

SECTION C

LEGISLATIVE AND POLICY BASED REPORTING

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C1 Risk management and internal audit

The Directorate's risk management framework is based on the Australian and New Zealand Standard (43:60) and the AS/NZS ISO 31000:2009. The Directorate's Audit Committee Charter reflects the Australian National Audit Office and the ACT Treasury best practice guides for Audit Committees.

The Directorate's planning and implementation cycle for risk management and internal audit activities, has historically been based on a financial year. During 2010 the Directorate changed the planning and implementation cycles to a calendar year basis to align with the school year.

For continuity purposes the Directorate's *2009-10 Risk Management and Audit Plan* was continued until the new planning and implementation cycle commenced on 1 January 2011 with the *2011 Assurance Plan*.

Through both the *2009-10 Risk Management and Audit Plan* and the *2011 Assurance Plan* risks are identified and mitigated through the Directorate's internal governance controls including:

- *Risk Management Framework*
- *Strategic Risk Profile*
- *2009-2010 and 2011 School Audit Program*
- *Fraud & Corruption, Prevention & Response Plan 2009-2011*
- Internal Audit Program
- detailed financial policies and controls, such as the *Director-General's Financial Instructions* and the *School Management Manual*
- detailed financial operating procedures and practices
- risk identification and analysis by executive directors, directors and managers.

The Directorate's risk management and internal audit functions are managed by the Chief Internal Auditor and senior staff of the Risk Management and Audit Section. The Section is complemented with additional resources through a panel of external audit service providers.

The Directorate's senior executive and the Audit Committee receive regular risk management reports, providing an overview of significant risks, mitigation strategies, responsibilities and an oversight on the implementation of audit recommendations.

The senior executive and the Audit Committee assist with the allocation of resources and timeframes to ensure appropriate mitigation and monitoring strategies are implemented. Monitoring and reporting on risk management occurs through:

- regular monitoring of outcomes by the executive
- quarterly reporting to the Audit Committee
- quarterly reporting to the Senior Executive Team
- implementation of internal and external audit recommendations.

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

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

The audits conducted in 2010-11 included:

- February 2011 school census
- English as a Second Language program
- Critical and serious incident reporting
- ICT Governance
- Flex and leave
- Nine comprehensive financial and administrative school audits.

Reviews conducted in 2010-11 included:

- Human Resources Business Improvement Project
- Grants Administration Review Project
- User Choice Review.

Twenty financial acquittals were conducted in 2010-11.

The Audit Committee met five times during 2010-11. The Committee membership and attendance are displayed in Table C1.1.

Table C1.1: Audit Committee membership and meetings in 2010-11

Members	Title	Meetings attended
Ms Jenny Morison	Chairperson (external)	5
Ms Diane Fielding	External member	5
Ms Diane Joseph	Internal member	4
Mr Phillip Tardif ^a	Internal member	1
Ms Jayne Johnston	Internal member	4
Ms Leanne Cover	Internal member	5
Mr Mark Whybrow ^b	Internal member	1

Source: Chief Internal Auditor

Notes:

- Mr Tardif was on temporary transfer from the Directorate from October 2010 to mid April 2011.
- Mr Whybrow acted in Mr Tardif's position during his absence.

For more information contact:

Chief Internal Auditor
(02) 6205 9102

C2 Fraud prevention

The Director-General and the Directorate's Audit Committee approved the *Fraud & Corruption, Prevention & Response Plan 2009-2011* (the Plan) in August 2009. The Plan was reviewed in 2010 with no consequential amendments. This reaffirms the Directorate's commitment to ensuring all decision-making processes and practices are ethical, legal and financially sound and are in compliance with the ACT Government's *Integrity Policy*.

This Plan and its associated framework describe fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, recording and reporting fraud. The processes establish a robust approach to fraud and corruption minimisation and prevention and, ultimately, the promotion of voluntary compliance.

Risks identified in the Plan are addressed through the annual Risk Management and Audit Plans (including risks now managed by the ACT Shared Services Centre) and are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Director of the Information, Communications and Governance branch is the Directorate's Senior Executive Responsible for Business Integrity Risk. The Director reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee. Formal reports are provided to the committee twice a year.

The Internal Audit Program for 2009-10 and the 2011 Assurance Plan included audits of integrity risks designed to ensure that identified controls were working effectively and efficiently. During the year, audits were conducted on expenditure and procurement practices, funding agreements and receipting.

The Directorate's fraud and corruption prevention strategy is presented to all probationary teachers and central office staff. The ethics training raises awareness of fraud and is included in induction training sessions. Staff can access the Plan on the Directorate's internet and intranet sites. Principals are required to affirm that they have held training sessions with staff by the end of term 2 each year.

The Directorate, in conjunction with the Australian Education Union, has developed the *Teachers' Code of Professional Practice*, which incorporates guidelines and case studies of a wide range of issues related to teacher conduct and principles of ethical public service. A copy is provided to all new teachers, including casual teachers, upon commencement. Copies are provided to schools on request and are available on the Directorate's website.

The Directorate has a comprehensive information management process to ensure all allegations and instances of fraud are captured and recorded, in accordance with the ACT *Integrity Policy*.

There were no reported incidents of fraud in the 2010-11 financial year. During the year, four incidents of potential fraud were reported but investigations found none constituted fraud.

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C3 Public interest disclosure

The *Public Interest Disclosure Act 1994* (the PID Act) encourages the disclosure of conduct in the public sector that is adverse to the public interest. Information is available to staff and the community about procedures for making and handling public interest disclosures via the Directorate's website.

Information is provided on:

- the purpose of the PID Act
- various contact points where disclosures can be made within and outside the Directorate
- who can make a disclosure
- types of disclosures that can be made and how to make a disclosure to the Directorate
- protection from legal action and advice on cases of victimisation
- feedback to informants
- strategies if dissatisfied with the outcome of an investigation.

The nominated contact officer for public interest disclosures is:

Manager
Legal Liaison
Information, Communications and Governance
(02) 6205 9151

Summary of disclosures

No disclosures were received during the 2010-11 reporting period.

A review of the Directorate's existing public interest disclosure procedures and materials commenced in 2010-11 to ensure alignment with complementary processes and resources. Further work will occur in 2011-12.

For more information contact:

Director
Information, Communications and Governance
(02) 6205 7661

C4 Freedom of information

The object of the ACT *Freedom of Information Act 1989* (the FOI Act) is to extend as far as possible the right of the Australian community (in particular the citizens of the ACT) to access information in the possession of the ACT Government.

This right is limited only by exceptions and exemptions necessary for the protection of essential public interests. This includes the private and business affairs of persons in respect of whom information is collected and held by agencies, including the Directorate.

The Directorate is required to prepare statements under sections 7 and 8 of the FOI Act. The Section 7 Statement is about the publication of information concerning functions and documents of the Directorate. The Section 8 Statement refers to documents in the possession of the Directorate that are available for inspection and purchase. Both statements are available on the Directorate's website.

Section 7 Statement

In accordance with the requirements of section 7 of the FOI Act, the following statement is correct as at 30 June 2011.

Organisational functions and powers

The organisational functions and powers of the Directorate are described in Section C5 of this report. Legislation administered by the Directorate is listed in Section A2.

Public participation in decision-making

Arrangements for public participation in decision-making include:

- calling for public submissions
- holding public meetings and forums with opportunities for public discussion
- establishing committees for consultation on specific issues
- circulating draft documents, including policies, for public comment
- circulating draft bills before the Legislative Assembly
- community representation on public school boards
- engaging with the ACT Council of Parents and Citizens Associations
- receiving feedback through the Minister's Office.

Categories of documents

The Directorate holds several categories of documents including those:

- available on request and without charge
- that are part of a public register
- available for a fee
- available under the FOI Act, subject to the exemption provisions of the FOI Act.

Contracts executed by the Directorate after 1 October 2007, with a value of \$20,000 and over, may be found on the ACT Government Contracts Register at <http://www.contractsregister.act.gov.au>

Documents available on request and without charge

Documents within this category include publications produced by the Directorate on various aspects of its activities. These publications are often distributed from public schools throughout the ACT and are usually available on the Directorate's website <http://www.det.act.gov.au>. Other documents within this category include discussion papers, information pamphlets, census data and annual reports.

Documents of other kinds that may be available under the FOI Act

Such documents may include:

- general records, including internal, interdepartmental and public documents such as minutes of meetings, agendas, background papers, and policies
- statements, correspondence and administrative records
- personnel records
- student records
- records held on microfilm, computer or paper in connection with Directorate functions
- financial records
- details of contracts and tenders
- operational policies.

Facilities for access

People seeking information are encouraged to first contact the Directorate before using the more formal freedom of information (FOI) process. The directorate contact for FOI is:

The FOI Coordinator
Information, Communications and Governance Branch
ACT Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601

The physical location of the FOI Coordinator is:

220 Northbourne Avenue, Braddon, ACT
Telephone: (02) 6207 6846
Fax: (02) 6205 9453

A regular bus service is available from most locations in the ACT to within walking distance of this location. Advice on bus services and times is available from <http://www.action.act.gov.au> or by calling 13 17 10.

Short-term parking is available at the main entrance, with reserved parking for people with disabilities.

For assistance with specific arrangements for access to the physical location, phone the Directorate on (02) 6205 9400.

Section 8 Statement

Section 8 of the FOI Act requires the Director-General of the Directorate to make available a list of documents Directorate staff use when making decisions. Examples include policies and publications. A full list is available on the Directorate's website.

Section 79(2) Statement

In accordance with section 79(2) of the FOI Act, the Directorate provides the following information regarding FOI requests received during the reporting year.

Access decisions in relation to FOI requests are categorised as full release, partial release, entirely exempt, technical refusal (no documents located), still being processed, transferred and withdrawn.

Requests for access

No requests were carried over from 2009-10. In 2010-11, the Directorate processed a total of 40 new requests for access to documents. This compared with 21 requests for 2009-10.

Table C4.1: Freedom of information requests, 2010-11

Requests	Number
New requests	40
Requests carried over from previous year	0
Total	40

Source: Information, Communications and Governance Branch

Table C4.2 outlines the access decisions made for these requests.

Table C4.2: Freedom of information decisions, 2010-11

Decisions	Number
Full release	4
Partial release	24
Technical refusal (no documents)	5
Entire exemption	1
Transferred	0
Withdrawn	3
Incomplete at 30 June 2011	3
Requests handled outside the Act	0
Total	40

Source: Information, Communications and Governance Branch

Internal Review and ACT Civil and Administrative Tribunal applications

Three applications were received under section 59 of the FOI Act for review of a decision. Two of these requests resulted in additional information being provided to the applicants. The third request was incomplete at 30 June 2011.

Fees and charges

The Directorate did not collect any fees in relation to the processing of requests in 2010-11.

Amendment of personal records

The Directorate did not receive any requests under section 48 of the FOI Act for the amendment of personal records in 2010-11.

For more information contact:

Director

Information, Communications and Governance

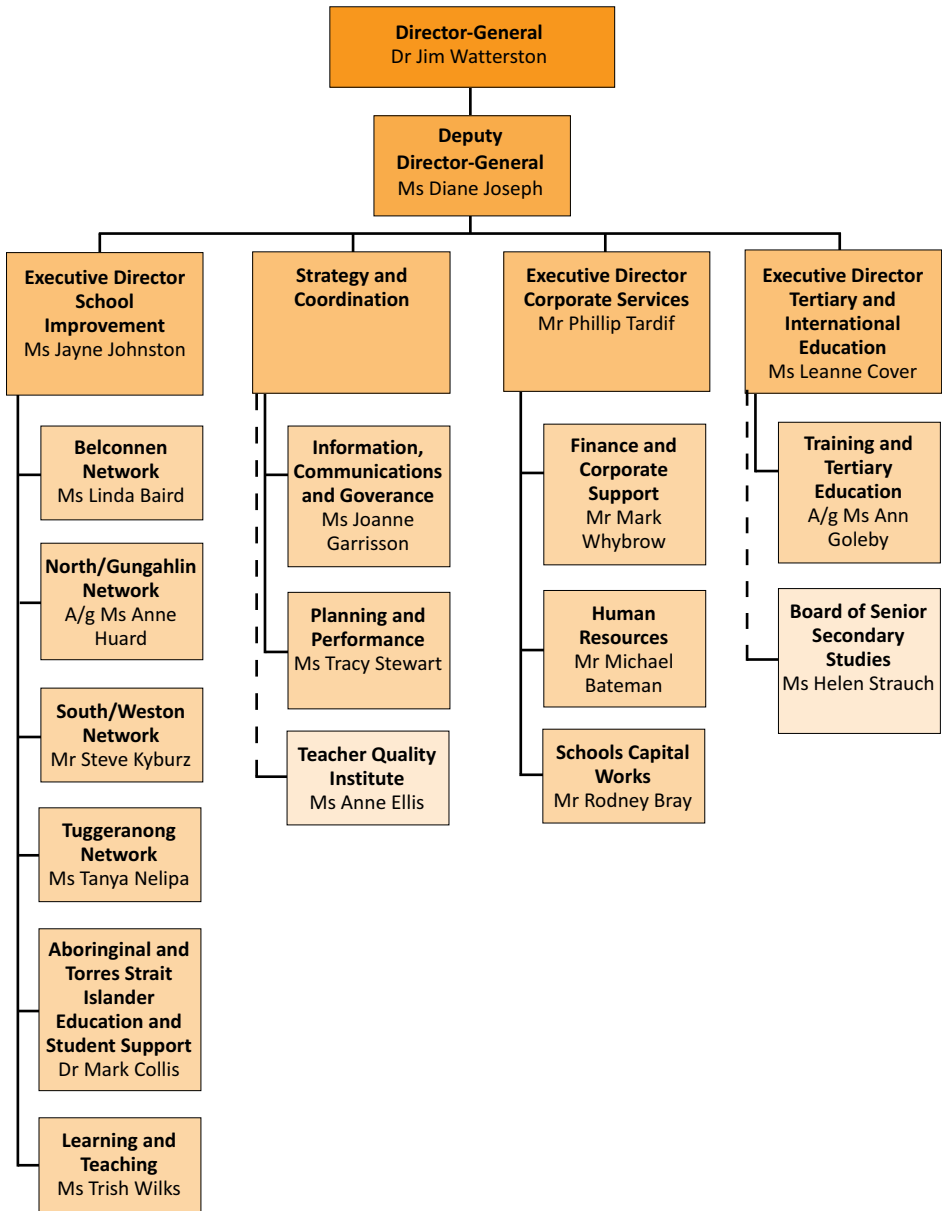
(02) 6205 7661

C5 Internal accountability

Organisational structure

The Directorate continued to consolidate its executive structure during 2010-11.

