

The Infrastructure and Capital Works branch has expanded the Palmerston District Primary School car park by 17 spaces with works completed in July 2018

This brings the total number of spaces at the school to 100, including all types of spaces onsite. With the completed expansion works, the onsite and adjacent on-street parking totals 108 spaces. This exceeds the minimum car parking required by the ACT Parking and Vehicular Access General Code.

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

In early July 2018, EDU in partnership with TCCS hosted a community forum to discuss parking and traffic concerns at the schools, although there was only limited attendance, the event was well received and appreciated by those attending. No additional concerns were raised with EDU and TCCS that had not previously been considered.

EDU and various ACT Government offices were the target of an intensive email campaign in late February calling for additional parking spaces be constructed at Palmerston School.

Portfolio: Education & Early Childhood Development

ISSUE: CONDITION OF ACT PUBLIC SCHOOLS

Talking points:

- Each year the government invests over \$20 million maintaining ACT public schools;
- Over the four financial years from 2017-18, \$85 million will be invested to improve the infrastructure of existing schools, including upgrades to learning spaces, expansions, accessibility improvements and replacement of end of life building systems and fabric.

Key Information

- **Repairs and Maintenance:**
 - The Education Directorate has an annual allocation of \$17.5 million to undertake planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs.
 - A further \$6.0 million is allocated each year directly to ACT public schools. This funding is for physical infrastructure costs covering minor repairs and maintenance works.
 - In January 2017 the updated School Management Manual commenced and reflected a change in the apportioning of responsibility around schools repairs and maintenance activities.
 - The Directorate's Repairs and Maintenance Team now has responsibility for functions related to compliance and safety. The schools are responsible for general and low risk maintenance issues including painting, floorcoverings and minor electrical and plumbing issues. This affords the schools greater autonomy around their environment but assists greatly in piece of mind around important compliance responsibilities.
 - Starting July 2019, Repairs and Maintenance will also add a compliance function around Electrical Switchboard safety routine inspections.
 - The 2018-19 repairs and maintenance works include:
 - Specific works (e.g, fire panel, security system and electrical switchboard upgrades, external painting and other school requested improvements);
 - Heating, Ventilation and Air Conditioning maintenance and repairs;
 - Stormwater and sewer line inspections and rectification works;

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Lead Directorate:

Education

- Roof access safety system certification;
 - Lifts and auto doors inspections and maintenance;
 - Emergency lighting inspections and maintenance;
 - Fire alarm system monitoring;
 - Asbestos materials surveys and removal;
 - Building condition assessments including drone technology to streamline and improve the assessment of roof and roof components;
 - Work health and safety related works;
 - Tree works; and
 - School security - including targeted patrols, static guarding where required and patrol response to security sensor alerts.
- **Public School Infrastructure Upgrade (PSIU) program:**
 - In the 2016 ACT Election, the Labor Government committed to investing \$85m to upgrade and maintain ACT public schools from 2017-18 to 2020-21.
 - The 2018-19 PSIU program expenditure forecast has increased from \$21.1 million to \$29.826 million to be committed in the current financial year.
 - Projects that are currently under construction or committed to begin construction. These include:
 - Wanniasa School – internal upgrades;
 - Torrens Primary School – learning kitchen upgrades;
 - Dickson College – toilet upgrades;
 - Majura Primary School – toilet upgrades;
 - Kaleen Primary School – toilet upgrades and flexible learning space construction;
 - Malkara School – administration area upgrade;
 - The Woden School – disability toilet upgrade;
 - Hughes Preschool – disability toilet upgrade;
 - Caroline Chisholm School – transportable building removal;
 - Stromlo High School – transportable building removal;
 - UC Kaleen High School – bus shelter and gym floor upgrade;
 - Black Mountain School – playground upgrade;
 - Garran Primary School – outdoor learning area addition;
 - Melba Copland College – boiler replacement;
 - Hawker College – boiler replacement;

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Cleared By: Executive Branch Manager

Contact Officer Name: Rodney Bray

Ext: 51289

Lead Directorate:

Education

- Melrose High School – oval upgrade;
 - Calwell Primary School – bike shelter addition;
 - Latham Primary School – bike shelter addition; and
 - Cranleigh School – additional internal upgrade.
- Projects included in a priority works program for delivery in Term 1 2019 that have already been completed include:
- Campbell Primary School – disability toilet upgrades;
 - Hughes Preschool - disability toilet upgrades;
 - Miles Franklin Primary School – disability toilet upgrades;
 - The Woden School – disability toilet upgrades;
 - Dickson College – disability toilet upgrades;
 - Torrens Primary School – disability toilet and access upgrades;
 - Theodore Primary School – disability access upgrades;
 - Alfred Deakin High School – new small group learning environment;
 - Ngunnawal Primary School – new small group learning environment;
 - Erindale College – new small group learning environment;
 - Florey Primary School – new small group learning environment;
 - Forest Primary School – new small group learning environment;
 - Wanniasa School – new small group learning environment; and
 - Namadgi School – new small group learning environment.
- Scope has been finalised and committed for capacity upgrades due to be completed by Term 2 2019 in the second quarter of the 2018-19 PSIU program at the following sites:
- Fraser Preschool – transportable classroom (replace the old building);
 - Mawson Primary School – transportable classroom;
 - North Ainslie Primary School – transportable classroom;
 - Red Hill Primary School – transportable classroom.
- Additional schools included in sub programs that have progressed in due diligence stages in the second quarter of the 2018-19 PSIU program include the following updates:
- School learning area improvements;
 - School administration and support area improvements;
 - School infrastructure revitalisation; and
 - Joint funding works.

- A \$0.85m building tuning program is in place to conduct energy audits at schools where energy efficiency is low. Schools are selected according to annual and seasonal energy consumption compared against their peers with the high energy consumers being prioritised for audits, site visits and intervention works. The program identifies mechanical efficiencies to heating, ventilation and cooling systems in addition to building solutions that will assist in improving thermal comfort whilst managing energy consumption. The audits also assist in identifying investment priorities for inclusion in future works programs.

Background Information

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

Portfolio: Education & Early Childhood Development

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

- A program of works to increase the level of cooling in selected classrooms is underway and \$2.0 million is being spent in 2018-19 addressing cooling issues in schools. In 2017-18, \$3.35 million was spent addressing cooling issues in schools.
- All schools have an extreme temperature management plan to keep students and staff comfortable, as required by ACT Education Directorate policy.
- Each management plan for extreme temperatures is site specific. Activities to manage high temperatures include:
 - Optimising natural ventilation, air movement and shade;
 - Using additional fans or coolers;
 - Easy access to water and increased use of water play;
 - Rotating classes through cooler areas on site;
 - Adjusting educational programs and access to certain areas of the school to minimise potential for heat stress;
 - Adjusting uniforms, if required; and
 - Limiting playground access to shaded areas in addition to ensuring all students playing outside have hats, sunscreen and a water bottle.

Key Information

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

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

school in relation to disruption and long term energy consumption. The scope of works developed for each school will support the *Procedures for Managing Extreme Temperatures in ACT Public Schools* with a focus on the student spaces.

- More than 700 high priority spaces were identified by the schools in this program. Due to the scale of the identified issues, a phased implementation approach starting in 2017-18 over a number of years is being used. This approach prioritises schools according to a risk matrix.
- In 2017-18, an additional \$1.8m was allocated in the Infrastructure and Capital Works program to address priority areas in consultation with schools. This remediation continues to be delivered through a rolling program that includes passive solutions such as external shading, building insulation and glazing treatments. Where passive solutions are not suitable, installation of air cooling systems will be considered.
- \$2.3m has now been committed in the 2018-19 budget to continue with the delivery of these works.
- An advanced specimen tree planting program was implemented across five schools in 2017-18 to provide passive shading at Alfred Deakin High School, Amaroo School, Arawang Primary School, Miles Franklin Primary School and Callwell High School. Additional sites will be investigated and implemented during 2018-19.
- A building tuning program with a budget of \$0.85m will be undertaken in 2018-19 to reduce the carbon emissions at target schools within each school type (high school, college, primary school and early childhood school). The project targets an accelerated program of carbon emission reduction leading into the ACT Government Carbon Neutral Operations in 2020. Schools are identified based on their gas use intensity with the poorest performers in the previous year being selected for targeted investment. The works program includes; upgrades to mechanical heating plant and control systems; building envelope improvements including double glazing and insulation; and capacity building for Building Service Officers through draught proofing workshops.

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

At the end of June 2018, there were 2,255 maintenance calls to repair or replace existing HVAC assets, with 100% of the HVAC maintenance budget expended. The budget for HVAC specific works, which included works requested by schools, was also 100% expended.

Background Information

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

- Preference for natural ventilation – consistent with the ACT Government's carbon neutral strategies to reduce energy consumption;
- Employment of extreme temperature management plans; and

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Cleared By: Executive Branch Manager

Contact Officer Name: Rodney Bray

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Lead Directorate:

Education

- Installation of artificial cooling in priority areas of schools – specialist education facilities, libraries and administration area to allow students to circulate to cooler areas.

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

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

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

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

Under the schools Repairs and Maintenance program, \$4.3 million is spent each year on heating and cooling maintenance. As we approach the mid point of the year, commitments to the HVAC budget for 2018-19 show Specific (requested) HVAC works currently committed to 89.7% of budget and HVAC compliance contract works committed to 59% of budget as at 14 November 2018.

