

OPEN ACCESS INFORMATION SCHEME

2018 Q2 (APRIL TO JUNE) – BUDGET ESTIMATES HEARINGS BRIEFS

Record Number	Description	Record Date	Decision (Full release, Partial release, Non-release)	Reason for Partial release or Non-release
1	ACT School Data - Estimates 2018	201805	Full release	
2	Directorate Financial Performance	20180525	Full release	
3	Education Directorate – New Budget Initiatives	undated	Full release	
4	Talking Points - ACT Government's Response to the Royal Commission into Institutional Responses to Child Sexual Abuse	20180614	Full release	
5	Budget 2017-18 Schools Capital Works	20180530	Full release	
6	Car Parks and Traffic Safety Program	20180530	Full release	
7	Condition of ACT Public Schools	20180530	Full release	
8	Heating and Cooling in ACT Public Schools	20180530	Full release	
9	Asbestos Containing Materials in ACT Public Schools	20180530	Full release	
10	Auditor-General's Audit on Accountability and Strategic Indicators	20180530	Full release	
11	Commonwealth Education Funding	20180529	Full release	
12	Funding for Canberra Public Schools and Non-Government Schools	20180529	Full release	
13	Student Resource Allocation in ACT Public Schools	undated	Full release	

14	North Gungahlin Schools	20180530	Full release	
15	Priority Enrolment Areas	20180530	Full release	
16	School Capacity	20180530	Full release	
17	School Planning	20180529	Full release	
18	NSW Enrolments	20180529	Full release	
19	Koori Preschool Program	20180529	Full release	
20	Education and Care Places: Affordability and Availability	20180529	Full release	
21	Growth in Qualified Early Childhood Education and Care (ECEC) Work Force	20180529	Full release	
22	Universal Access to Early Childhood Education	20180529	Full release	
23	Early Childhood Education and Care Quality Ratings	20180614	Full release	
24	National Assessment Program – Literacy and Numeracy Results and Participation	20180530	Full release	
25	NAPLAN Online	20180530	Full release	
26	Aboriginal and Torres Strait Islander Scholarship Programs	20180529	Full release	
27	Closing the Gap in Education – Literacy and Numeracy	20180529	Full release	
28	Closing the Gap in Education - Attendance	20180529	Full release	
29	Closing the Gap in Education – Year 12 Attainment	20180529	Full release	
30	Occupational Violence	20180529	Full release	
31	Health and Safety Requirements	20180529	Full release	
32	Teaching Conditions: ACT Comparisons with Other Jurisdictions Including Student Teacher Ratios	20180529	Full release	
33	Healthcare Access at School (HAAS)	20180529	Full release	

34	Implementation of the National Disability Insurance Scheme and Early Intervention	20180529	Full release	
35	Withdrawal Spaces in Schools to Support Students with Challenging Behaviours	20180613	Full release	
36	Bullying and Cyberbullying (including appropriate use of technology)	20180613	Full release	
37	Safe and Inclusive Schools Initiative	20180529	Full release	
38	Mental Health and School Psychologists	20180529	Full release	
39	Suspensions in Canberra Public Schools	20180523	Full release	
40	Science, Technology, Engineering and Maths (STEM)	20180529	Full release	
41	Personal Electronic Device (Bring Your Own Device) Policy	20180529	Full release	
42	Technology Enabled Learning – Devices for Secondary Students	20180529	Full release	
43	International Students – Fee Exemptions	20180517	Full release	
44	International Students – Full Fee Paying	20180517	Full release	
45	Land Release for Non-Government Schools	20180531	Full release	
46	QONs 2018 index	undated	Full release	
47	Select Committee on Estimates 2017-18	undated	Full release	
48	Education Actions Government Response 2017-18 Budget Estimates	undated	Full release	

Table 1: Number of schools by sector, 2018

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

Table 2: Number of students, 2018*

	Public	CE	Ind	Total
Number of students by year level				
Preschool	4,597	593	774	5,964
Primary Total	4,597	593	774	5,964
Secondary Total	17,586	5,405	8,291	31,282
Total	22,183	5,998	9,065	37,246
Number of students with disabilities in specialist schools				
Primary	145	na	na	145
Secondary	188	na	na	188
Total	333	na	na	333
Number of students with disabilities in mainstream schools**				
Primary	1,164	351	129	1,644
Secondary	796	235	303	1,334
Total	1,960	586	432	2,978
Number of full-fee paying overseas students				
Primary	142	28	59	229
Secondary	511	2	39	552
Total	653	30	98	781
Number of Aboriginal and Torres Strait Islander students				
Primary	1,217	216	66	1,499
Secondary	670	131	101	902
Total	1,887	347	167	2,401

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

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

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

na - Not applicable.

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

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

Source: ABS, 4221.0 Schools, Australia 2017 (Table 51a).

Note: For ACT only.

Table 6: FTE and Headcount Directorate Staff, 2017

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

Source: 2016-17 Annual Report p 95

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

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

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

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

Table 4: Number of students, 2014-2018*

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

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

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

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



Assembly Brief

Subject: Directorate Financial Performance

Key Messages:

- The 2018-19 Budget provides total funding of \$1.09 billion for the Education Directorate (including funding for public schools and non-government schools).
- The 2018-19 Budget provides expenditure of \$1.2 billion for investment on more schools, better schools for all students in Canberra.
- The 2018-19 total appropriation has increased by \$45.5 million or four per cent from the 2017-18 estimated outcome.
- The budget delivers on a number of the Government's election commitments including increased numbers of psychologists in schools, early childhood strategy, future of education, a new P-6 school in Molonglo and expansions at a number of Gungahlin schools.
- The budget includes a significant capital works program of \$84.1 million and includes funding for major works at Belconnen High School, expansion of schools in Gungahlin to meet increased demand and a new school in Molonglo.

Background:

Total funding for the Directorate of \$1.09 billion comprises:

- Controlled Recurrent Payments (CRP) of \$707.5 million which is primarily to fund Canberra Public Schools. The 2018-19 budget represents an increase of \$42.3 million or 6% on the 2017-18 estimated outcome.
- Capital Injection of \$84.1 million for capital works in public schools. This represents a decrease of \$7.5 million or 8% on the 2017-18 estimated outcome.
- Expenses on Behalf of the Territory (EBT) of \$300.0 million which is primarily ACT and Commonwealth Government funding for non-government schools. This represents an increase of \$10.7 million or 4% on the 2017-18 estimated outcome.

The capital works for the Directorate are summarised in the table below:

Summary of 2018-19 Infrastructure Program

	Total Project Value \$'000	Pre 2018-19 Exp \$'000	2018-19 \$'000	2019-20 \$'000	2020-21 \$'000	2021-22 \$'000	Physical Completion Date
CAPITAL WORKS PROGRAM							
New Capital Works							
<i>More Schools, Better Schools Initiatives</i>							
Delivering Molonglo P-6	41,858	-	4,453	22,265	15,140	-	Jun-21
More Places at Gungahlin Schools	19,830	-	4,250	7,580	5,600	2,400	Jun-22
Narrabundah College Modernisation - Early Planning and Design	750	-	400	350	-	-	Dec-19
Roof Replacement Program	17,960	-	898	5,375	5,464	6,223	Jun-22
Campbell Primary School Modernisation ²	18,819	-	2,500	5,000	6,119	5,200	Jun-22
Total New Capital Works	99,217	-	12,501	40,570	32,323	13,823	
Capital Works in Progress							
Better Schools for Our Kids - Campbell Primary School Upgrade ²	5,704	3,850	1,804	50	-	-	Jun-22
Better Schools for Our Kids - Narrabundah College Upgrade	18,162	4,181	11,862	1,809	310	-	Jun-20
Better Infrastructure Fund	16,486	-	-	-	-	16,486	Ongoing
Better Schools for Our Kids - Public School Infrastructure Upgrades	85,000	15,200	14,600	33,400	21,800	-	Jun-21
Better Schools - Investment in Gungahlin School Infrastructure	16,600	15,600	1,000	-	-	-	Feb-18
Better Schools for Our Kids - Expanding Schools in Gungahlin	24,072	4,172	8,100	8,200	3,600	-	Jun-21
Hazardous Material Removal Program - Stage 3	3,000	2,775	225	-	-	-	Jun-17
Schools for the Future - Caroline Chisholm School - Centre for Innovation and Learning	5,696	5,396	300	-	-	-	Feb-18
Schools for the Future - Modernising Belconnen High	23,527	11,180	10,347	2,000	-	-	Feb-19
Schools for the Future - North Gungahlin and Molonglo	28,609	11,611	15,498	1,500	-	-	Feb-19
Total Capital Works in Progress	226,856	73,965	63,736	46,959	25,710	16,486	
INFORMATION AND COMMUNICATION TECHNOLOGY PROGRAM (ICT)							
ICT Work In Progress							
Better Schools for Our Kids - Technology Enabled Learning	10,450	7,332	1,529	1,589	-	-	Jun-20
ACT Teacher Quality Institute - Digital Service Delivery Phase 2	713	634	79	-	-	-	Jun-19
Better Schools - IT Upgrade for School Administration	10,000	7,603	2,397	-	-	-	Jun-19
Supporting our School System - Improving ICT	27,083	n/a	4,420	10,068	6,220	6,375	Ongoing
Total Work In Progress	48,246	15,569	8,425	11,657	6,220	6,375	
TOTAL INFRASTRUCTURE PROGRAM	374,319	89,534	84,662	99,186	64,253	36,684	

Notes:

- The table includes projects funded from Controlled Recurrent Payments and from within existing resources of the Directorate.
- The projects to upgrade Campbell Primary School will be delivered together.

EDUCATION DIRECTORATE – NEW BUDGET INITIATIVES

General Talking Points

- This budget lays the foundation for the future of education in the ACT by investing in teacher capability to provide the best possible teaching in every classroom.
- The budget also provides significant infrastructure funding for new and expanded schools for a growing Canberra.
- The 2018-19 Budget provides an additional \$36.1m in 2018-19 and \$200.1m over four years through new initiatives for education.
- The Budget focusses on:
 - o The Future of Education strategy which will inform the next 10 years of school education;
 - o Early Childhood Education;
 - o Supporting students with disability and complex health needs;
 - o School infrastructure including new schools in Molonglo and Gungahlin

RECURRENT INITIATIVES

More schools, better schools - Early Childhood Strategy (EDU E05)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	1,528	1,675	1,748	1,777	6,728

Staffing Impact	2018-19	2019-20	2020-21	2021-22	Total
Total Additional FTEs (number)	8.0	9.0	9.0	9.0	n/a

Budget Paper Description

In partnership with parents, educators and the community, the Government will develop a comprehensive Early Childhood Strategy to promote equity and quality in the ACT's early childhood education and care sector. This initiative recognises the importance of early childhood education in student performance and lifelong learning outcomes.

Additional Information

- The Minister for Education and Early Childhood Development's major policy Cabinet Submission was agreed to on 9 April 2018. The centrepiece of that Submission is the fundamental elements that would make up the Early Childhood Strategy for the ACT.

- The Minister's Submission applies international evidence, and will enable the Territory to lay the basis for long-term educational improvements in the population as a whole. High quality outcomes in early childhood education also lead to long-term economic, social and health benefits. The evidence also supports higher workforce participation rates.

Staffing Detail	2018-19 FTE	2019-20 FTE	2020-21 FTE	2021-22 FTE
Senior Officer Grade A	1.0	1.0	1.0	1.0
Senior Officer Grade C	1.0	1.0	1.0	1.0
School Leader C	1.0	1.0	1.0	1.0
Administrative Services Officer 6	5.0	6.0	6.0	6.0
Total	8.0	9.0	9.0	9.0

More schools, better schools – Future Skills Academy (EDU E04)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	1,056	1,305	1,580	1,623	5,564
Offset – Expenses	-300	0	0	0	-300
Net Expenses	756	1,305	1,580	1,623	5,264
Associated Capital	200	0	0	0	200
Offset – Capital	-200	0	0	0	-200
Net Capital	0	0	0	0	0

Staffing Impact	2018-19	2019-20	2020-21	2021-22	Total
Total Additional FTEs (number)	2.5	6.5	9.0	9.0	n/a

Budget Paper Description

The Government will establish a Future Skills Academy to support Canberra students leaving school ready for future-oriented industry. The Academy will prioritise learning in deep speciality skills in science, technology, engineering and maths as well as broad enterprise skills and capabilities such as communication, collaboration, creativity and critical thinking. It will be based around two hubs at University of Canberra Lake Ginninderra Secondary College and Caroline Chisholm High School that are available to all public schools and students.

Additional Information

- The offsets will be provided from within existing repairs and maintenance funding and the Public Schools Infrastructure Upgrades program. The funding for this program has already been included in the 2018-19 budget for these programs.
- The Academy will build STEM capacity across the ACT community to support the ACT Government's Innovation Strategy. This is critical to Canberra's future as a highly liveable, contemporary and innovative city, and capacity as a digital and cyber-savvy learning community and workforce.
- The Academy will support the development of career pipelines for Canberra public school students into STEM growth sectors, such as defence, sports science, multi-media in the arts, the fashion industry and renewable energy sector. This is in line with the Chief Minister's aim at growing these sectors in the ACT.
- The proposal meets the 2016 ACT Election Commitment Announcement.

Staffing Detail	2018-19	2019-20	2020-21	2021-22
	FTE	FTE	FTE	FTE
School Leader B	1.0	1.0	1.0	1.0
School Leader C	1.0	4.5	6.0	6.0
Administrative Services Officer 5	0.5	1.0	2.0	2.0
Total	2.5	6.5	9.0	9.0

More schools, better schools - Future of Education (EDU E03)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	781	2,205	2,986	3,210	9,182

Staffing Impact	2018-19	2019-20	2020-21	2021-22	Total
Total Additional FTEs (number)	2.0	6.0	6.0	4.0	n/a

Budget Paper Description

The Future of Education strategy will inform the next 10 years of education in the ACT. This initiative will support initial actions arising from the strategy including strengthening of teacher capability in teaching literacy and numeracy, and improved collaboration between schools and the University of Canberra on initial teacher education and research-informed professional learning. The initiative will also deliver a new teacher mentor program which will train school leaders to better support teachers who are beginning their careers.

Additional Information

- The project gives impetus to workforce development which has emerged from the Future of Education community feedback and research as central and critical to improved learning outcomes. Getting the right people to be teachers and supporting them to learn and grow will be a key foundation in the resulting strategy as well as play a key role in upcoming negotiations for the (Teaching Staff) enterprise agreement. Both the strategy and negotiations are to occur in the first half of 2018.
- This proposal builds upon previous investments (sponsored by both the ACT Government and our industrial bodies) in teacher professional standards, career paths, and collaborative learning networks.
- The project will align with efforts across the Directorate, under the National School Improvement Tool framework to enhance instructional leadership capability, the analysis and use of system and school performance data, systematic curriculum delivery and quality pedagogy. The proposal will also be considered within the context of research and evaluation initiatives within the system and the impact on student outcomes.

The initiative will provide for:

Staffing Impact	2018-19	2019-20	2020-21	2021-22
	\$'000	\$'000	\$'000	\$'000
Great Teaching Component				
Salaries and Wages - SLA x 4	-	858	884	910
Salaries and Wages – SOGC x 2	-	297	302	-
Future of Education Component	-	-	-	-
SOGA x 1	186	-	-	-
SOGB x 1 (Commence 1 October 2018)	127	-	-	-
Teacher Mentor Program				
Improving University Admission Process	218	300	300	300
Affiliated Schools Program				
Teachers as Researchers	250	750	1,500	2,000
Total	781	2,205	2,986	3,210

More schools, better schools – Needs-based funding for students with disability (EDU E06)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	5,549	5,716	5,887	6,064	23,216
Offset – Education	-600	-618	-637	-656	-2,511
Offset – ACT Health	-600	-618	-637	-656	-2,511
Net Expenses	4,349	4,480	4,613	4,752	18,194

Staffing Impact	2018-19	2019-20	2020-21	2021-22	Total
Total Additional FTEs (number)	0	0	0	0	n/a

Note – there is no employee impact associated with this initiative as the staff are already in place in schools. This initiative is primarily the continuation of existing resources.

Budget Paper Description

The Government will continue to support students with disability and complex health needs in ACT public schools through needs-based funding. The initiative responds to growth in enrolments and the needs of students with disability.

Additional Information

- This initiative provides funding for continuation of existing service levels.
- ACT Health will provide \$0.6 million per annum to support the Health Care Access at Schools (HAAS) program. The Education Directorate will also provide \$0.6 million towards this program from within existing resources.

More schools, better schools – More school psychologists (EDU E01)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	726	1,913	2,306	2,374	7,319

Staffing Impact	2018-19	2019-20	2020-21	2021-22	Total
Total Additional FTEs (number)	10.0	15.0	15.0	15.0	n/a

Budget Paper Description

The Government will employ an additional fifteen full-time psychologists by the 2020 school year. These staff will support student wellbeing and mental health outcomes for students, parents and carers within schools and the community. This initiative builds on the initial five school psychologists recruited through the 2017 Budget, fully delivering on the Government's election commitment.

Additional Information

- The first five additional school psychologists were funded in the 2017-2018 budget and recruited from 1 January 2018. This budget provides for:
 - o 10 new psychologists from 1 January 2019 to bring the total to 15 FTE new psychologists;
 - o 5 new psychologists from 1 January 2020 to bring the total to 20 new psychologists meeting the 2016 election commitment.

- All public schools are funded for a school psychologist. There are currently 5 schools that do not have a permanent school psychologist due to recruitment processes that are underway. These schools are being covered by senior psychologists in the interim. The schools are Theodore Primary, Ngunnawal, Majura, Black Mountain and Jervis Bay.

More schools, better schools – Supporting parents to help their kids learn (EDU E02)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	145	148	151	156	600
Offset – Expenses	-145	-148	-151	-156	-600
Net Expenses	0	0	0	0	0

Staffing Impact	2018-19	2019-20	2020-21	2021-22	Total
Total Additional FTEs (number)	1.0	1.0	1.0	1.0	n/a

Budget Paper Description

The Government will expand its commitment to parental engagement by employing a dedicated Parental Engagement Officer to work with schools and parent groups to foster positive outcomes for students. The initiative will be funded from within existing resources.

Additional Information

- Not applicable.

More schools, better schools – More resources for student growth

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	7,430	7,652	7,882	8,119	31,083

Staffing Impact	2018-19	2019-20	2020-21	2021-22	Total
Total Additional FTEs (number)	66.0	66.0	66.0	66.0	n/a

Budget Paper Description

The Government will support the educational needs of additional students through funding the equivalent of 66 full-time learning professionals and support staff to ensure the needs of Canberra's growing school population are met. These staff resources will be delivered where need is identified through both increased utilisation of existing staff and new employment.

Additional Information

- This funding provides for enrolment growth in Canberra Schools.

CAPITAL INITIATIVES

More schools, better schools – Delivering Molonglo P-6 (EDU CW01)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	4,453	22,265	15,140	0	41,858
Provision - Capital	547	2,735	1,860	0	5,142
Net Capital	5,000	25,000	17,000	0	47,000
Depreciation	0	0	419	837	1,256
Associated Expenses	0	0	2,083	2,409	4,492
Net Expenses	0	0	2,502	3,246	5,748

Budget Paper Description

The Government will construct a new primary school in the Molonglo Valley and undertake planning activities for a future 7-10 campus on the adjoining site. The primary school will begin taking students in the 2021 school year, ensuring quality local school facilities are available as more Canberrans move into the Molonglo region.

Additional Information

- The new school, to be located in Denman Prospect, will cater for kindergarten to year 6 enrolment of **600 students** and 44 fulltime equivalent preschool students, with space for future growth.
- High quality learning environments, incorporating both indoor and outdoor learning areas, as well as integrated spaces to support students with specialised needs will be provided at this modern, sustainable facility.
- The government will also undertake early planning and feasibility work for a future 7-10 campus that will come online as Molonglo grows.

More schools, better schools – Roof Replacement Program (EDU CW03)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	898	5,375	5,464	6,223	17,960
Depreciation	0	30	209	391	630

Budget Paper Description

The Government will continue to invest in the renewal of public school facilities by replacing roofs at six ACT schools. This will improve building comfort and energy efficiency by improving thermal performance, and minimise facilities damage and disruption caused by leaks. The initiative will also allow the Government to investigate additional renewable energy generation and introduction of energy storage at public schools.

Additional Information

- Roof replacement program at six ACT schools - Dickson College, Telopea Park School, Campbell High School, Alfred Deakin High School, North Ainslie Primary School, and Calwell High School.

More schools, better schools – More places at Gungahlin schools (EDU CW04)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	8,680	5,580	5,600	2,400	22,260
Offset – Capital	-2,430	0	0	0	-2,430
Net Capital	6,250	5,580	5,600	2,400	19,830
Depreciation	107	170	280	321	878
Associated Expenses	603	1,000	1,000	500	3,103
Net Expenses	710	1,170	1,280	821	3,981

Budget Paper Description

The Government will continue to support growth in enrolments across Gungahlin by expanding capacity at Amaroo (K-6, 7-10), Gold Creek K-6 and Neville Bonner P-6 for a further **500** students, and deliver an initial expansion of the Franklin Early Childhood School. The initiative will also complete feasibility and planning for a new school in Gungahlin and planning for permanent expansion of Franklin Early Childhood School to P-6, as well as more resources to plan for future school capacity requirements across Canberra.

Additional Information

- The permanent expansion of Franklin Early Childhood School, if funded, would provide for an increase in capacity from **200** students (current) to **600** students catering for years K-6.

More schools, better schools – Campbell Primary School Modernisation (EDU CW05)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	2,500	5,000	6,119	5,200	18,819
Net Capital	2,500	5,000	6,119	5,200	18,819
Depreciation	0	0	75	272	347

Budget Paper Description

The Government will modernise Campbell Primary School through the construction of a new central building and refurbishment of the Junior Wing and Library. This work will deliver a better learning environment and modern facilities for students, teachers and the local community.

Additional Information

- This initiative is in addition to the 2017-18 2nd Appropriation which provided \$5.7 million for the relocation of staff and students from buildings containing friable asbestos to transportable buildings and demolition of affected buildings.
- This initiative will be funded from an existing provision held centrally by government. This has no impact on actual funding to be provided to the Directorate.

More schools, better schools – Narrabundah College Modernisation – early planning and design (EDU CW06)

	2018-19	2019-20	2020-21	2021-22	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Associated Expenses	400	350	0	0	750

Budget Paper Description

The Government will support a community conversation and conduct a feasibility study to explore how Narrabundah College can best be renewed and upgraded to meet the needs of the next generation of students.

Additional Information

- This initiative is in addition to the 2017-18 2nd Appropriation which provided \$18.2 million for the relocation of staff and students from buildings containing friable asbestos to transportable buildings and demolition of affected buildings.



TALKING POINTS

**ACT Government's response to the Royal Commission
into Institutional Responses to Child Sexual Abuse**

Ministers: Chief Minister
Andrew
Barr/Attorney
General Gordon
Ramsay

Date: 14 June 2018

SUBJECT: ACT Government's response to the Royal Commission
ISSUE: Releasing the response

KEY MESSAGES:

- The ACT Government issued its formal response to the Royal Commission into Institutional Responses to Child Sexual Abuse on Friday 15 June.
- Our response addresses all 409 recommendations, as the safety and protection of children is of the utmost importance to the ACT Government.
- The Australian, state and territory governments are working collaboratively, and with non-government institutions, to address and implement the recommendations.
- Child abuse is unacceptable and ensuring the safety of children in our community is a top priority for the ACT Government.
- The ACT has an interconnected child protection system that is constantly evolving to ensure the best possible protections for children, and the Royal Commission's recommendations are invaluable in helping guide that evolution.
- The ACT Government's response to the Royal Commission is designed to change the status quo, to affect cultural change within organisations and to ensure the failures of the past are not permitted to continue.
- Everything we do to enhance our child protection system will focus on prioritising the needs and best interests of children, supporting cultural change within institutions to prevent child abuse occurring, and developing changes with those who will be affected.
- Importantly, the ACT Government's work on the Royal Commission's recommendations does not begin with our formal response.
- The ACT Government has been implementing recommendations from the Royal Commission since they began to be issued in 2015. Criminal justice reforms improving support to vulnerable witnesses, the establishment of a Reportable Conduct Scheme, removing limitation periods for civil litigation and joining the national Redress Scheme are just a few examples.
- The ACT government is implementing the transformational Out of Home Care Strategy Step Up for Our Kids that will deliver trauma informed responses and independent regulation of the sector. The Royal Commission will inform the development of this reform as it is implemented.
- In light of the Royal Commission's findings, it is clear that all entities working with children, large or small, can no longer assume that child abuse won't happen in their organisation.
- As the ACT Government continues to implement recommendations from the Royal Commission, we urge non-governmental institutions operating in the Territory to follow our lead and implement the recommendations that have been set out for them.
- All updates on the ACT Government's work to implement the Royal Commission's recommendations will be at www.act.gov.au/childabuseroyalcommission and all opportunities to have your say in the development of that work will be at www.yoursay.act.gov.au/royal-commission

Reportable Conduct

- The ACT Government is committed to continuously improving and strengthening the Reportable Conduct Scheme.
- This Scheme exists to protect children – to help make the ACT the safest place to live, work and raise a family.
- We're proud to have expanded the Scheme, as promised, to include all services provided by religious organisations.
- We have exempted information disclosed in religious confession from having to be reported to the Ombudsman until the end of March next year, to enable a rigorous debate on the issue without delaying the expansion of the entire scheme.
- It's an extremely timely debate – one the entire nation will be having as all states and territories consider how they'll implement recommendations from the Child Abuse Royal Commission that involve religious confession.
- The rights of children are fundamental in the ACT, as a human rights jurisdiction, and this will be front and centre as we work toward a definitive decision on the treatment of religious confession in the Reportable Conduct Scheme and other laws.