Figure C5.1: The Directorate structure at 30 June 2011



Source: Human Resources Branch

Notes: The Teacher Quality Institute and the Board of Senior Secondary Studies are statutory authorities resourced by the Directorate.

Senior executives

Director-General

Dr Jim Watterston

The Director-General is responsible for the efficient administration of the Directorate and its corporate and strategic directions. The Director-General is responsible for implementing Australian and ACT Government commitments relating to education and training in the ACT.

Deputy Director-General

Ms Diane Joseph

The Deputy Director-General, together with the Director-General, is responsible for the implementation of government commitments to education and training. The Deputy Director-General oversees key strategic planning and coordination activities across the Directorate, manages the Directorate's involvement in a range of national and whole of government initiatives, and responds to issues at ministerial, intergovernmental and key stakeholder levels.

Executive Director, School Improvement

Ms Jayne Johnston

The Executive Director, School Improvement has responsibility for providing strategic educational leadership and management of ACT public schools and colleges and the delivery of educational support services in these schools. These include school improvement initiatives, school policy, student welfare, Aboriginal and Torres Strait Islander education programs, early childhood education and special education programs.

Executive Director, Corporate Services

Mr Phillip Tardif

The Executive Director, Corporate Services has responsibility for the planning and coordination of the human, financial and physical resources of the Directorate. Mr Tardif has responsibility for the Finance and Corporate Support, Schools Capital Works, and Human Resources branches.

Executive Director, Tertiary and International Education

Ms Leanne Cover

The Executive Director, Tertiary and International Education has responsibility for implementing the ACT commitments arising from the local and national agenda for tertiary education. This includes line responsibility for the Training and Tertiary Education Branch, International Education Unit and the Board of Senior Secondary Studies.

Directorate committees

The Directorate committee structure is designed to improve the effectiveness of decision-making and to ensure that decisions align with delegations and accountability and deliver on the commitments of the Strategic Plan. Individual committee performance and terms of reference are reviewed annually and reported to the Senior Executive Team. The committees and their membership at 30 June 2011 are discussed below.

Senior Executive Team

The Senior Executive Team is the peak decision-making body of the Directorate and is responsible for significant operational, policy and resourcing decisions and approvals. The Senior Executive Team sets and reviews the strategic direction of the Directorate and monitors performance in key areas, including educational and financial performance. It is also responsible for ensuring compliance with laws, regulations, accounting standards and Directorate policies.

Table C5.1: Senior Executive Team at 30 June 2011

Name	Position
Dr Jim Watterston	Director-General (chair)
Ms Diane Joseph	Deputy Director-General
Ms Jayne Johnston	Executive Director, School Improvement
Mr Phillip Tardif	Executive Director, Corporate Services
Ms Leanne Cover	Executive Director, Tertiary and International Education

Source: Planning and Performance Branch

Corporate Executive

Corporate Executive assists the the Senior Executive Team to determine priorities and provide advice in relation to strategic, policy and management issues affecting the work of the Directorate. Corporate Executive receives and considers reports from the Directorate's committees and reviews and advises on any issues referred to it by the Director-General. It may establish working groups to undertake specific tasks. Outcomes from Corporate Executive meetings are communicated to staff and other committees as appropriate.

Table C5.2: Corporate Executive at 30 June 2011

Member	Position
Dr Jim Watterston	Director-General (chair)
Ms Diane Joseph	Deputy Director-General
Ms Jayne Johnston	Executive Director, School Improvement
Mr Phillip Tardif	Executive Director, Corporate Services
Ms Leanne Cover	Executive Director, Tertiary and International Education
Ms Trish Wilks	Director, Learning and Teaching
Mr Mark Whybrow	Director, Finance and Corporate Support
Ms Joanne Garrisson	Director, Information, Communications and Governance
Mr Michael Bateman	Director, Human Resources
Ms Tracy Stewart	Director, Planning and Performance
Mr Rodney Bray	Director, Schools Capital Works
Dr Mark Collis	Director, Aboriginal and Torres Strait Islander Education and Student Support
Ms Ann Goleby	A/g Director, Training and Tertiary Education
Ms Anne Huard	A/g School Network Leader, North/Gungahlin
Ms Linda Baird	School Network Leader, Belconnen
Mr Steve Kyburz	School Network Leader, South/Weston
Ms Tanya Nelipa	School Network Leader, Tuggeranong

Source: Planning and Performance Branch

School Network Reference Group

The School Network Reference Group is a communication and consultation group representing all principals. It considers key strategic, policy and operational matters and provides advice to the Corporate Executive and Senior Executive Team. It raises policy and operational issues impacting on effectiveness and improvement from a school perspective. Membership includes two principals nominated by each network and appointed by the Executive Director, School Improvement for a period of 12 months.

Table C5.3: School Network Reference Group at 30 June 2011

Member	Position
Ms Jayne Johnston	Executive Director, School Improvement (chair)
Ms Linda Baird	School Network Leader, Belconnen
Ms Anne Huard	A/g School Network Leader, North/Gungahlin
Ms Tanya Nelipa	School Network Leader, Tuggeranong
Mr Steve Kyburz	School Network Leader, South/Weston
Ms Robyn McLean	Principal, Narrabundah Early Childhood School
Ms Lindy Beeley	Principal, Florey Primary School
Ms Wendy Cave	Principal, Macquarie Primary School
Ms Sue Jose	Principal, Gold Creek School
Mr Ian Copland	Principal, Woden School
Ms Leanne Wright	Principal, Ngunnawal Primary School
Ms Pam Rosser	Principal, Namadgi School
Ms Julie Murkins	Principal, Birrigai Outdoor School
Ms Karin Wetselaar	Principal, Cranleigh School
Mr Steve Gneil	Principal, Macgregor Primary School

Source: Planning and Performance Branch

Information and Communication Technology Committee

The Information and Communication Technology (ICT) Committee assists the Director-General in relation to ICT policies, programs and strategies. It provides advice about the implementation of ICT policies, programs, strategies and initiatives and standards regarding equipment, software and technical performance. The committee makes recommendations to Corporate Executive about ICT strategic directions, policies and proposals for system-wide ICT initiatives, and updates Corporate Executive and staff on significant matters, programs and initiatives.

Table C5.4: Information and Communication Committee at 30 June 2011

Member	Position
Ms Diane Joseph	Deputy Director-General (chair)
Ms Joanne Garrison	Director, Information, Communications and Governance
Ms Lorraine Nicol	Director, Education ICT
Ms Sushila Sharma	Senior Manager, Finance and Corporate Support
Ms Trish Wilks	Director, Teaching and Learning
Ms Leanne Cover	Executive Director, Tertiary and International Education
Mr Paul van Campenhout	Assistant Manager, Learning Technologies

Source: Planning and Performance Branch

School Planning Committee

The School Planning Committee provides advice about priority enrolment areas and makes recommendations to Corporate Executive about strategic directions, policies and proposals for system-wide planning initiatives. The committee briefs Corporate Executive and staff on significant matters, programs and initiatives, follows up on trends and issues that arise from school audits, external validation, reviews and reports. The committee also investigates, reviews and advises on any issues referred to it by the Director-General or Corporate Executive.

Table C5.5: School Planning Committee at 30 June 2011

Member	Position
Ms Diane Joseph	Deputy Director-General (chair)
Mr Phillip Tardif	Executive Director, Corporate Services
Ms Jayne Johnston	Executive Director, School Improvement
Ms Tracy Stewart	Director, Planning and Performance
Mr Rodney Bray	Director, Schools Capitals Works
Mr Mark Whybrow	Director, Finance and Corporate Support
Ms Linda Baird	School Network Leader, Belconnen
Ms Anne Huard	A/g School Network Leader, North/Gungahlin
Mr Steve Kyburz	School Network Leader, South/Weston
Ms Tanya Nelipa	School Network Leader, Tuggeranong

Source: Planning and Performance Branch

Security and Emergency Management Committee

The Security and Emergency Management Committee provides advice to the Director-General about significant security proposals, directions, policies and training. It acts as the Directorate's decision-making and coordinating body in the event of a Territory-wide emergency.

Table C5.6: Security and Emergency Management Committee at 30 June 2011

Member	Position
Mr Phillip Tardif	Executive Director, Corporate Services (chair)
Ms Jayne Johnston	Executive Director, School Improvement
Mr Michael Bateman	Director, Human Resources
Mr Rodney Bray	Director, Schools Capital Works
Mr Mark Whybrow	Director, Finance and Corporate Support
Ms Anne Huard	A/g School Network Leader, North/Gungahlin
Ms Joanne Garrisson	Director, Information, Communications and Governance
Ms Wendy English	Manager, Corporate Support
Ms Megan Young	Manager, Risk Management and Audit

Source: Planning and Performance Branch

Establishment Committee

The Establishment Committee assists the Director-General in relation to staffing policies, programs and strategies. It follows up on staffing trends and issues arising from school audits, external validation, reviews and reports, considers all proposals to fill existing positions in Central Office or create new positions, and investigates, reviews and advises on any issues referred to it by the Director-General or Corporate Executive.

Table C5.7: Establishment Committee at 30 June 2011

Member	Position
Ms Diane Joseph	Deputy Director-General
Mr Phillip Tardif	Executive Director, Corporate Services (chair)
Ms Jayne Johnston	Executive Director, School Improvement
Ms Leanne Cover	Executive Director, Tertiary and International Education
Mr Michael Bateman	Director, Human Resources
Mr Mark Whybrow	Director, Finance and Corporate Support

Source: Planning and Performance Branch

Audit Committee

The Audit Committee monitors and reviews Directorate adherence to relevant legislative requirements and its approach to business ethics and corporate conduct. The Audit Committee is responsible for overseeing the risk management and audit functions. It also reviews the annual financial statements. The committee provides advice to the Director-General about significant risks, audit outcomes and implementation of mitigation strategies.

Table C5.8: Audit Committee at 30 June 2011

Member	Position
Ms Jenny Morison	Chairperson
Ms Diane Fielding	External member
Ms Diane Joseph	Deputy Director-General
Mr Phillip Tardif	Executive Director, Corporate Services
Ms Jayne Johnston	Executive Director, School Improvement
Ms Leanne Cover	Executive Director, Tertiary and International Education

Source: Planning and Performance Branch

Remuneration for senior executives

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

The Tribunal, in a determination made in June 2010, decided to increase the remuneration for Director-Generals and executives by 3.25 percent with effect from 1 July 2010.

Corporate and operational plans

Strategic plan

The Directorate's Strategic Plan provides the organisational context to facilitate the delivery of a sustainable world-class education and training system that is responsive to changing needs of the ACT community.

The Directorate's *Strategic Plan 2010-2013: Everyone matters* is in its second year of implementation. The plan has at its core the aim of ensuring all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

To achieve the Directorate's vision and purpose, the Strategic Plan identifies priorities and performance measures in four areas:

- Learning and teaching
- School environment
- Student pathways and transitions
- Leadership and corporate development.

The priority areas link the Directorate's legislative objectives to its strategic outcomes and focus resources on achieving operational commitments. An overview of the Directorate's achievements against its strategic objectives is provided in **Section A2**.

The *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013* was developed during the reporting period to provide clear direction for closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students.

The *Excellence in Disability Education in ACT Public Schools: Strategic Plan 2010-2013* was developed to ensure that schools are safe and inclusive. The plan describes the priorities to improve the learning outcomes of students with a disability.

The *School Improvement in ACT Public Schools: Directions 2010-2013* is linked to the Strategic Plan and provides an integrated and systematic approach to school improvement based on the principle that the core work of all school leaders is to improve student learning outcomes.

Reporting on strategic goals and outcomes is primarily done through the Directorate's annual report. In June 2011, the Institute of Public Administration Australia, ACT Division, in recognition of the quality of reporting, presented the Directorate with Bronze and Highly Commended Awards for hard copy and online versions of the 2009-10 Annual Report, respectively.

Operational plan

The Operational Plan supports the strategic plan and provides detail on how the Directorate plans to achieve the strategic goals and priorities by listing key activities for each year. The Operational Plan also links performance measures from the strategic plan. Progress towards the achievement of key activities listed in the Operational Plan is reported on regularly to senior executive.

Business planning

Supporting the Strategic Plan and Operational Plan are specific school and branch plans. These plans detail the operational activities and outcomes that comprise the Directorate priorities for the year and specify performance indicators by which performance is measured. The performance of directors and principals is monitored against performance targets in these plans.

The school plan is a blueprint that outlines how the school will achieve improved levels of performance. In addition, an annual internal operating plan sets out how

the school plan will be progressed in that year. Individual school plans are available to school communities and published on school websites.

Branch business plans are internal operating plans which document the activities each branch will undertake towards achieving the annual Operational Plan and the Strategic Plan. Branches report quarterly on progress to senior executive towards achieving branch business plans.

For more information contact:

Director

Planning and Performance

(02) 6205 5511

C6 Human resources performance

The strategic priorities for human resources are guided by the Directorate's *Strategic plan 2010-2013: Everyone matters*. This document identified the need for a continuing focus on strengthening the capability of the workforce, ensuring a safe and productive work environment, providing effective performance feedback and building an innovative and sustainable workforce.

During the first half of the reporting period, the Directorate engaged LSI Consulting to review the human resources program to ensure the efficiency and effectiveness of its processes and activities. The review provided the blueprint for a business improvement program that was implemented during the second half of the reporting period. Key outcomes from the review and the business improvement project were the development of a set of strategic goals (2012–14); a transformation plan to improve service delivery; mapping of human resource processes; and the development of a range of project management and reporting tools.

Key achievements in human resource management in 2010-11 are outlined below.