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

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

Calwell High School is receiving a building management system (excluding lighting) to facilitate coordinated control of the heating and cooling systems at a cost of \$0.15 million. This project is funded by the Education Directorate.

Melrose High school is currently in the design phase for a new boiler and Building Management System. This will be installed prior to winter 2019. The benefits in gas savings with the new boiler and BMS have been forecast at 28% or \$15k P/a.

Melba Copeland Secondary School college campus is currently in the design phase for a new heating and cooling system and Building Management System. This will be installed prior to winter 2019. The benefits in gas consumption savings have been forecast at 75-80%. The new system is a reverse cycle hybrid electric gas system. Gas cost savings are forecast at \$48k annually. Electricity costs are anticipated to increase as heating load is shifted from gas to electricity.

Hawker College is currently in the design phase for a new heating and cooling system and Building Management System. A new reverse cycle electric system is proposed to replace the current ageing and inefficient natural gas and R22 refrigerantsystem which has been indentified for an urgent upgrade.

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Contact Officer Name: Rodney Bray

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Lead Directorate:

Education

Education & Early Childhood Development

ISSUE: ASBESTOS CONTAINING MATERIALS IN ACT PUBLIC SCHOOLS

Talking points:

- Narrabundah College –The alternative temporary accommodation is completed, with students and staff occupying the buildings on day 1 of Term 3, 2018. The demolition of the three affected buildings has been completed prior to the start of term 1 2019.
- The safety of students, staff, contractors and the community is of paramount importance to the ACT Government and Education Directorate.
- The Directorate has well developed processes for the management of hazardous materials in ACT public schools.
- There are 69 public schools with confirmed presence of asbestos containing materials. Each of these schools has a Hazardous Materials Survey and Management Plan, including an Asbestos Register. A floor plan showing the known areas where asbestos containing materials are located is also displayed in the front entry area of all the schools.
- An independent licensed asbestos assessor is engaged by the Directorate to prepare the documentation.
- The Asbestos Register informs the school community, visitors and tradespeople on the location of asbestos containing materials in the school.
- Any asbestos removal works are completed by a licensed asbestos removalist. Asbestos is removed after hours when there are no students and staff in the school (i.e.: at night, on weekends and during school holidays).
- An audit of asbestos management in ACT public schools was undertaken between November 2017 and March 2018 with a draft report having recently been considered and commented on. The final report was then distributed on 4 September 2018.
- Although in use for some years, the current method of asbestos tacking and management is currently under examination in an effort to

modernise processes and reporting. An electronic application is being investigated by key staff, and will consider school requirements and legislative obligations.

Key Information

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

Five year testing of all sites with known ACM is currently underway with approximately 50% of all effected schools have had their inspection. Whilst a small number of work orders for further testing and removal have been issued as a result of these inspections, it should be noted that the EDU attention to detail around asbestos testing and removal on a “business as usual” basis, has contained any escalation of new removal works.

Asbestos at Narrabundah College

Hazardous materials survey reports identify the presence of friable crocidolite* (blue) asbestos at Narrabundah College – within the ceiling space and external wall cavities of three multi-storey buildings (Buildings B, C and D).

*Crocidolite is the more dangerous form of asbestos.

The three buildings were demolished prior to the start of the 2019 school year.

Harrison School

During the week of 27 to 31 August 2018, the school identified asbestos containing material in the primary school garden beds. This material was found in the recycled building materials used as ground cover.

Testing of the material confirmed that it was non-friable asbestos. This means that if left undisturbed, it presents no hazard to staff or students. To eliminate the chance of the material being disturbed, the school with the assistance of the Education Directorate, placed construction fences around all garden bed areas.

Removal works were undertaken during the term 3 break by licenced asbestos removalists and the whole site is now asbestos free.

Asbestos at Education Construction Sites

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

- If at any time material is suspected of containing asbestos, works must cease immediately, the area made safe and isolated. Air monitoring testing is to be carried out by a National Association of Testing Authorities (NATA) registered laboratory.

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Lead Directorate:

Education

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

Background Information

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

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

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

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

Add reference number

Portfolio: Education and Early Childhood Development

ISSUE: ASBESTOS CONTAINING MATERIAL AT HARRISON SCHOOL

Talking points:

- Removal works were undertaken during the term 3 2018 break by licenced asbestos removalists and the whole site is now asbestos free.
- Plans for the garden bed rehabilitation have been completed and Tenders have been called. It is expected that works will be able to commence in late March 2019.

Key Information

- All testing of garden beds at Harrison School was completed, with a small amount of non-friable asbestos-containing material (cement sheet debris) identified.
- The Chief Health Officer has confirmed it presents a low risk of releasing airborne fibres.
- WorkSafe ACT is responsible for investigating the source of the material.

Background Information

- A parent raised a concern with the school on Monday 27 August 2018 about whether the recycled building material used in garden beds had been tested for dangerous substances such as lead and asbestos.
- Testing occurred on Tuesday 28 August 2018 and the final testing report, confirming the presence of some non-friable asbestos, was received on the afternoon of Wednesday 29 August 2018.
- The garden beds were declared out of bounds when school returned the following day on Thursday 30 August 2018 and fencing of the garden beds commenced.
- Testing of all garden beds at the school has been completed with a total of 30 pieces of cement sheet debris testing positive for asbestos-containing materials.
- The Chief Health Officer has confirmed the asbestos found at Harrison School presents a low risk of releasing airborne fibres.
- WorkSafe ACT is investigating the source of the material and the Education Directorate has provided information about the contractors responsible for major works at the school.
- The principal provided regular updates to the school community about this matter and Education Support Office staff attended the school at drop-off and pick-up times to speak with parents and carers.

- The Work Safety Commissioner, Chief Health Officer and the Education Directorate's Executive Director, Business Services Division also attended a P&C meeting to brief parents and carers and answer any questions.

Portfolio/s: Education and Early Childhood Development

ISSUE: CLEANING CONTRACTORS IN SCHOOLS

Talking points:

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

Key Information

- A budget business case for 2019-20 seeking a policy decision and funding to support the transition from existing contracted model of cleaning to an insourced model was approved in a Budget Cabinet meeting on 12 March 2019. Cabinet approved the transition to an insourced model from 2020 and approved additional funding to support the transition.
- Under the current Contracts the Territory has an obligation to notify of any intention to extend the contract by 30 March 2019.
- The Directorate is working on a transition plan to extend potentially three of the current four contracts for a seven month period until end January 2020. Consultation with key stakeholders such as United Voice and existing Contractors will commence from 19 March 2019.
- An open tender process was undertaken in 2017 valued at \$48 million over 4 years to replace a cleaning panel arrangement which had been in place since 2011 and expired on 30 June 2017. The Directorate undertook broad industry stakeholder consultation throughout the process on which the tender requirements were based, including United Voice, the Building Services Contractors Association of Australia (BSCAA) and an independent cleaning consultant.
- As a result of the tender process financial and administrative efficiencies were achieved with the reduction of 88 individual panel Service Agreements plus another 23 Deed contracts based on school size, to just four (4) new Agreements covering 87 schools and the Hedley Beare Centre for Teaching and Learning. Contract engagements are with:

- ACT Commercial Cleaning Service Pty Ltd
- Dimeo Cleaning Services Pty Ltd
- Menzies International (Aust.) Pty Ltd
- Vivid Property Services Pty Ltd.

Audits

- As part of the service agreement between the four contractors and the Education Directorate, audits are to be undertaken throughout the contract period. The audits are:
 - Business Operations – including employee entitlement compliance;
 - Cleaning Performance; and
 - Workplace Health and Safety.
- These audits were conducted in May and a follow up WHS audit was undertaken in October 2018. The Directorate provided immediate feedback to all four contractors on the Work Health and Safety issues identified in the audits with providers required to rectify. During the October follow up audit it was identified that a number of issues identified in the May audits had not been rectified. All four contractors have been provided with audit reports and instructed to rectify issues by 30 November 2018 and to provide a plan to inspect all sites and remedy any issues identified by this same date. Follow up site visits have found some of these issues have still not been remedied or are now appearing at other sites that were not part of the audit process, demonstrating the systemic failure to apply these standards consistently across all school sites.
- In relation to the Business Operations audit the Directorate served a breach notice on [REDACTED] for employment of cleaning staff under another entity. [REDACTED] have since rectified this and all cleaning staff are now directly employed through the contracted agency. A second breach notice was served on [REDACTED] for payment of Annual Leave Loading. While [REDACTED] were not in breach of the Enterprise Agreement they were in breach of the Contract with the Territory. [REDACTED] submitted a plan to rectify this which has been completed.
- The Business Operations audit also identified potential breach of Contract by [REDACTED] in relation to the payment of superannuation on additional hours of work. [REDACTED] the Directorate believes [REDACTED] are not operating inline with the intention of the Contract and will advise them of this. Any future contracts would be amended to ensure this practice is not able to continue.
- A follow up audit of [REDACTED] and [REDACTED] Business Operations will be conducted in 2019.

Deed of Variation

Cleared as complete and accurate: 12/03/2019
Cleared by: Executive Branch Manager Ext:
Contact Officer name: Lynette Daly Ext: 52685
Lead Directorate: Education

- A Deed of Variation was issued to:
 - Increase cleaning services to 52 weeks a year including a 4 week annual leave provision, this will ensure cleaning personnel have continuous employment.
 - Increase the production rate to \$49.79 per hour (Inc. GST) for the 2018–19 financial year.

