

Part B

Organisational Overview
and Performance

Director-General's Reflection



It has been another successful year for public education in the ACT.

In 2018-19, a record number of children and young people – more than 49,000 – attended Canberra public schools. There were 1,207 new students at the start of the 2019 school year.

The ACT Government is investing in building new schools, expanding existing schools, and modernising schools across the Territory to cater for this increasing demand from Canberra families.

For example, the new Margaret Hendry School in Taylor opened at the start of the 2019 school year, and Belconnen High School was re-opened after a major upgrade.

Significantly, this year also saw the launch of two important documents for the Education Directorate.

The ACT Government's *Future of Education Strategy* will guide education in the ACT over the next 10 years. It was developed collaboratively with input from more than 5,000 people – more than half of them students – and is based on the principles of equity,

student agency, access and inclusion. It applies to government and non-government schools and I thank students, families and educators from all sectors for their involvement in its development.

The Education Directorate's *Strategic Plan 2018-21* was also launched. It identifies our vision to be a leading learning organisation where people know they matter, in order to deliver educational services that ensure every child and young person can learn for life.

This focus on people recognises that people are key to our success as an organisation. We have more than 7,000 staff – more than half of them teachers – and staff are supported through extensive professional learning. Some of the year's highlights included the Early Years Literacy initiative, the Leadership Symposium with Helen Timperley and the Primary Leader Writing Inquiry and Secondary Leader Writing Inquiry.

This year also had a focus on safe and supportive learning environments through the continued implementation of the *Positive Behaviours for Learning* framework in schools. Individual students requiring extra support continued to be assisted by the Network Student Engagement Team and its multidisciplinary experts including psychologists, speech pathologists, occupational therapists and social workers.

Thank you sincerely to our wonderful children and young people, teachers and support staff, and staff in the Education Support Office who have all contributed so much over the past year.

Sincere thanks also must go to the outgoing Director-General, Natalie Howson, who retired from the Public Service in 2019 after an impressive career that began as an educator and finished as a senior executive in the Commonwealth and ACT Public Services. Her significant legacy can be seen throughout this annual report.

Meg Brighton

A/g Director-General

ORGANISATIONAL OVERVIEW

Our Vision

We will be a leading learning organisation where people know they matter.

Our Mission

We develop and deliver educational services to empower each child and young person in the ACT for life.

Our Values

The Directorate embraces the ACT Public Service's values of respect, integrity, collaboration, and innovation to influence and direct the way we deliver our services to children and young people in our schools, and in how we work together across the Directorate.

Our Purpose

The Education Directorate is a leading learning organisation where people know they matter, delivering high quality early childhood education and public school education in an accessible and inclusive environment.

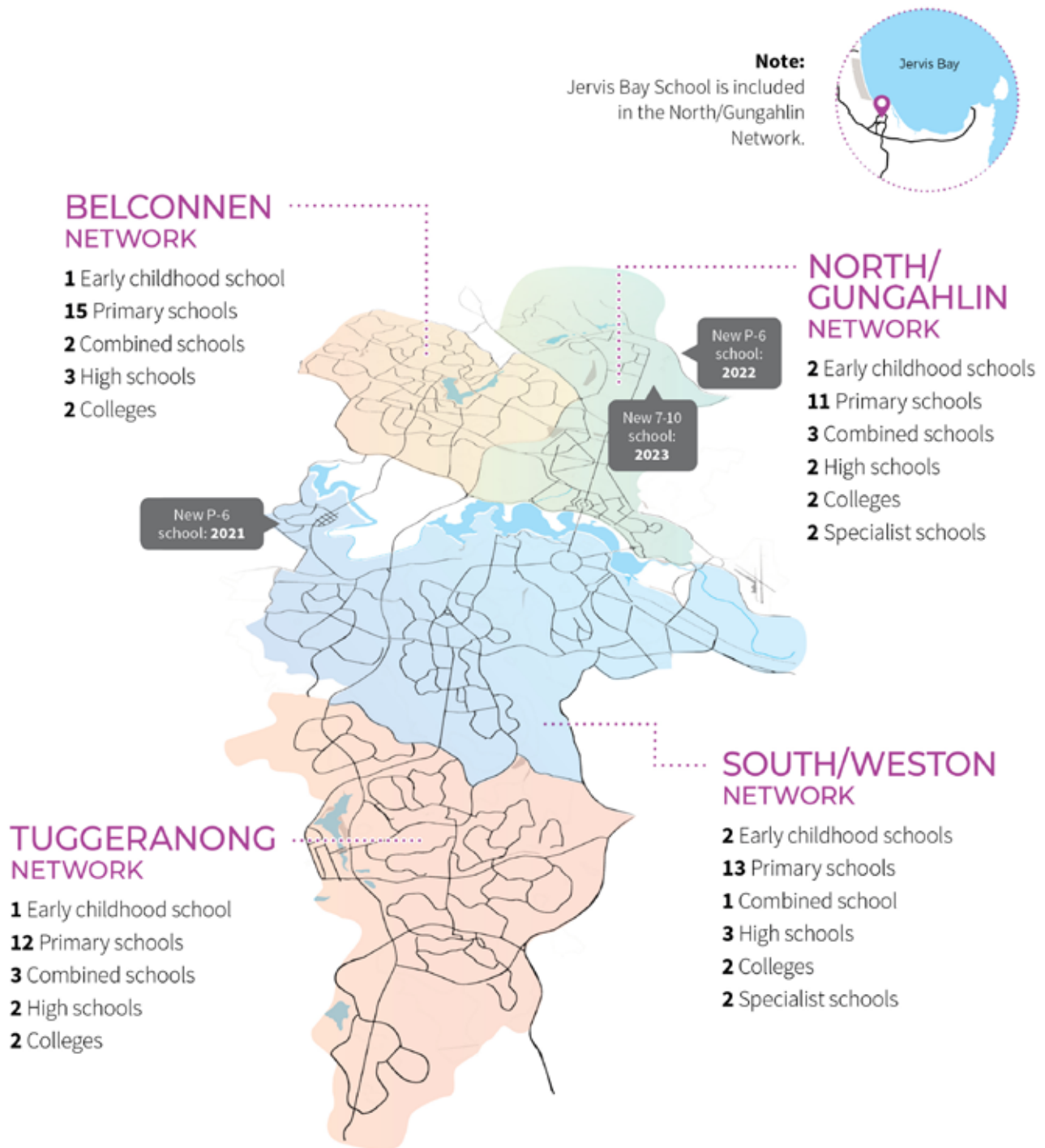
The Directorate is dedicated to facilitating quality education services across the ACT by:

- > the provision of government learning institutions in the form of public preschools, primary, secondary, specialist schools and colleges;
- > access to quality teaching, specialised learning programs and well-being supports for individual student needs;
- > enrolment and support of international students; and
- > the registration and regulation of home education, early childhood learning centres and non-government schools.

Our Minister, Stakeholders and Partners

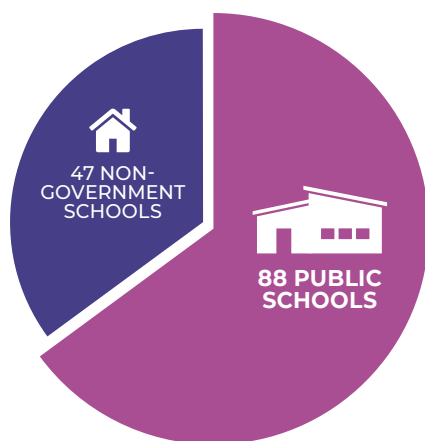
- > The Minister for Education and Early Childhood Development, Yvette Berry, MLA;
- > students and their families;
- > children and their families accessing early childhood education and care;
- > the ACT Principals Association;
- > the ACT Council of Parents and Citizens Associations;
- > the Australian Education Union, the Community & Public Sector Union and United Voice;
- > non-government schools, the Catholic Education Archdiocese of Canberra and Goulburn; and the Association of Independent Schools of the ACT;
- > early childhood education and care providers;
- > the ACT Teacher Quality Institute and ACT Board of Senior Secondary Studies;
- > community organisations, including school boards;
- > the higher education sector, especially teacher training institutions;
- > other ACT Public Service Directorates;
- > employers;
- > our staff; and
- > the wider ACT community.

Our Schools Network



Fast Facts

Our Schools



\$63.7 million
infrastructure
investment



7,131
Education
staff including
3,780 teachers

Our Students



MORE THAN
49,000
STUDENTS



4,641 preschool enrolments for 2019



26,486 primary school enrolments for 2019



11,598 high school enrolments for 2019



6,427 college enrolments for 2019



2,584
students
awarded a Year 10
Certificate in 2018



2,782
students
Year 12 graduates
in 2018

Source:

\$63.7 million infrastructure investment – 2018-19 Budget Statements F (p. 22).

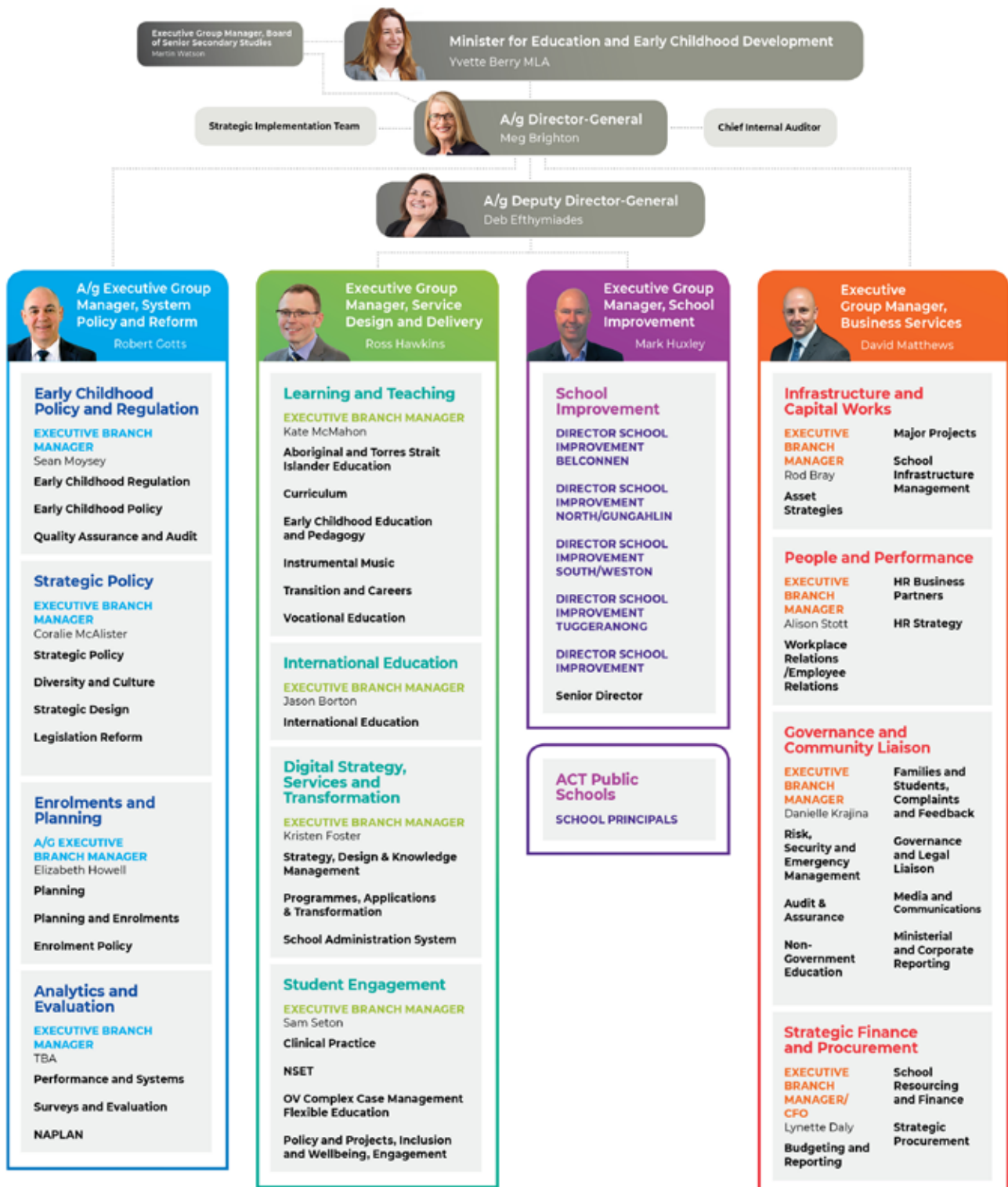
7,131 Education staff including 3,780 teachers – headcount – Shared Services.

Number of students and enrolments – Census of ACT Schools February 2019 (p. 2).

Year 10 graduates in 2018 – ACT public school students – ACT Education Directorate, unpublished data.

Year 12 graduates in 2018 – ACT Board of Secondary Studies.

Our Organisational Structure



Our Environment and the Planning Framework

Our Planning Framework

2018-19 has seen the release of two documents that significantly guide the planning framework for the Directorate – the *Future of Education – An ACT education strategy for the next ten years* and the *Strategic Plan 2018-21: A Leading Learning Organisation*.

The *Future of Education Strategy* (the Strategy) was developed through a conversation with over 5,000 people in the ACT community, almost half of them students, and took place over a year and a half. Through the conversation and an analysis of issues by a range of education and community experts, the Strategy recognises our strengths and points to what actions need to be taken.

The Strategy sets the direction for the future of education in the ACT, a journey to be taken in phases over the next ten years. An accompanying implementation plan addresses the first phase outlining clear, tangible actions and commitments that speak to the core themes that were articulated by the ACT community. The implementation plan deals with the education sector at large and directs activity within the government sector. Non-government schools will engage in their own way, particularly through cross-sectoral activity outlined in the plan.

There are four foundations to the Strategy:

- > Place students at the centre of their learning.
- > Empower teachers, School Leaders and other professionals to meet the learning needs of all students.
- > Build strong communities for learning.
- > Strengthen systems to focus on equity with quality.

There are four principles for implementing the Strategy:

- > Equity – student achievement sets aside economic, social and cultural barriers.
- > Student Agency – students make decisions about their learning and how their learning environments operate.
- > Access – supports for learning and wellbeing are available and provided to all students.
- > Inclusion – diversity is embraced, all students are accommodated and a universal sense of belonging fostered.

As the implementation plan was launched in August 2019, it will form part of performance reporting in 2019-20.

More information about the implementation plan can be found in the Outlook section on page 19.

The *Strategic Plan 2018-21: A Leading Learning Organisation* explains what we do, what we want our organisation to become, what we want to achieve, how we will achieve it and how we will hold ourselves to account. The Strategic Plan is the key to achieving the Government's *Future of Education Strategy*.

The Directorate's Annual Action Plan was released in August 2018 and spans an 18-month period from July 2018 to December 2019, which will allow the Education Support Office planning to align with the school planning cycle from 2020.

Further information on the Future of Education may be obtained from the Executive Branch Manager, Strategic Policy, (02) 6207 5520.

Our Summary of Performance

Strategic Plan 2018-21 – A Leading Learning Organisation

The *ACT Education Directorate Strategic Plan 2018-2021: A Leading Learning Organisation* (the Strategic Plan) sets out the vision to be a leading learning organisation where people know they matter, in order to deliver educational services that ensure every child and young person can learn for life. The Strategic Plan is the key to achieving the *Future of Education Strategy*.

During the 2018-19 financial year the directorate progressed significant pieces of work against our goals within the Strategic Plan, demonstrating our performance in meeting our goals.

Schools where students love to learn

Schools where students love to learn means that we deliver world class, innovative and future focused learning that is recognised as inclusive, highly equitable and high quality. It means we provide safe learning environments with a focus on wellbeing where students feel good at school and have access to the support they need, when they need it. Under this goal the aim is to ensure that each student has a personalised and meaningful education that allows them to thrive as global citizens, and to support students to feel confident, to be creative and collaborative, and to know they are great learners.

Under this goal, we have focused on:

- > **Deeply embedding cultural integrity** by establishing a process to ensure best practice is shared at school network meetings; training school leaders and executives; and ensuring cultural integrity is a critical part of the school improvement approach.
- > **Enabling students to learn** through the implementation of the Positive Behaviours for Learning Framework, investing in school psychologists, and by launching the Off-Campus Education Program for students who need additional supports to engage in their learning.
- > **Building safe communities for learning** by partnering with the ACT Parents and Citizens Association to deliver community workshops on safety in schools.
- > **Giving students a voice** through maintaining and strengthening Student Congress, and by completing the first phase of amendments to the *Education Act 2004* which focuses on embedding the principles of equity, student agency, access, and inclusion.
- > **Creating future-focused learning spaces** by completing scoping for an Academy of Future Skills at the University of Canberra Senior Secondary College Lake Ginninderra, undertaking substantial redevelopment of Belconnen High School, expanding learning spaces at Franklin Early Childhood School, Neville Bonner Primary School, and Gold Creek Junior School, and by opening the new Margaret Hendry School in Gungahlin.

Investing in early childhood

Investing in early childhood means we acknowledge and support families as every child's first teachers and ensure every child is known before they arrive in preschool or kindergarten. It also means we value and validate a child's learning from early childhood education and care right through to preschool and into schooling.

Under this goal, we have focused on:

- > **Strengthening early childhood education** by building Principal and Lead Teacher understanding of the National Quality Framework and delivering professional learning on early childhood education in our schools.
- > **Supporting families** by appointing a Parental Engagement Officer to work with schools and parent groups across the ACT, and by developing stronger mechanisms to support children transitioning from preschool to school.
- > **Preparing for the future** by strengthening relationships between early childhood education and care providers and schools, and continuing consultation and modelling for three-year-old preschool as part of the Early Childhood Strategy.

Evidence Informed Decisions

Evidence informed decisions means combining student agency, professional expertise, and the best evidence to make decisions. It means we apply an agreed standard of evidence when making decisions and that we have line of sight between student agency, evidence and impact at the student, school, program and system levels. We are supporting our people to use evidence-based practices to demonstrate impact on student learning.

Under this goal, we have focused on:

- > **Strengthening understanding and use of evidence** in schools, by establishing a leadership series for School Leaders, hosting a conference for School Leaders, and finalising our *Data and Evidence Plan* to provide tailored professional learning on evidence informed decision making.
- > **Enhancing performance monitoring and improvement** by embedding strategic indicators on Equity, Learning Gain and Student Identity into the School Improvement and Annual Planning process, and by commencing a review of other indicators to ensure we are measuring what matters.
- > **Evaluating our impact** by developing a new Education Directorate Evaluation Framework and establishing an evaluation committee to prioritise evaluation of reforms and improvement initiatives overtime.
- > **Improving student reporting** by transitioning the first 35 schools to our new online reporting tool, delivering student achievement reports to around 20,000 families in Semester One 2019.

Learning Culture

Learning culture means every staff member is empowered to learn and help others to do so. It means we value leadership that promotes inquiry and creativity and that our workforce is supported to be future focussed with the capability to achieve outcomes for each student.

Under this goal, we have focused on:

- > **Launched the Empowered Learning Professionals Plan** for teachers and school leaders to strengthen our capabilities to deliver world class education through a comprehensive program of professional learning and supports including the Strengthening Leaders at all Levels Symposium, implementing agreed attributes in Professional Learning Communities across the system, and building expert teaching through Australian Curriculum masterclasses, the early years literacy program, and pedagogy coaching.
- > **Supporting our staff** by developing a new staff induction program and working with the Australian Education Union to improve processes for teacher transfers between schools.
- > **Improving the educational opportunities** for our staff by partnering with the University of Canberra to deliver the Affiliated Schools model, including 30 Masters of Education scholarships, and a cohesive program of school-based research.

United Leadership

United leadership means that schools and the Education Support Office (ESO) share ownership of our strategic direction and our community can be confident in our ability to deliver quality and equitable education. It means our ESO and school plans are aligned with our strategic direction and coherent. It also means we trust and support each other during challenges.

Under this goal, we have focused on:

- > **Sharing ownership of our strategic direction** by launching the Directorate's Strategic Plan and the Government's *Future of Education Strategy* and establishing a six-monthly review cycle involving the Corporate Executive Committee and the Principals Advisory Group to check in on our progress and ensure we are achieving our goals.
- > **Building implementation capability** by developing a contemporary organisational planning, reporting and implementation approach that ensures responsibilities are agreed, our plan is achievable, and monitored overtime.
- > **Creating a collaborative leadership culture** by developing a shared statement of united leadership behaviours, rituals and self-assessment to support collaboration between corporate executives.

Outlook

The priorities for 2019-20 have been identified through the 2019-20 budget, the *Future of Education Strategy*, the *Strategic Plan 2018-21* as well as other key initiatives. These include:

- > releasing the *Future of Education Strategy First Phase Implementation plan* in August 2019. The plan is structured within the four *Future of Education Strategy* foundations, through which the ACT Government places students at the centre of their learning. The plan will demonstrate a commitment to empowering teachers, School Leaders and other professionals to thrive in a career of learning which meets the needs of all students. It will build strong communities for learning by forging partnerships which are critical in providing better services and support all children in the ACT and overall, ensuring systems which support learning;
- > continuing the *Strategic Plan 2018-21 – Annual Action Plan July 2018-December 2019* until the end of the calendar year. This will achieve the alignment with the school planning program with the next Action Plan to be developed for the 2020 calendar year during the remainder of 2019. The Annual Action Plan identifies a range of initiatives and associated deliverables;
- > launching the *Early Childhood Strategy* to increase quality access, equity and affordability of early childhood education; and
- > increasing investments in quality learning environments across ACT public schools including:
 - commencing work for a new Preschool to Year 6 school at Throsby to be ready by the 2022 school year;
 - commencing planning for a new high school in East Gungahlin;
 - commencing construction of the new Molonglo Primary School for delivery in 2021;
 - expanding Franklin Early Childhood School from a Preschool to Year 2 facility to a Preschool to Year 6 school;
 - adding new teaching and learning spaces at Gungahlin College;
 - adding flexible classrooms to growing schools;
 - expanding Gold Creek School's senior campus; and
 - delivering energy-efficient heating upgrades for ACT public schools.

Academy of Future Skills



The Academy of Future Skills has gone from strength to strength this year, partnering with 78 teachers from 16 different schools and hosting hundreds of children at our purpose-built STEM centre located at the senior campus of Caroline Chisholm School.

The Science Mentors ACT program sits under the umbrella of the Academy of Future Skills and was launched in May 2019. The program provides students from Years 9 to 12 opportunities to work with science and engineering professionals to conduct in-depth research projects. Students in Science Mentors ACT follow their passion for science, choosing topic that interest them. The range of topics is vast, from agriculture and astronomy to ecology, earth science, evolution and beyond. Fifty-six students from across Canberra, of which nearly 50 per cent are female, are taking part in the program this year.

The Academy is inspiring the next generation of STEM professionals by providing students opportunities to inquire, investigate, research and generate and analyse their own data. We are equipping students with skills they can use, and will need, for future employment in jobs that may not yet exist.

Internal Accountability

Senior Executives

Director-General

Accountable to both the Minister for Education and Early Childhood Development and the Head of Service, the Director-General leads the Directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting compulsory education, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education.

The Director-General also holds responsibility for the Directorate's strategic direction, including ensuring the implementation of whole of government strategies. The Director-General is responsible for implementing the requirements of the *Education Act 2004* and for the policy and practices that give effect to the legislation and its intent.

In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

Deputy Director-General

The Deputy Director-General leads ACT public schools, deputises for the Director-General and holds responsibility for the delivery of education services through student centred learning and teaching initiatives, and digital strategy and direction. The Deputy Director-General is accountable for school operations, student wellbeing, teaching and learning practices and student outcomes. Support services are provided in the areas of curriculum delivery, early childhood education and pedagogy, digital strategy, student inclusion and wellbeing, pathways and transitions, Aboriginal and Torres Strait Islander education, international education, occupational violence and complex case management, and flexible education.

Executive Group Manager, System Policy and Reform

The Executive Group Manager, System Policy and Reform has responsibility for the development and implementation of strategic policy and reform initiatives such as the *Future of Education Strategy*, the *Early Childhood Strategy* and the review of the *Education Act 2004*, in addition to advising on the ACT's contribution to national education reforms and associated bilateral agreements including through the Council of Australian Government's Education Council. The Executive Group Manager, System Policy and Reform leads the Strategic Policy, Enrolments and Planning, Analytics and Evaluation, and Early Childhood Policy and Regulation branches of the Directorate.

The Executive Group Manager, System Policy and Reform Division leads the coordination of the national assessment programs and provides quality data and analytics to inform school and system improvement in addition to strategic school capacity planning and enrolment policy and procedures.

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

Executive Group Manager, Business Services

The Executive Group Manager, Business Services is responsible for leading the Infrastructure and Capital Works, Government and Community Liaison, People and Performance and the Strategic Finance and Procurement branches of the Education Directorate.

The Business Services Group enables the work of the ESO and the 88 ACT public schools by providing expertise in areas including finance, procurement, media and communications, legal, parliamentary and ministerial support, and human resources.

The Group also registers and regulates the ACT's 47 non-government schools and the families who choose to home educate, and investigates and responds to complaints and feedback from the community about schools.

The Executive Group Manager, Business Services takes a lead role in managing the Directorate's interface with external oversight bodies such as the Ombudsman and Auditor-General and oversees the Directorate's internal risk management, internal audit, emergency planning, and fraud prevention policies and processes. The role also oversees the Directorate's financial performance, with education representing almost one-quarter of the Territory's overall budget.

Significantly, the Executive Group Manager, Business Services oversees the Directorate's major capital works program, which is designed to accommodate demand as public school enrolments continue to grow. The role is also responsible for managing the Directorate's assets, a complex task with 88 schools across a wide geographical area with many ageing buildings. There is a significant work program for repairs and maintenance, the addition of spaces such as sensory gardens to support students, and sustainability initiatives. As at June 2019, the Directorate's assets totalled \$1.9 billion.

Executive Group Manager, School Improvement

The Executive Group Manager, School Improvement is responsible for supporting our schools and School Leaders. The Executive Group Manager, School Improvement is responsible for progressing the Directorate's school improvement strategy. This strategy ensures that schools are supported with evidence-based practice to grow and develop their schools to continue to be modern, enjoyable and effective learning spaces for our students.

The role is critical in strengthening ACT public schools as vibrant, innovative and high functioning learning communities that attract and retain quality education professionals to work in the ACT. The position has responsibility for implementing a process to continually review our schools and help them develop sustainable business plans to lead them into the future.

This responsibility includes the day-to-day executive leadership of school operations for all 88 ACT public schools, including incident management and general school support.

The Executive Group Manager, School Improvement leads the School Improvement Group.

