

Section

A large, white-outlined letter 'B' is positioned in the lower right quadrant of the page. The background is split diagonally from the bottom-left corner to the top-right corner. The upper-left portion is a medium purple color, and the lower-right portion is a darker, navy blue color. The letter 'B' is centered within the dark blue area.

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 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, Education Stakeholders and Partners

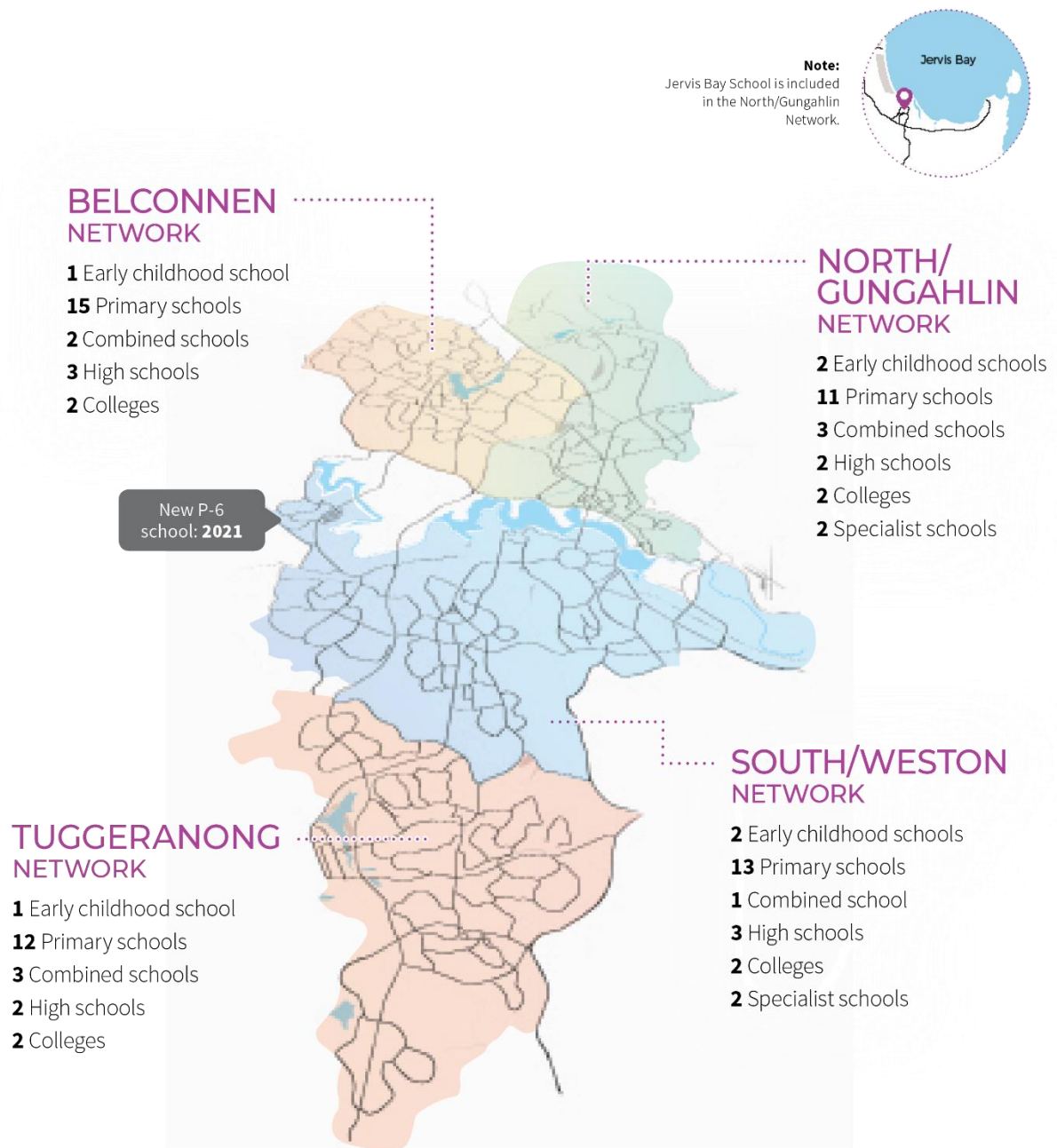
- The Minister;
- students and their families;
- children and their families accessing early childhood education and care;
- our people;
- the ACT Council of Parents and Citizens Associations;
- the ACT Principals' Association;
- the Australian Education Union (AEU), the Community & Public Sector Union (CPSU) and the United Workers Union;
- the Catholic Education Archdiocese of Canberra and Goulburn; the Association of Independent Schools of the ACT and non-government schools;

- 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; and
- the wider ACT community.



Arawang Primary School students

Figure 1 Our School Network



Fast Facts

Our Schools



88
PUBLIC
SCHOOLS

\$88 million
infrastructure
expenditure



7,681 Education
staff including
3,794 teachers

Our Students



MORE THAN
50,000
STUDENTS

 **4,560 preschool enrolments** for 2020

 **27,212 primary school enrolments** for 2020

 **11,844 high school enrolments** for 2020

 **6,656 college enrolments** for 2020



2,668
students
awarded a Year 10
Certificate in 2019



2,791
students
Year 12 graduates
in 2019

Our Environment and the Planning Framework

The Future of Education strategy

The *Future of Education – An ACT education strategy for the next ten years* (the *Future of Education strategy*), launched in 2018, has continued to set the Directorate’s direction over the past year.

The *Future of Education* strategy has four foundations:

- Students at the Centre;
- Empowered Learning Professionals;
- Strong Communities for Learning; and
- Systems Supporting Learning.

In 2019-20 the Directorate’s implementation of the *Future of Education* strategy focused on:

Strengthening inclusive education

Inclusive education has been strengthened in a range of ways. This includes continued implementation of the *Positive Behaviours for Learning* program in schools; broadening expertise in the Complex Case Management Team; providing additional training for Learning Support Assistants; and continuing to address and raise awareness about occupational violence (including by delivering a national forum and three community workshops).

Giving students more of a say

Students have been encouraged to make decisions and use their voices in a range of ways. This includes through encouraging schools to use the “Ask Us” student voice resource kit, supporting students to access the Academy of Future Skills and Girls in STEM grants, and through the personalisation of Vocational Education and Training programs. School Leaders have also taken part in cultural integrity training to help make sure schools are safe places for building connections between all young people and their learning.

Supporting a workforce of the future

The Directorate has continued implementation of the *Empowered Leadership Plan* to support School Leader wellbeing and build leadership capability in our schools.

Community schools

The Directorate is exploring the inclusion of early childhood infrastructure capacity in every new school, including early childhood service capacity for Long Day Care as well as Out of School Hours care. The Directorate has established new agreements with existing Early Childhood Education and Care providers to strengthen their partnerships with schools, including through education and care committees.

The Directorate has also implemented the first phase of the *Set up for Success: An Early Childhood Strategy for the ACT*, with modern agreements between Early Childhood Education and Care providers established to enhance partnerships and access.

Giving young people the best start

The Directorate worked to give children the best start including developing an evidence base that identifies children experiencing vulnerability or disadvantage, expanding

to 15 hours a week and introduced free early childhood education and care for 3-year-olds, commencing with those that need it most.

Focus the system on what matters most

The Directorate is integrating revised performance indicators and improving data collection so that school improvement processes are more targeted and effective.

The Strategic Plan 2018-21: A Leading Learning Organisation

The Education Directorate *Strategic Plan 2018-21: A Leading Learning Organisation* (the Strategic Plan) describes five core goals the Directorate is working towards to develop the capabilities needed to deliver the *Future of Education*. These include:

- Schools where students love to learn;
- Investing in early childhood;
- Evidence informed decisions;
- Learning Culture; and
- United Leadership.

Annual planning for both schools and the Education Support Office (ESO) is aligned with the *Future of Education* to ensure every child and young person in the ACT is empowered to learn for life.

Our Summary of Performance

Summary of 2019-20 achievements and activities

The Directorate has celebrated many achievements and addressed significant local and global challenges during 2019-20.

Future of Education Implementation

On 2 August 2019, the Minister released the *First Phase Implementation Plan* for the *Future of Education* strategy. This plan outlines targets for 18 months across six priorities and includes rolling out the *Positive Behaviours for Learning* program across our schools, resourcing to support complex case management, the Master of Education scholarships each year and providing additional support for pre-service teachers and new ACT public school teachers.

Staffing

The second half of 2019 saw the overwhelming endorsement by staff for the new Teaching Staff Enterprise Agreement and other enterprise agreements, with nearly 99 per cent of voting staff supporting the agreement. This meant that the Directorate's teaching staff are the best paid in the country and have increased support and access to better training opportunities. There was also a recruitment campaign to attract great educators and Learning Support Assistants to join the highly skilled and engaged workforce.

Another significant staffing achievement was the direct employment of school cleaners in January 2020. The insourcing of school cleaning saw 272 people, many of whom were migrants or refugees, gain secure public employment.

Building schools for the future

On 7 February 2020 the first sod was turned to mark the start of construction for the new primary school ready to start in 2021 and the Government announced the first high school in the Molonglo Valley will be ready for the 2023 school year.

The Directorate delivered significant projects to modernise facilities, provide new schools, and better meet the learning needs of communities. Projects included two school site upgrades and eight school site expansions to accommodate over 725 additional places.

Planning also commenced for future schools including major modernisation upgrades for two schools, major expansions for two schools and a design tender and feasibility study for two new schools.

Summer bushfires and smoke

The Directorate has an overarching emergency management framework and all ACT public schools have detailed *Emergency Management Plans*. The Directorate's *Bushfire Strategy* identifies sites for temporary closure under the *ACT Elevated Fire Danger Plan* and incorporates procedures for schools to follow when temporary closure is required.

In late January 2020 bushfires in the ACT posed the worst threat since the 2003 firestorm, Evacuation centres were opened and plans were activated. Canberra was also impacted by smoke haze from bushfires in early 2020.

During the 2019-20 hazard season, the Directorate worked with experts, including the ACT Chief Health Officer and ACT Work Safety Commissioner to develop the guidelines on air quality conditions. Consultation was undertaken with a range of stakeholders including unions, the non-government sector, the Asthma Foundation and the ACT Council of Parents and Citizens Associations to confirm the planned responses.

The Directorate acknowledges the work done by schools to enact plans for managing air quality and making the necessary adjustments and accommodations for students.

During the first week of Term 1 2020 the Directorate deployed air purifiers to every public school and preschools to assist in improving air quality for vulnerable groups. This was made possible through a very generous donation made by Dyson.

Management of the impact of COVID-19 pandemic

A Public Health Emergency was declared in the ACT to combat the spread of COVID-19 in March 2020.

Throughout the pandemic the Directorate's focus has been to ensure the continuity of education to children and young people in the ACT; support staff and student health, safety and wellbeing; and to minimise the impacts of the pandemic on the ACT education and early childhood sectors.

In response to declining student and staff attendance at schools, the Minister for Education and Early Childhood announced that from 24 March 2020 all ACT public schools would go pupil free until the school holidays. At the beginning of Term 2, ACT public schools shifted to a remote learning model for the majority of students. Students began a phased return to on-campus learning from week 4 in Term 2. Students considered vulnerable to COVID-19 continued to be supported to learn from home.

During the remote learning period, nine Safe and Supervised School sites and all specialist schools remained open to students who needed to attend including children of essential workers, as well as vulnerable children and those with additional needs.

Students had access to a remote learning program which was designed and delivered by their usual classroom teachers.

ACT public schools have emphasised the use of ICT and the development of ICT skills for many years to ensure that students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.

This foundation enabled the Directorate to move quickly and decisively in response to the COVID-19 pandemic to ensure continuity of learning and to minimise the impacts of the pandemic on children and young people.

Key achievements during the Directorate's March-May 2020 COVID-19 response include:

- the majority of students supported to learn from home;
- Safe and Supervised sites for around 4,000 registered students who were unable to learn from home;
- over 5,000 individuals accessing sessions of professional learning on delivering teaching online;
- an additional 2,000 Chromebooks were provided to students who needed them, adding to the 22,000 Chromebooks already provided to students in Years 7-12;
- 600 families provided with internet to support learning from home;
- establishment of the home learning resources for students and families website; and
- establishment of a telehealth service to support student wellbeing while learning from home.

With the majority of students back at school and learning on-campus, in June 2020 the Directorate released a 'roadmap' for ACT public schools based on the ACT Government's COVID-19 recovery plan.

This roadmap sets out a planned further easing of restrictions on school activities and parent/carer engagement, in line with broader easing of COVID-19 restrictions across the ACT.

The Directorate also undertook scenario planning in the event that the COVID-19 situation in the ACT worsens, to ensure it would be well-placed to respond appropriately and safely if a school, cluster of schools, or all schools were affected.

Royal Commission into Institutional Responses to Child Sexual Abuse - Final Report

The Directorate is primarily responsible for 29 recommendations from the *Royal Commission into Institutional Responses to Child Sexual Abuse Final Report* published in December 2017.

In 2020 the Directorate progressed major deliverables relating to Child Safe Standards to ensure the Directorate and all schools become child safe organisations according to the National Principles for Child Safe Organisations. It is assisting delivery and oversight of recommendations relating to online safety, complaints management, monitoring of non-government schools and record keeping.

Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

The Directorate is undertaking preparatory work and organisation relating to the *Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*. This work includes record compilation, responding to requests for information, monitoring of public hearings, examination of issues papers and ultimately responding to the interim report and any recommendations of the Royal Commission.

Amendments to the Education Act 2004

In the *Future of Education* strategy, the ACT Government committed to review and amend the *Education Act 2004*.

Following the first phase of amendments passed in the 2018-19 financial year, the Directorate has continued to lead engagement with key stakeholders, including the non-government sector, parent and citizen associations, education unions and the Human Rights Commission. This engagement has informed the second phase of amendments to the *Education Act 2004*.

The amendments bring clarity to the roles and responsibilities of people carrying a duty of care to children and young people in schools, and ensure that the most vulnerable students are protected by implementing a recommendation from the *Royal Commission into Institutional Responses to Child Sexual Abuse*.

The amendments will also provide mechanisms to ensure every child is accessing education through strengthening the Government's ability to share information with the relevant State and Territory government agency in the best interest of the child, including enforcing the attendance of non-ACT residents enrolled in ACT schools.

2020-21 Outlook

The Directorate's priorities for 2020-21 have been identified through the *Future of Education* strategy, the *Strategic Plan 2018-21* as well as other key initiatives and whole of government strategies. The Directorate will implement the identified priorities of government.

STRATEGIC PLAN 2018-21

A Leading Learning Organisation.

Our priorities for 2020



Schools where students love to learn

We are building world class, innovative and future focused schools where students love to learn. To achieve this, students need to feel safe, supported and empowered to be active participants in their education journey. Our schools play an important role in fostering student confidence, creativity and collaboration.

We will achieve these results by:

- Supporting student learning and wellbeing;
- Intervening early to meet student needs;
- Implementing system improvement strategies; and
- Building 21st Century learning environments.

Investing in Early Childhood

We are working with families and community partners to promote high quality early childhood education. We know a good start leads to a bright future and we acknowledge that children learn from birth. We build on their education by knowing the child and sharing this knowledge with their educators throughout their journey.

We will achieve these results by:

- Implementing early childhood strategies.



Evidence Informed Decisions

We are capturing and analysing multiple sources of data to help us monitor our progress and make evidence informed decisions. We share relevant and up to date information to give us a holistic understanding of student achievement and wellbeing which allows us to support their ongoing learning. Using evidence also helps to inform policy, service delivery and the targeting of resources.

We will achieve these results by:

- Undertaking feasibility and enrolment projections;
- Embedding evidence and inquiry in school improvement;
- Implementing endorsed school-based assessment tools; and
- Evaluating our impact.

Learning Culture

We recognise the value of lifelong learning so we recruit highly skilled staff and encourage them to learn from others within and outside of our system. We foster safe physical and psychological environments that promote ongoing reflective practice and learning for all staff. Establishing forums and mentoring opportunities also allow us to share effective practices and maximise impact.

We will achieve these results by:

- Supporting quality teaching in schools;
- Strengthening workforce planning and capability development;
- Introducing systems to provide staff with access to learning and corporate knowledge.



United Leadership

We are ensuring shared ownership of the strategic direction across schools and the Education Support Office. This promotes trust and confidence and ensures we support each other during challenges. Our plans are coherent and consistently aligned to our strategic direction and promote opportunities for collaboration. By developing leadership capability and effective management, we ensure our values are understood and embedded in our behaviours, enabling a culture of trust and continuous learning.

We will achieve these results by:

- Strengthening organisational culture;
- Building collaboration capabilities;
- Enabling leadership at all levels in the Education Support Office and Schools; and
- Listening to our people and acting on feedback.



“Empowering each child and young person in the ACT to learn for life”

Internal Accountability

Senior Executives

Director-General

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 high quality education for ACT children and young people, 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.

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 holds accountability 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.

Deputy Director-General, System Policy and Reform

The Deputy Director-General, System Policy and Reform leads the Strategic Policy, Enrolments and Planning, Analytics and Evaluation, and Early Childhood Policy and Regulation functions of the Directorate.

The Deputy Director-General, System Policy and Reform has responsibility for the development and implementation of strategic policy and reform initiatives in addition to advising on national education reforms and associated bilateral agreement, 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 Group 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.

Executive Group Manager, Business Services

The Executive Group Manager, Business Services is responsible for leading the Infrastructure and Capital Works, Government and Community Liaison, Media and Communications, People and Performance, the School Cleaning Service and the Strategic Finance and Procurement functions of the Directorate.

The Group registers ACT non-government schools, oversees families who engage in home education and investigates and responds to complaints and feedback from the community about schools.

Executive Group Manager, School Improvement

The Executive Group Manager, School Improvement is responsible for leading ACT Public schools through supporting School Leaders and for progressing the Directorate's school improvement cycle.

The Executive Group Manager leads a range of school improvement activities to ensure that schools are supported with evidence-based practice to grow and develop their schools as modern, enjoyable and effective learning environments for all students. The role is critical in strengthening ACT public schools as vibrant, innovative and high functioning learning communities.

Executive Group Manager, Service Design and Delivery

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

The Executive Group Manager also has responsibility for careers and transitions, student engagement, disability services and inclusion, including the provision of allied health services to support the wellbeing of students in all of our schools, the Directorate's digital strategy aimed at supporting learning and teaching across our schools, and provision of services to international students studying within public schools.

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 <https://www.remunerationtribunal.act.gov.au>.

Significant Committees of the Directorate

Governance Committees

Education Governance Committee

The Executive Governance Committee (EGC) supports the Director-General as the responsible officer of the Directorate reporting to the Minister under section 19 of the *Public Sector Management Act 1994*.

The EGC provides leadership, direction and guidance to the Directorate and provides oversight of the Directorate's policy and strategy, governance, risk and compliance frameworks.

Audit Committee

The Audit Committee provides advice and assistance to the Director-General and the Minister on the Directorate's risk, control and compliance framework, and its external accountability responsibilities.

The Audit Committee consists of at least three and not more than six members appointed by the Director-General. At least three members of the Committee are independent, one of whom is the Chair of the Committee.

Corporate Executive Committee

The Corporate Executive Committee (CORPEX) supports the Directorate through a collaborative forum engaged in consultation on system-wide policy and so operations of the Directorate can be communicated and strategically coordinated. United Leadership has been the focus of CORPEX for the reporting period.

Work Health and Safety Sub-Committee

The Work Health and Safety Sub-Committee (WHSSC) provides due diligence of the Directorate's occupational health and safety management system.

The WHSSC supports the Director-General in discharging their responsibilities under the *Work Health and Safety Act 2011* and provides oversight of the Directorate's Work Health and Safety Consultative Committee.

Digital Strategy Sub-Committee

The Digital Strategy Sub-Committee (DSSC) provides advice on the development and implementation of digital and ICT strategies, programs and policies. The DSSC makes recommendations to EGC through the Deputy Director-General about digital and ICT strategic directions, policies, and proposals for system wide ICT initiatives.

Security and Emergency Management Sub-Committee

The Security and Emergency Management Sub-Committee provides endorsement of program initiatives and assists the Director-General on security, emergency management, business continuity and related risk management and compliance issues across the Directorate.

Education Evaluation Sub-Committee

The Education Evaluation Sub-Committee ensures the *ACT Government Evaluation Policy and Guidelines* is implemented across the Directorate, guides the development of evaluation plans and schedules and reports on progress against the *Directorates Annual Evaluation Plan*.

Planning Committee Sub-Committee

The Education Planning Sub-Committee is responsible for school infrastructure planning, including:

- identifying and preparing for future school infrastructure requirements and developing new infrastructure proposals for the Minister and the Government's consideration;
- oversight of progress on projects of strategic significance and an escalation pathway for issues arising through to EGC;
- delivering the Government agreed infrastructure measures; and
- effectively administering the ACT public schools with respect to capacity and demand.