- The formation of a group of eight partner schools to begin the implementation of school autonomy. The current focus is development of a single line budget model for the allocation of staffing resources to schools and the development of processes for local selection of staff by the partner schools.
- Implementation of a common salary increment date for all classroom teachers as set out in the *ACT Department of Education and Training Teaching Staff Enterprise Agreement 2009-2011* is currently underway and is expected to be completed by the end of 2011. The Directorate has agreed that no teacher will be disadvantaged by a change of increment date.
- Development of a management plan and toolkit to complement the ACT Public Service Respect, Equity and Diversity Framework. The plan outlines the steps for the early identification of and intervention in such issues as interpersonal conflict, bullying and harassment. The plan and toolkit was made available for feedback and a final version will be published in July 2011.
- Delivery of Respectful Workplaces training to 90 percent of Principals and approximately 1,000 employees. Training focused on how to maintain a respectful work environment and included guidance on the prevention and management of bullying and harassment in the workplace. This training is a key part of the Directorate's implementation of the ACTPS Respect, Equity and Diversity Framework and demonstrates the Directorate's commitment to reducing the risk of psychological injury to employees, as required under the *Workplace Safety Act 2008* and *Workplace Health Strategic Plan 2008–12*.
- In collaboration with the Aboriginal and Torres Strait Island Education and Student Support Branch, work has commenced on the development of a Cultural Competency training package to build the capabilities of all staff through enhancing their understanding of Aboriginal and Torres Strait Islander culture.

- In response to recommendations from the Directorate's Audit Committee, a Fortnightly Absence Record for Teachers and School Assistants was introduced across all schools from 12 May 2011. The Absence Record was piloted in 10 schools over two terms prior to its introduction. The Directorate continues to work with schools to streamline Absence Record processes.

Improving Teacher Quality National Partnership

A key initiative under the Improving Teacher Quality National Partnership (TQNP) Agreement is the establishment of the Teacher Quality Institute (TQI) as the teacher registration body for the ACT.

From 1 July to 31 December 2010 initial scoping for the establishment of the TQI was conducted. The legislation to establish the Institute as an independent statutory body was passed in December 2010, coming into effect on 1 January 2011.

The Directorate is coordinating the implementation of the ACT Final Implementation Plan under the TQNP. Key elements of the cross-sectoral reform strategy completed during the reporting period include the placement of five Associates from the Teach for Australia program in ACT public schools, partnering with the Australian Institute for Teaching and School Leadership to host a forum on national accreditation of initial teacher education courses, and running a pilot study in conjunction with the University of Canberra for a School Centre of Teacher Education Excellence in the Early Childhood sector.

Respect, Equity and Diversity Contact Officers

Respect, Equity and Diversity Contact Officers (REDCOs) have been identified in each of the nine central office branches and in 78 schools. REDCOs offer support to staff who feel that they may be experiencing bullying, harassment or discrimination in the workplace. The REDCOs undertake Respectful Workplaces training and participate in an ongoing quarterly network and training program.

Workplace health and safety

The *Workplace Health and Safety & Injury Management Improvement Strategy 2009-2012* is the Directorate's framework for improving performance in the areas of occupational health and safety and in managing injured employees. A number of strategies have been completed such as contractor induction arrangements, long tail claims analysis, policy reviews and manual handling in specialist schools. Other strategies such as the online Workplace Health and Safety Reference Manual and an electronic claims management tool are currently under review for implementation later in 2011.

The Directorate won the *Best Workplace Health and Safety Management System – Public Sector Award* on 12 October 2010. As a result, the Directorate and Shared Services were nominated for the 6th Annual Safe Work Australia Awards. The award was in recognition of a very simple and innovative solution to a workplace issue which provided a framework for principals and business managers at school sites

to manage contractors effectively. The contractor induction checklist ensures that appropriate site specific induction and safe work documentation is provided before the commencement of work. Contractors unable to meet the Directorate's safety standards are prevented from working on Directorate sites. This model has formed the basis of a cross-government approach to be rolled out during 2011.

Classroom teacher transfer

The classroom teacher transfer/placement round, conducted during November 2010 for positions in the 2011 school year, resulted in the placement of 285 primary/middle schooling staff and 181 secondary staff. An additional 213 newly recruited permanent staff were also placed, 92 in primary/middle schooling positions and 121 in secondary positions. Due to changing needs of schools based on student demographics, curriculum offerings and staff plans (extended leave, resignations), further placements occurred following completion of the round and prior to the start of the 2011 school year. In the period from February to June 2011, another 72 offers of permanency were made with these teachers being confirmed in existing contract positions.

Staffing Integrated Management System

Stage 1 of the School Staffing Integrated Management System (SiMS) was implemented in July 2010. Stage 1 has provided a new casual staff booking and management system. Stage 2 of the system is currently in the scoping stage and will further enhance the portal access to personal information for school staff and management access to workforce planning data and will replace the current Casual Relief System.

Graduate and trainee programs

The Directorate participated in the whole of government graduate recruitment program, which included the placement of one graduate in central office.

The Directorate has continued its commitment to participating in the Aboriginal and Torres Strait Islander Traineeship Program by taking two trainees in the 2011 program. One trainee has been placed in a school and one trainee in the Human Resources Branch.

In addition, the Directorate has employed a trainee through the ACT Government's People with a Disability employment initiative.

Staff induction

The Directorate continues to review and improve induction programs to ensure that the needs of new staff are met in a timely manner. In February 2011, new arrangements for inducting school support staff and central office staff were implemented. To June 2011, 68 central office and school support staff attended these sessions.

On 31 January 2011, 285 teachers attended the system induction session. Attendees were formally welcomed to the Directorate and provided with information on their employment conditions and their obligations as employees in the ACT Public Service.

For more information contact:

Director

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C7 Staffing profile

The number of staff employed by the Directorate increased by 86, from 5,608 in 2009-10 to the current level of 5,694. The majority of these staff were employed in schools to meet the increase in student enrolments in 2011, particularly in schools with special needs students and the two new schools (Namadgi School and Gungahlin College).

The ratio of female to male staff (3.5:1 or 78 percent to 22 percent) has remained consistent for the last three financial years. The average length of service has increased slightly from 8.4 years to 8.5 years this financial year. The average age of the Directorate's workforce has also remained constant this year at just under 44 years of age.

The information presented in this chapter is for paid headcount and full-time equivalent (FTE) as at 23 June 2011. The figures have been provided by Shared Services, Treasury Directorate.

The statistics exclude board members, staff not paid by the ACT Public Service and people on leave without pay. Staff members who had separated from the ACT Public Service but received a payment have been included.

Table C7.1: Headcount and full-time equivalent by gender

	Female	Male	Total
FTE by gender	3,640.1	1,135.8	4,775.9
Headcount by gender	4,417	1,277	5,694
Percentage of workforce (headcount)	78	22	100

Table C7.2: Headcount by classification and gender

Classification group	Female	Male	Total
Administrative Officers	1,262	158	1,420
Disability Officers	2	0	2
Executive Officers	8	6	14
General Service Officers and equivalent	2	115	117
Health Professional Officers	3	0	3
Information Technology Officers	4	18	22
Professional Officers	8	1	9
School Leaders	514	193	707
Senior Officers	76	39	115
Teachers	2,537	746	3,283
Trainees and apprentices	1	1	2
Total	4,417	1,277	5,694

Table C7.3: Employment category by gender (headcount)

Employment category	Female	Male	Total
Casual	640	184	824
Permanent full-time	2,184	836	3,020
Permanent part-time	1,007	79	1,086
Temporary full-time	236	118	354
Temporary part-time	350	60	410
Total	4,417	1,277	5,694

Table C7.4: Length of service by age-group and gender (headcount)

Length of service (years)	Pre-Baby Boomers ^a		Baby Boomers ^b		Generation X ^c		Generation Y ^d		Total	
	F	M	F	M	F	M	F	M	F	M
0-2	7	2	163	87	311	87	382	127	863	303
2-4	10	4	195	65	278	65	241	83	724	217
4-6	19	6	160	42	202	39	110	48	491	135
6-8	23	13	307	65	247	52	95	23	672	153
8-10	12	5	201	41	169	56	36	8	418	110
10-12	7	3	122	15	93	39	0	1	222	58
12-14	4	3	86	22	47	22	0	0	137	47
14+ years	34	17	680	185	176	52	0	0	890	254

Notes:

- a. Born prior to 1946
- b. Born 1946 to 1964 inclusive
- c. Born 1965 to 1979 inclusive
- d. Born from 1980 and onwards

Table C7.5: Average length of service by gender

Gender	Average length of service (years)
Female	8.5
Male	8.5
Total	8.5

Table C7.6: Age profile of the workforce (headcount) by gender

Age group	Female	Male	Total
<20	9	13	22
20-24	204	66	270
25-29	490	157	647
30-34	478	168	646
35-39	479	148	627
40-44	539	118	657
45-49	574	132	706
50-54	656	160	816
55-59	565	154	719
60-64	296	104	400
65-69	98	42	140
70+	29	15	44
Total	4,417	1,277	5,694

Table C7.7: Employment by administrative units of the Directorate by FTE and headcount

Division	FTE	Headcount
Director-General	3.0	3
Deputy Director-General	9.9	11
Corporate Services	97.6	102
School Improvement	4,541.4	5,448
Strategy and Coordination	62.2	66
Tertiary and International Education	61.8	64
Total	4,775.9	5,694

Table C7.8: Employment by administrative units of the Directorate by categories (headcount)

Division	Permanent	Temporary	Casual	Total
Director-General	2	1	0	3
Deputy Director-General	9	1	1	11
Corporate Services	79	19	4	102
School Improvement	3,904	725	819	5,448
Strategy and Coordination	58	8	0	66
Tertiary and International Education	54	10	0	64
Total	4,106	764	824	5,694

Table C7.9: Employment profile by equity and diversity groups (headcount)

	Aboriginal and/or Torres Strait Islander employment (A)	Culturally and Linguistically Diverse employment (B)	People with a disability employment (C)	The number of employees who identify in any of the equity and diversity categories (A, B, C) ^a	Women
Headcount	38	531	74	634	4,417
Percentage of total staff (headcount)	0.7%	9.3%	1.3%	11.1%	77.6%

Note:

a. Employees who identified in more than one equity and diversity category have been counted once.

For more information contact:

Director

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C8 Learning and Development

Learning and development ensures that the Directorate's workforce has the skills and abilities to provide services to the ACT community in an appropriate and competent manner. It also provides a means to increase and improve productivity by enhancing staff capability and quality.

During 2010-11, professional learning and development was offered to staff, particularly in the areas of leadership to school executive teams and aspiring school leaders, and support to new educators. The majority of this professional development was conducted at the Hedley Beare Centre for Teaching and Learning, in Stirling. This site was renamed in honour of Professor Hedley Beare, the inaugural Chief Executive Officer of the ACT Schools Authority (now the Education and Training Directorate).

The ACT Government's Shared Services division provided a number of workforce development opportunities across the whole of government. The number of participants from the Directorate is shown in Table C8.1.

Table C8.1: Directorate participation in whole of government learning and development initiatives

Initiative	No. of participants
ACT Public Service Graduate Program	1
Future Leaders Program	1
Executive Development Program	6
Public Sector Management Program	2
Training for first time and frontline managers	7
Young Professionals' Network	Several sessions

Source: Shared Services, Treasury Directorate and Chief Minister and Cabinet Directorate

In addition to these programs, training opportunities were also provided through the ACT Public Service (ACTPS) Training Calendar. In some areas, additional support was offered to Directorate employees either through time allowance or through Study Assistance Grants (Table C8.2).

Table C8.2: The number of participants and cost for ACTPS training and Study Assistance programs 2010-11

Program	No. of participants	Cost (\$)
ACTPS Training Calendar	38	21,107
Study Assistance	50	11,375

Source: Shared Services, Treasury Directorate

Respectful Workplaces: Reducing the risk of workplace bullying and harassment

The delivery of Respectful Workplaces training to approximately 1,000 employees during 2011 is a key action of the Directorate's implementation of the ACT Public Service's *Respect, Equity and Diversity Framework* and demonstrates the Directorate's commitment to reducing the risk of psychological injury to employees, as required under the *Workplace Safety Act 2008* and the *Workplace Health Strategic Plan 2008-12*.

Executive Staff, Respect, Equity and Diversity Contact Officers (REDCOs), Workplace Safety Representatives (WSRs), principals, deputy principals, business managers, building service officers, managers and assistant managers were required to attend the training, which provided information and strategies for building respectful workplaces.

Induction programs

More than 351 members of the Directorate attended induction programs in the first half of 2011. These programs were organised for all new Directorate employees: teachers, administrative staff and newly promoted principals, deputy principals and executive officers. They cover the operations of the Directorate, the Code of Conduct of ACT Government employees and other matters relating to employment conditions.

Career development for school support and administration staff

Workforce development is primarily offered to school-based non-teaching staff, to build staff capability in the school environment. Specific courses were conducted in areas such as information technology, first aid, building maintenance and repairs, and personal skills such as writing job applications for promotion positions. In 2010-11, a total of 72 courses were offered, with approximately 600 participants attending.

School-based staff can also apply for sponsorship for formal study through the Commonwealth Government traineeship programs. The programs undertaken include: the Certificate IV in Education Support; the Diploma of Government (Project Management); the Diploma of Government; the Diploma of Business Administration; and the Certificate III in Children's Services. A total of 175 staff engaged in these traineeships.

Learning and development of teaching staff

The Directorate's *Strategic Plan 2010-2013: Everyone matters, Operational Plan 2010 and 2011*, and the *School Improvement Strategy – Core Principles*, provide the main drivers for the professional learning and development of teaching staff. In the reporting period, the main priorities were in the areas of teaching and learning;

the school environment (including information and communication technologies); student pathways and transitions; and leadership development.

The Teachers Professional Learning Fund and the Principals Professional Learning Fund provide the primary source of funding for the professional learning of teaching staff. In 2010-11, the amount allocated to support teacher professional learning totalled \$1.25 million. This included a \$250,000 allocation specifically for educational scholarships for teachers. For principals, one percent of their salaries (around \$170,000) comprised the Principals Professional Learning Fund to support activities in this area.

Teacher scholarships

Education scholarships are offered to teaching staff in two areas – as targeted scholarships or as individual scholarships. Targeted scholarships apply to specific areas in education where there is a specific need to build teacher capability. In 2010-11, targeted scholarships were in the areas of early childhood education and teaching English to speakers of other languages.

A Recognition of Studies ceremony was conducted in December 2010 to recognise all teachers who completed their formal area of study under the individual and targeted scholarship programs.

New Educator Support Program

The New Educator Support Program supports the development of new teachers in their first three years of teaching and provides up to 15 days for each new educator over the three years to support their learning. In the reporting period, four modules were offered and were delivered in week five of each term (see Table C8.3).