Executive Group Manager, Service Design and Delivery

The Executive Group Manager, Service Design and Delivery has responsibility for services that support students and schools. These responsibilities extend to policy development and operational supports for the provision of high-quality education services.

The Executive Group Manager is responsible for delivering the Directorate's supports for learning and teaching across our schools including implementation of the Australian Curriculum and enhancing teaching strategies and cultural integrity. This also extends to careers and transitions, vocational education, as well as provision of services to international students studying within the ACT public school system.

This role also has responsibility for policy, program support and delivery of student services, with a particular focus on inclusion. This includes the provision of disability supports provided for the safety and wellbeing of students in ACT public schools. Additional supports may include the provision of allied health professionals, and tailored assistance for students with complex learning needs. This also includes the organisational response to dealing with occupational violence.

The Executive Group Manager is responsible for delivering a digital strategy for the Directorate, ensuring the ongoing ICT capability of ACT public schools and students. This includes providing policy support for the use of technology, supporting the school administration system and the ICT environments in ACT public schools.

The Executive Group Manager, Service Design and Delivery leads the Service Design and Delivery Group.

Remuneration for senior executives

All executives employed by the Directorate were paid in accordance with the determinations of the ACT Remuneration Tribunal.

The ACT Remuneration Tribunal is an independent statutory tribunal with responsibility for setting the remuneration, allowances and entitlements for public officials in the ACT including the ACT Government. Further information can be found at the [ACT Remuneration Tribunal](#) website.

Significant Committees of the Directorate

A strong committee structure supports the Directorate's governance.

Education Governance Committee

The Education Governance Committee (EGC), is the key decision-making body of the Directorate ensuring accountability, effective compliance, policy development and system performance assessment.

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

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

Membership of the EGC includes the:

- > Director-General;
- > Deputy Director-General;
- > Executive Group Manager, System Policy and Reform;
- > Executive Group Manager, Business Services;
- > Executive Group Manager, School Improvement;
- > Executive Group Manager, Service Design and Delivery; and
- > Chief Finance Officer.

EGC is responsible for:

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

Education Governance Committee Work Health and Safety Sub-Committee

The Education Governance Committee Work Health and Safety Sub-Committee provides leadership and governance in overseeing and maintaining initiatives related to work health and safety. The Sub-Committee also monitors progress on the completion of strategies identified in the Enforceable Undertaking.

Audit Committee

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

Corporate Executive Committee

Established by the Director-General, the Corporate Executive Committee (CORPEX) assists the Director-General and the EGC in making decisions by identifying strategic planning, policy and management issues affecting the Directorate and determining priorities and actions for managing those issues.

CORPEX membership comprises:

- > Director-General;
- > Deputy Director-General;
- > Executive Group Managers;
- > all Executive Branch Managers; and
- > Directors, School Improvement.

Directorate Work Health and Safety Consultative Committee (WHSCC)

The WHSCC (previously Injury Prevention and Management Committee) brings together representatives from unions, workers and management to improve WHS performance, consultation and communication practices on work health and safety matters. It also considers injury prevention and management performance measures and initiatives designed to ensure the Directorate is providing a healthy and safe work environment.

Security and Emergency Management Committee

The role of the Education Directorate's Security and Emergency Management Committee (SEMC) is to provide:

- > advice to the Director-General and EGC about significant security, emergency management and business continuity programs and major proposals; and
- > recommendations to the Director-General, EGC and CORPEX on issues in relation to security, emergency management and business continuity.

In undertaking its functions the SEMC will:

- > provide advice to the EGC on security and emergency management initiatives from the Justice and Community Safety Directorate and ACT whole of government committees;
- > approve amendments to policy and training for security, emergency management and business continuity;
- > review quarterly reports on security and emergency management incidents;
- > monitor and report biannually to the EGC on:
 - implementation of policy and procedure in relation to security, emergency management and business continuity across the Directorate; and
 - the delivery of security and emergency management training awareness programs across the Directorate;
- > review and report annually to the EGC on the Directorate Security Plan that will include a Directorate-wide security risk assessment; and
- > monitor and report to the EGC on two yearly review of the Directorate's Business Continuity Plan and issues relating to business continuity management.

Information Communications Technology Working Group

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

Respect, Equity and Diversity Consultative Committee

The Respect, Equity and Diversity Consultative Committee (REDCC) was introduced as an enabling function to support the implementation of the Respect, Equity and Diversity (RED) Framework from 2011 to current years. The REDCC has ensured greater accountability and quality assurance for the administration of the RED Framework and provided an avenue to hear from Respect, Equity and Diversity Contact Officers (REDCOs) throughout schools and ESO settings. Numerous functions previously held by the REDCC (such as Directorate-wide diversity actions, employment action plans and coordination of staff networks for identified diversity cohorts) have been incorporated into the newly established Diversity Council.

Diversity Council

The Diversity Council, established in March 2019, oversees all actions of the ACT Education Directorate relating to workforce diversity, with the intent of embedding long-term cultural change in ACT public schools and the ESO. The Council serves as a forum that allows visibility and input into key diversity initiatives by the EGC, Executive Sponsors of identified diversity cohorts and the co-chairs of the identified staff networks (currently the Aboriginal and Torres Strait Islander Staff Network, Disability Advocacy Staff Network and the Pride Network). In the last reporting period, the Diversity Council was founded, with Executive Sponsors nominated for the following cohorts: Aboriginal and Torres Strait Islander Affairs; LGBTIQ+ Affairs; Culturally and Linguistically Diverse Affairs; Persons with Disability; Respect, Equity and Diversity; Emerging (Youth) Workforce; Established (Aging) Workforce; Women; and Reconciliation. In future, the Diversity Council will act as the strategic body that will facilitate cultural change through a focus in the next reporting period on the development of the Knowing, Being, Doing: Diversity Framework.

Directorate Consultative Committee

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

Principals Advisory Group

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

School Education Advisory Committee

Under section 126 of the *Education Act 2004*, the Minister may establish a School Education Advisory Committee as required to advise the Minister about school education or a related matter for a specified period.

In March 2019, the Minister established the Safe and Supportive Schools Education Advisory Committee for the period 18 March until 13 September 2019. The advisory committee was established to provide advice to the Government on opportunities for strengthening safe and supportive school culture in every ACT Government school by reviewing current policies, procedures and processes.

Chaired by Sue Chapman and has seven other members, the members represent a broad stakeholder group and bring extensive expertise and knowledge to the process.

PERFORMANCE ANALYSIS

The 2018-19 Budget Statement identified the strategic priorities for the Directorate in order that it can fulfil its purpose to be a leading learning organisation where people know they matter, delivering high level early childhood and public-school education in an accessible and inclusive environment.

Budget priorities, strategic objectives and indicators are the measurable guidelines for the Directorate, alongside the accountability indicators which are reported separately in the Statement of Performance section (page 200).

This reporting year the Directorate's budget priorities and strategic objectives closely align with the planning framework as discussed in the Our Environment and the Planning Framework section (page 16).

Our 2018-19 Budget Priorities

The 2018-19 Budget Statement identified the Directorate's priorities which were shaped by the ACT Government's objectives and policy context. Four priorities were identified.

The *Future of Education*

The *Future of Education – An ACT education strategy for the next ten years* sets the ACT Government's long-term vision through a roadmap that outlines how all students in all schools – government and non-government – will benefit from an improved education over the next ten years.

Refer to Our Environment and the Planning Framework section (page 16) for detailed reporting on the Strategy.

Review of the *Education Act 2004*

Through the *Future of Education*, one of the first actions under the foundation of 'systems supporting learning' is to review and amend the *Education Act 2004*.

The first phase of amendments was presented to the ACT Legislative Assembly for consideration through the *Education (Child Safety in Schools) Legislation Amendment Bill 2018* and passed in February 2019. Through this Bill, the amended *ACT Teacher Quality Institute Act 2010* enhances the robustness of the teacher registration process to protect child safety and welfare. This will require employers to provide more information about a teacher, including conduct and disciplinary action, to the Teacher Quality Institute before a teacher is registered. Amendments to the Act also strengthen the requirements around Working with Vulnerable People registration as a condition of their teaching status, ensuring that teachers always maintain up to date registration if they wish to continue teaching.

The *Education Act 2004* has been amended to require non-government schools to implement the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. As part of the agreed Royal Commission recommendations, the Government will provide clarity on the criteria and conditions that non-government schools must meet to be registered as a non-government school in the ACT.

The Government has also enhanced the safety and protection of children through recent amendments to the *Education Act 2004* to provide the Director-General with the power to ask for certain information from other states about a child or young person who is, or was enrolled at an education provider or registered for home education under the Act. In practice this allows the Director-General to seek confirmation from another education provider that the child or young person has actually been enrolled in another jurisdiction.

To support the *Future of Education* Strategy, a second phase of amendments is anticipated in the future. All amendments have been informed through consultation with key stakeholders, including non-government schools and education unions.

Further information may be obtained from the Executive Branch Manager, Strategic Policy, (02) 6207 5520.

Growth in student demand

Schools For Our Growing City

Enrolments at ACT public schools continued to grow strongly in 2019, with 1,207 new students across our primary schools, high schools and colleges. This represents a growth rate of 2.5 per cent from 2018 to 2019, and over the past four years, an average growth rate of 3.5 per cent each year.

To meet this growth the ACT Government is investing in new schools and capacity. The Directorate takes a strategic approach to planning for this investment as part of delivering the best possible school network for the future. This is done on a regional level to be able to consider a range of potential demand management and investment options.

The Directorate has invested in modelling and analytical capabilities that will further strengthen the evidence base for long term schools planning. In 2018-19, the Directorate entered into a three-year partnership with the ANU School of Demography to refine the Directorate's approach to forecasting demand and for research into long term demographic and enrolment trends.

In 2018-19, the Directorate has focused its specific planning activities on responding to growth in Gungahlin. This resulted in funding in the 2019-20 Budget to build a new primary school in Throsby to open in 2022 and a provision to build a new high school for East Gungahlin for 2023. The Budget also provides funding to:

- > expand the Franklin Early Childhood school to a full primary school;
- > deliver 200 permanent places at Gold Creek School's Senior Campus; and
- > provide a further 350 places at schools in Gungahlin, Belconnen and the Inner North through flexible, high quality transportable classrooms.

Over 2019-20 the Directorate will undertake further planning and feasibility studies to address other areas of growth across Canberra, including urban infill around our town centres and the City and Gateway corridor, and greenfield development in West Belconnen and Molonglo.

Further information may be obtained from the Executive Branch Manager, Enrolments and Planning, (02) 6204 1632.

New infrastructure and capital works improvements

The ACT Government has spent more than \$80 million during the 2018-19 year to deliver a significant number of new infrastructure projects, school expansions and capital upgrades across ACT Government Schools. New infrastructure, expansions and capital upgrades include:

- > completion of the Margaret Hendry School in the suburb of Taylor. The Margaret Hendry School opened at the start of the 2019 school year for Preschool to Year 6 students;
- > completion of the Belconnen High School Modernisation project. The investment in the modernisation of Belconnen High School will now assist the school in delivering 21st Century pedagogy to students;
- > completion of further short-term expansion works at Neville Bonner Primary School, Gold Creek School (junior campus) and Franklin Early Childhood School for the start of 2019 as part of the *Better Schools for Our Kids – Expanding Schools Gungahlin* four-year program;
- > completion of the installation of 22 transportable units and student amenities at Narrabundah College. As part of the installation the transportable units, three existing buildings containing hazardous materials were demolished;
- > commencement of the construction procurement for the Molonglo Preschool to Year 10 School, Stage One: Preschool to Year 6;
- > commencement of permanent expansion works at Neville Bonner Primary School and Gold Creek School (junior campus) for the 2020 school year as part of the *More Places at Gungahlin Schools* program;
- > commencement of early planning works for the permanent expansion of Franklin Early Childhood School to accommodate students from Preschool up to Year 6;
- > commencement of early planning works for the modernisation of Campbell Primary School including new learning communities and refurbishments of existing infrastructure;

- > commencement of early planning works for the new Preschool to Year 6 school in Throsby; and
- > commencement of early planning works for the new High School in East Gungahlin.

Further information may be obtained from the Executive Branch Manager, Infrastructure and Capital Works, (02) 6205 1289.

Student Administration System (SAS)

The ACT Government continues to deliver on its investment of \$10 million over three years for the provision of a new SAS that will streamline interaction between families and schools, and provide improved and more efficient school administration.

Implementation of this contemporary system will deliver outcomes to enable:

- > improvements to the admissions and enrolment process;
- > improved access to student and school administration information to drive continued improvements in student wellbeing and learning;
- > online attendance marking, with faster absence notifications to parents and guardians;
- > student academic reports delivered electronically, including learning progress information;
- > improved administrative efficiency for schools through automated workflows, enabling staff to spend less time on administration, and more time focused on their students and classrooms; and
- > a reduction in the number of paper forms, with digital options available for providing permissions, consent, payments and updating of student details.

Further information may be obtained from the Executive Branch Manager, Digital Strategy, Services and Transformation, (02) 6205 6749.

Technology Enabled Learning

The ACT Government continues to deliver on its election commitment to provide equity of access to technology for Canberra public secondary students. Irrespective of family circumstances, every student attending an ACT public secondary school is eligible to participate in the *Technology Enabled Learning* program, which is an \$11.48 million commitment over three years.

This is the second year of the program, and the Directorate deployed around 4,000 devices to ACT public secondary students, bringing the total devices distributed to over 17,000.

ACT public schools emphasise the use of ICT, and teaching and learning ICT skills, to ensure that students develop their capacity to analyse information, solve problems, and communicate effectively in a highly digital society. The use of Chromebook devices supports students and teachers in aligning to these objectives of the Australian Curriculum.

Further information may be obtained from the Executive Branch Manager, Digital Strategy, Services and Transformation, (02) 6205 6749.

Student Resource Allocation

Needs-based school funding – the implementation of the ACT Student Resource Allocation model

ACT public schools receive funding through the Student Resource Allocation (SRA). The needs-based school funding model formed part of the SRA Program to achieve improved educational outcomes for all ACT public school students.

The SRA funding model allocates resources through Core funding and additional resources to recognise student need for students from Low Socio-Economic Status backgrounds, students with English as an Additional Language or Dialect, Aboriginal and Torres Strait Islander students and Students with a Disability.

The SRA funding model commenced at the beginning of the 2016 school year. At the end of June 2019, a significant component of school budgets had been reviewed, designed and implemented. The final stage of the model will involve the implementation of a refined model to fund the supports for Students with a Disability.

Commonwealth Government and School Funding and Reform

On 6 December 2018 the Chief Minister signed the National School Reform Agreement (NSRA) and the Minister for Education and Early Childhood Development signed the Bilateral Agreement between the Australian Capital Territory and the Commonwealth on Quality Schools Reform.

The NSRA identifies eight National Policy Initiatives (NPI) under three reform directions:

- > Supporting students, student learning and achievement;
- > Supporting teaching, school leadership and school improvement; and
- > Enhancing the national evidence base.

The NPIs of greatest interest to the ACT, due to their strong alignment with the *Future of Education Strategy* relate to:

- > Learning progressions and online on-demand formative assessment (aligns with Students at the Centre and Empowered Learning Professionals);
- > Teacher workforce strategy (aligns with Empowered Learning Professionals); and
- > Establishing a national evidence institute (aligns with Systems Supporting Learning).

In addition, the cross-sectoral commitments articulated in the bilateral agreement align with the *Future of Education Strategy* and to a large extent have been embedded in the first phase of the *Future of Education* implementation plan. This ensures that ACT priorities can remain the focus while contributing to the national reforms.

With regard to funding, key elements of the School Resourcing Standard under review by the National Schools Resourcing Board are yet to be finalised. It is anticipated that the outcomes of the first of these (loading for students with disability and the low socio-economic status score methodology) and their implications for funding for ACT schools will be known by the end of 2019.

Further information may be obtained from the Executive Branch Manager, Strategic Finance and Procurement, (02) 6205 2685 and Executive Branch Manager, Strategic Policy, (02) 6207 5520.

Strategic Objectives and Indicators

The Directorate's three new strategic objectives outlined in the 2018-19 budget were guided by the development of the *Future of Education Strategy*.

Output 1 – Public School Education

Strategic Objective 1 – To promote equity in learning outcomes in and across ACT public schools

Early Childhood

The ACT Government is developing an *Early Childhood Strategy* for the ACT.

The *Early Childhood Strategy* will be designed to position the ACT for long-term educational success by ensuring every young child across Canberra has access to quality early childhood education. The four key elements will be:

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

The *Early Childhood Strategy* will create a connected/coherent policy context that will improve collaboration between government and non-government providers to improve equitable access to early childhood education and to deliver a more seamless user experience for children and families. It will look to coordinate approaches across Government and, in partnership with non-government organisations, to deliver an aligned education and care framework, and maximise investment into early childhood services in the ACT.

School Improvement

The Directorate has continued to strengthen the way we support schools, especially in the way we support them to use evidence-based information to make decisions about how to improve student outcomes and the overall performance of their school.

We developed tools and resources to help schools make the best decisions possible for their students. These resources were focused into three themes:

- > Helping School Leaders use and understand data at a deeper level.
- > Targeted planning and support for School Leaders.
- > Access to high quality professional learning.

This work is linked with the ACT Government's *Future of Education Strategy*, enabled through the *Empowered Learning Professionals Leadership Plan 2018-2021*.

We are working to maximise learning growth for every child and young person. At the same time, our equity emphasis means we are particularly focused on the learning growth for students from less advantaged backgrounds. Therefore we are focused on ensuring there is accountability around these measures embedded in our approach to school improvement. We are guiding educational decision making and empowering Principals to monitor the most relevant data. Tools, services, systems and professional learning have been developed, delivered and refined in 2019 to meet this need. Prioritisation of data sources and ensuring common practices has enabled enhanced monitoring of progress on educational achievement, progression and equity in ACT public schools.

We are seeing that this model is providing a robust measurement of results being achieved at school and Directorate levels. Some of these outcomes are:

- > deeper teacher engagement with evidence to inform student need and progress;
- > school executive teams utilising multi-faceted evidence to inform the efficacy of initiatives, practices, and approaches to school improvement over time; and
- > Directorate support teams having increased access to an evidence base for the identification and development supports for schools.

Implementation of the Australian Curriculum

The three-dimensional structure of the Australian Curriculum includes eight learning areas, three Cross-Curriculum Priorities and seven General Capabilities and is intended to prepare students to live, work and contribute to a vibrant progressive Canberra now and into the future.

Under the *Strengthening Implementation of the Australian Curriculum* initiative, 2018-19 saw the continued provision of a series of Australian Curriculum workshops for teachers and schools addressing the structure of the Australian Curriculum Achievement Standards and how to plan, assess and report using the Standards.

To further support the implementation of the three-dimensional nature of the Australian Curriculum, a series of specific interactive workshops on the Australian Curriculum General Capabilities were introduced in 2019. The workshops have been designed to increase teachers' understanding of the intent and purpose of the General Capabilities and to build teacher capacity in incorporating each of the seven General Capabilities into learning and teaching programs where appropriate. Approximately 750 teachers engaged in both the Australian Curriculum and General Capabilities professional learning series.

The Directorate has also been working directly with School Leaders and teachers at individual school sites to assist with the design, delivery and scope and sequencing of the Australian Curriculum and its elements, the assessment and reporting of student progress against the Australian Curriculum Achievement Standards and the mapping and integration of the General Capabilities.

The Directorate's three-year approach to cultural integrity encourages the support of schools and teaching staff in strengthening their cultural awareness and competency. This includes schools increasing their capacity and ability to incorporate the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in student learning. The Directorate began work in this key focus of learning in 2018 through a range of targeted professional learning, the Cultural Integrity Google community and the inclusion of the Aboriginal and Torres Strait Islander Histories and Cultures in General Capability workshops under the Intercultural Understanding banner, the inclusion designed to increase teacher awareness, confidence and efficacy in delivering content in this area.

In addition, the Directorate began working with the Association of Independent Schools and Catholic Education to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority through a project that leverages off the additional 95 elaborations recently added to the core science curriculum content. The elaborations are scientifically rigorous, demonstrating how Indigenous history, culture, knowledge and understanding can be incorporated into teaching core scientific concepts for all year levels.

In 2019 the Directorate introduced for ACT Public Schools a common report format, for students in Kindergarten to Year 10, through the new Student Administration System (SAS). The new common report format template draws student learning outcomes directly from each subject area outlined in the Australian Curriculum. Achievement Standards outline the expected skills, knowledge and understandings for a student's year of schooling. The new SAS generated report format will help ACT public schools to provide greater consistency when reporting student achievement to families.

To ensure that all ACT students have access to a world class curriculum, the Directorate has facilitated access to the Victorian A-D Levels Pre-Foundation Curriculum to support students working towards the Foundation (Kindergarten) level of the Australian Curriculum. Teachers can use the Victorian A-D Levels to develop relevant learning and teaching programs for any students not yet accessing the Foundation to Year 10 Australian Curriculum.

To support teachers in planning pre-foundation learning programs, the ACT Government has provided access to the ABLES (Activity Based Learning and Education Support) suite. ABLES is an online resource developed by the University of Melbourne in partnership with the Victorian Education Department. ABLES supports teachers to assess, monitor and respond to student's needs and is linked directly to the Victorian A-D curriculum.

STEM (Science, Technology, Engineering and Mathematics)

The ACT Education Directorate supports teachers to align implementation of the Australian Curriculum with the goals of the National STEM School Education Strategy, with a focus on building teacher capability to engage their students in authentic, inquiry-based STEM learning.

The ACT Government has established the Academy of Future Skills to help build this capability through various programs and initiatives.

As the southside hub of the Academy of Future Skills, the Centre for Innovation and Learning gives classroom teachers the opportunity to work shoulder-to-shoulder with expert educators to implement the Australian Curriculum and engage students with STEM content and capabilities, such as collaboration, critical thinking and creativity.

Since commencing operations at the beginning of 2018, the Centre for Innovation and Learning staff have worked closely with over 170 teachers from 18 schools to build capability through in-school coaching and pedagogical support while using the facilities to deliver the Australian Curriculum in STEM disciplines. Staff delivered a professional learning session in May 2019 that was open to public school teachers. The workshop 'Understanding how to teach STEM using the Australian Curriculum' was attended by 22 teachers.

The northside hub of the Academy of Future Skills will open in late 2019 at University of Canberra Senior Secondary College Lake Ginninderra.

The Science Mentors ACT program commenced its first year of operation under the auspices of the Academy of Future Skills in 2019. As an expansion of the program previously operating at Melrose High School, Science Mentors ACT is providing Canberra public school students in Years 9 to 12 the opportunity to partner with eminent local science and engineering professionals to design and conduct experiments, collect and analyse data, and report on their findings. Fifty-six students from across Canberra are taking part in the program, with almost 50 per cent being female students.

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. One such opportunity is the CyberTaipan competition. A pilot of this competition was launched by the Australian Cyber Security Growth Network Ltd (AustCyber) and Northrop Grumman on 25 June 2018. The Directorate supported 16 ACT public school teams to participate in the competition. Three of these teams were invited to the CyberTaipan National Finals in March 2019. The Lake Tuggeranong College team was awarded second place overall, while the University of Canberra Senior Secondary College Lake Ginninderra team, the only all girls team in the competition, received a special mention. A review of the pilot suggests CyberTaipan was successful in improving student awareness of and interest in cyber security careers and education pathways, as well as improving fundamental cyber security technical skills.

The STEMEd Conference was held on 5-6 April 2019 as a collaboration between the ACT Education Directorate, Catholic Education of the Archdiocese of Canberra and Goulburn, Association of Independent Schools of the ACT, and various ACT teacher professional associations. The Conference showcased leading practice in STEM education, from Preschool to Year 12, aligned to the goals and priorities articulated in the National STEM School Education Strategy. Attendees had the opportunity to learn from education and industry experts with the goal of improving student achievement and engagement in STEM in ACT schools. Feedback from delegates about Conference content and delivery was generally positive. The conference also provided networking opportunities for delegates to share professional knowledge and experiences.

Languages in ACT Schools

Languages are one of the eight learning areas of the Australian Curriculum. In November 2018, a Motion was passed in the ACT Legislative Assembly to, 'develop an action plan to encourage, improve and support language education in Canberra Schools as a part of implementing the *Future of Education Strategy*'. The development of an ACT Languages action plan will continue to support schools and the ACT to position language education as a valued and important part of the ACT's future economic, education and social landscape. The ACT Languages action plan will look to address a range of issues impacting on a school's capacity to deliver languages in schools. Work on the plan commenced in 2019.

Further information may be obtained from the Executive Group Manager, School Improvement, (02) 6205 3988 and the Executive Group Manager, Service Design and Development (02) 6205 7719.

Individual Support for Students

Network Student Engagement Team

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

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

Schools refer to NSET for advice, to build their capacity and support individual students with a focus on improving educational outcomes for all students. Referrals from school have included, but are not limited to, support to:

- > assist in re-engaging students with attendance concerns;
- > link families with appropriate support services;
- > provide coaching and mentoring to executive teams;
- > manage students with complex and challenging behaviour; and
- > put appropriate supports in place for students with mental health concerns.

Referrals to NSET have resulted in both targeted support for individual students, as well as providing advice and support for schools to review policy and procedures, look at universal practices, and build capacity of schools to support students with complex and challenging needs.

NSET has also provided a range of professional learning in the areas of Essential Skills for Teachers, Team Teach, Coaching and Mentoring, Circle Time, Trauma Informed Practice, Dyslexia, Wellbeing, Sensory Processing, Communication and Manual Handling.

Support at Preschool

The Support at Preschool (SAP) team, part of NSET, has continued to build the capacity of School Leaders and preschool teams to provide inclusive preschool environments for all students. The SAP team plays an important role in assisting preschool teachers with the early identification of children with developmental concerns and understanding the appropriate referral pathways. This has included supporting Preschools to connect and develop relationships with external providers. Since the ACT's transition to the National Disability Insurance Scheme (NDIS), the SAP team has developed relationships with NDIS-registered Early Intervention providers to identify children requiring adjustments in their education setting, prior to them commencing at preschool. This has ensured the Directorate and schools are aware of children before the commencement of the school year and can ensure appropriate adjustments and supports are in place for the child's first day.

School Psychologists

School psychologists form an integral part of the wellbeing teams within ACT public schools. They apply their knowledge and expertise to support students and schools to achieve academic success, psychological health, and social emotional wellbeing. The primary purpose of the psychologist's work is to assist schools to address barriers to learning and improve educational outcomes. Significant barriers to educational achievement can include student learning difficulties and mental health issues. In addition to school psychologists, senior psychologists can be accessed for a specialised input through referrals to NSET.