Consultative Committees

Directorate Consultative Committee

The Directorate Consultative Committee (DCC) provides consultation and communication processes between staff, senior managers and unions regarding change management proposals in the workplace; the sharing of information across the Directorate; and provides a forum for consultation.

The membership of the DCC includes four to six staff representatives, one or two union representatives from the CPSU, United Voice and the Australian Education Union, Directorate representatives and other specialists upon invitation.

Work Health and Safety Consultative Committee

The Work Health and Safety Consultative Committee provides advice on the ongoing development and implementation of the Directorate's work health and safety policies, procedures and safety priorities; considers health safety and wellbeing performance; considers specific injury prevention and injury management advice and initiatives; provides advice on high level strategic initiatives to address injury data trends; reviews statistical data and identifies the Directorate's risk profile trends through reported hazards, incidents/accidents, injuries or diseases.

Performance Analysis

Overview

Table 1 Performance Analysis Overview

Strategic Objective	Strategic Indicator	Comment on 2018-19 Performance	More Information
Strategic Objective 1 – To promote greater equity in learning outcomes in and across ACT public schools	Strategic Indicator 1(a) Reduction in the equity gap between the most advantaged and less advantaged students in reading	The Directorate exceeded its target of 54, achieving 52. As reducing the gap is the goal, lower numbers indicate improvement.	Output Class 1 page 30. Strategic Objective 1(a), page 26.
	Strategic Indicator 1(b) Reduction in the equity gap between the most advantaged and less advantaged students in numeracy	The Directorate did not achieve its target of 42. It did achieve a reduction to 44 from a previous year gap of 45. As reducing the gap is the goal, lower numbers indicate improvement.	Output Class 1 page 30. Strategic Objective 1(b), page 26.
Strategic Objective 2 – To facilitate high quality teaching in ACT public schools and strengthen educational outcomes	Strategic Indicator 2(a) ACT public schools gain for Years 3 to 5 in reading	The Directorate did not achieve its target of 84, instead achieving 74.	Output Class 1 page 30. Strategic Objective 2(a) page 27.
	Strategic Indicator 2(b) – ACT public schools gain for Years 3 to 5 in numeracy	The Directorate did not achieve its target of 90, instead achieving 79.	Output Class 1 page 30. Strategic Objective 2(b) page 28.
	Strategic Indicator 2(c) – ACT public schools gain for Years 7 to 9 in reading	The Directorate did not achieve its target of 40, instead achieving 29.	Output Class 1 page 30. Strategic Objective 2(c) page 28.
	Strategic Indicator 2(d) – ACT public schools gain for Years 7 to 9 in numeracy	The Directorate did not achieve its target of 47, instead achieving 33.	Output Class 1 page 30. Strategic Objective 2(d) page 28.
Strategic Objective 3 – To centre teaching and learning around students as individuals	Strongly Identified with their school by group, ACT public schools	The Directorate did not achieve its target of: student target of 61, achieved 60; staff target of 92, achieved 91; and parent/carer target of 87, achieved 73.	Output Class 1 page 30. Strategic Objective 3 page 29.

Strategic Objectives and Indicators

The Directorate's three strategic objectives outlined in the 2019-20 budget were guided by the development of the *Future of Education* strategy.

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

The ACT public education system is underpinned by the right of all children to access high quality education. Individual personal circumstances create socio-educational differences among the students and explain more than a quarter of variation in student education outcomes. It is recognised that not all children are able to access the same educational advantages when starting their education. Some children receive at-home and early childhood education, others first access education at the start of preschool. Children may also experience adversity at different stages of their education journey. The difference in access may be the result of socio-economic factors, physical or mental health or disability, cultural backgrounds or familial circumstance.

This measure reaffirms the ACT Government's commitment to equity in the public education system. This measure shows that difference, expressed as the difference in average NAPLAN points across all four NAPLAN year levels.

Table 2 Strategic Indicator 1(a) Reduction in the equity gap between the most advantaged and less advantaged students in reading

	2015	2016	2017	2018	2019 Target	2019 Actual
Equity Gap	51 ¹	48 ¹	45 ¹	57 ¹	54	52

¹2018 is the baseline year for this new measure. This aligns with the ACT's move to more precise assessment through NAPLAN online. Historical data from 2015 have been retrospectively calculated for reference and have limited comparative value.

Source: ACT Education Directorate, unpublished data

NAPLAN scores in reading representing the performance gap between less advantaged groups of students (those where highest level of parental education is less than university degree) and the most advantaged group of students (those with parents with a university qualification or above) for students in ACT public schools. As reducing the gap is the goal, lower numbers indicate improvement.

Table 3 Strategic Indicator 1(b) Reduction in the equity gap between the most advantaged and less advantaged students in numeracy

	2015	2016	2017	2018	2019 Target	2019 Actual
Equity Gap	41 ¹	45 ¹	37 ¹	45 ¹	42	44

¹2018 is the baseline year for this new measure. This aligns with the ACT's move to more precise assessment through NAPLAN online. Historical data from 2015 have been retrospectively calculated for reference and have limited comparative value.

Source: ACT Education Directorate, unpublished data

NAPLAN scores in numeracy representing the performance gap between less advantaged groups of students based on parental education (those where highest level of parental education is less than

university degree) and the most advantaged group of students (those with parents with a university qualification or above) for students in ACT public schools. As reducing the gap is the goal, lower numbers indicate improvement.

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

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

The Directorate is also strengthening pedagogy (teaching practice) to respond to diversity and build learner capabilities as well as content knowledge. 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, these strategic indicators measure the growth in learning of our students.

To measure the growth in student outcomes over time in the education system, the Directorate compares the NAPLAN mean reading scores of children in Year 3 (or Year 7) with the NAPLAN mean reading scores of the same children when they have reached Year 5 (or Year 9).

Students generally experience a higher gain in their early years of schooling as they develop a foundation and understanding of new concepts in numeracy and literacy. This is reflected in the national NAPLAN scale which reflects double the gain between Year 3 and 5 students compared with gain between Year 7 and 9 students.

The variation in gain over time in the ACT reflects what occurs nationally. Each NAPLAN cycle, student scores are equated to a common scale. The equating and scaling processes create small, non-significant, variations in the national and jurisdiction means over time. Between 2016 and 2017, the national Year 3 reading mean increased from 426 to 431 points, while the Year 5 reading mean for the same cohorts decreased from 509 point in 2018 to 506 points in 2019. This had the effect of reducing the national gain from 84 point between 2016-18 to 75 points between 2017-19. Similar variation occurred for the ACT. This same pattern applies to Tables 4 to 7 for comparisons between 2016-18 and 2017-19 gain.

Table 4 Strategic Indicator 2(a) ACT public schools gain for Years 3 to 5 in reading

	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Actual	2017-19 Target	2017-19 Actual
Year 3	442	439	441	440	442	446
Year 5	522	515	520	522	526	520
Gain	80	76	79	82	84	74

Source: ACT Education Directorate, unpublished data

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

	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Actual	2017-19 Target	2017-19 Actual
Year 3	413	415	411	412	416	421
Year 5	503	498	497	497	506	499
Gain	90	83	86	85	90	79

Source: ACT Education Directorate, unpublished data

Table 6 Strategic Indicator 2(c) – ACT public schools gain for Years 7 to 9 in reading

	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Actual	2017-19 Target	2017-19 Actual
Year 7	558	563	566	558	560	563
Year 9	597	597	596	599	600	592
Gain	39	34	30	41	40	29

Source: ACT Education Directorate, unpublished data

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

	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Actual	2017-19 Target	2017-19 Actual
Year 7	548	552	551	556	556	561
Year 9	597	593	594	600	603	594
Gain	49	41	43	44	47	33

Source: ACT Education Directorate, unpublished data

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

The *Future of Education* strategy recognises the importance of developing students as individuals and creating a learning environment adapted to their needs. Children enter the education sector with diverse range of strengths and needs and the Directorate will respond and adapt the teaching approaches to increase student outcomes.

The Directorate recognises that quality peer relationships, and a sense of school belonging, positively impact the outcomes of students. There is a positive correlation between a stronger identification between a student and their school, and the outcomes that the student achieves. Similarly, positive staff identification and parent/carer identification with the school has a beneficial impact on wellbeing and school culture.

Table 8 Strategic Indicator 3 - Strongly Identified with their school by group, ACT public schools

	2018 Actual %	2019 Target %	2019 Actual %
Student	60	61	60
Staff	91	92	89
Parent/Carer ¹	86	87	73

¹ Due to changes in the calculation the assessments of school identification for parent/carer, 2018 and 2019 are not directly comparable.

Source: ACT Education Directorate, unpublished data



Delivering learning materials and Chromebook during remote learning period

Output Classes

Output Class 1: Public School Education

February 2020 Census

The February 2020 census of ACT schools recorded there were 80,416 students enrolled in ACT public and non-government schools, an increase of 1,664 students (2.1%) since February 2019. From February 2016 to February 2020, enrolments increased by 6,905 students (9.4%). Public schools accounted for 62.5 per cent of the total student population.

For ACT public schools, there were 50,272 students enrolled, representing an increase of 1,120 students (2.3%) since February 2019.

At February 2020, there were 2,645 Aboriginal and Torres Strait Islander students enrolled in ACT schools, an increase of 118 students (4.7%) compared with 2019. Public school enrolments increased by 108 (5.4%) children and young people to 2,105 students representing 79.6 per cent of all enrolments of Aboriginal and Torres Strait Islander children and young people in ACT schools.

Cross-border enrolments in ACT public schools

The number of cross-border enrolments in ACT public schools has remained relatively consistent between 1,400 to 1,900 students over the last five years. However, due to rapidly rising public school enrolments within the ACT, cross-border enrolments have fallen as a proportion of all enrolments from 4.2 per cent in 2016 to 2.8 per cent in 2020.

The proportion of cross-border enrolments in ACT public primary schools (Preschool-Year 6) was 1.7 per cent in 2020, compared with approximately 2.3 per cent of primary enrolments in the previous five years. High school enrolments (Years 7-10) of interstate students decreased from 6.3 per cent to 4.1 per cent between 2016 and 2020. The proportion of interstate college enrolments has decreased from 7.8 per cent in 2015 to 5.8 per cent in 2020.

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

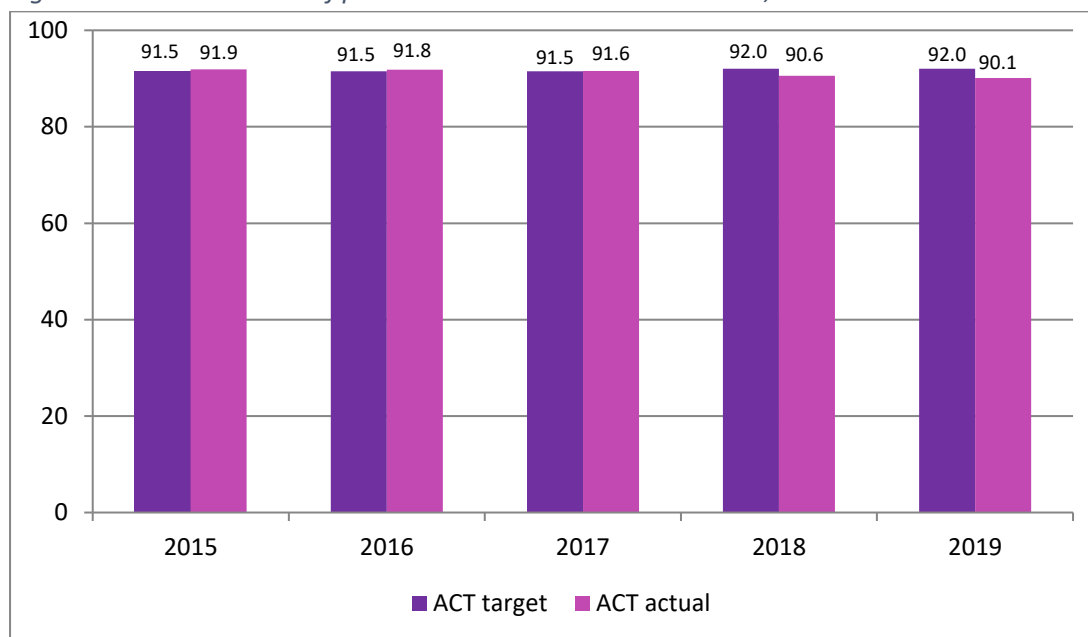
ACT public schools receive funding through the Student Resource Allocation (SRA). The needs-based school funding model aims to achieve improved educational outcomes for all ACT public school students.

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 and students with disability. Schools also receive an allocation through the SRA to build their cultural integrity, to better support Aboriginal and Torres Strait Islander students and embed Aboriginal and Torres Strait Islander cultures and perspectives throughout the curriculum.

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. Attendance rates have declined slightly over the last five years, with the 2019 rate half a percentage point lower than the 2018 rate. Across most Australian jurisdictions, 2019 attendance rates were lower than 2018 due to a bad flu season and the timing of community events that resulted in students being absent for several days.

Figure 2 Attendance rate of public school students Years 1 to 10, 2015 to 2019¹



¹ ACT Government school data for 2018 and 2019 were derived from a school administration system in the process of implementation. Care should be taken when comparing the data for years before 2018.

Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, School Participation.

Student Retention

The student retention rate (real retention) represents the number of children continuing in ACT public education (at the February school census of a given year) as a proportion of the number of children enrolled in the prior year level (at the August school census). The proportion of students continuing in ACT public education from Preschool to Kindergarten, Year 6 to Year 7, and Year 7 to Year 12 fluctuated slightly between 2016 and 2020.

Student retention (real retention) of Preschool students to Kindergarten increased over the last five years, particularly in 2020. The real retention rate fell slightly from 2019 to 2020 for Year 6 to Year 7, while Year 7 to 12 has increased since 2016 and remained fairly constant since 2017.

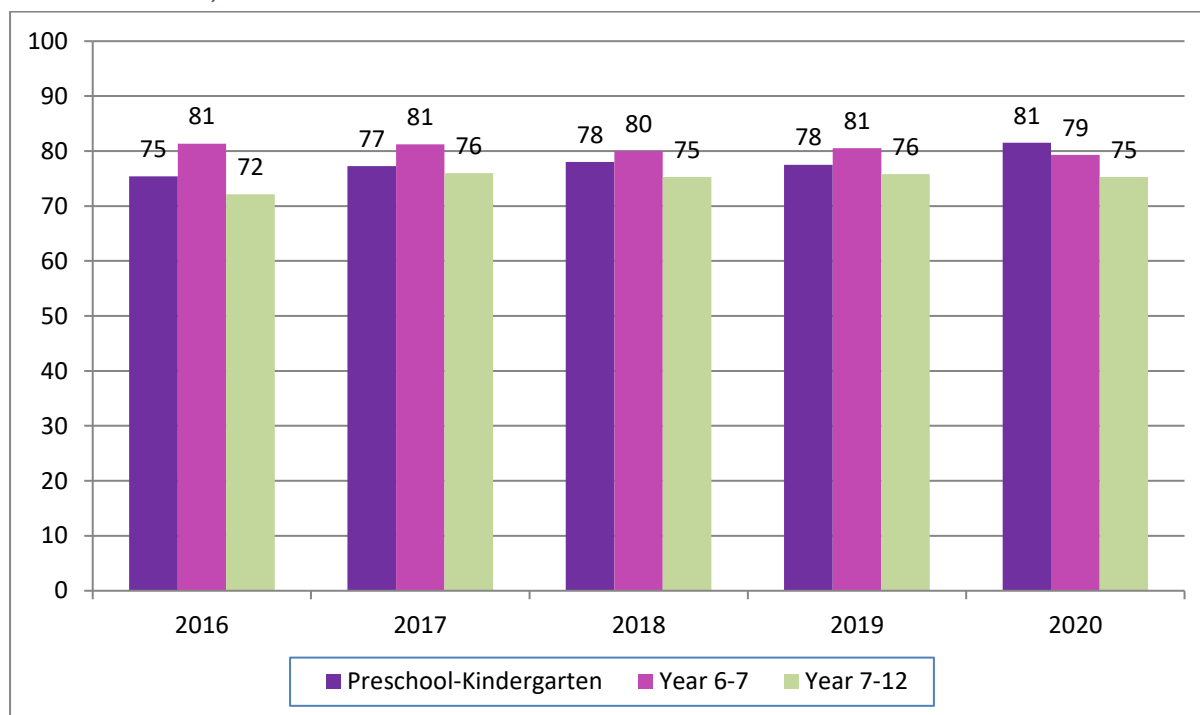
Real retention is affected by a number of factors including but not limited to:

- 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.

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 3 Real retention rates in public schools from Preschool to Kindergarten, Year 6 to Year 7 and Year 7 to Year 12, 2016 to 2020



Enabling Pedagogies

All ACT public schools are involved in a school review process as part of the school improvement cycle. Findings from the school review process conducted by the Australian Council for Education Research Limited (ACER) over the past three years indicated the need for schools to articulate their pedagogical practices more clearly. As a result of this feedback, an *ACT Public Schools Pedagogical Framework Guide* (the Guide) was developed in 2019 to assist ACT School Leaders and staff in articulating their individual school's pedagogical approach and outlines the expectations for teaching and learning within a school and promotes consistency of practice.

The Guide reflects six core principles:

- Planning for student-centred learning;
- High expectations;
- Alignment of curriculum, pedagogy and assessment;
- Evidenced-based decision making;
- Targeted, explicit and scaffolded instruction; and
- Safe, supportive, connected and inclusive learning environments.

English as an Additional Language or Dialect Coaches

The English as an Additional Language or Dialect (EAL/D) population in schools continues to grow. In response, the Directorate has employed two EAL/D coaches to build capacity in schools to meet the needs of a growing EAL/D population, working with School Leaders and staff.

The EAL/D coaches provide tailored support and professional learning in EAL/D pedagogy and practice based on the needs of the school, its teachers and its students. Coaching for individual teachers is provided on a needs basis such as a teacher new to the EAL/D role.

The coaches also facilitate the ongoing engagement with and professional development through the EAL/D mentor network which provides collegial support and mentoring relationships between experienced and less experienced EAL/D teachers to further build capacity to meet the needs and aspirations of EAL/D students.

Safe and Supportive Schools

The Safe and Supportive Schools initiative articulates ACT public schools' commitment to safe, inclusive, welcoming and supportive learning and teaching communities that promote connectedness, student and staff wellbeing. The Directorate's approach to minimising bullying in schools has a focus on prevention and early intervention.

Safe and Supportive School Contact Officers (SASSCOs) contribute to developing proactive strategies and supports to counteract bullying and harassment, provide support to students involved in or impacted by bullying, respond to complaints about bullying and/or harassment; collate relevant data; and share expertise and resources with members of staff. This year, SASSCOs were provided with additional information and resources to equip them in their roles. This included information about racism; the Safe and Inclusive Schools Initiative; grants relating to student wellbeing, including Wear it Purple Day grants and the Audrey Fagan Enrichment grants for young women; and InterACT Scholarships.

The National Day of Action against Bullying and Violence (NDA) on 20 March 2020 was promoted to schools with a new NDA resource designed to empower student voices. On 17 March 2020 the NDA was postponed nationally due to the COVID-19 pandemic. Schools were agile in modifying activities, providing students with opportunities to engage in valuable conversations about bullying and violence, while ensuring health and safety recommendations were observed.

Safe and Inclusive Schools

The Safe and Inclusive Schools (SAIS) initiative, delivered by Sexual Health and Family Planning ACT, was established in 2018. The initiative supports 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 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 initiative supports schools to celebrate important days such as Wear It Purple Day and International Day against Homophobia, Biphobia, Intersexism and Transphobia (IDAHOBIT).

During the reporting period, the Directorate has continued to provide advice and assistance to schools to support students who wish to affirm their gender at school. This work is part of the Directorate's commitment under the *Capital of Equality Strategy 2019-2023* to realise the vision for Canberra to be the most LGBTIQ+ welcoming and inclusive city in Australia.

Positive Behaviour for Learning

Implementation of the Positive Behaviour for Learning (PBL) framework continues across ACT public schools to better support students, schools and the community to ensure that they are safe and supportive places for learning.

The PBL framework provides a multi-tier system of supports with schools moving through three phases. ACT public schools are at varying stages of engagement with the PBL framework, working along a continuum of implementation. In 2019-20, 12 new schools commenced PBL implementation, with all ACT public schools scheduled to commence implementation of the PBL framework by December 2021.

Positive Behaviour Support

The *Safe and Supportive Schools Policy* provides schools with guidance on supporting students requiring more intensive support for behaviour. This includes students who require an individualised approach to Positive Behaviour Support (PBS) and the development of a PBS Plan. During 2019-20 ongoing collaboration with the Office of the Senior Practitioner has seen the Directorate further mature the approach to planning PBS for students with complex behaviours of concern, minimising the use of restrictive practice and supporting staff in their professional learning needs.