Table C8.3: Attendance at New Educator Support Program sessions, 2010-11

Program	Session	Attendance
Enhancing teaching and learning with ICT	August 2010	115
Planning and reflection	November 2010	72
Professional relationships	March 2011	168
Essential skills for classroom teachers	May 2011	161

Source: Learning and Teaching Branch

Leadership development

Leadership development activities continued throughout the reporting period. The leadership initiatives targeted school principals, newly appointed school leaders and teachers aspiring to executive leadership positions in schools. The professional learning activities were designed around the dimensions and capabilities of the Directorate's School Leadership Framework.

In the 2010-11 reporting period, the Leading to Leadership program was expanded and delivered to 130 aspiring principals, deputy principals and executive teachers.

Specific work on developing school leadership teams was undertaken with executive teachers of primary and high schools. Individual development of school leaders and aspiring school leaders, through a 360-degree instrument and personal interviews, was also offered as part of the school leadership development initiatives.

In 2010, 11 principals, 15 deputy principals and 57 executive teachers participated in the School Leadership Orientation programs. Workshop themes were based on the dimensions of the School Leadership Framework and included courses in finance, staffing, technology, team building, compliance, conflict resolution, literacy and numeracy, and behaviour management.

In 2011, the Directorate organised a two day leadership conference for 225 principals and school executives. Focus areas for the conference were instructional leadership, literacy and numeracy, leading teaching and learning, and leading ICT in schools. International, national and local presenters offered a range of keynote addresses and workshops to the delegates.

A Leadership Strategy is being developed in 2011 based on career progression areas for teachers and school leaders. New professional learning programs and units of study are currently under construction for emerging leaders and school executives, aspiring and experienced principals.

Curriculum

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has been responsible for the development of a national curriculum, the Australian Curriculum. There are three phases in the development process. The Australian Curriculum, Phase 1 (English, mathematics, science, history) was released in December 2010 and ACT schools began implementing Phase 1 from the beginning of 2011. For the Australian Curriculum learning areas yet to be released, ACT schools are continuing to use the ACT curriculum framework P-10 *Every chance to learn*.

Every teacher in the ACT received a Bridging Document to assist them in the transition to the Australian Curriculum. This document covered the history of the development of the Australian Curriculum, the ACT's strategic plan for implementation, and answers to frequently asked questions. A curriculum map for the Phase 1 learning areas was produced by the Directorate's Curriculum Support section to assist teachers in aligning current teaching programs with the new national curriculum.

Teachers also attended workshops, led by curriculum experts, which supported teachers in understanding the intention, structure and content of the Australian Curriculum Phase 1 learning areas. They received guidance about developing units of work/teaching programs which meet students' learning needs. Ten Lead Schools are developing processes and exemplars of units of work, to be shared across the Directorate's schools as additional support regarding the implementation of the Australian Curriculum.

Literacy and numeracy

The Directorate-endorsed professional development programs introduced in 2009 and 2010 to support the implementation of the *Literacy and Numeracy Strategy 2010-2013* continued to be delivered throughout 2010 and 2011.

The Middle Years Mental Computation project was funded under an Australian Government Numeracy Pilot. It was conducted as two separate programs in 14 ACT public schools in the 2009 and 2010 calendar years. Other ACT public schools have benefited from delivery of the professional learning associated with the program. While the pilot finished at the end of 2010 and has been fully evaluated, it continues to be implemented in schools in 2011.

Literacy and Numeracy Field Officers form part of the ACT strategy in achieving reforms outlined in the National Partnership on Literacy and Numeracy. In 2010-11, they were responsible for:

- building teacher capacity at all levels across the school through on-site professional learning, coaching, mentoring and modelling
- providing expert advice in literacy and numeracy strategies and their classroom application
- supporting the development and implementation across the school of the literacy and numeracy priorities within the school plan
- strengthening student monitoring processes.

In 2010 and again in 2011, every ACT public primary and public high school appointed a Literacy and Numeracy Coordinator. Both Literacy and Numeracy Coordinators and Field Officers have participated in extensive professional learning to assist teachers in improving teaching practices at their schools, to develop and deliver consistent evidence-based practices. The development of a facilitator course for Coordinators and Field Officers has provided greater options for delivery across more ACT public schools.

In response to needs arising from the development and implementation of the Australian Curriculum and changes in the text type for NAPLAN Writing, professional learning in the teaching of grammar and persuasive writing was also delivered to Coordinators, Field Officers and teachers.

Safe schools

ACT public school teachers accessed a variety of professional learning to support the implementation of the safe school policies and the *National Safe Schools* framework. These included:

- developing the behaviour management skills of new educators through the Essential Skills for Classroom Teachers program
- supporting school executive and classroom teachers to implement Restorative Practices and Circle Time programs to resolve conflict and bullying across the school
- increasing the number of schools implementing mental health programs through the KidsMatter and MindMatters courses

- continuing to implement whole school approaches to behaviour support through the *Everyone Matters: Behaviour Support Protocols*
- increasing the number of schools trained in managing aggressive student behaviours through the TeamTeach program.

Quality teaching

The Quality Teaching model is the pedagogical framework underpinning the delivery of curriculum in ACT public schools P-12. The embedding of this model in teacher classroom and assessment practice has been a priority over the past three years. Current work includes schools using the Quality Teaching Rounds approach, lesson study and introductory sessions for new teachers to the Directorate. Feedback from schools which are focusing on using the Quality Teaching model confirms that it is a highly effective approach to pedagogy. It positively impacts on teachers teaching and students learning.

For more information contact:

Director

Learning and Teaching

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C9 Workplace health and safety

The Directorate is dedicated to improving workplace health and safety across schools and central office. A strategic framework is currently in place to provide a planned, documented and quantifiable approach for the comprehensive and systemic management of leadership in injury prevention and management. This strategic framework is the Directorate's *Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012* which is a requirement under the *ACTPS Workplace Health Strategic Plan 2008-2012*.

Investigations

In the reporting period, the Directorate did not have any incidents that required reporting in relation to non-compliance, any undertaking, notice or agreement being issued by Work Safe ACT. The Directorate did not have any placement of Provisional Improvement Notices.

A total of 533 staff Accident/Incident Reports were received during 2010-11, a decrease from the previous year's figure of 732. There were 21 staff notifiable incidents reported under section 38 of the *Work Safety Act 2008*.

The Directorate received 966 student Accident/Incident Reports and 20 third party Accident/Incident Reports. This was a decrease from the previous reporting period, which recorded a figure of 1,043 (this number is inclusive of both student and third party reports). All student and third party reports are notifiable under section 38 of the *Work Safety Act 2008* and were reported to Work Safe ACT.

Worker consultation arrangements and work safety representatives

As required under the *Work Safety Act 2008*, the Directorate consulted with employees regarding Worker Consultation Units. A total of 85 Worker Consultation Units were formed during 2010-11. The Directorate had 97 Work Safety Representatives and 66 Deputy Work Safety Representatives trained and undertaking their responsibilities. To support the Work Safety Representatives, training was delivered in June 2011 and network meetings for representatives were conducted over August, October and November 2010. These contact points ensured up-to-date health and safety information was disseminated throughout the Directorate.

Injury Prevention and Management Policy Committee

The Injury Prevention and Management Policy Committee has overseen the development and management of new and existing health and safety initiatives such as:

- Managing High Temperature in ACT Public Schools policy
- Safety and Wellbeing Core Principle Commitment Statement
- Risk Assessment Toolkit
- Manual Handling Project in specialist schools
- *Workplace Health and Safety Reference Manual*.

Injury prevention and management programs

In 2010-11, a range of programs were implemented throughout the Directorate to ensure the safety and welfare of staff including:

- implementation of the Directorate's *Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012*
- development of the Directorate's *Workplace Health and Safety Reference Manual* to improve access to workplace health and safety information
- participation in the Shared Services Health and Safety Manual Handling Project which delivered targeted training to specialist schools in manual handling, risk assessment and procedures
- continuation of the Employee Assistance Program which is an independent, confidential, short term, solutions-focused counselling service for staff and their immediate families. The service offers counselling assistance for both work and non-work related matters. The average utilisation rate during 2010-11 was 7.85 percent. This utilisation rate included staff attendance at Employee Assist and Trauma Assist services
- development of Respectful Workplaces training to assist in the management and reduction of the risk of psychological injury for employees. Training commenced in March 2011 and will be delivered to over 1,000 staff in leadership positions in central office and schools
- development of the Building Service Officers risk register to assist them in managing risks associated with daily tasks.

Injury prevention and management targets

The Directorate is working towards improving workplace health and safety performance through the staged implementation of the Directorate's *Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012*. The improved timeliness of reporting accidents/incidents has been maintained through staff access to online reporting and enhanced early intervention strategies. These include appropriate referrals to return to work coordinators, Preferred Provider Panel and the Redeployment Network Panel. The Directorate worked closely with the Shared Services Health and Safety Team on the High Cost Claims Project and Manual Handling Improvement Project.

The 2010-11 insurance premium rate for the Directorate was 2.75 percent. There was an increase in the number of claims reported with 155 claims accepted for the calendar year ending December 2010. The early intervention focus adopted by the Directorate has seen a sustained improvement in meeting the performance for targets on the number of workplace injuries reaching five days incapacity and average time lost (average number of weeks off for workers' compensation per 1,000 employees). The Directorate is required to report on its performance against these national improvement targets, which also form part of the *ACT Public Service Workplace Health Strategic Plan 2008-2012*.

Target 1: Reduce the number of claims reaching five days incapacity by 40 percent over the period 2002 to 2012

Table C9.1: The number of new claims reaching five days incapacity and rate per 1,000 employees, 2001-02 to 2010-11 and targets for 2011-12

	2001 -02	2002 -03	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11	2011 -12
Number of new five day claims	72	101	92	89	98	101	80	85	80	74	
Rate per 1,000 employees	17.3	23.5	20.5	19.7	23.4	22.8	18.0	19.6	17.5	16.1	
Directorate target	17.3	16.6	15.9	15.2	14.5	13.8	13.1	12.4	11.8	11.1	10.4
ACTPS number of new five day claims	412	472	449	441	459	379	291	330	333	355	
Rate per 1,000 employees	25.3	27.4	25.9	25.9	26.4	21.9	16.3	17.9	17.9	18.2	
ACTPS target	25.3	24.3	23.3	22.2	21.2	20.2	19.2	18.2	17.2	16.2	15.2

Source: Human Resources Branch

Target 2: Eliminate all fatalities due to workplace injuries by 2012

No fatalities occurred due to workplace injuries during the reporting period.

Target 3: Reduce the average lost time rate by 40 percent over the period 2002 to 2012.

Table C9.2: The number of weeks of incapacity and rate per 1,000 employees, 2001-02 to 2010-11 and targets for 2011-12

	2001 -02	2002 -03	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11	2011 -12
Weeks incapacitated	2,002	2,287	2,224	2,220	2,544	2,275	2,129	2,399	2,104	2,071	
Rate per 1,000 employees	481	533	495	491	608	514	478	552	467	449	
Directorate target	481	461	442	423	404	384	365	346	327	308	288
ACTPS target	801	769	737	705	672	641	609	577	545	513	481

Source: Human Resources Branch

Target 4: Reduce average time taken for rehabilitation intervention by 90 percent over the period 2002 to 2012

This target focuses on the average time taken to initiate formal rehabilitation under the provisions of the *Safety, Rehabilitation and Compensation Act 1988*. The average time taken during the reporting period was 17 weeks. Performance against this target is influenced by the nature, complexity and timeliness of claim lodgement.

For more information contact:

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C10 Workplace relations

Staff Enterprise Agreement

During the reporting period the Directorate successfully negotiated the current *ACT Department of Education and Training Staff Enterprise Agreement 2010-2011* (Staff Enterprise Agreement). The Staff Enterprise Agreement replaced the *ACT Department of Education and Training Staff Certified Agreement 2007-2010* and covers all Directorate staff other than teachers. The ballot for the new Staff Enterprise Agreement was declared on 5 November 2010. Of the eligible employees who cast a valid vote, 96 percent voted to approve the agreement. The Staff Enterprise Agreement was approved by Fair Work Australia (FWA) on 23 November 2010 and came into operation on 30 November 2010. The first pay increase, back adjustments and the \$650 bonus payment were paid to eligible employees on the pay day of 9 December 2010. The Staff Enterprise Agreement nominally expired on 30 June 2011 but continues to operate until a replacement enterprise agreement is approved and becomes operational.

In response to a recommendation of the School Based Management (SBM) review, a Business Managers Classification/Work Value Review Committee was established to examine Business Manager classification levels. A survey was conducted by the Directorate in April 2011 to identify the roles and responsibilities of Business Managers across all sectors. This will form a basis for the response to the recommendation of the SBM review, to be funded from the 2011-12 budget allocation of \$1.6m over four years, to increase frontline support in primary schools.

The *Fair Work Act 2009* requires the Directorate to provide a Notice of Employee Representational Rights to employees who will be covered by the agreement when bargaining for an enterprise agreement. In accordance with the requirements of the *Fair Work Act 2009* the Directorate provided a Notice of Employee Representational Rights to all staff other than teachers on 2 February 2011. As at 30 June 2011 the Community and Public Sector Union, Australian Education Union (AEU) and United Voice have been appointed as bargaining representatives.

Bargaining for the common terms and conditions is being conducted by the ACT Government negotiating team and employee representatives, including unions, from across the ACT Government. Bargaining commenced on 15 February 2011. As at 30 June 2011 no agreement had been reached on the common terms and conditions or a salary offer and consequently bargaining for the Directorate's agency schedule for staff other than teachers had not commenced.

Teaching Staff Enterprise Agreement

During the reporting period the Directorate and the AEU continued implementation of the *ACT Department of Education and Training Teaching Staff Enterprise Agreement 2009-2011* (Teachers' Enterprise Agreement). The Directorate also established a joint working party with the AEU to examine a range of teacher workload issues. To comply with the provisions of the current Teachers' Enterprise

Agreement the Directorate met with the AEU on 17 December 2010 to commence discussions on matters of relevance to a replacement enterprise agreement. In accordance with the requirements of the *Fair Work Act 2009* the Directorate provided a Notice of Employee Representational Rights to all teachers on 2 February 2011. To date one bargaining representative in addition to the relevant union has been appointed.

Formal bargaining commenced on 21 March 2011 and by 30 June 2011 eleven bargaining meetings had been held. As at 30 June 2011, no agreement had been reached on the Directorate's agency schedule for teaching staff or a salary offer. The Teachers' Enterprise Agreement nominally expired on 30 June 2011 but continues to operate until a replacement enterprise agreement is approved and becomes operational.