Criminal justice

- The ACT Government is committed to improving the criminal justice system's response to child sexual abuse, through both legislative and non-legislative reform.
- In February 2018 the ACT Government introduced legislation that made:
 - Existing offences for persistent child sexual abuse more effective, better reflecting how child sexual abuse is experienced and remembered.
 - Improvements to the way child sexual abuse offenders are sentenced in preventing an offender's 'good character' from being considered if that 'good character' enabled them to commit the offence.
 - Two new grooming offences criminalising non-electronic grooming of a child, as well as grooming of people other than a child (e.g. parents).
- Ongoing reforms will also improve the provision of police and prosecutorial services in child sexual abuse matters, and expand existing facilities and measures available to vulnerable witnesses in criminal proceedings that are designed to reduce the trauma of giving evidence.
- New criminal offences will be introduced, aimed at holding accountable those who have failed to report child sexual abuse or protect against it, targeting institutional child sexual abuse.
- Changes will be made to help guard against unjust outcomes in criminal proceedings for those who have experienced child sexual abuse:
 - The ACT is working with other jurisdictions to develop reforms that will ensure evidence is not unjustly withheld from juries or judges in child sexual abuse cases.
 - Improvements will be made to the educative information provided to judges, legal practitioners and juries, based on current social science research about child sexual abuse.
 - Further reforms to sentencing laws will ensure offenders are not sentenced on the basis of outdated social standards about child sexual abuse, but rather in accordance with contemporary knowledge about the impact of that abuse.
- Careful consultation with the community and stakeholders about these reforms has already been undertaken, and the Government will continue to consult in this way as the reforms are progressed.

Redress

- The ACT was one of the first jurisdictions to publicly commit to the Scheme on 19 March 2018 and then also sign up to the Intergovernmental Agreement on 1 May 2018.
- The Redress Scheme will provide three things:
 - access to psychological counselling

- a direct personal response – such as an apology from the responsible institution for people who want it
- a monetary payment
- Redress is intended to acknowledge people who experienced child sexual abuse in an institutional setting, to recognise past wrongs, and make amends. The Scheme is intended as a simple and streamlined alternative to the courts.
- The ACT is actively working with the Commonwealth to achieve the 1 July Start date for the Scheme.
- More information about the Scheme is available on the National Redress Information Line 1800 146 713
- More information, including updated latest information, is also available on the national redress scheme website hosted by the Department of Social Services
<https://www.dss.gov.au/national-redress-scheme-for-people-who-have-experienced-institutional-child-sexual-abuse>
- Anyone who is a victim of a crime committed in the ACT is also eligible for support or information from Victim Support ACT, which can be contacted on 6205 2066.
- It is estimated that there will be 225 applications with ACT Government liability out of an estimated total of 830 across the ACT over the 10 years of the scheme.
- The Commonwealth will be responsible for claims pre self-government (11 May 1989) and non-government institutions will be liable for the balance.
- The ACT Government has allocated \$14.2 million to contribute to the National Redress Scheme by delivering a redress payment, counselling and psychological care and a direct personal response to Canberrans who were sexually abused as children in institutions.

Record-keeping

- The record-keeping principles recommended by the Royal Commission are compatible with existing records, information and data management principles established by the ACT Government.
- The ACT Government retains most records relating to child sexual abuse that has occurred or is alleged to have occurred for 99 days.
- The ACT Government will apply its normal records disposal authorisation processes under the Territory Records Act to ensure that all relevant types of records are considered and retained appropriately.

Teacher registration and regulation

- The ACT Government established the ACT Teacher Quality Institute (TQI) as an independent statutory authority to enhance community confidence in the teaching profession through professional regulation.
- TQI keeps a register of, and records relating to, teachers working or intending to work in Government, Catholic and Independent schools in the ACT.
- If regulatory action is taken against a registered teacher, other teacher regulatory authorities are notified.
- The Royal Commission determined that provisions for nationally consistent requirements for teacher registration should be strengthened to assist with safeguarding students. A national review of the level of consistency of teacher registration has commenced.

Non-government organisations and service providers

- It is now a community expectation that all types of organisations take appropriate steps to promote child safety.
- The Royal Commission has recommended that child safe standards be compulsory for all organisations providing facilities or services to children, including those that are funded or regulated by government, and those that are not.
- The standards aim to drive cultural change in organisations so that protecting children from abuse is embedded in the everyday thinking and practice of leaders, staff and volunteers.

- Currently the ACT and NSW have a partially regulated child safe standards system, while Victoria, Queensland and South Australia have mandatory systems in place.
- The ACT Government will seek the views of industry, regulators and interested parties as to how children's services organisations meet existing and proposed standards.
- The ACT Government notes the Royal Commission recommended a wide range of organisations be required to adopt the standards, and that these organisations vary significantly; in size, governance arrangements and in the nature of their interaction with children.
- Consultation will commence from mid-2018 to ascertain sector readiness and existing regulatory requirements across government and non-government sectors to inform the ACT Government's position on introduction of child safe standards.

Working With Vulnerable People

- The ACT Government is reviewing the *Working with Vulnerable People (Background Checking) Act 2011* and the implementing the review's recommendations.
- The WWVP Act requires those who work or volunteer with vulnerable people undergo an assessment of past behaviours as this can provide an indication of the possible future behaviour of that individual. In this way, the ACT government can exclude or impose conditions on an individual working with vulnerable people to reduce the risk of harm.
- The scope of the ACT Working with Vulnerable People Scheme (ACT Scheme) provides strong protections for vulnerable people, including children. The broader scope of the ACT Scheme means that several recommendations made by the Royal Commission are inconsistent with the ACT Scheme. This means that the ACT response to some WwCC recommendations is 'noted', 'for further consideration' or 'accept in-principle' where all or part of the recommendation is inconsistent.
- For example, the ACT Scheme allows for conditional and role-based registration, which recognises the contribution of people with lived experience. By noting or indicating further consideration, the ACT is not decreasing the protections provided to children under the ACT Scheme, but such responses recognise that these protections are extended to vulnerable people.
- The ACT Government is considering the feasibility of implementing the WwCC recommendation of introducing automated continuous monitoring within the ACT. There are a number of existing information sharing protocols in the ACT, including the Reportable Conduct scheme, sharing of information under the Children and Young People Act and the WWVP Act, and agreements between regulatory and law enforcements to share relevant about matters concerning child safety. Discussions on the feasibility will occur between ACT Directorates and ACTP in the coming months.
- The ACT scheme is also being enhanced through legislative amendments implemented as part of the *ACT Reportable Conduct and Information Sharing Legislative Amendment Act 2016*. Specifically, amendments are being made to the *Working with Vulnerable People (Background Checking) Act 2011* and *Children and Young People Act 2008* that will strengthen Access Canberra's ability to request information from government agencies and community organisations about an individual's suitability to work with vulnerable people; and support more timely information sharing between Access Canberra and government directorates, the ACT Teacher Quality Institute, approved care and protection organisations and the ACT Chief of Police.

TOPLINE QUESTION AND ANSWER

So you are addressing all the recommendations?

- Yes. Our response addresses all 409 recommendations, as the safety and protection of children is of the utmost importance to the ACT Government.

What does each of your responses to the Royal Commission Mean?

- The ACT Government has addressed each recommendation with one of four responses:
 1. Accept – we agree with all aspects of the recommendation and may already be delivering the outcome sought by the Royal Commission.
 2. Accept in principle – The ACT agrees with the outcome sought by the Royal Commission, work may already be underway and any future work will be done in consultation with children and families, industry and government to understand the best fit for the ACT and any potential resourcing implications.
 3. For further consideration – these recommendations need further planning, consultation and tailoring or legislative amendments to ensure they are effective in the ACT.
 4. Noted – these recommendations will require significant coordination across jurisdictions and the ACT commits to contributing to their national delivery. The ACT has also noted recommendations that are aimed at the Commonwealth Government or other organisations.

Is your response in line with other jurisdictions?

- Yes. In response to the Final Report recommendations, all governments have agreed the following priorities will benefit from national coordination or consultation:
 - supporting child safe organisations
 - improving information sharing, record keeping and data collection
 - addressing the complex issue of children with harmful sexual behaviours in national frameworks and strategies, and
 - publicly reporting on the progress of the reforms on an annual basis.
- In addition, all governments will continue to encourage both government and non-government institutions take responsibility for their own cultural, systems and process changes and to report publicly on their progress in implementing reform and change.
- Governments will also continue to work together through forums such as COAG, Council of Attorneys-General, the COAG Education Council, the Community Services Ministers meeting and the interjurisdictional working group on implementation of Royal Commission Recommendations.
- Areas of cooperation will include future child protection and child safety frameworks, working with children checks, and considering how to ensure Commonwealth institutions meet the objectives of mandatory reporting and reportable conduct schemes.

How will you be working with the Australian Government and other States and Territories on addressing the responses to the Royal Commission?

- The ACT Government is working collaboratively with the Australian, and all other state and territory governments, and with non-government institutions, to address and implement the recommendations.
- While leadership on some recommendations lies clearly with the Australian Government, in many cases, the leadership on the recommendations lies clearly with state and territory governments and the ACT Government is committed to addressing all recommendations.
- Implementation of the recommendations made by the Royal Commission also requires consultation with stakeholders and the community to ensure the interests and views of those affected by changes being made are considered.

- All updates on the ACT Government's work to implement the Royal Commission's recommendations will be at www.act.gov.au/childabuseroyalcommission and all opportunities to have your say in the development of that work will be at www.yoursay.act.gov.au/royal-commission

What is your timeframe for implements and reporting on the recommendations?

- Today we have provided our response which has given our clear commitment to addressing all 409 recommendations.
- The ACT Government has been implementing recommendations from the Royal Commission since they began to be issued in 2015. Criminal justice reforms improving support to vulnerable witnesses, the establishment of a Reportable Conduct Scheme, removing limitation periods for civil litigation and joining the national Redress Scheme are just a few examples.
- There is also a clear program of work ahead that includes expansion of the reportable conduct scheme to religious entities, commencing redress, and reviewing the Working with Vulnerable People (Background Checking) Act 2011 and the implementing the review's recommendations.
- The safety and protection of children is of the utmost importance to the ACT Government and this is a long term commitment. We know we have work to do and we have committed to reporting annually on our implementation and progress.

BACKGROUND:

- Stakeholders will be briefed on the ACT Government's response prior to the media embargo lifting.
- Confession has been a contentious topic since legislation was introduced to expand the ACT's Reportable Conduct Scheme. Archbishop of the Catholic Archdiocese Christopher Prowse was advised of the transition period relating to confession prior to introduction of the legislation, but only raised concerns with government the day before passage of the legislation.
- Consultation on whether recreational services like Scout groups or dance classes should be covered by Reportable Conduct or some other measures did not elicit any responses from these groups.

Action officer: Jen Faerber (x78646)

Cleared by: Relevant Directorate DDGs

Date: 13 June 2018

Royal Commission into Institutional Responses to Child Sexual Abuse

Question & Answer

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Criminal Justice Report recommendations

General

What is the Criminal Justice Report and how is it different to the other reports?

In September 2016 the Royal Commission released a Consultation Paper on criminal justice, and its final Criminal Justice Report with its recommendations was released in August 2017. The final report is a substantial document of over 2,000 pages that includes 85 recommendations, many of which propose legislative reform.

The criminal justice report has a clear focus on the parts of the criminal justice system that can work differently to better protect victims who are involved, or should be involved, in criminal justice proceedings.

How is the ACT planning on implementing the recommendations?

Implementation of the recommendations made by the Royal Commission requires consultation and to ensure the interests and views of those affected by changes being made are considered.

Some recommendations require or would benefit from intergovernmental collaboration to achieve consistency of approach. The ACT will work with other jurisdictions to achieve this outcome.

A first stage of criminal justice recommendations were passed on 20 February 2018 in the *Crimes (Legislation Amendment) Bill 2017 (No 2)*. The amendments made:

- Existing offences for persistent child sexual abuse more effective, better reflecting how child sexual abuse is experienced and remembered.
- Improvements to the way child sexual abuse offenders are sentenced in preventing an offender's 'good character' from being considered if that 'good character' enabled them to commit the offence.
- Two new grooming offences criminalising non-electronic grooming of a child, as well as grooming of people other than a child (e.g. parents).

Legislation to implement further reforms recommended by the Royal Commission will be introduced in stages throughout 2018 and 2019. Broad consultation on five key areas of reforms for potential inclusion in future legislation occurred from 22 April to 4 May 2018. The consultation sought comments on the following:

- offences for failure to report child sexual abuse
- offences for failure to protect a child from sexual abuse
- reforms to the way vulnerable witnesses give evidence
- the use of intermediaries

- reforms to trial and sentencing procedures, including admissibility of tendency and coincidence evidence and jury warnings and directions.

Responses to this consultation are being considered as development of legislation for introduction in the Spring sittings proceeds.

What is the timeframe for implementation?

Legislation will be introduced over the course of 2018 and 2019. A Bill is scheduled to be introduced later this year which represents the second stage of legislative reforms recommended in the criminal justice report.

Legislative changes in later Bills will include those involving more complex issues, including where national consistency would be desirable. One example of this is the amendments proposed to tendency and coincidence evidence law which is the subject of work at a national level to maintain the consistency of evidence laws in Uniform Evidence Act jurisdictions (which includes the ACT)..

The Government is committed to implementing the recommendations made by the Royal Commission in an efficient and consultative way.

Treatment of information disclosed in confessions

What did the Royal Commission criminal justice report recommend?

The Royal Commission recommended that an offence for failure to report child sexual abuse be created (recommendation 33), and also recommended that the offence apply in relation to failure to report information about child sexual abuse disclosed during religious confessions (recommendation 35).

The Commission made these recommendations having heard from many survivors who told the Royal Commission that they disclosed being abused to other adults at an institution, but those adults did not report the abuse to police or take steps to protect the child from the abuse.

What is the difference between the criminal justice recommendation and the mandatory reporting and reportable conduct schemes?

The recommendation made in the **criminal justice report** is to criminalise non-reporting by adults working in an institution that provides services to children, where the adult becomes aware of sexual abuse of a child by an adult associated with the institution. This would mean that a criminal penalty would attach to such failure to report, with potential imprisonment as a result.

The Reportable Conduct Scheme (the Scheme) provides for Ombudsman oversight of how organisations prevent and respond to allegations of child abuse and misconduct involving

their employees. The reportable conduct scheme does not interfere with reporting obligations to ACT Policing or CYPS. If employers suspect criminal conduct has occurred, they should report to police in the first instance. Reportable conduct includes, for example, the ill treatment or neglect of a child, or behaviour which psychologically harms a child.

Heads of designated entities are required to notify the Ombudsman of allegations of reportable conduct. A head of a designated entity is a director-general of an ACT Government administrative unit, a chief executive officer or if a regulation prescribes the head of the entity, the prescribed head of the entity. From 1 July 2018, the individual primarily in charge of the management of the entity substitutes the prescribed head. Designated entities include administrative units, health services, government or non-government schools, education and care service, childcare service, kinship and foster care organisations, and residential care organisations. From 1 July 2018, designated entities include religious bodies.

The Person the Subject of Allegations under the Reportable Conduct Scheme is an employee of a designated entity. For all designated entities except religious bodies, employees include volunteers and subcontractors. Employees of religious bodies include ministers of religion and volunteers, but does not include subcontractors.

What is the government doing about abuse disclosed in the course of religious confession?

The Government does not intend to re-litigate the Royal Commission recommendations and will work with key agencies and the community to identify how the recommendations can be implemented in the ACT.

The question of how to treat religious confession is currently part of a national conversation. The consideration of confession is an important one and a discussion which must be had with community and religious leaders.

The recommendation to criminalise failures to report child sexual abuse will also require consideration of the interaction between the new offence and other laws such as the Uniform Evidence laws, as well as any implications for an individual's human right to freedom of religion. The Uniform Evidence jurisdictions, of which the ACT is one, are working together to attempt to ensure that a consistent approach can be taken to law reform in this area.

We have engaged, and are still consulting with, stakeholders who have provided preliminary feedback on this issue. Any reform or proposed reform would be subject to careful consideration of any Human Rights implications.

Tendency and coincidence evidence

What did the Royal Commission recommend?

The Royal Commission made eight recommendations to reform the way that tendency and coincidence evidence are taken in child sexual abuse matters.

The recommendations relate to the Uniform Evidence laws, which are in force in all participating States and Territories, including the ACT.

What is tendency and coincidence evidence?

Tendency and coincidence evidence are two categories of evidence that have highly complex rules to govern the use of such evidence in criminal proceedings.

Tendency evidence is evidence of a person's character, reputation or conduct, or evidence that they have a tendency to act in a particular way or have a particular state of mind. For example, evidence that an accused person has previously sexually abused a child or has had a sexual interest in children.

Coincidence evidence is evidence that a person did a particular act or had a particular state of mind on the basis of the improbability that two or more similar events or circumstances occurred by coincidence. For example, similarities in the conduct of an accused on different occasions may reveal a pattern of sexual misconduct towards children, from which it may be inferred that the accused did a particular act or had a particular state of mind.

Both kinds of evidence are generally excluded – that is, evidence of that kind is not to be considered by the judge or jury – unless the evidence is subject to an exception. That exception establishes a high legislative burden to overcome the exclusion.

Why is it important?

Both kinds of evidence, but especially tendency evidence, are important when a single offender has offended against multiple victims, or even the same victim on multiple occasions. This is particularly common in child sexual abuse cases, and even more so in an institutional setting.

These cases are typically 'word on word'. In such circumstances, if this evidence is not admitted, juries can be left to make a determination without ever hearing about previous incidents of child sexual abuse by the accused person on the same or multiple victims.

The Royal Commission found that, in a number of cases they examined, juries had been denied the opportunity to hear accounts that give the true picture of what is alleged to have happened, and were satisfied that unjust outcomes in the form of unwarranted acquittals had occurred because of the exclusion of tendency or coincidence evidence.

The Royal Commission found there are deficiencies in the current tests for admissibility of tendency and coincidence evidence, and that it is one of the most significant issues affecting criminal justice in child sexual abuse cases. The RC called for urgent reform to these tests to prevent further injustice to victims of child sexual abuse.

What is the estimated timeframe for implementing these recommendations?

The ACT is currently participating in the Council of Attorneys-General Working Group on Tendency & Coincidence – established by CAG to carefully consider the test for the admissibility of tendency and coincidence evidence and to develop an agreed reform proposal to address the Royal Commission’s findings.

As a uniform evidence jurisdiction, it is important the ACT be involved in any potential options for reform to the uniform evidence laws. The Working Group is due to conclude its project in late 2018, and the ACT will engage in ongoing stakeholder consultation during and after the project in its consideration of any reform proposals. Specifically, there will be targeted consultation on these reforms in early 2019, with the introduction of any legislative reform aimed for 2019.

Who will this impact on the most?

These reforms would improve access to justice for those who have experienced child sexual abuse, by not unfairly preventing juries from hearing evidence that an accused has sexually abused the same or multiple other victims, in circumstances where that is alleged to have occurred.

It would also impact accused persons against whom there are allegations of prior conduct that would amount to tendency or coincidence evidence.

Will this erode current protections for the accused?

Currently the test requires the prosecution to prove the evidence has ‘significant’ probative value and that that value ‘substantially’ outweighs the prejudicial effect on the accused. The recommendations still impose a burden on the prosecution to demonstrate the evidence has relevance to an important evidentiary issue, and if the evidence passes that test, the evidence must not in the circumstances of the case result in unfairness to the defendant. While the recommendations are aimed to guard against unjust outcomes for those who have experienced child sexual abuse, fairness to the accused remains a paramount consideration.

Will the ACT take into account stakeholder views when participating in the National working group?

Yes. The ACT is participating in the CAG Working Group on Tendency & Coincidence because, as a uniform evidence jurisdiction, it is vital to contribute to any proposed reform to the Uniform Evidence Laws. However, the ACT will engage in ongoing consultation with

local stakeholders, and will feed the views of those stakeholders back to the Working Group for consideration.

Human Rights

What human rights do the Royal Commission criminal justice recommendations support?

The Royal Commission found that countless children have been sexually abused in many institutions in Australia, and that many of those institutions have failed to protect them and hold perpetrators to account. The issue of child sexual abuse raises important human rights issues, and engages many rights under the *Human Rights Act 2004*. Child sexual abuse violates children's most basic rights including the right the right to protection from torture and cruel, inhuman or degrading treatment (s 10 Human Rights Act), the right to protection of family and children (s 11 Human Rights Act), and the right to liberty and security of person (s 18 Human Rights Act).

Broadly, the criminal justice reforms in response to the Royal Commission report will engage and support the following human rights under the Human Rights Act:

- Section 10 – Protection from torture and cruel, inhuman or degrading treatment
- Section 11 – Protection of family and children
- Section 18 – Right to liberty and security of person
- Section 20 – Children in the criminal process
- Section 21 – Right to a fair trial
- Section 22 – Rights in criminal proceedings

What human rights do the Royal Commission criminal justice recommendations limit?

The criminal justice recommendations, including relating to new offences, changes to evidence laws and judicial directions, and sentencing reforms will engage the following human rights under the Human Rights Act:

- Section 12 – Right to privacy and reputation
- Section 14 – Freedom of thought, conscience, religion and belief
- Section 21 – Right to a fair trial
- Section 22 – Rights in criminal proceedings
- Section 25 – Retrospective criminal laws

Any limitations will be the least restrictive of human rights as possible to ensure that the government is doing all that it can to protect children from abuse.

How will the Government make sure that any limitations are the least restrictive?

In most instances, the Royal Commission considered human rights implications when making its recommendations. In doing so, the recommendations have been made such that they inherently place the least restrictive limits on an accused's human rights. It is important that these rights are considered alongside the rights of those who have experienced child sexual abuse.

The government will engage in active and ongoing consultation with key justice stakeholders as well as the community. The Human Rights Commissioner will be closely consulted in progressing reforms.

Civil Litigation

What is the ACT Government doing about the civil litigation recommendations?

In August 2016, the ACT Government passed amendments to remove the limitation periods for civil actions on child sexual abuse in an institutional context, which was expanded in May 2017 to apply to all claims for compensation in response to abuse. These reforms implemented the recommendations about limitation periods in full.

The ACT has also agreed to implement the other recommendations to make the court system more accessible for people who have experienced child sexual abuse.

What are the institutional duties reforms?

The Royal Commission identified many technical legal challenges people who have experienced child sexual abuse face when seeking compensation in courts.

The ACT will progress legislation to remove these challenges.

The legislation will impose a duty to prevent child abuse on institutions that have been shown to have a high risk of child sexual abuse. The duty will apply despite the child abuse being a deliberate criminal act of a person associated with the institution.

The legislation will also introduce a presumption that the institution failed to take the level of care required to prevent child abuse, unless the institution proves that it took the reasonable precautions in all the circumstances. This presumption will apply to all institutions.

This removes the onus on the person who experienced child abuse to prove that the institution was responsible for the abuse.

What are the proper defendant reforms?

The Royal Commission identified difficulties that survivors face in trying to identify the defendant against whom to commence civil litigation.

A survivor will always have a cause of action against the perpetrator of the abuse. However, in some cases the perpetrator may have limited, or no, assets.

The assets of the institution responsible for the abuse may be held by a trust or unincorporated body which cannot be sued.

The ACT will progress legislation to remove these challenges.