Student Wellbeing

The Directorate follows a multitiered model to support student wellbeing. The model is based on multidisciplinary skillsets working collaboratively to support the diverse needs of students and their families.

Clinical Practice

The ACT Education school psychology service supports schools and students in identifying learning needs and providing support to students and families in improving mental health using an early intervention and prevention framework.

School-based and senior psychologists support students, their families and school community with a wide range of presentations and concerns. School psychologists are located in schools ensuring they are easily accessible and in an opportune position to focus on early intervention. Early intervention can be early in the life of the problem or early in age/years.

A centralised service complements the work completed by psychologists in schools. The Early Intervention Team provide small group therapeutic interventions in high schools and colleges, for students to help develop coping skills for emotion regulation and resilience building. An Assessment Team undertakes cognitive and learning assessments for students in primary school and early learning centre settings.

The following initiatives were established in the 2019-20 financial year:

- In collaboration with ACT Health the Youth Aware of Mental Health (YAM) program, which aims to prevent suicide, was rolled out to Year 9 students. The roll out of Lifespan by ACT Health enabled the implementation of this program in ACT schools from Term 1 2020. In addition, Applied Suicide Intervention Skills Training (ASIST) was rolled out to school staff.
- The Student Wellbeing Telehealth Support Service was established swiftly to meet the needs of the students learning from home as a result of COVID-19. This central telehealth service provision operates via video-call or phone call for students and families from Kindergarten-Year 12. The team, comprising of school and senior psychologists, supports students manage a wide range of issues they might be encountering in relation to their learning or well-being.

Network Student Engagement Teams

Network Student Engagement Teams (NSETs) build capacity in schools to meet the needs of all students. This can include:

- classroom observations;
- coaching and mentoring staff;
- environmental assessments supported by an Occupational Therapist;
- language assessments and recommendations by a Speech Language Pathologist;
- small group setting supports;
- case management approach in collaboration with external agencies and Occupational Violence and Complex Case Management Team (as appropriate);
- targeted Team Teach training when identified as an additional control in a student plan;
- reviewing and updating plans at high and extreme risk level;
- therapeutic interventions and referrals;
- critical incident management; and
- flexible learning options.

Flexible Education

The Continuum of Education Support (CES) model provides schools flexible learning options and alternative education programs for students with complex needs. This is done by accessing the Muliyan program, the Murrumbidgee School, the educational program at The Cottage in partnership with the Hospital School located at Canberra Hospital, and Distance Education.

Flexible Education learning campuses offer holistic, trauma-informed education and wellbeing support for young people with complex needs who, at a particular point in time, cannot access education in a mainstream school setting. Students across all sites are supported by a

multidisciplinary team consisting of a Principal, executive teachers, classroom teachers, allied health professionals (Senior Social Workers, Youth Workers, School Psychologists and a School Youth Health Nurse) and support staff. A total of 106 students across Preschool-Year 12 were supported by Flexible Education programs during 2019-20.

In 2019 the Muliyan program was expanded from 10 students from across the ACT to 20 students, all at risk at disengaging from their education.

Throughout the COVID-19 period of remote learning, the Flexible Education offerings remained fully operational with all schools continuing to deliver educational programs and provide wellbeing support. Flexible Education delivered a Hub, providing interventionist support to students and their families, including providing resources to access learning, transport and wellbeing support during the remote learning period.

Minister's Student Congress

The Minister's Student Congress (the Congress) is a conduit for student voices from ACT public schools to the Minister. This year, the Congress has taken part in a variety of local and national policy conversations, where ACT school students shared their perspectives on topics of importance to them and their future.

The 13th Congress took place in July 2019 where over 100 students from across the ACT explored the topic of bullying. The Congress met again in November 2019 to discuss issues facing the environment, with a focus on sustainability.

In September 2019, six members of the Congress' Student Executive represented the ACT in a National Youth Workshop to review the *Melbourne Declaration on Educational Goals for Young Australians* in Melbourne. Members of the Student Executive were also invited to contribute to the *Second Action Plan 2020-22* of the *2016-26 ACT Women's Action Plan*.

In June 2020, during COVID-19, the first meeting of the new 2020 Student Executive was held via video conference. They identified potential projects to capture the diverse voice of students across ACT public schools on the topics of Learning from Home and Transition Back to School.

Learning culture

The Directorate has focused on the five key improvement strategies in the *Empowered Learning Professionals Plan (2018-2021)*:

- a) Strengthen the capability of School Leaders to create the culture, structures, and conditions for everyone to understand their impact on student outcomes.
- b) Deepen the pedagogical curriculum expertise of leaders at all levels.
- c) Develop the management and leadership skills of Principals and Business Managers, including business and strategic acumen.
- d) Support and strengthen leadership and wellbeing.
- e) Develop the instructional capabilities of leaders in the ESO and create a suite of school improvement resources.

The Directorate has supported leaders at all levels through a range of professional learning at the universal, targeted and selected level. This has included targeted instructional leadership support and an expert team of Instructional Mentors working with School Leaders to strengthen their approach to Professional Learning Communities where teachers and leaders collaborate to improve each student's learning outcomes.

2019 Annual Leadership Symposium

The annual leadership symposium is an important event under the *Future of Education's Empowered Learning Professionals Leadership Plan (2018-2021)*. Each year key leading national and international education experts provide a forum for school and system leaders to come together and focus on what needs to occur at the classroom, school and system level to positively impact student learning.

The 2019 symposium theme was *The Impact of Collaboration on Student Learning* with the keynote speaker Dr Mary Jean Gallagher, an educational consultant for improvement and system implementation and a former Assistant Deputy Minister and Chief Student Achievement Officer, Ministry of Education Ontario, Canada.

Dr Gallagher's keynote address *Collaboration for Excellence, Equity and Well-being*, linked the priorities of our Directorate's improvement work, leading the four half-day workshops with over 600 school based and ESO leaders.

In addition to the presentation from Dr Gallagher, participants had the opportunity to see presentations from four 'Spotlight Schools' where practices have been highly effective, leading to improved student outcomes.

The 'Spotlight Schools' identified were Dickson College, Lyneham High School, Charnwood Dunlop Primary School and Turner School. All four schools met the following criteria:

- demonstrated improvement in student outcomes over time - two consecutive cycles of improvement in at least one of reading, writing, numeracy (adjusted for the college);
- evidence of staff working as a team – collaboration with purpose;
- evidence of staff working as a team to make intentional choices around research-based strategies and quality resources; and
- ability of staff to articulate the strategies used to improve student achievement.

Professional Learning

Equity, excellence and well-being have been a combined focus in 2019-20 professional learning with leaders at all levels supported by the research and practice led by Dr Mary Jean Gallagher and Emeritus Professor Helen Timperley. Following the symposium, a suite of resources including readings, tools, videos, research were curated and developed for School Leaders. Workshops where School Leaders contextualised what was occurring at their school level in terms of addressing issues around wellbeing, equity and excellence for every student were convened.

Schools continue to be supported to address these issues using School Review processes, Planning and Performance data analysis, case management processes along with instructional leadership support from Directors of School Improvement and Instructional Mentors with targeted improvement conversations.

The focus of the Early Years Literacy Initiative and the Secondary Disciplinary Literacy Initiative and associated resources have equity and excellence at the centre of their support for school leadership teams and teachers. Having an established focus on collaboration for excellence, equity and well-being set the ACT up to effectively adapt to the remote learning environment when the COVID-19 pandemic struck.

Collaboration for better outcomes

Affiliated Schools Program

Under the *Future of Education* strategy, the Affiliated Schools Program (the Program) continues the strong partnership with the University of Canberra. The Program has continued to support the development of teaching and learning in ACT public schools and further enrich the learning culture of the Directorate. At 30 June 2020 there were 25 schools involved in the Program including early childhood, primary, secondary, senior secondary and specialist settings.

Pre-service teacher education clinics are hosted by affiliated schools to enhance the professional experience component of initial teacher education. Clinics were held in 20 affiliated schools in Semester 2, 2019 and 18 in Semester 1, 2020. Pre-service teachers were able to participate in online student placements during the remote learning period, an innovative way to ensure mid-year graduates completed the requirements for graduating.

In 2020, 30 teachers were awarded scholarships to undertake a Master of Education qualification through the University of Canberra. These teachers participate in intensive programs during the school holidays and can complete the qualification in two years. The Program was delivered online for Semester 1 2020 with the intensive block delivered in the mid-year school holidays to allow teachers to respond to the needs of their students in the preparation for remote learning due to the COVID-19 pandemic. The next teacher scholarship round will offer another thirty places for teachers as well as school and non-school based leaders to embark on a Master of Education qualification next year.

Eight schools are participating in the Teachers as Researchers professional learning program during 2020. The model of delivery has been adjusted to meet COVID-19 safe practices with a UC expert being appointed. School research projects are aligned to the *Future of Education* strategic goals and are in the areas of cultural integrity, personalised learning, and equity and inclusion.

Health Promotion Program

Health promotion programs and initiatives such as Kids at Play, Fresh Tastes and It's Your Move have been delivered in ACT public schools in partnership with ACT Health.

In 2019-20, the Kids at Play face-to-face program reached 38 early childhood and education centre services and schools, and 95 early childhood educators. An additional 72 educators completed the Kids at Play Active Play online course during the year.

Fresh Tastes has reached about 42,000 students and supported 95 ACT primary schools to improve children's knowledge of, access to and consumption of healthy food and drinks. Of the 65 schools who have completed three years participation in this program, most have reported a positive shift in their school community's food and drink choices.

It's Your Move has provided 12,000 high school students in 24 schools with opportunities to focus on student led health promotion innovation and empowered students to improve school health by incorporating system approaches and design thinking skills into schools and their local curriculum.

Educational technology and systems

Technology Enabled Learning

The Directorate's Technology Enabled Learning (TEL) program ensures 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 TEL program.

The Directorate deployed nearly 4,000 devices to students who were new to the ACT government secondary schools at the start of 2020, bringing the total number of devices distributed through the program to over 22,000.

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.

Through the TEL program, ACT public school secondary students were well positioned to rapidly shift to remote learning during the COVID-19 pandemic ensuring students could continue to access high quality education.

School Administration System

The Directorate is implementing the new School Administration System (SAS), continuing to deliver on the ACT Government's investment of \$10 million over three years for a system that will provide improved and more efficient school administration.

Modules that have been released and are being successfully utilised by schools include:

- Attendance – enables roll marking for all students and provides summary reports of student attendance throughout the year. The module also enables the auto notification via text message to parents and carers of students that have not attended.

- Notifications – enables SMS and email notifications to go out to parents, enhancing communication with schools.
- Wellbeing – allows the logging of positive and negative incidents as well as providing an area for location of additional information for students critical for their teachers such as Individual Learning Plans. This enables the school to record both positive and negative behavioural incidents and review student behaviour.
- Timetabling – enables the creation and development of student timetables and teacher planning. This module is predominantly used in high schools and colleges.
- School Level Analytics – allows schools to query and analyse data from modules they are currently using (currently attendance, wellbeing, positive and negative incidents, and demographics) so they get insights into areas requiring extra attention, intervention and supports and can act earlier and with more precision.
- Academic Reporting – includes a ‘mark book’ to record student progress; and generate and publish end of semester reports to parents and carers.

e-Safety

The Directorate is committed to developing students’ knowledge, skills and self-efficacy when learning in an increasingly complex digital world. Core to this is strengthening a teacher’s capacity to learn and work in an evolving online environment.

A dedicated e-Safety officer was appointed to provide an educative response to support schools in accessing the new Australian Curriculum - Online Curriculum Connections, ICT Continuum and Digital Technologies resources to continue to deliver high quality, accessible and meaningful learning experiences for all students. Through the curriculum, students learn to confidently use ICT tools and platforms to create and respectfully communicate ideas, access research and data appropriately and connect and collaborate with peers.

A *Think U Know* family and community session was held in November 2019, where access to e-Safety strategies, support and protective measures were presented to families.

In February 2020, ACT public schools participated in *Safer Internet Day* hosted by the Office of the e-Safety Commissioner which coincided with the Directorate’s launch of an *Acceptable Use Agreement* pop-up which deploys to all ACT public school student Chromebooks each term.

The Directorate has strengthened its partnerships with the Office of the e-Safety Commissioner and the Australian Federal Police and accesses their suite of resources and expertise to inform robust teaching and learning of essential knowledge and skills to students and teachers. The Directorate’s e-Safety officer provides ACT public schools with support through school visits and data analysis.

In response to COVID-19, the Directorate monitored engagement with online safety resources. Data analysed during this period suggested that through the period of remote learning, engagement with e-Safety resources increased. From March to June 2020, parental engagement increased with 613 hits recorded on the Home Learning Resources website e-Safety page.

Use of Data to inform School Performance

To progress the implementation of the *Evidence and Data Plan for School Improvement* the Directorate has continued to develop leadership teams' capacity in:

- the Integrated School Improvement Model which places students and their performance at the centre of all schools planning and reporting;
- the use of multiple sources of data to monitor longitudinal performance of students and inform next actionable strategies; and
- differentiated support for schools establishing their new 5-year School Improvement Plan following their School Review. The Inquiry approach in developing the priorities and performance targets for student improvement is workshopped with each individual school leadership team before ratification through the School Board.

The Directorate has provided support for collating evidence and providing feedback to School Leaders and the Directors of School improvement (DSI) through:

- comprehensive data summaries with annotated commentary and suggestions for further exploration or work;
- targeted data summaries for schools requiring differentiated support;
- identification of high performing schools for showcase in leadership forums;
- Principal Professional Development and Planning meetings with their DSI to ensure identified strategies and actions are responsive to evidence of progress; and
- structured immersion visits.

Output 1.1 Public Primary School Education

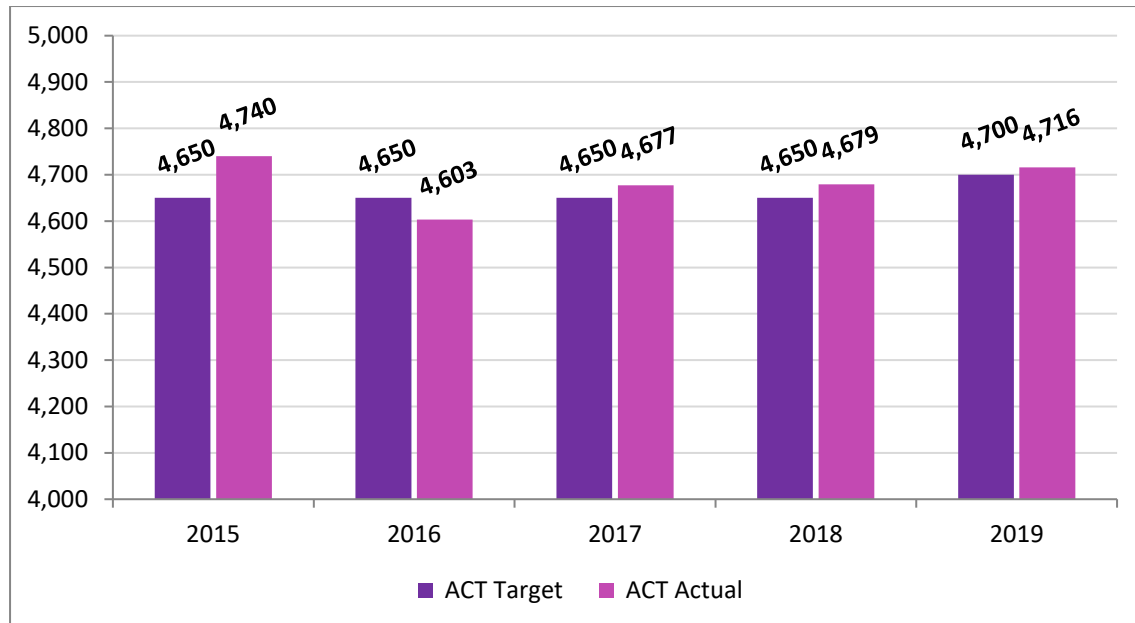
Public primary school education spans the years from Preschool to Year 6. Learning opportunities in the primary years are designed to allow each student success and achieve high quality learning outcomes.

Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the ACT curriculum framework, the Australian Curriculum and the Early Years Learning Framework. Schools partner with parents, carers and the community to enhance student outcomes.

The Directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contributes to ensuring quality education and care is provided to children access these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care and school age care programs.

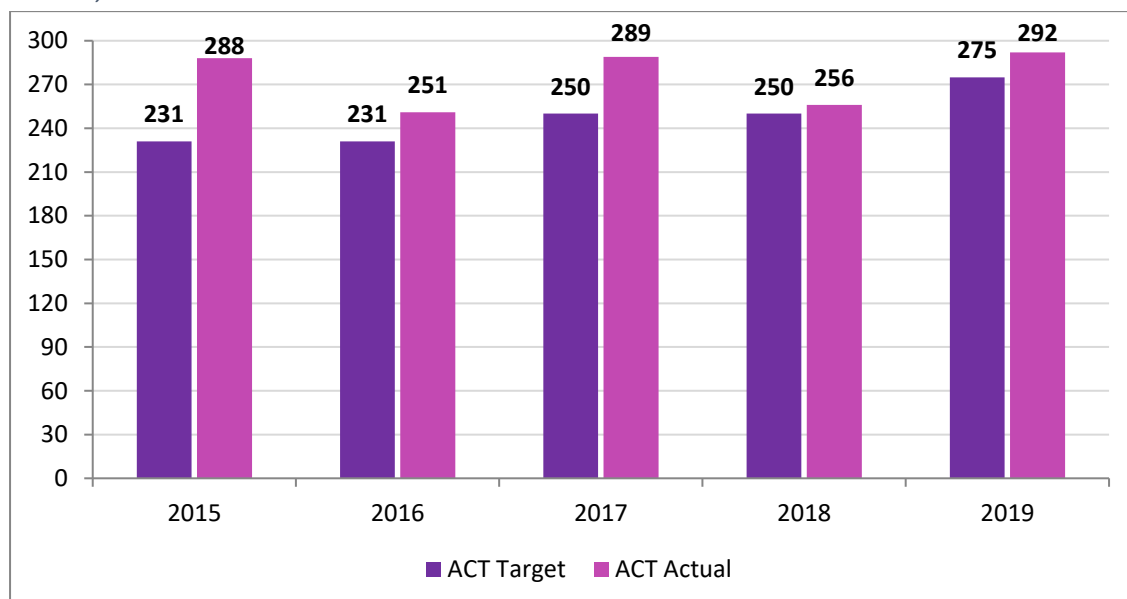
Preschool Enrolments

Figure 4 Number of enrolments in Preschool in public schools, 2015 to 2019



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

Figure 5 Number of enrolments of Aboriginal and Torres Strait Islander children in Preschool in public schools, 2015 to 2019



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

Early Years Literacy Initiative

The Early Years Literacy Initiative has expanded from 20 ACT public schools in 2017-18 (Phases 1, 2, 3) to now include 48 schools at the end of 2019 (Phases 4, 5, 6).

In 2019 a differentiated model was introduced to increase the reach and influence of the initiative across ACT public schools. This model involved a group of six schools in an in-school intensive professional learning and also two groups of 11 schools in a Masterclass series of professional learning with a consultant, School Improvement Leader and the two Primary Instructional Mentors.

One specialist primary school was included in 2019 with professional learning tailored for its unique context and the *10 Essential Instructional Practices* were presented using examples which support the learning of students with complex needs.

Further professional learning opportunities to deepen understanding of some of the *Essential Instructional Practices in Early Literacy* has been offered in the area of *Reading Comprehension, Phonological Awareness & Interactive Writing, A Word Conscious Classroom* and *K-3 Writing* over 2019. In addition, a professional learning session for Preschool teachers, focussed on the 10 Essential Instructional Practices in Early Literacy (Pre-Kindergarten) was provided.

There has been a multilayered approach to professional learning using Helen Timperley's *Spiral of Inquiry* to guide the reflective practice at all levels: teachers, coaches and leaders. The Instructional Mentor team has shaped the Primary Leader Writing Inquiry over 2019 to align with and complement the *Early Years Literacy Initiative*.

The *Early Years Literacy Initiative* continued in 2020 with two groups of Masterclass series and one group of six schools in the intensive consultancy group.

Setup for Success: An Early Childhood Strategy

The ACT Government's *Setup for Success: An Early Childhood Strategy* outlines the plan for early childhood education and care in the ACT for the next decade. It will position the ACT for long-term educational success by ensuring all children in our community have access to quality early childhood education.

Consultation with the Early Childhood Advisory Council and the Early Childhood Strategy Inter-Directorate Committee through 2019-20 has supported the final stages of the development of the Strategy prior to its launch in the second half of 2020.

Three-year-old preschool

In early 2020, the Directorate commenced delivery of Government's commitment to a phased approach to 15 hours per week, 600 hours per year of free, universal, quality early childhood education for three-year-olds in the ACT. The first phase began with access to priority children – those experiencing vulnerabilities or disadvantage – in a participating education and care service.