School psychologists work with students, families and teachers to identify learning or wellbeing concerns and plan supports to best address the child or young person's needs. This work is informed by an early intervention and prevention model which is ecologically informed, i.e. the psychologists consider all parts of a student's life (family, classroom, peers).

The ACT Government committed to providing an additional 20 school psychologists to schools over three years. The 2017-18 Budget provided for an additional five full-time psychologists in 2018, a further ten full time psychologists in 2019 and an additional five full time psychologists will commence at the beginning of the 2020 school year.

During 2018, the Directorate looked at ways to enhance the ACT Education School Psychology Service. In particular, there were opportunities identified to enhance the capacity of school-based psychologists to engage in early intervention and prevention. An enhanced service model is being implemented which includes an Assessment Team and an Intervention Team to support the school-based psychologists by undertaking cognitive and learning assessments for primary school students and running small group interventions for high school and college students with a focus on developing skill set to help manage stress, enhance resilience and regulate emotions. This model provides greater capacity for psychologists in schools to be easily accessed by students, parents and teachers.

Continuum of Education in High Schools

The Continuum of Education Support (CES) model is a holistic framework for best practice approaches to the learning engagement of all High School students in the ACT. Introduced in 2017, the CES encompasses provision of flexible learning options and alternative education programs. CES Coaches worked with all High Schools to support the implementation during 2018. A professional learning sequence, 'Future Focused Learning Forums', was designed and delivered to the high school sector in Semester 2, 2018. These Forums provided a collaboration opportunity for High School Leaders and teachers to share ideas about their CES 'on campus' strategies. The Forums and the individual coaching support focused on supporting schools to strengthen their universal, selected and targeted responses in order to deliver positive outcomes for all students.

Alongside this on campus work within the high school sector, the Off Campus Flexible Learning Program (the Program) was designed. In 2018, workshops were conducted to obtain feedback from community, schools and young people. This feedback was incorporated in the design phase. A site was secured at The Smith Family Building in Woden to accommodate the Program and an innovative and modern learning environment was created.

The Program commenced operation in Term 4, 2018. The Program is a future focused learning hub that offers holistic, trauma informed education for a small group of young people with complex needs who, at a particular point in time, cannot access education in a mainstream school setting. Students are supported by a small multidisciplinary team to co-construct their personalised learning plans, which includes both academic and wellbeing goals. In line with the *Future of Education Strategy*, learning is authentically personalised, with students' interests, fascinations and curiosities explored and a learning plan is designed around them. This contemporary style of learning aims to enhance student engagement.

A multidisciplinary team was recruited to support young people within the Program. The team consists of an Executive Teacher, a Senior Social Worker, a Youth Worker, a School Psychologist, a School Youth Health Nurse, a Policy and Project Officer and a Principal, Flexible Education.

Further information may be obtained from the Executive Branch Manager, Student Engagement, (02) 6205 7029.

Strategic Objective 2 – To facilitate high quality teaching in ACT public schools and strengthen educational outcomes

Literacy/numeracy

In 2018 the Directorate commenced a two-phase Secondary Literacy Project, focussed on improving writing outcomes in ACT secondary schools. The School Improvement: Writing (Secondary) project delivered a leaders' masterclass, professional learning for discipline teachers (Sciences, Mathematics, Humanities and Social Sciences) and professional learning in the program Scaffolding Literacy to English teachers. The project spanned 18 months, reaching 203 teachers and School Leaders from 13 ACT public secondary schools. After implementing the professional learning, the majority of teachers reported improvements to student writing after only four lessons. Of the participating schools, 11 completed an Action Research Project as part of the program. The range of topics assessed the impact of professional learning and new literacy pedagogy across diverse subject areas and student groups.

The Directorate offered a range of professional learning to strengthen the capability of School Leaders and teachers in numeracy learning and teaching. As part of the Principals as Numeracy Leaders professional learning suite, the Directorate offered two one-day workshops on developing a whole school approach to problem solving. Held in March 2019, the workshops were attended by leaders and teachers from 24 schools. Feedback from participants was highly positive. Professional learning in Count Me In Too, Middle Years Mental Computation, and Maths by Inquiry continued to be offered as well as a workshop by Anita Chin on Practical Ideas For Your Mathematics Classroom. The Anita Chin workshop was attended by 61 educators and provided useful resources and practical activities that were positively received.

English as an Additional Language or Dialect (EAL/D)

In 2018-19 teachers were supported to improve their practice in EAL/D education through delivery of EAL/D forums each term. The forums include workshops where teachers share their effective teaching practices and professional knowledge; and Communities of Practice meetings where teachers discuss problems of practice and analyse data to consider innovative ways to improve academic and social outcomes for students who are learning English. This combination of elements enables teachers to be innovative in their approach to the EAL/D programs at their schools, become leaders of improved whole school practice and improve engagement with schools and education for vulnerable families.

In 2018 the EAL/D Assessment Suite was finalised. It includes the following tools for teachers:

- > On-entry assessment tasks;
- > Moderation assessment tasks;
- > Adaptable frameworks for assessment;
- > Observation and tracking guides; and
- > Guides to Practice.



The EAL/D Assessment Suite aligns with the Australian Curriculum EAL/D Learning Progression. Teachers use the resources to formatively assess students' English language proficiency, track student progress over time, and identify research-based pedagogical practices to improve students' outcomes. All ACT public schools are now using these resources to provide a consistent approach to identifying the English language proficiency learning needs of students, and to inform EAL/D program decisions.

Figure 1 Building strong school-home relationships with EAL/D families

The Research into Practice series began in 2018 and continues in 2019. Three university professionals delivered workshops for teachers on their research in the field of EAL/D.

- > Dr Polina Vinogradova, The American University, Washington: Creative and engaging English Language Learning with Digital Stories (75 attendees);
- > Dr Alan Williams, Melbourne Graduate School of Education: Using assessment to improve EAL/D teaching and learning (73 attendees); and
- > Dr Gill Pennington, University of Sydney: EAL/D Teachers as Leaders (52 attendees).

Early Years Literacy initiative:

The Early Years Literacy (EYL) initiative and services of Christine Topfer started in 2017 and currently is supporting 51 schools, has reached 459 Preschool to Year 2 teachers, 153 Preschool to Year 2 school leaders, making a total of 612 teachers and School Leaders. The initiative has also reached 50 coaches and 8,568 children from Preschool to Year 2. Programs delivered as part of the EYL initiative include an Intensive program which is highly differentiated and supports teachers and school leaders in their schools, a Masterclass, which includes coaching workshops for School Leaders, coaches and lead teachers and the 10 Essential Instructional Practices (10 EIP) in Literacy, Coaching Workshops and Masterclasses to primary schools to improve outcomes in children's literacy. The impact of this initiative in 2018 can be seen in five of the six schools in the intensive Phase 2 of delivery, (83 per cent) showing improvement in their results for the category '*expected and better than expected growth*' in Reading. In addition a focus on improving writing has been supported by a continuing Primary Leader Writing Inquiry and the start of a Secondary Leader Writing Inquiry.

Further information may be attained from the Executive Branch Manager, Learning and Teaching (02) 6205 9505.

Supporting Quality Teachers

University of Canberra Affiliated Schools Program

As a key initiative under the *Future of Education Strategy*, the University of Canberra Affiliated Schools Program (the Affiliated Schools Program) supports the development of teaching and learning in ACT public schools and further enrich the learning culture of the Directorate. Twenty-five schools are involved in this program.

The Affiliated Schools Program is enhancing pre-service teacher education, meaning graduates from the University of Canberra will be better prepared to teach in ACT schools. Teachers in affiliated schools have engaged in University-facilitated professional learning.



Figure 2 Pre-service teacher education clinics at Giralang Primary School.

Pre-service teacher education clinics are hosted by affiliated schools to enhance the professional experience component of initial teacher education. Clinics took place in secondary schools for the first time in 2019 across a range of subject areas. In Semester 1, 22 clinics were held across two early childhood, 15 primary and four secondary settings.

Research conducted by the University and affiliated schools will be widely shared throughout the Directorate via professional learning, resources, evidence-based programs and other leading initiatives.

The 2019 teacher scholarships to undertake a Master of Education through the University of Canberra were awarded to 30 recipients. These teachers participate in intensive programs during the school holidays and can complete the qualification in two years. Units such as *Leading Coaching and Mentoring in Education*, *Education for Inclusion*, *Leading and Sustaining Professional Learning Communities*, and *Issues and Challenges in School Improvement: International Perspectives* were delivered. The 2020 teacher scholarship round will offer another 30 places for teachers as well as school and non-school based leaders to embark on a Master of Education next year.

The University of Canberra delivered a two-hour Masterclass each term, commencing Term 1 2019, for teachers at affiliated schools. These masterclasses have included *What is Inquiry Learning and how do you engage families and the community?*, *Knowing, Being and Doing – Indigenous Perspectives in the classroom*. Masterclasses have been fully subscribed.

Eight schools are participating in the seven-month 'Teachers as Researchers' professional learning program that commenced on 1 April 2019 with a session on developing a greater understanding of multiple measures of data. School research projects are aligned to *Future of Education* strategic goals and range in topics from STEM and English as an Additional Language or Dialect (EAL/D) to cultural integrity, gender equality and inclusion. The four workshops will culminate in a full day conference for school teams to present their research projects in October 2019.

Further information may be attained from the Executive Branch Manager, Learning and Teaching (02) 6205 9505.

Early Childhood Professional Learning

In 2018-19, the Directorate provided a comprehensive professional learning program to build the capability of leaders, teachers, and educators to embed quality early childhood pedagogy and practice in ACT public preschools, aligned with the National Quality Framework.

Key events in 2018-19 included:

- > *STEM in Early Childhood*, a partnership with Dr Kym Simoncini, University of Canberra, to build the capability of preschool teams to embed STEM disciplines through an explicit focus.
- > Koori Preschool Educators' Network Professional Learning:
 - *Storylines* - a full day professional learning event focused on improving outcomes for Aboriginal and Torres Strait Islander children enrolled in the Koori Preschool Program through building educators' understanding of oral traditions to support culturally proficient language and literacy learning. The event was attended by approximately 45 participants from the Directorate, the Community Services Directorate, and the Environment, Planning and Sustainable Development Directorate (EPSDD).
 - *Embedding Aboriginal and Torres Strait Islander Perspectives* – a full day professional learning event, held in partnership with the Australian National Botanic Gardens and delivered by Jessica Staines, Wiradjuri woman, and early childhood consultant. Approximately 35 participants developed their knowledge and understanding of culturally relevant early childhood education through embedding the principles and practices outlined in the *Aboriginal Early Childhood Practice Guide*.
 - *A combined Koori Preschool Community Gathering* held at the Jerrabomberra Wetlands on 3 April 2019, as a collaboration between EPSDD, Community Services Directorate (Child and Family Centres) and the Directorate to connect families and educators in the Koori Preschool Program in a culturally safe and celebratory way. The event was attended by more than 200 participants who enjoyed food and yarns.



Figure 3 Angela Piscioti, founder of Emuly, connects participants to culture through a weaving and gumnut workshop.

- > Spreading Our Wings: transforming early childhood practice in ACT public preschools professional learning program:
 - Held in January 2019, a professional learning session was delivered by early childhood consultant Catharine Hydon. The session challenged participants to transform their practice aligned with current theories and research articulated in the Early Years Learning Framework. Approximately 350 early childhood teachers and co-educators from 48 schools participated, representing 72 per cent of ACT public schools with a preschool, along with representatives from the ESO and 21 exhibitors from community organisations. A podcast of the professional learning was made available for educators who were unable to attend and as a refresher for attendees.
 - *Embedding Cultural Integrity in everyday practice*, held in March 2019, was presented in partnership with Aboriginal and Torres Strait Islander Education. Attended by over 70 participants, the session built the knowledge and capability of preschool teams to deliver culturally relevant programs in ACT public preschools through an understanding of Cultural Integrity. Feedback from the sessions was overwhelmingly positive with participants indicating an increase in understanding and knowledge as a result of their attendance; signing up to the Cultural Integrity Google Community; and engaging with Aboriginal and Torres Strait Islander led Book Clubs.
 - *Leading Learning in Early Childhood*, held in May 2019, was a targeted leadership professional learning opportunity attended by approximately 100 Principals and School Leaders, representing every ACT public school with a preschool. Presented by early childhood expert, Catharine Hydon, the session strengthened participants' instructional leadership of ACT public preschools aligned with the National Quality Framework.
 - *Measure What Matters* collaboratively designed and delivered by Learning and Teaching and School Improvement branches focused on bringing together multiple sources of evidence to inform curriculum decisions and achieve positive learning and wellbeing outcomes for children in ACT public preschools. The workshops were held in May 2019 at Charles Weston School and Hawker Preschool and included a presentation from Anna Russell, ACT Australian Early Childhood Development Census (AEDC) Coordinator, about using AEDC data, as well as video vignettes of practice at Charles Weston Preschool and Monash School. More than 80 leaders, teachers, and educators attended.

Pedagogical coaching and mentoring were provided to six ACT public preschools to increase educator knowledge and understanding of the National Quality Standard (NQS) Quality Area 1: Educational Program and Practice. After receiving the support from the Pedagogy Early Years team, schools experienced improved practice in Quality Area 1 following their first assessment and rating.

Further information may be obtained from the Executive Branch Manager, Learning and Teaching, (02) 6205 9205

Use of Data to Inform School Performance

The priority for the Government is to increase the effective use of data to ensure students, schools and the system continue to be high performing and improving education achievement for all students, irrespective of their background.

An *Evidence and Data Plan for School Improvement* developed and commenced in late 2018 represents a movement towards a more strategic level of support for Principals, School Leaders and teachers in the presentation of data for improvement, identification of key data sets appropriate to the different stages of schooling and annual data analysis.

To progress the implementation of the Evidence and Data Plan the Directorate is working with schools to:

- > align school and system data for planning and accountability;
- > clarify the agreed data sets and their presentation to ensure that they are fit for purpose and meet the specific needs of teachers, School Leaders and the ESO;
- > increase teacher and School Leader knowledge and skill in the use of data analytics to drive planning, assessment and reporting of student achievement; and
- > provide timely and differentiated professional learning and support for School Leaders in the use of data to inform improvement in student and overall school performance.

Implementation of NAPLAN Online

NAPLAN Online commenced implementation in the ACT in 2018. All ACT public schools participated in online testing. The 2019 NAPLAN Online test window ran from 14-24 May 2019. Approximately 20,000 students in 120 ACT schools (98 per cent) participated online in 2019, with only three small independent schools delivering NAPLAN on paper.

Student Gain

The *Future of Education* sets the objective for the Directorate of ensuring students succeed through the delivery of high quality learning that engages students and supports the development of learning for life. This will be achieved through collaborative learning by developing cohesive relationships between schools, communities and whole of government.

Progress in student learning gain is an important measure of evaluating educational outcomes. Drawing on the concept of a year's learning for a year's teaching, the new strategic indicators measure the growth in learning of our students.

NAPLAN gain across ACT public schools between 2016 and 2018 showed that the ACT strengths are in literacy, with reading gain scores for both Years 3-5 and Years 7-9 exceeding predicted gain.

Table 1 Strategic Indicator 2(a) – ACT public schools gain for Years 3 to 5 in reading

	2012-14 Actual	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Target	2016-18 Actual
Year 3	445	442	439	441	441	440
Year 5	523	522	515	520	520	522
Gain	78	80	76	79	79	82

Source: ACT Education Directorate, unpublished data

Table 2 Strategic Indicator 2(b) – ACT public schools gain for Years 3 to 5 in numeracy

	2012-14 Actual	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Target	2016-18 Actual
Year 3	441	413	415	411	412	412
Year 5	498	503	498	497	499	497
Gain	87	90	83	86	87	85

Source: ACT Education Directorate, unpublished data

Table 3 Strategic Indicator 2(c) – ACT public schools gain for Years 7 to 9 in reading

	2012-14 Actual	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Target	2016-18 Actual
Year 7	554	558	563	566	558	558
Year 9	593	597	597	596	598	599
Gain	39	39	34	30	40	41

Source: ACT Education Directorate, unpublished data

Table 4 Strategic Indicator 2(d) – ACT public schools gain for Years 7 to 9 in numeracy

	2012-14 Actual	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Target	2016-18 Actual
Year 7	543	548	552	551	556	556
Year 9	589	597	593	594	601	600
Gain	46	49	41	43	45	44

Source: ACT Education Directorate, unpublished data

Further information may be obtained from the Executive Branch Manager, Analytics and Evaluation, (02) 6207 6197.

Strategic Objective 3 – To centre teaching and learning around students as individuals

2018 School Survey

The *Future of Education Strategy* recognises the importance of developing students as individuals and creating a learning environment adapted to their needs. The ACT Government recognises that school identification positively impacts the outcomes of students and school staff. School Identification refers to the extent to which stakeholders feel a sense of belonging and connection to the school. It is a key lead indicator of educational outcomes and of the quality of the learning environment and reports information from students, staff and parents. From 2019 onwards, this indicator will show the change over time of the strength of school identification for students, staff and parents/carers.

Table 5 Strongly Identified with their school by group, ACT public schools

2018	%
Student - School Identification	60
Staff - School Identification	91
Parent/Carer - School Identification	86

Source: ACT Budget 2019-2020, Budget Statement F, ACT Education Directorate data

Measures are reported as the proportion of Year 5-12 school students reporting strong (mean score of 3.5 or more) identification with their school. Staff and Parent/Carer measures are calculated in a similar way.

Please note, in previous reports the Directorate reported on the “overall student satisfaction with the education at their public school”. This information also drew from the annual survey of parents and students. The results of this survey are publicly available on the Directorate’s website www.education.act.gov.au.

Further information may be obtained from the Executive Branch Manager, Analytics and Evaluation, (02) 6207 6197.

Safe and Supportive Schools

Safe and Inclusive Schools

The Directorate 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. The Safe and Inclusive Schools (SAIS) 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 Initiative is delivered by Sexual Health and Family Planning in partnership with the Directorate and with input from a reference group comprised of parent groups and community agencies.

The SAIS Initiative has continued to be a valuable resource for schools who wish to build on their skills and knowledge to create welcoming and inclusive environments. Along with individualised support for schools and professional learning, the SAIS Initiative supports schools to celebrate important days such as Wear It Purple Day and International Day against Homophobia, Biphobia, Interphobia and Transphobia (IDAHOBIT). The SAIS Initiative provides resources for schools to use in their own school-based celebrations and also brings networks of students and staff together. On 17 May 2019, 63 students from 12 ACT public schools and one independent school attended a student and staff leadership event. The day focused on leadership through school and community events, safe and inclusive school and community life, and looking after yourself and others.

Professional learning sessions provide practical examples of strategies educators can use to contribute to safe and inclusive environments for all students and enable them to explore issues and develop inclusive attitudes and practice. Over 100 participants have attended professional learning sessions since March 2018 and the Initiative has gained Teacher Quality Institute Accreditation for the professional learning module.

Bullying

Schools as mini communities reflect wider social issues, attitudes and values, including where there is bullying. The Directorate recognises that bullying may occur within a range of social contexts in our community, including in the workplace, online social media and via text messaging, email and education settings. As children and young people develop their personal relationships, they integrate the values and social norms from their family, school and wider social contexts.

The Directorate's approach to minimising bullying in school environments is multifaceted and includes a preventative approach, seeking to foster positive, healthy and respectful relationships where students are empowered to use pro-social behaviours and develop social and emotional skills for life.

The *Safe and Supportive Schools Policy* (SSSP) provides guidance to schools on establishing a culture of respect, equality and compassion. It requires a whole school approach to positive behaviour support, such as the Positive Behaviour for Learning Framework, which is being progressively rolled out across all ACT government schools, and for schools to explicitly teach social emotional skills. Minor updates to the policy have been made as work in the national sphere has progressed during the year, for example implementation of the revised national definition of bullying.

The SSSP requires each school to have trained Safe and Supportive School Contact Officers (SASSCOs), one male and one female. Where there is a large student population, a further male and female SASSCO are identified. The role of SASSCOs is to respond to complaints from and provide support to students who have experienced bullying, racial or sexual harassment. In some instances, SASSCOs also provide information and/or support to staff members and teams within their schools. During 2018-19 the training package was revised and was delivered to 81 SASSCOs. The package includes preventative and responsive strategies; use of data sources; and highlights a wide range of evidence based resources.

The 2019 National Day of Action against Bullying and Violence (NDA) was actively promoted to schools. NDA resources supported schools to showcase their ongoing work in promoting positive, respectful cultures, and to draw attention to and promote the message that bullying is not acceptable. 2019 saw substantial growth in the number of registered public schools participating from 54 per cent in 2018, to 84 per cent in 2019, engaging approximately 35,000 students. The Directorate's ESO sites participated for the first time. Using an activity pack, ESO staff created pledge walls which were displayed in their buildings for staff and local communities. Nationally, Canberra High School was identified as a Spotlight School for the NDA on the Bullying. No Way! website.



Figure 4 Bullying. No Way! National Day of Action activities

The Minister's Student Congress (the Congress) is a conduit for student voice of ACT public school students to the ACT Minister for Education and Early Childhood Development. In February 2019 the Student Executive selected the topic of 'Bullying' for the 5 July 2019 Congress. The topic was selected based on suggestions provided by the 85 students at the October 2018 Congress. Inspired by a digital clip on the NSW Department of Education Anti-bullying page, the Congress will incorporate the catch phrase *Follow your heart, not the herd*, with acknowledgment of the source, throughout the day. The congress will also showcase a clip with a

Bullying No Way theme, created by and featuring students from ACT's Woden School. The Student Executive will share the findings of Congress at a national level through the Safe and Supportive Schools Community working group and will also write a comprehensive report for the Minister.

Schools have been informed of professional learning and resources to assist teachers, students and the school community in the area of bullying, including cyber safety, through regular Directorate updates. For example, the *Responding to parent reports about bullying* workshop package was developed by the Safe and Supportive School Communities in consultation with Dr Karyn Healy, for use by Australian schools. The package is structured in two parts, featuring content appropriate for all school staff, including non-teaching staff. It has been made available and promoted to ACT schools. The Directorate is providing a range of options to schools to support delivery of workshops as required.

Further information may be obtained from the Executive Branch Manager, Student Engagement, (02) 6205 7029.

eSafety

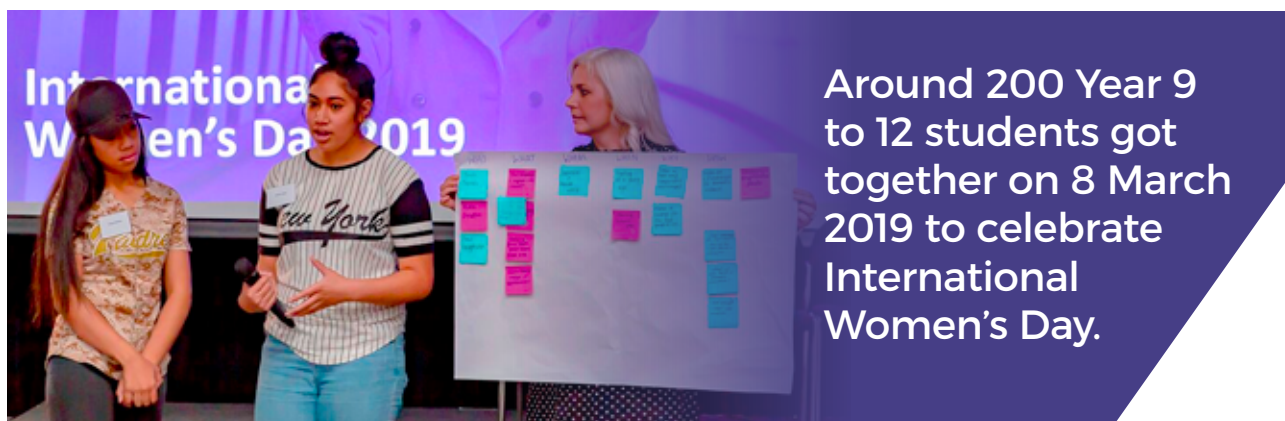
ACT public students develop capability in ICT as part of the Australian Curriculum. They are taught to use ICT effectively and appropriately to access, create, and communicate information and ideas, solve problems, and work collaboratively. Students develop knowledge and skills in ICT and its use, and the ability to transfer these across disciplines and applications. They learn to use ICT with confidence, care and consideration, understanding the possibilities, limitations and impact these tools can have on individuals, teams, and communities.

Our ICT network, SchoolsNET, provides students with reliable access to the internet (including *Google Classroom*, part of the *G Suite*) and network drives that are safe and secure. This includes filtered internet on any device connected to the network, whether that is a school computer or a student's personal electronic device.

The Directorate partners with the Office of the eSafety Commissioner to provide teachers, students and families with a variety of information on how to use the internet in a respectful, responsible, reasonable and resilient manner. This includes online *Virtual Classroom* webinars, which are run by the Office of the eSafety Commissioner and have been facilitated by the ACT Education Directorate since October 2014. To date, over 13,500 students have participated in these webinars.

Further information may be obtained from the Executive Branch Manager, Digital Strategy, Services and Transformation, (02) 6205 6749.

Balance for Better: International Women's Day



Exploring this year's campaign theme 'Balance for Better', the Directorate-hosted event focused on how to proactively address equity issues and lead change at our own local level.

The whole-day workshop featured four inspirational keynote speakers: Sarah Mason from the Museum of Australian Democracy, Chiara Grassia from Girls Rock! Canberra, Clare Hedley from Canberra-based production company Wildbear Entertainment and Sian Keys winner of the ACT Chief Minister's Inclusion Award for Volunteer Support.

Through focus group activities and panel discussions, students talked about the issues they see in their schools and communities and workshopped ways to address those.

Public School Education in the ACT

The Public School Education system spans the years from Primary School Education (Preschool to Year 6), High School (Years 7 to 10) and Secondary College (Years 11 and 12).

Primary School education is designed to allow each student to experience success and achieve high quality learning outcomes. High School organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the Australian Curriculum. Secondary colleges offer courses catering for a broad range of student needs and interests. Courses are accredited by the ACT Board of Senior Secondary Studies.