The legislation will require institutions to nominate a proper defendant that is capable of being sued to meet claims of institutional child sexual abuse, and if a proper defendant is not nominated a court may appoint a trust as defendant.

Redress**When did the ACT commit to the Scheme?**

The ACT was one of the first jurisdictions to publicly commit to the Scheme on 19 March 2018 and then also sign up to the Intergovernmental Agreement on 1 May 2018.

What kind of help will be available under the Scheme?

- The Redress Scheme will provide three things:
- access to psychological counselling
- a direct personal response – such as an apology from the responsible institution for people who want it
- a monetary payment

The support services will provide timely access to trauma-informed and culturally appropriate support during the application process. This includes helping people to prepare and submit their application, and providing support as they receive a decision on their application.

In addition, the Scheme will also provide access to free specialist Legal Support Services and financial counselling.

Who can apply for redress?

Access to the Redress Scheme depends on:

The type of abuse	<p>It must include sexual abuse.</p> <p>An institution must be responsible for the abuse. The Scheme does not cover non-institutional abuse, such as by a family member.</p>
Where and when it happened	<p>The abuse must have happened when the person was aged under 18.</p> <p>It must have happened before 1 July 2018, when the Scheme starts (subject to the passage of legislation).</p> <p>The institution or organisation responsible for the abuse must have joined the National Redress Scheme.</p>
A person's life now	<p>The person applying must be an Australian citizen or permanent resident.</p>

Can people with criminal convictions apply for redress?

Under the Bill before the Commonwealth Parliament, a person can still apply for redress if they have a criminal conviction. If a person has been sentenced to five or more years imprisonment for an offence their application will go through a special assessment process. The assessment will take into account views of relevant Attorneys-General, the details of the offending, length of sentence, time passed since offending and rehabilitation outcomes.

I will ensure I comply with the Human Rights Act 2004 when providing input for an application from a person with a criminal conviction.

The Bill before the Commonwealth Parliament mandates a 2 year review of the Scheme, including the implications of the scheme's design for applicants who have a criminal conviction.

Will all children be able to apply for redress?

Under the Bill before the Commonwealth Parliament, a person must turn 18 before the scheme sunset date to make an application.

As the redress scheme will sunset in 2018, this would mean that victims who are under the age of eight when the scheme commences will not be able to seek redress.

This would not prohibit children from undertaking civil litigation.

The ACT is giving further consideration to the human rights issues that may be associated with this limitation.

The Bill before the Commonwealth Parliament mandates a 2 year review of the Scheme, including the implications of the scheme's design for applicants who are still children.

Will people who are in jail be able to apply for redress?

Under the Bill before the Commonwealth Parliament, a person must be out of jail to make an application.

The application may be accepted if the person will be in jail for the duration of the scheme.

The ACT is giving further consideration to the human rights issues that may be associated with this limitation.

The Bill before the Commonwealth Parliament mandates a 2 year review of the Scheme, including the implications of the scheme's design for applicants who have a criminal conviction.

How much money will people receive from the scheme?

The maximum available payment is \$150,000, this is less than the \$200,000 maximum payment recommended by the Royal Commission

The average payment under the scheme is estimated at \$76,350, which is higher than the \$65,000 average recommended by the Royal Commission

How long will the Scheme run for?

The Scheme will run for 10 years to 30 June 2028.

Subject to the passage of Commonwealth legislation, people can lodge applications from 1 July 2018 until 30 June 2027.

Which organisations are participating in the Scheme?

In addition to the Commonwealth Government, so far the governments of New South Wales, Victoria, Queensland, South Australia, Tasmania, Northern Territory and Australian Capital Territory have all committed to join the Scheme.

Western Australia remains the only state yet to commit to joining the Scheme. The Commonwealth Government is working with the Western Australian Government, and we hope they will join soon.

Six major non-government institutions have committed to join the Scheme. The Catholic Church, the Anglican Church, the Salvation Army, YMCA, Scouts Australia and the Uniting

Church have all announced that they will join the Scheme and provide redress to people sexually abused as children in their care.

I am working closely with the Commonwealth Government to encourage all institutions who look after children to opt in to the scheme as a commitment to support people who experienced child sexual abuse.

How is redress different to civil litigation?

Redress is intended to acknowledge people who experienced child sexual abuse in an institutional setting, to recognise past wrongs, and make amends. The Scheme is intended as a simple and streamlined alternative to the courts.

Going through court processes can be difficult, expensive and time consuming. It is important for a person to get legal advice about whether it is best to seek redress or make a civil claim through the courts. A person can choose between applying for the National Redress Scheme and making a civil claim. Once a person receives redress, they can no longer make a civil claim for that abuse.

As recommended by the Royal Commission, the standard of proof for the National Redress Scheme will be based on a reasonable likelihood test, which is a lower threshold than what is required in court.

Who will be assessing applications for redress?

Trained Independent Decision Makers, who will be independent from both the Government and Scheme officials, will consider applications for redress. Independent Decision Makers will have guidelines to help them determine when a person is eligible for the Scheme and to ensure outcomes of each claim for redress are as consistent as possible.

The Scheme will be operated by the Commonwealth Department of Human Services.

Can people apply for redress if they have received a redress payment through a different Scheme?

A person can still apply for the National Redress Scheme if they have previously received a payment from another redress scheme for the abuse they experienced.

Relevant prior payments will be taken into account when determining the redress monetary payment that may be offered under the Scheme. The Scheme will not deduct payments where there is evidence that these payments covered expenses not related to the abuse experienced, such as medical expenses.

Who pays for redress?

Participating institutions pay the costs of providing redress to the person, where they were responsible for abuse.

What about people who experienced abuse in a non-government institution like a church?

Non-government institutions need to each agree to join the Scheme so that people who experienced abuse while in their care can access redress.

The Commonwealth Government is continuing to negotiate with other non-government institutions, like churches and charities to encourage them to join the Scheme.

Can people who suffered child sexual abuse in foster and kinship care settings access redress?

The Scheme will be able to provide redress to people who experienced child sexual abuse in formal foster and kinship care settings, where an institution was responsible for placing the child in care. The responsible institution must also be participating in the Scheme.

How will privacy of information be protected?

The Scheme is taking all steps to ensure the privacy of any information it collects. There are strict laws that limit how and when information can be used. Some information may be shared with institutions who have joined the scheme, only where it is relevant to an application for redress.

Portfolio: Education & Early Childhood Development

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

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

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

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

The school expansion projects included:

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

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Lead Directorate: Education

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

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

Schools for The Future – Modernising Belconnen High School

Funding for Modernising Belconnen High School and progress on the project

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

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

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

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.

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The new funding will deliver:

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

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

Progress:

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

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

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

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

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

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

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

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

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

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

Progress:

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

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

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

North Gungahlin P-6 School

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

Progress:

Progress on the North Gungahlin P-6 school is:

- The Request for Tender closed on 8 December 2016;
- The appointment of a preferred tenderer to complete detailed design development was approved on 8 May 2017;
- The Development Application (DA) was submitted on 12 July 2017. DA approval was received on 14 September 2017;
- The preferred contractor was appointed on 26 October 2017 to construct and maintain the school;
- Construction commenced in early November 2017;
- Learning Communities, Administration and Resource Centre floor slabs have been poured; and
- Wall frames have been installed to Learning Communities, with the roofing being installed to Learning Communities 2 and 3;

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- Wall frames to the administration building are substantially complete;
- Bricklayers have started work on the Preschool building; and
- Subsoil drainage has been laid to the carparks.

Public Schools Infrastructure Upgrade (PSIU) Program

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

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

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- The ceiling replacement in the science block at Canberra High School was handed over in March 2018.

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

Roof Replacement Works –Mount Stromlo High and Erindale College

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

Education & Early Childhood Development

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

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

Palmerston District Primary School

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

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

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

Key Information

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

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

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

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

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

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

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

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QUESTION TIME BRIEF

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

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

Planned car park improvements at ACT public schools include:

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

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QUESTION TIME BRIEF

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

Background Information

- Education has been provided with advice in relation to dwindling community facility-zoned land stocks. This issue has resulted in a government decision to suspend consideration of all direct sales of community facility land (apart from a few that were already significantly progressed), while a policy is developed for the remaining blocks/stocks. This has a direct impact on the proposed car park works at Waniassia 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.

Portfolio: Education & Early Childhood Development

ISSUE: CONDITION OF ACT PUBLIC SCHOOLS

Talking points:

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

Key Information

Maintaining and upgrading the condition of public schools in the ACT

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

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

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

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

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

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

The 2017-18 Capital Upgrades Program includes:

- Aranda Primary School expansion;
- Arawang Primary School expansion;
- Garran Primary School expansion;
- The Woden School – Stage 2 of the master plan works will be completed across the two financial years of 2016-17 and 2017-18;

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QUESTION TIME BRIEF

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

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

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

Background Information

The 2017-18 repairs and maintenance works include:

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

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- Asbestos removal program;
- Building condition assessments;
- Work health and safety related works; and
- Security system upgrades.

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

40.

Portfolio: Education & Early Childhood Development

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

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

Key Information

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

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

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QUESTION TIME BRIEF

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

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

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

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

Background Information

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

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

QUESTION TIME BRIEF

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

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

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

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

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

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

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

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

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

41.

Education & Early Childhood Development

ISSUE: ASBESTOS CONTAINING MATERIALS IN ACT PUBLIC SCHOOLS

Talking points:

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

Cleared as complete and accurate: 30/05/2018

Cleared by: Director

Contact Officer Name: Teresa Morey

Lead Directorate:

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

Key Information

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

Asbestos at Narrabundah College and Campbell Primary School

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

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

*Crocidolite is the more dangerous form of asbestos.

The management plan for Narrabundah College currently requires:

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

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

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

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

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

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Asbestos at Education Construction Sites

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

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

Background Information

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

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

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

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

Portfolio: Education & Early Childhood Development

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

Talking points:

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

Key Information

- The ACT Auditor-General's Report on the ACT Government's Strategic and Accountability Indicators was a cross agency audit and included examination of 27 Territory entities. The Education Directorate was a selected entity.
- The audit period examined was the 2015-16 and 2016-17 financial years. The AGO examined 994 accountability indicators and 282 strategic indicators totalling 1,276 performance indicators over the two year period.
- The AGO examined the indicators using evaluation criteria from the ACT Government's *Guide to the Performance Management Framework (2012)*. There are seven criteria used to assess **strategic indicators**.
- The AGO also examined the ACT Government's Performance and Accountability Framework and supporting documentation.
- The Education Directorate was assessed against its **strategic indicators** under each criterion as follows:
 - Representative – 100%

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

Background Information

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

Portfolio: Education & Early Childhood Development

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

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

Key Information

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

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

QUESTION TIME BRIEF

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

Background Information

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

QUESTION TIME BRIEF

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

Portfolio: Education & Early Childhood Development

ISSUE: FUNDING FOR CANBERRA 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 ACT Government Budget does not incorporate the potential funding impact of the Commonwealth transition funding under the 'Quality Schools' model (Gonski 2.0) as jurisdiction level allocations of the total transitional assistance funding announced in the 2018-19 Commonwealth budget have yet to be provided.
- While the exact amount of transition funding is not published in the Commonwealth Budget papers by jurisdiction, it has been confirmed the ACT non-government schools are anticipated to receive approximately \$59 million over 3 to 4 years.

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:

QUESTION TIME BRIEF

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

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 jurisdiction level allocations of the total transitional assistance funding announced in the 2018-19 Commonwealth budget have yet to be provided.
3. Excludes preschool students as they are not funded by government. Non-government student enrolments are taken from the Commonwealth's August 2017 Census.



For-Official-Use-Only

STUDENT RESOURCE ALLOCATION IN ACT PUBLIC SCHOOLS

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1. STUDENT RESOURCE ALLOCATION

The Student Resource Allocation (SRA) has been developed to reflect the ACT Government's commitment to implement a student needs based school funding model for ACT public schools. The Directorate commenced the implementation of the SRA in 2016 to bring improvement in learning outcomes for all students. This document outlines how the elements of the SRA model work together to provide the school's overall (global) budget.

1.1 Principles

There are seven guiding principles that guide the Canberra public schools reform direction and provide a summary of the key objectives of the SRA Program, including the SRA school funding model.

Educational Considerations

Educational considerations, based on the best evidence available, will drive the data sets, weightings, and parameters used in the design and implementation of new arrangements.

Fairness

Fairness will result when schools with a similar mix of learning needs receive similar funding.

Transparency

Transparency will ensure funding is visible and directed to support the needs of students and schools.

Accountability

Accountability for the resources schools receive, including articulation of the responsibilities of schools to support, and report on, student learning.

School level decision making

School level decision making will be enabled through clear understanding of what resources will be provided to schools and when it will be provided.

Transitional fairness

Transitional fairness will drive progressive implementation over several years so schools, where necessary, can adjust as the ACT moves from the old system to the new model.

Sustainable and flexible

Sustainable and flexible design allows for new policy priorities and changing school and student populations over time.



1.2 SRA Statements

Schools receive an SRA Statement twice each year.

- In September, the **projected** allocation is provided to schools for the purposes of planning for the following year.
- In April, the **actual** allocation is provided following confirmation of student enrolments by the February Census.

In addition, schools are provided additional cash payments for professional development, international private students, support for students with disability in January, April, July and October.

2. COMPONENTS OF THE SRA

The following key components are reflected in each school's SRA Statement:

Core Allocation

- per student funding
- stages of schooling
- base funding

Loading Allocations

- students with a low socio-economic status background
- students with English as an additional language or dialect
- Aboriginal Torres Strait Islander Student Support (Cultural Integrity)
- students with disability

Other Allocations

- Continuum of Educational Support
- Transition and career support
- Other (e.g. new school allowance; other specific allocation)

Preschool Allocation

- Sessions based staffing allocation

School Operational Allocation

- Education and administration
- Physical infrastructure & other
- Pre-school/Early childhood

In addition to the above, some school programs are centrally administered by Education Support Office.

2.1 Core Allocation

The core allocation provides funding for students where minimal levels of disadvantage exist.

The core allocation includes the following funding elements:

- Per Student Funding
- Stages of Schooling weighting

- Base Funding

Schools use this allocation to configure the most effective staffing arrangements to deliver high quality educational services to all students.

2.2 Loading Allocations

In addition to Core Funding, resources are provided to support the identified educational needs of particular students.

2.2.1 Low Socio Economic Status

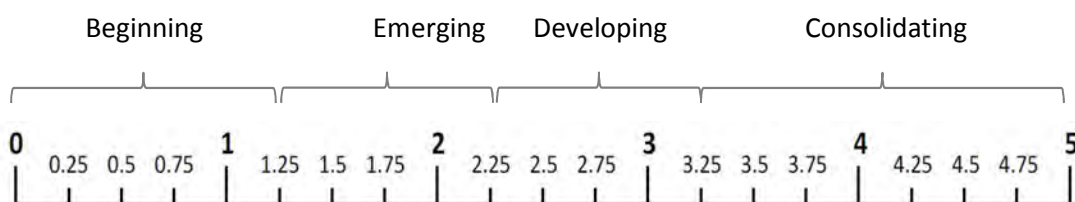
The low Socio-Economic Status (SES) needs based loading is determined by a Student Family Education and Occupation Index (SFI) specific to individual ACT public schools. The SFI uses parental education and occupation levels to determine school-level need. The low SES loading does not assign funds directly to individual students.

2.2.2 English as an Additional Language or Dialect

The English as an Additional Language or Dialect (EAL/D) loading reflects the diversity of student need in English language proficiency.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D Learning Progression Continuum, describing phases of English language acquisition by EAL/D learners, is used to identify student need within the beginning, emerging and developing phases.

ACARA EAL/D Learning Progression Phases



2.2.3 Aboriginal and Torres Strait Islander student support (Cultural Integrity)

The Aboriginal and Torres Strait Islander funding is allocated to all schools with the expectation that the needs and aspirations of all Aboriginal and Torres Strait Islander students will be met across the system. Developing Cultural Integrity across the Directorate is a key priority in achieving this intent.

The Directorate has developed a suite of resources to define Cultural Integrity and strengthen cultural practice within each school.

In addition, the Education Support Office will provide advice, guidance and support to schools and students through a range of programs that include:

- Aboriginal and Torres Strait Islander Education Officers (IEOs);
- Scholarships;
- Vocational Learning Options; and
- Professional Learning.

2.2.4 *Students with Disability*

The policy framework and funding allocation for Students with Disability Support is currently under review. Resources allocated to schools will continue under the current process and methodology:

- Disability Education Programs
- Schools resourcing based on settings and individual student need as identified by the Student Centered Appraisal of Need (the Appraisal or SCAN).

Information on the Appraisal process is available on the Disability Education webpage (www.education.act.gov.au/school_education/disability_education).

2.3 **Other Allocations**

2.3.1 *Continuum of Educational Support*

For the 2018 school year, an allocation is provided to each high school to develop and implement the Continuum of Educational Supports model in the school.

The continuum of support identifies engagement strategies within five key areas:

- transitions
- five core elements
- early interventions
- flexible learning provisions
- outreach and alternative education provision.

2.3.2 *Transition and Careers Support*

This program provides a career and transition service to meets the need of senior secondary students. The funding is allocated to Colleges to provide high quality, professional transitions and careers support for all students.

This resource provides transitions and careers support to high schools and primary schools through Transition Network Groups.

2.3.3 *Other*

Further allocations relate to:

- New school allowance: supports the principal to establish a base administration and leadership team in the first three years of a new school's development
- Student Support and School Equity programs: funding is provided to schools to support disadvantage students and those that experience complex social issues.

2.4 **Preschools**

Funding is provided to preschools to deliver 15 hours of educational services to four year old students in ACT public schools. The 15 hours include three hours of funding from the Australian Government.

Preschools are funded by session rather than enrolment numbers or other measures. School Improvement branch assists schools in planning optimal numbers of sessions for each school.

2.5 School Operational Allocation

The Schools Operational Allocation (SOA) provides cash funding for school operations – other than staffing. The funding is for educational and school administration costs, including energy, water and sewerage, cleaning and minor maintenance.

Contact:

Director: Strategic Finance

Senior Manager: Schools Resourcing & Finance

Portfolio/s Education & Early Childhood Development

ISSUE: NORTH GUNGAHLIN SCHOOLS

Talking points:

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

Key Information

Gungahlin region growth - space in schools

- The *Education Act 2004* requires that priority be given to the enrolment of children in the government school in their neighbourhood.
- Enrolments for the North Canberra/Gungahlin network are projected to grow at the fastest rate in the ACT over the five years to 2023. Growth can be attributed to the continuing development of the recently established suburbs of Casey, Crace, Bonner, Franklin, Harrison, Moncrieff, Throsby and Jacka, and to the planned suburbs of Moncrieff (2017), Throsby (2019), Taylor (2019) and Kenny (mid 2020s).
- These forecasts indicate that decisions around further capacity in the Gungahlin region will need to be made during the forecast period. Expected enrolments in primary schools will be initially absorbed through planned capacity expansion at Amaroo, Neville Bonner, Gold Creek and Harrison schools as well as through the new P-6 primary school to be located in the suburb of Taylor. Planning is underway for the the expansion of the Franklin Early Childhood School.
- A new primary school in the suburb of Taylor will open in 2019 to cater for enrolments generated by the suburbs of Moncrieff and Taylor.
- It is important that we make sure that the capacity increases in the Gungahlin region that are required are made in a timely fashion, and put in place neither too soon or too late.

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QUESTION TIME BRIEF

- Taking account of the new North Gungahlin P-6 school and of other planned capacity increases, the Government expects that, as has always been the case, there will continue to be places for Canberra's children in their neighbourhood schools.

Portfolio Education & Early Childhood Development

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

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

Key Information

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

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students. When projections identify emerging capacity pressures schools may be directed not to accept out-of-area enrolments.

- While most school priority enrolment areas remain unchanged from year to year, some require adjustment in response to demographic changes, school openings or closures, or changes in enrolment capacity.
- The PEA changes allow for the management of enrolment growth facing schools under pressure, particularly schools in north Gungahlin.
- In an effort to ensure that priority enrolment area arrangements are easily understood by both families and schools, the Directorate continues to develop simplified processes for updating priority enrolment areas, improved communication practices and, where possible, the reduction or elimination of shared areas or divided suburbs.

Background Information

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

Education & Early Childhood Development

ISSUE: SCHOOL CAPACITY**Talking points:**

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

Key Information

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

QUESTION TIME BRIEF

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

Background Information

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

Cleared as complete and accurate: 30/05/2018

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Portfolio Education & Early Childhood Development

ISSUE: SCHOOL PLANNING**Talking points:**

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

Key Information

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

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QUESTION TIME BRIEF

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

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

Portfolio Education & Early Childhood Development

ISSUE: NSW ENROLMENTS**Talking points:**

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

Key Information

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

Background Information

- The ACT welcomes around 1,800 NSW students into our 87 public schools each year.
- Previously, NSW families wishing to enrol their child were required to apply to attend a Canberra public school and applications were considered on a case by case basis. This meant some families may not have received confirmation of their child's enrolment until close to the start of Term 1, once all ACT enrolments had been considered.
- NSW Government has no plans to increase public school capacity in the ACT region over the next five or more years. Residential and other developments on the NSW

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Lead Directorate:

Education

QUESTION TIME BRIEF

side of the border, and the cost of non-government education rising faster than CPI increases, creates the likelihood of steadily increasing enrolments in ACT public schools by NSW residents.

- Eligibility for NSW residing students for each of the zones would be determined by the address of the applicant.
 - Towns and suburbs such as Bywong, Geary’s Gap, Gundaroo, Gunning, Murrumbateman, Sutton, Uriarra, Wamboin, and Yass, are all in the northern zone. The enrolment pathway for students from the Northern Zone includes Charnwood-Dunlop, Evatt and Florey primary schools, Melba Copland and University of Canberra Kaleen high schools and Melba Copland and Lake Ginninderra colleges.
 - Towns and suburbs such as Bungendore, Burra, Googong, Jerrabomberra, Michelago and Queanbeyan are all be in the southern zone. The enrolment pathway for students from the southern zone includes Gilmore, Wanniasa, Richardson and Calwell primary schools, Caroline Chisholm, Wanniasa and Calwell high schools, and Lake Tuggeranong and Erindale Colleges.

Portfolio/s Education & Early Childhood Development

ISSUE: KOORI PRESCHOOL PROGRAM**Talking Points**

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

Key Information

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

QUESTION TIME BRIEF

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

Background Information

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

Portfolio: Education & Early Childhood Development

ISSUE: EDUCATION AND CARE PLACES: AFFORDABILITY AND AVAILABILITY

Talking points:

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

Key Information

Cleared as complete and accurate: 29/05/2018
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QUESTION TIME BRIEF

- Since 2001, the number of centre-based places across the ACT has more than doubled. Centre based services include long day care, school age care, Government and independent preschools.
- In January 2012 there were approximately 280 centre based services in the ACT. As at 29 March 2018 there are 360 centre based services in the ACT, an increase of 80 services over six years.
- As at 29 March 2018, there are approximately 13,000 long day care places available for children preschool age and under in centre-based education and care services. Additionally, there are 3595 places across 79 Government preschools.
- In addition there are 20 non-Government preschools offering approximately 1400 places for preschool aged children.

Background Information

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

QUESTION TIME BRIEF

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

In 2017–18 the following services ceased operation:

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

Costs

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

Portfolio: Education & Early Childhood Development

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

Talking points:

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

Key Information

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

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QUESTION TIME BRIEF

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

Background Information

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

Portfolio: Education & Early Childhood Development

ISSUE: UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION

Talking points:

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

Key Information

- The National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) provides for a Commonwealth funding contribution to deliver 600 hours of free preschool per year for four year olds.
- The ACT Government has made a long-standing commitment to universal access of children to preschool.

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QUESTION TIME BRIEF

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

NP UAECE 2019

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

NP UAECE 2018

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

NP UAECE 2016-2017

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

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

Background Information

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

Portfolio/s Education & Early Childhood Development

ISSUE: EARLY CHILDHOOD EDUCATION AND CARE QUALITY RATINGS**Talking points:**

- The A&R process is a critical component for promoting and assisting services in the continuous improvement of all Quality Areas. In the ACT Authorised Officers are early childhood trained professionals who have undertaken further professional development through the National Authority to ensure they have the necessary skills and knowledge and operate consistently within and across jurisdictions.
- The ACT is showing a steady improvement across most quality areas.
- Approximately 68% of ACT services have a quality rating of meeting or above. At this time last year the ACT had 62% of services with a quality rating of meeting or above.
- The percentage of services with an 'Exceeding' has grown to 43%, up from 32% two years ago.
- The percentage of services with a 'Working Towards' has reduced to 30%, down from 47% two years ago.