As at 30 June 2020, twenty-two Early Childhood Education and Care services are providing places for priority children. These services have successfully engaged in the Centre Based Service panel process and their inclusion allows families to access quality early childhood education and care services

within their local community. Sixteen of these services are also partnered with a government school in a Community of Practice to support shared pedagogical practice across settings, build knowledge of supporting children and families, and to ensure transitions between settings for them are seamless.

Establishing access to education and care for priority children has provided opportunities for collaboration across Directorates. The Directorate is working closely with the Community Services and Health Directorates to identify and place the first cohorts of children.

Pilot program after-hours care for four-year-old preschool children

In early 2020, the pilot program to provide after-hours care for four-year-old preschool children was established at four ACT public school sites:

- Duffy Primary School and Woden Community Services Inc;
- Giralang Primary School and YMCA Giralang After School Care;
- Monash Primary School and Communities @ Work Monash Out of School Hours Care; and
- Palmerston District Primary School and Communities @ Work Palmerston Out of School Hours Care.

The trial allows preschool children to access before and after school care in their preschool environment, reducing the number of transitions for children and allowing educators from the school and the service to effectively collaborate.

Koori preschool expansion

At the beginning of 2020, the existing Koori Preschool program for four-year-olds was expanded from 12 hours to 15 hours per week. In addition to enrolment in Koori Preschool, children can be enrolled concurrently in a mainstream public preschool program. Early entry is also available for Aboriginal and Torres Strait Islander children to enrol in a mainstream preschool up to six months earlier than their same age cohort. These measures support access to up to 30 hours of free preschool education in the 18-month period prior to full-time schooling.

Education & Care Services National Law – ACT Regulatory Authority

The National Quality Framework (NQF) for the Education and Care Sector established the *National Law* and a uniform approach to the regulation and quality assessment of the Education and Care Sector. The Director-General is the ACT's Regulatory Authority. The functions of the Regulatory Authority are delegated to Children's Education and Care Assurance (CECA).

As at 30 June 2020, the ACT had 361 education and care services approved under the *National Law*. The *National Law* places obligations upon the ACT Regulatory Authority, through CECA, to undertake investigation, compliance, enforcement, and assessment and rating functions against the National Quality Standard (NQS).

Quality Assurance

As at 30 June 2020, of the 361 approved services, 326 have a quality rating, representing approximately 90 per cent of services. The nominal capacity of the sector is approximately 28,000 full time places for children.

The positioning of education and care services in the ACT that had been assessed were:

- 2 (0.6%) services had achieved an Excellent rating;
- 154 (47%) services had achieved an Exceeding rating;
- 88 (27%) services had achieved a Meeting rating;
- 81 (25%) services had a Working Towards rating; and
- 1 (0.3%) services had a Significant Improvement Required rating.

Approximately 75 per cent of ACT services with a quality assessment have a rating of meeting or above. This is consistent with figures from 2019.

The percentage of services with an 'Exceeding' rating has risen to 47 per cent, marginally higher than 46 per cent in 2019, 45 per cent in 2018 and significantly increased from 32 per cent in 2017.

The percentage of services with a 'Working Towards' has been steady with 25 per cent in 2020 and 2019, down from 30 per cent in 2018 and 47 per cent in 2017

Audit and Risk Management

In 2019, CECA started using a new nationally consistent risk profiling system through National Quality Agenda IT System, to assess the risk level of each approved service. This is used to inform the long-term scheduling of audits and quality assessment and ratings. Each service is provided with a risk rating score and overall risk rating, which informs the frequency of visits required to the service to ensure the health, safety and wellbeing of children is being sufficiently met.

During the 2019-20 financial year, CECA carried out 223 compliance audits compared to 214 compliance audits in 2018-19. CECA conducted 23 risk audits where incidents required a rapid response compared to 15 risk audits the previous financial year, and three audits to monitor compliance action taken, compared to 11 in 2018-19.

Due to COVID-19 audits were suspended on 23 March 2020. A total of 37 audits were scheduled for 2019-20. Nine audits scheduled for the last quarter of the financial year could not be undertaken.

During the height of the COVID 19 pandemic response the Directorate ceased assessment and rating and scheduled compliance audits and moved into operational support mode, providing services with support calls and visits to assist them to remain safe and operational.

Investigations and risk audits continued to operate to ensure children's safety, health and wellbeing.

Investigations

In 2019-20 1,318 notifications of incidents or complaints at services were processed. Of those notifications, 51 matters were investigated, and eight matters were subject to both investigation and risk audit. Other matters were managed appropriately by the providers or were not relevant to the *National Law*.

At the end of June 2019, approximately 14 investigations were in progress, 37 cases were closed during the year, of which 18 were carried over from 2018-19.

Major areas of investigation were allegations of harm to children, non-compliant staffing arrangements, inadequate supervision and missing or unaccounted for children.

Compliance Actions

CECA had taken 106 compliance actions as at 30 June 2020. Compliance actions range from administrative letters; conditions on provider or service approvals; enforceable undertakings; emergency action notices; compliance directions; compliance notices, suspensions or cancellations of provider or service approvals; and prohibition of individuals.

A further four compliance actions were issued to cancel provider or service approvals where those providers or services were not actively engaged in education and care.

Educate and Inform Functions

CECA has a statutory obligation to educate and inform the Education and Care Sector of its responsibilities under the NQF and this year, CECA expanded communications beyond provider and service management level to increase reach to educators who work directly with children.

CECA's overall engagement with the sector includes tailored and targeted messaging to educate, inform and engage the sector with relevant content and opportunities. This included increased ability to distribute critical and time sensitive information to the sector during emergencies such as bushfires, periods of poor air quality and the COVID-19 pandemic.

Talking Quality Publication

In collaboration with the ACT Education and Care Sector, CECA publishes *Talking Quality* to highlight stories of success, challenges and professional learning opportunities that support the guiding principles of the NQF.

Talking Quality's aim is to engage stakeholders with the guiding principles of the NQF and connect these with goals for continuous improvement in the provision of quality education and care for children. Recent editions include information to support children, educator well-being, policy review, helpful strategies and inspiring stories from the education and care community in the context of COVID-19. All *Talking Quality* editions are available on the Directorate's website.

Impact of Bushfires, Smoke, Hailstorms and COVID-19

In January 2020, CECA received 79 notifications of temporary closures of services being impacted by smoke resulting from bushfires in the south east of Australia. A further eight notifications of temporary closures of services were received from education and care services directly impacted by bushfires. This included long day care services, vacation care services, and family day care residence as part of an approved service.

On 20 January 2020, as a result of a significant hailstorm across the Canberra region, CECA received nine notifications of services damaged and/or temporarily closed until repairs could be undertaken.

Between 19 March and 30 June 2020, CECA received 101 notifications in relation to COVID-19 matters, of which 28 were temporary closures of education and care services and 73 were to inform CECA of changes to operating hours.

The threat of COVID-19 and the necessary response has had a substantial impact on the Education and Care Sector. In March 2020, CECA developed and implemented a Business Continuity Plan to support the Education and Care Sector in responding to COVID-19. CECA shifted staff and resources into four streams of action: support, child safety, capacity and communication.

Output 1.2 Public High School Education

Public high school education covers Years 7 to 10. Each school organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the ACT curriculum framework and progressively the Australian Curriculum.

ACT public high schools offer a comprehensive education across all key learning areas. The focus is on providing challenging and engaging learning, building relationships based on mutual trust and respect and connecting students to the outside world. School programs develop students' critical thinking, problem solving, interpersonal and teamwork skills to empower students to contribute positively to their community. Schools partner with parents, carers and the community to enhance student outcomes.

Careers and Transitions

ACT public schools offer a range of programs through which students build self-awareness, identify their personal interests and goals, and make informed decisions about their futures. Through career education students explore the world of work, identify career options and progression routes, and build career management skills.

Every student from Year 5 to Year 12 in ACT schools can develop their own personalised Pathways Plan through the ACT Pathways website. More than 38,000 young people were registered with a Pathways Plan in the website at 30 June 2020.

Students also access the National Career Information service *myfuture* website through the Pathways portal. By 30 June 2020 3,790 ACT students were registered users of *myfuture*.

Vocational learning options (VLOs) are career education programs delivered in partnership with registered training organisations (RTOs) to students in ACT public secondary schools in Years 9, 10,

11 and 12. VLOs support students in making choices about future school subjects, post-school education and/or training options and employment. Between July and December 2019, VLOs were delivered to 116 students across nine industry courses.

The Canberra Careers Xpo was held on 7-8 August 2019. The Careers Xpo provided the opportunity for a total of 7,759 students from 42 ACT and 14 NSW public and non-government schools to access 143 local, national and international exhibitors including universities, public training and further education providers, professional associations, government departments, disability support organisations and employers.

Academy of Future Skills

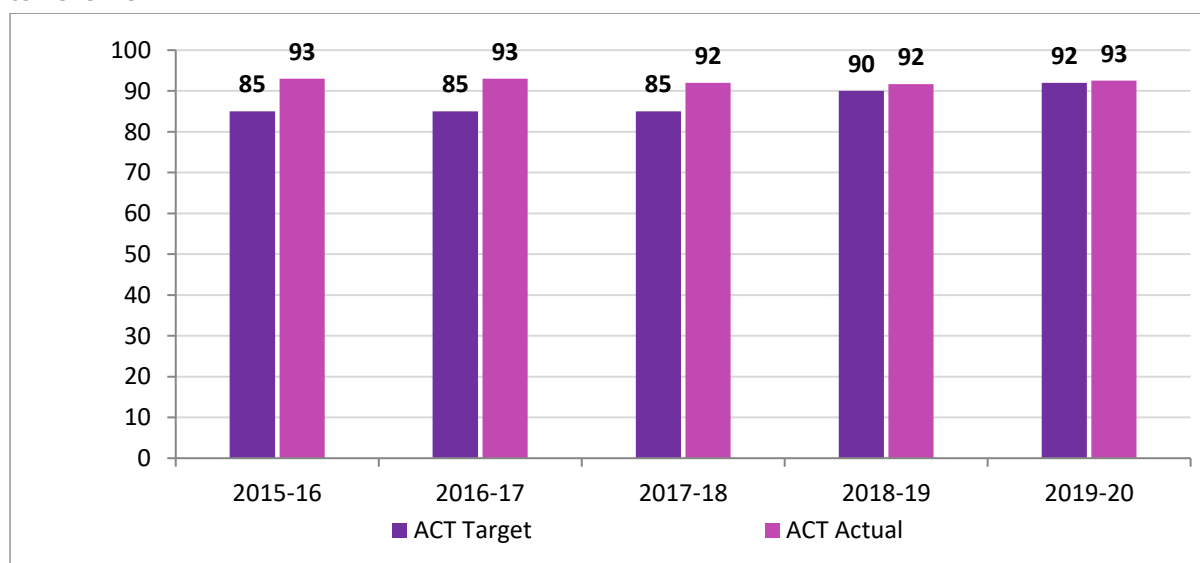
In November 2019, the southside hub of the Academy Future Skills (the Academy) was renamed Mungga-iri Jingee (Ngunnawal words meaning Reach for the Stars). Staff based at Mungga-iri Jingee continue to work closely with schools to enhance and support inquiry-based teaching and learning. The northside hub of the Academy, based at University of Canberra Senior Secondary College Lake Ginninderra, was completed in November 2019. Two staff are based at the northside hub, engaging with schools from across north Canberra.

In the period July-December 2019, Academy staff worked with 17 schools and 89 teachers and in the first half of 2020 they worked with a further 30 schools and 143 teachers. To support the teaching of science disciplines in primary schools, the Academy hosted the second session in a series of professional learning events. The *Teaching K-6 Physics Using Hands-on Inquiry* was attended by 49 teachers from across the ACT and local area.

The Academy continues to be a leading program for the Directorate, inspiring and supporting high quality STEM teaching and learning throughout ACT public schools.

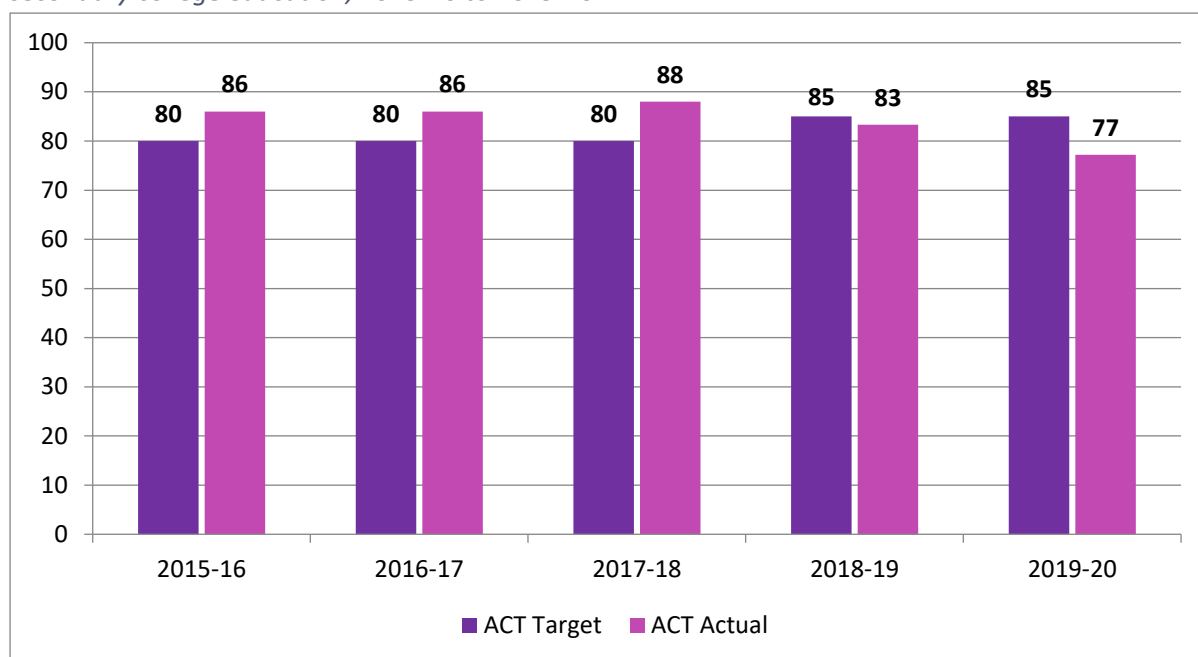
Year 10 students proceeding to secondary college

Figure 6 Percentage of Year 10 students who proceed to public secondary college education, 2015-16 to 2019-20



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

Figure 7 Percentage of Year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2015-16 to 2019-20



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

The number of Aboriginal and Torres Strait Islander students who proceeded to public secondary college education was 95 of 123 enrolled in Year 12 in 2019, leading to a result of 77 per cent instead of an expected number of 105 students from those enrolled which would have achieved a target of 85 per cent. The small number of students in the Aboriginal and Torres Strait Islander cohort results in large percentage variances from a change in circumstances for a very small number of students and therefore must be interpreted with caution.

Output 1.3 Public Secondary College Education

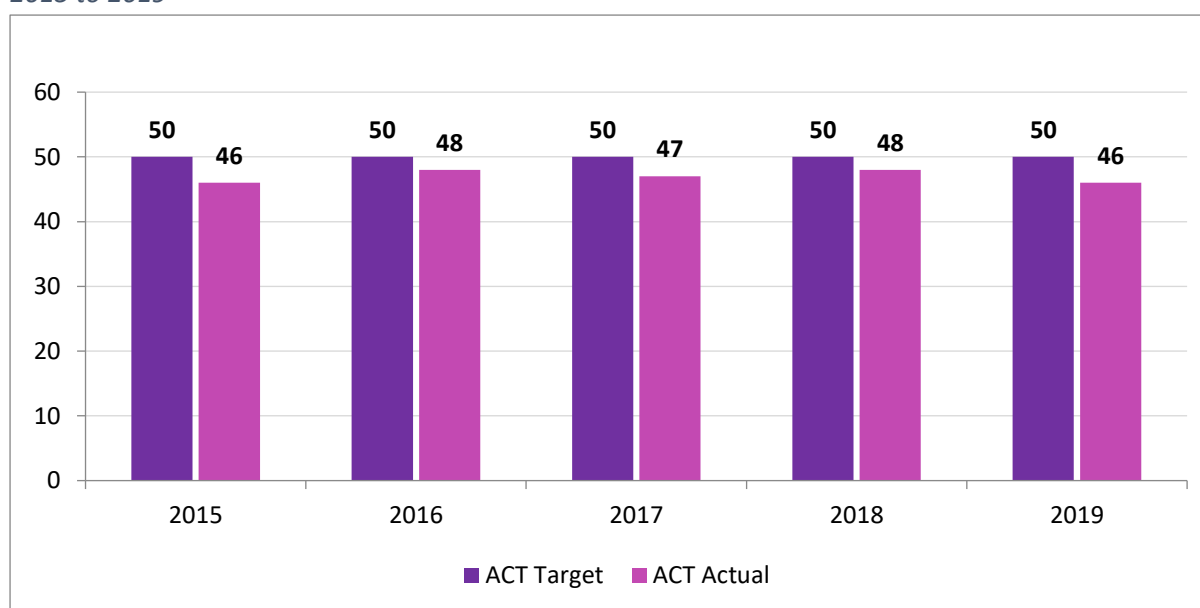
Public secondary college education covers Years 11 and 12. ACT public secondary colleges offer courses catering for a broad range of student needs and interests. Courses are accredited by the ACT Board of Senior Secondary Studies (BSSS). Students can obtain an ACT Senior Secondary Certificate on successful completion of Year 11 and 12 studies. Students can also opt to obtain an Australian Tertiary Admissions Rank (ATAR) on successful completion of enough T or H courses and completion of the ACT Scaling Test in Year 12. Students may also achieve a recognised vocational certificate on successful completion of V courses.

- A courses – courses accredited as educationally sound and appropriate for students in Years 11 and 12;
- T courses – accredited courses leading to higher education and can contribute towards ATAR calculations;
- M courses – accredited courses providing appropriate educational experiences for students who satisfy specific disability criteria;
- R courses – acknowledging community service, sporting, cultural, work exploration and college based extra-curricular activity;

- H courses – accredited by an Australian university as contributing towards an undergraduate degree and recognised by the BSSS; and can contribute towards ATAR calculations;
- V courses – accredited courses which can culminate in a nationally recognised vocational certificate or statement of attainment;
- C Courses – competency based courses which can culminate in a nationally recognised vocational certificate or statement of attainment; and
- E courses – courses given as recognition for externally studied nationally recognised vocational qualifications completed during Years 11 and 12.