Background Information

- Contract Agreements to commence 1 July 2017 were executed on Tuesday 27 June 2017 and Wednesday 28 June 2017. Unsuccessful tenderers were notified of the outcome on Wednesday 28 June 2017 and agreements were made publicly available on the ACT Contracts Register on Monday 3 July 2017.
- Approximately 290 existing cleaning staff who were employed under previous cleaning arrangements were re-engaged by the new cleaning contractors.
- The production rate and Personal Pay Rate (PPR) payable under the Agreements was set by the Territory, the PPR being at a rate above the Cleaning Services Award 2010.
- The focus on continuous improvement to provide high quality cleaning services in ACT public schools addresses:
 - Compliance
 - Industrial relations and employment performance
 - Maintenance of police checks
 - Safety systems
 - Quality
 - Performance management
 - Audits/inspections
 - Regular meetings
 - Administrative efficiency
 - Fewer transactions
 - Communication and cooperative contracting
 - Value for money.

Portfolio/s: Education and Early Childhood Development

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

Talking points:

- CECA has a dedicated investigation team, and a team of experienced officers who assess any incidents or complaints.
- CECA assessed 627 incidents and complaints between 1 July 2018 and 28 February 2019. Of those matters triaged by CECA, 23 matters were investigated. Most matters engage harm, hazard or governance issues. The ACT has historically high rates of notification, this is believed to be due to the high level of engagement with the Sector and a tendency to report lower level issues. The criteria for notification was revised in October 2017 to clarify the criteria for reporting.
- At the end of February 2019, 17 investigations were closed of which 2 had been carried over from 2017-2018. There were approximately 11 investigations ongoing.
- CECA has a range of compliance tools available, ranging from an administrative letter, compliance notices, compliance directions, suspension powers, enforceable undertakings, conditions upon approvals and where people pose a risk of harm to children prohibition from participating in the sector.
- CECA is part of the professional community of practice around reportable conduct and works with ACT Policing, Child and Youth Protection Service and the Working With Vulnerable People team.

Key Information

- From 1 July 2018 to 28 February 2019 CECA's investigation team had assessed a total of 627 incidents and complaints. The total included 504 incidents and 123 complaints.
- The triage team determined that approximately 23 of these matters required investigation because the information engaged harm, hazard or governance issues.
- The remaining matters were determined as being appropriately managed by providers and their services.

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Cleared by: Executive Branch Manager

Contact Officer name: Clare Brookes

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Lead Directorate:

Education

- Compliance actions may range from administrative letters through to compliance notices and prohibition of educators.
- Major areas of investigation are: allegations of inappropriate interactions and harm to children, children unaccounted for or missing from services, below minimum staffing levels and inadequate supervision.

Background Information

Section 260 of the National Law specifies the functions of the Regulatory Authority, which includes:

- to assess services against the National Quality Standard and determine the ratings of those services
- to monitor and enforce compliance
- to receive and investigate complaints arising under this Law
- to educate and inform education and care services and the community about the National Quality Framework
- to work in collaboration with ACECQA to support and promote continuous quality improvements.

In exercising its investigative functions CECA follows Australian Government Investigation Standards. Authorised Officers responsible for conducting investigations are trained to Certificate IV in Government (Investigations) or equivalent. Authorised Officers responsible for the coordination and supervision of investigations are trained to Diploma of Government (Investigations). The qualifications enable officers to investigate matters to a criminal standard of evidence.

CECA assesses each source of alleged, apparent or potential contraventions applying a risk based methodology to case selection. A sub-team of senior Authorised Officers within CECA have oversight for decisions and recommendations for the acceptance of matters for investigation. An established triage process is in place for this assessment. A range of factors are considered in making such decisions, including – risk factors engaged, objective seriousness of the matter, prospects of establishing facts and the capacity of the investigations team.

CECA works closely with ACT Policing, Access Canberra's Working with Vulnerable People team, and the Child and Youth Protection Services team in Community Services Directorate.

The Education and Care Services National Law is part of the Reportable Conduct and Information Sharing Legislation Amendment Act 2016. CECA is part of the Ombudsman's professional community of practice in respect of Reportable Conduct.

Portfolio/s: Education and Early Childhood Development**ISSUE: EDUCATION AND CARE PLACES: AFFORDABILITY AND AVAILABILITY****Talking points:**

- Since 2012 the number of early childhood services has increased from 280 to 358.
- The current 358 services operating includes long day care, school aged care, family day care and Government and independent preschools.
- There are approximately 13,000 full-time long day care places for children from birth to five years old.
- The ACT also has approximately 3600 places in Government preschools and 1400 places in non-Government preschools.
- There are 10 family day care services operating in the ACT.
- There are approximately 8,500 full time places in outside school hours care.
- We have an early childhood education and care sector that is available and accessed by many of our families. The quality and standard of our early childhood sector is increasing every year and we are continuing to provide programs and resources to enhance what we provide our children and families.
- 54 percent of ACT children aged 0 to 5 years attended a centre-based service eligible for child care benefit in 2017. This was the highest rate of any jurisdiction in Australia.
- There are children in our community who would benefit from early childhood education and care who are missing out due to cost and disadvantage.
- The cost of services is driven by factors such as:
 - the ACT's high employment rates and per capita incomes;
 - the relatively small cohort of available early childhood workers;
 - uneven interaction between Government and non-Government early childhood services; and

- our small geographical footprint with higher price tolerances across the whole of the ACT.

Key Information

- Since 2001, the number of centre-based places across the ACT has more than doubled. Centre based services include long day care, school age care, Government and independent preschools.
- In January 2012 there were approximately 280 centre based services in the ACT. There are currently 358 centre based services in the ACT, an increase of almost 80 services over six years.
- As at 30 June 2018, there are approximately 13,000 long day care places available for children preschool age and under in centre-based education and care services. Additionally, there are 3595 places across 78 Government preschools.
- In addition there are 20 non-Government preschools offering approximately 1400 places for preschool aged children.
- In January 2019, Margaret Hendry School Preschool opened offering a further 132 preschool spaces for children in North Gungahlin.

Background Information

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

District	Suburb	Maximum places
Gunghalin	Nicholls	130 (2017)
Inner North	Acton	112 (2017)
	Hackett	25 (2018)
	Reid	16 (2018)
Belconnen	Charnwood	158 (2019)
	Higgins	152 (2017)
	Holt	60 (2017)
	Kaleen	20 (2018)
Tuggeranong	Kambah	83 (2017)
	Kambah	33 (2018)
	Richardson	35 (2017)
	Fyshwick	57 (2017)
	Wanniassa	50 (2017)
	Symonston	90 (2017)
Woden/Weston	Coombs	128 (2018)
	Phillip	90 (2018)
	Rivett	90 (2018)
	Torrens	86 (2018)

In 2017–18 the following services ceased operation:

- 24 March 2017 Kidlets Early Learning Centre.
- 1 September 2017 YMCA Duntroon Vacation Care.
- 30 September 2017 Honey Tree Early Childhood Centre.
- 15 November 2017 YMCA PMC Vacation Care.
- 11 December 2017 Sherpa Kids CCS.
- 18 December 2017 Sherpa Kids North Canberra
- 19 December 2017 YMCA Holy Trinity After School Care.

- 21 February 2018 Holistic Family Day Care
- 28 February 2018 Jubba Family Day Care
- 9 March 2018 SWISH Vacation Care
- 30 June 2018 Communities@Work Tuggeranong
- 22 July 2018 Communities@Work Harrison OSHC

Costs

- The review found that the primary barrier to access to services in the ACT, relative to other jurisdictions, is the cost of those services, with a mean cost of \$105 per day, significantly higher than the national mean of just over \$80 per day. Costs in the ACT have been growing faster than in other jurisdictions for several years, making services relatively more expensive for families in the ACT than other jurisdictions.
- The factors driving higher costs in the ACT include:
 - The high employment rates and per capita incomes in the ACT setting market tolerances;
 - A shortage of suitable workers for the ECEC sector compared to larger jurisdictions;
 - The uneven interaction of the non-Government ECEC sector and the Government preschool component of the ECEC sector; and
 - The small geographical footprint of the ACT combined with a relatively even social distribution of disadvantaged families, resulting in higher price tolerances across the whole of the ACT that do not account for the thresholds of lower income families.
- The Australian Government subsidises the cost of child care by providing a means-tested Child Care Subsidy for parents or carers who attend work, study or training.
- The Australian Government Family Assistance Office also provides financial assistance to families who choose to have their children cared for by grandparents, relatives, friends or nannies. Benefits for these types of registered child care are paid at a flat rate and are not income tested.

Portfolio/s: Education and Early Childhood Development

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

Talking points:

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

Key Information

- On 1 February 2019 the Productivity Commission released its Report on Government Services chapter that covers childcare, education and training.
- The RoGS report shows that the ACT had 61.7% of primary contact staff in early education and care services with a relevant formal qualification at, or above, certificate III.
- While this figure is the lowest in the country it shows an 11.2% improvement on the 2013 workforce census figures for certificate III graduates. The 2013 workforce census, as recorded in RoGS shows the ACT as having 50.6% of primary contact staff as having relevant formal qualifications.
- It is important to note that the RoGS data only counts Child Care Subsidy approved services. So the figures leave out a significant group of preschool services provided by Government and non-Government schools.
- The 2016 ECEC National Workforce Census was published on the Department of Education and Training website on Thursday 14 September 2017 and a copy was provided to the Directorate on 15 September 2017.