Key Information*National Quality Ratings*

- All services are assessed in accordance with the National Quality Standard (NQS).
- At the end of the first quarter of the calendar year for 2018, there were 358 services in the ACT approved under the National Quality Framework (NQF).
- Of those 358 services 320 have been assessed and rated.
- All reassessments for assessment and ratings completed as at the end of the first quarter show improvement across all ratings. Most significantly is the 70% improvement rate for services Meeting the NQS.

Overall quality rating percentages as per ACECQA's Snapshot data

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QUESTION TIME BRIEF

Year	Significant Improvement Required	Working Towards National Quality Standard	Meeting National Quality Standard	Exceeding National Quality Standard	Excellent rating	Total
2016	0	143 (47%)	60 (20%)	97 (32%)	5 (1.6%)	305
2017	1	108 (35%)	65 (21%)	124 (41%)	7 (2.29%)	305
2018	0	98 (30.63%)	77 (24.06%)	140 (43.75%)	5 (1.56%)	320

This data shows that the ACT is showing a steady improvement across most quality areas, especially Working Towards which has decreased by 17% over the two year period. The Excellent rating is assessed by ACECQA. It should be noted that the total number of services includes services not yet assessed and rated.

Background Information

The NQF requires each service to be assessed and rated against the National Quality Standard. A stated objective of the NQF is to ‘improve the educational and developmental outcomes for children attending education and care services’. The standard therefore promotes continuous improvement in the quality of education and care provided to children.

The standard consists of seven quality areas:

- Education program and practice
- Children’s health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

During an assessment, an overall rating is given dependant on evidence collected across seven quality areas. As of 1 February 2018, the seven quality areas are made up of 15 standards and 40 individual elements.

The assessment process is a 20 week process with the assessment visit occurring typically between week five and seven of the process and the final Assessment and Rating report being issued in week 15 of the process. Services are rated either Working Towards National Quality Standard (NQS), Meeting NQS and Exceeding NQS. A fourth rating, Significant Improvement Required triggers a process of additional monitoring and development of remedies by the service.

CECA has estimated that with 2017–2018 resources completing a full cycle of Assessment and Rating of 350 services would be a cycle of 7 to 8 years. The funding provided by the Budget will improve the timeliness of the cycle of Assessment and Ratings.

QUESTION TIME BRIEF

When CECA drafts the schedule of services for assessment and rating, the following factors are considered: the current rating of the service, how many elements were not met in the previous assessment, the length of time since the previous rating and how long new services have been in operation.

During the first quarter of the calendar year, 18 assessment and rating audits were conducted by CECA.

CECA has noted a significant correlation of ratings between Quality Area One - Education Program and Practice, and Quality Area Seven - Leadership and Service Management. For those services who have a strong and knowledgeable governance structure, an emphasis is sited on high regulatory practices, strong educational leadership and continuous improvement which drives high quality outcomes for children.

Portfolio/s Education & Early Childhood Development

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

Talking points:

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

Key Information

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

QUESTION TIME BRIEF

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

Background Information

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

QUESTION TIME BRIEF

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

- A breakdown of the 2017 ACT participation data shows:

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

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

Cleared as complete and accurate: 30/05/2018

Cleared by: Director

Contact Officer Name: Robert Gotts

Ext: 76197

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

ISSUE: NAPLAN ONLINE**Talking points:**

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

Key Information

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

QUESTION TIME BRIEF

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

Background Information

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

Portfolio/s Education & Early Childhood Development

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

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

Key Information:

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

Background Information

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

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate:

Education

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

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

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

Key Information:

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

QUESTION TIME BRIEF

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

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

Key Information:

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

Background Information

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

ISSUE: CLOSING THE GAP IN EDUCATION - ATTENDANCE

Talking Points:

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

Key Information:

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

Background Information

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

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

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

Key Information:Year 12 Attainment

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

School Leaver Data

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

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Lead Directorate:

Education

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QUESTION TIME BRIEF

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

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

Portfolio: Education & Early Childhood Development

ISSUE: OCCUPATIONAL VIOLENCE

Talking points:

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

Key Information

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

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Chris Hodgson

Lead Directorate:

Education

Ext: 59202

QUESTION TIME BRIEF

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

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Chris Hodgson

Lead Directorate:

Education

Ext: 59202

Page 2 of 2

Portfolio: Education & Early Childhood Development

ISSUE: HEALTH AND SAFETY REQUIREMENTS

Talking points:

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

Key Information

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

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Chris Hodgson

Lead Directorate:

Education

Ext: 59202

QUESTION TIME BRIEF

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

Portfolio: Education & Early Childhood Development

ISSUE: TEACHING CONDITIONS: ACT COMPARISONS WITH OTHER JURISDICTIONS INCLUDING STUDENT TEACHER RATIOS

Talking points:

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

Key Information

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

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Chris Hodgson

Lead Directorate:

Education

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QUESTION TIME BRIEF

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

Portfolio/s Education & Early Childhood Development

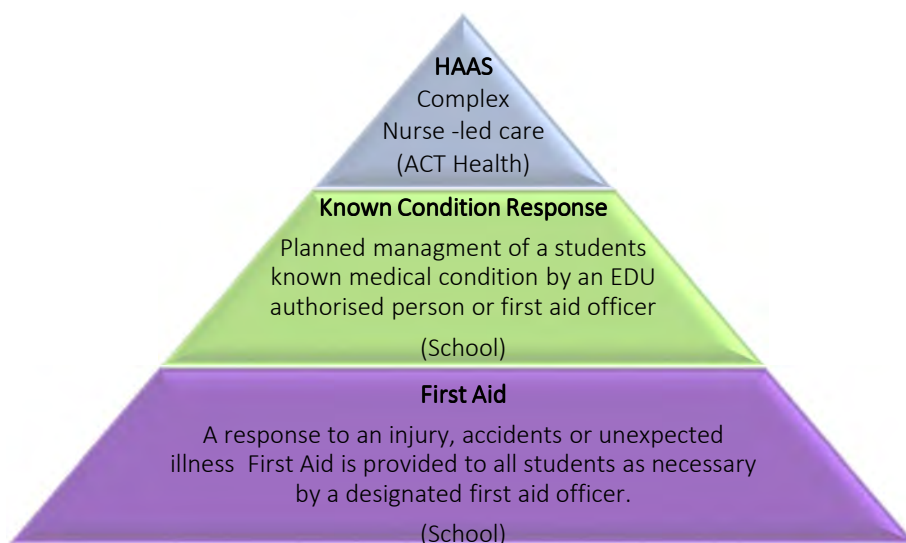
ISSUE: HEALTHCARE ACCESS AT SCHOOL (HAAS)

Talking points:

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

Key Information

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



- The HAAS tier, previously only available as nurse-led care in specialist schools, enables equitable access for students who require health tasks or procedures to be

undertaken during the school day or whose health needs cannot be managed safely through an Education *Known Medical Condition Management Plan*.

- Specialist schools now have more designated First Aid Officers to respond to first aid incidents that may arise as well as an assigned RN to support staff in providing health tasks as required.
- There are currently 56 students on the HAAS program across 32 schools. This includes 22 students across the four specialist schools and 34 students in mainstream schools. Each student is supported by up to three LSAs who are trained and deemed competent by a Level 2 Registered Nurse. Examples of these tasks include:
 - care of tracheostomy
 - fluid, nutrition or medication via gastronomy
 - blood glucose testing and insulin administration
 - oxygen therapy.
- The number of students accessing the HAAS program has increased over the past four months, in particular students being newly identified as having type 1 diabetes.
- The training provided to HAAS workers is tailored to the needs of the student receiving the care. HAAS workers are also required to undertake CIT training in a 'targeted skill set' of three nationally accredited competencies that can contribute towards a relevant Certificate IV.

Background Information

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

Portfolio/s Education & Early Childhood Development

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

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

Key Information

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

Cross agency collaboration to strengthen implementation

- As implementation progresses nationally, the Education Directorate continues to participate in regular meetings with the NDIA, Child Development Service and the non-government education sectors through the NDIS Children and Families Portfolio Working Group and the NDIS Education and Employment Portfolio Working Group. Participation on these working groups is crucial in addressing operational issues that relate to the mainstream interface and identifying opportunities for greater collaboration and planning into the future.
- Workshops for schools, families and transport providers about a potential model of supported transport under the NDIS, initially planned for April this year as part of a

national consultation process, have been put on hold while further work on the model is undertaken by a Sub Working Group of the Disability Reform Council's Senior Officials Working Group. No dates have been set for future workshops at this stage.

- The Transport Sub-Working Group will be undertaking further work in relation to the proposed model and consultation process.

Early Intervention

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

School Leavers Employment Supports (SLES) initiative

- The NDIS School Leaver Employment Supports (SLES) initiative is an individualised approach to supporting employment for Year 12 school leavers with a disability. This initiative has been delivered as a pilot in the ACT since 2015 and is expected to be an ongoing initiative across all states and territories.
- The NDIA makes a determination of suitability and eligible students receive a package of supports valued at up to \$21,000 per year over two years in addition to their existing NDIS package. Supports are tailored to the individual needs of the student and range from packages including work experience in an open employment situation, job site training, travel training and activities that contribute to achieving an employment outcome as well as supporting linkages to ongoing employment support.
- This has involved staff in schools such as Transitions and Careers Coordinators and Disability Education Coordinators seeking consent from students and families to undertake a Functional Capacity Assessment that has informed the NDIA's decision-making in relation to suitability of SLES.
- In preparation for national rollout of SLES, the NDIA has evaluated the SLES process and decided that an external assessment of Functional Capacity is no longer required from 2018.

QUESTION TIME BRIEF

- The three education authorities in the ACT have engaged in further discussions with the NDIA, through the NDIS Education Working Group, to consider implications for schools, students and families. This includes consideration of effective communication of changes to schools and families and the changing role of schools in supporting students' planning discussions and the development of an effective toolkit for teachers.
- Feedback has been sought from ACT public schools to understand what information schools would find useful in the toolkit. The feedback received from schools highlighted the need for clear and concise information on employment supports and the different types of employment options available and clear understanding and definition of what is considered reasonable and necessary supports that will be considered by planners during planning or review conversation. This feedback has been provided to NDIA, along with similar feedback from other jurisdictions. The NDIA is aiming to release the Teachers Toolkit by early June 2018.

Portfolio/s Education & Early Childhood Development

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

- ACT Education Directorate is committed to creating safe and supportive learning environments for all students.
- The ACT Education Directorate provides ongoing training and development to staff to assist them support students with complex and challenging behaviour, and to provide safe and supportive learning environments for all students.
- The ‘Safe and Supportive Schools’ policy and procedures provide information and guidance to schools on the use of restrictive practices as protective action and understanding the difference between “withdrawal spaces” and “seclusion”.
- The ACT Government has provided \$5.6 million over the forward estimates to support the enhancement and development of sensory spaces into schools where students are able to be supported in managing their sensory needs.
- The Education Directorate has developed factsheets and professional learning for schools to support them in creating sensory spaces within the school environment.
- Education has contributed to whole of government work led by the Community Services Directorate to consider issues relating to restrictive practices in the ACT. This has included the development of new legislation to provide for the appointment of a *senior practitioner* and the regulation of restrictive practices to minimise their use.

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”.
- In 2015 the Directorate carried out an audit which found that public schools have various types of spaces available to students requiring a quiet space to help manage their behaviour. These spaces include: tents, teepees and soft furnishing in corners of classrooms; rooms adjacent to classrooms where line of sight can be maintained by the classroom teacher; and fenced courtyards adjacent to classrooms providing children with safe access to an outdoor space during class time.
- The Directorate sought expert advice to inform the design of a range of appropriate learning areas within new schools to support students with complex needs and challenging behaviour. This advice has supported the Directorate in planning any changes to school infrastructure.
- The ACT Government continues to target upgrades to safe, sensory learning spaces in public schools through an Expression of Interest process. This process requires schools to work with occupational therapists in Network Student Engagement Teams to develop their proposals.
- A professional learning workshop, ‘Designing Positive Classroom Environments and Safe Sensory Spaces’, has been developed and is being facilitated by Occupational Therapist from Education’s Network Student Engagement Teams. The workshop links changes to environment with existing frameworks utilised by schools including the National School Improvement Tool and Great Teaching by Design.

Restrictive Practice - Guidance for Schools

- It is important to differentiate “withdrawal spaces” with “seclusion”, a form of restrictive practice. Information for schools about this difference is provided in the *Safe and Supportive Schools policy and procedures*, published in March 2016.
- A **restrictive practice** is any practice or intervention that restricts the rights or freedom of movement of a person for the primary purpose of protecting the person or others from harm.
- The policy and procedures also provide information and direction to schools about the use of restrictive practice, such as physical restraint; as an emergency response when school staff need to act to prevent or reduce the risk of harm to an individual or group of people.

- 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.

ACT Government Work on Restrictive Practices (including Office of Senior Practitioner)

- Education has also contributed to the Restrictive Practices Oversight Steering Group (RPOSG), a time-limited, group of executive leaders representing government directorates and independent statutory bodies, established to consider issues relating to restrictive practices in the ACT.
- This has included development of *Restrictive Practices Overarching Principles* for the reduction and elimination of restrictive practice in the ACT. They were endorsed by the Strategic Board on 2 November 2016. These Principles are now able to be shared broadly and used across Government.
- Education also participated in consultations run by the Community Services Directorate relating to the establishment of a *Senior Practitioner Bill* which passed in June.
- The *Senior Practitioner Bill (2018)* establishes a framework for the reduction and elimination of restrictive practices in the ACT. It also establishes the role of Senior Practitioner to monitor the use of restrictive practices and to work with the community to increase awareness about them.
- The Bill has broad scope to capture all people who are vulnerable and potentially subject to restrictive practices, not just those with a disability. The powers and functions of the ACT Senior Practitioner will therefore extend to schools and other education settings, as well as children and young people in out-of-home care.
- Reasonable action to monitor and protect a child from harm are exempt from the coverage of the senior practitioner. These include holding a child's hand while crossing a road and fencing around a primary school.
- The Bill requires that providers must not use a restrictive practice on a person other than in accordance with a registered positive behaviour support plan.
- Education's *Safe and Supportive Schools Policy and Procedure B*, which provide guidance to schools on the use of restrictive practice as protective action, are consistent with the principles outlined in the Bill. This includes the development and approval processes of positive behaviour support plans where a restrictive practice may be used as protective action.

ISSUE: BULLYING & CYBERBULLYING (including appropriate use of technology).**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.
- The Directorate recognises the growing numbers of students who have access to mobile devices, including phones with internet access. Personal devices such as smart phones are a common part of modern society and we need to build an understanding with our young people about the appropriate use of these devices in different contexts rather than disregarding or banning their presence.
- Schools partner with students and parents to develop safe and appropriate skills in the use of ICT. This includes the necessary judgement on the benefits and consequences of the use of ICT across their school and social life so they are better equipped to understand when and where to use ICT across their daily life.
- 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.

Key Information

Policy and Procedures

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

Appropriate Use of Technology

- With smart phone technology increasingly widespread, personal devices can be powerful assets for the purpose of learning and teaching in the classroom. Schools partner with students and parents to develop safe and appropriate skills in the use of ICT. This includes the necessary judgement on the benefits and consequences of the use of ICT across their school and social life.
- The Communities Online policy and support documents in place across all public schools, assist teachers to establish guidelines at the beginning of term as to what is appropriate use within classroom time.
- Different schools and year levels will have different ways of utilising technology such as personal smart phones for teaching and learning in class time. For example, many of our primary schools have a process where phones are left in bags or checked in to the front office for the day, unless there is a supervised learning activity that requires their use.

Support for students experiencing or perpetrating bullying

- Students are encouraged to raise concerns and talk to an adult if they are experiencing bullying. At school they can seek support from teachers, school psychologists, youth support workers and other staff who are able to provide support to both victims and perpetrators of bullying.
- *Supportive Schools Contact Officers (SASSCOs)* are trained to provide support to students who have experienced bullying, sexual harassment and racism. The SSS 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.

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- Restorative practices seek to repair relationships that have been damaged, including those damaged through bullying, harassment, discrimination and violence. They aim to facilitate a sense of remorse and restorative action on the part of the offender and reconciliation with the victim.
- Restorative responses aim to restore a positive learning environment for all parties. Research indicates interventions that work towards building or repairing relationships lead to better outcomes for all students involved.
- Schools will take strong actions if there is an immediate threat to the safety of students in line with the school's behaviour management procedures.
- Young people experiencing distress are also encouraged to contact Kids Help Line, Headspace or the Bullying, No Way! online help line.

Online / Cyber Bullying

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

Student, parent and carer voice in countering bullying behaviour

- Parents and carers are strongly encouraged to contact the school to discuss any concerns.
- 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.

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

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cyber bullying. Many schools participate in Kids Matter and Mind Matters which support the development of resilience and social skills through evidence based programs.

- 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, if necessary, contact can be made with the school principal to discuss concerns.
3. If the school's response is considered unsatisfactory, or external advice is considered necessary about the interventions put in place by the school, parents/ carers can contact:

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

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

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

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

Background Information

- The 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). The Safe and Supportive Schools Communities Working Group administers the *Bullying. No Way!* Website.
- 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 & Early Childhood Development

ISSUE: SAFE AND INCLUSIVE SCHOOLS INITIATIVE**Talking points:**

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

Key Information

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

The new ACT Safe and Inclusive Schools Initiative

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

Other Roles of SHFPACT

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

Background Information

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

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

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

Portfolio/s Education & Early Childhood Development

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

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

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

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

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

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

Key Information

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

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

Future Directions

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

Background Information

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

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

Portfolio/s Education & Early Childhood Development

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

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

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

Key Information

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

Use of Suspension, Transfer or Exclusion in Canberra Public Schools

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

Support for students who have been suspended.

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

Background Information

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

QUESTION TIME BRIEF

Suspension Data

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

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

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

Portfolio/s Education & Early Childhood Development

ISSUE: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)**Talking Points**

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

to inspire young women in years seven, eight and nine to pursue **studies in STEM** while developing their leadership and business skills.

Background

National STEM School Education Strategy 2016-2026

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

STEM in Canberra public schools

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

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Lead Directorate:

Education

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- the CSIRO Creativity in Science and Technology (CREST) program, aimed at supporting students in primary and secondary years to carry out open-ended science and technology investigations
 - the Australian National University (ANU) School Enrichment program, designed to provide students in Years 7-11 with flexible opportunities to experience the ANU, and offering a wide range of workshops in subjects including artificial intelligence, earth climate science, genetics, fractal geometry, planetary geochemistry and molecular parasitology
 - Questacon's Ian Potter Foundation Technology Centre, offering workshops that support STEM education and aim to develop students' lateral thinking and problem solving skills, including the Engineering is Elementary Program
 - the STEM Education Research Centre (SERC) at the University of Canberra, to promote participation in the Early Learning STEM Australia (ELSA) pilot, offers a play-based digital learning program for children in preschool to explore STEM
 - STEM extension programs including opportunities for high achieving students to undertake targeted Year 11 subjects while enrolled in Year 10, and tertiary subjects while enrolled in Year 12
 - the Australian Government Department of Human Services Chief Information Officer Group work experience pilot
 - school-based STEM events such as annual STEM festivals and workshops that utilise parent and community expertise
 - opportunities for students to gather scientific data for real-world purposes through initiatives like Waterwatch and the ANU's Seisometers in Schools program
 - the ACE Science mentors program allows participants from industry, government and tertiary education and training providers to mentor and support students from years 8-12, as well as to provide practical experience for years 9-10 and 11-12 students.
- The Directorate also delivers teacher professional learning and a number of programs, resources and events to support quality STEM education in Canberra public schools, including:
 - the Computer Science Education Research (CSER) group at the University of Adelaide, to support teachers to engage with professional learning through a Digital Technologies MOOC (massive open online course)
 - the curriculum linked teacher resources provided by the Digital Technologies Hub (developed by Education Services Australia for the Australian Government Department of Education and Training)
the curriculum-linked STELR Project teacher resources developed by the Australian Academy of Technological Sciences and Engineering (ATSE)
 - the Principals as Numeracy Leaders (PANL) program designed to enhance school leaders' efficacy in instructional leadership, enhance school leaders' knowledge of essential numeracy content, and assist in the design of whole-school planning for numeracy improvement. In 2017, 38 schools participated in PANL round one

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QUESTION TIME BRIEF

- and two. PANL round three commenced in March 2018 and is being delivered to 13 schools
- reSolve: Mathematics by Inquiry; a national program that provides resources and professional learning to assist students to learn mathematics using inquiry. reSolve is managed by the Australian Academy of Science in collaboration with the Association of Mathematics Teachers
 - the Let's Count program aims to build the capacity of early childhood educators to partner with families to support children's early numeracy skills. It provides a strong foundation to 'notice' mathematics in play, building knowledge of parents and educators to accurately describe and extend mathematical development.
 - partnering with the STEM Education Research Centre (SERC) to build preschool educator's capacity to embed STEM practices in their early childhood pedagogy aligned with the Early Years Learning Framework (EYLF), particularly in relation to spatial reasoning.
- In February 2018, the \$5.896 million Centre for Innovation and Learning at Caroline Chisholm School was opened. The establishment of the Centre serves as a focal point for the ACT Government's commitment to innovation and its engagement with the national agenda, with high quality programs and pedagogy provided through the Centre increasing the number of Canberra public school students engaging with STEM subjects.
 - The Trends in International Mathematics and Science Study (TIMSS) report, released on 30 November 2016, found that the ACT has 70-85% of students at above the TIMSS proficient standard for Australia. The ACT also has a higher percentage of 'Advanced' and 'High International Benchmark' than the national percentage at this level. TIMSS reports every four years on the achievement of Year 4 and Year 8 students. Australia has participated in all five cycles.
 - The ACT results in National Assessment – Science Literacy (NAP-SL) testing 2015 were similar to those of 2006, 2009 and 2012. ACT results were statistically similar to most other jurisdictions. In 2015, 60.5% of ACT students attained the 'proficient' standard, compared with the national result of 55%. The trends in NAP-SL results were similar to those observed in the Trends in International Mathematics and Science Study (TIMSS). The next round of testing will occur in October-December 2018.
 - The ACT's performance relative to other jurisdictions in relation to NAPLAN numeracy mean scores, has declined over the last two years. From 2010 to 2015, the ACT was placed first or equal first in years 3, 5, 7, and 9. In 2016, the ACT's mean score was placed first for Year 9 and second for years 3, 5 and 7. In 2017 mean scores placed the ACT second in years 3, 7 and 9 and third in year 5.

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Portfolio/s Education & Early Childhood Development

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

Talking points:

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

Key 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.
- The schools who have adopted the policy have included many parent information forums and opportunities for students to demonstrate their use of our new ICT services and capabilities, including demonstrating ‘Google Apps for Education’ on personal wireless devices to the school’s parent community.
- The policy has provided schools with an opportunity to strengthen their school-parent partnerships.
- The policy was developed over a period of two years with extensive consultation with school staff, parents and interested community organisations including the “ACT Council of Parents & Citizens Associations”.
- The Directorate has ensured that the policy aligns with the Australian Curriculum, which requires students to understand how to independently select and operate various devices that they can personalise to assist in their learning.

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

Funding

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

Background Information

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

Portfolio/s Education & Early Childhood Development

ISSUE: TECHNOLOGY ENABLED LEARNING – DEVICES FOR SECONDARY STUDENTS

Talking points:

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

Key Information

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

- Teachers will be supported to incorporate the use of Chromebooks through training facilitated by EdTech team in the Week 5 workshops on Google in Education. The

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annual 'Canberra Summit' was held on 16 - 17 April 2018, providing further pedagogical support for teachers in the use of Chromebooks and the G-Suite. Also, 'Read and Write for Google' training occurred for teachers in Term 1 2018. 'Read and Write for Google' allows all students to have computer text read to them as well as capturing their speech and turning it into text. This has proved invaluable for students with disabilities but also useful to all our students.

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

Background Information

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

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FEE EXEMPTIONS**Talking points:**

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

Key Information

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

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

Background Information

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

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

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

ISSUE: INTERNATIONAL STUDENTS – FULL FEE PAYING

Talking points:

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

Key Information

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

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

Current Fees for International Students

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

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

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

Background Information

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

Portfolio/s Education & Early Childhood Development

ISSUE: **LAND RELEASE FOR NON-GOVERNMENT SCHOOLS**

Talking points:

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

Key Information

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

New land release process

- The new Expression of Interest (EOI) process which is currently being finalised by the Environment, Planning and Sustainable Development Directorate and my Directorate will implement the Government's commitment under the Indicative Land Release Program. The EOI process will address the present legislative anomaly between the Planning and Development Act 2007 (the Planning Act), the Planning and Development Regulation 2008 and Education Act 2004 (the Education Act) which has resulted in non-government schools being unable to obtain registration or acquire land under the direct sales process without already being registered to operate a school.
- The existing direct sale process operates on a 'first come, first served' basis with no comparative assessment of proponents, and the Education Act requires non-

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government education institutions to be registered before land can be sold via direct sale.