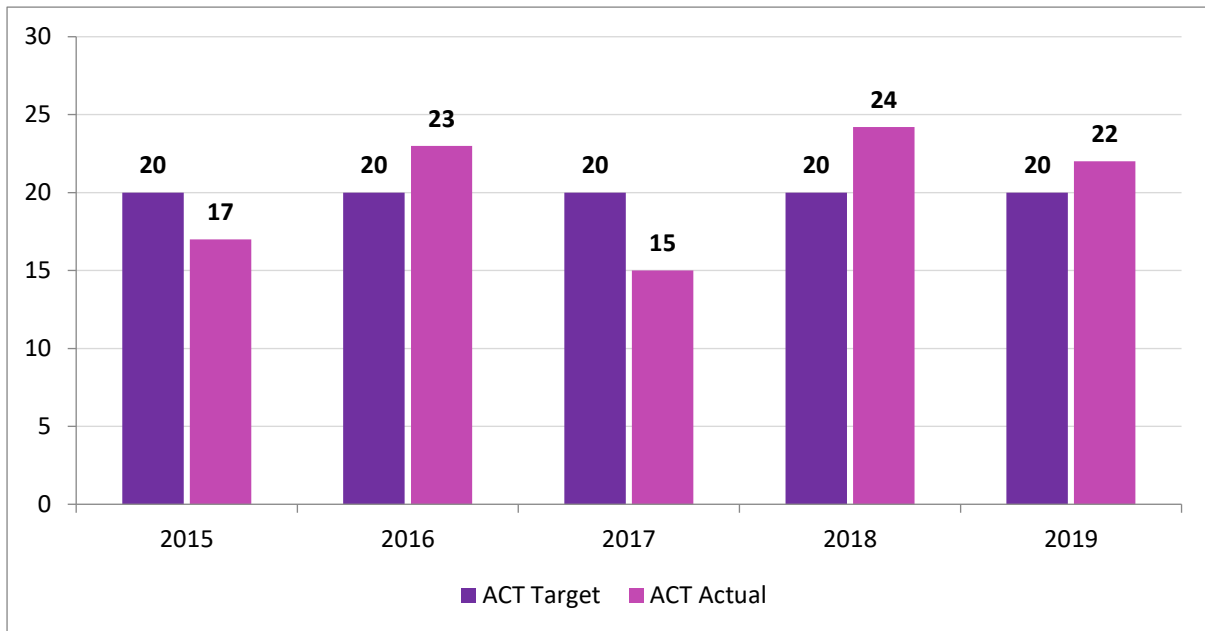
Year 12 certification and outcomes

Figure 8 Percentage of Year 12 public school students who received a Tertiary Entrance Statement, 2015 to 2019



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

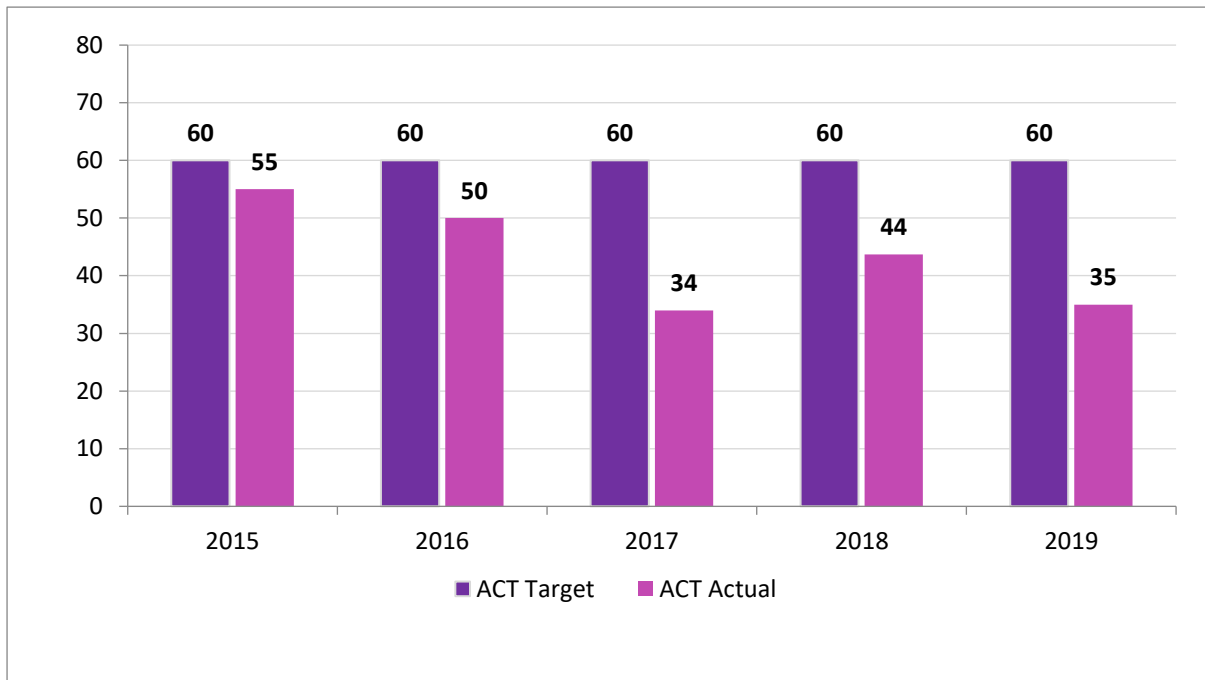
Figure 9 Percentage of Year 12 Aboriginal and Torres Strait Islander students who received a Tertiary Entrance Statement, 2015 to 2019



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: 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 22 of 100 enrolled in Year 12 in 2019, as opposed to an expected number of 20 from 100 enrolled. The small number of students in the Aboriginal and Torres Strait Islander cohort results in large percentage variances from a change in circumstances for a very small number of students and therefore must be interpreted with caution.

Figure 10 Percentage of Year 12 public school students who received a recognised vocational qualification 2015 to 2019

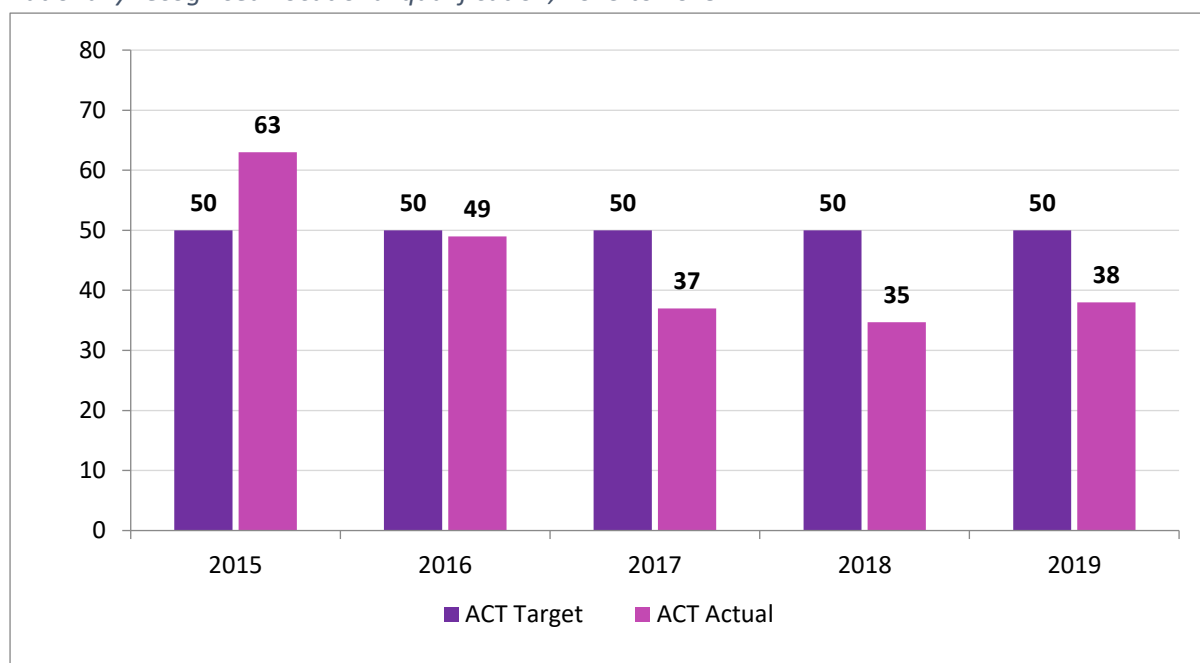


Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (g)

The variance in the percentage of Year 12 public school students who received a recognised vocational qualification in 2019 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.

The number of students receiving a nationally recognised vocational qualification was 1,105 of 3,126 enrolled in Year 12 in 2019, leading to a result of 35 per cent as opposed to an expected number of enrolments of 1,876 students which would have achieved a target of 60 per cent.

Figure 11 Percentage of Year 12 Aboriginal and Torres Strait Islander students who received a nationally recognised vocational qualification, 2015 to 2019



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 2019 is a result of a proportionally lower 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 38 of 100 enrolled in Year 12 in 2019, leading to a result of 38 per cent as opposed to an expected enrolment of 50 students which would 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.

Vocational Education Training

Vocational Education and Training (VET) options are provided across all ACT Government high schools and colleges for students across Years 9-12. VET in secondary schools includes vocational courses delivered by schools, as well as programs delivered by external training organisations and Australian School-based Apprenticeships (ASbAs).

During the reporting period, 377 ACT public school students commenced an ASbA. These ASbAs included qualifications from 17 national training packages e.g. Construction, Plumbing and Services; Business Services; Information and Communications Technology; and Automotive Retail, Service and Repair.

In semester 1, 2020 there were 2,821 enrolments in ACT Board of Senior Secondary Studies VET Courses in the ACT.

The Directorate continues to support the operations of the Tuggeranong Sustainable Living Trade Training Centre and the Belconnen Regional Trades Skills Centre. These centres allow students from Years 9-12 to access vocational education and training to give students a broader range of options to improve Year 12 or equivalent attainment and enhance pathways into vocational careers.

Output 1.4 Disability Education in Public Schools

A range of programs are available in ACT public schools for students with a disability. These include access to specialist schools, specific classes or units in mainstream schools, and participation in mainstream classes with the support to access the educational programs offered by the school. Students accessing a disability program have an Individual Learning Plan (ILP). The ILP is developed in partnership between the school, family, student (where appropriate) and other professionals.

Parents and schools work together in developing and reviewing each student's ILP, which identifies educational goals. Student progress against the ILP is reviewed annually or more frequently as required.

The Directorate provides personal care support in ACT public schools, as an in-kind contribution to the National Disability Insurance Scheme.

Inclusive Education Approach

In 2019-20 the Directorate continued to build capability and capacity of the workforce to meet the needs of students with disability and diverse needs. This has included: establishment of a Learning Support Assistant (LSA) Network which saw the delivery of professional learning to 105 LSAs across the three sectors and delivery of multiple workshops and presentations on inclusive physical education reaching more than 500 teachers (including pre-service teachers and new educators).

The Directorate continued to work in partnership with families and sector stakeholders to build strong communities for learning for students with disability through included regular meetings with the ACT Disability Education Reference Group and the ACT Parents & Citizens Association Council.

In 2019-20 the Directorate also continued work with Catholic Education Office (CEO) and the Association of Independent Schools (AIS) ACT to build capacity to identify, assess and implement required adjustments for students with disability to support consistency in the collection and moderation of data under the Nationally Consistent Collection of Data (NCCD) for Students with Disability. The Directorate, in partnership with CEO and AIS regularly provide NCCD introduction and moderation sessions and frequently promote the use of the NCCD information portal to schools to access training materials and resources to build capability.

Output Class 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.

Non-government school education

In 2019-20, the Directorate met its targets for non-government school education. It ensured all 48 non-government schools (29 Catholic systemic schools and 19 independent schools) operating in the ACT during the reporting period were registered. The 19 independent schools included a new independent school which was provisionally registered to operate in the ACT in January 2020.

During the reporting period:

- the registration of Canberra Christian School, Canberra Grammar School, and Daramalan College were renewed for 2020-24;
- the registration of Islamic School of Canberra and Taqwa School were renewed for 2020;
- Canberra Jewish school was provisionally registered for 2020-21;
- Islamic School of Canberra was registered for Year 9 as an additional educational level;
- the registration of Canberra Grammar School under the *Commonwealth Register for Institutions and Courses for Overseas Students (CRICOS)* was renewed for 2020-24; and
- Canberra Grammar School was registered to deliver *English Language Intensive Courses for Overseas Students (ELICOS)* for 2020-24.

No Catholic systemic schools were scheduled for registration renewal during the reporting period.

Home education

At the time of the February 2020 census 322 ACT resident children and young people were registered for home education.

Since 2011 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 9 Home education registrations as at annual February census

Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Number of registered students	119	122	166	177	192	252	271	302	305	322
Annual % growth	3	3	36	6	9	31	8	11	1	5.5
Growth % since 2011	3	6	44	54	70	119	135	163	165	180

Source: ACT Education Directorate, Census of ACT schools, February 2020

During the reporting period 209 applications for provisional registration from ACT resident children were received and approved; with over 98 per cent of these applications approved within 10 school days of the complete application being received.



Principal of O'Connor Cooperative School, Jenny Loudon, with students from Black Mountain School and O'Connor Cooperative School students engaging in Dreamtime Stories

Scrutiny

Auditor-General reports

Table 10 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.</p> <p>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. 	<ul style="list-style-type: none"> • Salary reports – the Directorate is continuing to reinforce compliance in this area; and • Audit logs – the Directorate will address this as part of its replacement of the school administration system. 	In progress

Table 11 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> <p>i) incorporate procedures for the review of audit logs in the new Schools Administration System; and</p> <p>ii) perform periodic reviews of audit logs in accordance with these procedures.</p>	<p>The Directorate will address this as part of the planned replacement of Maze with the new School Administration System which is expected to be operational in late 2020.</p>	In progress

Table 12 ACT Auditor-General's Report ACT Government Strategic and Accountability Indicators Report No. 2/2018

Recommendation	Action	Status
<p>3. Accountability indicators should be improved by:</p> <p>b) ..., Education Directorate, so they meet the criterion of Clarity.</p> <p>Government Response – Agreed in principle</p>	<p>Review of accountability indicators has been undertaken.</p> <p>Consultation meetings occurred in December 2019 and January 2020 with every accountability indicator policy holder.</p>	Completed
<p>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:</p> <p>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</p> <p>b) engaging with other Territory entities to identify better practices used in the Territory.</p> <p>Government Response - Agreed</p>	<p>The Chief Minister, Treasury and Economic Development Directorate (CMTEDD) released the updated Strengthening Performance and Accountability: A Framework for the ACT Government in April 2019.</p> <p>A review of the Education Standard Operating Procedures for the development of the Annual Budget Statement (including accountability indicators) has been completed.</p>	Completed
<p>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.</p> <p>Government Response - Agreed</p>	<p>Review of accountability indicators has been undertaken.</p> <p>Consultation meetings occurred in December 2019 and January 2020 with every accountability indicator policy holder.</p>	Completed

Table 13 ACT Auditor-General's Report Physical Security Report No. 6/2018

Recommendation	Action	Status
<p>6. The Education Directorate should, on completion of its Threat and Security Risk Assessment and Security Plan, increase awareness of physical security risk for school-based staff and implement a long-term rolling program of site specific security risk assessments.</p> <p>Government Response - Agreed and action commenced.</p>	<p>A range of physical security measures are continuing to be implemented across ACT public schools. The measures are designed to harden the existing physical security controls already in place.</p> <p>Security risk assessments will continue to be undertaken as part of a rolling program. In addition, the Directorate is collaborating with the Justice and Community Safety Directorate to implement a suite of security guidance materials for staff.</p>	In progress

Table 14 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>This recommendation has been implemented and has been incorporated into the Integrated School Improvement process as a self-assessment tool for schools involved in Review.</p>	Completed
<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 Google Community is still in operation and membership continues to grow. This work is now ongoing with schools and the Education Support Office continuing to encourage Directorate staff to join.</p>	Completed

Recommendation	Action	Status
<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> <ul style="list-style-type: none"> a) the ACT school curriculum; and b) support funding for Aboriginal and Torres Strait Islander students, how it is accessed and in what circumstances. <p>Government Response – Agreed</p>	<p>Information was initially distributed in March 2019 and is also available on the Directorate website. This information is updated as required.</p>	<p>Completed</p>
<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 Education Directorate’s Aboriginal and Torres Strait Islander Staff Network were engaged to develop a comprehensive Aboriginal and Torres Strait Islander Employment Action Plan (the plan). The plan was considered by the EGC in early 2020 with further work to be completed to prioritise actions over three years. Due to COVID-19 this work has not yet progressed however will be prioritised for the second half of 2020.</p>	<p>In progress</p>
<p>8. The Education Directorate should develop an 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>The provision of Cultural Integrity professional learning is core business for Aboriginal and Torres Strait Islander Education. All Directorate staff have had the opportunity to access professional learning through the Online Cultural Competence Course; Bookclubs; School Leader C Cultural Immersion; Rediscovering Symposiums; and Engoori workshops.</p> <p>In 2020, the focus is providing Cultural Integrity professional learning to School Leader Bs; newly appointed Principals and Senior Executive as well as Senior Directors who have not previously had the opportunity to participate. These opportunities are in addition to the previously mentioned professional learning offered throughout the year.</p>	<p>Completed</p>
<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</p>	<p>All school staff and school-facing services are responsible for providing appropriate supports for all students. As well as the professional learning outlined in previous responses, staff are supported to build their capability to appropriately support students, families and communities.</p>	<p>Completed</p>

Recommendation	Action	Status
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. Government Response – Agreed		
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. Government Response – Agreed	Information was initially distributed in March 2019 and is also available on the Directorate website. This information will be updated as needed.	Completed
12. The Education Directorate should produce a summary document from its Draft Aboriginal and Torres Strait Islander Education Officer Program Guidelines – January 2018 and share widely via the website and off-line. Government Response – Agreed	Information on the Aboriginal and Torres Strait Islander Education Officer role is available on the Directorate website. This information will be updated as needed.	Completed

Table 15 ACT Auditor-General's Report 2017-18 Financial Audits - Financial Results and Audit Findings Report No. 12/2018

Recommendation	Action	Status
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. The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to: <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 	Salary reports – the Directorate is continuing to reinforce compliance in this area; and Audit logs – the Directorate will address this as part of its replacement of the school administration system.	In progress

Recommendation	Action	Status
<p>incorrect or fraudulent salary payments will not be promptly detected and addressed; and</p> <ul style="list-style-type: none"> 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>No new audit findings were identified in 2017-18.</p>		

Table 16 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> <p>i. incorporate procedures for the review of audit logs in the new Schools Administration System; and</p> <p>ii. perform periodic reviews of audit logs in accordance with these procedures.</p>	<p>The Directorate will address this as part of the planned replacement of Maze with the new School Administration System which is expected to be operational in late 2021.</p>	<p>In progress</p>

Table 17 ACT Auditor-General's Report Maintenance of ACT Government School Infrastructure Report No. 11/2019

Recommendation	Action	Status
<p>1. The Education Directorate should revise Module 7 of the School Management Manual to clearly identify responsibilities for repairs and maintenance activities between the Infrastructure and Capital Works Branch and schools, and in doing so ensure that there is consistency and clarity in language in both Module 7 and the building condition assessments reports.</p> <p>Government Response – Agreed</p>	<p>A review of Module 7 of the School Management Manual will commence in late 2020.</p>	<p>In progress</p>
<p>2. The Education Directorate should complete the development of property quality standards and incorporate them into the asset management system. Property quality standards should then be used to assess the performance of assets and identify if the assets are being appropriately used, maintained and are fit for purpose.</p> <p>Government Response – Agreed</p>	<p>Property quality standards will be developed and incorporated into the asset management system. This information will be combined with condition information to provide data for analysis of asset use and maintenance approaches.</p>	<p>In progress</p>
<p>3. The Education Directorate should develop operational asset management plans for its school infrastructure assets. The plans should contain information to inform long term strategic asset planning for the Education Directorate and should address matters such as responsibility for the asset, arrangements for monitoring asset performance, operational training and estimated operating costs.</p> <p>Government Response – Agreed in principle</p>	<p>The Directorate supports the development of operational asset management plans in all schools. This work will follow the development of the annual maintenance plans, subject to budgetary constraints.</p>	<p>In progress</p>
<p>4. The Education Directorate should prepare and execute comprehensive annual maintenance plans for school infrastructure assets, which outline the specific tasks which are to be undertaken during the year as well as the estimated resources and cost of</p>	<p>The development of annual maintenance plans has commenced with the appointment of School Network Support Officers. As part of their role, the Network Officers work with schools to identify the annual maintenance actions and forecast costs.</p>	<p>In progress</p>

Recommendation	Action	Status
<p>maintenance activities. The annual maintenance plans should align with, and support, operational asset management plans to be developed as part of Recommendation 3.</p> <p>Government Response – Agreed</p>		
<p>5. The Education Directorate should:</p> <p>(a) recommence its rolling program of building condition assessments; and</p> <p>(b) populate its asset management information system, SPM Assets, with the results of the building condition assessments in order to facilitate and inform asset maintenance planning.</p> <p>Government Response – Agreed</p>	<p>(a) Recruitment of a new team of Infrastructure and Capital Works, School Network Support Officers has been undertaken. All four of these officers have commenced with the Directorate. Building condition assessments are being conducted by the School Network Support officers.</p> <p>(b) In conducting the building condition assessments, data is entered into the asset management information system directly and is immediately available for reporting and asset maintenance planning.</p>	<p>In progress</p>
<p>6. The Education Directorate should develop baseline data for the cost of activities undertaken under the Service Level Agreement. Expectations should be developed for the benefits that the Service Level Agreement aims to provide and the expectations should be periodically reviewed to inform the performance of the Service Level Agreement.</p> <p>Government Response – Agreed</p>	<p>Baseline data for the ACT Property Group Service Level Agreement has been developed. This data will be used to review performance throughout 2020.</p> <p>A review of the expectations of the Service Level Agreement will be undertaken during 2020.</p>	<p>In progress</p>
<p>7. The Education Directorate should state the purpose and scope of the Specific Works Program and prepare guidelines and funding criteria. Record keeping should be improved with all funding decisions comprehensively recorded.</p> <p>Government Response – Agreed</p>	<p>The usefulness of the Specific Works Program will be reviewed to determine whether this program should continue in operation.</p>	<p>In progress</p>
<p>8. The Education Directorate should review:</p> <p>a) the methods used to record repair and maintenance activities, and the expenditure on repairs and maintenance, with a view to achieving consistent and consolidated reporting; and</p>	<p>a) The methods used to record repair and maintenance activities will be reviewed during the year with recommendations for any changes to be provided to Government by the end of 2020.</p> <p>b) A detailed review of School Operational Allocation expenditure will be undertaken during 2020.</p>	<p>In progress</p>

Recommendation	Action	Status
b) the operation of the School Operational Allocation, to determine why schools exceeded their maintenance component allocations in 2017 and 2018. Government Response – Agreed		