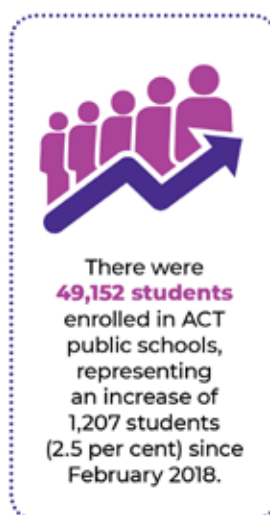
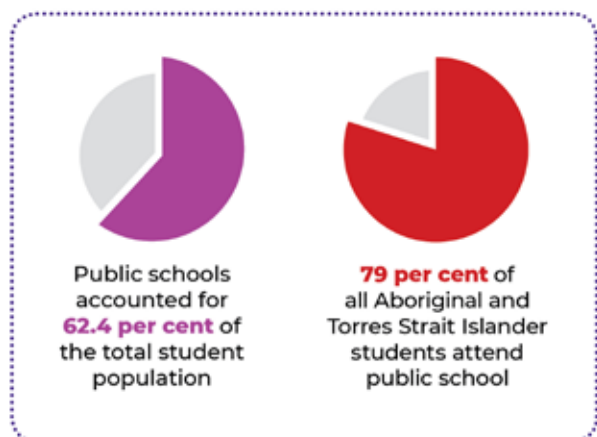
Accountability Indicators for public school education are being reviewed as part of the Strategic Plan initiative. The 2018-19 Accountability Indicators are audited and reported in the Statement of Performance section (page 200).

Census

At the February 2019 census, there were 78,752 students enrolled in ACT public and non-government schools, an increase of 1,610 students (2.1 per cent) since February 2018. From February 2015 to February 2019, enrolments increased by 6,835 students (9.5 per cent). Public schools accounted for 62.4 per cent of the total student population.

There were 49,152 students enrolled in ACT public schools, representing an increase of 1,207 students (2.5 per cent) since February 2018. The increase in total public school enrolments continued the trend of increases each year since 2015.

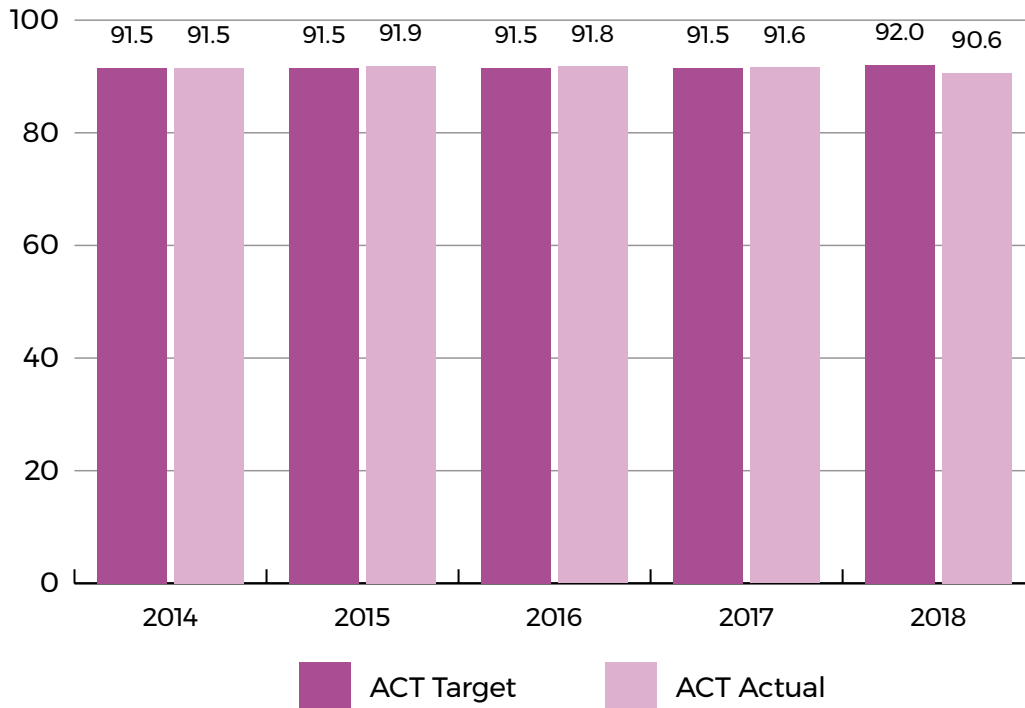
There were 2,527 Aboriginal and Torres Strait Islander students enrolled in ACT schools, an increase of 126 students (5.2 per cent) compared with 2018. Public school enrolments increased by 110 (5.8 per cent) children and young people to 1,997 students representing 79 per cent of all enrolments of Aboriginal and Torres Strait Islander persons.



Student Attendance

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

Figure 5 Attendance rate of public school students Years 1 to 10, 2014 to 2018¹



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, School Participation (a)

¹ ACT Government school data for 2018 has been derived from a school administration system in the process of implementation. Care should be taken when comparing the data from previous years.

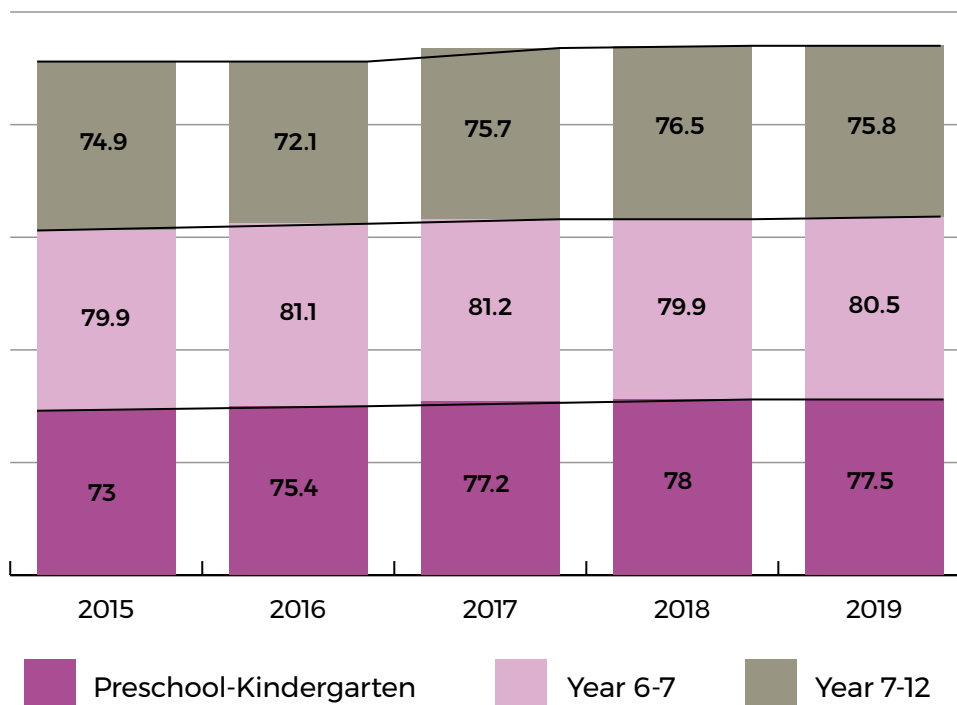
Student Retention

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

The proportions of students continuing in ACT public education from Preschool to Kindergarten, Year 6 to Year 7 and Year 7 to Year 12 have increased between 2015 and 2019 (Figure 5). Real retention is affected by a number of factors including but not limited to:

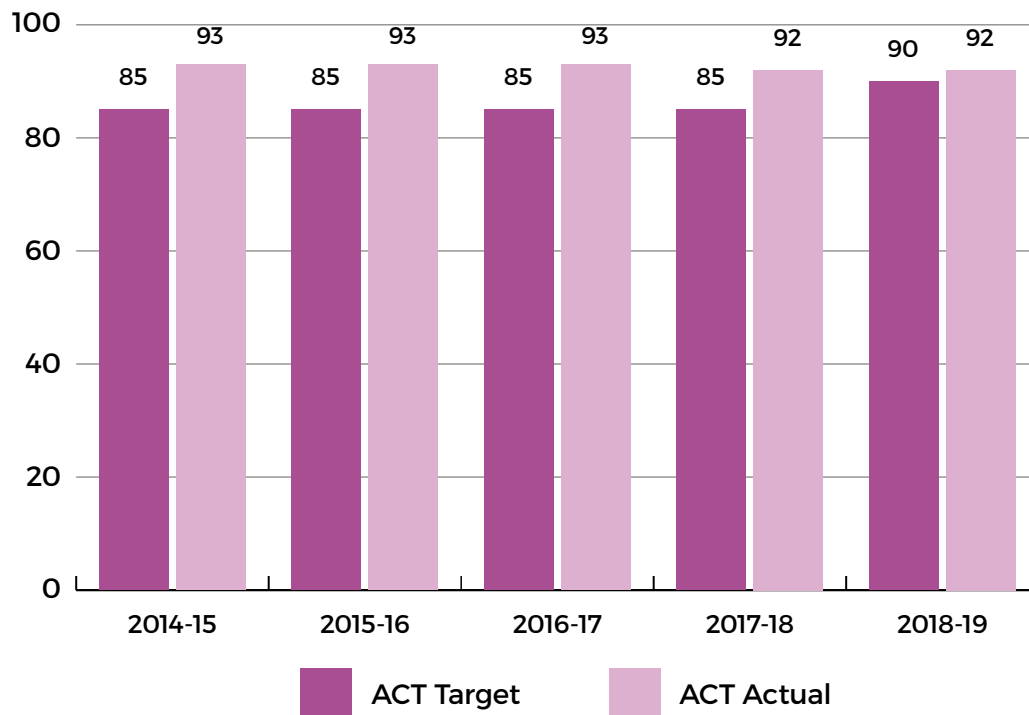
- > migration out of the ACT;
- > inter-sector (affiliation) transfer;
- > children of diplomats and short-term international exchange students returning to their place of origin; and
- > students progressing at a faster or slower than expected rate of one grade a year.

Figure 6 Real retention rates in public schools from Preschool to Kindergarten, Year 6 to Year 7 and Year 7 to Year 12, 2015 to 2019



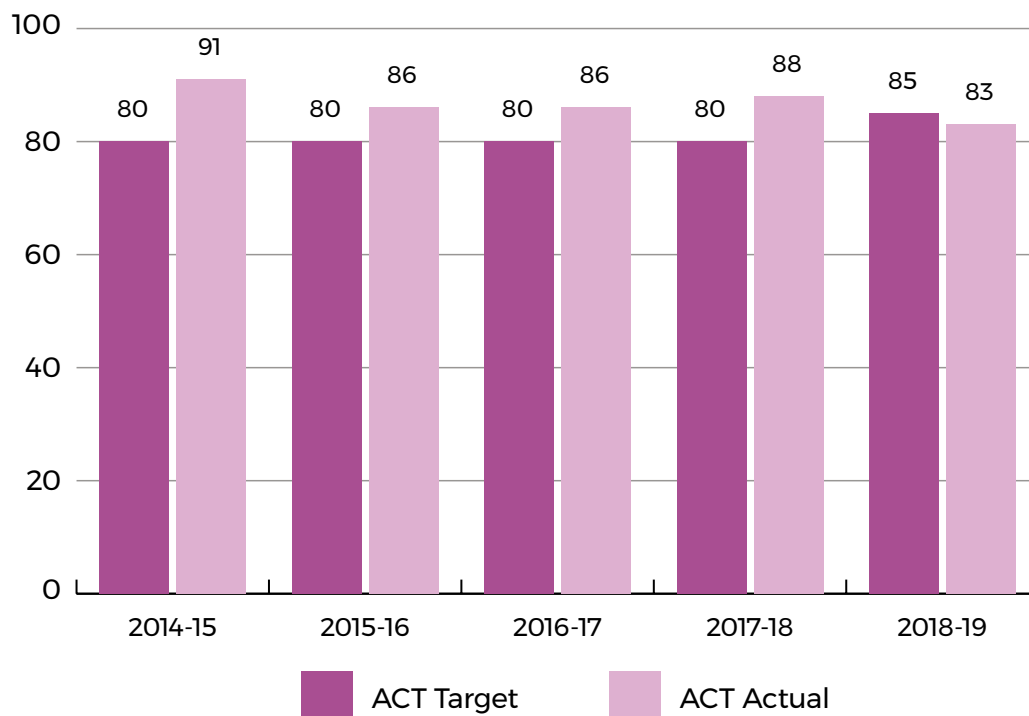
Real retention rates in public schools from Preschool to Kindergarten, Year 6 to Year 7 and Year 7 to Year 12 in the current cycles were consistent with previous results.

Figure 7 Percentage of Year 10 students who proceed to public secondary college education, 2014-15 to 2018-19



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (a)

Figure 8 Percentage of Year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2014-15 to 2018-19

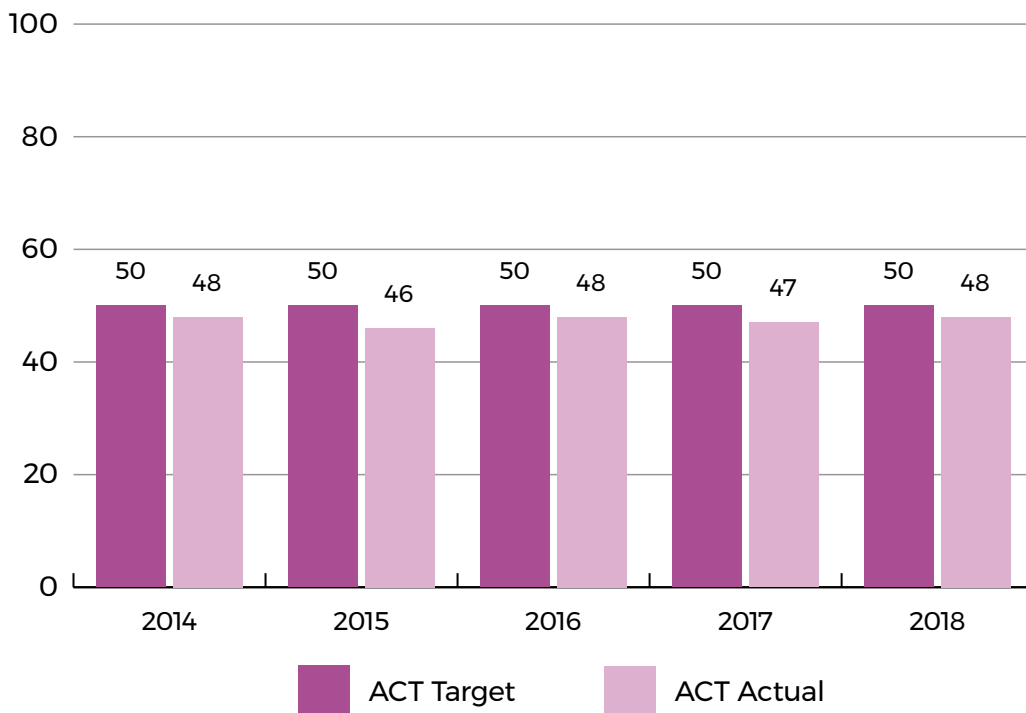


Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education, (b)

Note: The small number of Aboriginal and Torres Strait Islander students counted results in large percentage variances from a change in circumstances from a very small number of students and therefore must be interpreted with caution.

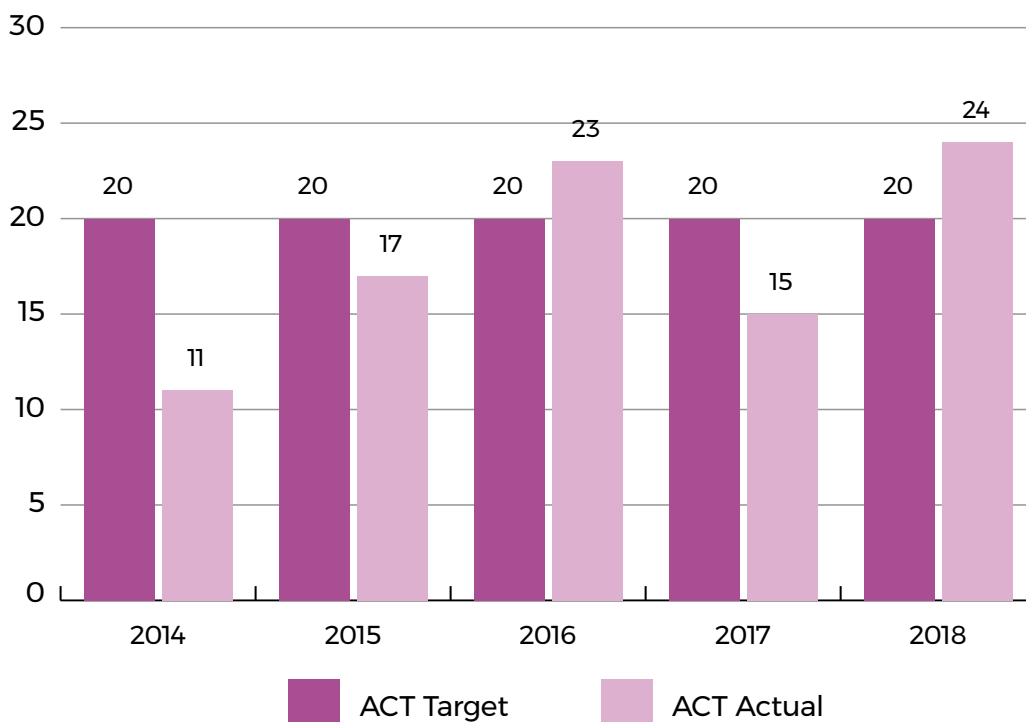
Year 12 certification and outcomes

Figure 9 Percentage of Year 12 public school students who received a Tertiary Entrance Statement, 2014 to 2018



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (e)

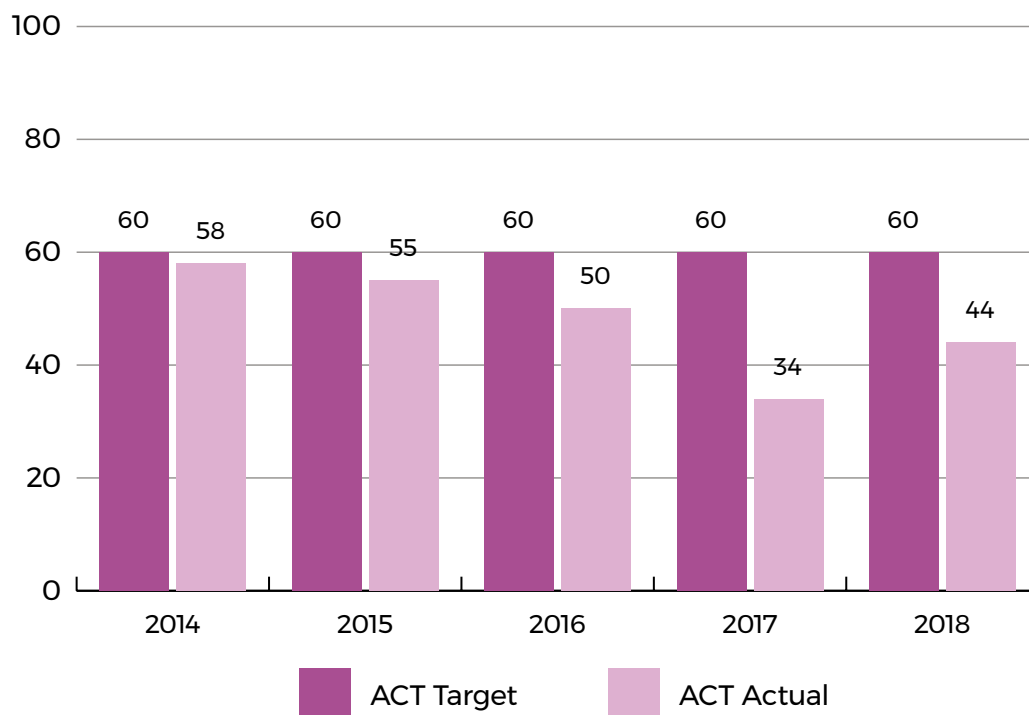
Figure 10 Percentage of Year 12 Aboriginal and Torres Strait Islander students who received a Tertiary Entrance Statement, 2014 to 2018



Source: ACT Education Directorate, audited Accountability Indicators Output Class Public School Education, Senior Secondary Education, (f)

The variance between the percentage of Year 12 Aboriginal and Torres Strait Islander students who received a Tertiary Entrance Statement (TES) is a result of a proportionally higher number of Aboriginal and Torres Strait Islander students receiving a TES. The number of Aboriginal and Torres Strait Islander students receiving a TES was 23 of 95 enrolled in Year 12 in 2018, as opposed to an expected number of 19 from 95 enrolled. The small number of Aboriginal and Torres Strait Islander students counted results in large percentage variances from a change in circumstances from a very small number of students and therefore must be interpreted with caution.

Figure 11 Percentage of Year 12 public school students who received a recognised vocational qualification 2014 to 2018

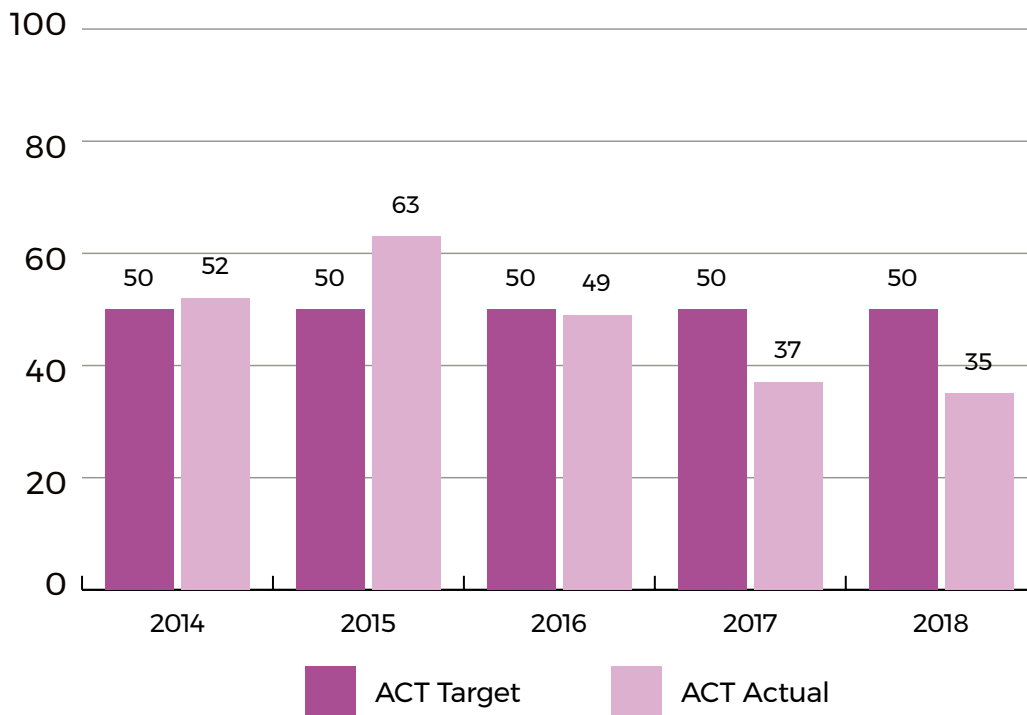


Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (g)

The variance in the percentage of Year 12 public school students who received a recognised vocational qualification in 2018 is a result of a proportionally fewer number of Year 12 students choosing to undertake a vocational qualification. This is a reflection of student choice.

A total of 1,377 of 3,152 students enrolled in Year 12 in 2018 received a nationally recognised vocational qualification leading to a result of 43.7 per cent as opposed to an expected number of 1,891 students from those enrolled which could have achieved a target of 60 per cent.

Figure 12 Percentage of Year 12 Aboriginal and Torres Strait Islander students who received a nationally recognised vocational qualification, 2014 to 2018



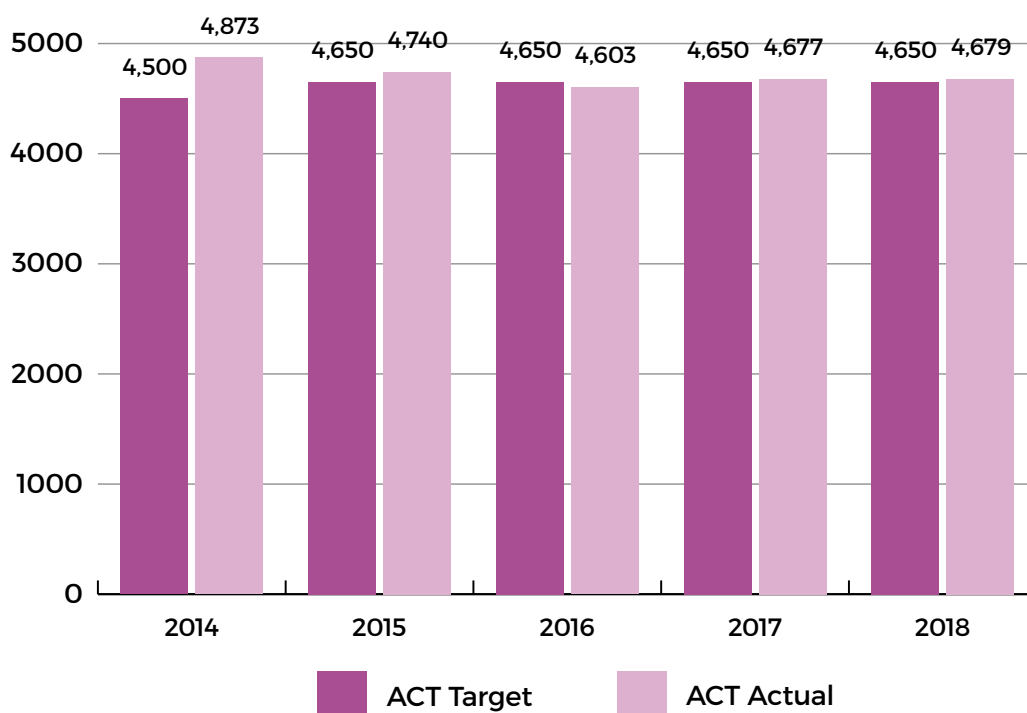
Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education, (h)

The variance in percentage of Year 12 Aboriginal and Torres Strait Islander students who received a nationally recognised vocational qualification in 2018 is a result of a proportionally fewer number of Year 12 Aboriginal and Torres Strait Islander students choosing to undertake a vocational qualification. This is a reflection of student choice.

The number of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification was 33 of 95 enrolled in Year 12 in 2018, leading to a result of 34.7 per cent as opposed to an expected number of 48 students from those enrolled which could have achieved a target of 50 per cent. The small number of Aboriginal and Torres Strait Islander students counted results in large percentage variances from a change in circumstances for a very small number of students and therefore must be interpreted with caution.