- Consequently, only established non-government education providers are able to operate in the ACT market by claiming that the “new” school site is an additional campus, rather than an entirely new establishment. This has resulted in a lack of diversity within the Territory’s non-government school sector.
- Land zoned for a non-government school is not a finite resource. The establishment of the EOI process for non-government school sites as they are released, will enable Government to identify the organisation best able to develop and deliver a non-government school and associated facilities. The aim is to ensure the successful proponent most efficiently and effectively utilises the land and provides ongoing benefit to the broader community.
- Once finalised, the new process for releasing a non-government school site will ensure there is greater equity, transparency and accountability of process. Moreover, the EOI process will provide opportunities for proponents to present their proposals and encourage market diversity, while not placing disproportionate costs and administrative burdens on the non-government school sector.
- The EOI process will ensure that proponents continue to meet my statutory responsibilities as the Minister for Education, and the legislative requirements set out by the Minister for Planning and Land Management under the Planning Act. The Government is in the process of finalising the EOI process to achieve these outcomes, and some legislative changes may be required. We are aware that there is interest in establishing non-government schools in growth areas within the ACT.

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31.	Library Spaces Used as Classrooms	June 2018
32.	Dedicated Library and Teacher Librarians	June 2018

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 936

Number of NSW Students in ACT Schools

Ms Lee MLA - asked the Minister for Education and Early Childhood Development on 16 February 2018:

- (1) How many students considered NSW residents are enrolled in the ACT in (a) preschools, (b) primary schools, (c) high schools, (d) secondary colleges, (e) special schools and (f) mainstream schools' student with a disability
- (2) How many students considered NSW residents are enrolled in the ACT Belconnen school network in (a) preschools, (b) primary schools, (c) high schools, (d) secondary colleges, (e) special schools and (f) mainstream schools' student with a disability
- (3) How many students considered NSW residents are enrolled in the ACT North/Gungahlin school network in (a) preschools, (b) primary schools, (c) high schools, (d) secondary colleges, (e) special schools and (f) mainstream schools' student with a disability
- (4) How many students considered NSW residents are enrolled in the ACT South/Weston school network in (a) preschools, (b) primary schools, (c) high schools, (d) secondary colleges, (e) special schools and (f) mainstream schools' student with a disability
- (5) How many students considered NSW residents are enrolled in the ACT Tuggeranong school network in (a) preschools, (b) primary schools, (c) high schools, (d) secondary colleges, (e) special schools and (f) mainstream schools' student with a disability

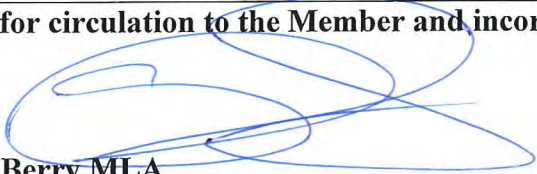
MS BERRY - the answer to Ms Lee's question is:

The table below provides the distribution of NSW resident persons enrolled in ACT public schools and disaggregated by schools network as at the Canberra Public Schools Census August 2017. Please note that there may be slight differences in totals from previously reported figure for 2017 due to different extraction dates for the data.

Question part	Region	Pre-school	Primary school	High school	Secondary college	Specialist School	Students with a disability in mainstream schools ¹
1	ACT public schools	98	630	603	444	27	55
2	Belconnen Schools Network	17	135	65	56		18
3	North Canberra/Gungahlin Schools Network	43	235	391	228	17	21
4	South Canberra/Weston Schools Network	29	159	88	64	10	9
5	Tuggeranong Schools Network	9	101	59	96		7

¹ Includes students who meet the ACT Student Disability Criteria, including those students not formally assessed at the time of the census.

Approved for circulation to the Member and incorporation into Hansard.



Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 07/03/18

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 934

Transportable Classrooms

Ms Lee MLA - asked the Minister for Education and Early Childhood Development on 16 February 2018:

- (1) How many transportable classrooms are currently in use in ACT public schools, (a) what schools are they located in and (b) when were they installed.
- (2) What additional transportable classroom are to be installed this calendar year and in what schools are they to be located.
- (3) How much has been spent on the purchase and installation of transportable classrooms for the financial years (a) 2015-16, (b) 2016-17 and (c) 2017-18.

MS BERRY - the answer to Ms Lee's is:

- 1) There are currently 81 transportable buildings in ACT public schools that provide 145 class room spaces including pre-school spaces across the ACT public school system. This includes the buildings installed at Aranda Primary School, Campbell Primary School, Garran Primary School, Neville Bonner Primary School and Telopea Park School for the commencement of the 2018 school year.

1a and b)

Table 1 shows the schools and the installation years of the transportable classrooms.

School (1a)	Year of installation/relocation (1b)
Amaroo School	2005, 2007 & 2014
Aranda Primary School	2001 & 2017
Black Mountain School	2000, 2008 & 2009
Bonython Primary School	2009
Calwell High School	1994
Calwell Primary School	1990
Campbell Primary School	2018
Carolyn Chisholm School	1980s
Charles Conder Primary School	1990's
Cranleigh School	2014

Fadden Primary School	1980's
Farrer Primary School	2001
Florey Primary School	1990's
Franklin Early Childhood School	2013
Fraser Primary School	1981, 2005 & 2007
Garran Primary School	2002, 2016 & 2018
Gold Creek School	2001 & 2017
Gordon Primary	1995
Gowrie Primary School	1980's
Harrison School	2001 & 2009
Lanyon High School	1990's
Miles Franklin Primary School	1984
Monash Primary School	1985
Neville Bonner Primary School	2016 & 2017
Ngunnawal Primary School	2001 & 2014
Palmerston Primary School	2003
Stromlo High School	2007
Telopea Park School	2001 & 2018
Theodore Primary School	1990's
The Woden School	1988

These transportable buildings have been refurbished and upgraded as and when required.

- 2) There will be 22 transportable buildings installed at Narrabundah College in the next six months that will provide classroom spaces, speciality teaching spaces, teacher spaces and associated infrastructure while significant infrastructure redevelopment of the school site is undertaken.

There are currently no other transportable buildings scheduled to be installed at ACT public schools in the remainder of 2018.

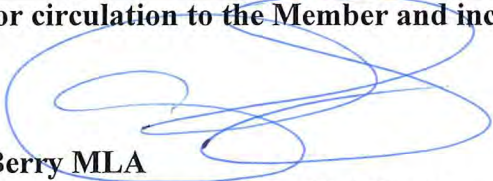
All of the transportable classrooms at The Woden School will be removed in 2018 as a result of constructing the new permanent classrooms for the year 11 and 12 students.

- 3) The cost of transportable building is variable depending on:
- The market conditions;
 - If it is a new or relocated building;
 - The number of transportable buildings that are being procured or relocated at any one time;
 - The level of refurbishment required for relocated buildings;
 - The access to the school sites;
 - The topography and access to required services at the school site.

For the above reasons the cost of delivering a two classroom transportable building at a school site can range from \$600,000 (excl GST) to \$1,000,000 (excl GST).

- a) In 2015-16 there was no transportable buildings installed under the capital upgrades program.
- b) In 2016-17 a budget of \$2.6 million (excl GST) was provided for the provision of transportable buildings.
- c) In 2017-18 a budget of \$1.8 million (excl GST) was provided for the provision of transportable buildings.

Approved for circulation to the Member and incorporation into Hansard.


Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 07/03/18

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY]
QUESTION TAKEN ON NOTICE**

Asked by Ms Lee MLA on 13 February 2018 Minister Berry took on notice the following question:

Why is Mawson Primary School using the composite class model in 2018?

YVETTE BERRY: The answer to the Member's question is as follows:—

Mawson Primary School has seen a rapid expansion in enrolment numbers over the past three years. Classes at the school are structured according to a number of factors, including enrolment in the school's Mandarin language immersion program, current enrolments and class sizes.

In previous years, classes for students in years 3-6 have been composite. There have previously been composite classes in years 1-2, particularly for students not enrolled in the immersion program.

In 2018, classes in years 1 and 2 have been made composite to keep class numbers smaller and to ensure that students enrolled in the bilingual program can be taught separately to the students who do not study in the immersion classes.

The new principal, Ms Elizabeth Courtois, held a meeting on 14 February 2018 attended by more than 30 parents. The main issue raised on the evening was communication regarding the changes, however overall the meeting was positive.

Multi-age classes provide students with the opportunity to interact with a wider group of peers to allow for greater collaboration and social development.

The differentiated approach to teaching and learning in composite classes also ensures that students are taught according to their stage of development and ability, rather than their age.

Approved for circulation to the Member and incorporation into Hansard.


Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 07/03/18

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

Asked by Mr Milligan MLA on 15 Feb 2018 took on notice the following question:

Minister, when will the next enrolment projection data be produced, and will you table it in the Assembly?

YVETTE BERRY: The answer to the Member's question is as follows:—

The Education Directorate publishes a school census document annually. The 2018 Census document will be available from the Education Directorate website by the end of March 2018. Following the school census each year, enrolment projections are undertaken, generally around the middle of the year, and are reviewed following feedback from principals and following the August school census. Enrolment projections are not tabled in the Assembly.

Approved for circulation to the Member and incorporation into Hansard.


Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 09/03/18

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 895

Enrolment Projections


Ms Lee MLA - asked the Minister for Education and Early Childhood Development on 16 February 2018:

- (1) In relation to enrolment projections for ACT schools, what information was used by the ACT Education Directorate in the (a) 2015, (b) 2016 and (c) 2017 calendar years to determine future capacity in each ACT (i) primary, (ii) high and (iii) Kindergarten to Year 12 for the years 2014-2019.
- (2) What reports are prepared by and for the Education Directorate using the information identified in part (1).
- (3) Can the Minister provide a copy of the reports referred to in part (2), including the ACT Public School Enrolment Projections for (a) 2014-2018, (b) 2015-2019 and (c) 2016-2020.

MS BERRY - the answer to Ms Lee's question is:

- 1) The Education Directorate undertakes student enrolment projection modelling for each ACT public school. Projections for schools at the primary, high and college levels in 2015, 2016 and 2017 were completed using
 - school census and capacities data
 - land release data
 - sales data and occupation dwelling forecasts sources from the Chief Minister, Treasury and Economic Development Directorate
 - birth data sourced from Births, Deaths and Marriages and
 - population estimates sources from the Australian Bureau of Statistics.
- 2) No reports are prepared from the information listed in response to question 1.
- 3) Not applicable.

Approved for circulation to the Member and incorporation into Hansard.


Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 09/03/18.....

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 935

Funding for NSW Students in ACT Schools

Ms Lee MLA - asked the Minister for Education and Early Childhood Development on 16 February 2018:

- (1) Does the Federal Government contribute to the funding arrangements for NSW students in ACT schools; if so, what is the breakdown of how this funding is allocated.
- (2) How much funding did the ACT Government contribute for NSW students enrolled in ACT schools in (a) 2014-15, (b) 2015-16, (c) 2016-17 and (d) 2017-18 to date.
- (3) How will NSW students be allocated to schools under the recent changes to the rules surrounding NSW students in ACT schools and what guidelines will be followed when allocating NSW Students to ACT schools.
- (4) Will these changes affect any previous funding arrangements; if so, how.

MS BERRY - the answer to Ms Lee's question is:

- (1) The Commonwealth Government provides specific purpose payments (direct grants) to the ACT Government for the education of public school students. The funding is provided on the basis of all students attending ACT public schools including students that reside in NSW.

In addition, the ACT Government receives funding for all services, including education, from the Commonwealth Government through the allocation of GST revenue under the 'Horizontal Fiscal Equalisation' process. The method for determining the funding allocation, administered by the Commonwealth Grants Commission, factors in many considerations and education is only one driver used to allocate funding to all states and territories.

ACT Government funding for all students attending ACT public schools, including students that reside in NSW, is allocated using the Directorate's Student Resource Allocation model which is a needs based funding model.

- (2) ACT public schools are funded based on a holistic approach using a needs based funding model. The funding is provided to meet the needs of the school and student cohort as a whole rather than individual students.
- (3) NSW students will be allocated to schools in the ACT in a similar manner to which ACT students are allocated to ACT schools. The region surrounding the ACT has been divided into a northern and a southern zone. Families living in the northern zone have access to

schools located in Belconnen. Families living in the southern zone have access to schools located in Tuggeranong. More detailed advice as provided to parents can be found on the ACT Education Directorate website at the address below:

https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school/nsw-resident-enrolments

These arrangements are intended to ensure certainty for NSW families enrolling children in ACT public schools during a period of rapidly rising enrolments in the ACT public education system. Families enrolling from NSW in the schools identified in each zone will be subject to the same guidelines as ACT students. However, the ACT government will review the zones if required.

- (4) No. The recent changes to the guidelines regarding NSW residents attending ACT public schools will not impact funding.

Approved for circulation to the Member and incorporation into Hansard.


Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 15/03/2018

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 947

NSW Enrolments

Ms Lee MLA- asked the Minister for Education and Early Childhood Development on 23 February 2018:

- (1) In relation to NSW students attending ACT public schools, when and how were new and continuing students' parents informed about the restrictions on NSW student enrolments.
- (2) Who within the Education Directorate made the decision as to which schools would accept NSW student enrolments.
- (3) Will these restrictions have any impact upon currently enrolled NSW students to continue studying at their current ACT public school.
- (4) Will the restrictions inhibit NSW students continuing from their current ACT (a) primary school to a nearby ACT high school or (b) high school to a nearby ACT college.
- (5) In which ACT public schools are NSW parents able to enrol their children to study.
- (6) Why were these schools selected to allow NSW student enrolments.
- (7) Was the geographic position of the schools taken into consideration prior to the decision to limit NSW student enrolments; if not, why not; if so, was the proximity to the NSW/ACT border or to major employment hubs considered.
- (8) Was school performance taken into consideration prior to the decision to limit NSW student enrolments.
- (9) Which, if any, of the permitted schools, perform above the ACT average in NAPLAN, ATAR or other academic performance measures.
- (10) What were the student numbers and capacity statistics for the schools NSW students were permitted to attend for the academic years of (a) 2014, (b) 2015, (c) 2016 and (d) 2017.
- (11) Which, if any, of the schools where NSW students are permitted to enrol are now, or have in the past four years, been operating at or below 80 percent capacity.

MS BERRY - the answers to **Ms Lee's** questions are:

- (1) Students that were going to be subject to the new arrangements from NSW families enrolling in ACT schools for the first time were advised by email and letters on 22 November 2017 of the new arrangements. Continuing

students were not immediately impacted and were consequently not separately informed.

- (2) The Director General has responsibility for establishing priority enrolment areas.
- (3) The answer to this question is available in the Frequently Answered Questions on the Directorate's website at:
https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school/nsw-resident-enrolments/frequently-asked-questions
- (4) The answer to this question is available in the Frequently Answered Questions on the Directorate's website at:
https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school/nsw-resident-enrolments/frequently-asked-questions
- (5) Schools identified to accept NSW students can be found on the ACT Education website through the link below.
https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school/nsw-resident-enrolments.
- (6) The pathway schools were selected on the basis of their ability to provide the greatest possible confidence of continuing capacity to accept NSW students, providing clarity and stability for NSW families.
- (7) The principle factor in considering schools to accept NSW students was their likely continuing capacity over time to accept these out of area enrolments. Geographic position of and transport routes to the schools was considered in determining the zones within NSW for each school pathway. For example, schools in the southern zone were selected towards the north east of Tuggeranong as being closer to the NSW border and to the direction of travel for NSW students. Also taken into account was the fact that the majority of NSW students (over 3,000) receive free bus transport from NSW to schools in the ACT. ACT schools adjacent to major employment hubs, and along principal transport routes, have significantly less capacity to accept out of area students and, over the medium term, no capacity to accept NSW students in preference to ACT students.
- (8) School performance is not a relevant factor in considering the location of schools with sufficient capacity to accept NSW students. All ACT public schools provide access to a great education.
- (9) Every ACT public school provides students with high quality learning opportunities, facilitated by knowledgeable, skilled teachers, with access to excellent resources and learning environments. Mean NAPLAN scores are poorly understood and often misapplied. These scores are a poor indicator of the quality of teaching and learning occurring at a school because they are reflect a moment in time and fail to account for key factors like the starting achievement level of students. Many knowledgeable experts, such as Professor John Hattie of the University of Melbourne, who is also the Chair of the Australian Institute for Teaching and School Leadership, recognise that a much better measure of a school's quality is its ability to facilitate robust learning progress for all students ('gain'). A measure of student gain is shown on the *My School* website alongside mean achievement scores.

Information on colleges can be found at the Board of Senior Secondary Studies website at the following link

http://www.bsss.act.edu.au/year_12_and_vocational_data/year_12_study.

- (10) Student numbers for all ACT schools between 2007 and 2017 can be found on the ACT Education Directorate website through the following link. https://www.education.act.gov.au/publications_and_policies/publications_a-z/census. School capacity for each ACT public school for 2016 can be found on the same website by following the link below. <https://www.education.act.gov.au/search?query=capacity>.
- (11) All of the NSW pathways schools have been operating below 80 percent capacity over the past the past four years. This provides some assurance that the NSW pathway schools will be able to guarantee places for NSW students for the duration of their schooling.

Approved for circulation to the Member and incorporation into Hansard.

Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date:.....15/03/2018.....

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

Asked by Ms Lee on 15 February 2018 took on notice the following question:

How many schools (other than Aranda PS and Palmerston District PS) are close to or exceeding capacity, and which schools are they?

YVETTE BERRY: The answer to the Member's question is as follows:—

Neither Aranda Primary School nor Palmerston District Primary School are exceeding their capacities. A small number of schools operate close to capacity however all of these schools have enrolment management plans in place. These schools are always able to accept in-area enrolments. 2018 school capacity information will be published alongside school census data in April 2018.

Approved for circulation to the Member and incorporation into Hansard.


**Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development**

Date: 15/03/18.....

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 954

Transportable classrooms – Amaroo School

Ms Lee MLA- asked the Minister for Education and Early Childhood Development on 23 February 2018:

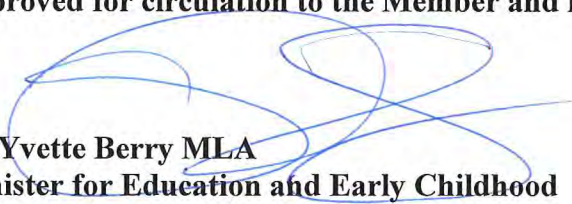
- (1) How many transportable classrooms have been installed at Amaroo School.
- (2) How many students can be accommodated in a transportable classroom.
- (3) When was the installation of transportable classrooms commissioned.
- (4) What is the cost of installing each transportable classroom.
- (5) What is the estimated lifespan of a transportable classroom.
- (6) What was the criteria for determining a transportable classroom was needed.
- (7) What data or information is examined prior to the decision to install transportable classrooms.

MS BERRY - the answer to **Ms Lee's** question is:

- 1) There are currently seven transportable buildings at Amaroo School providing 12 learning spaces as follows
 - a) Two transportable buildings for the preschool providing two learning spaces;
 - b) Three transportable buildings, each providing two learning spaces for the primary students providing six learning spaces; and
 - c) Two transportable, each providing two learning spaces for secondary students providing four learning spaces.
- 2) For capacity planning purposes an average of 25 students are nominally accommodated in each primary learning space and 19 students accommodated in each secondary school learning space. Standard transportable classrooms are designed to accommodate up to 30 students.
- 3) The first transportable classroom at Amaroo School was provided for the commencement of the 2005 school year. The other transportable classroom buildings have been progressively added since that time.
- 4) The cost of installing a new single level two learning space transportable classroom building is generally in the range of \$0.6 - \$1.0million. However the cost is variable and is influenced by:

- a) Number of buildings being purchased and market conditions at the time of procurement of the buildings;
 - b) Whether the building is new or being relocated from another site;
 - c) Whether the building is single or double storey;
 - d) If the building is being relocated, the level of building refurbishment required;
 - e) The extent of other works required such as infrastructure services augmentation and associated works including supplementation of existing parking provision, and additional shade structures and outdoor play areas.
- 5) The estimated lifespan of a transportable classroom building is 15-20 years. This is largely dependent on building use, level of maintenance and the number of times the building is relocated.
- 6) Transportable classroom buildings are provided where short to medium term school capacity is insufficient to meet student enrolment demand from within the school Priority Enrolment Area (PEA).
- 7) The major information sources considered leading up to the decision to install a transportable classroom buildings are:
- a) Enrolment projections prepared annually by the Directorate which give a forward indication of enrolment demand for all schools;
 - b) School Census data with particular attention paid to the PEA status of current and prospective enrolments; and
 - c) School site information to ensure adequate space for buildings, outdoor play and capacity of building services.
 - d) School community feedback.

Approved for circulation to the Member and incorporation into Hansard.


Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 19/03/18

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 955

Transportable classrooms – Aranda Primary School

Ms Lee MLA- asked the Minister for Education and Early Childhood Development on 23 February 2018:

- (1) How many transportable classrooms have been installed at Aranda School.
- (2) How many students can be accommodated in a transportable classroom.
- (3) When was the installation of transportable classrooms commissioned.
- (4) What is the cost of installing each transportable classroom.
- (5) What is the estimated lifespan of a transportable classroom.
- (6) What was the criteria for determining a transportable classroom was needed.
- (7) What data or information is examined prior to the decision to install transportable classrooms.

MS BERRY - the answer to **Ms Lee's** question is:

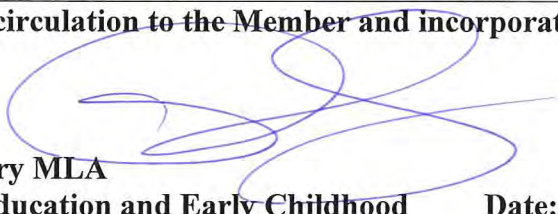
- 1) There are two transportable buildings at Aranda Primary School.
- 2) For capacity planning purposes an average of 25 students are nominally accommodated in each learning space. Standard transportable classrooms are designed to accommodate up to 30 students.
- 3) Transportable class rooms were installed at Aranda Primary School in 2001 and in 2017 for the start of the 2018 school year.
- 4) The record of the cost of the delivery of the transportable building 2001 is not available.

The total project budget for the delivery the transportable building in 2017 was \$1.0 million excluding GST.

- 5) The estimated lifespan of a transportable classroom building is 15-20 years. This is largely dependent on building use, level of maintenance and the number of times the building is relocated.
- 6) Transportable classroom buildings are provided where short to medium term school capacity is insufficient to meet student enrolment demand from within the school Priority Enrolment Area (PEA).

- 7) The major information sources considered leading up to the decision to install a transportable classroom buildings include:
- a) Enrolment projections prepared annually by the Directorate which give a forward indication of enrolment demand for all schools;
 - b) School Census data with particular attention paid to the PEA status of current and prospective enrolments; and
 - c) School site information to ensure adequate space for buildings, outdoor play and capacity of building services.
 - d) School community feedback.

Approved for circulation to the Member and incorporation into Hansard.


Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date:.....19/03/18.....

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 956

Transportable classrooms 2014-2018

Ms Lee MLA- asked the Minister for Education and Early Childhood Development on 23 February 2018:

- (1) In relation to transportable classrooms in all ACT public schools, which schools have had transportable classrooms installed in the academic years of (a) 2014, (b) 2015, (c) 2016, (d) 2017 and (e) 2018.
- (2) For each of the schools outlined in Part (1)(a) to (e), when were the transportable classrooms installed.
- (3) For each of the schools outlined in Part (1)(a) to (e), what was the school's additional student enrolment for (a) 2014, (b) 2015, (c) 2016, (d) 2017 and (e) 2018.

MS BERRY - the answer to **Ms Lee's** question is:

- 1) See Table 1
- 2) See Table 1
- 3) See Table 1

Table 1. Shows the schools and the installation years of the transportable classrooms and the total student enrolment count of the year prior installation, total enrolment count of the year installation of the transportable and the total change from year to year.