Special Employment Arrangements and Australian Workplace Agreements

Special Employment Arrangements (SEA) are made in accordance with the provisions of the relevant enterprise agreement. SEAs are part of the Directorate's attraction and retention strategy, allowing the needs of the Directorate to be met through the employment of officers with specialist skills and qualifications.

Australian Workplace Agreements (AWA) made prior to the introduction of the *Fair Work Act 2009* will continue to operate until terminated. No new AWAs have been made.

Table C10.1: The number of Special Employment Arrangements and Australian Workplace Agreements

Description	Number of individual SEAs	Number of group SEAs	Total employees covered by group SEAs	Total employees covered by SEAs
	A	B	C	(A+C)
Special Employment Arrangements				
The number of SEAs as at 30 June 2011	5	0	0	5
The number of SEAs entered into during the reporting period	0	1	3	3
The number of SEAs terminated during the reporting period	1	0	0	1
The number of SEAs providing for privately plated vehicles as at 30 June 2011	0	1	3	3

Description	Number of individual SEAs	Number of group SEAs	Total employees covered by group SEAs	Total employees covered by SEAs
The number of SEAs for employees who have transferred from AWAs during the reporting period	0	0	0	0
Australian Workplace Agreements				
The number of AWAs as at 30 June 2011	4	0	0	4
The number of AWAs terminated/lapsed (including formal termination and those that have lapsed due to staff departures)	0	0	0	0

Source: Human Resources Branch

Table C10.2: Classification and remuneration for officers on Special Employment Arrangements and Australian Workplace Agreements

	Classification range	Remuneration as at 30 June 2011
Individual and group SEAs	Senior Officer Grade C to Senior Officer Grade A	\$98,822 - \$147,175
AWAs (includes AWAs ceased during reporting period)	Senior Officer Grade B to Senior Officer Grade A	\$114,809 - \$135,930

Source: Human Resources Branch

For more information contact:

Director

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C11 Strategic Bushfire Management Plan

Each year the Directorate works closely with the ACT Emergency Services Agency (ACT ESA) and the ACT Rural Fire Service (ACT RFS) to minimise the risk and impact bushfires may have on school communities and directorate assets.

In 2010-11 the Directorate, in consultation with ACT ESA, refined school emergency protocols in relation to the declaration of elevated fire danger ratings ('extreme' or 'catastrophic'). These protocols complement the ACT Elevated Fire Danger Plan and identify the temporary closure of seven public and 14 non-government schools when the ACT ESA declares an elevated fire danger rating.

Under an 'extreme' fire danger rating, the following five public schools will be closed temporarily:

- Birrigai Outdoor School (Paddy's River)
- Black Mountain School
- Fraser Primary School and Fraser Preschool
- Hall Preschool site of Gold Creek School
- Tharwa Preschool site of Charles Conder Primary School.

Under a 'catastrophic' fire danger rating, Bonython Primary and Preschool and Jervis Bay Primary school will be temporarily closed along with the five schools identified above under an 'extreme' fire danger rating.

The 14 non-government schools to be closed temporarily under a 'catastrophic' fire danger rating are:

- Brindabella Christian College
- Burgmann Anglican School (Valley and Forde campuses)
- Canberra Christian School
- Canberra Girls' Grammar School
- Canberra Grammar School
- Canberra Montessori School
- Covenant College
- Daramalan College
- Islamic School of Canberra
- Marist College Canberra
- Orana Steiner School
- Radford College
- St Edmund's College
- The Galilee School.

All ACT schools are required to be on high alert on days when extreme or catastrophic fire danger ratings are declared. If a bushfire occurs and poses a risk to schools, the ACT RFS or ACT Fire Brigade may direct schools to close immediately.

Public schools are reviewing Emergency Management Plans to ensure plans are consistent with the Directorate's Security and Emergency Management Governance Framework. An annual bushfire preparation program was undertaken by the Directorate to ensure vegetation and other fire hazards were well managed.

Under the Directorate responsibility, a Bushfire Operation Plan was in place for Birrigai Outdoor School which operates at Tidbinbilla Nature Reserve. The plan provided an outline of the Directorate's bushfire planning to ensure that both the school and Tidbinbilla Nature Reserve were assessed together for bushfire prevention.

Responsibility for Birrigai Outdoor School infrastructure transferred to the Territory and Municipal Services Directorate in 2010-11.

For more information contact:

Director

Finance and Corporate Support

(02) 6205 9108

C12 Strategic asset management

The Directorate's asset management strategy is based on the following key principles:

- asset management activities are undertaken within an integrated and coordinated framework
- asset management practices and decisions are guided by service delivery needs
- asset planning and management are integrated with corporate and business plans, as well as budgetary and reporting processes
- capital expenditure decisions are based on evaluations of alternatives that take into account estimated costs, benefits and risks (in particular occupational, health and safety risks).

The Directorate is responsible for 84 public schools including preschool sites. To ensure these facilities are kept at standards suitable for delivering quality educational programs the Directorate has a maintenance program for urgent and minor repairs, planned maintenance, and repair of vandalised and damaged facilities. In addition, the Directorate has an ongoing capital works program for the upgrade of school and preschool facilities.

Issues managed by the Directorate include:

- ageing asset stock
- refurbishment to support curriculum activities
- installation of information and communication technology infrastructure
- utilisation of existing facilities
- car parking and traffic management
- installation of security related infrastructure
- demographic change
- climate change.

Assets managed

As at 30 June 2011, the Directorate managed assets with a total net book value of \$1,854.9m (Table C12.1).

Table C12.1: Assets and their values at 30 June 2011

Asset class	Value (\$ million)
Land and building (including improvements thereon) for schools and preschools	1,808.2
Leasehold improvements	2.7
Property, plant and equipment	44.0
Total	1,854.9

Source: Finance and Corporate Support Branch

During 2010-11 the significant assets added to the Directorate's asset register are given in Table C12.2.

Table C12.2: Assets added to the asset register during 2010-11

Assets	Value (\$ million)
New land - Franklin Early Childhood School and Bonner Primary School	126.3
Capital works - Namadgi School, Harrison Secondary School and Gungahlin College	125.2
Capital works - Building the Education Revolution projects	24.1
Capital works - various school and preschool sites	14.3
Total	289.9

Source: Finance and Corporate Support Branch

The Directorate assessed that in 2010-11 the total value of impairment to property, plant and equipment was \$6.9m due to the closure of Urambi Primary School in December 2010. As a result, asset values were reduced by this amount.

Surplus asset transfers

During 2010-11, responsibility for Birrigai Outdoor School infrastructure at Tidbinbilla was transferred to the Territory and Municipal Services Directorate. The total value of the assets transferred was \$12.8m.

Asset maintenance and upgrade

Asset maintenance

The Directorate undertakes maintenance and upgrades to schools in consultation with schools and School Network Leaders. The Directorate prepared annual repairs and maintenance plans for each school on the basis of information from building condition assessments, requests from schools and information gained from other sources such as consultant reports and site visits. Works were subsequently undertaken, both by schools and central office, with larger and more significant works included in the Directorate's capital works program in priority order within the available funds.

The need for increased maintenance and major refurbishment continues to become more important as the average age of school facilities increases.

In the 2010-11 year, the Directorate received \$11.6m for school repairs and maintenance. The repairs and maintenance program included:

- a program of works for all primary and secondary level schools, based on the annual rolling program
- an allocation for unforeseen maintenance such as vandalism, fire and flood damage

- high priority works arising from school building condition assessment reports, and
- a schedule of maintenance for preschools.

Building condition assessments of all schools (including preschools) are conducted on a three-year rolling program and cover buildings, services and grounds. This year building condition assessments were conducted at 40 schools. The results of these reports are taken into account in preparing the Directorate's annual school repairs and maintenance program.

Tree assessment audits are conducted at each school on an annual basis. This year was the third year of annual audits with 67 audits conducted. The outcomes are included in the Directorate's tree maintenance program.

In line with the *Dangerous Substances Act 2004*, the Directorate completed the program of inspections to prepare Hazardous Materials Survey Management Plans (HMSMP) for each school. During 2010-11 the final five HMSMPs were completed. These plans are comprehensive and include all potentially hazardous materials (asbestos containing materials, lead-based paint, synthetic mineral fibres, polychlorinated biphenyls and ozone depleting substances). These plans will be updated every five years. Copies of HMSMPs are accessible at each school for inspection by staff, parents, carers and tradespeople.

The drought conditions and water restrictions in recent years have had an impact on school grounds and play areas. Reduced water availability has contributed to the poor condition of many grassed play areas and has also contributed to tree distress. To assist with the efficient use of water, rainwater tanks were installed at 37 schools during the 2010-11 year. Further water tanks will be installed at schools in 2011-12.

During the reporting period the Directorate conducted the second of its annual bushfire prevention audits. These audits were conducted across all ACT public schools and included removing leaf litter from roofs, gutters and downpipes, cutting long grass, clearing grounds of tree litter and removing stockpiles of combustible material such as paper, cardboard, and compost.

To assist with good hygiene practices at ACT public schools, framed posters promoting hand washing were installed in all student toilets.

Major asset upgrades

Funding of \$12.6m was provided in the 2010-11 Budget for capital upgrades at schools and preschools. Due to cost overruns on some major capital works projects, a number of upgrade projects were deferred until the 2011-12 year.

The following projects were undertaken in 2010-11.

Older school upgrades - \$0.33m

A major upgrade at Torrens Primary School was substantially completed during the reporting period with works expected to be finalised early in the 2011-12 year. Planning for major upgrade works at Hughes and Yarralumla Primary Schools was commenced with works to be undertaken in 2012 and 2013 respectively.

Designs for major landscape and car park improvement works at Red Hill School have been completed, with works to be undertaken in 2011-12 in conjunction with the school extension works.

New school facilities - \$0.78m

The new four classroom teaching pod at Ngunnawal Primary School was well progressed by the end of the reporting period and is expected to be handed over to the school early in the 2011-12 year. This project was jointly funded through the 'More Teachers, Lower Class Sizes' and Capital Upgrades Programs.

School infrastructure improvements - \$1.79m

Student amenity improvements were completed at Calwell, Campbell, Charles Conder, Curtin, Hawker, Latham, Mawson, Miles Franklin, Mount Rogers and Wanniasa Hills Primary Schools during the reporting period. Works were in progress at 11 schools at the end of the reporting period.

Teaching area improvements were completed at University of Canberra High School, Kaleen, Hawker and Lake Tuggeranong Colleges and Malkara School during the reporting period. Upgrade works were also completed at seven preschools. Works were in progress at Theodore Primary School at the end of the reporting period.

Building compliance upgrades - \$0.95m

Minor works to address occupational health and safety issues at 11 schools were undertaken during the reporting period.

School security improvements - \$1.11m

Security upgrades were completed at seven schools during the reporting period – Canberra College, Hughes, Lyneham and Monash Primary Schools, Florey Preschool and Lanyon and Lyneham High Schools.

School safety improvements - \$0.90m

Emergency lighting upgrades were completed at 22 schools during the reporting period.

Environmentally sustainable design initiatives - \$0.50m

The program of works included the installation of solar power generation systems at Gungahlin College and Theodore Primary School, the completion of energy audits at ACT public schools, the production of a sustainability handbook and action kit for ACT public schools and the installation of a trial digital monitoring system for energy consumption at Gold Creek School.

This program is in addition to the installation of rain water tanks funded under the ACT Public Schools – Water Tanks program and solar panels funded under the ACT Solar Schools Program.

Melba Copland Secondary School (Copland campus)

Refurbishment of the college canteen was undertaken to return the facilities to an acceptable standard. This work was funded through the Emergency Fund managed by the Treasury Directorate. The works included new commercial cooking facilities, a new cool room, contemporary cafe-style seating, student break-out area and new furniture throughout.

Calwell Primary School Library

The fire damaged library at Calwell Primary School was demolished and replaced. This was funded through an insurance payment and funds committed through the Building the Education Revolution initiative.

Farrer Primary School

Ventilation improvements were undertaken in the sub-floor areas of the Ellyard Building.

Office accommodation

During the year central office staff were located at 220 Northbourne Avenue in Braddon, the Hedley Beare Centre for Teaching and Learning in Stirling, Lyons Education Centre in Lyons, Higgins Primary School, Fyshwick Annex and Maribyrnong Primary School in Kaleen (Table C12.3).

Staff census of schools conducted in February 2011 recorded 3,854.7 full-time equivalent staff employed in non-office environments at ACT public school sites. Staff located at these sites included teachers, school leaders, office administrators, general service officers and building service officers.

Table C12.3: Office sites, staff (headcount) and space occupied, as at 30 June 2011

Building and location	Staff headcount	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 Northbourne Avenue, Braddon	204	3,303	16
Hedley Beare Centre for Teaching and Learning, Stirling	145	2,601	18
Lyons Education Centre, Lyons	26	1,447	56 ^a
Higgins Primary School, Higgins	12	783	65 ^b
Fyshwick Annex, Fyshwick	6	1,121	187 ^c
Maribyrnong Primary School, Kaleen	29	727	25 ^d
Total	422	9,982	24

Source: Finance and Corporate Support Branch

Notes:

- Average area includes office accommodation for Student Support, the Board of Senior Secondary Studies and meeting rooms.
- Average area includes office accommodation for Teacher Recruitment Section, Teacher Quality Institute and interview rooms.
- Average area includes office accommodation for Records Management Unit and warehouse facilities.
- Average area includes Student Support (Vision Support Team and Hearing Support Team).

For more information contact:

Director
Schools Capital Works
(02) 6205 3173

C13 Capital works

The Directorate's capital works management program for 2010-11, detailing the completed projects and works still in progress at the year end is shown in Table C13.1.

Overview

In 2010-11, the Directorate once again delivered a large capital works program totalling \$187.5 million, following on from the \$204.1 million program delivered in 2009-10. Between 2005-06 and 2011-12 the Directorate has delivered ACT Government capital investments at ACT public schools valued at \$650 million. In addition to this investment in ACT public schools, the Australian Government's Building the Education Revolution (BER) initiative added a further \$150.5 million of capital works to this seven year capital investment program.

The reporting year was significant with the completion of all BER projects at ACT public schools and the ACT Government's five year Schools Infrastructure Refurbishment program, as well as the opening of the new Gungahlin College and the Namadgi School in Kambah.

Expenditure of \$177 million (95 percent of budget) was achieved during the reporting period, with all major projects either complete or on target to be delivered by the scheduled completion date.