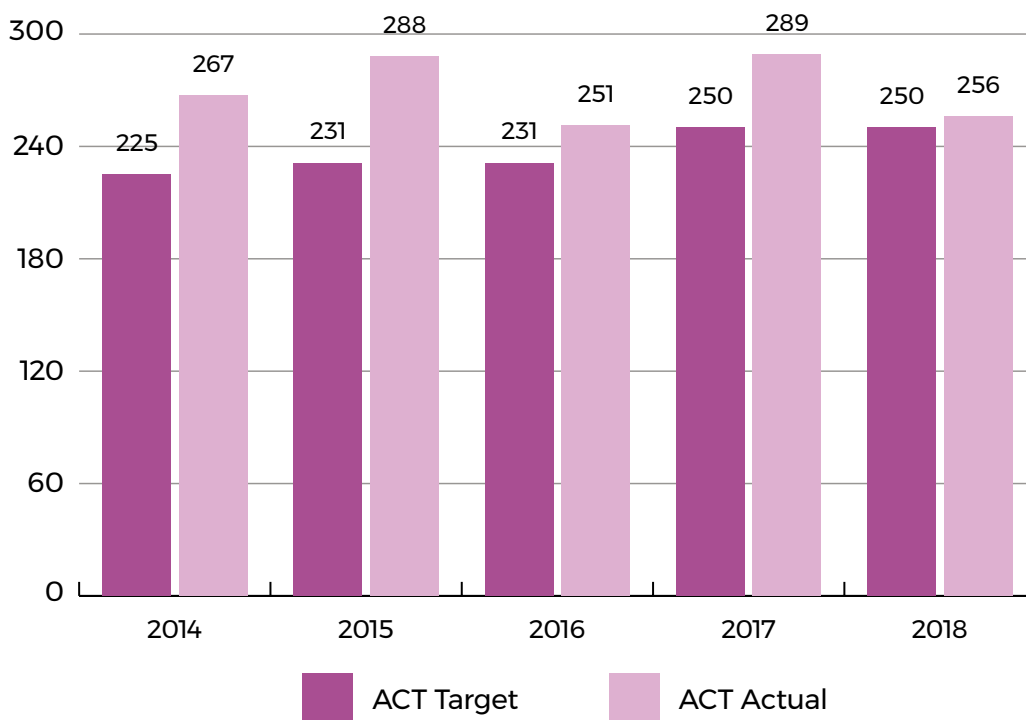
Preschool Enrolments

Figure 13 Number of enrolments in Preschool in public schools, 2014 to 2018



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (a)

Figure 14 Number of enrolments of Aboriginal and Torres Strait Islander children in Preschool in public schools, 2014 to 2018



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education, (b)

Further information may be obtained from the Executive Branch Manager, Analytics and Evaluation, (02) 6207 6197.

Output 2 - Non-Government Education

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

Home education

At the time of the February 2019 census 305 ACT resident children and young people were registered for home education.

Since 2010 there has been a steady growth in the number of students who are registered for home education. The selection of home education is a parental choice. Home education can be for short or longer term periods depending on the circumstances, needs of the family and compliance with obligations.

Table 6 Home education registrations as at annual February census

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of registered students	115	119	122	166	177	192	252	271	302	305
Annual growth	-	3%	3%	36%	6%	9%	31%	8%	11%	1%
Growth since 2010	-	3%	6%	44%	54%	70%	119%	135%	163%	165%

Source: ACT Education Directorate, Census of ACT schools, February 2019

During the reporting period 169 applications for provisional registration from ACT resident children were received and approved. Over 95 per cent of these applications were approved within 10 school days of the complete application being received. Refer to the audited Statement of Performance on page 200.

Non-government schools

In 2018-19 there were 47 non-government schools registered in the ACT (comprising 29 Catholic systemic schools and 18 independent schools).

During the reporting period the following applications for registration, expansion or re-registration were received and/or finalised by the Directorate:

- > 7 applications for in-principle approval;
- > 20 applications for registration renewal;
- > 2 applications for the registration of a provisionally registered school;
- > 3 applications for registration of an existing school at additional education level/s;
- > 0 applications for registration of an existing school at an additional campus; and
- > 1 application for provisional registration.

Schools that were the subject of registration applications received during 2018 were reviewed by panels appointed to report on each school's compliance with the conditions of registration (as stated in Section 91 of the *Education Act 2004*). All registration applications received during the first-half of the reporting period were subsequently approved by the Minister for Education and Early Childhood for the period agreed to by the Minister. For applications for registration renewal, the Register of Non-government Schools was updated prior to when the school's previous registration expired.

Directorate registration processes commenced in the second-half of the reporting period will be finalised and reported upon in the next reporting period. This includes an application for registration renewal that, if successful, will amend the location of an existing non-government school from a temporary site to a permanent site.

These applications and their outcomes are summarised in Table 7.

Table 7 Applications received and/or finalised during the 2018-19 reporting period and their outcomes

Type of application	Proprietor	School and location	Year levels	Outcome	Date of decision
In-principle approval to apply for registration at additional educational levels	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra Weston	Year 8	In-principle approval given	15/10/2018
In-principle approval to apply for registration at additional educational levels	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra Weston	Year 9	In-principle approval given	15/10/2018
In-principle approval to apply for registration at additional educational levels	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra Weston	Year 10	To be determined in next reporting period	N/A
In-principle approval to apply for registration at additional educational levels	Canberra Muslim Youth Inc.	Taqwa School Future site Part Block 1, Sn 33 Moncrieff	Years 7 and 8	In-principle approval given	15/10/2018
In-principle approval to apply for registration at additional educational levels	Brindabella Christian Education Ltd	Brindabella Christian College Charnwood campus	Years 7 and 8	To be determined in next reporting period	N/A
In-principle approval to apply for registration at additional educational levels	Communities@Work	Communities@Work – Galilee School	Years 11 and 12	To be determined in next reporting period	N/A
In-principle approval to apply for provisional registration of a new school	Chabad ACT Ltd	Canberra Jewish School proposed site at 7 Menkar Close, Giralang	Kindergarten – Year 3	In-principle approval given	15/10/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Thomas More Primary School, Campbell	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	Rosary Primary School, Watson	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	Sts Peter and Paul's Primary School, Garran	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018

Type of application	Proprietor	School and location	Year levels	Outcome	Date of decision
Registration renewal	Canberra and Goulburn Catholic Education	St Monica's Primary School, Evatt	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Vincent's Primary School, Aranda	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Joseph's Primary School, O'Connor	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Benedict's Primary School, Narrabundah	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	Holy Trinity Primary School, Curtin	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Bede's Primary School, Red Hill	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Michael's Primary School, Kaleen	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Thomas the Apostle Primary School, Kambah	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Best-Practice Education Group Ltd	Blue Gum Community School, Hackett	Kindergarten – Year 10	Registration renewed for five years (2019-2023)	18/12/2018
Registration renewal	Brindabella Christian Education Ltd	Brindabella Christian College, Lyneham campus (LC) and Charnwood campus (CC)	LC: Kindergarten – Year 12 CC: Kindergarten – Year 4	Registration renewed for five years (2019-2023)	19/11/2018
Registration renewal	Canberra Rudolph Steiner School Inc	Orana Steiner School, Weston	Kindergarten – Year 12	Registration renewed for three years (2019-2021)	18/12/2018
Registration renewal	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra, Weston	Kindergarten – Year 7	Registration renewed for 2019 only	20/12/2018
Registration renewal	Canberra Muslim Youth Ltd	Taqwa School, Spence	Kindergarten – Year 6	Registration renewed for 2019 only	18/12/2018

Type of application	Proprietor	School and location	Year levels	Outcome	Date of decision
Registration renewal	Canberra Grammar School Inc.	Canberra Grammar School, Red Hill and Campbell	Kindergarten – Year 12	To be determined in next reporting period	N/A
Registration renewal	Corporation of the Society of the Missionaries of the Sacred Heart	Daramalan College, Dickson	Years 7 – 12	To be determined in next reporting period	N/A
Registration renewal/ relocation	Canberra Muslim Youth Ltd	Taqwa School, Spence/ Moncrieff	Kindergarten – Year 6	To be determined in next reporting period	N/A
Registration renewal	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra, Weston	Kindergarten – Year 8	To be determined in next reporting period	N/A
Registration of a provisionally registered school	Canberra and Goulburn Catholic Education	St John Paul II College, Nicholls	Years 7 – 12	Registered for five years (2019-2023)	20/12/2018
Registration of a provisionally registered school	Canberra and Goulburn Catholic Education	Mother Teresa Primary School, Harrison	Kindergarten – Year 6	Registered for five years (2019-2023)	20/12/2018
Registration at additional educational level	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra, Weston	Year 8	Registered for the period of renewed registration i.e.2019 only	23/01/2019
Registration at additional educational level	Brindabella Christian Education Ltd	Brindabella Christian College, Charnwood campus	Years 5 and 6	Registered for the period of renewed registration i.e. 2019 – 2023	19/11/2018
Registration at additional educational level	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra, Weston	Year 9	To be determined in next reporting period	N/A
Provisional registration	Chabad ACT Ltd	Canberra Jewish School, proposed site at 7 Menkar Close, Giralang	Kindergarten – Year 3	To be determined in next reporting period	N/A

Source: Extract from Register of Non-Government Schools, ACT Education Directorate

Notes

¹ Proprietor's name in full: Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office

² Prior to provisional registration St John Paul II College and Mother Teresa Primary School were registered as additional campuses of Good Shepherd Primary School.

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

In 2018-19, the Directorate met its targets for non-government school education in that it ensured all non-government schools operating in the ACT during the reporting period were registered.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

SCRUTINY

Auditor-General reports

Table 8 ACT Auditor-General's Report 2016-17 Financial Audits Financial Results and Audit Findings Report No. 11/2017

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2016-17 financial statements. The Audit Office reported two previously unresolved audit findings:</p> <ul style="list-style-type: none"> > salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected; and > The Directorate's school administration system (Maze) does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. 	<p>Instructions and reminders regarding the review of salary reports have been issued, and will continue to be issued, to relevant staff. In addition, the Directorate is participating in a pilot project with Shared Services to implement an electronic form and approval process to improve compliance and monitoring capability.</p> <p>The Directorate will address this control weakness as part of the replacement of the student administration system. The replacement student administration system is expected to be fully operational by 2019-20.</p>	In progress

Table 9 Auditor-General's Report 2016-17 Financial Audits Computer Information Systems Report No. 4/2018

Recommendation	Action	Status
<p>12. Monitoring of Audit Logs</p> <p>a. The Education Directorate should:</p> <ul style="list-style-type: none"> i. Incorporate procedure for the review of audit logs in the new Schools Administration System; and ii. Perform periodic reviews of audit logs in accordance with these procedures. 	<p>As reported at paragraph 2.28 of the Report, Maze does not have the capability to generate audit logs on access to Maze and its data, and that the periodic review of audit logs will be implemented as part of the planned replacement of Maze with the new School Administration System, expected to occur in 2019-20.</p>	In progress

Table 10 ACT Auditor-General's Report Performance Information in ACT Public Schools Report No. 4/2017

Recommendation	Action	Status
<p>1. The Education Directorate should provide guidance on how performance indicators in its Strategic Planning cycle 2018-2020 are to be measured as well as associated quantitative targets associated with the indicators.</p> <p>Government Response – Agreed</p>	<p>Strategic indicators have been embedded in the <i>Education Directorate 2018-2021 Strategic Plan</i> to allow the measurement of equity of educational outcomes and the change over time in these, the rate of growth in student outcomes and the change in these over time, and the strength of student identity with their school. These measures are supported by data.</p>	Completed
<p>2. The Education Directorate should develop new Strategic Indicators which are based on measuring student progress over time.</p> <p>Government Response – Agreed in principle</p>	<p>Strategic indicators based on measuring student progress over time have been developed and are being progressively embedded in key Directorate accountability documents, starting with the 2018-2019 budget documents. These include related measures able to demonstrate how equitable student growth is, relative to the advantage or disadvantage of student cohorts.</p>	Completed

Recommendation	Action	Status
<p>4. The Education Directorate should examine what may be the appropriate level of support for school Principals with respect to the use of student performance information to drive school improvement and determine how this is to be provided. This should recognise the balance between school autonomy and accountability and central oversight and support from the Education Support Office.</p> <p>Government Response – Agreed</p>	<p>Following on from the release of <i>Enabling Evidence in Canberra Public Schools – Valuing Data as Evidence to inform Great Teaching</i> the Directorate has provided masterclasses for school leaders as they develop their strategic plans (focusing on the schools that have just completed school review) and developed a professional learning program to provide guidance and support for schools. This professional learning continued to be implemented in Term 2, 3 and 4 2018.</p> <p>The Term 3 leadership meetings for SLAs and SLBs are focussing on common data sets and data analysis capability based on stages of schooling.</p>	Completed
<p>5. The Education Directorate should develop strategies to address the low participation rates in NAPLAN testing in some ACT public schools, specifically with respect to Year 9 participation.</p> <p>Government Response – Noted</p>	<p>The benefits of participation in NAPLAN were promoted to parents as part of the rollout of NAPLAN online. Participation rates for 2018 have increased slightly across all years other than Year 9. The benefits will continue to be communicated annually.</p>	Completed
<p>6. The Education Directorate should implement a standards-based moderation process across schools and school networks in order to achieve consistency in A to E grading and reporting.</p> <p>Government Response – Agreed in principle</p>	<p>Teacher professional development in the application of the Australian Curriculum and the achievement standards was strengthened significantly in Term 4, 2017 and Term 1, 2018 with full day curriculum application workshops held for primary and secondary teachers.</p> <p>This robust development program supports consistent judgment through standards-based assessment processes and the assigning of A-E grades.</p>	Completed
<p>7. The Education Directorate should develop a comprehensive professional learning program for school principals and teachers on the use of student performance information and how it can be used to inform differentiated teaching and learning to students and overall school improvement.</p> <p>Government Response – Agreed</p>	<p>As actions taken to response to recommendation 4 above.</p> <p>Building on this leadership plan and capability development the Directorate is explicitly connecting evidenced informed practice and professional learning communities to ensure school improvement and performance information translates into differentiated teaching and learning.</p>	Completed

Table 11 ACT Auditor-General's Report ACT Government Strategic and Accountability Indicators Report No. 2/2018

Recommendation	Action	Status
3. Accountability indicators should be improved by: b)Education Directorate, ... Government Response – Agreed in principle.	The Directorate has undertaken an interim update of strategic and accountability indicators. This work has been published as part of the 2019-20 budget papers. A full review will be commenced in the first half of the 2019-20 financial year to inform the 2020-21 budget cycle.	In progress
4. All Territory entities should document their procedure for the review, selection and approval of strategic and accountability indicators (the Transport Canberra and City Services Directorate and ACTION documented procedures could be used as a guide). The procedures should include: a) specifying a time (e.g. three years or when circumstances change) for reviewing and assessing all accountability indicators against performance indicators used by government agencies for similar services in other jurisdictions; and b) engaging with other Territory entities to identify better practices used in the Territory. Government Response – Agreed	A full review of the current procedure and processes for Annual Budget Statement Preparation (including the review of strategic and accountability indicators procedure) will be undertaken in the first half of the 2019-20 financial year.	In progress
5. When Recommendation 1 a) to e) are complete, all Territory Entities should use the revised criteria as the basis for assessing the suitability of their Strategic and Accountability indicators. Government Response – Agreed	As above.	In progress

Table 12 ACT Auditor-General's Report Physical Security Report No. 6/2018

Recommendation	Action	Status
6. The Education Directorate should, on completion of its <i>Threat and Security Risk Assessment and Security Plan</i> , increase awareness of physical security risk for school based staff and implement a long-term rolling program of site-specific security risk assessments. Government Response – Agreed and action commenced.	As part of the Education Directorates three year rolling program of security risk assessments, a specialist was engaged to prepare site specific protective security risk assessments of ten schools, which have experienced significant asset damage. These reports are now in draft and under consideration by the Directorate.	In progress

Table 13 ACT Auditor-General's Report Five ACT Public Schools' Engagement with Aboriginal and Torres Strait Islander Students, Families and Community Report No. 7/2018

Recommendation	Action	Status
<p>1. The Education Directorate should improve the quality and comprehensiveness of ACT public schools' Strategic Plans and annual Action Plans with respect to engagement with Aboriginal and Torres Strait Islander students, families and community by requiring:</p> <p>a) an explicit strategy and objective for a school's engagement with Aboriginal and Torres Strait Islander students, families and community; and</p> <p>b) performance measures to monitor and evaluate the school's engagement with Aboriginal and Torres Strait Islander students, families and community.</p> <p>Government Response – Agreed</p>	<p>The development of the ACT Government's Cultural Integrity Policy and the Directorate's Cultural Integrity Continuum demonstrates the commitment to a strength based, non-deficit approach to Aboriginal and Torres Strait Islander education. 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. From 2019 all school plans will detail the school's approach to inclusion including cultural integrity.</p> <p>Schools have been provided with a range of resources to support them to build cultural integrity. This has included a self-assessment tool which schools can use to identify areas for improvement, monitor their progress and engage with families and community to develop a deep understanding of what success looks like.</p>	In progress
<p>5. The Education Directorate should request all schools to share information about their engagement methods, successful or not, with Aboriginal and Torres Strait Islander students, families and community by posting the information on the ACT Education's Google Community website. The ACT Education Directorate should monitor and analyse this information to inform engagement strategies.</p> <p>Government Response – Agreed</p>	<p>The Education Directorate is working to make sharing illustrations of best practice between schools, including strategies for engaging with parents, families and communities, easier. One resource that all Education Directorate staff can access and share these examples is the <i>Cultural Integrity in ACT public schools</i> Google Community (Google Community). It is intended that this is used to share best practice examples and experiences of what is working in schools, including engagement with families and communities.</p>	In progress
<p>6. The Education Directorate should develop, in consultation with Aboriginal and Torres Strait Islander families and community, a range of information, in different formats and in ways that are easily accessible, including information on:</p> <p>a) the ACT school curriculum; and</p> <p>b) support funding for Aboriginal and Torres Strait Islander students, how it is accessed and in what circumstances.</p> <p>Government Response – Agreed</p>	<p>The Education Directorate is committed to ensuring parents and families are able to easily access information on what their children are learning and how schools are meeting the needs and aspirations of all Aboriginal and Torres Strait Islander students.</p> <p>In consultation with the ACT Aboriginal and Torres Strait Islander Education Advisory Group, the Directorate has developed fact sheets on the Australian Curriculum Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priorities and the Australian Institute of Teaching and School Leadership Professional Standards 1.4 and 2.4.</p> <p>Learning and Teaching Branch will update the Australian Curriculum Fact Sheet to include information about the Australian Institute of Teaching and School Leadership Professional Standards 1.4 and 2.4.</p>	In progress

Recommendation	Action	Status
<p>7. The Education Directorate should finalise and implement the next Aboriginal and Torres Strait Islander employment and support action plan and, in so doing, give particular emphasis to increasing the number of, and support provided for, Aboriginal and Torres Strait Islander teachers and school leaders.</p> <p>Government Response – Agreed</p>	<p>The Directorate received a commendation for its first employment action plan by the <i>Inquiry into ACT Public Service Aboriginal and Torres Strait Islander Employment Report</i> handed down in March 2014.</p> <p>The Directorate has evaluated the success of its first employment action plan and initial concepts for the new employment action plan was informed by feedback from the annual <i>Our Mob: Our Voices</i> staff survey.</p> <p>Two workshops have been held with the Education Aboriginal and Torres Strait Islander Staff Network as part of a co-design process. A third workshop is scheduled for August 2019 to finalise the draft with the Aboriginal and Torres Strait Islander Staff Network. It is envisaged that the new Aboriginal and Torres Strait Islander Employment Action Plan will be launched in October 2019.</p>	In progress
<p>8. The Education Directorate should develop and Aboriginal and Torres Strait Islander development and cultural awareness training strategy for staff that:</p> <ul style="list-style-type: none"> a) covers all staff; b) sets targets and timeframes for staff to complete training; c) has quality control principles for guiding the training; d) guides how to monitor and evaluate training; and <p>This strategy should be supported by a system that records data, at a system level, on cultural awareness training.</p> <p>Government Response – Agreed</p>	<p>Cultural integrity training is available to all staff. Each semester, staff are offered the opportunity to complete an Aboriginal and Torres Strait Islander Cultural Competence course provided through the Centre for Cultural Competence Australia. The online course is supplemented with three workshops designed to integrate the local (Ngunnawal) context and provide opportunities for sharing practice, reflection and action planning.</p> <p>Principals and corporate executives have also participated in intensive cultural integrity training. The Directorate is investigating options to extend this training further and embed the principles of cultural integrity into the induction processes for new teachers and school leaders in 2019.</p> <p>In 2018 the Directorate released its <i>Strategic Plan 2018-21: A Leading Learning Organisation</i>. The Annual Action Plan 2018-19 articulates initiatives that include the development of a cultural integrity training program. The development of baseline and targeted cultural integrity programs for all staff is a key project within the core strategic goal of a Learning Culture. This deliverable will include the following elements, to be finalised by December 2019:</p> <ul style="list-style-type: none"> > A Directorate Cultural Integrity Implementation Plan articulating policies, outcomes, resources and accountabilities regarding environments of strong cultural integrity across the organisation. > A cultural integrity development program for School Principals and Corporate Executive Staff. > A cultural integrity training schedule available to all staff. <p>All school plans will be required to detail clear school approaches to cultural integrity by December 2019. These initiatives will complement and expand upon the cultural integrity training already offered to the Corporate Executive, School Principals and Education Directorate staff generally. In addition, the next Aboriginal and Torres Strait Islander Employment Action Plan will include actions to strengthen cultural integrity and training across the Directorate.</p>	In progress

Recommendation	Action	Status
<p>9. The Education Directorate should identify a means of providing culturally appropriate direct support to Aboriginal and Torres Strait Islander students, families and community at schools. In doing so, Aboriginal and Torres Strait Islander students, families and community should be requested to provide direction on what would assist them and how this could be done.</p> <p>Government Response – Agreed</p>	<p>All school staff provide appropriate supports for students. Through the provision of cultural integrity training mentioned above, staff build their capability to provide these supports, in a culturally appropriate way for Aboriginal and Torres Strait Islander students, families and communities.</p> <p>In addition to cultural integrity training, the Directorate currently employs 11 Aboriginal and Torres Strait Islander Education Officers (IEOs) based across 12 schools who also work with feeder schools in their area. IEOs support schools to build their cultural integrity by:</p> <ul style="list-style-type: none"> > 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; and > facilitating successful student transitions between year levels, between schools and post school study or work. 	In progress
<p>10. The Education Directorate should place information on its website to inform families about the IEO support provided for students, including where this is available. This information should also be provided through other formats to Aboriginal and Torres Strait Islander students, families and community.</p> <p>Government Response – Agreed</p>	<p>In consultation with the Aboriginal and Torres Strait Islander Advisory Group, a fact sheet on Aboriginal and Torres Strait Islander Education, including the role of IEOs, was developed and will be shared with families and communities through schools, service providers and other networks to ensure that families are able to easily access this information. This fact sheet will also include relevant links to Aboriginal and Torres Strait Islander organisations and service providers.</p>	In progress
<p>12. The Education Directorate should produce a summary document from its <i>Draft Aboriginal and Torres Strait Islander Education Officer Program Guidelines – January 2018</i> and share widely via the website and off-line.</p> <p>Government Response – Agreed</p>	<p>The fact sheet on Aboriginal and Torres Strait Islander Education, mentioned in recommendation 10 will include a summary of the roles and responsibilities of IEOs and will be shared with families and communities through schools, service providers and other networks.</p>	In progress

Table 14 ACT Auditor-General's Report 2017-18 Financial Audits - Financial Results and Audit Findings Report No. 12/2018

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2017-18 financial statements and an unqualified report of factual findings on its 2017-18 statement of performance.</p> <p>The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to:</p> <ul style="list-style-type: none"> > the review of salary reports which has been reported since 2013-14. Salary reports distributed to schools and business units did not always have evidence of review. When these reports are not evidenced as being reviewed there is a higher risk that incorrect or fraudulent salary payments will not be promptly detected and addressed; and > the Directorate's school administration system (Maze), as it does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. This increases the risk that erroneous or fraudulent changes to the system or data will not be promptly detected and rectified. This audit finding was first reported in 2011-12. 	<p>Instructions and reminders regarding the review of salary reports have been issued, and will continue to be issued, to relevant staff. In addition, the Directorate is participating in a pilot project with Shared Services to implement an electronic form and approval process to improve compliance and monitoring capability.</p> <p>The Directorate will address this control weakness as part of the replacement of the student administration system. The replacement student administration system is expected to be fully operational by 2019-20.</p>	In progress
No new audit findings were identified in 2017-18.		

Table 15 ACT Auditor-General's Report 2017-18 Financial Audits - Computer Information Systems Report No. 4/2019

Recommendation	Action	Status
<p>10. Monitoring of Audit Logs</p> <p>e. The Education Directorate with respect to MAZE should:</p> <ul style="list-style-type: none"> i. incorporate procedures for the review of audit logs in the new Schools Administration System; and ii. perform periodic reviews of audit logs in accordance with these procedures. 	<p>As reported at paragraph 2.35 of the Report, Maze does not have the capability to generate audit logs on user access to the system and changes made to its data, and that the periodic review of audit logs will be implemented as part of the planned replacement of Maze with the new School Administration System, expected to occur in 2019-20.</p>	In progress

Legislative Assembly Committee reports

Table 16 Government Response to the Report of the Select Committee on Estimates 2017-18 on the Inquiry into Appropriation Bill 2017-18 and the appropriation (Office of the Legislative Assembly) Bill 2017-18 including the Government Response to the Pegasus Economic Report review of the ACT Budget 2017-18

Recommendation	Action	Status
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. Government response – Agreed	The ACT Government 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. The Education Directorate is continuing to work with ACT Public Schools to provide and improve community access to schools after-hours.	Completed
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. Government response – Agreed in principle	A survey of beginning teachers to gain an understanding of the beginning teacher experience. This survey will go beyond responses regarding induction and will include feedback on student placements and university training experiences.	In progress
117. The Committee recommends that the ACT Government take appropriate action to rectify any shortfalls identified through the annual 'new teacher survey'. Government response – Agreed	A plan will be developed to respond to feedback.	In progress
121. The Committee recommends that the ACT Government investigate options for encouraging more members of the community to become Learning Support Assistants. Government response – Agreed	The Education Directorate is undertaking a bulk recruitment exercise for Learning Support Assistants in Term 3, 2019.	In progress
122. The Committee recommends that the ACT Government conduct an analysis of home-education requirements in other jurisdictions, with a view to determine whether the ACT's approach is consistent or could be improved. Government response – Agreed	This work has been completed in order to progress legislation amendments on home education. The Education Amendment Bill 2017 was introduced in the ACT Legislative Assembly in October 2017 and is currently awaiting debate.	Completed

Table 17 Standardised Testing in ACT Schools Report Title - Standing Committee on Education, Employment and Youth Affairs - March 2019 - Report 5

Recommendation	Action	Status
Reporting will be provided in the next annual report once the Government's response has been tabled.		