- The census shows that in the ACT 34.4% of educators are studying towards an ECEC qualification.
- As of 22 January 2018 there are 78 Government preschools and 20 non-Government preschools.
- In the ACT approximately 90% of preschool teachers have completed an early childhood degree.
- The figures show that the ACT is on the right trajectory in a context where the number of staff has grown considerably. Over the six years between 2004 and 2010 sector staff grew by 398 or 32%. Between 2010 and 2013 sector staff grew by a further 366, or 21%. The RoGS data shows that between 2013 and 2016 the primary contact workforce grew by almost a further 1000 staff, which is approximately 30%.
- This evidence shows that the NQF is having a positive effect on decisions by providers and staff to obtain qualifications. The number of qualified staff is growing incrementally in a tough market.

Background Information

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

Portfolio: Education and Early Childhood Development

ISSUE: UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION

Talking points:

- On 2 November 2018, Chief Minister Barr signed the 2018 and 2019 Universal Access National Partnership Agreement on behalf of the ACT Government.
- It is a component 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 access to preschool by providing 12 hours a week of free preschool. The National Partnership provides an additional three hours which gets us to 15 hours of free preschool a week for four year olds.
- The ACT Government has committed approximately \$26.5 million in 2018-19 to provide the first 12 hours of free government preschool for four year olds.
- Under the Universal Access Agreement, the Australian Government has committed a total of \$18.3 million to the ACT.
- This equates to approximately a \$9.3 million dollar increase for the ACT when compared to the Australian Government's commitment in the 2018 agreement.
- The Australian Government pulled out of the National Partnership for the National Quality Agenda (NQA) beyond June 2018.
- The ACT Government is currently part of a national conversation with State and Territory colleagues around advocating for an ongoing National Partnership for Universal Access with the Australian Government.
- The ACT, like other States and Territories would like to see the Australian Government engage in a longer-term approach to early childhood funding.

Key Information

- The National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) provides for a Commonwealth funding contribution to deliver 600 hours of free preschool per year for four year olds.
- The ACT Government has made a long-standing commitment to universal access of children to preschool.
- The objective of the NP UAECE is to support universal access to, and improved participation by, children in quality early childhood education in the year before full-time schooling with a focus on Aboriginal and Torres Strait Islander children, and vulnerable and disadvantaged children.
- The Australian Government has indicated publicly that it will not enter into a NP UAECE beyond 2019 unless it is satisfied on attendance data, and has resolved the issue of 'double funding' (distribution of NP UAECE funds to services that also receive funds under Family Assistance Law).

NP UAECE 2018 and 2019

- In the 2018 Federal Budget the Australian Government committed a further \$440 million nationally to extend the NP UAECE into 2019.
- On 1 November 2018, the Chief Minister signed the NP UAECE 2018 and 2019 to receive a Commonwealth funding contribution of approximately \$18.3m for the ACT, through funding of \$2.7m for the 2017-18 financial year, \$9.1m for the 2018-19 financial year, and \$6.5m for the 2019-20 financial year.
- The NP UAECE 2018 and 2019 represents an extension of the NP UAECE 2016 and 2017, and replaces the NP UAECE 2018.
- This was the sixth in a series of such agreements: 2008-2013; 2013-2014; 2015; 2016-2017; 2018; and 2018-2019.
- The ACT is currently negotiating the Implementation Plan for the NP UAECE 2018 and 2019 with the Commonwealth.

NP UAECE 2016-2017

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

- delivery of the Preschool Matters Grants Program to facilitate parental engagement for ACT preschool or long day care services delivering 600 hours of preschool education.
- As a requirement of the NP UAECE 2016–2017, the ACT’s performance was measured against six performance indicators.
- In 2017, 97% of four-year old children were part of a preschool program and 95% of Aboriginal and Torres Strait Islander children participating in a preschool program available for 600 hours per year.
- In 2016 the ACT met five of the six indicators under the agreement and received a full payment for five indicators.
- In 2016 almost 97% of four year olds in the ACT were part of a preschool program. The ACT achieved result of 91% of Aboriginal and Torres Strait Islander children participating in a preschool program available for 600 hours per year. This result was 4% short of the agreed 95% target and resulted in a part-payment for that target.
- On 15 May 2017, the Australian Government notified the ACT of a partial performance payment to the ACT of \$4,933,561. This represents one percent less than the maximum payment.

Background Information

Quality early childhood education in the ACT is delivered in a range of settings including public preschools, non-government preschools and long day care centres.

Since 2009, the Australian Government has made a funding contribution to States and Territories to support preschool provision through the NP UAECE.

The ACT Government had already committed to providing preschool programs for 12 hours a week. By 2013, all ACT public preschools had increased their preschool provision from 12 to 15 hours per week, delivered by a qualified early childhood teacher under the National Quality Framework.

On 8 May 2018, the Australian Government made a formal announcement of the extension of the Universal Access National Partnership Agreement into 2019.

Portfolio: Education and Early Childhood Development

ISSUE: EARLY CHILDHOOD STRATEGY

Talking points:

- In response to the huge amount of evidence of the wide range of benefits that quality early childhood education brings for children, families, and wider society, the ACT Government has committed to developing an Early Childhood Strategy for the ACT.
- Access to quality early childhood education and care can significantly help children to overcome the impact of early disadvantage and improve their life chances.
- Four key elements of the Strategy have been identified:
 - Increasing access, equity and affordability
 - Enhancing the workforce and their qualifications
 - Seamless transitions to school
 - Maximising the benefits to children.
- Through the Strategy, the Government is looking to provide a joined-up policy framework to improve equitable access to quality early childhood education and care in the ACT.
- The development of the Strategy is supported by the Early Childhood Advisory Council, which brings together a broad range of representatives from across the ACT's early childhood education and care sector.
- In the 2018-19 Budget, the ACT Government is investing \$6.727 million to develop the Strategy to promote accessibility and quality in the sector.
- The Education Directorate is in its final phase of community consultation for the Strategy, through conversations with parents, the sector, schools and the wider community about how we can ensure that the Strategy best meets the needs of the ACT.

Key Information

Early Childhood Strategy

- The Early Childhood Strategy (the Strategy) is a component of the Government's Supporting Parents Plan election commitment EC LAB 030 and a component of the ACT Human Services Cluster work over the next three years.
- The Strategy aims to provide a joined-up policy framework for supporting equitable access to early childhood education and care in the ACT, and a seamless user experience for children and families when accessing early childhood services.
- In November 2017, the Minister released a discussion paper emphasising the importance of children participating in early childhood education, prior to starting preschool, and providing access to early childhood education and care (ECEC) services for children experiencing vulnerabilities or disadvantage.
- The ACT Government is developing the in consultation with the Early Childhood Advisory Council, the Inter-Directorate Committee (IDC) and the IDC's working group.
- The Strategy will provide the means for delivering the Supporting Parents Plan election commitment.
- 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 the Strategy.
- The consultation process for the Strategy is capturing feedback from children, families and the early childhood education workforce and sector. It will capture qualitative data of stakeholder experiences, with a specific focus on capturing perspectives from Aboriginal and Torres Strait Islander children, families and community as well as the perspectives those who would benefit the most accessing early childhood education and care. Consultation sessions are being conducted across the ACT at selected services and community organisations that represent the diversity of the community and the sector. Stakeholders can also contribute to the consultation process through the YourSay website.

Early Childhood Advisory Council

- The Early Childhood Advisory Council was established in August 2017 to foster a stronger partnership between the ACT Government and the ECEC sector.
- The Council is made up of key stakeholders and experts in ECEC. It is considered a mechanism to bring together the diverse parts of the sector for collaborative input. Members have been selected not solely as representatives of their organisations but on the basis of their individual skills and expertise.

- The initial work of the Council has seen it report back to the Minister on proposals that arise from the development of the Strategy. On 15 June 2018, it released a Communique outlining its work since its formation.
- The Council first met on 22 August 2017, with subsequent meetings held on 6 November 2017, 12 December 2017, 9 February 2018, 9 March 2018, 28 March 2018, 30 May 2018, 15 August 2018 and 10 December 2018
- 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.

Early Childhood Strategy Inter-Directorate Committee

- The Inter-Directorate Committee (IDC) is made up of representatives from the Human Services Directorates and other key areas of Government. It has been established to drive proactive engagement within ACT Directorates on the development of the Strategy.
- Members will provide advice that gives a whole-of-Government perspective in relation to early childhood (such as harnessing exiting resources) to ensure that the Strategy has strong synergies with cross-Directorate initiatives that engage with and impact children.
- The IDC first met on 11 July 2018, to establish the evidence of the value of early learning in children's development and to discuss the purpose of the Strategy and work undertaken to date. Subsequent meetings have been held on 22 August 2018, 26 September 2018, 31 October 2018 and the 28 November 2018. The IDC will continue to meet monthly to support the Strategy into 2019.
- An IDC working group has been established to support the IDC in its deliberations on the development of the Strategy.

Background Information

Membership of the ECAC and the IDC is listed below.