School (1a-e)	Year of installation/r elocation (2a-e)	Enrolments in prior year as at Feb Census	Enrolments in installed year as at Feb Census	Change in enrolment (3a-e)
Amaroo School	2014	1606	1677	71
Aranda Primary School	2017	608	620	12
Campbell Primary School	2018	382	Not available ¹	n/a
Cranleigh School	2014	108	128	20
Garran Primary School	2016	599	596	-3
Garran Primary School	2018	624	Not available ¹	n/a
Gold Creek School	2017	664	707	43
Neville Bonner Primary School	2016	486	588	102

Neville Bonner Primary School	2017	588	756	168
Ngunnawal Primary School	2014	592	656	64
Telopea Park School	2018	Primary 560 High 856	Not available ¹	n/a

¹Note. February 2018 Student Enrolment Census data is currently being collated.

Approved for circulation to the Member and incorporation into Hansard.

Ms Yvette Berry MLA

**Minister for Education and Early Childhood
Development**

Date: 19/03/18



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON PUBLIC ACCOUNTS

Vicki Dunne MLA (Chair), Michael Pettersson MLA (Deputy Chair)
Alistair Coe MLA, Bec Cody MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by Mr Coe MLA on 9 March 2018 the following question regarding National Partnership Agreement rollovers was taken on notice:

- What are the specific initiatives associated with the FMA s16B rollovers on page 61 of the supplementary budget paper? [Abbreviated from Ref: Hansard Transcript 9 March 2018 Page 26]

YVETTE BERRY MLA: The answer to the Member's question is as follows:–

The use of the rolled over funds relating to the National Partnerships as listed in the 2017-18 Supplementary Budget papers is as follows for each specific program:

- Independent Public Schools (\$263,000): Administrative expenditure relating to support of in school staff, including provision of programs to build workforce capability in schools.
- National Quality Agenda for Early Childhood Education and Care (\$121,000): Administrative expenditure relating to resourcing the Regulatory Authority responsible for administering the implementation of the National Quality Framework.
- National School Chaplaincy Program (-\$29,000): Payments to schools and service providers, and a small component for administration. It should be noted when program funds are transferred from a forward year budget to the current year, as has happened above for the \$29,000, then this is treated as a negative budget adjustment. The background of this adjustment is provided below:
 - At 30 June 2017 full year expenditure was marginally higher (3%) than the budgeted amount of \$895,000 at \$924,000. As a result, \$29,000 of program funds was re-profiled from 2018-19 to the 2017-18 financial year to reflect the actual expenditure against the program for 2017-18.
- Smart Schools Literacy and Numeracy (\$58,000): Administrative expenditure relating to support of in school staff, including completion of the rollout of the Principals as Numeracy leaders program, and system level Literacy support initiative.
- More support for Students with Disabilities (\$59,000): Administrative expenditure relating to support of in school staff, including provision of teacher professional development in the provision of education services to students with a disability.

Approved for circulation to the Standing Committee on Public Accounts.

Signature:

Date:

27/03/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY QUESTION**

QUESTION NUMBER 953

CCTV Camera Trial

Ms Lee MLA- asked the Minister for Education and Early Childhood Development on 23 February 2018:

- (1) Which ACT public schools have been determined for the closed circuit television (CCTV) camera trial.
- (2) How were these schools determined.
- (3) When will the trial be conducted.
- (4) For how long will the trial be conducted.
- (5) What criteria will be used to determine the success and efficacy of the trial.
- (6) Will these findings be made public.
- (7) What is the trial of CCTV cameras anticipated to cost.

MS BERRY - the answer to **Ms Lee's** question is:

- 1) The Education Directorate is in the early stages of scoping a CCTV trial. The government has not yet decided to proceed with it.
- 2) The Directorate will determine which schools will form part of the trial in conjunction with participating school communities. Generally schools with high or recurrent vandalism costs will be considered for the trial.
- 3-6) The criteria for the trial is currently in development.
- 7) Costs of the trial are unknown at this stage. The Directorate will utilise the whole of government approach to procuring the CCTV hardware.

Approved for circulation to the Member and incorporation into Hansard.

Ms Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date: 03/04/18



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON PUBLIC ACCOUNTS

Vicki Dunne MLA (Chair), Michael Pettersson MLA (Deputy Chair)

Alistair Coe MLA, Bec Cody MLA

ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS

Asked by Mrs Dunne MLA on 9 March 2018: Ms Natalie Howson took on notice the following question(s):

- 'how much have you spent on demountables, demolition and rehabilitation at Campbell Primary School which was taken from somewhere else to cash manage ...' [Ref: Hansard Transcript 9 March 2018 Page 23]

In relation to: Appropriation of funds for Campbell Primary School.

YVETTE BERRY MLA: The answer to the Member's question is as follows:–

- Total expenditure to date for Campbell Primary School demolition, rehabilitation and transportable classrooms is around \$3.3 million. Cash requirements have initially been met through the Public Schools Infrastructure Upgrades Program subject to finalisation of funding through the budget process.

Approved for circulation to the Standing Committee on Public Accounts.

Signature:

Date:

03/04/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
LEGISLATIVE ASSEMBLY
QUESTION TAKEN ON NOTICE**

Asked by Ms Lee MLA on 20 Mar 2018 took on notice the following question:

Minister, in relation to QON 895 what information did the Directorate use to create the ACT Public Schools Enrolment 2013-17 Projections and what was the projections purpose?

YVETTE BERRY: The answer to the Member's question is as follows:—

The information used was consistent with sources listed in QON 895.

Projections are prepared as a part of advice to the government are not “reports”. These documents are internal working documents prepared by the Directorate for the purpose of advising the Minister and Cabinet about matters relevant to school infrastructure investment.

Approved for circulation to the Member and incorporation into Hansard.

Ms Yvette Berry MLA

**Minister for Education and Early Childhood
Development**

Date:.....11/04/18.....

MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT **Record 46**
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION

Notice Paper of 23 March 2018

Question No. 1042

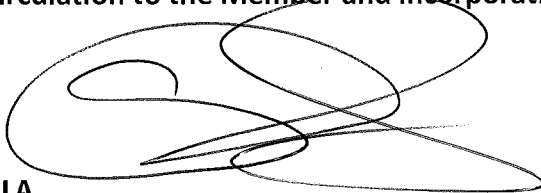
Ms Lee - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

The 2016 Labor election policy included a \$20 million commitment for capacity upgrades to, among others, Franklin Early Childcare School, (a) what is the nature of the works to be delivered, (b) when will consultation with the school communities commence and (c) has consideration been given to extend the Franklin School to Year 6 to address capacity issues across Gungahlin.

Ms Berry - The answer to the Member's question is as follows:

- a) Options for expansion of the Franklin Early Childhood School are being considered.
- b) The school community will have the opportunity to comment on expansion options in 2018.
- c) The form the expansion takes will address the needs of the local community.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 12/04/18.....

This response required 3hrs to complete, at an approximate cost of \$323.19.

Record 46

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1039

Ms Lee - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) In relation to Chromebooks for secondary school students, will students be able to access social media on these Chromebooks.
- (2) Has the Government considered the risks and impact of addictive use of technology and social media; if so, what advice has the Minister sought or has the Directorate provided on how to address this problem; if not, what is the Government's position on these risks.
- (3) What strategies does the Government have for teaching students about cyber security.
- (4) What training sessions have been given to teachers and directorate staff.
- (5) If no training sessions have been given to teachers and directorate staff, will the Government require and provide training.
- (6) What role will teachers play in determining correct use of Chromebooks.

Ms Berry - The answer to the Member's question is as follows:

In designing the delivery of devices to ACT public schools, I established a School Education Advisory Committee (the committee) to review evidence, and research, and to advise on best practice for implementation. The committee comprised of stakeholders with a particular expertise in the use of technology in education - teachers, students, parents, academic experts and education administrators.

(1) Chromebooks allocated to students under the initiative are managed like any other ICT asset provided by the Government to schools. The Territory's filtering software reduces the risk of accidental access to inappropriate online content at school. The filtering is age appropriate and allows limited access to social media depending upon the age of the student. Appropriate provisions are in place as per the Communities Online: Acceptable use of ICT – Parents and Students Guidelines. In addition, the parent information booklet developed as part of the initiative provides age appropriate guidance on how to keep students safe at home, including sensible social networking.

(2) Chromebooks are being delivered to bridge the equity gap in access to technology for learning and complements the existing school Bring your Own Device (BYOD) programs already in place. It is common practice for students to bring devices into school to support their learning. In line with the committee's advice that schools maintain a balanced and pedagogy focused approach to ICT use, consistent with the Australian Curriculum, device usage has always been balanced and focused on educational best practice. Not all learning requires a device.

(3) All Canberra public schools teach students about cyber safety and responsible online behaviour and provide information to their school community. The Office of the E-Safety Commissioner, in partnership with the ACT Education Directorate, delivers cyber safety programs to ACT schools and there are complementary resources on their website available for parents. Consistent with the committee's recommendation that guidelines include links to best practice digital citizenship

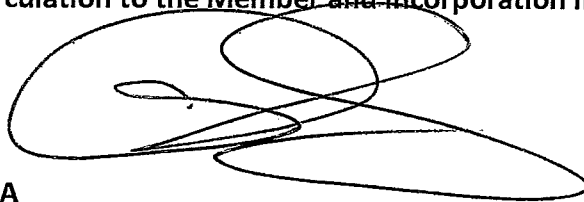
programs, the website link is included, along with other guidance material, in the parent information booklet and is available on the Directorate's website.

(4) The ACT Education Directorate is expanding its existing professional learning program to support schools. In addition to the current program featuring Google for Education quarterly workshops and annual Canberra Summit, the Directorate has sought input from schools and teachers to inform further professional learning priorities, which are being developed into a program for the duration of the initiative.

(5) Additional professional learning opportunities will commence in Term 2, 2018.

(6) Teachers apply well established existing practice in determining appropriate use of information technology in schools, relying on existing policies.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date: 12/04/18

This response required 4hrs 55mins to complete, at an approximate cost of \$437.68.

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1064

Mr Milligan - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) What is the total cost of the cultural integrity program including staff time spent developing resources, implementing and evaluating the program.
- (2) Which schools are involved in the cultural integrity program.
- (3) How many students will participate in each of the schools.
- (4) Are there any gender or age specific resources.
- (5) How many contact hours per week will be required by students who participate in the cultural integrity program.
- (6) Have any success measures for the cultural integrity program been developed; if so, what are they and how are they linked with the self-assessment tool.
- (7) Have these success measures been cross referenced with NAPLAN.
- (8) Was there any consultation with the indigenous community and service providers in the development of this program; if so, who with and when this consultation occurred.

Ms Berry - The answer to the Member's question is as follows:

- (1) The chief costs of developing the cultural integrity policy direction were approximately equivalent to 2 FTE staff over twelve months to develop and implement the policy direction, supporting resources, training, stakeholder engagement and communications. Additional costs included the time contributed by a wide range of stakeholders and internal advisory bodies during the policy development process.
- (2) All ACT public schools are expected to be building their cultural integrity from 2018.
- (3) Cultural integrity will benefit all students in all schools. Aboriginal and Torres Strait Islander students will benefit from seeing more of their perspectives and cultures in their school environments, and embedded throughout the school curriculum. Non-Indigenous students will benefit from learning more about the contribution Aboriginal and Torres Strait Islander peoples and cultures make to Australian society.

Cultural integrity will mean something different for each school, as each school's story and community is unique. Schools have the discretion to respond as best fits their circumstances.


- (4) The resource toolkit developed to support cultural integrity is primarily aimed at supporting school leaders and teachers to build school cultural integrity. The toolkit provides access to a range of resources which support different cohorts of students. This includes resources specific to different ages and subject areas.
- (5) Cultural integrity is not a program approach, but rather a new policy direction: 'schools that meet the needs and aspirations of all Aboriginal and Torres Strait Islander students'.

Schools are building their cultural integrity when they are:

- a) Engaging with their local Aboriginal and Torres Strait Islander community;
- b) Embedding Aboriginal and Torres Strait Islander perspectives, languages and cultures throughout the curriculum;
- c) Showing leadership, and celebrating Aboriginal and Torres Strait Islander achievements and dates of significance; and
- d) Fostering an environment of high expectations for Aboriginal and Torres Strait Islander students, and supporting successful student transitions.

- (6) The Directorate is currently developing evaluation and accountability measures for cultural integrity.
- (7) The Directorate is currently developing evaluation and accountability measures for cultural integrity. All existing data and reporting opportunities will be considered as part of this process.
- (8) Cultural Integrity was developed during 2016 and 2017 in close consultation with a wide range of people and groups, including:
- a) Aboriginal and Torres Strait Islander Policy Group – representatives from across the Directorate with responsibilities or interests in Aboriginal and Torres Strait Islander student support, including school staff and Education Support Office staff.
 - b) Education Directorate Aboriginal and Torres Strait Islander staff network.
 - c) ACT Aboriginal and Torres Strait Islander Education Consultative Group.
 - d) Aboriginal and Torres Strait Islander Elected Body.
 - e) A range of interested groups and individuals to discuss the new policy direction, including the Human Right and Equal Opportunities Commission, Department of Prime Minister and Cabinet and the Office for Aboriginal and Torres Strait Islander Affairs.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 12/04/18

This response required 4hrs 5mins to complete, at an approximate cost of \$364.90.

MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT **Record 46**
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION

Notice Paper of 23 March 2018

Question No. 1145

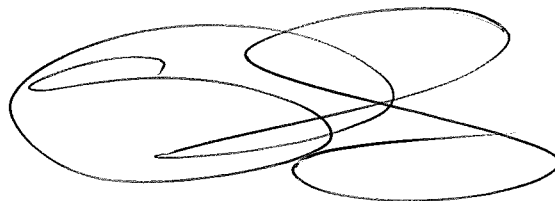
Mr Coe - Asked the Minister for Education and Early Childhood Care upon notice on 23 March 2018:

- (1) What is the total number of staff by full-time equivalent and headcount assigned to media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles for each directorate and government agency for which you are responsible.
- (2) What is the breakdown, by ACT Public Service classification type, of the number of staff assigned to media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles for each directorate and government agency for which you are responsible.
- (3) Do any of the directorates or government agencies for which you are responsible engage any consultants or contractors to perform media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles; if so, for 2017-18 to date what is (a) the number of consultants or contractors engaged, (b) the total value of each contract, and, if available or paid hourly, the hourly rate paid, (c) the period of the contract, (d) contract name, (e) contract number and (f) method of procurement.

Ms Berry - The answer to the Member's question is as follows:

- (1) As of the end of February, the total number of staff by full-time equivalent and headcount assigned to media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles within the Education Directorate is six.
- (2) Breakdown:
 - SOG A: 1 Senior Communications Manager
 - SOG B: 1 Assistant Communications Manager
 - SOG C: 2 2 x Senior Communications Officers
 - ASO 6: 1 Communications Officer
 - ASO 5: 1 Media and Communications Officer
- (3) The Education Directorate has not, in the 2017-18 financial year engaged any consultants or contractors to perform media and communications roles, including strategic communications and media, digital communications, and marketing and advertising roles.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 12/04/18.....

This response required 2hrs to complete, at an approximate cost of \$229.92.

Record 46

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT FOR THE AUSTRALIAN
CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1232

MR COE: Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) Can the Minister provide a breakdown of the total number of freedom of information (FOI) requests each directorate and government agency for which the Minister is responsible for has received during 2017-18 to date, by (a) requests made under the repealed *Freedom of Information Act 1989* and (b) requests made under the *Freedom of Information Act 2016*; that are (i) received or active, (ii) transferred, (iii) withdrawn and (d) finalised.
- (2) Can the Minister provide a breakdown of the total number of FOI requests each directorate and government agency for which the Minister is responsible for has received during 2017-18 to date, by (a) requests made under the repealed *Freedom of Information Act 1989* and (b) requests made under the *Freedom of Information Act 2016*; that (i) have been finalised within the statutory time frame, (ii) have been finalised outside of the statutory time frame and (iii) are yet to be finalised.
- (3) Can the Minister provide a breakdown of the total number of FOI requests which were received during (a) 2015-16 and (b) 2016-17 by each directorate and government agency for which the Minister is responsible for, that are pending or were processed, in part or wholly, during 2017-18, by those that (i) have been finalised within the statutory time frame, (ii) have been finalised outside of the statutory time frame and (iii) are yet to be finalised.

MS BERRY - The answer to the Member's question is as follows:

(1)

	Received/Active	Transferred	Withdrawn	Finalised
Total number of FOI requests during 17-18 to date under FOI Act 1989	27	1	6	26
Total number of FOI requests during 17-18 to date under FOI Act 2016	7	0	1	4

(2) The response to (2) is provided at (3)

(3) The information requested for 2015-16 and 2016-17 is available in the Justice and Community Safety Directorate's annual report.

For the period 1 July to 31 December 2017 the information requested is:

	Total Number
Initial requests to access documents	27
Full Access	2
Partial Access	13
Refused Access	
Technical Refusal	4
Exempt in Full	
Access Deferred (s20)	
Transferred (s15)	1
Decision Pending	1
Withdrawn	6

The processing time for requests received during the period 1 July to 31 December 2017 is provided in the following table. This is consistent with the manner of reporting provided in the Annual Report.

Less than 31 days	31-45 days	46-60 days	61-90 days	91 days or more	Decision Pending	Withdrawn
5	2	3	1	9	1	6

Data relating to the finalisation of requests within the statutory timeframe for this period is not available because it is not recorded in this way. To provide this information would require individual files to be retrieved and reviewed which would be an unreasonable use and diversion of resources.

For the period 1 January to 23 March 2018 the requested information is:

	Finalised within the statutory timeframe	Finalised outside of the statutory timeframe	Yet to be finalised
Total number of FOI requests during 17-18 to date under FOI Act 2016	4	0	3

As at 23 March 2018 there were three requests made under the *Freedom of Information Act 2016* that were being processed. All were within the statutory timeframe as at that date.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 17/04/18

This response required 5 hrs10 mins to complete, at an approximate cost of \$489.63.

Record 46

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1203

Mr Coe - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) What is the total number of staff by full-time equivalent and headcount assigned to handling Freedom of Information (FOI) requests for each directorate and each government agency for which the Minister is responsible for.
- (2) What is the breakdown, by ACT public service classification type, of the number of staff currently assigned to handling FOI requests for each directorate and each government agency for which the Minister is responsible for.
- (3) How did each directorate and each government agency for which the Minister is responsible for prepare for the implementation of the Freedom of Information Act 2016, including amending processes, extra recruiting or restructuring.
- (4) Is there a review or evaluation scheduled to be undertaken on the implementation, effects, or processes associated with the Freedom of Information Act 2016 by each directorate and each government agency for which the Minister is responsible for; if not, why not; if so, (a) who will undertake the review or evaluation, (b) whether it will be part of a whole of government initiative or undertaken by individual directorates and government agencies, (c) when that review or evaluation is scheduled to occur, (d) when the review or evaluation is scheduled to be finalised and (e) whether the review or evaluation will be released publicly, and where.

Ms Berry - The answer to the Member's question is as follows:

(1)

Total number of staff by FTE:	2.0
Total number of staff by headcount:	2.0

(2)

Classification	Number of staff
SOG B	1.0
ASO6	1.0

- (3) JACSD is providing WhoG response.
- (4) JACSD is providing WhoG response.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 19/04/18

This response required 1 hrs 45 mins to complete, at an approximate cost of \$203.10.

MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT Record 46
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION

Notice Paper of 23 March 2018

Question No. 1261

Mr Coe - Asked the Minister for Education and Early Childhood Care upon notice on 23 March 2018:

- (1) What is the breakdown of total spending on media and communications of each directorate and government agency for which the Minister is responsible for in (a) 2015-16, (b) 2016-17 and 2017-18 to date by (i) internal staff costs, (ii) software or other internal infrastructure, (iii) goods and services contracts and (iv) consultancy services.
- (2) Have any of the directorates or government agencies for the Minister is responsible for engaged external consultants or contractors for the provision of communications or media services, including instances where the contract value is below \$25,000, during (a) 2015-16, (b) 2016-17 and 2017-18 to date.
- (3) If the answer was yes to any of part (2)(a) to (c), can the Minister advise (a) whether the consultant or contractor was engaged under a whole of Government panel contract; if engaged outside of a whole of Government panel contract, why the existing panel contractors did not meet requirements, (b) nature of services, (c) total value of the contract, (d) total period of the contract, (e) contract name and (f) contract number.

Ms Berry - The answer to the Member's question is as follows:

(1) (a) 2015-16

- (i) Internal staff costs - \$657,156
- (ii) Software or other internal Infrastructure - \$68
- (iii) Good and Service contract - \$94,643
- (iv) Consultancy services - \$1,800

(b) 2016-17

- (i) Internal staff costs - \$704,536
- (ii) Software or other internal Infrastructure - \$528
- (iii) Good and Service contract - \$33,895
- (iv) Consultancy services - \$0

(c) 2017-18 (year to date)

- (i) Internal staff costs - \$691,186
- (ii) Software or other internal Infrastructure - \$117
- (iii) Good and Service contract - \$64,234
- (iv) Consultancy services - \$0

(2) and (3) In 2015-16 the Directorate engaged Talkforce Media and Communications Strategists to undertake media training with Senior Executive staff at a total cost of \$1,800. The contract was arranged directly with the service provider on a one off basis.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 17/04/18

This response required 4hrs and 45mins to complete, at an approximate cost of \$447.05

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No. 1038

MS LEE - Asked the Minister for Education and Early Childhood Development upon notice on 23 March 2018:

- (1) How many international students are enrolled in ACT government schools?
- (2) How many international students are enrolled, by school, in each grade from K-12?
- (3) How are students assessed for eligibility into a particular (a) school and (b) grade?
- (4) Are all schools eligible to accept international students; if not, how are schools selected for enrolment of international students?
- (5) Do all international students pay fees; if not, how are students assessed as to whether their enrolment requires a fee; if so, what fees are payable per (a) student, (b) year and (c) grade?
- (6) What is the average number of years an international student studies in an ACT school?
- (7) How many receive an Australian Tertiary Admission Ranking to attend an Australian university?

MS BERRY - The answer to the Member's question is as follows:

- (1) As of 10 April 2018 there are 479 international students enrolled in ACT Government schools.
- (2) The following table shows the number of international student enrolments across the year grades per school. Due to a small number of enrolments in some year levels at many schools, the statistics have been provided at school level, rather than year level to prevent inadvertent release of identifiable statistics. This includes a total of 14 international students across all primary schools.

SCHOOL	TOTAL STUDENTS
Alfred Deakin High School	15
Amaroo School	10
Belconnen High	5
Campbell High School	16
Canberra College	63
Canberra High School	9
Dickson College	46
Dickson College (Secondary Introductory English Centre)	14
Erindale College	13
Gold Creek High School	9
Gungahlin College	55
Harrison School	15

SCHOOL	TOTAL STUDENTS
Hawker College	31
Lake Ginninderra College	19
Lake Tuggeranong College	34
Melba Copland Secondary School	40
Melrose High School	7
Namadgi School	5
Narrabundah College	53
Stromlo High School	6
Total number of students in Primary School	14
Total number of students in secondary school	465
TOTAL NUMBER OF STUDENTS	479

(3) (a) and (b)

International students must meet the following criteria to be eligible:	
<u>Preschool students</u>	<ul style="list-style-type: none"> • Must live with a parent/guardian approved by the Department of Home Affairs • Must be dependents of a temporary resident • Must be four years of age by 30 April of the year they commence preschool • Enrolment offers are subject to the availability of places • Enrolment in a preschool is subject to the Priority Enrolment Area (PEA) policy. If the PEA preschool is already at capacity, a student may be offered enrolment in another preschool subject to availability and Principal discretion.
<u>Primary school students</u>	<ul style="list-style-type: none"> • Must live with a parent/guardian approved by the Department of Home Affairs • May only stay for a period up to two years (as prescribed by the Department of Home Affairs) • Must be five years of age by 30 April of the year they commence school (student must be at least 6 years old to be eligible to apply for a student visa). • Enrolment in a school is subject to the Priority Enrolment Area (PEA) policy
<u>High school students</u>	<ul style="list-style-type: none"> • Must live with a parent/guardian approved by the Department of Home Affairs if under the age of 16 years. • Must be aged 16 years or over to be accommodated in the Homestay Program or the Family Friends and Relatives Program.
<u>College Students</u>	<ul style="list-style-type: none"> • Must be aged 16 years or over to be accommodated in the Homestay Program or the Family Friends and Relatives Program. • Must not be over the age of 19 years at the commencement of Year 11 mainstream.

*A student's ability to speak and understand English is assessed upon commencement in the school they are enrolled in. If a student requires additional support, they are enrolled in one of five Introductory English Centres (IEC) for intensive language teaching before transitioning back into their enrolled school.

- (4) All ACT Government primary schools, secondary schools and colleges are eligible to accept international students.