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

RISK MANAGEMENT

Risks are identified and mitigated through the Directorate's internal governance control structure, which includes:

- > Risk Management Framework;
- > Strategic Risk Profile;
- > school compliance reporting;
- > Managing Occupational Violence Policy and associated risk assessments;
- > *Fraud and Corruption, Prevention and Response Plan 2019-20*;
- > internal audit program;
- > detailed policies and controls, such as the Director-General's Financial Instructions and the *School Management Manual*; and
- > detailed financial operating procedures and practices.

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

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

Monitoring and reporting on risk management occurs through:

- > regular monitoring of outcomes by the Senior Executive;
- > monitoring by the Audit Committee;
- > reporting to the EGC;
- > reporting to the EGC Work Health Safety Sub-Committee;
- > reporting to the Audit Committee; and
- > implementation of internal and external audit recommendations.

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

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

In early 2019 the directorate commenced a significant review of risk management across the system, with a view to maturing our capability and integrating risk management into our broader school planning.

The Directorate is working closely the ACT Insurance Authority (ACTIA) to develop capability at the school and ESO level. By the end of 2019 all schools and ESO will have practical and relevant risk registers that align with ACTIA's risk assessment protocols.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

INTERNAL AUDIT

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

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

During 2018-19 the Audit Committee Charter and Internal Audit Charter were endorsed by the Audit Committee and approved by the Director-General. The Directorate's Audit Committee and Internal Audit Charters reflect ACT Government requirements and the Institute of Internal Auditors better practice guides.

The Audit Committee's responsibilities are to:

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

The Audit Committee met six times during 2018-19. The Committee membership and attendance are displayed in the following table.

Table 18 Audit Committee membership and meetings in 2018-19

Members	Position	Meetings attended
Carol Lilley	Independent Chair	6
Meg Brighton	Internal member (DDG)	4
David Matthews	Internal member (proxy DDG)	1
Deb Efthymiades	Internal member (proxy DDG)	1
Sue Chapman	External member	6
Mark Ridley	External member	6

Source: Chief Internal Auditor, Audit and Assurance

Six internal audits/reviews were tabled at the Audit Committee in 2018-19:

- > Management and Maintenance of Public Primary, High and College Buildings;
- > 2017 School Compliance Audits;
- > 2018 School Compliance Audits;
- > Asbestos Management in ACT Public Schools;
- > Evaluation of the Quantitative Evidence Base Supporting School Infrastructure Decisions; and
- > Review of Behaviour Management.

Five audits/reviews were underway as follows:

- > Workplace Health and Safety;
- > Restrictive Practices;
- > Governance review of school leisure and community arrangements;
- > Financial review on school leisure and community arrangements; and
- > Compliance with *Government Procurement (Secure Local Jobs) Code* interim arrangements.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

New sensory garden for Garran

Garran Primary School students are embracing the outdoors more often thanks to a new sensory garden officially opened 17 June 2019.



The Versatility Garden, named by a Year 1 student who said it could have many uses, is based on nature play. It features plant beds, paths, a dry creek bed, a tepee, an Aboriginal meeting place, sandpit and seating areas.

The garden was designed based on a combination of ideas from students, parents and staff.

FRAUD PREVENTION

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

The *Fraud and Corruption, Prevention and Response Plan* covers the period 2019 to 2020. Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Executive Branch Manager, Governance and Community Liaison is the Directorate's SERBIR. The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee.

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

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

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

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

There were four allegations of possible fraud being investigated within the Directorate in the 2018-19 financial year. Three cases are deemed closed and one case is still under investigation.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

FREEDOM OF INFORMATION

Freedom of Information reporting is made under the *Freedom of Information Act 2016* (FOI Act) which commenced on 1 January 2019.

As required under the FOI Act the following data is included:

Table 19 Open Access Information – Section 96 (3) (a) (i), (ii) and (iii)

Number of decisions to publish Open Access information	0
Number of decisions not to publish Open Access information	0
Number of decisions not to publish a description of Open Access information withheld	0

Source: ACT Education Directorate

Table 20 FOI Applications received and decision type – Section 96 (3) (a) (iv), (vii), (viii) and (ix)

Number of access applications received.	64*
Number of applications where access to all information requested was given	1
Number of applications where access to only some of the information requested was given (partial release)	44
Number of applications where access to the information was refused	5

Source: ACT Education Directorate

*The numbers of full (1), partial (44) and refused access (5) decisions do not add up to 64 because there were 14 other cases that were either withdrawn by the applicant (4), transferred to other Directorates (3), still being processed (2), no documents were available (4) or the request was invalid (1). The required FOI Act reporting does not capture these other cases.

In addition, this data only relates to requests received during 2018-19, not decisions that were carried over from two requests received in 2017-18 that were still being processed.

Table 21 FOI Processing timeframe – Section 96 (3) (v) and (vi); Section 96 (3) (d)

Total applications decided within the time to decide under section 40	37
Applications not decided within the time to decide under section 40.	19
Number of days taken to decide over the time to decide in section 40 for each application	3, 3, 5, 5, 6, 6, 10, 10, 11, 11, 11, 12, 13, 14, 20, 21, 21, 25, 34

Source: ACT Education Directorate

Section 40 of the FOI Act only provides for processing within 20 days, or extension due to third party consultation of 15 days. All of the 19 cases that were not completed in accordance with these requirements were extended with the applicant's agreement which was obtained in accordance with Section 41 of the Act.

Table 22 Amendment to personal information – Section 96 (a) (x) and Section 96 (3) (e)

Number of requests made to amend personal information, and the decisions made (e.g. amended, refused, notation added to record, other)	0
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Source: ACT Education Directorate

Table 23 Review - Section 96 (3) (b); Section 96 (3) (c)

Number of applications made to Ombudsman under section 74 and the results of the application (e.g. affirmed, varied, set aside and substituted, withdrawn, other).	2 – 1 affirmed, 1 withdrawn
Number of applications made to ACAT under section 84 and the results of the application (e.g. affirmed, varied, set aside and substituted, withdrawn, other)	0

Source: ACT Education Directorate

Table 24 Fees - Section 96 (3) (f)

Total charges and application fees collected from access applications	Nil
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Source: ACT Education Directorate

Lodging an FOI Request

Information about how to make an access application under the FOI Act is available on the Directorate's website at https://www.education.act.gov.au/about-us/freedom_of_information.

The Directorate's Disclosure Log provides information about the access applications that have been processed, including a copy of the decision and documents released to the applicant. The Disclosure Log does not include information about any access applications seeking personal information and also does not disclose the applicant's personal information. The Disclosure Log is available at https://www.education.act.gov.au/about-us/freedom_of_information.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

COMMUNITY ENGAGEMENT AND SUPPORT

Community Engagement

During 2018-19 the following community engagement activities were undertaken:

New public school in Gungahlin

- > The Directorate consulted with the Canberra community to choose the name, logo and uniform for Canberra's newest school;
- > consultation closed in July 2018;
- > feedback from community was taken into account to decide on the name: Margaret Hendry School, the red/black uniform and the 'spots' school logo; and
- > consultation was done through ACT Government's *Your Say* portal.

Early Childhood Education Strategy

- > The Directorate held a targeted consultation process between November 2018 and April 2019 regarding the development of an Early Childhood Education Strategy for the ACT;
- > the ACT community provided advice on how to improve access, equity and affordability of early childhood education, what is needed to better value the workforce and their qualifications, and how to improve children's transitions from early childhood education to school;
- > participants included 101 children, 138 families, 105 members of the education and care workforce, and 28 peak bodies and associations;
- > participants also provided feedback on the ACT Government's goal of providing 15 hours a week, 600 hours a year of quality early childhood education to three year-old children in the ACT; and
- > consultation was also undertaken via the ACT Government's *Your Say* portal.

Modernisation of Campbell Primary School

- > The Directorate invited input from community members and other stakeholders of Campbell Primary School to be involved in the design for the future learning spaces at the school; and
- > consultation was done via a series of community workshops (June and August 2018); a video capturing 57 voices of students across the school; and an online survey to prioritise the ideas and suggestions resulting from the initial workshops.

Workshops with Parents and Citizens Association

- > In partnership with the ACT Council of Parents and Citizens Association, the Directorate held a series of workshops to work with parents on building broader understanding of the societal problem of violence, raise community awareness that violence in schools is not acceptable and on developing agreed solutions to what is a complex problem;
- > six facilitated workshops towards building strong and safe communities for learning were held in June 2019; and
- > participants at the workshops included parents, ACT Parents and Citizens Council members, Directorate experts across a range of areas, and representatives from other ACT Government and community organisations.

Community Support Initiatives: Grants and Sponsorship

Table 25 2018-19 Grants

Recipient	Project Purpose/Summary	Amount
History Teachers Association	National History Challenge Prize encourages students to engage in research and inquiry-based learning to discover history of the world through an examination of an event or person in terms of a theme. The prize winner, the best entry in the ACT receives a medal, prize money and attends the National Ceremony each November.	\$500
Caroline Chisholm School	A sponsorship provided to support NAIDOC week.	\$500
Harrison School	A sponsorship provided to support NAIDOC week.	\$500
Dickson College	A sponsorship was provided for the Inner North Cluster Celebrations.	\$2,500
Belconnen Arts Centre	A sponsorship was provided for NAIDOC in the North events.	\$2,500
Reconciliation NSW	A sponsorship was provided for the schools Reconciliation Challenge.	\$2,500
The Australian Cyber Security Growth Network	Sponsorship for the CyberTaipan cyber security competition, which encourages ACT high school and college students in 2018-19 to consider further education and training, and careers in science, technology, engineering and mathematics and cyber-related industries.	\$3,200
SEE-Change	Provides funding for teacher professional learning, resources and engaging activities for students to support the sustainability aspect of the Australian Curriculum.	\$8,000
Embassy of The Republic of Indonesia	Provides funding for ten Indonesian Language Teaching Assistants to be placed in ACT public schools to support the Indonesian Program.	\$11,000
Musica Viva	Building teacher capacity in the arts. To develop professional learning workshops in dance and music to ACT teachers which are aligned with the Australian Curriculum: Arts.	\$15,000
Australian Children's Television Foundation	Education support to schools. Access to ACTF film and video resources, lesson plans, classroom materials, online resources and professional learning for all sectors in the ACT.	\$18,350
Mura Awards recipients	An initiative that recognises the achievements of Aboriginal and Torres Strait Islander students, which supports the Future of Education and Cultural Integrity in ACT public schools.	\$25,200
Secondary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander students that are interested in pursuing a career in post-year 12 study and/or pursuing a vocational pathway.	\$50,000
Tertiary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander recipients undertaking an approved teaching or health degree.	\$85,500
ANU Extension Program	The Directorate provides a grant to the ANU Extension Program to support students across the full range of extension subjects. The Australian Government is the primary source of funding for the ANU Extension Program through the Commonwealth Grants Scheme.	\$120,000

Recipient	Project Purpose/Summary	Amount
The ACT Council of Parent's and Citizens' Associations Inc	<p>The Directorate provides an annual grant to facilitate consultation with parents and citizens with an interest in public schooling. The Association uses the financial assistance to:</p> <ul style="list-style-type: none"> > support affiliate Associations > promote parent participation in ACT Government schools > advise the Government on views, expectations and concerns of parents > support participation on relevant committees and working parties. 	\$256,602

Source: ACT Education

Further information may be obtained from the Executive Group Manager, Service Design Delivery, (02) 6207 0632.

ABORIGINAL AND TORRES STRAIT ISLANDER REPORTING

Professional Learning

Rediscovering History Symposium

In August 2018, the Aboriginal and Torres Strait Islander Education Section hosted a major symposium to support educators to embed the Aboriginal and Torres Strait Islander histories and cultures cross curriculum priority. With its theme, 'rediscovering history', the symposium opened a dialogue for re-evaluating representations of Aboriginal society.

The symposium was designed to cater for all educators from early childhood settings through to college. It comprised a mix of plenary sessions and practical workshops, some of which were tailored to specific education sectors. Speakers included internationally renowned artist Dr Julie Gough, whose work engages with conflicting and subsumed histories; Daniel Browning, producer and presenter of ABC Radio National's flagship Indigenous art and culture program *Awaye!*; Mikaela Jade, award winning entrepreneur using technology to bring alive ancient stories of Indigenous people and Julie Freeman, Wreck Bay traditional owner and recognised cultural leader.

An expo was held over the lunch break providing opportunities for participants to obtain resources and contact individuals and organisations who can help schools enhance the delivery of their programs. Each school/college represented at the symposium was provided with a substantial book pack to share with colleagues and use in their teaching programs. The symposium was accredited by Teacher Quality Institute for five hours of professional learning.

The symposium was attended by approximately 160 people and feedback received was overwhelmingly positive and included a strong call to hold similar events on a regular basis.

Book Clubs

Emerging as an initiative from the August 2018 Symposium, book clubs have been initially operating in three networks across Canberra for educators from different schools to come together to share ideas and resources for incorporating Aboriginal and Torres Strait Islander perspectives in their teaching.

While the catalyst for the clubs is class room application of texts by Aboriginal and/or Torres Strait Islander authors and illustrators, the book clubs are also providing a forum for sharing a wide range of experiences. These include ways of engaging community, working On Country, incorporating Indigenous languages, showcasing school initiatives and promoting other professional learning opportunities. As the texts are used across subject areas and year levels, the forums are illustrations of teachers' practice in incorporating the Aboriginal and Torres Strait Islander histories and cultures cross curriculum priority in the Australian Curriculum.

Works considered include texts by Bruce Pascoe (*Fog a Dox*, *Seahorse*, *Mrs Whitlam*) due to their broad appeal to middle and upper primary and high school students; the non-fiction text *Our World: Bardi Jaawi Life at Ardiyooloon*, again because of its wealth of material that can be used across so many year groups; and the series of books by Gregg Dreise (*Silly Birds*, *Kookoo Kookaburra*, *Mad Magpie*) that make an excellent set of resources to support social and emotional learning.

2019 Principal and Executive Cultural Integrity Learning Journey

Building upon prior years work to strengthen the cultural integrity, Executive and School Leaders were invited to participate in the three-day cultural integrity experience between March and May 2019. The first session in this three-phased approach engaged Principals and CORPEX in a cultural immersion opportunity with Mr Grant Sarra “To Understand the Present – We Must Understand the Past”. The second session with MurriMatters (Mr Scott Gorringer and Mr David Spillman) engaged participants in a cultural analysis and implications of deficit discourse. The final session, once again with MurriMatters, engaged participants in an examination of approaches to complex challenges and planning for cultural change. This session allowed for reflection and absorption of the learning’s to create robust cultural action plans for schools, engaging with the Directorate’s Cultural Integrity Continuum. These sessions collectively encouraged participants to explore and challenge their own assumptions through an exploration of deeply ingrained cultural biases, moving towards an examination of how these are likely to impact Aboriginal and Torres Strait Islander students and staff in the Directorate and in the wider Canberra community.

Additionally, in collaboration with School Improvement Branch and MurriMatters, Principal and CORPEX Cultural Integrity reflection sessions were offered in May 2019 for Principals and CORPEX members who had undertaken initial Cultural Integrity training in 2017. 39 Principals attended these sessions, in two groups over two days, one for early childhood and primary school Principals and one for high school and college Principals. These sessions were designed to reengage participants with key processes, including challenging assumptions, unconscious bias, deficit discourse and currents of culture. They enabled participants to reflect on Cultural Integrity action plans and the Cultural Integrity Continuum through problem of practice structured yarning circles “deficit discourse– being the change through cultural integrity”, finishing with a commitment to action through identifying next steps.

Executive Teacher Cultural Immersion Program

An Aboriginal and Torres Strait Islander cultural immersion program for all executive teachers is being progressively implemented during 2019 to support the implementation of Cultural Integrity in ACT public schools. To accommodate the over 400 executive teachers in ACT public schools, the program is being offered to one network of schools each term. In the first half of 2019, schools from the South/Weston and North/Gungahlin School Networks completed the program.

The program has been designed to promote awareness and knowledge in cultural integrity and develop the capability of executive teachers to lead cultural integrity in their teams. It comprises three distinct parts: a plenary session; a cultural immersion workshop; and optional On Country sessions at local sites within the network.

Plenary sessions are delivered by different presenters. At the first program, a youth perspective was provided by Hayley McQuire and Renee Phillips, co-founders of the National Indigenous Youth Education Coalition, whereas Cindy Berwick, President of the NSW Aboriginal Education Consultative Group, outlined developments occurring in NSW especially in relation to reviving language and providing residential learning camps for Indigenous students at the second workshop. Grant Sarra’s cultural immersion workshops have given participants the opportunity to walk briefly in the shoes of Aboriginal and Torres Strait Islander peoples.

The On Country sessions provide opportunities for staff to develop their knowledge of the local area and the Ngunnawal people. A teaching guide is provided with each session, adding to the range of resources available to staff for engaging with their local environment.

Engoori training

During 2019, staff from the Aboriginal and Torres Strait Islander Education Section have been honing their skills in Engoori facilitation. The Engoori story comes from the Mithaka people of South West Queensland. Historically Engoori was used as a method of diplomacy between conflicting ideologies and groups. It has been adapted by Scott Gorringer and David Spillman from MurriMatters as a means of supporting organisations and schools to build robust cultures that embrace diversity and operate from strengths-based perspectives.

With additional internal capacity to lead the Engoori approach, it has been possible to offer a significant number of Engoori workshops across the Directorate. The intent is to contribute to a journey for creating and maintaining robust organisational cultures that embrace cultural integrity. More than 100 ESO staff completed an initial Engoori workshop in May-June 2019 that were facilitated by the Directorate's Aboriginal and Torres Strait Islander Education Officers.

Cultural Competence training

The Education Directorate continued to offer cultural competence training to staff through a licencing arrangement with the Centre for Cultural Competence Australia. More than 100 staff will have completed this training over the 2018-19 reporting year.

In the feedback provided on the course, respondents demonstrated a variety of ways in which they felt more culturally competent, including a greater willingness to engage in conversations with colleagues about Aboriginal and Torres Strait Islander histories and enhanced understanding of the impact of trauma and bias/stigma for Indigenous people.

Action plans submitted as part of the course requirements reflected a range of personal and workplace commitments. Staff from Lyneham High School developed a whole school cultural integrity professional learning day following their participation in the program. Several participants agreed to complete an audit and gap analysis of curriculum resources at their schools.

Refer also to the Implementation of the Australian Curriculum section on page 30 on the incorporating Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in student learning.

Scholarships

The Directorate administers two scholarship programs for Aboriginal and Torres Strait Islander students in ACT public schools, with \$155,000 being available: the Secondary Scholarship Program for students in Years 11 and 12 interested in a career in teaching, health or undertaking a vocational qualification (VET); and the Tertiary Scholarship Program for students enrolled in teaching or an approved health course at an ACT university. The scholarships are provided to assist students with the costs associated with their studies.

In 2018, there were 11 recipients of the Aboriginal and Torres Strait Islander Secondary Scholarship, five for education, five for VET and one for health. The recipients currently attend Gungahlin College, Melba Copland Secondary School, Canberra College, Dickson College, Erindale College and Lake Tuggeranong College.

There were five recipients of the Aboriginal and Torres Strait Islander Tertiary Scholarship in 2018, two for teaching and three for health, with all recipients studying at the University of Canberra.

Student Leadership Day

On 22 November 2018, thirty-seven students from 14 schools attended the annual Student Aspirations Years 5 and 6 Leadership Day held at the Australian National Botanic Gardens and CSIRO Discovery Centre.

At the Botanic Gardens, the students participated in leadership and team building activities and undertook a guided tour of the gardens led by Adam Shipp from Yurbay, who shared his knowledge of traditional plant uses and how to tell the seasons using plants and flowers.

The afternoon session was held at CSIRO Discovery Centre where students formed small teams and competed in a scavenger hunt. Discovery Centre staff also spoke to students about what opportunities and scholarships are available to Aboriginal and Torres Strait Islander students who have an interest in science, technology, engineering and/or maths.

Mura Awards

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, worth \$400, attached to the Mura Awards encourages participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.

In 2018, 59 Mura Awards were awarded to students in Years 4, 5, 6, 10 and 11 for the 2019 school year at a cost of \$23,600.

The breakdown of awards across year groups was:

- > Year 4 – nine awards;
- > Year 5 – twelve awards;
- > Year 6 – seventeen awards;
- > Year 10 – fifteen awards; and
- > Year 11 – six awards.

Mount Stromlo High School

In March 2019, students from Year 7 to 10 participated in the ACT schools Buroinjin Carnival. The Mount Stromlo Sports Coaching students also refereed at the primary school event.



Following on from the Carnival, students also showcased Buroinjin at the Brumbies Indigenous Round game at GIO Stadium where they played and refereed. The showcase was very well received by the crowd of over 8,000 people.

The staff at Mount Stromlo High School have been genuinely inclusive of Aboriginal and Torres Strait Islander perspectives in their lesson plans. The IEO has worked with different faculties as a specialist resource and consultant as they look for new ways to incorporate these learnings in their lessons across the faculties.

In Terms 3 and 4, 2018, the students from the Cultural Awareness Program Class (CAP Class) participated in the Nguru program where they learned how the bush around them sustained Aboriginal peoples for thousands of years. Participants were shown how to safely cut a coolamon and how to find resources to make spears, boomerangs and resin glues.

Additionally, during Terms 3 and 4 of 2018, the students participated in workshops with a local parent and Aboriginal artist to create a series of large paintings depicting the students chosen theme of 'Past, Present and Future'. The final artworks were presented to the school at a breakfast ceremony with families, community and School Leaders in attendance.

Buroinjin

Buroinjin is a ball game adapted from the game played by the Kabi people of Southern Queensland. Originally, the game was played with a ball called a Buroinjin, which was smaller than a soccer ball and made of animal skin.

Approximately 800 students from 34 schools attended the 2019 Buroinjin Carnival held on 13-14 March 2019 at the Deakin playing fields. Sixteen schools competed in the high school carnival in junior (Years 7 and 8) and/or senior (Years 9 and 10) pools. Eighteen schools participated in the primary school competition, held on 14 March 2019.

The event was organised by the Aboriginal and Torres Strait Islander Education Section within the Learning and Teaching Branch with support from staff and students from Mount Stromlo High School and the University of Canberra.

Annual careers event

Broaden Your Horizons is an annual careers event that supports Aboriginal and Torres Strait Islander students in Years 9 to 12 to discover a variety of professions for consideration of future career pathways.



Figure 15 - Students talking to exhibitors at the Broaden Your Horizons event

After the success of the inaugural Broaden your Horizons at the ACT Supreme Court in 2018, an event was held on 30 May 2019 at the National Museum of Australia. Fifty-four students attended this event where they had the opportunity to engage with staff from the museum who shared their pathways into training and employment at the Museum.

A mini Careers Expo was held during morning tea, with 14 exhibitors from other national institutions, including the National Film and Sound Archives and the War Memorial, participating.

A panel of five Aboriginal employees spoke about their experiences and careers within the museum and students were also afforded the opportunity to ask questions of the panel.

Feedback from schools and students was very positive indicating that the event was an overwhelming success.

Aboriginal and Torres Strait Islander Education Officers (IEOs)

The Directorate currently employs 12 IEOs who work across 13 schools. IEOs support schools to build their Cultural Integrity by:

- > supporting schools to engage with families and community;
- > supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum;
- > providing advice and leadership to schools on celebrating significant events and milestones for Aboriginal and Torres Strait Islander peoples;
- > supporting schools to grow a culture of high expectations for Aboriginal and Torres Strait Islander students; and
- > facilitating successful student transitions between year levels, between schools and to post-school study or work.

Further information may be obtained from the Executive Branch Manager, Learning and Teaching, (02) 6205 9205.

Amaroo School



The IEO at Amaroo has worked with students to create a large artwork that reflects their identity, culture and community. The artwork was completed over Terms 3 and 4 of 2018 and is now proudly on display in the Mura Burranda room.

In Semester 1 of 2019, the Amaroo School Community Room was transformed into the new cultural room and named Mura Burranda. Mura (Pathway) Burranda (Tomorrow) which aligns with the Amaroo School motto, 'towards tomorrow together'.

In consultation with Aboriginal and Torres Strait Islander families and community, members of the school's Cultural Integrity team worked on collecting and purchasing culturally appropriate resources including floor mats, puzzles, dolls, books, artwork and artefacts.

The schools' Cultural Integrity team worked with Auntie Josie Reardon, a local Ngunnawal Elder, in naming the room.

During Reconciliation Week, the school's Cultural Integrity team worked on reconciliation resources for classes to use which were sent out to teachers to assist in lesson plans; and the Preschool unveiled a mural painted by staff and students that reflects their room names and their reconciliation journey.

As part of Amaroo School's NAIDOC Week preparations:

- > Aboriginal and Torres Strait Islander students from Kindergarten to Year 6 worked with Aboriginal dance teacher, Emma during Term 2, to create a dance to perform. The focus has been shifted to empowering the students in their identity and culture and to create a space for them to get to know each other and to potentially perform for their families at our NAIDOC week Cuppa and Yarn, with the intention of building their confidence to perform for the school at a later date. After the dance, the students will create an artwork and a story that reflects the journey of the dance to display in the school;
- > a Torres Strait Islander parent will be working with a small group of students in the primary school to create a traditional Dhari headdress to be displayed in the Mura Burranda room; and
- > another mural will be created during NAIDOC for the Mura Burranda room. Families are being consulted about what the mural should look like and include. Students, teachers and community members will also have a chance to be part of the design.

WORK HEALTH AND SAFETY

A healthy and safe environment for all

The Directorate is committed to ensuring a healthy and safe working environment for all by creating a supportive and positive culture by embedding health, safety and wellbeing practices in all activities.

In 2018-19, the Directorate continued to focus on promotion of health, safety and wellbeing through progressing the objectives of the *Australian Work Health and Safety Strategy 2012-2022*, and the *Public Sector Work Health, Safety and Wellbeing Strategy 2019-2022* (the PSWHS Strategy) as an integrated approach to improve work health and safety (WHS) engagement, participation, productivity and outcomes. The PSWHS Strategy covers five priority areas including:



Our senior leaders are focused and committed to driving health, safety and wellbeing performance as part of our organisational priorities.



Our people are supported to be responsible for health, safety and wellbeing in the workplace and to participate fully and perform at their best in workplaces.



Our managers are supported to drive better practice in people management for a safe, healthy and engaged workforce, to improve outcomes in work health and safety, and to support our people to remain at or return to work.



Our work - Health, safety and wellbeing is integral to the design of our work and service and enables our people to perform at their best.