Name	ECAC Position	Area of representation
Cathy Hudson (Chair)	Policy Advisor and Deputy Chair ACECQA Board	Independent Chair
Natalie Howson (Deputy Chair)	Director-General, ACT Education	Government
Reesha Stefek	Centre Director Woden Early Childhood Centre	Independent not for profit
Lisa Syrette	Manager, (Childcare) AIS Site Services Branch Australian Sports Commission	Independent not for profit
Bernadette Carbin	Director Children's Services YWCA	Community not for profit
Bruce Papps	Chief Executive Officer Northside Community Service	Community not for profit
Jodie Ledbrook	Chief Executive Officer YMCA and Chair of ACT Children First	Community not for profit
Lee Maiden	Deputy Chief Executive Officer Communities@Work	Community n-f-p and family day care
Sandy Leitch	President, ACT Branch Early Childhood Australia	Peak body
Peter Curtis	President, ACT Sub-Branch Australian Education Union	Peak body
Alice Castrission	Catholic Preschool and SAC Officer Catholic Education Office	Catholic Education
Joanne Garrison	Senior Manager, Strategic Programs Association of Independent Schools ACT	Independent Schools
Simon Bennett	Executive Manager Anglicare	Not for profit and early childhood
Symmone Turner	President, Preschool Teachers Professional Association	Professional association
Carly Freeman	Aboriginal and Torres Strait Islander Elected Body	Representative for Education

Name	IDC Position	Area of representation
Deb Efthymiades	Deputy Director-General System, Policy and Reform	Education Directorate
Jodie Griffiths-Cook	Children and Young People Commissioner	ACT Human Rights Commission
Stephen Miners	Deputy Under Treasurer	Chief Minister, Treasury and Economic Development Directorate
Helen Pappas	Executive Director, Children Youth and Families	Community Services Directorate
Sam Engele	Deputy Director-General, Policy and Cabinet	CMTEDD
Richard Glen	Deputy Director-General, Justice	Justice and Community Safety Directorate
Leonie McGregor	Deputy Director-General, Health Policy and Strategy	Health Directorate
Mark Huxley	Executive Director, School Improvement	Education Directorate
Elizabeth Chatham	Executive Director, Women, Youth and Children	Health Directorate
Jane Adams	Team Leader Cultural Services, Children Youth and Families	Community Services Directorate

Portfolios: Education and Early Childhood Development

ISSUE: LIFTING OUR GAME REPORT

Talking points:

- The commissioning of the *Lifting Our Game* report by States and Territories in 2018 demonstrates a strong desire to prioritise early childhood education and care nationally, and to seek certainty from the Australian Government on funding and outcomes for early childhood.
- I thoroughly welcome and support the *Lifting Our Game* report which sums up the national and international evidence that shows the importance of early childhood education and care.
- *Lifting Our Game* is a great statement of the kind of policy the nation needs for early childhood and really resonates with the experience and thinking of States and Territories.
- The Report embraces six important themes to improve and expand access to early childhood education and care:
 - embedding national funding for Universal Access to early childhood programs in the year before school
 - broadening Universal Access to three year-olds
 - supporting children and families with particular needs
 - improving and supporting the early childhood workforce
 - improving parental engagement
 - improving transparency and accountability.
- The Report captures the large body of evidence that shows early childhood is critical to children's cognitive and emotional development. The first five to eight years are fundamental to a child's capacity for emotional control, relationship skills, language and numeracy.
- These themes align with the ACT Government's values on early childhood.
- I certainly think that as a community, if we want quality early childhood education and care, then we need to look at ways to improve the working conditions of early childhood staff.

- What States and Territories will be waiting to see is how the Australian Government engages with the themes and recommendations of the Report.
- The ACT Government is developing an Early Childhood Strategy. *Lifting Our Game* is an excellent body of work and the Government will be giving the report close consideration to inform a position on the Report's recommendations and developing the Strategy.
- The Early Childhood Advisory Council have written to me in support of *Lifting our Game* and the implementation of the report's recommendations that are applicable in the ACT.

Key Information

- *Lifting Our Game* supports States and Territories case for meaningful Commonwealth engagement on developing national early childhood policy. The Report formed part of the evidence base at the COAG meeting of 9 February 2018 by South Australia and Victoria to advance the early childhood policy.
- On 14 September 2018, the COAG Education Council released the Early Learning Reform Principles informed by the *Lifting Our Game* review. These Reform Principles were agreed to at the COAG meeting of 12 December 2018.
- The Report and findings intend to complement the Australian Government's *Review to Achieve Educational Excellence in Australian Schools*, chaired by Mr David Gonski AC. The Review Panel delivered the final report to the Prime Minister, the Hon Malcolm Turnbull MP and Senator the Hon Simon Birmingham, Minister for Education and Training, on 28 March 2018. On 30 April 2018 the report was publicly released.
- *Lifting Our Game* makes 17 recommendations around the themes of:
 - Embedding foundations for future reform
 - Early childhood education for all three year olds
 - Access, equity and inclusion
 - Quality and workforce
 - Parent and community engagement
 - Transparency and accountability
 - Implementation.

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

Background Information

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

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

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

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

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

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

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

The Report was released on 1 February 2018.

Portfolio/s: Education and Early Childhood Development

ISSUE: 2018 FEDERAL BUDGET FOR EARLY CHILDHOOD

Talking points:

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

Key Information

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

Background Information

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

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

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

Currently, 79% of services nationally are 'meeting' or above the National Quality Standard (NQS). However, 21% of all services are not yet meeting the NQS, and the timeframe for reassessment is often slower than regulatory bodies would prefer.

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

Portfolios: Education and Early Childhood Development

**ISSUE: WORKING TOWARDS EARLY CHILDHOOD EDUCATION FOR EVERY
THREE YEAR OLD CHILD**

Talking points:

- The ACT Government has set a goal to make phased-in provision of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year old children a key part of the ACT Early Childhood Strategy.
- This commitment has been made in response to the large body of evidence showing that early childhood is critical to children’s cognitive and emotional development.
- The evidence shows that access to quality early childhood education for two years prior to school provides significant educational and developmental benefits to children in the long term.
- The ACT Government’s aim is for the initiative to be a phased approach commencing in 2020, initially focusing on children who would benefit most and improving access to and enhancing cultural safety for Aboriginal and Torres Strait Islander children in the ACT.
- The Education Directorate is holding conversations with parents, the sector, schools and the wider community about how, and therefore when, we will be able to provide access to early childhood education for all three year old children in the ACT.
- The Directorate has engaged Deloitte Access Economics to undertake a substantial scoping and modelling analysis that will establish the specifics of the initiative.

Key Information

- On 31 July 2018, the Minister for Education and Early Childhood Development, Yvette Berry MLA, announced that the ACT Government wants to make phased-in provision of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year old children a key part of the ACT Early Childhood Strategy (the Strategy).
- The Education Directorate has engaged Deloitte Access Economics to undertake a substantial scoping and modelling analysis that will establish the specifics of the initiative. Deloitte commenced the *Modelling: Three-year-old and Early Childhood Strategy Partnerships* work in December 2018. The total price of the contract is \$183,414 (GST inclusive).
- The ACT Government intends to shape the design around a non-commercial model, consistent with the approach to school education. The Government's intention is that the funding not be available where early childhood income is used for cross subsidisation of other services or programs.
- The following policy objectives will guide the development of the model:
 - emphasising the educational and developmental, rather than childminding, value of early childhood education
 - better aligning early childhood education as an essential social good alongside school education
 - ensuring every child regardless of means gains equitable access to high quality early childhood education
 - ensuring that children receive high quality education, including by improving professionalism among the workforce and recognising this in educator conditions
 - making the best possible use of government and community investment in infrastructure and people
 - creating conditions for improving sector workforce recognition, retention and professionalism.
- All options that meet the ACT Government's criteria for the initiative will be considered.

Background Information

On 1 February 2018, *the Lifting our Game* report commissioned by States and Territories was released. It sums up the national and international evidence that shows the importance of early childhood education and care. Recommendation states "Australian governments progressively implement universal access to 600 hours per year of a quality early childhood education program, for example preschool, for all three year olds, with access prioritised for disadvantaged children, families and communities during roll out."

The Strategy is a component of the Government's Supporting Parents Plan election commitment EC LAB 030 and a component of the ACT Human Services Cluster work over the next three years.

In August 2017, Minister Berry established the Early Childhood Advisory Council to provide expert advice to the ACT Government on early childhood education and care in the ACT. Since its formation the Council has supported the development of the Strategy.

Further information on the Strategy and the Council is available in Assembly Brief 45.

Portfolio/s: Education and Early Childhood Development

ISSUE: OCCUPATIONAL VIOLENCE (ENFORCEABLE UNDERTAKING)

Talking points:

- On 28 September 2018 the Director-General entered into an enforceable undertaking with WorkSafe ACT on behalf of the Territory.
- Through their investigation, WorkSafe alleged that in some locations in 2016 and 2017, processes were inadequate to decrease the risk of injury to staff, processes were not adjusted when they didn't work, and adequate training for staff was not implemented.
- The Directorate will strengthen the implementation of the Occupational Violence Policy and Management Plan with staff and the Australian Education Union to ensure consistent risk assessments; share learnings and resources with other education jurisdictions in Australia facing the same challenges; and work with parents and the ACT Council of P&C Associations to build strong and safe communities for learning.
- The investment in supporting the safety of our staff and students through these activities is approximately \$2.375 million, and significant progress has been made in delivering the strategies agreed under the EU.
- Schools are happy and safe environments where students love to learn and engage with their friends and teachers. Everyone has the right to feel safe at work and those who work in schools are no exception.
- On occasion there are incidents in which children, due to vulnerabilities outside the school setting and/or with other complex needs and behaviours, may injure a staff member.
- Schools are reflective of our community. Complex behaviours are present in all aspects of our society and we are taking a strong stand on this issue, as schools are places for learning – not a place for violence.
- Over the past two years, nearly \$8 million was spent or committed to improving work health and safety in the Directorate and in July 2017 the Education Directorate released its Occupational Violence Policy and Occupational Violence Management Plan.
- Additional resources for teachers, Learning Support Assistants and principals have been provided and the availability and accessibility of reporting mechanisms has been improved.