Legislative Assembly Committee reports

Table 18 Government Response to the Report of the Select Committee on Estimates 2017-18 on the Inquiry into Appropriate 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
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	The ACTPS Education Directorate (<i>Teaching Staff</i>) Enterprise Agreement 2018-2022 provides a five-day Induction Program for new educators to ensure that they are effectively supported, prepared and informed of their responsibilities and entitlements as they begin their teaching career. The Induction Program was implemented in January 2020 with 202 new educators in attendance. An online evaluation assessment was sent to attendees to inform continued improvements.	Completed
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	The Directorate will ensure that areas of improvement identified in the online evaluation assessment are addressed in development of the New Educator Induction Program.	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	In Semester 2 of 2020, the Directorate will introduce a Learning Support Assistant Scholarship Program to support Directorate employees to gain Certificate IV in Education Support qualifications.	In progress

Table 19 Standardised Testing in ACT Schools Report Title - Standing Committee on Education, Employment and Youth Affairs - March 2019 - Report 5

Recommendation	Action	Status
<p>1. The Committee recommends that the Education Directorate continue to recognise that standardised testing, including NAPLAN, is a valuable diagnostic tool when used appropriately.</p> <p>Government response - Agreed</p>	<p>The Directorate continues to participate in the National Assessment Program suite of standardised testing. NAPLAN 2020 and NAP-ICT 2020 have not yet been implemented due to the COVID-19 pandemic.</p>	In progress
<p>2. The Committee recommends that the Minister for Education and Early Childhood Development explore, through Education Council, whether the Index of Community Socio-Educational Advantage (ICSEA) values are being calculated in a way that accurately reflects disadvantage, especially in smaller jurisdictions.</p> <p>Government response – Agreed in principle</p>	<p>In March 2020, the Australian Education Senior Officials Committee (AESOC) agreed to the establishment of a joint project between the Australian Curriculum and Reporting Authority (ACARA) and the Directorate. The project assess whether an anomaly in the operation of the Socio-Educational Advantage (SEA) index would materially impact inter-jurisdictional NAPLAN comparisons involving the ACT.</p>	In progress
<p>12. The Committee recommends that the Education Directorate investigate ways it can better utilise standardised testing data to improve academic outcomes.</p> <p>Government response – Agreed</p>	<p>The Directorate is investigating ways to better deliver results and improved advice to schools on the outcomes of standardised testing.</p>	In progress
<p>14 The Committee recommends that the ACT Education Directorate work more closely with ACARA on further development and delivery of online NAPLAN testing with a view to delivering results to schools and parents faster than current practice.</p> <p>Government response - Agreed</p>	<p>The ACT has almost fully transitioned to NAPLAN Online testing, with 98% of schools participating online in 2019. It is anticipated that all ACT schools will participate in NAPLAN Online when testing resumes in 2021.</p>	In progress
<p>16. The Committee recommends that further consideration be given to how NAPLAN results are made available and whether publication on the My School website is an appropriate repository of such information.</p> <p>Government response - Agreed</p>	<p>The ACT Government is participating in a review of NAPLAN including reporting along with Queensland, Victoria, and NSW.</p> <p>Outcomes from the joint ACT-ACARA Socio-Educational Advantage (SEA) project may impact on <i>My School</i> 2021 reporting.</p>	In progress
<p>18. The Committee recommends that the Minister for Education and Early Childhood Development explore with Education Council whether a sampling approach is more appropriate than a full student cohort NAPLAN testing.</p> <p>Government response - Agreed</p>	<p>The NAPLAN review project is also considering the issue of a sampling approach rather than full cohort testing for NAPLAN.</p>	In progress

Recommendation	Action	Status
<p>19. The Committee recommends that the Minister for Education and Early Childhood Development explore with Education Council the current A to E reporting requirements, in light of potential misunderstandings of the current application of each letter.</p> <p>Government response - Agreed in principle</p>	<p>The final phase of implementation of the <i>Australian Curriculum</i> was completed at the end of 2018.</p> <p>Achievement Standards and grade level descriptors in the <i>Australian Curriculum</i> assign a 'C' grade when a student demonstrates the expected level of learning for a year/ band level. This level of achievement should be recognised, alongside encouragement of effort and pursuit of individual student interests and passions.</p> <p>Improving the understanding by parents, students and the community of what the curriculum Achievement Standards represent is an important and ongoing part of this process.</p> <p>Planning, teaching, assessing and reporting using Achievement Standards is a change of practice for ACT teachers. Teachers will continue to be supported to develop effective and coherent planning and assessment practices that utilise ACARA's work samples and promote consistency of teacher judgement against the Achievement Standards across the ACT. This support also included the development of an Academic Reporting module on the School Administration System (SAS) which was fully rolled out, in ACT public schools, by the end of the 2019-20 financial year.</p> <p>Moderation through teacher collaboration around standards-based assessment is correlated with reducing in-school variation of student achievement and will achieve the consistency sought by this recommendation.</p>	<p>Completed</p>

Table 20 Management and Minimisation of Bullying and Violence in ACT Schools - Standing Committee on Education, Employment and Youth Affairs - September 2019 - Report 6

Recommendation	Action	Status
<p>1. The Committee recommends that the ACT Government partner with community agencies to provide independent support and guidance to students and their families when preparing for a formal restorative conference following incidents of bullying or violence.</p> <p>Government response - Agreed</p>	<p>The Directorate will continue to strengthen the use of restorative practices in ACT schools as a means of supporting positive school culture based on positive relationships, safety and wellbeing.</p> <p>The Directorate continues to work with other agencies in increasing staff capability and confidence when using restorative practices in response to incidents requiring this form of resolution.</p>	In progress
<p>2. The Committee recommends that the ACT Government publish a timetable for Positive Behaviour Learning implementation in all ACT schools before 28 November 2019.</p> <p>Government response - Agreed</p>	<p>A timetable for the implementation of Positive Behaviour for Learning in all ACT public schools was published on the Directorate website</p>	Completed
<p>3. The Committee recommends that the ACT Government endorse a small range of Social Emotional Learning programs to operate in conjunction with Positive Behaviour Learning that support schools respond to childhood trauma, behaviour management and violence in schools. Following this endorsement activity, all ACT public schools are required to implement Directorate nominated programs.</p> <p>Government response - Agreed</p>	<p>The Directorate supports evidence-informed practice and will build on the suite of evidence-based Social Emotional Learning programs that already exist.</p>	In progress
<p>4. The Committee recommends that the ACT Government employ full time social workers and youth workers in every ACT school.</p> <p>Government response – Agreed in principle</p>	<p>All ACT public schools have access to school psychologists along with allied health.</p> <p>The Directorate recognises the value of Social Workers and Youth Workers in all ACT schools and recognises that supervision to manage and support the proposed workforce will be required.</p>	Completed
<p>5. The Committee recommends that the ACT Government continue to recruit additional school psychologists and provide psychological support services outside school hours and in school holidays.</p> <p>Government response – Agreed in principle</p>	<p>All ACT public schools have access to a school psychologist. As of February 2020, schools are supported by 81.6 FTE of psychology services.</p> <p>In 2016 the ACT Government committed to an additional 20 school psychologists by 2020. The 20 additional FTE are now supporting ACT Education school students.</p> <p>Mental health referral pathways are being strengthened with information-sharing and linkages between Child</p>	In progress

Recommendation	Action	Status
	and Adolescent Mental Health Services and school youth health nurses also being enhanced.	
<p>6. The Committee recommends that the ACT Government provide exceptions to the Priority Enrolment Area policy for students who have been subject to bullying or violence.</p> <p>Government response - Agreed</p>	<p>ACT public schools already accept applications from out of area students based on a number of criteria, including student wellbeing. The existing procedure will be reviewed to ensure it is appropriately accessible for families. Schools and families will also be supported to ensure issues are resolved early and help children continue to stay in their local school community, where possible.</p>	Completed
<p>7. The Committee recommends that the ACT Government investigate the increased use of support workers to provide structured play options at breaks for students with complex needs and challenging behaviours.</p> <p>Government response – Agreed</p>	<p>The Network Student Engagement Team (NSET) continues to strengthen supports for students and schools. NSET partners with schools to support students to engage safely at school. This includes completing observations and looking at strategies to support engagement. Break times can be difficult for some students and additional supports such as sensory spaces, organised activities and explicit teaching is required. NSET works with schools to look at the most creative way to utilise staffing resources to make these adjustments and reduce playground incidents. Many schools have organised clubs and activities for students at break times.</p> <p>NSET’s occupational therapists will complete environmental assessment of schools, including the playgrounds, and provide observations and suggested interventions to support safe play. These could include suggestions around explicit teaching and modelling of play, appropriate structured activities and sports and environment changes</p>	In progress
<p>8. The Committee recommends that the ACT Government ensure there is a requirement to involve Network Student Engagement Teams when bullying or violence involves children with complex needs.</p> <p>Government response – Agreed in principle</p>	<p>The Network Student Engagement Team (NSET) has established regular meetings with all ACT Government schools to maintain a holistic approach to looking at school needs as well as discussing individual students with complex needs. These regular meetings ensure that NSET is able to work proactively in partnership with</p>	Completed

Recommendation	Action	Status
	<p>the school to identify concerns, establish process and implement appropriate plans and strategies for student engagement and safety.</p> <p>In addition, schools are able to request consultations at any time with NSET as issues arise or incidents occur.</p>	
<p>9. The Committee recommends that the ACT Government provide exceptions to Priority Enrolment Area policy in order to ensure a child can enrol at a learning support unit relevant to the students need.</p> <p>Government response – Agreement in principle</p>	<p>The Directorate continues to strengthen inclusion in all ACT public schools so that all students can attend their local priority enrolment area school and have their individual needs met.</p> <p>There are a range of programs and supports available for students with disabilities. Schools work closely in partnership with students, parents, carers and other professionals to make reasonable adjustments and support students to access and participate in education on the same basis as their peers.</p> <p>Small group programs, such as a Learning Support Unit are one option for families and are currently offered in 57 public schools throughout the ACT, including in primary and high schools, colleges and combined schools. The Directorate is continuing to increase the number of schools that offer small group programs in order to support students attending schools in their local community.</p>	<p>Completed</p>
<p>10. The Committee recommends that the ACT Government ensure all schools have a sensory space available for children with complex needs, distinct to a breakout area for all students.</p> <p>Government response- Agreed</p>	<p>The Directorate is committed to providing safe and inclusive education environments for our students. Sensory adjustments provided for students vary according to individual student need and school's infrastructure capacity. Designated sensory spaces may include: separate small rooms, small rooms/alcoves attached to existing classrooms or a small corner/space in an existing classroom. Sensory spaces and the resources provided are designed to meet the needs of students in collaboration with parents and allied health professionals such as Occupational Therapists.</p>	<p>In progress</p>
<p>11. The Committee recommends that the ACT Government expand the current flexible offsite</p>	<p>In 2019, the Muliyan program was expanded to enable up to 20 students</p>	<p>In progress</p>

Recommendation	Action	Status
<p>education program and ensure availability on the northside.</p> <p>Government response – Agreed in principle</p>	<p>who were at risk of disengaging from their education to participate.</p>	
<p>12. The Committee recommends that the ACT Government investigate mechanisms that ensure Personal Protection Orders are drafted in a way that can be enforced within educational settings.</p> <p>Government response - Agreed</p>	<p>Schools already adhere to any order of a court, including Personal Protection Orders. It is important to note schools are not a party to the Personal Protection Orders.</p>	Completed
<p>13. The Committee recommends that the ACT Government develop tools schools can use to draft enforcement plans for any Personal Protection Orders that apply within educational settings.</p> <p>Government response – Agreed in principle</p>	<p>Information on Personal Protection Orders is already in the School Legal Information Manual, a governance handbook for all schools readily available on the Education Intranet.</p>	Completed
<p>15. The Committee recommends that the ACT Government publish the updated Suspension Guidelines as a matter of priority and review its operation after two years.</p> <p>Government response - Agreed</p>	<p>The Suspension, Exclusion and Transfer of Students in ACT public schools Policy and procedures were published on the Directorate website in December 2019.</p>	Completed
<p>16. The Committee recommends that the ACT Government ensure all written communication tools that explain complaint options, including the referral of concerns to the ACT Human Rights Commissioner, is easy to understand and clearly outlines the internal and external complaint avenues available to students or parents. Any posters should be large and placed in a prominent part of the school entrance.</p> <p>Government response - Agreed</p>	<p>The Directorate’s Complaints Policy & Procedure has been updated.</p> <p>Information relating to complaints management was provided to schools in January 2020. This included information posters outlining the process, with a request to place these in a prominent part of each school entrance.</p>	Completed
<p>17. The Committee recommends that the ACT Government review existing internal and external complaints handling processes for all incidents of bullying and violence in schools to ensure there are appropriate avenues for parents and students to escalate concerns and have external consideration of matters if required.</p> <p>Government response - Agreed</p>	<p>A review of complaint management was undertaken in September–December 2019 that included a series of recommendations.</p>	Completed
<p>18. The Committee recommends that the ACT Government introduce a parent self-reporting portal for incidents relating to bullying, violence and occupational violence.</p> <p>Government response – Agreed in principle</p>	<p>The Directorate encourages parents to raise incidents of bullying, school-based violence and occupational violence with their school. However, there are processes in place that give parents the opportunity to raise complaints or concerns regardless of their nature with the Directorate. This is currently through the Families,</p>	In progress

Recommendation	Action	Status
	<p>Students, Complaints and Feedback team.</p> <p>The Directorate is currently redesigning its complaints management and case coordination process. It is intended that this will include an online solution that would provide an online lodgement mechanism, and the ability to keep families up to date on actions being undertaken.</p>	
<p>19. The Committee recommends that the ACT Government introduce a student self-reporting portal for incidents relating to bullying, violence and occupational violence.</p> <p>Government response – Agreed in principle</p>	<p>The Directorate encourages students to raise incidents of bullying, school-based violence and occupational violence with their school, which may include reporting to their teacher, a school counsellor or a school psychologist. However, there are processes in place that give students the opportunity to raise complaints or concerns regardless of their nature with the Directorate. This is currently through the Families, Students, Complaints and Feedback team.</p> <p>The Directorate is currently implementing the recommendations and redesigning its complaints management and case coordination process following the review process. It is intended this will include an online solution to provide not only an online lodgement mechanism, and the ability to keep families up to date on actions being undertaken.</p>	<p>In progress</p>
<p>20. The Committee recommends that the ACT Government provide increased support to principals to ensure consistency in reporting of bullying and violence.</p> <p>Government response - Agreed</p>	<p>Work is in progress to support Principals and School Leaders and teachers to consistently report positive and negative student incidents through the upgraded School Administration System.</p>	<p>In progress</p>
<p>21. The Committee recommends that the ACT Government make the rollout of the new data collection and reporting program a priority; and publish a project timeline before 28 November 2019.</p> <p>Government response - Agreed</p>	<p>The Directorate published the timeline for implementation of the School Administration System (SAS) on the Directorate website on 28 November 2019.</p>	<p>Completed</p>
<p>22. The Committee recommends that the ACT Government ensure all teachers and teaching support staff, receive specialist training in childhood anxiety and trauma in order to correctly identify and support students.</p>	<p>The Directorate recognises the importance providing evidence-based training to teaching staff which builds their capability and confidence to</p>	<p>Completed</p>

Recommendation	Action	Status
Government response – Agreed in principle	<p>support students with mental health and wellbeing concerns.</p> <p>The Directorate provides a wide range of professional learning for educators with Senior School Psychologists delivering training to educators in a number of areas, including Positive Behaviours for Learning, Healthy Mind Platter, Wellbeing - An Introduction, Neuroscience in Education (NeuEd), Problematic Sexualised Behaviours, Trauma Informed Practice, Countering Violent Extremism and Protective Behaviours.</p>	

Table 21 Cessation of the Music for Colleges Course - Standing Committee on Education, Employment and Youth Affairs – November 2019 - Report 7

Recommendation	Action	Status
<p>3. The majority of the Committee recommends that discussions between the ACT Education Directorate and the ANU School of Music acknowledge that any consideration of more cost effective delivery models not put at risk the current accreditation status that contributes to a student's Australian Tertiary Admission Rank calculation.</p> <p>Government response – Agreed</p>	<p>Discussion with ANU School of Music about a music extension program ensured maintenance of accreditation for contribution to the Australian Tertiary Admission Rank calculation.</p>	Completed
<p>Dissenting Report Michael Pattersons MLA</p> <p>I recommend that the ACT Government continue to provide an advanced pathway for gifted and talented musicians students in Year 11 and Year 12. The pathway should be funded and managed by the Education Directorate, who must ensure that the course fulfils the Board of Senior Secondary Studies accreditation for the ACT Senior Secondary Certificate and Australian Tertiary Admission Rank. Consideration should be given to priority enrolments and a co-contribution model when designing the new program.</p> <p>Government response - Agreed</p>	<p>The Directorate has developed a cost effective alternative option to enhance the Instrumental Music Program and provide gifted and talented music students with extension opportunities.</p> <p>The Directorate has worked closely with the Canberra Institute of Technology to develop a music 'E Course' due to commence in 2021.</p> <p>The course will contribute to the ACT Senior Secondary Certificate and students will achieve their Certificate IV in Music Industry (CUA40915) (C4-BD19) upon completion.</p>	Completed

Table 22 Report on Annual and Financial Reports 2018-2019 - Standing Committee on Education, Employment and Youth Affairs – March 2020 - Report 8

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

Risk Management

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

- Risk Management Framework and Risk Appetite and Tolerance Statement;
- 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 Governance and Community Liaison Branch. The Directorate's Senior Executive team and the Audit Committee receive regular risk management reports, providing an overview of significant risks, mitigation strategies and responsibilities. They also 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 Directorate's Senior Executive team;
- monitoring by the Audit Committee;
- reporting to the EGC;
- 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;
- quarterly strategic review of financial performance and corrective actions as required by the Directorate's Senior Executive team;
- regularly updated financial procedures and practices documents; and
- provision of training to ESO and school-based staff.

In 2019 the Directorate commenced a significant review of risk management across the system, to mature capability and integrate risk management into broader school planning.

The Directorate works closely with the ACT Insurance Authority (ACTIA) to develop risk management capability and all schools have now developed site specific practical and relevant risk registers that align with ACTIA's risk assessment protocols.



Two of our new Education Directorate cleaning staff, David Proposch and Thongbai Sokkho

Internal Audit

During 2019-20 the *Audit Committee Charter* and the *Internal Audit Charter* were reviewed and 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 guidance.

The Audit Committee's membership was reviewed and from April 2020 membership comprised of three external independent members (including Chair) and an internal non-member advisor/observer (Deputy Director-General role). As determined by the Audit Committee Charter, the Director-General appoints all members of the Committee and approves associated remuneration for external members.

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 five times during 2019-20. The Committee membership and attendance are displayed in the following table.

Table 23 Audit committee membership and meetings in 2019-20

Name of Member	Position	Meetings eligible to attend	Meetings attended
External Members x 3 ongoing			
Carol Lilley	Independent Chair – until August 2019	1	1
Maria Storti	Independent Member (overlap with Carol Lilley) from July 2019 Independent Chair from September 2019	5	5
Sue Chapman	Independent Member	5	5
Mark Ridley	Independent Member until March 2020	4	4
Greg Field	Independent Member from May 2020	1	1
Internal Member x 1 ongoing			
Meg Brighton	Member (DDG) for the December 2019 meeting	1	1

Name of Member	Position	Meetings eligible to attend	Meetings attended
Deb Efthymiades	Member (A/g DDG) for the July and October 2019 meetings	2	2
David Matthews	Member (A/g DDG) for the March 2020 meeting Non-Member advisor/observer (A/g DDG) for the June 2020 meeting	2	2

Source: Chief Internal Auditor, Audit and Assurance

Eight internal audits/reviews were tabled at the Audit Committee in 2019-20.

Three internal audits/reviews were underway as follows:

- Health and Physical Education review;
- Enforceable Undertaking assurance review; and
- Fringe Benefits review of school leisure/community arrangements.

The Directorate engages external auditors to conduct or support some audits, which are sourced from the ACT Government panel of external audit service providers

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 Senior Executive Responsible for Business Integrity Risk (SERBIR). The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee.

The Directorate, in conjunction with the Australian Education Union, developed the *Teachers' Code of Professional Practice*. A mandatory online training module, consistent with the new Codes, will be available as part of the Directorates online learning package.

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 link is provided with any application for employment in the Directorate. These obligations are supported by the *ACTPS Code of Conduct*.

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 seven allegations of possible fraud investigated within the Directorate in the 2019-20 financial year. Five cases are deemed closed and two cases are still under investigation.

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 provided:

Table 24 Open Access Information – Section 96 (3) (a) (i), (ii) and (iii)

Open Access Information	No
Number of decisions to publish Open Access information	29
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 25 FOI Applications received and decision type - Section 96 (3) (a) (iv), (vii), (viii) and (ix)

FOI Applications received and decision type	No
Number of access applications received.	45
Number of applications where access to all information requested was given	0
Number of applications where access to only some of the information requested was given (partial release)	30
Number of applications where access to the information was refused	1

Source: ACT Education Directorate

The number of full (0), partial (30) and refused access decisions (1) do not add up to 45 because there was 14 cases that were either withdrawn by the applicant (4), still being processed (8), no documents were available (1) or the request was invalid (1). The required FOI Act reporting does not capture these cases. In addition, this data only relates to requests received during 2019-20, not decisions that were carried over from two requests received in 2018-19 that were still being processed.