Our systems - The systems that support people's health, safety and wellbeing throughout their life course with ACT Government are structured, consistent and integrated.

The Directorate has delivered a number of initiatives during 2018-19 to support workers' health, safety and wellbeing including reviewing and strengthening the content of the Education Safety Management System to include specific risk management guidance material including:

- > strengthening guidance on health and safety roles and responsibilities including clearer linkages to ACT public sector policy;
- > reviewing advisory material for occupational noise and electrical safety;
- > reviewing first aid procedures and medical support for students with medical care needs;
- > providing WHS training for key groups across the Directorate including business managers, building service officers, health and safety representatives, and first aid officers;
- > providing an influenza vaccination program for staff; and
- > providing a Hepatitis A/B vaccination program for workers in high-risk roles.

Highlights for 2018-19 include:

- > delivering face-to-face training on WHS (including occupational violence management) to all Principals, School Leaders, and new starters;
- > revising and improving on the reporting and governance arrangements to ensure Executive have the knowledge and understanding of our workplace risks to make informed decisions;
- > developing and commencing the implementation on the Principal Health and Wellbeing Strategy (refer to page 80);

- > continuing improvements and support to develop sensory spaces in schools so staff are able to support students with complex needs and challenging behaviours;
- > reviewing the Employee Assistance Program's to tailor our support services and programs particularly around critical incidents response;
- > enhancing our return to work services and resources to better support schools through a Human Resources (HR) Business Partner model and People Cases team; and
- > developing a range of e-learning modules to be implemented in 2019-20.

During the 2018-19 reporting period, 4,464 worker WHS incident reports were received including 54 reports for other parties. Reporting numbers increased from 3,139 in the previous year and this is reflective of increased workforce education on the importance of reporting and the provision of an online reporting tool, RiskMan.

Whilst the Directorate is experiencing growth, the Directorate has been encouraging and enabling a positive reporting culture to get a clear picture of the hazards and risks the Directorate is facing. Over the years we have also increased our reporting capabilities through a whole of government integrated reporting system. This manages incidents as well as identifies the potential workplace hazards, therefore enabling a review of the effectiveness of the controls to reduce further risk of injury or harm to others.

Table 26 WHS Performance Results

Lead WHS indicators	Lag WHS indicators
<ul style="list-style-type: none"> > Safety and Wellbeing Commitment (WHS policy) current and available across all schools and the ESO offices. > Work groups and representation were renominated and as at 30 June 2019, there are 97 Work groups, 99 trained health and safety representatives (HSR's), and 48 deputy HSR's. > Health and Safety training has been incorporated into all induction training, school leadership and Principal training. Evaluation of these sessions included 87 per cent of participants felt more informed of their WHS role and responsibility within the Directorate. 98 per cent agreed that the School Leader inductions increased their knowledge and understanding of WHS. > Health and Safety incorporated in each position description. 	<ul style="list-style-type: none"> > WorkSafe were notified of 21 Notifiable Incidents. > No improvement notices, or prohibition notices were served on any school or the Directorate during 2018-19. > 4,464 worker work health and safety incident reported were received including 54 reports for other parties. > 17 new musculoskeletal claims during 2018-19, compared to 19 in 2017-18.

Table 27 WHS Activities

Categories	Initiative
Work Health and Safety Management System (WHSMS), reporting and risk management	<ul style="list-style-type: none"> > 80 site visits by Safety Advisors completed. > Internal review of our WHSMS.
Information, education and training	<ul style="list-style-type: none"> > 43 new Principal Induction sessions held for individuals either acting or new to the role. > 116 new School Leader Workplace Health and Safety Inductions were conducted. > 304 new staff Workplace Health and Safety Inductions were conducted. > 41 Learning Support Assistant (LSA) scholarship applications have been awarded and classes have commenced. > We offer face-to-face training on WHS (including occupational violence and risk management) to all Principals, School Leaders, and new starters.
Ergonomics	<ul style="list-style-type: none"> > 38 workstation assessments conducted. > Three home-based assessments conducted.

Categories	Initiative
Consultation	<ul style="list-style-type: none"> > Eight meetings held by Executive Governance Committee WHS sub-committee. > Four WHS Consultative Committee meetings (formerly known as Injury Prevention and Management Consultative Committee). > Four Health and Safety Representative (HSR) network meetings. > Four Building Service Officers (BSO) network meetings.
Health and wellbeing	<ul style="list-style-type: none"> > Flu vaccinations provided to 2,958 permanent and contract staff across multiple locations for schools and executive support offices, compared to 2,890 in 2017-18 and 2,531 in 2016-17. > Development and implementation of the Principal Health and Wellbeing Strategy. > Seven Hepatitis A/B vaccinations to targeted worker groups including building service officers, first aid officers, early childhood educators and learning support assistants. > Over 600 staff attended two wellbeing expos. Providers included EAP, Healthier Work, WorkSafe ACT, CIT Fit and Well, seated massage, yoga sessions, Nutrition Australia, ACT Health and many more.

Principal Health and Wellbeing

The Directorate has partnered with the ACT Principals Association (ACTPA) to develop a Principal Health and Wellbeing (PHWB) Plan which will deliver on a range of immediate, short and long term initiatives to increase the focus on Principal health and wellbeing.

The PHWB Plan is aimed at increasing the focus on the mental and physical wellbeing of Principals and to instigate cultural change more broadly.

The PHWB Plan 2018-20 has identified nine key recommendations, of which four have been actioned and are now closed.

Consultative Committees

Work Health and Safety Health and Safety Representatives (HSRs) Network

This purpose of this consultative forum is to facilitate cooperation in developing and carrying out measures to improve the safety of workers and help develop health and safety processes within the Directorate. This Committee has been established to discuss Directorate-wide hazards and risk management. HSRs are an employee or worker who has been elected to raise health and safety concerns on behalf of their worker groups. Agenda items include WHS performance, current workplace safety matters, ACTPS and Directorate initiatives, and training opportunities.

Work Health and Safety Building Support Officer Network

This Committee has been established to provide a consultative network forum for workers to discuss their HR or WHS concerns. Agenda items include WHS performance, current safety matters, ACTPS and Directorate initiatives, and safety awareness training. The role of Network representatives in this group are to effectively consult and communicate with workers, relevant representatives and management on workplace issues or concerns.

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

Table 28 Target 1 - reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 per cent

Financial year	# new 5 day claims	Rate per 1,000 employees	Directorate Target	ACTPS # new 5 day claims	Rate per 1,000 employees	ACTPS Target
2012-13	60	12.53	10.69	274	13.42	12.08
2013-14	44	9.28	10.36	257	12.20	11.70
2014-15	31	6.17	10.03	228	10.49	11.33
2015-16	34	6.63	9.70	205	9.36	10.96
2016-17	50	9.73	9.37	243	10.91	10.58
2017-18	45	8.24	9.04	202	8.93	10.21
2018-19	54	9.45	8.71	201	8.50	9.84
2019-20			8.38			9.46
2020-21			8.05			9.09
2021-22			7.72			8.72

Source: Workplace Safety and Industrial Relations, CMTEDD

Table 29 Target 2 - reduce the incidence rate of claims for musculoskeletal disorders (MSD) resulting in one or more weeks off work by at least 30 per cent

Financial year	# new 5 day MSD claims	Rate per 1,000 employees	Directorate Target	ACTPS # new 5 day MSD claims	Rate per 1,000 employees	ACTPS Target
2012-13	33	6.89	5.81	183	8.96	8.29
2013-14	26	5.49	5.63	175	8.31	8.03
2014-15	12	2.39	5.45	144	6.63	7.78
2015-16	20	3.9	5.27	146	6.67	7.52
2016-17	26	5.06	5.09	150	6.73	7.26
2017-18	19	3.48	4.91	128	5.66	7.01
2018-19	17	2.98	4.73	102	4.31	6.75
2019-20			4.55			6.49
2020-21			4.37			6.24
2021-22			4.19			5.98

Source: Workplace Safety and Industrial Relations, CMTEDD

Further information may be obtained from the Executive Branch Manager, People and Performance, (02) 6205 9203.

Enforceable Undertaking

On 28 September 2018, the ACT Education Directorate entered into an Enforceable Undertaking on behalf of the Territory following a Work Health and Safety investigation by WorkSafe ACT (www.education.act.gov.au/about-us/risk_management_and_audit). The Undertaking references incidents where the Territory had a health and safety duty of care and failed to comply with that duty. It also acknowledges the significant work undertaken by the Education Directorate in addressing occupational violence in schools and provides for a number of further enhancements in the Directorate's approach.

The Directorate holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. To develop, implement and maintain a safe and supportive learning and teaching environment requires a comprehensive and robust safety management system framework supported by governance mechanisms, systems of training, assessment, reporting, response and prevention. The Directorate recognises the need to continue to strengthen the depth and breadth of its safety management system framework. This undertaking provides the Directorate with the ability to make further improvements for the benefit of staff, students and the broader community.

To support the ongoing commitment in complying with its obligations under the *Work Health and Safety Act 2011*, the Directorate established the Education Governance Committee Work Health and Safety Sub-Committee to provide leadership and governance in overseeing and monitoring initiatives undertaken by the Directorate and related to work health and safety. The Sub-Committee also monitors progress on the completion of strategies identified in the Undertaking.

Since entering the Undertaking in September 2018, the Directorate has invested approximately \$2.375 million in supporting the safety of our staff and students and achieved significant progress in implementing the safety strategies as identified below. The total amount to be spent on all strategies (including existing rectifications and previous commitments) is \$10.045 million.

Strategy 1 – Strategies that will deliver worker benefits

Fully Implement the Education Directorate's Occupational Violence Policy and Management Plan

The Directorate has further strengthened the implementation of its Occupational Violence Management Policy and Management Plan through a number of targeted activities including:

- > establishing an Occupational Violence and Complex Case Management team to support schools in strengthening risk assessments and the implementation of risk management controls. The Team provides a behaviourally and therapeutically informed approach to working with schools to support staff and student safety;
- > monitoring reports of occupational violence through RiskMan to support appropriate and timely responses to incidents and provide an increased level of assurance that appropriate responses are in place. This system provides ongoing data analysis to further inform future improvements in practice and approach;
- > completing Occupational Violence management training at all schools by the end of 2018;
- > updating the Directorate's mandatory work health and safety system training package. Modules for the training program will be rolled out during the second half of 2019. Sitting alongside this system level training, the ESO has worked closely with schools and staff in providing advice and training on specific control responses related to the circumstances of individual schools;
- > Learning Support Assistants commencing a Certificate IV Education Support as part of the Learning Support Assistants Scholarship Program in May 2019;
- > communicating with staff on the importance of a positive reporting culture and how this information is used by the ESO to support safety, supporting supervisors to understand their responsibilities in consulting with staff on managing risk, and increasing the profile of the WHS hotline; and
- > progressing the sensory spaces in schools program that has enhanced and developed sensory spaces in schools where staff are able to support students with complex needs and challenging behaviour.

Strategy 2 – Strategies that will deliver industry benefits

Share learnings and resources with other Education Directorate jurisdictions within Australia

On 21 March 2019, the Directorate hosted a national forum to address the issue of occupational violence in schools. The purpose of the forum was to share work safety learnings across jurisdictions and collectively identify best practice strategies to support safe and inclusive school communities for staff and students. The Directorate engaged with key stakeholders within schools, the Directorate and external agencies to identify current challenges and issues to inform the development of the concept, methodology and agenda for the forum.

Delegates representing state and territory education departments, Work Health and Safety regulators, Education unions, ACT Council of Parents and Citizens Associations, Australian Primary Principals Association and the Australian Secondary Principals Association, came together to examine the ACT occupational violence management approach and share WHS insights and practice.

The forum highlighted that occupational violence in schools is a national and international issue impacting education systems worldwide. The safety of staff and students in schools is paramount and occupational violence is a complex societal issue. The forum confirmed that the Directorate's response to occupational violence is sound, comprehensive and aligned to national best practice. The forum also shared a range of insights that will further enhance jurisdiction responses to occupational violence and that the Directorate will use to continue to strengthen the ongoing commitment to providing safe and supportive schools.

Strategy 3 – Strategies that will deliver community benefits

Building Strong, Safe Communities for Learning

The Directorate has collaborated with the ACT Parents and Citizens Association in an innovative partnership to design and deliver a series of community workshops focussed on ensuring the safety of staff, students and families and meeting the diverse range of student academic and wellbeing needs.

The objectives of the workshops were to:

- > establish a shared understanding of the safety in schools by understanding how the system is experienced;
- > raise awareness and understanding of issues and the impact, including identifying appropriate ways to minimise and respond to violence and bullying in schools; and
- > build on previous conversations about safety in schools by designing solutions that are inclusive and engage the whole school community.

The workshops brought together stakeholders from across the ACT including those within the public school system (teachers, parents, carers, Principals, psychologists, counsellors, students, ESO staff); the community sector and the ACT Council of Parents and Citizens Associations.

The initial work established a shared understanding of the challenges associated with building and maintaining safe and inclusive environments. It highlighted our joint commitment to the way forward and ownership of the solutions to address and reduce incidents of violence and bullying that occur in schools. Further workshops continued the momentum to build a deep and shared understanding of the problem of violence in schools, its genesis and explored possible future actions to ensure safety.

A final showcase ('Ideas Xchange') comprised of a series of six short workshops enabling attendance by the broader school community and took participants on a journey through the project background and the insights and ideas generated in previous workshops. The Ideas Xchange provided more than 50 stakeholders with an opportunity to provide commentary on concepts and ideas to explore this issue and further actions in further depth.

Schools are reflective of our community. Complex behaviours are present in all aspects of our society and the Education Directorate is taking a strong stand in responding to violence: schools are places for learning – not a place for violence.

Further information may be obtained from the Executive Branch Manager, Student Engagement, (02) 6205 7029.

HUMAN RESOURCE MANAGEMENT

Ensuring a Highly Capable Workforce

The ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018 (the Agreement) established the platform for ongoing development of a highly capable teaching workforce. Attraction, development and retention of excellent teachers are central to becoming a leading learning organisation where people know they matter and leading the nation in achieving high quality outcomes for all students.

The Directorate is committed to ensuring students in ACT public schools are taught by excellent teachers in every classroom in every school. The Agreement creates the enabling environment where striving for excellence by teachers and School Leaders is recognised and celebrated. In 2018-19, the Directorate successfully completed the delivery of commitments arising from the Agreement.

Enterprise Agreement Bargaining

ACT Public Sector Enterprise Agreements are the primary source of employment conditions for ACT Government Employees. The Directorate has six Enterprise Agreements covering a range of teaching and other employee classifications.

Bargaining for five of the Enterprise Agreements for staff other than teachers were completed during the reporting period as follows:

- > ACT Public Sector Administrative and Related Classification Enterprise Agreement 2018-2021;
- > ACT Public Sector Infrastructure Services Enterprise Agreement 2018-2021;
- > ACT Public Sector Health Professional Enterprise Agreement 2018-2021;
- > ACT Public Sector Technical and Other Professional Enterprise Agreement 2018-2021;
- > ACT Public Sector Support Services Enterprise Agreement 2018-2021.

The 2014-18 Agreement expired on 30 September 2018. In accordance with Clause A4 of the Agreement, notification of the commencement of bargaining for a new Agreement occurred on 31 January 2018, with formal bargaining meetings commencing in August 2018.

In anticipation of the enterprise bargaining process, the Directorate developed a Strategic Reform Framework for bargaining. The Strategic Reform Framework positions the Enterprise Agreement as an enabling structure to support delivery of public education reforms, specifically, the implementation of the *Future of Education* strategy, supporting achievement of school improvement and better outcomes for students. In support of the Strategic Reform Framework, the Directorate undertook an interest-based approach to negotiations centred on the individual and shared interests and responsibilities of the bargaining parties.

Following informal notification of the Australian Education Union's acceptance of the Government's offer in response to bargaining, the consideration period for the Agreement took place over the period 12 to 21 June 2019 with the ballot for the Agreement commencing from 24 June 2019.

Principal Career Structure

The proposed new Principal Career Structure was endorsed by the Australian Education Union in May 2019 and will be implemented in Term 3, 2019.

The new structure is aligned to the principles of the Government's *Future of Education Strategy*, the Directorate's *Strategic Plan 2018-21* and *Strengthening Leadership Capability Plan 2018-21*. The structure recognises the increasing responsibility of the Principal role through equity challenges, specific to the needs of the school, community and system.

Recognition and Reward for Highly Accomplished and Lead Teachers

In 2015, the reward and recognition process for teachers who achieve certification at the national Australian Standards of Highly Accomplished and Lead Teacher career stages was established. Through this initiative, Certified Teachers are recognised and financially rewarded with an additional salary increment or equivalent allowance for one year.

In 2018, there were 11 successful new applicants across the ACT Public Schools system who attained certification at the Highly Accomplished stage. Refer to the ACT Teacher Quality Institute annexed report page 233.

Reportable Conduct

In September 2018 the ACT Ombudsman delivered their report on the Directorate's handling of an allegation of reportable conduct under section 17k (report) of the *Ombudsman Act 1989*. The report contained seven recommendations relating to the management of an incident of reportable conduct and, more broadly, the implementation of the ACT Reportable Conduct Scheme within the Directorate.

In June 2019, the Directorate provided the ACT Ombudsman with an update on progress of critical actions and initiatives identified by the Directorate in response to the recommendations of the report. Key initiatives include:

- > revision of the Directorate's code of conduct for teaching staff and development of a new code for all non-teaching school-based staff;
- > development of a Directorate specific Reportable Conduct policy, guidelines and supporting procedures for Directorate employees; and
- > face-to-face and e-learning training.

The Directorate has made significant progress in the implementation of these key actions and initiatives, with most expected to be delivered in Term 3, 2019. The Directorate will provide a further report to the ACT Ombudsman prior to the end of 2019.

Human Resources Services

Human Resources Business Partnering

In 2018, the People and Performance Branch undertook a review of the HR service offerings and operating model. In order to ensure that the 'Core People Capabilities' outlined in the Strategic Plan were at the core of HR service delivery, this review resulted in an organisational restructure of the Branch. The HR Business Partnering Model was implemented in Term 1, 2019 which provides contemporary generalist HR services from frontline HR Business Partners and the ensuing enhancement of HR strategies are designed by the HR Centres of Excellence.

The HR Business Partners have been working closely with Principals, School Executive Teams, Managers and Directors of School Improvement to determine the high-risk human resource needs and matters for each school. These have included supporting strategic recruitment, performance management processes, critical incident response and coordination, workplace values and behaviour, injury management, preliminary assessments and Reportable Conduct advice through a coordinated effort with the People Cases Team.

Workforce Capability Framework

The Directorate's *Workforce Capability Framework 2019-2021* (the Capability Framework) was endorsed on 21 November 2018, to compliment the HR Business Partner model and further support the Directorate's Strategic Plan and vision of being a Leading Learning Organisation, where our people know they matter. The Capability Framework endorses a strategic approach to support our workforce under a model of analyse, recruit, train and retain.

To support delivery of the Capability Framework, a 2019 Action Plan was developed with actions under each approach and is reported on quarterly to our Executive with status updates.

The Action Plan has delivered on a number of initiatives to date, including:

- > enhancement of HR data analytics and real time reporting across the Directorate;
- > implementation of a HR Business Partner model to provide contemporary generalist HR services to our school networks and Executive supported by specialist HR strategic services in the Centre of Excellence;
- > support for more streamlined performance management processes and improved access to Learning and Development opportunities;
- > provision of the Learning Support Assistants (LSAs) Scholarship Program to support LSAs to undertake a Certificate IV in Education Support, with a focus on building capability to work with students with complex needs and challenging behaviour; and
- > delivery of a Principal Health and Wellbeing Strategy to increase the focus on the mental and physical wellbeing of our Principals and to instigate cultural change more broadly.

Delivery of initiatives identified within the Action Plan complement the HR Business Partner service offer and supports improved HR maturity and delivery of contemporary HR practices, resulting in a high performing, engaged and capable workforce.

Development Programs

Our Directorate has an extensive suite of development programs designed to increase workforce and leadership capability, increase talent attraction and retention through induction, entry level pathways, scholarships and reward and recognition programs.

In addition to these Development Programs also refer to the programs previously discussed for Strategic Objective 2 to facilitate high quality teaching in ACT public schools and strengthen educational outcomes. Refer to page 35.

DEVELOPMENT PROGRAMS



Learning Support Assistant Scholarship Program

The Directorate has a cohort of LSAs undertaking a Certificate IV in Education Support from Term 2 2019 to be completed in Term 1 2020. The Certificate has a focus on building capability to work with students with complex needs and challenging behaviours. The opportunity to undertake this qualification through a funding scholarship was offered to all LSAs employed by the Directorate, including casual and temporary employees.

Teacher Scholarships Program

The Directorate's Teacher Scholarships Program provides both teachers and School Leaders with financial support to undertake further study, training and/or research to build teacher capability leading to improved student outcomes.

In June 2019, the Teacher Scholarships Program opened for applications with identified priority areas that include study to improve student outcomes, STEM education, Complex Needs and Challenging Behaviours and Languages. Successful recipients will have 24 months (2019-21) to complete their scholarships.

Also refer to the 2019 teacher scholarships to undertake a Master of Education on page 36.

Online Learning

The Directorate is committed to providing our staff with access to professional learning opportunities to assist and support them with their work.

In 2019, staff will have access to a new suite of online learning modules. There will be nine modules in total:

- > Work Health and Safety;
- > Occupational Violence;
- > Reportable Conduct;
- > Risk Management;
- > Family and Domestic Violence;
- > Keeping Children and Young People Safe;
- > Disability Awareness;
- > Workplace Bullying; and
- > Code of Conduct.

The modules are designed to support staff in understanding their obligations and ensuring that they are compliant in their day to day duties. Importantly, the modules will also highlight the avenues for support available to staff and will assist the Directorate in creating a safer work environment for both our staff and students.

Leadership Programs

The Directorate continues to support senior leadership development, providing our staff with access to:

- > ACTPS Senior Executive Speaker Series;
- > nomination/participation in the Australia and New Zealand School of Government Executive Program; and
- > participation in whole of government talent initiatives and pilot development programs.

Joint Selection Committee Compliance Training

In 2019, the Directorate redeveloped the Joint Selection Committee Compliance training to support our staff in recruiting the right people with the right skills. This training is mandatory for staff to complete if they will be participating or leading the recruitment of any school-based staff member as agreed between the Directorate and the Australian Education Union.

The training provides participants with information on the different roles and responsibilities of those involved in recruitment, the open recruitment process, and teacher transfer rounds. The training has been designed in line with the ACTPS Recruitment Guidelines and incorporates Directorate specific policies and procedures.

Studies Assistance Policy

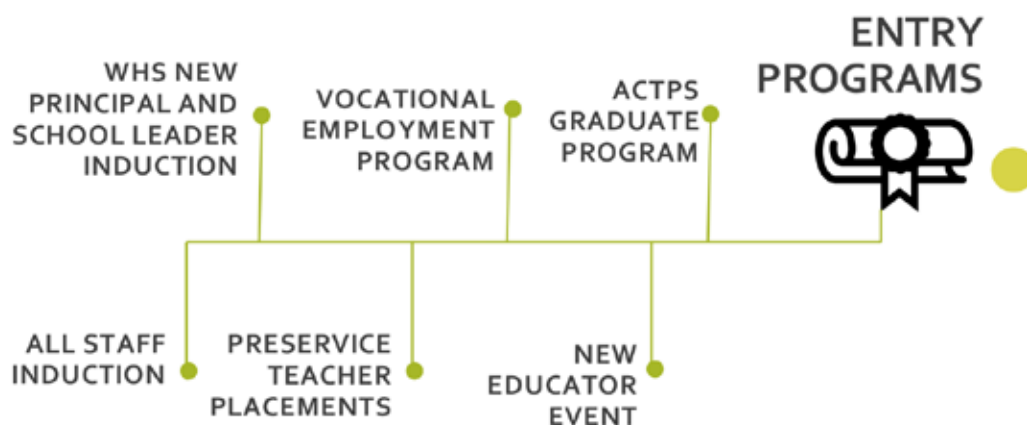
An important component of learning and development is formal study to support professional development identified through an agreed Professional Development Plan. The *Study Assistance Policy* provides assistance for our staff to undertake an approved course of study in line with the operational needs of the work area and should be linked to the goals in the Strategic Plan. Studies assistance can be in the form of paid or unpaid leave to undertake study, and/or financial assistance for course costs.

Just in Time series

Our Just in Time series of training packages are designed to support new and acting Principals with information relating to governance, human resources, strategic finance and procurement. These sessions also support the Key Improvement Strategies of the Empowered Learning Professionals Leadership Plan. In 2018-19, topics that were covered included work health and safety, strategic finance, recruitment, injury management and employee relations matters.

Entry Level Programs

Entry level programs support our new starters, graduates and inclusion participants with the opportunity to work within and gain a practical understanding of the work that the Directorate undertakes. Entry level programs support our talent attraction and engagement strategies.



Induction

The Directorate has enhanced our suite of induction programs to ensure that all Directorate employees are aware of their obligations as ACTPS employees and provides an overview of the strategic direction of the Directorate and how they can support delivery on our strategic objectives. Our induction programs have an explicit focus on WHS, wellbeing as well as occupational violence.

There are several induction programs offered:

- > New starter induction session;
- > New educator welcome session;
- > Work Health and Safety inductions for all new and acting School Leaders; and
- > Work Health and Safety induction for all new and acting Principals.

Pre-Service Teacher Placement Program

The ACT Education Directorate has entered into a contract with the University of Canberra for the placement of pre-service teachers into schools to provide practical experience for students within our schools.

This contract outlines the expectations of the Directorate regarding professional experience placements of University of Canberra students within our schools.

Refer also to section Strategic Objectives (page 35) for more discussion.

ACTPS Graduate Program

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

The Graduate Program supports our graduates in completion of a comprehensive learning and development program, which provides them with exposure to senior leaders and regular training designed to help them to build the skills that they need for a successful career, within the Directorate or across ACT Government. In 2018 the Directorate supported four graduate placements (inclusive of inclusion graduates) and in 2019 we have supported three placements (inclusive of inclusion graduates).

Vocational Employment Programs

The Directorate undertakes a range of inclusion employment initiatives to recruit and retain staff to better reflect the diversity within the community.

There are two ACTPS Vocational Employment Programs (VEPs), the Aboriginal and Torres Strait Islander VEP and the Inclusion VEP (for People with Disability). The VEPs are whole of government, 12 month entry level employment programs offering an entry level career within the Directorate following successful completion.

The VEPs include a formal training component (certificate level qualification or a targeted training program), on the job training and workplace experienced. The programs offer flexibility to accommodate a range of entry classifications, reasonable adjustments, part-time or reduced working hours or a qualification that may take longer than 12 months to achieve.