- Additional people have been employed to work with schools in the area of occupational violence, new sensory and withdrawal spaces to support behavioural management plans have been built or planned.
- The Education Directorate has worked closely with the AEU in developing and implementing an Occupational Violence Policy and Management Plan that articulates the important shared role that we all have in delivering a safe workplace.

Key Information

Enforceable undertaking

- On 28 September 2018, the Education Directorate entered into an undertaking with WorkSafe ACT, on behalf of the Territory. This was made public on 15 October 2018 and contained limited details about three schools where teachers had been injured by students.
- On 17 October 2018, [REDACTED] reported that a Canberra public school worker who was [REDACTED] by one of [REDACTED] was in a [REDACTED] [REDACTED] because of the psychological damage it caused. In response to this, the Education Directorate said it could not comment on particular incidents but sincerely regretted incidents of violence in some ACT schools.

Occupational violence incidents

- An increase in reporting of occupational violence incidents corresponds with the Directorate's stronger emphasis to staff on reporting through the implementation of the Education Directorate's Occupational Violence Management Policy and related Management Plan.
- Occupational violence incidents range from verbal abuse and superficial injuries to more serious incidents, which are rare. Most incidents do not result in lost time injury claims.

2017 Improvement Notice

- The Education Directorate was issued with an Improvement Notice from WorkSafe ACT on 10 March 2017 relating to "ongoing incidents of occupational violence".
- WorkSafe ACT outlined action required to address this notice as:
 - Development and Maintenance of Work Health and Safety specific risk assessment in response to incidents of Occupational Violence.
 - Retrospectively applying this system and management strategies to any previous incident of Occupational Violence.
- On 16 May 2017, WorkSafe ACT advised the Directorate they were satisfied with the comprehensive work being implemented and other work planned to address the risk. WorkSafe ACT advised that the Improvement Notice requirements had been met and it was no longer in effect.
- 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.

Cleared as complete and accurate: 12/03/2019

Cleared by: Executive Group Manager

Contact Officer name: Ross Hawkins

Ext: 57719

Lead Directorate:

Education

Add reference number

Portfolio/s: Education and Early Childhood Development

ISSUE: HEALTH AND SAFETY REQUIREMENTS

Talking points:

- The Government is committed to improving work health and safety, both within schools and the Education Directorate.
- Under the the Enforceable Undertaking 28 September 2018, a total of \$10.045 million has been committed to improving work health and safety in the Directorate.
- Along with a significant effort to address occupational violence, a range of injury prevention and management programs are in place to support workers including:
 - In 2018, delivery of the influenza vaccination program was provided to 2,890 permanent and contract employees across the Directorate. Preparation for the 2019 vaccinations program is now underway.
 - Provision of Hepatitis A/B vaccinations to targeted worker groups such as building service officers, first aid officers, early childhood educators and learning support assistants
 - Provision of workstation assessments to assist with ergonomic set-up
 - Provision of ongoing mandatory health and safety training for key worker groups
 - Provision of the Employee Assistance Program counselling service for workers and their families for work and non-work related matters
 - Provision of Certificate IV in Education Support and Trauma Training for Learning Support Assistants.
 - Strengthening of principal and new starter WHS inductions, ensuring that everyone is captured and has understanding of

the requirements and responsibilities in compliance with WHS legislation.

- Under the *Work Health and Safety Act 2011* all workers have a duty of care to themselves and others in the workplace.
- In order to meet its obligations under the *Work Health and Safety Act 2011*, the Directorate has provided additional training to staff, developed a Health Safety and Wellbeing Program of Work and implemented initiatives targeted at reducing injuries.

Key Information

- The *Work Health and Safety Act 2011* and *Work Health and Safety Regulations 2011* provide the legislative framework for workplace health and safety in the Territory. The legislation has removed crown immunity and treats both public and private sector workers in the same way.
- Under the legislation, individuals with significant influence over health and safety, including the allocation of resources, are referred to as ‘Officers’. Officers have a particular responsibility to exercise due diligence to take reasonable steps to ensure appropriate resources, policies, and health and safety practices are in place to manage risk.
- The Directorate takes the position that safety is everyone’s responsibility, and that every worker has significant obligations under the laws to act with due diligence to health and safety matters and that workers have a duty of care to themselves, other workers, and to other persons including students, to maintain a safe work environment.
- The Directorate has made considerable effort to assist its workers to fulfil their safety obligations through:
 - Targeted training for principals on work health and safety risk management and due-diligence obligations;
 - Promotion of accident / incident reporting;
 - Supporting development of workplace health and safety risk registers;
 - Mandatory training of target groups including Building Services Officers (BSO), Business Managers, Learning Support Staff, School Assistants and Directorate Leaders including; asbestos awareness, confined spaces, height safety, sharps safety, chemical handling, manual handling and respectful workplaces;
 - Training for Health and Safety Representatives (HSR);
 - Development of a Health and Wellbeing Program;

- Development of targeted policy and guidelines to address safety risk in schools;
- On going monitoring of the Directorate Safety Management System to assist workers with guidance and tools to manage safety risk;
 - Supporting networking opportunities for BSO and HSRs.
- This sustained effort has raised safety awareness in schools and the Education Support Offices with improved incident reporting. An increase in reports in 2017-18, of 3,162 worker related work health and safety incident reports were received including 39 reports for other parties (compared to 2,291 worker and 36 other in 2016-17).

Portfolio/s: Education and Early Childhood Development

**ISSUE: TEACHING CONDITIONS: ACT COMPARISONS WITH OTHER
 JURISDICTIONS**

Talking points:

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

Key Information

- Salary
 - The *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement) provides pay rises of three per cent per annum for all teaching classifications, resulting in a cumulative increase of 12.6 per cent over the life of the agreement (valued at \$159m). ACT public school teacher salaries will remain competitive into the foreseeable future.
 - The most recent pay rise was on 1 April 2018. In the ACT the top of the range classroom teachers salary p.a is \$101,821 just behind WA at \$105,049, NT at \$105,172 and NSW at \$102,809 and ahead of VIC (\$101,260), TAS (\$97,763), SA (\$93,965) and QLD (\$93,032).
- Superannuation
 - ACT teachers enjoy better employer superannuation contributions than most other jurisdictions. Based on the standard five per cent employee contribution,

the ACT employer contribution is 11.5 per cent compared to 9.5 per cent in NSW, VIC, WA, SA and NT. TAS pay 12.3 percent and QLD 12.75 percent cent.

- Teaching hours
 - Face-to-face teaching hours in ACT public primary schools are 21 hours 30 minutes per week . This is lower than other jurisdictions except WA (21h 20m). NSW primary schools teaching hours are 21 hours 45 minutes.
 - Face-to-face teaching hours in ACT public secondary schools are 19 hours per week and lower than any other jurisdiction. NSW teaching hours in secondary schools are 20 hours 40 minutes which includes 2 hours for sports supervision.
 - Reduction of face-to-face teaching hours for ACT public school teachers in their first year of teaching experience was introduced in 2012. First year teachers teach a maximum of 20 hours per week in primary schools and 18 hours per week in secondary schools. This reduction facilitates enhanced coaching and mentoring support programs in schools.
- Teaching days
 - ACT school year is a maximum of 197 days. The teaching year is 196 days (days on which the school is open for student attendance). This is the second lowest overall (with NT at 194 days). SA has the most at 207 days per year.
- Student-teacher ratio
 - The last published ABS figures for student-teacher ratios across states and territories in 2017 show:
 - Primary schools: ACT (15.6 students per teacher) is equal to WA (15.6) and lower than NSW (15.8) and higher than all other jurisdictions NT (12.3), Vic (14.8), Tas (14.8), SA (14.6), and QLD (14.4). ACT is above the Australian average of 15.
 - Secondary schools: ACT (12.3 students per teacher) is lower than all other jurisdictions expect for Vic (12.3) where they are equal. The Australian average is 12.4. The NSW figure is 12.4.
- General conditions
 - The general conditions of service for ACT public school teachers is based on the ACT Public Service Common Terms and Conditions and, in most cases, match or better the conditions in any other jurisdiction. For example, ACT teachers can access 18 weeks paid maternity or primary care giver leave, ten days paid bonding leave, five days compassionate leave and unpaid parental and grandparental leave.
- Enterprise Bargaining
 - The Agreement nominally expired on 30 September 2018. In accordance with the Agreement bargaining for a new Agreement formally commenced on 31 January 2018.

Portfolio/s: Education and Early Childhood Development

ISSUE: OMBUDSMAN REPORTABLE CONDUCT INVESTIGATION

Talking points:

- The ACT Government and Education Directorate are committed to the safety and wellbeing of children and young people, and to the effective implementation of the reportable conduct scheme.
- Implementation of recommendations from the ACT Ombudsman's investigation of a reportable conduct allegation managed by the Education Directorate has commenced.
- Given the sensitive nature of reportable conduct matters, the Government will not comment on the details of the matter subject to the Ombudsman's investigation.
- The Education Directorate continues to share its learnings with other agencies, recognising that the Ombudsman has decided to release a public statement because the issues and recommendations may be equally of benefit to other organisations covered by the scheme.