Table 26 FOI Processing timeframe - Section 96 (3) (v) and (vi); Section 96 (3) (d)

FOI Processing timeframe	No
Total applications decided within the time to decide under section 40	21
Applications not decided within the time to decide under section 40.	14
Number of days taken to decide over the time to decide in section 40 for each application	9, 10, 12, 10, 14, 4, 16, 24, 8, 1, 5, 5, 8, 15

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 14 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 FOI Act.

Table 27 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 28 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)	0
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 29 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 and Disclosure Log

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.

Community Engagement and Support

Community Engagement Activities

During 2019-20, the Directorate focused on improving its key communication and engagement channels. The bushfire events and COVID-19 pandemic saw an increased need to communicate and engage with our schools' communities and be listening and responding to feedback from the broader community. This was done predominantly through social media channels and the Directorate's website, both agile and responsive ways of communicating information. The Directorate also supported ACT public schools to engage with their communities, through emails, website content and newsletter content. Ensuring families had access to, and responses from, a trusted source was critical given the public health emergencies.

The following specific community engagement activities were undertaken:

Modernisation of Narrabundah College

- A six-week community consultation was carried out to inform a feasibility study and initial concept planning work for the College modernisation.
- Twenty-nine consultation activities were undertaken including workshops with the community, pop-up feedback kiosks at the College and local shopping centres, one-on-one conversations, stakeholder meetings, workshops with future students, a 'Lunch n Learn' seminar and an online scrapbook.
- More than 1,000 pieces of feedback were received from a variety of stakeholder groups including the College community, community groups and the broader Canberra community.

Expansion of Franklin Early Childhood School to full Preschool to Year 6 school

- The Directorate invited input from community members and other stakeholders of the school to be involved in the design for the future learning spaces at the school.
- Consultation was carried out through a series of workshops with staff, Anglicare and the Parents and Citizens Association as well as community discussions and a video *Our Students Have a Voice* which captured the views of students across the school.

School fences

- The Directorate has collaborated with several schools looking to install new or additional fencing to support the consultation process with the schools' Parents and Citizens Associations, School Boards, families and local residents.
- Consultation has been undertaken with Caroline Chisholm School, Charnwood Dunlop Primary School, Giralang Primary School, Miles Franklin Primary School, University of Canberra High School Kaleen, Majura Primary School, Gordon Preschool, Lyons Early Childhood School, and Red Hill Primary.

Community Support Initiatives: Grants and Sponsorship

Girls in STEM Grants

The Girls in STEM grants are aimed at engaging female students in Science, Technology, Engineering and Maths (STEM) subjects and careers. The applications process opened in November 2019 and closed in March 2020. The grants were awarded in two categories:

- Category A: ACT Public Schools (up to \$30,000 for individual schools or groups of schools) - awarded to a school or group of schools that develop programs to support female students to take a greater interest and undertake deep learning in STEM.
- Category B: ACT Public School Female Students (up to \$4,000) - awarded to support female students to attend specific events or activities that will enhance their learning in a STEM related discipline.

After an independent assessment process, 15 ACT public schools from across the primary, high school and college sectors and two individual students were successful in obtaining grant funding. The projects funded offer ACT students a wide range of opportunities to engage with STEM learning and STEM professionals and will create pathways for emerging female leaders.

The grants are administered by the ACT Academy of Future Skills. The Academy is a key ACT Government initiative that aims to build STEM capability and make STEM more accessible to all students. The total investment in the Girls in STEM grants program was \$200,000.

Table 30 2019-20 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
Lyons Early Childhood School	A sponsorship supporting Lyons Early Childhood School to build the Cultural Integrity of their physical environment.	\$1,000
The Modern Language Teachers Association	A sponsorship for the mini conference that had a focus on Indigenous languages.	\$500
Belconnen Arts Centre	A sponsorship was provided for NAIDOC in the North events.	\$1,000
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
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.	\$18,643

Recipient	Project Purpose/Summary	Amount
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.	\$18,400
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.	\$59,500
Tertiary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander recipients undertaking an approved teaching or health degree.	\$71,480
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
The ACT Council of Parents and Citizens Associations Inc	<p>The Directorate provides an annual grant to facilitate consultation with parents and citizens with an interest in public school.</p> <p>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; and • support participation on relevant committees and working parties. 	\$216, 514
Science, Technology, Engineering and Mathematics (STEM) program	The STEM program provides support to girls and young women to enter study and employment in the areas of science, technology, engineering and mathematics. Seventeen STEM grants have been recently awarded to build STEM capability and make STEM more accessible in 15 ACT public schools and 2 individual students.	\$200,000

Source: ACT Education

Aboriginal and Torres Strait Islander Reporting

A significant amount has been achieved during the reporting period in continuing to strengthen cultural integrity within our schools and supporting services. The Directorate is committed to supporting all students to ensure they have a safe and supportive environment in which to learn.

In December 2019, the Directorate partnered with the NSW Aboriginal Education Consultative Group to host a Science, Technology, Engineering and Mathematics (STEM) camp for Aboriginal and Torres Strait Islander students at Birrigai Outdoor School. This was the first time one of these highly successful STEM camps had been held outside NSW. Twenty-five ACT high school students were joined by 19 NSW students in activities to foster interest in STEM subjects and engage with industries to experience the practical applications of STEM subjects.

In 2020, Dickson College introduced an Indigenous Language and Culture course, the first of its kind in the ACT. The course provides an opportunity for students to engage with reconciliation and learning of Aboriginal and Torres Strait Islander histories, cultures, and languages. Twenty-three Aboriginal and non-Indigenous students are participating in the inaugural course.

As part of a significantly enhanced induction process for new educators held in January 2020, approximately 200 newly recruited teachers participated in a full day of professional learning dedicated to cultural integrity. The day included a range of workshops to share ideas for embedding Aboriginal and Torres Strait Islander perspectives in teaching. It also provided opportunities for networking with people and services available to assist staff with their cultural integrity journey.

Four new Cultural Integrity Coordinator positions were created during the reporting period. Staff recruited to these positions work in high schools with low to medium densities of Aboriginal and Torres Strait Islander students. The Cultural Integrity Coordinators assist school staff to develop relationships with the families and communities of these students. They also assist schools with programs and resources for embedding Aboriginal and Torres Strait Islander perspectives in student learning.

An Aboriginal and Torres Strait Islander student forum was held in November 2019. This initial forum was limited to students from Years 10 to 12. Thirteen students attended and provided feedback that is informing the development of policies and programs to support the learning and wellbeing needs and aspirations of Aboriginal and Torres Strait Islander students.

Existing programs continued in the areas of student aspirations and employee cultural integrity development. All Senior Leaders and Principals have attended cultural integrity training.

To make the Aboriginal and Torres Strait Islander Secondary Scholarship available to more students, the eligibility criteria were expanded in 2019 for scholarships awarded in 2020. The Scholarships, valued at \$4,000 p.a., are now available to all senior secondary students who intended to pursue further study or training. Ten students were awarded scholarships in 2020.

The Aboriginal and Torres Strait Islander Tertiary Scholarship Program continued to attract interest. The Program provides scholarships up to \$20,000 p.a. for students undertaking degree programs in health or education at an ACT university. In 2020, five scholarships were awarded, three to students studying in the health field and two in education.

Forty-six students across Years 4, 5, 6, 10 and 11 received Mura Awards in 2020 consisting of a \$400 bursary. The Mura Awards recognise Aboriginal and Torres Strait Islander students who are demonstrating one or more of the following: high level of engagement with learning, leadership within the school community, improved achievement.

Promulgating high quality curriculum resources to assist teachers to embed Aboriginal and Torres Strait perspectives remains a priority. To respond to teacher need, the focus in 2020 has been on developing local resources. Twelve sites were identified across the ACT as useful for promoting knowledge associated with traditional plant use. Video material and associated learning activities were developed with material from Black Mountain, Mulligan's Flat and Umbagog Park.

Other local resources have been created using traditional Ngunnawal stories and information about significant sites.

With permission from local Ngunnawal man Tyrone Bell, readings by Aboriginal and Torres Strait Islander Education Officers of Don Bell's traditional stories of *Mununja the Butterfly*, *Dyirri the Frog* and *The Swan* were made and distributed in time for schools to use during Reconciliation Week 2020.

Also developed was a special recording of Richie Allen at Gubur Dhaura explaining the significance of ochre for early childhood learners.

Various professional learning opportunities were provided to enhance staff understanding of Aboriginal and Torres Strait Islander histories, cultures, languages and knowledge systems. This included:

- the second annual 'Rediscovering' symposium focused on rediscovering cultures and languages. More than 85 per cent of respondents to a survey administered after the symposium said they strongly agreed or agreed that they felt more confident/competent to apply new knowledge in their workplace. Examples of how this would be achieved varied greatly from knowledge of new resources to use in class and excursion opportunities, to willingness to apply different pedagogical approaches or to incorporate some Indigenous languages more confidently;
- a cultural capability and ways of learning program arising from feedback from the symposium. More than 100 people attended this day that featured the landmark Australian Institute of Aboriginal and Torres Strait Islander Studies series *Our Land, Our Stories* in developing staff confidence in using Aboriginal pedagogical frameworks;
- completion in 2019 of a cultural immersion program by more than 400 School Leader Cs and commencement in 2020 of cultural integrity training for 35 newly appointed Principals and corporate executive staff; and
- completion by 42 staff in the second half of 2019 of online cultural competency training offered by the Centre for Cultural Competency Australia. Another 105 staff commenced the training in the first half of 2020.

Changes were made in 2020 to the Koori Preschool program that provides 15 hours per week of early childhood education for Aboriginal and Torres Strait Islander children in a culturally safe setting. Koori Preschools provide rich play-based programs which emphasise cultural connection and identity, strong transitions and parent engagement. In 2020 enrolments were expanded to provide for up to 100 places for three-year-olds. (Refer also to page 43 for additional information on the Early Childhood Strategy in this report.)



Narrabundah Koori Preschool – Kristie Peters artist group

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 2019-20, 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 2019-20 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 2019-20 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;
- reviewing the Employee Assistance Programs to tailor our support services and programs particularly around critical incidents response;
- embedding a full time Wellbeing Officer to assist with employee wellbeing responses particularly as they relate to critical incidents;
- enhancing our return to work services and resources to better support schools through a Human Resources (HR) Business Partner model and dedicated People Cases team; and
- delivering a range of e-learning modules to be implemented in 2019-20.

During the 2019-20, 5,735 worker WHS incident reports were received including 54 reports for other parties. Reporting numbers increased from 4,464 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.

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 the Directorate has also increased its 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 31 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 Education Support Office offices. • Work groups and representation were renominated and as at 30 June 2020, there are 97 Work groups, 98 trained health and safety representatives (HSRs), and 46 deputy HSRs. • 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 has been incorporated in each position description. 	<ul style="list-style-type: none"> • WorkSafe were notified of 33 Notifiable Incidents. • No improvement notices, or prohibition notices were served on any school or the Directorate during 2019-20. • 5,735 worker WHS incident reports were received including 54 reports for other parties.

Table 32 WHS Activities

Categories	Initiative
Work Health and Safety Management System (WHSMS), reporting and risk management	<ul style="list-style-type: none"> 67 site visits by Safety Advisors completed. Ongoing review of our WHSMS.
Information, education and training	<ul style="list-style-type: none"> 77 new School Leader Workplace Health and Safety Inductions were conducted. 304 new staff Workplace Health and Safety Inductions were conducted.
Ergonomics	<ul style="list-style-type: none"> 46 workstation assessments conducted. 3 home-based assessments conducted.
Consultation	<ul style="list-style-type: none"> 8 meetings held by EGC WHS sub-committee. 4 WHS Consultative Committee meetings (formerly known as Injury Prevention and Management Consultative Committee). 4 Health and Safety Representative (HSR) network meetings. 4 Building Service Officers (BSO) network meetings.
Health and wellbeing	<ul style="list-style-type: none"> Flu vaccinations provided to 3,962 permanent and contract staff, compared to 2,958 in 2018-19 and 2,890 in 2017-18. Development and implementation of the Principal Health and Wellbeing Strategy. 22 Hepatitis A/B vaccinations to targeted worker groups including building service officers, first aid officers, early childhood educators and learning support assistants. Over 300 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.

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

Table 33 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	63	10.36	8.38	231	9.32	9.46
2020-21			8.05			9.09
2021-22			7.72			8.72

Source: Workplace Safety and Industrial Relations, CMTEDD

Table 34 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	29	4.77	4.55	126	5.09	6.49
2020-21			4.37			6.24
2021-22			4.19			5.98

Source: Workplace Safety and Industrial Relations, CMTEDD

Occupational Violence and Enforceable Undertaking

The Directorate continues to hold the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. Through this commitment the Directorate actively seeks to comply with its obligations under the *Work Health and Safety Act 2011* and ensure, so far as reasonably practicable, the health and safety of all workers and those who may be affected by its business or undertaking.

The Directorate entered into an Enforceable Undertaking on behalf of the Australian Capital Territory on 28 September 2018, following an investigation by WorkSafe ACT (www.education.act.gov.au/about-us/risk_management_and_audit). During the reporting period, the Directorate continued to implement the *Occupational Violence Management Policy and Plan* consistent with its focus on work health and safety and the terms of the Undertaking.

The Occupational Violence and Complex Case Management Team, was established in late 2018, bringing together allied health/behavioural expertise and work health and safety practice to support schools in identifying and implementing controls that can be taken to eliminate or minimise risk to the health and safety of staff. The team includes five complex case managers, with skillsets covering Occupational Therapy, Psychology, Social Work and Speech Pathology. The complex case management approach is supported by a small group of staff who are focussed on monitoring all reported incidents, engaging with schools to support appropriate and timely responses to incidents and provide an increased level of assurance that appropriate responses are in place. Supporting this evidence-based approach to improving safety, the team provides targeted training to schools that supports Occupational Violence understanding and reporting and the implementation of controls to decrease risk.

The Directorate engages with the ACT Council of P&C Associations to consolidate the work done through the Building Safe Communities workshops to embed the notion that schools are places for learning - not a place for violence.

During the reporting period, the Directorate continued to share its learnings with other jurisdictions, including presenting at the Queensland Department of Education *Safe and Respectful School Community Roundtable* held in November 2019.

Human Resource Management

Workforce Strategy

In December 2019, the Directorate contracted PriceWaterhouseCoopers Australia (PwC) to assist in researching workforce planning challenges including the future workforce demand, current workforce investment, workforce design, turnover and diversity. PwC consulted with key Directorate stakeholders including Executive Branch Managers, Directors of School Improvement, Principals, and other Directorate staff.

The findings from PwC's work were presented to the Directorate in Term 1, 2020 and formed the baseline for the design of a comprehensive strategy for a future-focused workforce with a three-year horizon. The workforce strategy will deliver improved planning of workforce requirements, participation and student learning outcomes through an integrated and evidence-based workforce planning framework. It will inform the Directorate's planning for education professionals with the right capabilities and capacity at the right time, to deliver learning outcomes for children and young people in the ACT.

Workforce Profile

At 24 June 2020, the Directorate's total workforce was 7,681 employees. Employee numbers have increased by 550 since June 2019. School cleaning services were directly employed by the Directorate from Term 1 2020 creating secure employment for previously contracted cleaners. Additional temporary employees were recruited through the Jobs for Canberrans program to deliver dedicated hygiene cleaning activities. This helped to ensure the safety of schools for students to learn and for staff to work during the COVID-19 pandemic.

The Directorate continued to provide secure employment opportunities resulting in an increased proportion of permanent employees from 69.7 per cent in June 2019 to 72.7 per cent in June 2020. There were 508 permanent teaching appointments during the reporting period, including 455 appointed from temporary contracts.

The Directorate has a diverse workforce, with increased levels of employment participation recorded over the reporting period from Aboriginal and Torres Strait Islander peoples, people with disability and staff from culturally and linguistically diverse backgrounds. The proportion of employees who identify as Aboriginal or Torres Strait Islander increased to 1.8 per cent (135 people). The proportion of people with disability increased to 2.4 per cent of the overall workforce. The proportion of culturally and linguistically diverse employees in the Directorate increased significantly by 36 per cent from last year, reaching 14.6 per cent of the total workforce. A high proportion of the previously contracted school cleaners and the additional cleaning and building services employees recruited under the Jobs for Canberrans program are culturally and linguistically diverse. The Directorate will continue to strengthen its inclusive employment strategies into the future.

The Directorate had a high female employment rate of 74.6 per cent, with females accounting for 76.9 per cent of teachers. The median age for Directorate employees was 41.9 years. The highest

proportion of employees were in the age group 35-44 years being 26.9 per cent. The average length of service for Education employees was 8.5 years, a decrease from the average of 8.9 years last year.

The workforce numbers provided are reported for the pay period of 24 June 2020. The figures exclude employees not paid by the ACT Public Service and people on leave without pay. Employees who separated from the ACT Public Service prior to 24 June 2020 and received a payment have been included.

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 and can result in a rounding discrepancy.

Table 35 FTE and headcount by gender

	Female	Male	Total
FTE by Gender	4,740.5	1,656.4	6,396.9
Headcount by Gender	5,730	1,950	7,681
% of Workforce	74.6	25.4	100

Source: Shared Services

Table 36 Headcount by classification and gender

Classification Group	Female	Male	Total
Administrative Officers	1,670	352	2,022
Executive Officers	9	11	20
General Service Officers & Equivalent	215	381	596
Health Assistants	4	0	4
Health Professional Officers	44	5	49
Information Technology Officers	3	25	28
Professional Officers	99	17	116
School Leaders	588	218	806
Senior Officers	180	65	245
Teacher	2,918	876	3,794
TOTAL	5,730	1,950	7,681

Source: Shared Services

Table 37 Headcount by employment category and gender

Employment Category	Female	Male	Total
Casual	468	192	660
Permanent Full-time	2,730	1,034	3,764
Permanent Part-time	1,592	229	1,821
Temporary Full-time	233	142	375
Temporary Part-time	707	353	1,060
TOTAL	5,730	1,950	7,681

Source: Shared Services

Table 38 FTE and headcount by division/branch

Branch/Division	FTE	Headcount
Business Services	480.6	645
Deputy-Director General's Office	4.0	4
Director-General's Office	3.0	3
School Performance and Improvement	5,213.2	5,914
Service Design and Delivery	345.9	385
System Policy and Reform	93.8	96
Casual Staff	257.3	634
Total	6,397.9	7,681

Source: Shared Services

Table 39 Headcount by age group and gender

Age Group	Female	Male	Total
Under 25	334	214	548
25-34	1,333	516	1,849
35-44	1,550	517	2,067
45-54	1,465	363	1,828
55 and over	1,048	340	1,388
Total	5,730	1,950	7,681

Source: Shared Services

Table 40 Average years of service by gender

Gender	Female	Male	Total
Average years of service	8.9	7.3	8.5

Source: Shared Services

Table 41 Headcount by diversity group

Diversity Group ¹	Headcount	% of Total Staff
Aboriginal and/or Torres Strait Islander	135	1.8
Culturally & Linguistically Diverse	1,121	14.6
People with a disability	181	2.4

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

Source: Shared Services

Table 42 Recruitment and separation rates

Classification Group	Recruitment Rate	Separation Rate
Total	15.1	5.2

Source: Shared Services

Directorate Enterprise Agreements

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 employee classifications:

- ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022;
- 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; and
- ACT Public Sector Support Services Enterprise Agreement 2018-2021.

Teaching Staff Enterprise Agreement

On August 2019, the *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022* (Teaching Staff EA) was voted in with nearly 99 per cent of voting staff supporting the agreement. The Teaching Staff EA sets the platform for attracting and cultivating a teaching workforce that delivers quality teaching and learning across our public schools recognising that highly skilled, high performing teachers and School Leaders are key to better outcomes for our students.

In 2019-20, the following major achievements were delivered for the teaching workforce:

- Classroom teachers are the highest paid teaching workforce across Australia with pay increases of three per cent per annum for all teachers and School Leaders.
- All new educators participated in a comprehensive one-week induction program prior to commencement in their respective schools and an extension of reduced face-to-face teaching hours in their second and third years of teaching.
- Implementation of a joint Directorate and Australian Education Union Class Sizes Policy clarifying the maximum number of students per class across all sectors.

- Introduction of a comprehensive School EA Implementation Plan which replaced the requirement for school workload committees and simplifying the School Workload Reduction Plan process.
- Ongoing delivery of actions from the Principal Health and Wellbeing Plan to better support School Leaders as instructional leaders in their school.
- Health and Safety Representatives (HSR) are guaranteed at least 80 hours paid time over the school year to undertake their duties and responsibilities.
- Australian Education Union Sub-Branch Representatives are guaranteed at least 40 hours paid time over the school year to undertake their duties and responsibilities.