Although international students are able to nominate their preferred school as part of the admissions process, enrolment in a school is only offered if the school has the capacity to accept a student. Further consideration is given to the residential address of the Homestay Program and their proximity to schools and the public transport network.

If a student is living with a parent/guardian approved by the Department of Home Affairs or is participating in the Family Friends or Relative Program, enrolment in a school is subject to the Priority Enrolment Area (PEA) policy.

International students with a disability, who are dependents of temporary residents, are subject to specific assess and placement procedures prior to acceptance and admission to an appropriate school in the ACT.

- (5) Not all international students pay fees. The holders of certain visa subclasses may be eligible for fee exemption for temporary residents and their dependents to study in an ACT Government school. The enrolment of a student will be subject to the Priority Enrolment Area (PEA) policy.

Fee Exemptions for temporary residents and their dependents:

Visa Type	Criteria
Subclass 309 and 820 Partner Visa and Subclass 445 – Dependent Child	<ul style="list-style-type: none"> • Evidence of Australian Citizenship • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 403 – Temporary Work (international Relations) Visa	<ul style="list-style-type: none"> • Only bilateral agreements between the Commonwealth or ACT Government and a government of another country are eligible for fee exemption. Private company arrangements are liable for full international student tuition fees. • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Commonwealth or ACT Government Employment contract in the ACT, including the start and end date

	<ul style="list-style-type: none"> • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 407 – Training Visa	<ul style="list-style-type: none"> • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Letter of Offer from an Australian Tertiary Institution, or a Commonwealth or ACT Government Employment contract in the ACT, including the start and end date • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 457 – Business (Long stay) & Subclass 489 Skilled Regional (Provisional)	<ul style="list-style-type: none"> • Please be advised that only the occupations listed on the Department of Home Affairs (https://www.homeaffairs.gov.au/Trav/Work/Work/Skills-assessment-and-assessing-authorities/skilled-occupations-lists/combined-stsol-mltss/) are eligible for fee exemption. • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Employment contract in the ACT, including the start and end date • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 500 – Vocational Education & Training Sector Subclass 500 – Higher Education Sector	<ul style="list-style-type: none"> • Only the dependents of Commonwealth assisted students, or dependents of students whose tuition fees are paid in full by a publicly funded Australian Higher Education Provider, physically located in the ACT are eligible for fee exemption. • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Letter of offer from the tertiary institution • Copy of your Confirmation of Enrolment (CoE) • Evidence of scholarship, including the start and end date • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 500 – Postgraduate Research Sector	<ul style="list-style-type: none"> • Please note that fee exemption applies only to the dependents of eligible students whose main course of study is a Masters degree by research or

	<p>a Doctoral degree. Only the dependents of students who are enrolled in an Australian higher education provider, physically located in the ACT are eligible for fee exemption.</p> <ul style="list-style-type: none"> • Copy of Passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Letter of offer from the university • Copy of your CoE • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
Subclass 500 – Foreign Affairs or Defence Sector	<ul style="list-style-type: none"> • Please note all accompanying family members must travel on a 500 dependent visa to be eligible for fee exemption. Only the dependents of students who are enrolled in an Australian Higher Education Provider, physically located in the ACT are eligible for fee exemption. • Copy of passport for the primary visa holder and dependent • Department of Home Affairs - Notification of grant for the primary visa holder and dependent • Evidence of Foreign Affairs/Defence scholarship, including the start and end date. CoE is not sufficient evidence • Proof of ACT residential address. Valid documentation includes a copy of a tenancy agreement (lease), electricity, water or gas bill
<p>Fee exempt students are only exempt from international student tuition fees. All other payments and voluntary contributions required by the school still apply. If applicants are not eligible for fee exemption, full international student tuition fees will apply for their dependents.</p>	

(5) (a), (b) and (c) All other international students are subject to the following fee schedules:

Tuition and administrative fees for mainstream schooling – Student Visa Subclass 500

School year	Amount
Years K - 6	\$11,100 per year, per student
Years 7 - 10	\$14,500 per year, per student
Years 11 - 12	\$16,200 per year, per student
A non-refundable application fee of \$265 per student is payable at the time of their initial application.	

Tuition and administrative fees for mainstream schooling – Dependents of temporary residents

School year	Amount
Years K - 6	\$11,100 per year, per student
Years 7 - 10	\$14,500 per year, per student
Years 11 - 12	\$16,200 per year, per student
A non-refundable application fee of \$265 per student is payable at the time of their initial application.	

Tuition and administrative fees for mainstream schooling – Short term

(The following fees and charges are for students studying in ACT Government schools as a short-term student. The study period for these charges is for 5-10 weeks only and the fees are scaled).

School year	Amount
Tuition and Administrative fee for 5 weeks	\$2365 per student
Tuition and Administrative fee for 6 weeks	\$2675 per student
Tuition and Administrative fee for 7 weeks	\$3165 per student
Tuition and Administrative fee for 8 weeks	\$3565 per student
Tuition and Administrative fee for 9 weeks	\$3965 per student
Tuition and Administrative fee for 10 weeks	\$4365 per student
A non-refundable application fee of \$250 per student is payable at the time of their initial application.	

(6) The average number of years an international student studies in an ACT Government school is 2 years.

This accounts for 1493 full-fee students who completed studies in ACT Government schools between January 2010 and December 2017.

(7) International students receiving an Australian Tertiary Admission Ranking (ATAR)

	2013	2014	2015	2016	2017
Number of students receiving an ATAR	71	90	112	99	133

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 22/04/18

This response required 4hrs 30mins to complete, at an approximate cost of \$433.72.

Notice Paper of 23 March 2018

Question No. 1062

MR MILLIGAN - Asked the Minister for Education and Early Childhood upon notice on 23 March 2018:

- (1) How many indigenous students are enrolled at each ACT Government School?
- (2) What is the breakdown of indigenous students by (a) gender and (b) year level at each ACT Government School?
- (3) Are there any schools in the ACT with more than 40 (a) male and (b) female indigenous students?

MS BERRY - The answer to the Member's question is as follows:

- (1) Table 1 lists the numbers of Aboriginal and Torres Strait Islander students enrolled in ACT public schools at the February 2018 census of ACT schools.

Table 1: Numbers of Aboriginal and Torres Strait Islander students enrolled in ACT public schools at the February 2018 census of ACT schools^{1,2}

<i>School Name</i>	<i>Number of students</i>	<i>School Name</i>	<i>Number of students</i>
Ainslie School	16	Kaleen Primary School	12
Alfred Deakin High School	19	Kingsford Smith School	83
Amaroo School	43	Lake Tuggeranong College	33
Aranda Primary School	7	Lanyon High School	26
Arawang Primary School	15	Latham Primary School	8
Belconnen High School	14	Lyneham High School	25
Black Mountain School	7	Lyneham Primary School	11
Bonython Primary School	24	Lyons Early Childhood School	7
Calwell High School	17	Macgregor Primary School	29
Calwell Primary School	12	Macquarie Primary School	17
Campbell High School	29	Majura Primary School	13
Campbell Primary School	10	Malkara School	5
Canberra College, The	53	Maribyrnong Primary School	8
Canberra High School	25	Mawson Primary School	14
Caroline Chisholm School	63	Melba Copland Secondary School	40
Chapman Primary School	13	Melrose High School	39
Charles Conder Primary School	12	Miles Franklin Primary School	6
Charles Weston School	16	Monash Primary School	18
Charnwood-Dunlop School	20	Mount Rogers Primary School	30
Cranleigh School	11	Mount Stromlo High School	21
Curtin Primary School	13	Namadgi School	96
Dickson College	14	Narrabundah College	7
Duffy Primary School	12	Narrabundah Early Childhood School	45

<i>School Name</i>	<i>Number of students</i>	<i>School Name</i>	<i>Number of students</i>
Erindale College	43	Neville Bonner Primary School	17
Evatt Primary School	20	Ngunnawal Primary School	53
Fadden Primary School	9	North Ainslie Primary School	18
Farrer Primary School	13	O'Connor Cooperative School	np
Florey Primary School	17	Palmerston District Primary School	16
Forrest Primary School	18	Red Hill Primary School	17
Fraser Primary School	24	Richardson Primary School	38
Garran Primary School	np	Southern Cross Early Childhood School	6
Gilmore Primary School	23	Taylor Primary School	15
Giralang Primary School	8	Telopea Park School	23
Gold Creek School	50	Theodore Primary School	36
Gordon Primary School	21	Torrens Primary School	12
Gowrie Primary School	11	Turner School	9
Gungahlin College	28	University of Canberra High School Kaleen	19
Harrison School	48	University of Canberra Senior Secondary College Lake Ginninderra	18
Hawker College	15	Wanniassa Hills Primary School	16
Hawker Primary School	8	Wanniassa School	62
Hughes Primary School	np	Weetangera Primary School	10
Isabella Plains Early Childhood School	7	Woden School, The	10
Jervis Bay School	51	Yarralumla Primary School	15
		Public school total	1,887

1. Includes a small number of students who attend more than one school
2. Enrolment counts less than four have been suppressed (np) to prevent release of identifiable statistics
np = not published.

(2) Tables 2 to 4 list the numbers of Aboriginal and Torres Strait Islander students by gender and schooling level (primary, high and college) enrolled in ACT public schools at the February 2018 census of ACT schools. Due to the small numbers of enrolments at many schools the statistics have been provided at schooling level rather than year level to prevent inadvertent release of identifiable statistics.

Table 2: Numbers of Aboriginal and Torres Strait Islander students by gender enrolled in ACT public primary schools at the February 2018 census of ACT schools^{1,2,3}

<i>School name</i>	<i>Males</i>	<i>Females</i>	<i>School name</i>	<i>Males</i>	<i>Females</i>
Ainslie School	7	9	Kingsford Smith School	30	30
Amaroo School	18	13	Latham Primary School	np	np
Aranda Primary School	np	np	Lyneham Primary School	7	4
Arawang Primary School	6	9	Lyons Early Childhood School	np	np
Bonython Primary School	13	11	Macgregor Primary School	14	15
Calwell Primary School	7	5	Macquarie Primary School	8	9
Campbell Primary School	6	4	Majura Primary School	9	4
Caroline Chisholm School	18	16	Malkara School	4	np

<i>School name</i>	<i>Males</i>	<i>Females</i>	<i>School name</i>	<i>Males</i>	<i>Females</i>
Chapman Primary School	10	np	Maribyrnong Primary School	np	np
Charles Conder Primary School	4	8	Mawson Primary School	9	5
Charles Weston School	9	7	Miles Franklin Primary School	np	np
Charnwood-Dunlop School	10	10	Monash Primary School	11	7
Cranleigh School	8	np	Mount Rogers Primary School	12	18
Curtin Primary School	7	6	Namadgi School	37	37
Duffy Primary School	8	4	Narrabundah Early Childhood School	23	22
Evatt Primary School	14	6	Neville Bonner Primary School	10	7
Fadden Primary School	np	np	Ngunnawal Primary School	40	23
Farrer Primary School	8	5	North Ainslie Primary School	10	8
Florey Primary School	12	5	O'Connor Cooperative School	np	np
Forrest Primary School	14	4	Palmerston District Primary School	8	8
Fraser Primary School	8	16	Red Hill Primary School	8	9
Garran Primary School	np	np	Richardson Primary School	18	20
Gilmore Primary School	16	7	Southern Cross Early Childhood School	np	np
Giralang Primary School	np	np	Taylor Primary School	11	4
Gold Creek School	14	11	Telopea Park School	np	np
Gordon Primary School	8	13	Theodore Primary School	21	15
Gowrie Primary School	np	np	Torrens Primary School	7	5
Harrison School	15	13	Turner School	5	4
Hawker Primary School	4	4	Wanniassa Hills Primary School	8	8
Hughes Primary School	na	np	Wanniassa School	29	17
Isabella Plains Early Childhood School	np	np	Weetangera Primary School	4	6
Jervis Bay School	22	29	Yarralumla Primary School	9	6
Kaleen Primary School	7	5			
			Total primary schools	675	541

1. Includes a small number of students who attend more than one school
2. Enrolment counts less than four have been suppressed (np) to prevent release of identifiable statistics
3. Includes students reported as indeterminate/intersex/unspecified Small random adjustments made to the male/female cell values to prevent release of identifiable statistics
np = not published.

Table 3: Numbers of Aboriginal and Torres Strait Islander students by gender enrolled in ACT public high schools at the February 2018 census of ACT schools^{1,2,3}

<i>School Name</i>	<i>Males</i>	<i>Females</i>	<i>School Name</i>	<i>Males</i>	<i>Females</i>
Alfred Deakin High School	7	12	Kingsford Smith School	8	15
Amaroo School	np	np	Lake Tuggeranong College	np	np
Belconnen High School	10	4	Lanyon High School	16	10
Black Mountain School	np	np	Lyneham High School	11	14
Calwell High School	8	9	Melba Copland Secondary School	7	23
Campbell High School	16	13	Melrose High School	22	16
Canberra High School	8	17	Mount Stromlo High School	12	9
Caroline Chisholm School	15	14	Namadgi School	13	9
Dickson College	np	np	Telopea Park School	10	11
Erindale College	np	np	University of Canberra High School Kaleen	9	10
Gold Creek School	16	9	Wanniassa School	8	8
Harrison School	11	9	Woden School, The	np	np
			Total high schools	224	222

1. Includes a small number of students who attend more than one school
2. Enrolment counts less than four have been suppressed (np) to prevent release of identifiable statistics
3. Includes students reported as indeterminate/intersex/unspecified Small random adjustments made to the male/female cell values to prevent release of identifiable statistics
np = not published.

Table 4: Numbers of Aboriginal and Torres Strait Islander students by gender enrolled in ACT public colleges at the February 2018 census of ACT schools^{1,2,3}

<i>School Name</i>	<i>Males</i>	<i>Females</i>
Black Mountain School	np	np
Canberra College, The	14	39
Dickson College	6	7
Erindale College	18	23
Gungahlin College	12	16
Hawker College	9	6
Lake Tuggeranong College	15	16
Melba Copland Secondary School	4	6
Narrabundah College	np	np
University of Canberra Senior Secondary College Lake Ginninderra	7	10
Woden School, The	np	np
Total colleges	91	130

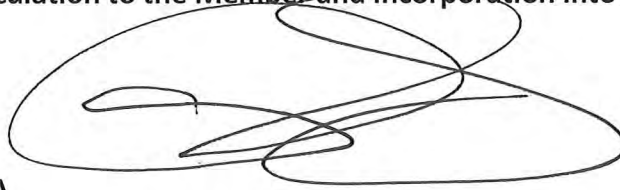
1. Includes a small number of students who attend more than one school
2. Enrolment counts less than four have been suppressed (np) to prevent release of identifiable statistics
3. Includes students reported as indeterminate/intersex/unspecified Small random adjustments made to the male/female cell values to prevent release of identifiable statistics
np = not published

(3)

a) At February 2018 census, there were 50 male Aboriginal and Torres Strait students at Namadgi School across preschool to year 10.

b) At February 2018 census, there were 45 female Aboriginal and Torres Strait students at Kingsford Smith School and 46 female Aboriginal and Torres Strait students at Namadgi School across preschool to year 10.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date 22/04/18.....

This response required 6 hrs to complete, at an approximate cost of \$624.85

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 23 March 2018

Question No 1063

MR MILLIGAN - Asked the Minister for Education and Early Childhood Development question upon notice on 23 March 2018:

- (1) Which schools have Aboriginal and Torres Strait Islander Education Officers?
- (2) What is the percentage of time each Aboriginal and Torres Strait Islander Education Officer spends at their respective schools?
- (3) What do you attribute the comparatively low rate of year 12 completions at 73 per cent with retention rates for indigenous students from year 7 to year 12 at 98.8 per cent in 2016?
- (4) What measures and investment is being put in place to increase year 12 completion?

MS BERRY – the answer to the Member’s question is as follows:

(1) The Education Directorate employs 10 Aboriginal and Torres Strait Islander Education Officers (IEO) who are based across 11 ACT Government schools and more broadly across the four school networks. From their base schools, IEOs also support their local cluster of schools by connecting with students and staff. They also facilitate and support local school based programs and initiatives as well as system wide activities such as the Buroinjin carnivals. The schools are:

South/Weston

- Melrose High School

Tuggeranong

- Caroline Chisholm School, Wanniasa School, Richardson Primary School, Namadgi School

North/Gungahlin

- Amaroo School, Harrison School, Ngunnawal Primary School

Belconnen

- Melba Copland Secondary School, Macquarie Primary School, Macgregor Primary School

(2) Estimating a specific percentage of time spent at school by each IEO is not recorded.


(3) It is not possible to accurately compare year 12 completion and the year 7 to 12 apparent retention rate, as they are two separate measures which are based on different cohorts of students. The apparent retention rate is inflated by cross border enrolment into ACT colleges of students who have completed year 10 in NSW. In addition, some students who commence year 7 in the ACT may move to another jurisdiction before reaching year 12.

(4) Colleges and high schools collaborate closely to provide relevant and timely orientation and transition programs for all students. Each high school and college has an Aboriginal and Torres Strait Islander Education contact teacher, a student services/support team and a pastoral care program. Students are also able to access Transitions and Careers Officers and Work Experience Coordinators at each school.

The Education Directorate provides several system wide programs and initiatives:

- The Mura Awards are open to Aboriginal and Torres Strait Islander students in years 10 and 11, providing students with a small bursary to assist with educational expenses relating to such things as book packs, excursions and uniforms.
- The Aboriginal and Torres Strait Islander Secondary Scholarship Program is available for years 11 and 12 students interested in a career in teaching, the health field or a vocational pathway.
- Pathways is an award winning ACT government website containing three plans: the 5-6 Plan, Pathways Plan and 11-12 Plan. The Plans aim to assist young people with their career planning and support them in times of transition. Every young person in the ACT is invited to take the opportunity to develop their own personalised plan on Pathways.
- A new approach to Cultural Integrity in schools, as I outlined in my Ministerial Statement, will also support Aboriginal and Torres Strait Islander student engagement.

Approved for circulation to the Member and incorporation into Hansard.


Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 02/05/18

This response required 3hrs 30 mins to complete, at an approximate cost of \$349.12

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 13 April 2018

Question No. 1294

MS KIKKERT - Asked the Minister for Education and Early Childhood Development upon notice on 13 April 2018:

Given that 38 government primary schools and 9 995 students have participated in cybersafety webinar sessions guided by their classroom teachers since October 2014, how many government

- (1) (a) high schools and high school students and
(b) colleges and college students have participated in these webinar sessions since October 2014.

MS BERRY - The answer to the Member's question is as follows:

- (1) (a) and (b) The webinar sessions are specifically designed for students in Years 4, 5 and 6, therefore no high schools and high school students or colleges and college students have participated in these webinar sessions.

The Australian Curriculum establishes core ICT Capabilities for students. Early intervention in cybersafety skills is essential and the Curriculum outlines this as part of the core ICT capabilities for Year 4, 5 and 6 students. The e-safety webinars offered by the Commonwealth e-Safety Commissioner are targeted at these age groups.

The Directorate's ongoing partnership with the Office of the Children's eSafety Commissioner ensures a range of best quality cybersafety classroom resources to support Digital Citizenship for secondary students, including classroom lesson plans and interactive content. The Directorate's "Keeping Safe Online" public webpage also provides information from the e-safety Commissioner for parents to support safe online behaviours at home. Secondary schools are aware of the other free cybersafety programs that are available, such as "ThinkUKnow" facilitated by the Australian Federal Police for students, teachers and parents and have been actively promoted through the high school community.

Approved for circulation to the Member and incorporation into Hansard.


Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 02/05/18

This response required 4hour 5mins to complete, at an approximate cost of \$415.05

MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION

Notice Paper of 13 April 2018

Question No. 1273

MS LEE - Asked the Minister for Education and Early Childhood Development upon notice on 13 April 2018:

- (1) How many schools currently offer specific gifted and talented classes and what are those schools.
- (2) For what age groups and in how many classes are these specific and talented classes offered.
- (3) How does the number of schools differ from the number of schools in (a) 2014, (b) 2015, (c) 2016 and (d) 2017.
- (4) How does the number of classes differ from those in (a) 2014, (b) 2015, (c) 2016 and (d) 2017.
- (5) If the number of schools and/or classes has reduced, what is the reason.
- (6) What pre and post graduate training is available to teachers teaching gifted and talented classes.
- (7) Is it a requirement for a teacher of gifted and talented classes to have additional or specific training in gifted and talented education.

MS BERRY - The answers to the Member's questions are as follows:

- (1) The number of ACT public schools offering specific gifted and talented classes is not centrally collected by the Education Support Office. However, under the *Gifted and Talented Students* policy, all schools are responsible for ensuring the provision of developmentally appropriate educational strategies for gifted and talented students enrolled. This may include differentiation within the classroom, part or whole grade acceleration, specific programs within schools and/or carefully considered groupings of students with similar abilities.
- (2) This information is not centrally collected.
- (3) This information is not centrally collected.
- (4) This information is not centrally collected.
- (5) This information is not centrally collected.
- (6) From 2015 to 2018, the Education Directorate engaged Gateways Education to deliver professional learning workshops to build ACT public school teachers' skills in teaching gifted and talented students.

Initial Teacher Education programs in the ACT are accredited by the ACT Teacher Quality Institute. Upon graduation, a teacher has met the Graduate Standards of the Australian Professional Standards for Teachers, which includes the ability to differentiate teaching to meet the specific learning needs of students across the full range of abilities and establish

challenging learning goals. Some higher education training providers offer graduate qualifications in gifted education.

- (7) All ACT teachers are qualified to differentiate the curriculum to cater for the learning needs of every student in their classroom, including gifted and talented students.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date: 02/05/18

This response required 5hrs 10mins to complete, at an approximate cost of \$461.90



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON JUSTICE AND COMMUNITY SAFETY

Ms Elizabeth Lee MLA (Chair), Ms Bec Cody MLA (Deputy Chair), Ms Nicole Lawder MLA
Mr Chris Steel MLA

Inquiry into Domestic and Family Violence—Policy approaches and responses
ANSWER TO QUESTION TAKEN ON NOTICE
Tuesday 3 April 2018

Asked by MS LAWDER MLA:

In relation to the Glanfield Inquiry: What progress has been made against the Government's commitment to implement the Glanfield recommendations, with respect to sharing of information across and between jurisdictions?

MS BERRY MLA: The answer to the Member's question is as follows:—

Advice received from the ACT Government Solicitor's Office is that legislative change is required to enact this recommendation.

The Education Directorate has consulted within ACT Government to explore options for amendment to the *Education Act 2004* to allow for information sharing between jurisdictions. Advice is currently being prepared for the Minister.

Approved for circulation to the Standing Committee on Justice and Community Safety

Signature:

A handwritten signature in blue ink, consisting of several overlapping loops and a long horizontal stroke.

Date: 02/05/18

By the Minister for Education and Early Childhood, Yvette Berry MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON JUSTICE AND COMMUNITY SAFETY

Ms Elizabeth Lee MLA (Chair), Ms Bec Cody MLA (Deputy Chair), Ms Nicole Lawder MLA
Mr Chris Steel MLA

Inquiry into Domestic and Family Violence—Policy approaches and responses
ANSWER TO QUESTION TAKEN ON NOTICE
Tuesday 3 April 2018

Asked by MS LEE MLA

In relation to:

At page 12 of the government's submission under the heading "School-based prevention", you talk about the social and emotional learning programs within schools. Can you give me some more information about that? Is that a curriculum-based thing? How is that rolled out across schools?

MS BERRY MLA: The answer to the Member's question is as follows:—

As outlined in the [Safe and Supportive Schools Policy and Procedures](#) (2016) schools are required to intentionally develop students' social and emotional skills. Social Emotional Learning (SEL) is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to:

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

In 2015-2016 the ACT Government provided funding for schools to update and strengthen their SEL approaches. SEL is taught as part of the curriculum, however as it is about relationship skills, SEL is targeted through whole school approaches that model and reinforce concepts such as respect and positive self-management throughout the school day.

The Australian Curriculum's Personal and Social Capability provides direction to schools about the focus of lessons to enhance student social emotional skills. Schools select SEL resources to suit their school. The Directorate supports schools through providing information about SEL approaches that have been independently evaluated and have demonstrated positive student outcomes. ACT schools use programs such as *KidsMatter*, *FriendlySchools Plus*, *Second Step*, *Everyone Everyday*, and *Paths*. The Directorate also provides support when schools require assistance to review their SEL approach or requests professional learning in this area.

With respect to domestic and family violence, SEL forms a strong foundation for teaching about positive gender relationships. SEL is a logical starting point from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships.

A primary prevention approach aims to effect long term cultural change, through educating children and young people to build attitudes, norms and behaviour that do not accept violence, to understand the drivers of violence and to be equipped with skills that assist in forming healthy and respectful relationships.