Key Information

- Following the 2017 ACT Ombudsman's investigation into the Directorate's handling of a reportable conduct matter the Directorate has commenced implementation of 7 recommendations made by the ACT Ombudsman.
- The recommendations broadly relate to the development of a Reportable Conduct Policy, Reportable Conduct Guidelines, review of the Teachers' Code of Professional Practice and the delivery of training to staff.
- The first round of consultation has occurred on the draft Reportable Conduct Policy and Draft Code of Conduct.
- Feedback received to date is currently under consideration. Further consultation with stakeholders will proceed during the week commencing 12 March 2019..
- Consultation is occurring both electronically and face to face, with the following stakeholders:
 - AEU, CPSU, United Voice
 - ACT Ombudsman
 - TQI
 - CMTEDD
 - ACTPA

- PSU
 - DCC members
 - Directorate Branches: DSI's, Student Engagement, Learning & Teaching, Gov & Community Liaison.
-
- Information sessions,for staff in the People and Performances Branch, were conducted by the the ACT Ombudsman's office on 20 February and 4 March 2019.
 - Additional training for school Principals, to be delivered in conjunction with the ACT Ombudman's office is scheduled for 8-11 April 2019. The training will focus on the requirements of reportable conduct inevestigations and techniques for interviewing children..
 - Reportable Conduct E-Learn modules are currently under development.

Portfolio/s: Education and Early Childhood Development**ISSUE: WORKPLACE INJURY NUMBERS 2014 - 2018****Talking points:**

- Under the *Work Health and Safety Act 2011* all workers have a duty of care to themselves and others in the workplace. These changes took effect in 2011 and cover all staff in the ACT Education Directorate.
- In order to meet its obligations under the *Work Health and Safety Act 2011*, the Directorate has provided additional training to staff, developed a Health Safety and Wellbeing Program of Work and implemented initiatives targeted at reducing injuries.
- The sustained effort to raise safety awareness in schools and the Education Support Office has improved incident reporting with a significant increase in reports in 2017-18.

Key Information

- The table below shows the number of incidents reported by teachers in the years 2014 – 2018, and where there was an injury recorded. Note that in mid-2015 the rollout of electronic incident reporting was finalised and in 2016 and 2017 the importance of reporting work health and safety incidents was strongly promoted across the Directorate, resulting in an increase in reporting:

Year	Number of incidents
2014	434
2015	508
2016	694
2017	1286
2018	1644*

*There are a number of cases from late 2018 that are yet to be coded in the system. Without this coding it is not possible to conclude who was involved or whether an injury occurred and therefore they have not been included. This could lead to an increase in the 2018 numbers, if reported at a later date.

Cleared as complete and accurate: 13/03/2019

Cleared by: Executive Branch Manager

Contact Officer name: Alison Stott

Ext: 59203

Lead Directorate: Education

- The number of schools that reported one or more of the incidents documented in response to question one is:

Year	Schools
2014	78
2015	80
2016	84
2017	85
2018	83

- the nature of injuries sustained as a result of the incidents documented in response to question one and in each of the years is as follows:

Injury type	2014	2015	2016	2017	2018
Cuts, bruising and other superficial injuries	201	257	357	747	911
Musculoskeletal disorders	167	177	215	303	393
Psychological injuries/illnesses	26	34	63	162	239
Other and unknown injuries	43	42	60	76	101

- (b) the mechanisms of incident related to the incidents documented in the response to question one are:

Mechanism of incident	2014	2015	2016	2017	2018
Being hit by moving objects	216	295	449	902	1158
Slips, trips and falls	103	80	101	134	135
Mental stress	22	31	53	143	229
Body stressing	41	56	46	45	55
Hitting objects with part of the body	32	29	26	30	32
Other	23	19	20	34	35

- Note that data on the length of time off for all injuries is not available. Data is instead provided in relation to the number of incidents documented in the response to question one that were reported as resulting in one or more days off work.

ASSEMBLY BRIEF

Year	Reported incidents resulting in one day or more of lost time	Compensation claims for injuries sustained in the year	All claims costs to date	Average claims costs to date	Claims currently open
2014	74	96	\$1,640,581	\$17,089	11
2015	71	67	\$1,889,848	\$28,207	8
2016	109	85	\$2,263,065	\$26,624	12
2017	122	79	\$1,310,921	\$16,594	16
2018	143	83	\$737,899	\$8,890	44

- Note that due to the number of cases that remain open in 2018, the cost to date and average claims costs may be lower than they will potentially end up being.
- There is also an increase in costs for previous years, which will continue as cases remain open.

Portfolio: Education & Early Childhood Development

ISSUE: COMMONWEALTH EDUCATION FUNDING

Talking points:

- The ACT Government welcomes additional Commonwealth education funding to all schools in the ACT.
- The Commonwealth is a minor funding provider to ACT public schools, and the anticipated annual increases are relatively small.
- In order to ensure that Commonwealth Government funding continues to flow to all ACT schools, in December 2018 the ACT Government signed a bilateral agreement around schools funding and reform principles with the Commonwealth.
- The bilateral agreement makes a commitment to transition both government and non-government schools to their share of the Schooling Resource Standard (SRS) by 2023. This provides long term certainty for schools surrounding Commonwealth and Territory funding arrangements.
- As Minister for Education and Early Childhood Development, I welcome the release of the report commissioned by the Commonwealth in relation to the Review of the socio-economic status (SES) score methodology, which is used to determine the Commonwealth's per-student base recurrent funding contribution for individual non-government schools.
- I note the report recommends a revised methodology based on measure of median income of parents and guardians of the students.
- The ACT Government has been working with the Commonwealth to assess and implement this and the other recommendations provided in the report.
- Funding for the 2019 school year has been calculated based on 2017 enrolment data. Revised 2019 funding arrangements based on 2018 enrolment data will be advised once the Commonwealth has concluded its verification of the school students with disability data in its model. Letters have been sent to ACT non-government schools advising them of this arrangement.

- Consistent with the Commonwealth approach, the new SES derived from household income will not be applied until 2020.
- To assist ACT non-government schools in transitioning to the new funding model, ACT Government will also provide additional ‘adjustment assistance’ funding to relevant schools for 2019 by applying the updated SES derived from 2016 Census to 2019 SRS calculation.

Key Information

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

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

- Commonwealth funding will be tied to conditions, including States and Territories meeting their share of the SRS baseline and maintaining real per student funding levels.
- In 2017, the Commonwealth provided funding equivalent to 16 per cent of the SRS baseline for Canberra Public schools. Under the proposed bilateral agreement, the Commonwealth has committed to transition funding to Canberra Public Schools over 10 years to 20 per cent portion of the SRS baseline for government schools which would increase Commonwealth funding for this sector.
- The Commonwealth’s funding for the majority of ACT non-government schools is currently higher than 80 per cent of the SRS baseline for most schools. This position is due to historical funding arrangements and the removal of special arrangements for the calculation of some ACT non-government schools, capacity, most notably the ACT Catholic Systemic Schools.
- As the Commonwealth currently provides funding in excess of 80 per cent of the SRS baseline for non-government schools, the proposed bilateral agreement would decrease Commonwealth funding for this sector over a transitional period of 10 years. To assist non-government schools during the transition period, the Commonwealth announced that transition funding of \$57.9 million over the initial first four years will be provided for ACT non-government schools.
- The reforms and policy platforms that will be part of the conditions of funding will be informed by The Review to Achieve Educational Excellence in Australian Schools (known as Gonski 2.0) which was released on 28 March 2018.

- The National agreement will include goals, principles and national reforms while the bilateral agreements will include Territory financial contributions and local reforms.
- The conditions and sanctions arising from not meeting the agreed requirements will be reflected in the final tranche of amendments to the Australian Education Act Regulation, which will occur in parallel with the development of the national and bilateral agreements.
- The Commonwealth has announced a commitment to a sector blind, consistent and needs based funding model adding resources to deliver what students need.
- The National School Resourcing Board has submitted its first report on its [review of the socio-economic status score methodology](#) to the Commonwealth Minister for Education and Training on 29 June 2018.
- The main recommendations from the report include that the capacity to contribute for a school be determined based on a direct measure of median income of parents and guardians of the students at the school (recommendation 2), and to consult further with the non-government sectors and experts on the development of, and transition to, a new direct measure of capacity to contribute for implementation from 2020 (recommendation 3).
- On 20 September 2018, Commonwealth Government announced a funding package of \$4.6 billion to assist non-government schools with transitioning to the SRS. These include: new Capacity to Contribute determined by direct measure of median income of parents of students of \$3.2 billion (applied from 2020 to 2029); Choice and Affordability fund of \$1.2 billion; and interim funding for 2019 of \$171m by applying the 2016 Census updated SES scores. Based on the latest Funding Estimation Tool (FET) released in October 2018 by the Commonwealth, the preliminary set of SES scores were established. These scores come into effect from 2020 and thus will not impact 2019 funding. 2019 funding will be based on original SES derived from the 2011 Census and 2018 enrolment data.

Background Information

- The Commonwealth announced its intention to target the government sector where need is greater.
- The Commonwealth announced that total funding for education will grow from around \$17.5 billion in 2017 to \$22.1 billion in 2021 and \$30.6 billion by 2027. This equates to an increase of 75% in Commonwealth funding over 10 years.
- At the end of the next 10 years the Commonwealth will transition to an even share of funding across States and Territories in each sector.
- For non-government schools, the Commonwealth initially committed to provide 80% of funding under the Schooling Resource Standard by 2027.
- The Australian Government has established the National School Resourcing Board (the Board) to provide greater independent oversight over Commonwealth school funding.