Significant capital works

Building the Education Revolution initiative

The BER initiative commenced on 9 February 2009 and continued through 2009-10 and 2010-11. This initiative was a national partnership between the ACT and the Australian Government aimed at upgrading school buildings and providing jobs under the Australian Government's Nation Building and Jobs Plan stimulus package.

All ACT public schools benefited from projects funded under the BER. A total of 152 projects were approved across ACT public schools, including 84 smaller projects under the National School Pride (NSP) program undertaken at 82 schools and 68 larger projects under the Primary Schools for the 21st Century (P21) program at 66 schools. The total value of approved BER projects was \$150.5 million.

National School Pride

The NSP projects ranged in cost from \$0.05 million to \$2.0 million and included shade shelters, covered outdoor learning areas, classroom refurbishments, school entry refurbishments and the installation of interactive white boards. All NSP projects were completed in the 2009-10 year, with the ACT being the first jurisdiction to complete all NSP projects for its public schools.

Primary Schools for the 21st Century

The P21 projects ranged in cost from \$0.25 million to \$3.0 million and included new assembly halls, libraries, multi-purpose buildings, classrooms and environment centres as well as upgrades to existing halls, libraries and classrooms.

Work was completed on 19 of the 68 P21 projects in 2009-10, with the remaining 49 projects completed during the reporting period. The final project – the Urambi Environment Centre – was completed at the new Namadgi School on 23 May 2011. The ACT was the first jurisdiction to complete all P21 projects.

A key outcome of the P21 projects was the inclusion of innovative environmentally sustainable design features in the project designs. This was exemplified in the Green Building Council of Australia registered 6 Green Star design rated environment centre at Gold Creek School. This facility includes photovoltaic panels integrated into the roof, fixed external shading, natural ventilation, thermal chimneys for passive cooling, rainwater and grey water collection and a sophisticated building control system to manage energy use.

Official recognition ceremonies to mark the completion of P21 projects were held at four schools during the 2009-10 year, with ceremonies held at a further 62 schools during the 2010-11 reporting period.

Building the Education Revolution Implementation Taskforce

The Australian Government established the BER Implementation Taskforce in May 2010 to investigate complaints and assess value for money aspects for P21 projects across all jurisdiction and education authorities. The Directorate assisted the Taskforce with its inquiries including detailed cost information on 16 ACT public school projects, a value for money review on the North Ainslie Primary School project and details on environmentally sustainable design features included in ACT public school P21 projects.

The Taskforce presented an interim report in August 2010 and delivered its first report on 15 December 2010. The Taskforce's Final Report was delivered in the 2011-12 year, on 8 July 2011.

The Taskforce reported favourably on the ACT's performance in the delivery of the P21 projects, confirming that the new library at the North Ainslie Primary School achieved value for money and, overall, the ACT had attained value for money on its BER implementation. The Taskforce identified that the ACT, along with Tasmania, had built some inspiring buildings and empowered school communities and managing architects. The Taskforce specifically noted that innovative renewable heating and cooling systems had been included in ACT public school projects.

Schools Infrastructure Refurbishment program

This was the final year of a revised five-year Schools Infrastructure Refurbishment program for older ACT public schools. The full program of works included new gymnasiums, integrated early childhood centres, new performing arts centres as well as general upgrades and refurbishments concentrating on schools more than 12 years old.

The total budget allocation was \$86 million over the five year period 2006-07 to 2010-11. During the 2010-11 year, the final major capital improvement project at Narrabundah College was completed.

The new languages learning centre at Narrabundah College was completed in November 2010 and included six classrooms and shared learning space. The centre has been designed for college studies as well as community use outside school hours. The new centre followed the refurbishment and extension of the College's library resource centre and refurbishment of the Hawk Theatre completed in the 2009-10 year.

Other capital improvement works under the Schools Infrastructure Refurbishment program were completed during the reporting period at Belconnen and Stromlo High Schools, and University of Canberra High School, Kaleen and Dickson and Hawker Colleges.

Gungahlin College

Gungahlin College was constructed at Gungahlin Town Centre and caters for 900 students in years 11 and 12. The new college was ready for the start of the 2011 school year, opening on 7 February 2011 to year 11 students.

The college complex includes a Canberra Institute of Technology (CIT) flexible learning centre, a joint college/community library, a gymnasium, and a performing arts centre as well as the college facilities. The town park, managed by the Territory and Municipal Services Directorate, was also completed in February 2011.

Gungahlin College was designed to meet best practice approaches in teaching and learning and provides a 21st century teaching and learning environment for staff and students. This involves a flexible 'learning hub' concept that includes a range of learning modes from conventional classroom instruction through to spaces for small group work and independent student research and work stations.

The college's state-of-the-art and specialist features include a media centre with television and photography studios, dance and drama studios, a mechatronics (robotics) suite, a computer networking laboratory and high standard hospitality course facilities. The CIT will share some college facilities including the hospitality facility, which has a commercial kitchen, and a systems technology suite.

The school also has internal cabling and wireless technology for computer-based learning and outdoor learning environments. The design incorporates a range of environmentally sustainable design features aimed at achieving a 5 Green Star rating from the Green Building Council of Australia.

In addition to the CIT flexible learning centre and the joint college/community library, the Gungahlin community will have access to a range of college facilities including the performing arts theatre, lecture theatre, gymnasium and outdoor sports facilities (tennis, basketball and netball).

To assist potential students and Gungahlin residents, a temporary office for the college's Principal and support staff was established in The Marketplace shopping centre, operating from July 2010 to January 2011.

The total budget for Gungahlin College was \$75.4 million, including \$1.0 million for forward design. This budget included design and construction work for the new secondary college, the CIT learning centre and the joint college/community library.

Namadgi School

The new Namadgi School was constructed on the site of the former Kambah High School and caters for students from preschool to year 10, living in the suburb of Kambah. The school will cater for 900 students.

The school design includes an Intensive Language Learning Unit and specialist learning facilities, including a flexible learning centre, autism unit and an early intervention unit. The design also incorporates a range of environmentally sustainable design features aimed at achieving a 5 Green Star rating from the Green Building Council of Australia.

A construction manager, Manteena Pty Ltd, was contracted in late 2008-09 to construct the new school. Demolition of the former Kambah High School facilities was completed and construction of the new school commenced in October 2009.

Stage 1 of the new school, comprising the preschool to year 8 facilities, was ready for the start of the 2011 school year, opening on 7 February 2011 to preschool to year 7 students. Stage 2 of the new school, comprising the year 9 to 10 facilities including the gymnasium were completed early and were handed over to the school in May 2011.

In addition to the new school facilities for the Namadgi School, construction was completed on the new \$2.0 million Urambi Environment Centre funded by the Australian Government under the BER initiative.

Other significant capital works

Harrison Secondary School

Harrison School commenced operation in February 2008 catering for students from preschool to year 6. The school will also include a secondary campus on the same site, catering for 800 additional students.

Similar to the preschool and primary school, the secondary school has been designed to support the latest educational practices and will provide an inclusive setting for students with special needs and provide opportunities for special needs students to integrate into mainstream educational programs. The school will also provide facilities for students with high support needs.

The secondary school includes specialist teaching areas for performing arts, technology, science and arts. The project design also incorporates a range of environmentally sustainable design features aimed at achieving a 5 Green Star rating from the Green Building Council of Australia.

The construction manager, St Hilliers Group, commenced construction on the secondary school in early 2010 with the works program arranged to allow the

progressive completion and handover of school buildings during 2011 and all of the works completed ready for the start of 2012.

Stage 1 of the secondary school, comprising the middle school classrooms and gymnasium, were ready to be handed over to the school early in the 2011-12 year. The stage 2 buildings remained on target to be completed ready for the start of the 2012 school year.

The total budget for the Harrison Secondary School is \$51.65 million, including initial funding of \$45.0 million for design and construction, \$2.0 million for a larger gymnasium and \$4.65 million in supplementary funding.

Franklin Early Childhood School

Forward design for the new Franklin Early Childhood School commenced during the reporting period with Preliminary Sketch Plans presented in March 2011. Design documentation had further progressed by the end of the reporting period with Final Sketch Plans delivered early in the 2011-12 year.

Construction of the new school will commence in the 2011-12 year, with the stage 1 facilities ready for the start of the 2013 school year.

Bonner Primary School

Forward design for the new Bonner Primary School also commenced during the reporting period with Final Sketch Plans presented in March 2011. Design documentation had further progressed by the end of the reporting period with full tender-ready documentation completed early in the 2011-12 year.

Construction of the new school will commence in the 2011-12 year, with the stage 1 facilities ready for the start of the 2013 school year.

Molonglo (Coombs) Primary School

Forward design for the new Coombs Primary School in the District of Molonglo commenced during the reporting period. This will be the first school in the Molonglo district. Detailed design work will be undertaken in the 2011-12 year, with the school scheduled to open at the start of the 2015 school year.

New capital works projects

Calwell High School Performing Arts Centre

This is the second performing arts centre to be constructed across the ACT, with the new centre handed over to the school in February 2011. Similar to the new centre at Lyneham High School, the Calwell High School Performing Arts Centre is available for use by community groups and community performances.

Canberra College Performing Arts Theatre

This is the third and largest performing arts centre in the ACT. The designs for the new centre were completed during the reporting period. A local ACT construction company, Cobul Constructions, was contracted to build the new centre. Site preparation works were commenced in June 2011, with construction scheduled to be completed in 2012.

Red Hill School extension

Works to establish the French Australia Preschool as a separate stand alone facility were completed in the reporting period.

The Masterplan for the Red Hill School precinct, including a concept design for the adjacent Voyager Park, were completed during the reporting period. Final Sketch Plans to extend the Red Hill School and to improve landscape and carparks were also completed during the reporting period with construction works on track to commence early in the 2011-12 year.

Local Schools Working Together

Construction of the new artificial sports field at Gold Creek and Holy Spirit Schools was completed in the reporting period. This was a project funded under the Australian Government's Local Schools Working Together program and managed by the Directorate. This is the largest artificial sports field in the ACT.

More Teachers, Lower Class Sizes

Construction of the final projects under this program at Ngunnawal and Torrens Primary Schools were well advanced by the end of the reporting period. These projects will be completed in the 2011-12 year.

Works were completed under this program at Harrison and Amaroo School, Telopea Park School, Ainslie School and Miles Franklin Primary School.

Public schools – water tanks

Works were completed at a further 37 schools, bringing the total number of water tanks installed at ACT public schools under this program to 60. This program will be completed in the 2011-12 year, with water tanks installed at all ACT public schools.

Environment – solar schools

A panel of six solar panel supply companies were contracted to install solar power systems at all ACT public schools. A program to install solar panels at 19 ACT public schools was confirmed in the reporting period, with panels to be installed early in the 2011-12 year. Solar panels at further ACT public schools will be scheduled for the 2011-12 and 2012-13 years.

Car Parks and Traffic Improvements

Improvement works under this program were completed at three schools, with design for improvement works at two other schools also completed.

Security Fences

Installation works under this program were completed at seven schools in the reporting period.

Regional Development Australia Fund

The Directorate submitted two proposals for capital funding under the Australian Government's Regional Development Australia Fund to construct a new dedicated facility for the award-winning Canberra College Cares (CCCares) program to be integrated into the new Bonner Primary School.

Table C13.1: Capital works management, 2010-11

Project	Original project value	Revised project value	Prior year expend	Actual finance 2010-11	Actual expend 2010-11	Total expend to date	Estimated completion date	Actual completion date	Project approval year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
New works									
Bonner Primary School – Design	1,800	1,800		683	689	689	Sept-11		2010-11
Car Parks and Traffic Safety Program	1,250	1,250		57	112	112	Jun-13		2010-11
Molonglo Primary School – Design	1,950	1,950		34	37	37	Oct-11		2010-11
Franklin Early Childhood School - Design	1,400	1,400		295	301	301	Aug-11		2010-11
Red Hill Primary School Expansion	5,300	5,300		927	754	754	May-12		2010-11
Capital upgrades									
Older School Upgrades	1,300	1,300		331	331	331	May-11	May-11	2010-11
New School Facilities	700	700	-	775	775	775	May-11	May-11	2010-11
School Infrastructure Improvements – Student Amenity Improvements	4,545	4,545	-	1,257	1,335	1,335	May-11	May-11	2010-11
School Infrastructure Improvements – Teaching Area Improvements	1,520	1,520	-	408	452	452	May-11	May-11	2010-11
Building Compliance Upgrades	1,500	1,500	-	863	954	954	May-11	May-11	2010-11
School Security Improvements	1,000	1,000	-	1,110	1,110	1,110	May-11	May-11	2010-11
School Safety Improvements	1,000	1,000	-	897	897	897	May-11	May-11	2010-11

Project	Original project value	Revised project value	Prior year expend	Actual finance 2010-11	Actual expend 2010-11	Total expend to date	Estimated completion date	Actual completion date	Project approval year
Environmentally Sustainable Design Initiatives	1,000	1,000		496	495	495	May-11	May-11	2010-11
Total new works	24,265	24,265		8,133	8,242	8,242			
Works in progress									
Harrison High School	45,000	51,650	3,375	22,026	22,031	23,906	Dec-11		2009-10
Canberra College (Woden Campus) Performing Arts Centre	7,600	7,600	120	524	524	644	Jun-12		2009-10
Public Schools – water tanks	2,000	2,375	515	1,476	1,476	1,991	Jun-12		2009-10
Environment – solar schools	2,000	2,000	53	298	298	351	Jun-13		2009-10
More Teachers, Lower Class Sizes	6,000	6,000	1,077	3,622	3,623	4,700	Jun-12		2009-10
Total works in progress	62,600	69,625	5,140	27,946	27,952	31,592			
Projects completed									
National Partnership – Nation Building and Jobs Plan – Building the Education Revolution ^a	143,024	150,512	86,550	67,606	63,962	150,512	Apr-11	May-11	2008-09
Transportable classrooms	478	774	757	17	17	774	May-11	May-11	2009-10
Calwell High Performing Arts Centre	5,000	5,000	1,715	1,809	1,809	3,524	Dec-10	Feb-11	2008-09
Schools Infrastructure Refurbishment	90,000	86,000	78,321	8,411	7,654	85,975	Jun -11	Jun-11	2006-07
New Gungahlin College	61,700	75,407	36,494	33,057	33,377	69,871	Dec-10	Apr-11	2007-08
Namadgi School	50,000	55,550	18,551	33,939	33,827	52,378	Jan-11	May-11	2007-08
Total projects completed	350,202	373,243	222,388	144,839	140,646	363,034			
Grand total expenditure for 2010-11	437,067	467,133	227,528	180,918	176,840	402,868			

Source: Finance and Corporate Support Branch

Note:

- a. Actual expenditure in 2010-11 excludes expenditure associated with bank interest.