Directorate-specific Enterprise Agreements

Initiatives arising from the ACTPS Enterprise Agreements (Agreements) for Directorate's employees and implemented during 2019-20 include:

- Inclusion of the Directorate's continued commitment in ensuring that the risk of Occupational Violence to staff is eliminated so far as reasonably practicable, including Directorate actions to be undertaken.
- The allocation of 80 hours provided in the Teaching Staff Agreement for HSRs has been extended to all staff undertaking the HSR role across the Directorate.
- Additional Work Health and Safety Work Groups were facilitated including the establishment of two new separate work groups in 2020 to represent Building Service Officers (BSO) and a work group to represent Cleaning Service Officers.
- In May 2020, the Directorate facilitated an individual work value review process for BSOs to progress from BSO1 to BSO2 classification level, in accordance with the *ACT Public Sector Infrastructure Services Enterprise Agreement 2018-2021*.
- All Agreements supports employee access to appropriate adequate time and facilities to access ICT. In March 2020, all schools were provided an additional desktop computer primarily for the use of BSOs to support them in their role.
- The *ACT Public Sector Health Professional Enterprise Agreement 2018-2021* provides funding to support the professional development for Health Professional Officers. This funding will be phased over the life of the agreement.

Principal Classification Structure

The new Principal Classification Structure (Structure) recognises the increasing responsibility of the principal role through equity challenges, specific to the needs of the school, community and system. 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 new Structure was developed over the life of the current Agreement which rationalised principal pay points from six to three and recalibrated the methodology for determination of principal classification to align with government priority of delivering quality educational services. In August 2019, the new Structure was implemented across the ACT Public School system and existing School Leaders was transitioned to the redefined principal band levels.

Insecure Work Conversion Policy

In 2019, the ACT Government agreed the use of insecure work modes be reduced with preference towards permanency and the provisions to convert employees to permanency are contained in the new ACTPS Enterprise Agreements. To enable this outcome, the ACT Government has established the ACTPS Insecure Work and Outsourcing Taskforce (the Taskforce), a joint Union and Government Taskforce to examine insecure work and outsourcing.

The Directorate successfully progressed conversion of temporary classroom teachers through the Directorate's internal teacher ratings system from July 2019 with 455 temporary classroom teachers made permanent. It also achieved the direct employment of school cleaners in January 2020.

Following the finalisation of the *ACTPS Policy on Taskforce Conversion to Secure Forms of Employment (Conversion Policy)*, the Directorate will commence the 12-month work program to implement the conversion of long term temporary and casual employees to permanency in the Directorate in August 2020.

Joint Selection Committee Compliance Training

In 2019, the Directorate redeveloped the Joint Selection Committee Compliance training to support 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. As a result of COVID-19, this training program is being offered as an online training module for participants.

Pre-Service Teacher Placement Program

The Directorate has renewed a deed with the University of Canberra for the placement of pre-service teachers into schools to provide practical experience for students within our schools. The deed outlines the expectations of the Directorate regarding professional experience placements of University of Canberra students within our schools.

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. The Teaching Staff Agreement recognises and financially rewards Certified Teachers with an additional salary increment or equivalent allowance for one year.

In 2019, there were four successful new applicants across the ACT public schools system who attained certification at the Highly Accomplished stage. In addition, there were two successful new

applicants across the ACT public schools system who attained certification at the Lead stage. Also refer to the ACT Teacher Quality Institute annexed report page 225.

Training and Development Programs

The 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 and scholarship programs.

Learning Support Assistant Scholarship Program

The Directorate had a cohort of Learning Support Assistants (LSAs) undertaking a Certificate IV in Education Support from Term 2 2019 and completed in Term 2 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. Following the success of this inaugural program, the Directorate will promote the program again in 2020-21.

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.

Mandatory Online Learning

The Directorate is committed to providing staff with access to professional learning opportunities to assist and support them with their work. In 2019, staff had access to a new suite of online learning modules:

- Work Health and Safety;
- Occupational Violence;
- Reportable Conduct; and
- Keeping Children and Young People Safe.

The release of the additional five modules below was delayed due to COVID-19 and is anticipated to be released between the end of 2020 and early 2021:

- Codes of Conduct;
- Risk Management;
- Family and Domestic Violence;
- Disability Awareness; and
- Workplace Bullying.

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 staff and students.

Leadership Programs

The Directorate continues to support senior leadership development, providing 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.

Studies Assistance Program

An important component of learning and development is formal study to support professional development identified through an agreed Professional Development Plan. The *ACTPS Study Assistance Policy* provides assistance for 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. In 2019-20, 33 staff participated in the Studies Assistance Program which is a significant increase from the 23 staff members who participated in the last financial year. Staff have undertaken areas of studies ranging from Certificate IV Education Support, Bachelor of Early Childhood and Primary Education to Master of Public Policy.

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 employees are aware of their obligations as ACT Public Service 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 staff induction 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.

New Educator Induction

As a result of the negotiation process for the *ACTPS Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022* (Agreement), all new educators participate in a five-day induction program prior to commencement of the school year.

In January 2020, the Directorate delivered the inaugural New Educator Induction Program (Induction Program) with an official address from both the Minister and the Director-General.

The Induction Program covered the following topics with most of the sessions delivered by subject matter experts from across the Directorate:

- Professional tools and Directorate essentials (including learnings related to legislative requirements);
- Cultural Integrity;
- Safety and Wellbeing; and
- Meet your Network.

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 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 2019 the Directorate supported three graduate placements and in 2020 supported two placements.

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. Due to COVID-19, the 2020 VEP program has been delayed until September 2020. The Directorate has committed to support four placements - two for Aboriginal and Torres Strait Islander and two for 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 ACT Public Education Awards recognise and celebrate outstanding achievements in public education in the ACT, covering nine award categories.

In August 2019, the Directorate received 133 eligible nominations for the 2019 Public Education Awards. Out of the nominations, nine individuals were announced as winners across eight categories, recognising their contribution to the ACT public education system. There were two winners for the Primary Teacher of the Year category in 2019. This was to acknowledge and celebrate the diversity of achievements.

Table 43 2019 Public Education Award Recipients

Award	Recipient
Education Support Person of the Year	Vince Wood – Building Services Officer at Bonython Primary School
Primary Teacher of the Year	Karen Wilson – Visual Arts Teacher at Bonython Primary School Natalie Otten – Teacher Librarian at Amaroo School
Volunteer of the Year	Carol Quashie-Williams – Parent Volunteer in the Farrer Primary School Environment Centre
School Leader of the Year	Jackie Vaughan – Flexible Education
Leadership in Aboriginal and Torres Strait Islander Education	Tikarra Looke – Indigenous Education Officer at Kingsford Smith School
ESO School Support Person of the Year	Jo Wisdom – Career Programs and Practice Officer within Transitions and Careers
Secondary Teacher of the Year	Kylie Brown – Teacher at Campbell High School
New Educator of the Year	Francis Ventura – Classroom Teacher at Calwell High School



2019 Public Education Award recipients (left to right) Carol Quashie-Williams, Karen Wilson, Vince Wood, Tikarra Looke, Jackie Vaughan, Natalie Otten, Kylie Brown, Francis Ventura, Jo Wisdom.

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 of ecologically sustainable development (ESD) in achieving this goal, and in demonstrating our commitment to a sustainable future to our young people.

The Directorate's strategic priorities for ESD align with the ACT Government's commitments to: a zero-emission future, sustainable transport and responsible purchasing practices including waste minimisation and resource recovery, water efficiency and ethical purchasing. The Directorate's priorities are informed by the strategic pathway outlined in the *ACT Climate Strategy 2020-25*, *ACT Sustainable Transport Strategy 2017-21*, *ACT Nature Conservation Strategy 2012-2023*, *ACT Water Strategy 2014-44*, and the *Education Directorate's Reconciliation Action Plan 2018-2020*.

The Directorate commenced the development of a five-year pathway for emission reductions (2020-25). The pathway is informed by past and present building services, building fabric and energy audits. The emissions pathway targets a 33 per cent reduction in operational emissions across the Directorate by 2025 in alignment with the *ACT Climate Strategy* school-based sustainability.

School-based sustainability

Information on operational consumption of resources for 2018-19 and 2019-20 for all ACT public schools is summarised below.

Table 44 School-based Sustainable Development Performance: Current and Previous Financial Year

Indicator as at 30 June	Unit	Current FY	Previous FY	% Change
Stationary energy usage				
Electricity use	Kilowatt hours	22,251,928	23,168,300	-3.95%
Natural gas use (non-transport)	Megajoules	116,206,015	123,706,589	-6.06%
Diesel use (non-transport)	Kilolitres	Not applicable (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	Number	20	18	11.1%
Fuel use – Petrol	Kilolitres	0.44	1.93	-77.2%
Fuel use – Diesel	Kilolitres	11.15	11.84	-5.8%
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

Indicator as at 30 June	Unit	Current FY	Previous FY	% Change
Water usage				
Water use	Kilolitres	375,877 ¹	340,768	10.3%
Resource efficiency and waste				
Reams of paper purchased	Reams	47,856.20	66,586	-28.1%
Recycled content of paper purchased	Percentage	16.55	4.23	291.25%
Waste to landfill	Litres	n/a	n/a	n/a
Co-mingled material recycled	Litres	n/a	n/a	n/a
Paper & Cardboard recycled (incl. secure paper)	Litres	n/a	n/a	n/a
Organic material recycled	Litres	n/a	n/a	n/a
Greenhouse gas emissions				
Emissions from electricity use	Tonnes CO2-e	0 ²	5,908	-100%
Emissions from natural gas use (non-transport)	Tonnes CO2-e	5,988	6,375	-6.07%
Emissions diesel use (non-transport)	Tonnes CO2-e	n/a	n/a	n/a
Emissions from transport fuel use	Tonnes CO2-e	31.35	36.76	-14.7%
Total emissions	Tonnes CO2-e	6,019.35	12,319.76	-51.14%

¹Margaret Hendry School operated for a full twelve months of the reporting when compared to six months of operation in the 2018-19 reporting year. Water consumption data in this period included accrued data for 61 schools as actual data was not available at the time of reporting.

²Surrender of renewable energy certificates generated by the ACT Government has ensured that the ACT can claim zero emissions from electricity for the entire 2019-20 financial year.

Source: Enterprise Sustainability Platform (19 August 2020) and SG Fleet Intelligence

Emission Reduction Target

In 2019-20 the Directorate set an emissions target reduction of five per cent across the school portfolio and Education Support Office. Performance against the emissions target is detailed in the Annual Emission Reduction Target report in September 2020.

Energy consumption and Greenhouse Gas Emissions

Electricity consumption in 2019-20 totalled 22,251,928 kilowatt hours (kWh). This is a decrease of 3.95 per cent from 2018-19. Gas consumption totalled 116,206,015 megajoules (MJ) and is an increase of 6.06 per cent from 2018-19.

Greenhouse gas (GHG) emissions for the reporting year were 6,019.35 tonnes of CO₂-e, a decrease of 51.14 per cent from 2018-19.

Energy efficiency and emission reduction initiatives implemented in 2019-20 included:

- major upgrades and thermal improvements to the building envelope at Melba Copland Secondary School (Melba Campus) and Gordon Primary School;
- LED Lighting upgrades to the Charnwood Primary School hall, Dickson College hall and gym, Gowrie Primary School hall and Mount Stromlo hall and gym;
- energy efficiency upgrades to the gas boilers at Erindale College, Melba Copland Secondary School Melba campus and Wanniasa Senior School;
- draught proofing of external doors at 23 schools. The initiative was supported by the schools through co-investment. End of life doors identified in the 2018-19 draught proofing round were replaced with thermally improved doors;
- minor upgrades and/or thermal improvements to the building envelope at Harrison School and Namadgi School;
- replacement of end of life gas heating systems at Hawker College and Melba Copland Secondary School Copland Campus with hybrid electric/gas heating systems;
- roof upgrades including a minimum of R4 insulation at Calwell High School and North Ainslie Primary School; and
- solar carpark lighting at Mount Rogers Primary School.

Audits

In 2019-20 a range of asset audits were conducted across school sites with the highest energy use and or those with end of life assets. These audits inform asset management planning and energy efficiency measures for forward programs.

- Heating, Ventilation and Air Conditioning (HVAC) system audits were conducted at seven school sites;
- Building Energy Performance Analytics (BEPA) data analysis to identify the highest energy users and strategic initiatives to reduce energy consumption and emissions; and
- building envelope audits were conducted at nine school sites to identify building works that will improve the resilience of the buildings to temperature extremes and reduce the loss of internal air conditioning.

Photovoltaic (solar panel) systems

A total of 1,918MWh of solar energy was generated from solar photovoltaic systems.

In 2019-20 a trial of the benefits of expanded solar photovoltaic and batteries energy storage commenced. Construction of a 177kW Solar photovoltaic array was completed at Mount Stromlo High School with works tendered for solar expansions at two further schools and battery energy storage at two schools.

The program is designed to offset electricity consumption and costs as schools transition to zero emission operations while supporting innovation in electricity demand management.

Heat Mitigation Program

Initiatives to reduce the impact of summer heat on classroom comfort were undertaken in 2019-20 at 17 sites. The program targeted spaces identified by schools as experiencing extreme temperatures. Initiatives included mechanical cooling via the installation of air conditioning systems, energy efficient ceiling fans and heat rejecting glazing treatments.

Water Consumption

Water consumption across ACT public schools in 2019-20 totalled 375,877 kilolitres (kL) which was an increase of 10.3 per cent from 2018-19.

ACT public schools are equipped with data logging technology to monitor water usage. Water usage is reported daily through the system which alerts the Directorate and schools to water leaks and consumption anomalies.

Transport and traffic safety

The Directorate works with the School Safety Program within Transport Canberra and City Services (TCCS) to respond to traffic management and safety concerns around schools and to encourage more children to walk or ride to school. Collaborative initiatives include:

- working with schools and other directorates to respond to traffic management and safety issues around schools through a combination of education and engineering responses depending on the area of concern; and
- delivering programs to support walking or riding to school, including the *Ride or Walk to School* and *It's Your Move Safe Cycle* programs.

A bicycle parking facility was constructed at Lyneham High School to provide secure parking and basic maintenance equipment for student bicycles. Concept designs were completed for bicycle parking facilities at Southern Cross Early Childhood School and Kingsford Smith School for future construction.

TCCS also delivers the *Active Streets for Schools* and the *School Crossing Supervisor* programs, which are designed to make environments around schools safer and more conducive for walking and riding to school.

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

External Learning Environments

External Learning Environments (ELE) incorporate environmentally sustainable principles into ACT schools through the design of engaging outdoor spaces where students can learn and recreate, as well as designing infrastructure that harvests natural resources for school vegetation and other facilities.

A Tree Planting Program initiated in 2017-18 continued in 2019-20 with the planting of advanced tree specimens to provide future shade to buildings, reduce the impact of heat banking surfaces

provide cool shade to students and playgrounds. In 2019-20, 149 advanced trees were planted across four schools including Campbell High, Melrose High, Mt Stromlo High, and Yarralumla Primary Schools and a twelve-month maintenance plan was included for each site to maximise tree survival.

An extensive assessment of Indigenous Cultural Heritage in and adjacent to all 88 ACT schools was undertaken. School grounds were researched and visited by a cultural heritage consultant and members of the ACT's Registered Aboriginal Organisations to verify culturally modified trees, map, and record features. In 2020-21, recommendations for the ongoing conservation and protection of this heritage, as well as educational opportunities will be developed in consultation with the ACT Indigenous community to ensure the protection of this valuable cultural history.

Preliminary landscape designs were completed in consultation with schools to reinvigorate external school spaces for students to utilise; these included landscape and stormwater harvesting for Red Hill Primary School's Voyager Park, and designs for the Erindale College forecourt entry.

Actsmart Schools

As at June 2020, 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, 41 for biodiversity and schools ground management, and 30 for sustainability curriculum. There are 21 public schools with five-star accreditation (accreditation in all areas of Actsmart School's focus).

Professional learning was provided to 214 teachers and school staff. Workshop topics included: an introduction to sustainability at schools and a curriculum focussed workshop. Three teacher network meetings were held. Some workshops were cancelled or postponed due to COVID-19 restrictions.

Actsmart Schools education officers made 82 school visits across ACT schools and provided advice on sustainability to school environment teams and teachers and school staff, facilitated waste audits and engaged with students. Two *Junior eco bus tour* excursions were held. These excursions showcased best practice examples of sustainability and included stops at Kaleen, Aranda, Mawson, Bonython, and Monash Primary Schools.

The Actsmart Schools Awards celebrating sustainability in ACT Schools were held in November 2019. Red Hill Primary received the Sustainable Project of the Year award; sustainability leadership awards were won by students and staff from Arawang, Aranda and Fadden Primary Schools as well as Caroline Chisholm Senior School.

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 following. Costs for the school based ESO staff are met by the school, therefore these sites are not reported in the table. These smaller ESO sites are located at Gilmore Primary School, Majura Primary School (note this was vacated in February 2020), Melrose High School, Wanniasa School (Senior Campus), and the University of Canberra High School Kaleen.

Table 45 Education Support Office based Sustainable Development Performance Current (2019-20) and Previous (2018-19) Financial year¹

Indicator as at 30 June	Unit	Current FY	Previous FY	% change
Stationary energy usage				
Electricity use	Kilowatt hours	723,235	771,726	-6.28%
Natural gas use (non-transport)	Megajoules	2,300,941	2,509,121	-8.30%
Diesel use (non-transport)	Kilolitres	n/a	n/a	n/a
Transport fuel usage				
Electric vehicles	Number	6	1	500%
Hybrid vehicles	Number	17	9	88.9%
Hydrogen vehicles	Number	n/a	n/a	n/a
Total number of vehicles	Number	26	17	52.9%
Fuel use – Petrol	Kilolitres	6.17	5.01	23.2%
Fuel use – Diesel	Kilolitres	3.01	5.27	-42.9%
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	2,481	2,365 ²	4.90%
Resource efficiency and waste				
Reams of paper purchased	Reams	4,207.40	3,557	18.3%
Recycled content of paper purchased	Percentage	82.81	93.35	-11.3%
Waste to landfill	Litres	309,000	309,000	0%
Co-mingled material recycled	Litres	106,980	116,580	-8.2%
Paper & Cardboard recycled (incl. secure paper)	Litres	358,800	385,800	-7.0%
Organic material recycled	Litres	1,206	1,404	-14.1%
Greenhouse gas emissions				
Emissions from electricity use	Tonnes CO2-e	0 ³	197	-100%
Emissions from natural gas use (non-transport)	Tonnes CO2-e	119	129	-7.7%
Emissions diesel use (non-transport)	Tonnes CO2-e	n/a	n/a	n/a
Emissions from transport fuel use	Tonnes CO2-e	22.60	26.19	-13.7%
Total emissions	Tonnes CO2-e	141.60	352.19	-59.79%

¹ Emissions data for 220 Northbourne Avenue for both 2018-19 and 2019-20 includes base building energy based on occupancy percentage. Previous annual reports including 2018-19 recorded these emissions as zero.

²Water use data is not available for 200 Northbourne Avenue, Braddon.

³Surrender of renewable energy certificates generated by the ACT Government has ensured that the ACT can claim zero emissions from electricity for the entire 2019-20 financial year

Source: Enterprise Sustainability Platform (19 August 2020), SG Fleet Intelligence and Waste invoices

Energy consumption and GHG Emissions

In 2019-20 electricity consumption at the three ESO sites: Callam Offices, Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon decreased by 6.28 per cent from 2018-19; gas consumption decreased by 8.30 per cent from 2018-19.

Greenhouse gas (GHG) emissions from stationary energy totalled 138.6 tonnes of CO₂-e, a decrease of 59.79 per cent from 2018-19.

Water Consumption

Water consumption at Hedley Beare Centre for Teaching and Learning and Callam Offices totalled 2,481 kilolitres in 2019-20, an increase of 4.90 per cent from 2018-19. 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.

Printer cartridge and e-waste/battery recycling is undertaken at Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon, data was not available at the time of reporting.

In 2019-20 new resource recovery infrastructure and signage was implemented at 220 Northbourne to increase staff awareness and improve resource recovery rates. The new system consisted of colour coded bins and infographics to identify which items belong in which bin. The Directorate also supported the local Lids for Kids initiative with a collection point being established at the 220 Northbourne Office.

Sustainable Transport

The Directorate progressed the transition of fleet vehicles to zero emission vehicles under the *ACT Climate Change Strategy*. Conventional car lease renewals transitioned to plug-in-hybrid electric vehicles, as full electric vehicles were not available through the lease agent. The establishment of the School Cleaning Taskforce saw an increase in fleet vehicle requirements, with an additional nine vehicles added to the Directorate fleet. The operational and cartage requirement of these vehicles were not able to be met by electric vehicles currently in the market.