Cleared as complete and accurate: 12/03/2019

Cleared by: Chief Finance Officer

Contact Officer Name: Lynette Daly

Lead Directorate:

Education

Ext: 52685

Page 3 of 4

- The Board's first priority was to review the funding arrangements for determining the capacity of non-government school communities to contribute to the operational costs of their school.
- The Commonwealth's 2018-19 Budget has been developed in line with the proposed reforms and legislative changes.
- Following the announcement by the Commonwealth on 20 September 2018 about the new SES scores to be implemented from 2020, Commonwealth intends to transition all non-government schools to SRS by 2029.

Portfolio: Education & Early Childhood Development

ISSUE: FUNDING FOR ACT PUBLIC SCHOOLS AND NON-GOVERNMENT SCHOOLS

Talking points:

- The 2018-19 ACT Government Budget provides a 6 per cent increase in funding for ACT public schools with total funding of \$704.6 million.
The 2018-19 ACT Government Budget provides a 4 per cent increase in funding for non-government schools with total funding of \$302.1 million.

Key Information

- Recurrent funding to ACT public schools in 2018-19 is budgeted to be \$704.6 million. This represents an increase of \$42.5 million or 6 per cent over the 2017-18 estimated outcome.
- Recurrent funding to ACT non-government schools in 2018-19 is budgeted to be \$302.1 million. This represents an increase of \$10.5 million or 4 per cent over the 2017-18 estimated outcome.
- The 2018-19 ACT Government Budget does not incorporate the funding impact of the Commonwealth transition funding under the 'Quality Schools' model (Gonski 2.0).
- To assist non-government schools during the transition period, the Commonwealth announced that transition funding of \$57.9 million over the initial first four years will be provided for ACT non-government schools.

Background Information

- Recurrent funding for ACT public school education has increased by \$42.5 million from 2017-18 to 2018-19. This translates to a funding increase of 6 per cent.
- Over the same period, recurrent funding for non-government schools (ACT and Australian Government) has increased by around \$10.7 million. On a per capita basis the increase is 4 per cent.

The following tables provide details:

Public School Education	2017-18 Est Out	2018-19 Budget	Increase	Increase
	\$000	\$000	\$000	Percent
ACT Government ^{1,2}	565,261	597,549	32,288	6
Australian Government ³	96,874	107,079	10,205	11
Total	662,135	704,628	42,493	6
Student Numbers ⁴	46,557	47,945	1,388	3

	\$	\$	\$	Percent
<i>ACT Government Per Student Funding</i>	<i>12,141</i>	<i>12,541</i>	<i>400</i>	<i>3</i>
<i>Australian Government Per Student Funding</i>	<i>2,081</i>	<i>2,233</i>	<i>152</i>	<i>7</i>
<i>TOTAL Per Student Funding</i>	<i>14,222</i>	<i>14,774</i>	<i>552</i>	<i>4</i>

Notes:

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

Non-Government School Education	2017-18 Est Out	2018-19 Budget	Increase	Increase
	\$000	\$000	\$000	Percent
ACT Government ¹	67,250	72,440	5,322	8
Australian Government ²	224,385	229,707	5,190	2
Total	291,635	302,147	10,512	4
Student Numbers ⁴	27,391	27,391	0	0

	\$	\$	\$	Percent
<i>ACT Government Per Student Funding⁴</i>	2,455	2,645	190	8
<i>Australian Government Per Student Funding</i>	8,192	8,386	194	2
<i>TOTAL Per Student Funding</i>	10,647	11,031	384	4

Notes:

1. Includes ACT Government funding for administrative functions relating to non-government schools (Controlled Recurrent Payment funding for Output Class 2, excluding commonwealth grants for the Chaplaincy program NP).
2. Includes Australian Government grants provided to non-government schools through Controlled Recurrent Payments (for the Chaplaincy Program NP). The transition funding announced in the 2018-19 Commonwealth Budget estimates for 'Quality Schools' have not been included in the 2018-19 ACT Government Budget as the amount of the additional \$57.9m anticipated in 2018-19 has not been quantified.
3. Excludes preschool students as they are not funded by government. Non-government student enrolments are taken from the Commonwealth's August 2017 Census.

This record is not released as it is out of scope.

Add reference number

Portfolio: Education and Early Childhood Development**ISSUE: STUDENT ENROLMENT PROJECTIONS****Talking points:**

- Canberra's population is growing strongly and our public schools are providing a great education.
- Public school enrolments are growing at over 3 per cent every year. To meet this challenge the Government is investing in new schools and school infrastructure.
- The Education Directorate has engaged the ANU School of Demography to enhance our student demand forecasting. This will make sure that our investment in infrastructure is timely and well targeted.
- The Directorate's current modelling is effective. The Government has always delivered adequate capacity for public school students.
- The work with ANU is a proactive step to enhance the Directorate's modelling to take account of changes on our doorstep. In particular we need to make sure we understand and can respond to the changing face of Canberra with increased urban infill.
- This Government will always make sure that every child can have a place at their neighbourhood public school.

Key Information

- The Education Directorate signed a contract with the ANU on 15 February 2019. The contract is for \$531,000 (including GST) over three years. The cost of the contract will go towards hiring an experienced research officer.
- The Directorate used a single select procurement with the ANU. The Directorate has used the ANU for demography services over the last several years and has formed a constructive partnership with the ANU. The contract represents value for money.
- On 17 March 2019, a Canberra Times article (see [Attachment A](#)) discussed the contract with the ANU.

Cleared as complete and accurate: 18/03/2019
Cleared by: Deputy Director-General Ext: 59171
Information Officer name: Margaret Stewart
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Lead Directorate: Education

TRIM Ref:

NATIONAL ACT EDUCATION

Education directorate launches \$500k review into student demand

By Andrew Brown

March 17, 2019 – 12.00am



Talking points

- The directorate paid ANU \$531,000 to undertake the review
- The review will run until the end of 2021
- It's estimated there will be more than 1300 new students in ACT schools in 2019
- Almost 20 per cent of Canberra schools are full or close to full
- Public school enrolments have grown 13 per cent since 2014

The ACT Education Directorate has launched a review costing more than half a million dollars into future student demand, due to Canberra's growing population.

The directorate awarded a \$531,000 contract to the Australian National University's School of Demography last month to conduct the review over three years.



ANU has been paid more than \$500,000 to review student demand projections in ACT schools. LOUIE DOUVIS

The review would look to completely overhaul the directorate's current projections for future student demand over the next decade for ACT public schools.

Contract documents said the directorate's current model was unable to function well enough to adequately plan for future school infrastructure.

"Enhancement of [the directorate's] student-demand modelling is required at this time to respond to a number of factors, including significant increased demand for government school education, arising from population growth," the contract read.

"At present, the student demand model does not take account of these factors sufficiently well to enable school infrastructure planning at the small area level."

Other factors cited in the contract included a large shift of students from private to public schools and increased urban infill targets set by the ACT government.

The review would include a complete overhaul of "all underlying assumptions and source data" used to currently project student numbers for ACT schools.

An Education Directorate spokesman said the School of Demography undertook a previous review of student demand modelling in 2016, shortly after the most recent census.

"The current contract with the ANU will build on this review and will develop an updated student demand model, as well as additional research services," the spokesman said.

"The directorate concluded that continuing the partnership with the ANU would provide the best value for money for the targeted outcomes."



The review will run until the end of 2021. BOB PEARCE

According to contract documents, a project plan is set to be signed off by the end of March, with the review set to finish by the end of 2021.

The directorate spokesman said the new demand model would be able to better plan for student growth.

"The updated model should be able to better model urban infill, have improved capabilities around tracking and predicting student movements between schools and deliver improved scenario modelling capabilities," the spokesman said.

Currently, student projection models are used by the directorate to plan for enrolment numbers at government schools and infrastructure or students, with the annual school census helping to provide data for future projections.

The most recent school census, released May 2018, showed almost 20 per cent of Canberra schools were full or close to full.

It showed 15 schools were bursting at the seams, operating at between 90 and 102 per cent capacity, while 12 schools were less than half full.

Public school enrolments have increased 13 per cent since 2014, with there being more than 77,000 students across the ACT.

The directorate identified several challenges with current planning measures, including new housing developments along Northbourne Avenue, new housing developments, a high turnover of school-aged migrants and aging neighbourhoods.

Non-government schools would also be included as part of the review.

The review comes as the public school system welcomed an estimated 1340 additional students in 2019.

New schools are set to open in Canberra while the review takes place, with a primary school in Denman Prospect catering to 600 student slated to start classes in 2021.

The government is set to release land for future school sites in Gungahlin, West Belconnen and Molonglo Valley in coming years.

The directorate spokesman said the review would not impact on new schools planned in coming years, with student forecasts in the short to medium not to be affected.

"The directorate and the ANU intend to progressively refine the model and its assumptions over the next three years. Demand forecasting will continue over the period without interruption," the spokesman said

"The student demand forecast we have for the short to medium term is accurate, and this review will not have any impact on new schools planned to be built in the next few years."



Andrew Brown



Andrew Brown is a journalist at the Sunday Canberra Times. Andrew has worked at the Canberra Times since 2016.