Following completion of the programs, participants are eligible for permanent appointment. Between 2017 and 2019, the Directorate has employed five VEPs in school-based positions.

The Directorate has committed to support four placements - two of Aboriginal and Torres Strait Islander descent and two People with Disability - each year as part of the Access and Inclusion (Disability) Employment Action Plan 2019-2023.

Reward and Recognition

The Directorate values and recognises the achievements of our employees. The Directorate hosts our Public Education Award ceremony and also nominates and participates in whole of government award programs to acknowledge the outstanding achievements of our employee's.



Public Education Awards

The Public Education Awards recognise and celebrate outstanding achievements in public education in the ACT, covering nine award categories.

In August 2018, the Directorate received 193 eligible nominations for the 2018 Public Education Awards, the largest number of nominations received since its inception. Out of the nominations, 10 individuals were announced as winners recognising their contribution to the ACT public education system.

The 2018 award recipients were:

- > Education Support Person of the Year: Frank Maynard, Gowrie Primary School;
- > Volunteer of the Year: Leah House, Namadgi Primary School;
- > New Educator of the Year: Jennifer Tabur, Lyneham High School;
- > Early Childhood Teacher of the Year: Sharon DeRooy, Early Years Preschool Educator, Bonython Primary School;
- > Primary Teacher of the Year: Anthea Theodoridis and Matthew Weickhardt, Gordon Primary School;
- > Secondary Teacher of the Year: Janet Richardson, University of Canberra High School Kaleen;
- > Outstanding Partnership of the Year: Andrew Kingston, Kids Hope Mentoring and Isabella Plains Early Childhood School;
- > Leadership in Aboriginal and Torres Strait Islander Education: Kelly Pulver, Evatt Primary School; and
- > Outstanding School Leader of the Year: Cheryl Diggins, Production Manager, Step into the Limelight and Arts Officer, Instrumental Music Program.



Figure 16 ACT Public Education Awards recipients

Workforce Profile

The number of staff employed in the Directorate increased from 6,814 at 27 June 2018 to 7,131 at 26 June 2019. The majority of the additional staff were employed in schools to meet increases in student enrolments. The average length of service remained steady at 8.9 years during 2018-19.

Diversity

The ratio of female to male staff of 3.3 females to 1 male has remained consistent for the last five financial years.

The Directorate had a target headcount of 108 Aboriginal and/or Torres Strait Islander staff members by June 2019.

The Directorate currently employs 119 Aboriginal and Torres Strait Islander staff members, representing 1.7 per cent of the Directorate's total headcount.

The Directorate had a target headcount of 152 staff members with a Disability by June 2019 and currently employs 156 staff members with a Disability, which represents 2.2 per cent of the Directorate's total headcount.

Table 30 outlines full-time equivalent (FTE) and head count of staff by gender. The information is provided by Shared Services and is reported for the pay period of 26 June 2019. The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 26 June 2019 but received a payment have been included.

Gender, as defined in the Australian Government Guidelines on the Recognition of Sex and Gender is 'part of a person's personal and social identity. It refers to the way a person feels, presents and is recognised within the community. A person's gender may be reflected in outward social markers, including their name, outward appearance, mannerisms and dress'¹.

At June 2019, the ACTPS consisted of employees who identified as male, female and Indeterminate/Intersex/Unspecified (referred to as Gender X). Employees who identify as Gender X are those individuals who do not exclusively identify as male or female (i.e. a person of a non-binary gender)².

For the purposes of reporting in the Directorate's Annual Report, gender information is presented as male/female only. While the ACTPS recognises that there are employees who identify as a gender other than male or female, for privacy reasons this information is not included where data has been broken down by gender.

Table 30 FTE and headcount by gender

	Female	Male	Total ¹
FTE by Gender	4,507.2	1,460.1	5,968.3
Headcount by Gender	5,455	1,675	7,131
% of Workforce	76.5%	23.5%	100%

Source: Shared Services

¹ Breakdown for Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

¹ Australian Government Guidelines on the Recognition of Sex and Gender, Australian Government, 2013, <https://www.ag.gov.au/Publications/Documents/AustralianGovernmentGuidelinesontheRecognitionofSexandGender/AustralianGovernmentGuidelinesontheRecognitionofSexandGender.pdf>

² ibid

Table 31 to Table 37 break this data down further representing classification, employment category, FTE and headcount by Division/Branch, age, length of service, diversity and separation.

Table 31 Headcount by classification and gender

Classification Group	Female	Male	Total ¹
Administrative Officers	1,662	353	
Executive Officers	9	8	
General Service Officers & Equivalent	2	130	
Health Assistants	3	0	
Health Professional Officers	28	4	
Information Technology Officers	3	24	
Professional Officers	98	13	
School Leaders	573	207	
Senior Officers	171	61	
Teachers	2,905	875	
Trainees and Apprentices	1	0	
TOTAL	5,455	1,675	7,131

¹ Breakdown by classification groups for Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

Source: Shared Services

Table 32 Headcount by employment category and gender

Employment Category	Female	Male	Total ¹
Casual	669	270	
Permanent Full-time	2,460	916	
Permanent Part-time	1,440	151	
Temporary Full-time	373	184	
Temporary Part-time	513	154	
TOTAL	5,455	1,675	7,131

¹ Breakdown by employment category for Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

Source: Shared Services

Table 33 FTE and headcount by division/branch

Branch/Division	FTE	Headcount
Business Services	185.6	197
Deputy-Director General's Office	3.0	3
Director General's Office	3.0	3
Casual Staff	439.5	919
School Performance and Improvement	5,257.3	5,927
System Policy and Reform	79.9	82
Total	5,968.3	7,131

Source: Shared Services

Table 34 Headcount by age group and gender

Age Group	Female	Male	Total ¹
Under 25	327	212	
25-34	1,224	385	
35-44	1,440	425	
45-54	1,418	326	
55 and over	1,046	327	
Total	5,455	1,675	7,131

¹ Breakdown by age group for Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

Source: Shared Services

Table 35 Average years of service by gender

Gender	Female	Male	Total ¹
Average years of service	9.0	8.2	8.9

¹ Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

Source: Shared Services

Table 36 Headcount by diversity group

	Headcount	% of Total Staff
Aboriginal and/or Torres Strait Islander	119	1.7
Culturally & Linguistically Diverse	764	10.7
People with a disability	156	2.2

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

Source: Shared Services

Table 37 Recruitment and separation rates

Classification Group	Recruitment Rate	Separation Rate
Total	8.1%	5.3%

Source: Shared Services

Further information may be obtained from the Executive Branch Manager, People and Performance, (02) 6205 9203

ECOLOGICALLY SUSTAINABLE DEVELOPMENT

The ACT Government is focussed on providing healthy and comfortable teaching and learning spaces to maximise the learning outcomes for all children. The Directorate acknowledges the role that Ecologically Sustainable Development (ESD) plays in achieving this goal through project design and the efficient management of natural resources.

The Directorate's strategic priorities for ESD align with the ACT Government's commitments to: energy efficiency and greenhouse gas (GHG) reductions, waste minimisation and resource recovery, water efficiency and sustainable transport.

The Directorate's priorities are informed by the strategic pathway outlined in the AP2: A New Climate Change Strategy and Action Plan for the ACT and the ACT Carbon Neutral Government Framework.

School-based sustainability

Information on operational consumption of resources for 2017-18 and 2018-19 for all ACT public schools is summarised below.

Table 38 School-based Sustainable Development Performance: Current and Previous Financial Year

Indicator as at 30 June	Unit	Current FY	Previous FY ¹	% change
Stationary energy usage				
Electricity use	Kilowatt hours	23,098,508	22,266,616	3.7
Natural gas use (non-transport)	Megajoules	123,337,355	129,578,262	-4.8
Diesel use (non-transport)	Kilolitres	N/A	N/A	N/A
Transport fuel usage				
Electric vehicles	Number	N/A	N/A	N/A
Hybrid vehicles	Number	1	1	0
Hydrogen vehicles	Number	N/A	N/A	N/A
Total number of vehicles ²	Number	18	19	-5.3
Fuel use – Petrol	Kilolitres	2	3	-33.3
Fuel use – Diesel	Kilolitres	12	11	9.1
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	N/A	N/A	N/A
Fuel use – Compressed Natural Gas (CNG)	Gigajoules	N/A	N/A	N/A
Water usage				
Water use	Kilolitres	341,324 ³	341,674	-0.1
Resource efficiency and waste				
Reams of paper purchased	Reams	66,586	N/A	N/A
Recycled content of paper purchased	Percentage	4.23	N/A	N/A
Waste to landfill	Litres	N/A	N/A	N/A
Co-mingled material recycled	Litres	N/A	N/A	N/A
Paper & Cardboard recycled (incl. secure paper)	Litres	N/A	N/A	N/A
Organic material recycled	Litres	N/A	N/A	N/A

Indicator as at 30 June	Unit	Current FY	Previous FY ¹	% change
Greenhouse gas emissions⁴				
Emissions from electricity use	Tonnes CO ₂ -e	5,890	11,289	-47.8
Emissions from natural gas use (non-transport)	Tonnes CO ₂ -e	6,356	6,677	-4.8
Emissions diesel use (non-transport)	Tonnes CO ₂ -e	N/A	N/A	N/A
Emissions from transport fuel use	Tonnes CO ₂ -e	37	39	-5.1
Total emissions	Tonnes CO ₂ -e	12,283	18,005	-31.8

Source: Enterprise Sustainability Platform (as at 12 August 2019), CMTEDD and Waste invoices.

¹ Differences between Enterprise Sustainability Platform sourced data included in the Previous FY (2017-18) column and that in the 2017-18 Annual Report are due to updates to agency occupancy and historical consumption data, and annual adjustments to ACT specific electricity emissions factors. Where actual data is not available, the Enterprise Sustainability Platform provides estimations using an accruals function.

² Total number of vehicles data includes all vehicle types.

³ Water consumption includes accrued data for 20 sites. Accruals are due to the quarterly billing cycle falling outside the reporting timeframe.

⁴ Emission factors used to calculate natural gas and fleet fuel are based on the latest National Greenhouse Accounts factors. Greenhouse gas emissions for electricity consumption have been calculated using emissions factors based on the latest ACT Electricity Emissions Factor Report released in 2019.

Energy consumption and GHG Emissions

Electricity consumption in 2018-19 totalled 23,098,508 kilowatt hours (kWh). This is an increase of 3.7 per cent from 2017-18. As new schools come on line it is anticipated that electricity energy will increase as new facilities source 100 per cent of their energy requirements from electricity.

Gas consumption totalled 123,337,355 megajoules (MJ) and is a decrease of 4.8 per cent from 2017-18. The decrease in gas consumption is the result of specific programs targeting gas use reduction.

Greenhouse gas (GHG) emissions for the reporting year were 12,283 tonnes of CO₂-e. This is a decrease of 31.8 per cent from 2017-18. A significant portion of the emission reduction is attributed to the ACT Government's transition to renewable energy.

Photovoltaic (solar panel) systems

A total of 1,736 (Megawatt hours) MWh of solar energy was generated from solar photovoltaic systems resulting in approximately \$771,524 (excluding GST) of benefit for ACT public schools.

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

In 2018-19, schools re-invested FiT income into a diverse range of environmentally sustainable initiatives including:

- > bicycle facilities;
- > LED lighting upgrades;
- > curriculum resources such as books and puzzles;
- > draught proofing of doors;
- > blackout thermal window blinds;
- > double glazed windows and doors;
- > recycling infrastructure including systems for composting, recycling and worm farms;
- > improvements to the building thermal envelope such as insulation in the roof and walls; and
- > thermal window film.

In addition to the gross fed systems which operate under the FiT scheme, a 100kW net fed solar photovoltaic system was installed at the new Margaret Hendry School in the reporting year.

Building Tuning

Building tuning initiatives in 2018-19 targeted gas use efficiency and improved thermal comfort of students and staff. Projects included: building envelope improvements to enable better maintenance of internal temperatures by preventing heat loss in winter and heat gain in summer; improved efficiency of heating and cooling systems; and training to assist school-based staff to monitor and manage gas and electricity use.

The Directorate commenced an initiative to draught proof all external doors at schools to reduce heat loss during winter and improve building thermal comfort. In 2018-19, draught proofing was completed at 21 schools. The initiative was supported by the schools through co-investment. Significant improvement in student and staff comfort has been recorded.

In 2018-19, Business Managers from 20 schools received Enterprise Sustainability Platform (ESP) training. The workshop sessions were hosted by EPSDD and provided training in the use of the ESP to monitor school energy, emissions and water use data and track performance against energy and water management initiatives.

Building tuning initiatives were undertaken at Namadgi School, Calwell High School, Chapman Preschool, Campbell High School, Malkara School, Turner School, Black Mountain School and Franklin Early Childhood School. Initiatives included:

- > installation of control systems to allow efficiency management of heating and cooling equipment;
- > glazing upgrades including double glazing and thermal window film;
- > draught proofing;
- > reprogramming of building management systems to improve efficient operation of Heating, Ventilation and Air Conditioning (HVAC) systems;
- > mechanical upgrades to heating systems to improve energy efficiency; and
- > installation of roof insulation to increase thermal comfort to staff and students.

Heat Mitigation Program

Initiatives to reduce the impact of summer heat on classroom comfort were undertaken in 2018-19 as part of an annual Heat Mitigation Program. The program targeted spaces identified by schools as experiencing extreme temperatures. While some spaces required mechanical cooling via the installation of air conditioning systems, the initiative predominantly targeted passive cooling via improved ventilation, energy efficient ceiling fans, external shade structures, landscape treatments (e.g. tree planting) and heat rejecting glazing treatments. In 2018-19, heat mitigation works were undertaken at 52 sites.

An advanced tree program was implemented at nine schools to assist in managing the impact of extreme heat by shading external building walls and heat banking surfaces. The program will enhance playground shade as the trees reach maturity.

Audits

Building envelope audits and HVAC system audits were conducted at six school sites. The audits identified energy conservation measures for implementation in 2018-19 and 2019-20.

Energy conservation measures implemented in 2018-19 included: the installation of a control system and double glazing at the Turner School hydrotherapy pool; installation of a control system at Calwell High School, mechanical upgrades to the Black Mountain School hydrotherapy pool heating system; and recommissioning of the building management system at Namadgi School.

Major upgrades were identified and scoped for the building envelope at Melba Copland Secondary School (Melba Campus) and Gordon Primary School and the heating system at Melba Copland Secondary School (Copland Campus). The upgrades are scheduled for implementation in 2019-20.

Water Consumption

Water consumption across ACT public school in 2018-19 totalled 341,324 kilolitres (kL) which was a decrease of 0.10 per cent from 2017-18.

ACT public schools are equipped with data logging technology to monitor water usage. Water usage is reported daily through a monitoring system which alerts the Directorate and schools to potential water leaks and higher than expected water consumption. The Directorate proactively engages schools to identify and resolve anomalies in water consumption.

In 2018-19, early detection and rectification of water leaks and overnight usage avoided the use of approximately 173,982 kL of water, enough to supply 870 ACT households annually (based on the average annual ACT household water consumption as estimated by Icon Water). The estimated cost saving across the reporting period is \$422,776.

Transport

The Directorate supports the Ride or Walk to School Program through the construction and upgrade of end of trip bicycle parking infrastructure. Secure and weather proof bicycle parking and access to basic bicycle maintenance equipment encourages active travel, reducing transport emissions associated with travelling to and from school. In 2018-19 works included construction of new bicycle enclosures, with a bicycle pump, at Calwell Primary School and Latham Primary School. The design of new bicycle enclosures for Southern Cross Early Childhood School (including bicycle pump) and Dickson College (including repair station) were also completed for implementation in 2019-20. A new bicycle enclosure and bicycle pump was included as part of the construction of the new Margaret Hendry School.

Traffic safety management

The Active Streets for Schools program expanded in 2018-19 to include an additional 29 ACT public schools over four years (2018-22). The Active Streets program delivers infrastructure improvements and educational resources to support walking and riding to school. In 2018-19, engagement commenced with participating schools to develop educational resources and a list of potential infrastructure improvements. Infrastructure improvements are tailored to suit each school's needs and can include new or upgraded footpaths, safer crossings, traffic calming devices like speed humps and improved wayfinding signage. The educational resources and infrastructure improvements will commence delivery in 2019-20.

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

The Directorate works with Transport Canberra and City Services (TCCS) to address issues that affect the safety of pedestrians, car parking spaces and safe school set-down and pick-up areas, in line with the Active Streets program.

Working closely with schools and their communities, the Directorate and TCCS create 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.

Car parks

Amaroo School – construction of 27 new car parking spaces was commenced and, combined with flow management improvements, are due for completion in early August 2019. A Temporary Traffic Management Plan was put in place.

Fraser Primary School – construction of 12 new car parking spaces was commenced and are due for completion in early August 2019.

Theodore Primary School – relocation of the disabled spaces, flow improvements to car park, and signage and compliance improvements to enable parking regulation enforcement were completed in June 2019.

Wanniassa Hills Primary School – expansion of the Preschool car park and construction of a car park for teachers’ spaces were commenced and are due for completion in July 2019. Landscape works will also be carried out.

Car park design and other preparatory work was commenced for Charles Conder Preschool, Gowrie Primary School, Monash Primary School, Mount Rogers Primary School and Namadgi School.

Further information may be obtained from the Executive Branch Manager, Infrastructure and Capital Works, (02) 6205 1289.

External Learning Environments

External Learning Environments (ELE) incorporate environmentally sustainable principles through a Landscape Masterplan program. The program provides for the development of site specific landscape masterplans that identify opportunities to: enrich student outdoor experience; support external learning activities; improve microclimates; improve water quality; increase water infiltration; reduce soil erosion; mitigate the impact of high temperatures; and support student safety. In 2018-19 landscape masterplans were completed at five schools including Duffy Primary, Gordon Primary, Mt Rogers Primary, Ngannawal Primary and Richardson Primary Schools.

A Tree Canopy Survey Program commenced in 2018-19 to identify opportunities for school campuses to contribute to Canberra’s urban forest, reduce the heat island effect, improve biodiversity and provide habitat. The program measures canopy coverage and the health of trees on school sites. During the school holidays surveys were completed at 10 schools including Amaroo School, Calwell High, Canberra High, Farrer Primary, Hawker Primary, Kingsford Smith School, Lyneham Primary, Mount Stromlo High, Red Hill Primary and Turner Primary School.

A Tree Planting Program initiated in 2017-18 involves the planting of advanced tree specimens to provide shade to buildings, reduce the impact of heat banking surfaces, provide cool shade to students and playgrounds and replace trees at end of life. Sites were selected based on the Heat Mitigation Program, Building Tuning Program, Landscape Masterplans and the Tree Canopy Surveys. In 2018-19 a further 98 trees were planted across eight schools including: Bonython Primary, Caroline Chisholm (senior and junior campuses), Fadden Primary, Hawker Primary, Monash Primary, Wanniassa Hills Primary and Yarralumla Primary School.

In 2018-19 sensory gardens were constructed at 12 schools: Evatt Primary, Black Mountain, Chapman Primary, Dickson College, Florey Primary, Forrest Primary, Fraser Primary, Garran Primary, Gordon Primary, Harrison School, Ngannawal Primary, and Wanniassa (junior campus) School. The gardens supported the Schools for All Program. The sensory gardens consist of deciduous trees, native plants and hardy understorey planting, organic mulches, timber log seats, gravels and a mix of pavement types to provide an enriched natural landscape.

ActSmart Schools

The Directorate works in partnership with ActSmart Schools to implement sustainable practice in schools. ActSmart Schools is a specialised program managed by EPSDD that provides support, practical tips, tools and resources to drive behavioural change and sustainability awareness. In 2018-19 the ActSmart Schools education officers made 95 school visits across ACT schools.

As at June 2019, a total of 64 public schools had been awarded ActSmart Schools accreditation for the sustainable management of energy, 50 for sustainable management of water, 55 for sustainable waste management, 39 for biodiversity and schools ground management and 24 for sustainability curriculum. Four public schools gained five-star accreditation (accreditation in all areas of ActSmart School’s focus) in the reporting year bringing the total number of five-star accredited public schools to 20.

Professional development and training was provided to over 360 teachers and school staff. Workshop topics included: supporting sustainability coordinators; a junior schools eco bus tour; engaging students through food gardens; waste and recycling at your school; and a curriculum focussed workshop.

Emissions Target

In 2018-19 the Directorate set an emissions reduction target of two per cent across the school portfolio and ESO. Performance against the emissions target is detailed in the Annual Carbon Budget report in September 2019.

Sustainable Delivery of Public School Facilities

The Sustainable Development of Public School Facility Output Specifications (the Specifications) for Preschool to Year 6 schools were endorsed on 28 June 2017. The Specifications include energy and sustainability standards that target improved thermal comfort, operational and resource use efficiency and sustainability. The Margaret Hendry School in North Gungahlin was the first primary school constructed under the Specifications. An Output Specification for high schools, Years 7-10, is currently under development.

As capital upgrades and refurbishments are undertaken at ACT public schools, opportunities to improve sustainability performance and student comfort are identified and implemented.

Education Support Office (ESO) based sustainability

Information on resource use for the three main ESO sites at Braddon, Stirling and Callam is provided in the table below. Costs for the school-based ESO staff are met by the school, therefore these sites are not reported in the table. These smaller sites are located at Gilmore Primary School, Majura Primary School, Melrose High School, Wanniasa School Senior Campus and the University of Canberra High School Kaleen.

Table 39 Education Support Office-based Sustainable Development Performance: Current and Previous Financial Year

Indicator as at 30 June	Unit	Current FY	Previous FY ¹	% change
Stationary energy usage				
Electricity use	Kilowatt hours	649,966	729,610	-10.9
Natural gas use (non-transport)	Megajoules	2,418,352	2,615,008	-7.5
Diesel use (non-transport)	Kilolitres	N/A	N/A	N/A
Transport fuel usage				
Electric vehicles	Number	1	1	0
Hybrid vehicles	Number	9	9	0
Hydrogen vehicles	Number	N/A	N/A	N/A
Total number of vehicles ²	Number	17	17	0
Fuel use – Petrol	Kilolitres	5	4	25
Fuel use – Diesel	Kilolitres	5	6	-16.7
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	N/A	N/A	N/A
Fuel use – Compressed Natural Gas (CNG)	Gigajoules	N/A	N/A	N/A
Water usage				
Water use	Kilolitres	2,365 ³	3,309	-28.5
Resource efficiency and waste				
Reams of paper purchased	Reams	3,557	5,532	-35.7
Recycled content of paper purchased	Percentage	93.35	95.36	-2.1
Waste to landfill	Litres	309,000	307,500	0.49
Co-mingled material recycled	Litres	116,580	107,400	8.5

Indicator as at 30 June	Unit	Current FY	Previous FY ¹	% change
Paper & Cardboard recycled (incl. secure paper)	Litres	385,800	301,800	27.8
Organic material recycled	Litres	1,404	1,669	-15.9
Greenhouse gas emissions⁴				
Emissions from electricity use	Tonnes CO ₂ -e	166	370	-55.1
Emissions from natural gas use (non-transport)	Tonnes CO ₂ -e	125	135	-7.4
Emissions diesel use (non-transport)	Tonnes CO ₂ -e	N/A	N/A	N/A
Emissions from transport fuel use	Tonnes CO ₂ -e	26	27	-3.7
Total emissions	Tonnes CO₂-e	317	532	- 40.4

Source: Enterprise Sustainability Platform (as at 12 August 2019), CMTEDD and Waste invoices.

¹ Previous financial year - Differences between Enterprise Sustainability Platform sourced data included in the Previous FY (2017-18) column and that in the 2017-18 Annual Report are due to updates to agency occupancy and historical consumption data, and annual adjustments to ACT specific electricity emissions factors. Where actual data is not available, the Enterprise Sustainability Platform provides estimations using an accruals function.

² Total number of vehicles – total number of vehicles data includes all vehicle types.

³ Water use – water use data is not available for 200 Northbourne Avenue, Braddon.

⁴ Greenhouse gas emissions – Emission factors used to calculate natural gas and fleet fuel are based on the latest National Greenhouse Accounts factors. Greenhouse gas emissions for electricity consumption have been calculated using emissions factors based on the latest ACT Electricity Emissions Factor Report released in 2019.

In 2018-19 electricity consumption at the three ESO sites: Callam Offices, Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon totalled 649,966 kilowatt hours (kWh). This is a decrease of 10.9 per cent from 2017-18. Gas consumption totalled 2,418,352 megajoules (MJ) and is a decrease of 7.5 per cent from 2017-18.

The reductions in gas and electricity consumption are attributed to ongoing energy efficiency improvements and building thermal envelope improvements.

Greenhouse gas (GHG) emissions from stationary energy totalled 317 tonnes of CO₂-e. This is a decrease of 40.4 per cent from 2017-18.

Water Consumption

Water consumption at Hedley Beare Centre for Teaching and Learning and Callam Offices totalled 2,365 kilolitres in 2018-19, which is a decrease of 28.5 per cent from 2017-18. Water consumption data is not available for 220 Northbourne Avenue Braddon.

Waste Management

The Directorate's ESO sites at Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon are accredited recyclers under the ActSmart Business Recycling program. Core resource recovery activities include paper, co-mingled recycling and organic material.

A small recycling initiative was implemented at 220 Northbourne Avenue Braddon in 2017-18 to recover coffee pods generated by an office-based coffee machine. Local supplier Podcycle collects the pods and recycles both the coffee and metal/plastic components. The initiative supports a small local business.

Transport

The Directorate participated in the whole of government electric bicycles trial coordinated by EPSDD in 2017-18, with two electric bicycles located at 220 Northbourne Avenue for staff use. At the completion of the trial the bicycles were returned to EPSDD and two dedicated Education Directorate electric bicycles were purchased and based at 220 Northbourne Braddon.

In 2018-19 the bikes travelled 58.6 kilometres with most trips taken to and from the city and Dickson.

Further information may be obtained from the Executive Branch Manager, Infrastructure and Capital Works, (02) 6205 1289.

New school for ACT students

Excited children streamed through the doors of the new Margaret Hendry School as they were officially opened on 4 February 2019.



Located in the new suburb of Taylor in Gungahlin's north, the ACT's 88th school caters for 176 preschool and 600 primary students.

The school features innovative learning environments centred around open areas and outdoor spaces. It also has a range of purpose-built facilities for music and physical education, as well as Science, Technology, Engineering and Mathematics (STEM).

Principal Kate Woods says her focus is on nurturing the development of an inclusive and connected community. "My priority is to connect everyone to the Margaret Hendry School Community through our four pillars for learning – Grow, Collaborate, Connect, Love."