Table C13.2: End-of-year reconciliation schedule, 2010-11

Reconciliation of total current year financing	\$'000
Total current year capital works financing	114,458
Add: Financing of other capital initiatives	79,773
Capital injection from government per cash flow statement	194,231
Reconciliation of total current year actual expenditure-against financing	
Total current year capital works expenditure	112,977
Total current year capital initiatives expenditure	76,125
Net impact of accruals between financial years	5,129
Capital injection from government per cash flow statement	194,231
Reconciliation of total current year actual expenditure	
Total current year capital works expenditure	112,977
Capital initiatives	76,125
Other asset purchases outside of capital works program	5,004
Net impact of accruals between financial years	5,129
Purchase of property, plant and equipment as per cash flow statement	199,235

Source: Finance and Corporate Support Branch

For more information contact
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 (02) 6205 3173

C15 Community grants, assistance and sponsorship

Adult and Community Education grants

Adult and Community Education (ACE) is a significant contributor to the provision of life-long learning opportunities, alongside the tertiary and school systems. The Directorate recognises the value of ACE in developing social capital, building community capacity, encouraging social participation and enhancing social cohesion. In addition, the 2008 *Ministerial Declaration on Adult and Community Education* outlined a role for ACE in supporting the Council of Australian Governments (COAG) productivity agenda for skills and workforce development.

ACE offers highly supportive pathways into learning, further education and training, and work. Participation in quality community learning opportunities can serve to build the self-esteem, motivation and confidence of individuals struggling to engage, enabling them to move into further education and training or employment. The non-threatening adult environment also makes ACE an attractive option to those marginalised from the more formal education system, and provides opportunities for the development of the foundation skills that are critical for effective educational, labour market, and social participation.

This capacity of ACE to support the re-engagement of people from disadvantaged backgrounds in learning and work is the key to its role in supporting the ACT Government's social inclusion agenda outlined in the *Canberra Social Plan 2011* and *The Canberra Plan: Towards Our Second Century*.

The ACT Government has funded a range of ACE programs delivered in formal and informal settings using flexible and learner centred activities. Table C15.1 details the 2011 ACE grant recipients.

Table C15.1 Adult and community education grant recipients

Recipient	Program	Outcomes	Amount \$
Australian Management Control Pty. Ltd.	Belonging to Bookkeeping	Fosters the development of skills and builds self-esteem for mature aged women. Prepares bookkeepers for further study that may lead to a qualification in bookkeeping.	9,000
Australian Red Cross Society	Mental Health First Aid Training for Adults Helping Adults and Adults Helping Youth in the ACT	Program offers participants opportunities to improve their health and mental health literacy through providing Mental Health First Aid to the general community.	13,000
Caloola Skills Training and Job Placements	Future, Understanding, Education, Learning	A kick start in job preparation and the opportunity to gain basic accredited qualifications that may lead participants to further vocational training.	13,500
Canberra Blind Society	Let Your Senses Lead the Way	Participants develop Braille reading and writing skills.	14,500
Charity Computers Australia Inc.	General Sound, Lighting and Media Course	Participants receive an introductory opportunity with a 'hands on' learning approach to gain the skill sets, knowledge and industry standards required to carry out basic sound, lighting and multimedia duties.	10,000
Charity Computers Australia Inc.	Introduction to Computing	Assists mature aged participants to establish confidence in using computers to connect with their families through email or Facebook.	10,000
Communities @ Work Ltd.	Parental Pathways: Practical Education for Parents	Provides families with tools to improve parenting skills, demystify the nature of vocational training and increase their willingness to engage in formal learning.	12,000
Merici College	Building Confidence and Expertise for Graduates from Black Mountain School	A partnership between Merici College and Capital Careers creates an education and employment pathway, a sense of work in the real workplace and knowledge of safe work practices, communication and cooperation.	9,000
Migrant and Refugee Settlement Services of the ACT Inc.	Home Tutor Program	Assists participants (migrants and refugees who have difficulty accessing classes because of family or work commitments, transport difficulties or lack of confidence) to learn English.	14,500

Recipient	Program	Outcomes	Amount \$
Migrant and Refugee Settlement Services of the ACT Inc.	English for Living Program	Assists migrant and refugee residents in the ACT who have limited or no English language skills, to learn English to help them find employment and complete further study.	14,500
Music For Everyone	Music for People with Disabilities: Group Activity Classes	Hands-on and activity-based learning designed for adults with a range of disabilities.	12,500
Nurturing Nortons	Self-Esteem, Relaxation, Confidence and Assertion	Assists participants with a disability to increase relaxation, self-esteem, confidence and assertion skills.	7,000
Parentline ACT Inc.	Parent Effectiveness Training	Provides community groups with practical parenting skills including conflict resolution and resilience.	12,500
RSPCA ACT Inc.	The 3Rs of Wildlife: Respect, Rehabilitate and Release	Improves community awareness and provides practical advice on animal identification, injuries and living needs so that animals are not detrimentally affected.	14,500
Southside Community Services Inc.	Onwards and Upwards: Vocational Literacy Program	Participants develop self-awareness and confidence to participate in vocationally based literacy and numeracy skills training.	11,500
Southside Community Services Inc.	Links to Learning: Adult Literacy Program	Provides a free literacy program for socially disadvantaged ACT residents, through one-on-one tuition as a basis to up-skill and improve their integration and contribution within the community.	12,000
Society of St Vincent De Paul Pty. Ltd.	Art Therapy	Disadvantaged people participate in art therapy such as photography, painting and pottery to build their sense of social inclusion.	11,500
Support Asian Women's Friendship Association Inc.	Learning English and Computer Skills in Other Languages	Provides participants from culturally and linguistically diverse backgrounds with adult English classes and basic computer skills so they can fully communicate and participate in the community.	8,500
Tuggeranong Community Arts Association	Art Up: Community Arts Education Program	Visual arts, music and digital media workshops for adult learners.	12,000
Vietnam Veterans and Veterans Federation ACT Inc.	Dovetails for Diggers and Metal Manglers	Provides veterans with disabilities workshops in woodworking and metalwork delivered by retired tradesmen.	9,500

Recipient	Program	Outcomes	Amount \$
Young Women's Christian Association Canberra	Mura Interactive Learning Centre Program	Provides computer training for residents of the Lanyon Valley in particular seniors, parents with young children and people from culturally and linguistically diverse backgrounds who are seeking a pathway into employment or education.	13,500
Total			245,000

Source: Training and Tertiary Education Branch

Community sponsorship

Businesses and community organisations provide generous support to ACT public schools and to students through grants and awards. Community sponsorship recognises and supports young people's involvement in many areas such as sport, science, community services, career education, vocational learning, culture, volunteerism and the arts. The Directorate is involved in a broad spectrum of sponsorship activities with local and national organisations. Some examples include: Capital Chemist Group, Country Women's Association and Paperchain Bookstore.

Capital Chemist Group

The Capital Chemist Group has an agreement with the Directorate to provide support to school students entering senior secondary education. This commitment has contributed \$126,000 for the past seven years of the Directorate's partnership assisting over 252 ACT public school students. Each awardee receives \$500 towards continuing their education either through a tertiary package or completing an apprenticeship. The students receiving these scholarships have demonstrated aptitude and commitment in either academic endeavour or citizenship during year 10. Two students are selected from each public high school to receive the scholarship.

Country Women's Association

In 2011, the Country Women's Association continued to award grants of \$350 each year to nine students commencing year 12 in both public and non-government schools. These students have shown the aptitude and commitment to complete their schooling despite facing particular challenges and hardships.

Paperchain Bookstore, Manuka

The Paperchain Bookstore, Manuka continues to support ACT public schools with contributions in 2010 to the Chief Minister's Reading Challenge. The Chief Minister's Reading Challenge promotes reading across all ACT schools. Forty-one schools registered, of which 31 were public schools. A prize of \$500 was presented to four public schools, with one of these schools winning three categories, at the award ceremony in October 2010. Paperchain Bookstore continues to be the sponsor for

the 2011 Chief Minister's Reading Challenge with 60 schools registered, 45 of these being public schools.

Where the Directorate or a school receives cash or value-in-kind in return for providing an agreed suite of benefits, activities are required to abide by the Directorate's *Corporate Sponsorship Policy*.

Public Education Award

In 2011 Binutti Construction Pty, Electroboard Solutions Pty Ltd, Hawker Brownlow Education, Project Coordination and Teachers Credit Union offered both financial and in kind professional development opportunities to the 2011 Public Education Award winners.

ACT Refugee Day Scholarship

At the ACT Refugee Day Scholarship Ceremony in 2011, \$250 was presented to each of 12 students who had made great strides while studying at the Directorate's Introductory English Centres or the Canberra Institute of Technology. The ACT Refugee Day Committee provides the scholarships to worthy students who meet refugee or asylum seeker status, and who are judged to be in most need of financial help.

For more information contact:

Director

Training and Tertiary Education

(02) 6205 8555

C16 Territory records

The Directorate is committed to good governance and compliant records management. During the reporting period the Directorate continued to meet its responsibilities under the *Territory Records Act 2002* and related standards.

The Directorate's Records Management Program was reviewed in July 2008. This program is available to all staff via the Directorate's Intranet and is supported by regular records management training.

Following on from the Auditor-General's performance audit into records management in 2008, the Directorate reviewed the risks involved in protecting and preserving records stored by the Directorate and commenced several projects to address and resolve risks over 2009 and 2010.

In 2009, the Directorate commenced outsourcing its records storage to Grace Records Management. This project mitigates the occupational health and safety risks associated with managing a warehouse facility and fulfils the Directorate's legislative requirements in regard to compliant records storage standards. This project was completed in 2010-11.

To improve record keeping in schools, the Directorate trained over 150 business managers and administration staff. The Directorate has put in place guidelines and procedures for archiving student records, class rolls and school administrative records.

Since July 2008, the Access to Records provisions of the *Territory Records Act 2002* provided public access to records older than 20 years. Directorate records that are older than 20 years were identified and assessed. Exemptions for some records were sought to protect the privacy of individuals. Requests are lodged with Archives ACT through a website and records viewed in joint-funded facilities within the Woden Library. The Directorate received nine public access requests in 2010-11.

Table C16.1: Records disposal schedules

Name	Effective	Number
Territory Records (Records Disposal Schedule – Territory Administrative Records Disposal Schedules – Community Relation Records) Approval 2011 (No 1)	8 March 2011	NI2011-84
Territory Records (Records Disposal Schedule - Schools Records Management Records) Approval 2009 (No 1)	11 September 2009	NI2009-451

Source: Information, Communications and Governance Branch

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C17 Human Rights Act 2004

The *Human Rights Act 2004* commenced operation on 1 July 2004. Since then public officials have been required to interpret agency-related legislation consistently with human rights unless the Territory law clearly authorises otherwise.

Amendments to this Act were introduced on 1 January 2009 and provided individuals with the right of action where human rights have been breached by a government agency.

Staff education, training and resources

Respect, Equity and Diversity (RED) Contact Officers (REDCOs) have been identified in each of the nine central office branches with 76 officers identified in schools. REDCOs provide information and raise awareness among staff about bullying, harassment or discrimination. REDCOs also offer support to staff who feel that they may be experiencing bullying, harassment or discrimination in the workplace. The REDCOs undertake Respectful Workplaces training and participate in an ongoing quarterly network and training program.

The Directorate's Equity and Diversity Consultative Committee continues to meet quarterly to provide strategic advice on equity and diversity issues.

The Directorate's Equity and Diversity Plan 2010-2013 has been replaced with the *Respect, Equity and Diversity Framework Action Plan 2010-2012*. This plan includes initiatives to support the implementation of the RED Framework.

Liaison on human rights issues

The Directorate consults with the ACT Human Rights Commission in the preparation of cabinet submissions, including government submissions to Legislative Assembly and Australian Government Committee inquiries and in the development of new and amended legislation.

The ACT Human Rights Commission is an important external stakeholder and is consulted where policies and procedures are being reviewed or developed that may have human rights implications.

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C18 Commissioner for the Environment

The State of the Environment Report

The Directorate provided information to the Commissioner for the Environment in relation to the following environmental themes and indicators:

- Climate Theme Description
 - Emissions – No.4: Energy Use
- Land and Water Theme Description
 - Water Supply – No.20: Water Use
- People Theme Description
 - Urban Quality – No.3: Community Facilities
 - Urban Quality – No.5: Urban Trees
 - Urban Quality – No.11: Green Star Developments
 - Community Engagement – No.31 to 34: Environmental Education.

Tree management practices

One investigation was finalised by the Commissioner for the Environment in relation to ACT Government Tree Management Practices and the renewal of Canberra's urban forest. In response to requests from the Commissioner, the Directorate confirmed information presented in the Commissioner's Report in relation to ACT public school sites.

For more information contact:

Director
Schools Capital Works
(02) 6205 3173

C19 ACT Multicultural Strategy 2010-2013

The *ACT Multicultural Strategy 2010-2013* promotes social inclusion for ACT residents from all cultural backgrounds. The strategy is available on the ACT Government website at <http://www.dhcs.act.gov.au> Directorate activities to support the strategy are noted in Table C19.1.