Approved for circulation to the Standing Committee on Justice and Community Safety

Signature:



Date: 03/05/18

By the Minister for Education and Early Childhood, Yvette Berry MLA

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 11 May 2018

Question No. 1335

MISS LEE - Asked the Minister for Education and Early Childhood Development upon notice on 11 May 2018:

- (1) In relation to vocational programs in ACT colleges, how many industries are involved in the approved vocational education and training programs that qualify under training packages.
- (2) How many students undertake vocational education and training programs that qualify under training packages endorsed by specific industry areas and in what schools are they delivered?

MS BERRY - The answer to the Member's question is as follows:

- (1) There are 12 industry training packages included in the approved vocational education and training (VET) programs delivered by the four ACT school based Registered Training Organisations (RTOs) that are grouped by school network area (South/Weston; North/Gungahlin; Tuggeranong and Belconnen). The training packages available are as follows:
 - i. Agriculture, Horticulture and Conservation and Land Management
 - ii. Automotive Retail, Service and Repair
 - iii. Business Services Training Package
 - iv. Community Services
 - v. Construction, Plumbing and Services
 - vi. Creative Arts and Culture
 - vii. Furnishing (Carpentry)
 - viii. Information and Communications
 - ix. Manufacturing and Engineering
 - x. Sport, Fitness and Recreation
 - xi. Textiles, Clothing and Footwear
 - xii. Tourism, Travel and Hospitality
- (2) All ACT colleges deliver vocational qualifications, ranging from Certificate I to III. Student enrolment in VET courses is managed by each school through the ACT Certification System (ACS) which is operated by the Board of Senior Secondary Studies (BSSS). In 2017 there were 2,464 year 11 and 12 college students in ACT public schools who enrolled in a VET course in any of the 12 industry training packages listed above. As of May 2018, there were 2,086 year 11 and 12 students enrolled in a vocational education and training course.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 01/06/18

This response required 3 hrs 30 mins to complete, at an approximate cost of \$351.93.

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 11 May 2018

Question No. 1336

MISS LEE - Asked the Minister for Education and Early Childhood Development upon notice on 11 May 2018:

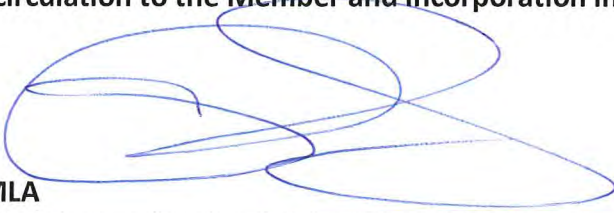
- (1) How many libraries in government primary schools are used as a home classroom on more than one day a week and what schools are they.
- (2) How many libraries in government high schools are used as a classroom on more than one day a week and what schools are they.
- (3) Do any schools use their library space for purposes other than normal library activities; if so, (a) what schools are they and (b) what is the other purpose they are used for.

MS BERRY - The answer to the Member's question is as follows:

- (1) None of the libraries in ACT public schools are used solely as a home classroom space, however at Mawson Primary School, Curtin Primary School and Bonython Primary School the library is situated in a large space that also includes a permanent classroom.
- (2) The school library is a space used to support learning and often teachers will take classes to the library in both scheduled and unscheduled visits. This allows these classes to access library resources for use in a range of subject areas. Additionally, the library often provides an alternative learning space that is more suited to a specific lesson than the regular classroom. All schools in the system would use their libraries as learning environments from time to time across the school week.
- (3) In ACT public schools, the library is a key part of the school community. In addition to providing access to a wide range of books and resources to students and valuable student development in information literacy, the school library provides:
 - A quiet space for students during break times
 - A hub for eLearning, technology and cyber-safety activities
 - A space for students to access games, puzzles and computers
 - Access to resources for teachers to use in their classroom
 - A space for students to present work to their peers
 - A space for meetings and professional development
 - A space for meditation and prayer
 - A place for families to connect more closely with the school
 - A meeting space for community groups
 - A showcase space for the school at open nights and community events.

Additionally, three ACT public colleges (Erindale, Lake Tuggeranong and Gungahlin) incorporate a joint-use library that is highly valued by the school and local community.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 01/06/18

This response required 4 hrs 15 mins to complete, at an approximate cost of \$385.77.

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

**Notice Paper of 11 May 2018
Question No. 1332**

MISS LEE - Asked the Minister for Education and Early Childhood upon notice on 11 May 2018:

- (1) In relation to government primary schools, how many (a) have a separate dedicated library, (b) have a staff member with the title teacher librarian, (c) with a library do not have a dedicated teacher librarian and (d) do not have a separate delegated library space.
- (2) In relation to government (a) high schools and (b) colleges, how many (i) have a separate dedicated library, (b) have a staff member with the title teacher librarian, (c) with a library do not have a teacher librarian and (d) do not have a separate library space.

MS BERRY - The answer to the Member's question is as follows:

- (1) Of the 50 ACT public primary schools and six early childhood schools:
 - a) Every school has a separate, dedicated library.
 - b) Thirteen primary schools and one early childhood school employ a full time teacher librarian. One primary school employs a part-time teacher librarian. A further nine primary schools and one early childhood school employ a classroom teacher or an executive staff member in their library. Twenty-three primary schools and two early childhood schools employ an administrative staff member to manage the library. One primary school library is staffed by a volunteer.
 - c) Three primary schools and two early childhood schools do not employ a staff member in the library.
 - d) Every school has a separate, dedicated library space.
- (2) Of the 31 remaining schools:
 - a) Every school has a separate, dedicated library.
 - b) Nine colleges, three high schools and seven P-10 schools employ a full time teacher librarian. A further four high schools and one P-10 school employ a classroom teacher or executive staff member in their library. Two high schools and three specialist schools employ an administrative staff member to manage the library.
 - c) One high school and one specialist school do not employ a staff member in the library.
 - d) Every school has a separate, dedicated library space.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 01/06/18

This response required 4hrs to complete, at an approximate cost of \$357.72

Select Committee on Estimates 2017-18

Yvette Berry MLA, Deputy Chief Minister, Minister for Education and Early Childhood Development,
 Ms Natalie Howson, Director-General
 Ms Meg Brighton, Deputy Director-General
 Ms Deb Efthymiades, Deputy Director-General, System Policy and Reform Division
 Ms Meredith Whitten, Deputy Director-General, Business Services Division
 Mr John Stenhouse, Director, Board of Senior Secondary Studies
 Mr Jason Borton, Director, Learning and Teaching
 Ms Jacinta Evans, Director, Student Engagement
 Ms Coralie McAlister, Director, Strategic Policy and Reform,
 Mr Sean Moysey, Director, Regulation and Compliance, Early Childhood Policy and Regulation
 Mr Robert Gotts, Director, Planning and Analytics
 Mrs Tracy Stewart, Director, Governance and Community Liaison
 Mr Chris Hodgson, Director, People and Performance
 Mr Rodney Bray, Director, Infrastructure and Capital Works, Business Services Division
 Ms Judith Hamilton, Director, School Improvement—North Gungahlin

Early Child Care

Universal access to preschools. What level of funding is currently received from the commonwealth for that initiative, and what is the territory contribution?

What level of funding does the ACT government provide to the preschool program currently?

What proportion of children in the ACT is attending preschool prior to enrolling in a primary school for kindergarten?

My question is about the accountability indicators on page 11 of budget statement F. Why are there no actual strategic indicators?

Please let me know what the plans are for the Franklin school, and whether the government's commitment to expand it is just in its current model, in effect putting another stream in, or actually going beyond year 2?

Page 12, output class 1, I am looking at the preschool figures. I understand the increased cost in regard to commonwealth funding coming in, but it is the second part of the statement that confuses me:

... increased depreciation associated with the revaluation of the Directorate's assets. Why does that only affect preschools and not other schools?

Psychologists

How many psychologists are going to be added each school year between now and the final funding year in the budget of 2021?

How many school psychologists are currently employed?

Are the psychologists located at certain school campuses or do they rotate around schools on a needs basis?

Has any consideration been given to how effective behavioural management specialists would be as opposed to psychologists?

Are you able to provide the list of what schools currently have psychologists placed in them and where the new ones look like being placed?

What is the employment arrangement for the psychologists in schools? Are they employed as teachers or as public servants?

Are they available through periods like school holidays? What is the access for students during those periods to those psychologists?

How many referrals have psychologists in schools made through to other services such as the child and adolescent mental health unit or Headspace and the like?

In the absence of quick access to specialist support, what is being done at the school face to bridge that gap?

What support, if any, is provided by the Education Directorate to students in non-government schools in the school psychologist space by the Education Directorate?

Do you have specialised psychologists for preschool students?

We have school psychs and you have that increase in the budget. But also there are counsellors and chaplains at different schools as well; is that right? How does that work, how do they all support each other and what are the numbers?

You said there are chaplains in Catholic schools. Are there chaplains in other schools as well?

OV

I am really keen to look at how we keep the balance between the need to keep teachers and students safe and the importance of making sure that no child is excluded from the education system. What are we doing about this, particularly in this budget?

How regular an occurrence is it that abuse is reported, either physical or verbal?

Community Facilities

The use of school facilities by community groups. It is obviously a question that comes up a lot. What is the government's policy on this?

What charges do you levy?

what policy do you have on this?

Is community use taken into account in designing new schools?

Do you have a policy as to what groups can and cannot use school facilities?

Do you have to get your own public liability insurance if you are going to use a school facility?

Capacity

I am curious as to what additional capacity there is in Harrison in particular, as well as Palmerston to a lesser extent.

Support for Teachers

Would you please let me know what support you provide young teachers in particular but new teachers as well especially in those first few years of—

How does that retention rate compare to other capital cities specifically?

Ms Brighton, you mentioned the reduced hours that teachers will do in a classroom in the first year or two. How easily is that achieved in a primary school setting as opposed to high school?

what support is provided to teachers in dealing with parents, especially tricky parents?

is there an experience in the directorate in the past five or 10 years that that parent engagement with teachers and trying to get that support for mental health problems is increasing and potentially putting some more pressure on teachers to engage in a bit of a different way?

I am keen to know what support—for teachers where a student has had a very significant mental health issue or has perhaps attempted to take their own life or perhaps gone further than that? What is available to teachers in that environment?

Future of Education

How is the future of the education conversation going?

You mentioned the student congress. Is that a new thing?

You mentioned that there were three phases to this conversation. What are the different phases and what are the time frames for them?

The funding in the budget for this process is \$546,000 over this financial year and next. How exactly is all of that being spent?

What is the objective you are trying to achieve? Is it purely looking at the future in the way the public school system works in the ACT or is it education across the board?

What work is being done amongst those schools? All the schools you have mentioned thus far this morning have been ACT government schools.

Infrastructure/Upgrades

You mentioned in your opening statement some of what you are doing for the Gungahlin community so that they have access to good quality public education. Can you elaborate on that and go into the detail?

I have had representations made by a number of students at Melrose high about the fact that it is very cold in their classrooms in winter and very warm in summer. Can you expand on that?

With the infrastructure and school upgrade works, another part of the pre-budget announcement was that a lot of it would be focusing on the upgrade of school bathrooms. Is that simply a refit of the existing bathrooms? What work is being done there?

Is part of that also the introduction of unisex bathrooms in schools?

How many schools have been built to the new school design?

How many bathrooms have been upgraded?

Ginninderry, how many sites are being considered for that school?

What do the school upgrades to Aranda primary, Melba Copland and Lake Ginninderra College involve?

With Aranda, the school has a projected capacity of 625. Will the demountables increase that capacity a little bit, or will it just meet existing numbers?

NAPLAN

NAPLAN Indigenous results - What is the government doing to address these differences and actually reduce the gap?

In Canberra, with all the resources of Canberra and the dollars per student that we spend here, we are still not getting something comparable to other metropolitan regions.

I was wondering what limitations there may be on NAPLAN and how the other work you do sort of feeds into making it a holistic approach.

Aboriginal and Torres Strait Islander Students

Are any programs being offered to our teachers who are teaching the students relating to cultural awareness and what is required for our Indigenous community?

School Cleaning Contracts

A number of local businesses have written to me with concern regarding the tender package for school cleaning contracts that has gone out this year. Can you give us, in the first instance, an update of where that procurement process is up to?

When was the determination on the tender made to award the contracts to the four companies?

Why was the decision taken to break it down to, what my understanding is, eight packages of work, which it seems have now been shared amongst four companies—

Why was the decision taken then to largely corporatise it and target big commercial contract companies as opposed to small operators?

Who were the four companies that have been awarded the work?

ACT government is a signatory to the clean start agreement. Was it a requirement of the procurement process that the prospective companies were also signatories to that agreement?

You spoke about the procurement process being designed to take into consideration that a number of people who work in the cleaning industry are vulnerable people, people who come from not necessarily an English speaking background who, unfortunately, can often be taken advantage of. Why is it, then, that there seems to be little retribution from the directorate for the unions taking advantage of those very same people for their own personal gain?

Unions

Minister, could you inform the committee for what purposes unions would be giving presentations to students in ACT government schools?

Which unions are doing these presentations in schools?

What conditions or restrictions are placed upon third parties such as a union entering a school to give a presentation about promoting their cause, their organisation and membership of it?

Yes, but I still go to the threshold question of handing out membership paraphernalia by any organisation, be it union or other. Is it acceptable?

In terms of organisations coming in, do they charge money to provide those educational programs?

Special Needs Assistance

Special Needs Transport – NDIS – Education role?

Learning assistants - I was then going to ask you what, if any, qualifications were required for these people? Do we have any other partnerships or are we looking at forming other partnerships to build on the great success of this? Can you expand on exactly what their role is so that we get a full picture?

With respect to supporting students with disabilities, you have run through a few things—LSAs, transportation. What other things, apart from that, are you putting in to support students with disabilities in our public schools?

The schools for all report touched on part of this. I would like an update on how the implementation of the recommendations is going, specifically with regard to disability and supporting students with disability.

I was going to ask a little bit more about the cultural change that you are seeing. What are some of the benefits that are flowing on to the kids?

When are you looking at doing the evaluation, or is it still contingent on the other recommendations?

I note that the Woden School has the safe schools program. What decision-making process has the directorate gone through in adapting the curriculum to be appropriate for that complex learning environment?

If there is a family that wants their child to be included in a mainstream class, is that accommodated?

Further to that, if you are in one of those learning support units and you want to transition to a larger classroom, what is that process like for students? Is it done at the end of the year? Is that done halfway through the term?

Can you run me through KidsMatter and MindMatters?

I was wondering if you could expand on the detail of what educational opportunities and services are provided to students with autism spectrum disorder.

Are you able to run me through some of the other ways that the program is being implemented within the schools?

Safe Schools

I am interested in how the safe schools elements that have been called upon for the Woden School have been adapted to what is a complex learning environment. What involvement does the directorate have in the formulation of that part of the curriculum?

Minister, do you or any of your officials know what the details are regarding this aspect of the safe schools program at the Woden School?

Until the commonwealth funding changes, the resources that were prepared by the safe schools coalition and provided through Sexual Health and Family Planning ACT were essentially made available to schools, and they could then essentially cherry-pick which elements of the program they chose to use; is that correct?

Moving forward, how is that structure regarding which resources are provided to schools and how they are delivered changing under the new model?

How does the newly funded and developed program that the government has funded through Sexual Health and Family Planning ACT differ from the previous resources?

If the opt-out option exists, what information is going home to parents to inform them of these types of classes?

Going forward, then, with not just the delivery of sexual health and sexual education programs but also the reincarnation of the safe schools program that is being rolled out from the second semester, will it be an opt-in or an opt-out?

I can understand that there is no need for that type of permission structure if it is a teacher or principal accessing a resource to help address the needs of one individual student. But when there is content being delivered in either a class-wide or a year group wide fashion, what occurs at that point? If there is a decision taken at the school level that further education on gender issues needs to be explained and taught in the classrooms, at what point may the parent become aware that that is occurring in the classroom?

On that point, you said that it is a resource that will be called upon on demand, in effect. But if it is going to be in part called upon to inform other students about what respect is, how do you choose which students are going to receive that support and how do you interact with the parents in that situation?

I have one further question. There were comments in the election campaign and also particularly from the Chief Minister on election night about all schools in the ACT being safe schools. The interpretation of that comment was broader than just ACT government schools. Currently, my understanding is that, through the school registration process, there is a need for schools in the territory to demonstrate that they have some form of program or resource available for gender identity issues. Is there thought to reforming or changing that from the school registration process to mandate the SHFPACT program?

School Funding including Non-Government

Minister, I have a few questions about the funding of non-government schools. How is the funding level determined between the ACT government and non-government schools? How is that calculated?

In that agreement, was it based on a percentile of commonwealth funding? Is it based around the SRS? What was the calculation?

What is the arrangement for the federal funding model, then, going forward, since the legislation passed the Senate?

Is there a need to renegotiate with non-government schools over the territory funding contribution or is the formula under the national partnership?

Is there a need to renegotiate with non-government schools over the territory funding contribution or is the formula under the national partnership agreement going to continue?

So in the 80-20 split, if it is 80 per cent funding from the commonwealth, 20 from the territory, that is just for the student resource standard?

With the recalculation of the SES for independent schools in the ACT and the adjustment in funding, will that potentially result in a decrease in the territory contribution going to non-government schools?

Islamic School

While we are on funding, the school that is probably being the hardest hit with funding is the Canberra Islamic School, with its funding being terminated. I understand that that is under review. A number of the issues there relate to the school's affiliation with AFIC. What work has been done, particularly with the use of the building at Weston? I understand they are a sub-tenant of AFIC, who hold the head lease.

The question, though, is: knowing that the school's connections with AFIC are the issue, what support or work is being done in the background to try to resolve the property issue and its tenancy issue?

If AFIC was willing to essentially surrender the lease on that property, how quickly could the Canberra Islamic School board be appointed as the new lessees of that property?

What communications has the department had with the federal department or the minister's office to ensure that this is looked at in an expedient manner?

The provisional registration of home-educated students is completed within 10 school days of receipt of the application. How many home-educated students do we have in the ACT?

Do they have to follow the same curriculum as if they attended schools?

Home Education

Because we do not have things like an HSC in Canberra, how do home-educated students get an ATAR, for example? How does that work?

You have to register within 10 days. After that, how much contact do you have with the parent and the child involved in home schooling?

When you do the re-registration process, do you talk to the child as well as the parents?

At the other end, do you get many children who have been home educated for a period then coming back into your schools? Have you some idea of the numbers, and do they have any specific issues in terms of reintegration?

Do you do anything with that report? Do you read it and say, "Everything's going fine here," or "There's a problem here"? Is it a two-way conversation?

Critical Incidents

Do they have to have any formal qualifications in regard to this stuff?

I think there have been some issues around critical incidents and suspensions? What are the things the non-government schools do not have to report but the government schools would report?

There are other non-government schools in the ACT apart from the Catholics. Do you share information with them?

So you know about suspensions and critical incidents for the Catholic but for the other schools you may or may not have that information?

And the independent schools basically tell you whatever they feel like telling you, but you have no real oversight.

Land for Schools

I would like to ask about land for non-government schools. I think there was an election commitment about land in Molonglo. Could you please give an update on where that is at?

And what about other sites in established areas, especially if it was repurposing of a disused facility? Does the Education Directorate have a role in the process or is that purely a leasing matter?

What role, then, does the Education Directorate play in determining where land should become available for non-government schools and how does that relate to the modelling that you do for government school enrolment numbers as well?

What is the funding arrangement for those students that do come across the border? Who bears the cost of the territory or the state level of contribution to that education, regardless of which sector they are in?

Recommendation	Government Response	Line Area Responsible
<p>113 - The Committee recommends that the ACT Government publicly provide information on school facilities available for use by community groups after hours, including cost per hour and other requirements.</p>	<p>Agreed in part. The ACT Government currently provides details of school facilities available for hire (with the exception of pricing details) at the following link through the Education Directorate website: https://www.education.act.gov.au/about_us/A-Z</p> <p>Community use of schools policies and procedures place a positive obligation on schools to make their facilities available for public use on a cost recovery basis. Principals also have the discretion to provide school facilities at no cost to community groups.</p>	ICW
<p>114 - The Committee recommends that the ACT Government consider insurance arrangements for low risk groups using its venues to facilitate low cost use of these facilities by community groups, incorporated or informal.</p>	<p>Noted. Community use of schools policies and procedures currently provide the capacity for low risk community group activities to access school premises without insurance coverage.</p>	GC&L
<p>115 - The Committee recommends that the ACT Government consider implementing any small capital investments that will help to improve access and security arrangements for community groups using school premises outside standard operating hours.</p>	<p>Agreed. The ACT Government has established a cross-agency working group and provided funding of \$100,000 through the 2017-18 Budget to improve access and security for community groups using premises outside standard operating hours. This builds on \$100,000 provided in the previous term.</p>	ICW

<p>116 - The Committee recommends that the ACT Government conduct an annual survey of teachers who are in their first four years of teaching to determine whether they are receiving an induction commensurate with the Education Directorate's intent.</p>	<p>Agreed in principle. A survey of beginning teachers is proposed from 2018 to gain an understanding of the beginning teacher experience. This survey will go beyond responses regarding induction, and will include feedback on student placements and university training experiences.</p>	<p>P&A/P&P</p>
<p>117 - The Committee recommends that the ACT Government take appropriate action to rectify any shortfalls identified through the annual 'new teacher survey.'</p>	<p>Agreed. A plan will be developed to respond to feedback.</p>	<p>P&A/P&P</p>
<p>118 - The Committee recommends that the ACT Government sets targets for indigenous students' attendance during NAPLAN testing and report on those targets.</p>	<p>Noted. Participation in NAPLAN testing is expected by all students in ACT public schools. Students may be withdrawn from the testing program by their parent or carer. The Directorate acknowledges that the reasons behind withdrawals and absences from NAPLAN testing are varied and can be personal. The Directorate does not support setting specific targets for NAPLAN participation for any one cultural group.</p>	<p>P&A</p>
<p>119 - The Committee recommends that the ACT Government set clear targets on closing the gap, in percentage points, for each year of NAPLAN and report on those targets.</p>	<p>Noted. The ACT Education Directorate currently reports on closing the gap targets which have been set through the National Indigenous Reform Agreement (NIRA). One such target is to halve the gap between Aboriginal and Torres Strait Islander and non-Indigenous students in NAPLAN reading, writing and numeracy by 2018. ACT and other Australian jurisdictions are also working with the Commonwealth Government to progress work on a refresh of the Closing the Gap targets and framework. It would not be appropriate for the ACT to begin reporting on a new, related target while this work is underway.</p>	<p>P&A</p>

<p>120 - The Committee recommends that the ACT Government publish a list of approved groups and entities who deliver educational programs in ACT schools on a regular basis, including an outline of programs being delivered.</p>	<p>Noted. It would not be practicable to regularly publish an exhaustive list of all approved groups and entities who deliver educational programs in ACT schools. A large number of different organisations and entities are present in ACT schools, once approved. For any program run by an external provider, schools must refer to the Working with Children and Young People – Volunteers and Visitors (Interim) Policy.</p> <p>The ACT has a system wide school based decision making model in place, where each school network and leadership team is able to make decisions on the engagement of groups and entities to meet the varying requirements of their students and school communities. Principals, in conjunction with school boards are able to make decisions about engaging industry expertise to provide input on specific learning. This can vary based on each school's educational and improvement priorities.</p>	OFS
<p>121 - The Committee recommends that the ACT Government investigate options for encouraging more members of the community to become Learning Support Assistants.</p>	<p>Agreed. The role of the learning support assistant continues to evolve. Work will commence shortly on better defining this role in various settings and looking at best fit recruitment strategies. Following the completion of this work, the Education Directorate will investigate the development of options as per the Committee's recommendation.</p>	P&P
<p>122 - The Committee recommends that the ACT Government conduct an analysis of Home education requirements in other jurisdictions, with a view to determining whether the ACT's approach is consistent or could be improved.</p>	<p>Agreed. The Directorate will undertake an analysis of its home education program, particularly with reference to practices in other jurisdictions.</p>	GC&L

<p>132 - The Committee recommends that the ACT Government continue to support affordable access to public spaces, including the Theo Notaras Centre and school halls, for community groups.</p>	<p>Agreed. The Community Services Directorate agrees to continue to support affordable access to the Theo Notaras Multicultural Centre for multicultural community use. The ACT Government is committed to making ACT public schools available to sport, recreation and community groups outside school hours and a working group has been established with the Education Directorate, Active Canberra and the Community Services Directorate to facilitate increased access.</p>	<p>ICW</p>
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