Table C19.1: Progress against the focus areas of the strategy, 2010-11

Focus area	Progress
Theme 1: Languages	<p>The Directorate supports the teaching of eight priority languages in ACT public schools: four European languages (French, German, Italian and Spanish) and four Asian Languages (Japanese, Chinese, Korean and Indonesian).</p> <p>The current <i>Curriculum Requirements in ACT Public Schools P-10</i> policy requires all primary schools to teach languages for 60 minutes per week in years 3 to 6. All high schools are required to provide a program to students in years 7 and 8 for a minimum of 150 minutes a week. The implementation of this policy has seen an increase of an additional 10,000 students in public schools learning languages, from primary to year 12 (P-12), since 2008.</p> <p>To develop teachers, language-specific and pedagogy-based professional development is offered internally and in conjunction with a number of external organisations such as the Australian National University (ANU), the Alliance Française, the Japan Foundation and the embassies of countries whose languages are taught in ACT public schools. The Directorate also works with the Taipei Economic and Cultural Office, the Embassy of France and the Embassy of the Republic of Korea to support their Speech Contests in the ACT.</p> <p>The Commonwealth Government's <i>National Asian Languages and Studies in Schools Program</i> (NALSSP) aims to support the teaching and learning of the languages and cultures of Japan, China, Korea and Indonesia. In the ACT, the Directorate is the lead authority in implementing the <i>ACT NALSSP Strategic Plan 2009-2011</i> across the three education sectors. The Strategic Plan aims to develop the linguistic ability of teachers. Student engagement with the languages and cultures of Asia has been encouraged by using the NALSSP to facilitate student participation in events such as the Asia Pacific Day at ANU, the primary schools' Indonesian and Japanese Fun Days, and a Wayang Puppet performance for students of Indonesian. Teachers have been supported to include studies of Asia in the curriculum through professional development focussed on Asia literacy in the English and history curricula.</p> <p>The Directorate has Memoranda of Understanding with both the Embassy of the People's Republic of China and the Taipei Economic and Cultural Office, for each to provide a Chinese Language Teacher's Assistant to ACT public schools. Through a separate agreement with the Japan Foundation, a Japanese Teacher's Assistant works in two ACT public schools.</p> <p>The Directorate's Curriculum Officer for Languages meets regularly with members of the ACT Community Language Group, an external organisation, to facilitate support to the ACT Community Language Schools Association (ACT CLS). This support includes the provision of four professional development sessions for ACT CLS teachers in 2011.</p>

Focus area	Progress
Theme 2: Children and Young People	<p>Introductory English Centres</p> <p>The provision of assistance to English as a second language (ESL) students to bring them quickly into mainstream education has been identified by the Australian Government as an important aspect of future economic growth and social cohesion in Australia.</p> <p>ACT schools provide special English language help for children with non-English speaking backgrounds. The Directorate provides an additional four specialist centres, Introductory English Centres (IECs), which offer intensive English language tuition for students with little or no English. Students may attend full-time for up to three terms to improve their knowledge of the English language to enable them to take their places in mainstream classes. The IECs provide programs to improve the literacy and numeracy development of ESL students through the explicit teaching of English language skills.</p> <p>The College Bridging Program</p> <p>The College Bridging Program at Dickson College continues to meet the needs of students aged 16 and over with a refugee experience. The program was developed as a response to the interrupted schooling of many of the young refugees entering the ACT college sector, who face a range of social, cultural, English language and literacy challenges. The program focuses on English language and academic support, plus the broader welfare of the student, including support with settlement issues.</p> <p>The flexible nature of the program allows individual education pathways to progress in college or vocational education. Students have the option to complete the two year program over two or three years. Some students have subject packages primarily made up of the bridging program units; others do a hybrid of bridging units and college accredited or tertiary units and several do only one or two bridging units to further support and consolidate their English language, literacy and numeracy skills. In the vocational education area, students are encouraged to do work experience to gain an understanding of the Australian work context and to be seen by potential employers. Sixteen students were involved in the program in 2010, 10 of whom graduated with a Year 12 Certificate. The Directorate is committed to continuing the program, which addresses the complex needs of students with refugee experiences.</p>
Theme 3: Older People and Aged Care	<p>The Directorate continues to support older people from multicultural backgrounds to participate in life-long learning activities and community life through adult and community education programs. In 2011 the Support Asian Women's Friendship Association was granted \$8,500 for the Learning English and Computer Skills in Other Languages program. The Migrant and Refugee Settlement Services of the ACT received grants to deliver two programs: the Home Tutor Program and the English for Living Program. Both programs assist migrant and refugee residents in the ACT who have limited or no English language.</p>
Theme 4: Women	See C22 ACT Women's Plan 2010-2015
Theme 5: Refugees, Asylum Seekers and Humanitarian Entrants	Programs for students from refugee background are discussed under Theme 2.

Focus area	Progress
Theme 6: Intercultural Harmony and Religious Acceptance	<p>Through both the Australian Curriculum and the ACT curriculum framework P – 10 <i>Every chance to learn</i>, ACT public school students focus on content relating to intercultural understanding and incorporating the valuing of the cultures and beliefs of others. The content encourages students to engage “with people of diverse cultures in ways that recognise differences, create connections and cultivate respect between people”. (The Australian Curriculum, Capability: Intercultural Understanding)</p> <p>Additional to focussed classroom teaching, many ACT schools recognise and celebrate Australia’s multicultural diversity by participating in Harmony Day, which occurred this year on 21 March 2011. This year’s activities included, with the support of parents and embassies, students hosting community picnics, international song and dance assemblies, multicultural art and craft sessions, cultural sporting activities and multicultural cooking classes.</p> <p>At a very practical level, schools have been provided with information to increase awareness of the dietary restrictions on Muslim children and young people during Ramadan. Schools, when requested by Muslim families, have allocated time and space for prayer during the school day.</p> <p>Section 29 of the <i>Education Act 2004</i> provides for the inclusion of religious education in public schools under certain conditions. It states that if parents of children at a public school ask the principal for their children to receive religious education in a particular religion, the principal must ensure that reasonable time is allowed for their children’s religious education in that religion. It also states that <i>religious education</i> means education in a particular religion as distinct from the study of different religions. This policy is enacted by all public schools in the ACT and is an example of religious acceptance promoted by the Directorate.</p>

Source: Learning and Teaching Branch

For more information contact:

Director

Teaching and Learning

(02) 6205 9205

C20 Aboriginal and Torres Strait Islander reporting

The Directorate monitored achievements made against the headline indicators in sections of the *Overcoming Indigenous Disadvantage: Key Indicators 2009* report.

Achievements in this reporting period included:

- an increase in the participation of Aboriginal and Torres Strait Islander children in preschool with enrolments growing from 164 children in the February 2010 census to 193 children in the August 2010 census
- an increase in the number of Aboriginal and Torres Strait Islander students enrolled in public schools with enrolments growing from 1,207 students in 2009 to 1,273 students at the end of the 2010 school year
- Aboriginal and Torres Strait Islander students in the ACT continued to outperform Aboriginal and Torres Strait Islander students in other jurisdictions in literacy and numeracy achievement as measured on the National Assessment Program – Literacy and Numeracy
- four Aboriginal and Torres Strait Islander students (three in year 12 and one in year 11) participated in the ANU Secondary College program in 2010-11
- forty-six out of 72 (64%) Aboriginal and Torres Strait Islander students enrolled in year 10 in public schools in August 2010 were awarded Year 10 Certificates
- thirty-four of the 48 (71%) Aboriginal and Torres Strait Islander students who enrolled in year 12 public secondary colleges were awarded Year 12 Certificates
- *Reconciliation Matters: Reconciliation Action Plan* (RAP) was launched in July 2010 and articulates nine measurable actions that committed the Directorate to long-lasting improvements in cooperation with the ACT's Aboriginal and Torres Strait Islander communities
- the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013* (ATSIEM) was launched in September 2010
- five Aboriginal and Torres Strait Islander year 11 students were awarded a scholarship in March 2010 to support their successful completion of school to year 12 and gain entry to university to pursue a career in teaching.

Early years learning

The February 2010 census showed that 164 Aboriginal and Torres Strait Islander children were attending preschool. Sixty children were enrolled in the Koori Preschool program.

The Koori Preschool program is an early childhood program for Aboriginal and Torres Strait Islander children aged birth to five years. Children under three attend with a parent or carer. The program has a capacity for 100 children across the five school sites: Ngunnawal Primary School, Kingsford Smith School, Narrabundah Early Childhood School, Wanniasa Hills Primary School and Calwell Primary School.

Aboriginal and Torres Strait Islander children aged four, by 30 April each year, can access nine hours per week in the Koori Preschool program in addition to 12 to 15 hours in a local preschool program.

Aboriginal and Torres Strait Islander children who are three years old by 30 April each year may apply for early entry into local preschool programs. Early entry gives these children access to 21 to 24 hours per week in a preschool program (nine hours in the Koori program and 12 to 15 hours in the local preschool program) over an 18 month period prior to commencement in kindergarten.

Literacy and numeracy

In December 2010, the Directorate was successful in a proposal submitted to the Department of Education, Employment and Workplace Relations to deliver intensive literacy support to Aboriginal and Torres Strait Islander students in years 5 to 9 who scored at or below the national minimum standard in one of the strands assessed in NAPLAN. The support will be delivered in partnership with four high schools in the Tuggeranong School Network, the Gudan Gulwan Youth Aboriginal Corporation and the University of Canberra. The ACT Aboriginal and Torres Strait Islander Education Consultative Group will be involved in an advisory capacity to help facilitate advice and direction from parents and caregivers of Aboriginal and Torres Strait Islander students.

One of the key actions outlined in the ATSIEM is to track and monitor performance, progress and achievement of Aboriginal and Torres Strait Islander students. In this reporting period, primary and high schools provided information about the type of strategies being delivered to support Aboriginal and Torres Strait Islander students who scored at or below the national minimum standard in one or more of the strands assessed in NAPLAN. Examples of the strategies implemented included the establishment of an Indigenous Studies Centre, the development of Personalised Learning Plans, the allocation of Learning Support Assistants to work with individual students and scaffolded approaches to literacy tasks. This work will form phase one of a longer term approach to assist schools to target strategies and resources to improve performance and achievement for Aboriginal and Torres Strait Islander students.

School leadership in Aboriginal and Torres Strait Islander education

In August 2010, 65 school leaders from 30 primary schools, 11 high schools and four P-10 schools in the ACT attended a leadership forum at the National Museum of Australia. The focus of the forum was how quality teaching models could be implemented to make a difference in learning outcomes for Aboriginal and Torres Strait Islander students.

During May and December 2010, staff from 11 schools completed a Practitioner-Based Enquiry program. Twenty-three participants delivered presentations on their school-based inquiry research addressing the needs of Aboriginal and Torres Strait Islander students. At the beginning of 2011, seven schools commenced new projects. Materials from these activities will be made available to all public schools in the ACT to assist them in their efforts to improve learning outcomes for Aboriginal and Torres Strait Islander students.

In March 2011, a seminar titled *Sharing Practice – Building Networks* was conducted for high school teachers and members of leadership teams. The seminar involved representatives from four high schools delivering presentations on the results of their practitioner-based enquiries conducted during 2010.

In 2010, the Directorate supported four aspiring school leaders to undertake intensive training through the Stronger Smarter Leadership Institute in Queensland. This training focuses on leadership in Aboriginal and Torres Strait Islander education. One participant has since been appointed to the position of principal of a primary school in the ACT. In 2011 the Directorate continued its involvement with the Stronger Smarter Leadership Institute by sponsoring an additional four aspiring school leaders to undertake training in leadership in Aboriginal and Torres Strait Islander education.

In 2010 and 2011, the Directorate sponsored a total of 22 school leaders to attend conferences provided by the Dare to Lead program operating under the auspices of Principals Australia. In 2011 the theme was Supporting Aboriginal and Torres Strait Islander students at key transition points in their schooling. The North Canberra/ Gunghalin Network of schools and two sections in the Directorate have identified transition support as a priority in their business plans for 2011-12. Work on transition is a priority in the ATSIEM.

Cultural competency

Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013 and the *Reconciliation Matters: Reconciliation Action Plan 2010-2011* both commit the Directorate to implement cultural competence training for all staff.

Beginning in February 2011, a total of 222 non-teaching staff based in schools participated in a trial program delivered by Directorate staff. In June 2011, a total of 67 principals, managers and other staff participated in a one day cultural competency program involving a keynote address and workshops presented by external trainers. Feedback from the June event has provided direction for the Directorate to investigate content and delivery models for classroom teachers and administrative officers.

A tailored cultural competence program will be delivered to senior officers of the Directorate in the next reporting period.

Pathways to training, employment and higher education

Improving year 12 completion rates of Aboriginal and Torres Strait Islander students is a key goal for the Directorate. Indigenous Student Aspiration Coordinators work with Aboriginal and Torres Strait Islander students to support them in successful completion of secondary school and progression to higher education, training and employment options.

In 2010-11, Aspirations Coordinators identified and worked with 131 Aboriginal and Torres Strait Islander students from years 5 to 12. Of these students, 67 regularly

engaged with the program coordinators and attended activities. During this reporting period, an additional 21 students have attended related programs.

The Directorate has allocated funds to high schools and colleges to allow for the provision of subject specific tutorial support for Aboriginal and Torres Strait Islander students. High schools and colleges have adopted a variety of approaches to provide this support including after school study centres, employing a casual teacher to work in the school with students during the day and employing university students who have been approved to work with children. In the next reporting period the Directorate will pursue a partnership with the ANU to provide support in mathematics to Aboriginal and Torres Strait Islander students in years 11 and 12. Under the partnership, students from the ANU School of Applied Mathematics will work with Aboriginal and Torres Strait Islander students during the remainder of the 2011 school year.

In 2010, 48 students completed year 12. Thirty-four students received a Year 12 Certificate while six students achieved a Year 12 Certificate and a VET Certificate. Table C20.1 provides detail of the results achieved.

Table C20.1: Year 12 results of Aboriginal and Torres Strait Islander students, 2010

Qualification	Students
Year 12 Certificate	34
Year 12 Certificate and VET Certificate	6
VET Certificate but no Year 12 Certificate	1
Neither Year 12 nor VET Certificate	7

Source: ACT Board of Senior Secondary Studies

In 2010, 41 Aboriginal and Torres Strait Islander students commenced or recommenced an Australian School-based Apprenticeship (ASBA). One of these students completed a qualification in 2010 and commenced a second course. Training was provided by 13 registered training organisations and students were employed in 10 different business/industry areas by 14 different employers.

Table C20.2: Aboriginal and Torres Strait Islander student enrolments in ASBA courses, 2010

Industry	Qualification	Students
General Construction	Certificate II	3
Horticulture	Certificate II	1
Community Recreation	Certificate II	18
Business	Certificate II	4
Automotive	Certificate II	1
Hospitality	Certificate III	2
Construction Pathways	Certificate II	7
Tourism	Certificate II	1
Retail	Certificate II	2
Aged Care	Certificate III	1
Financial Services	Certificate II	1
Total		41

Source: Aboriginal and Torres Strait Islander Education and Student Support Branch

Links to national plans and policy

The ACT Government is committed to closing the learning achievement gap between Aboriginal and Torres Strait Islander peoples and other Australians. That commitment has been articulated in various National Partnership Agreements to which all states and territories are signatories. The National Indigenous Reform Agreement underpins a significant set of priorities for Aboriginal and Torres Strait Islander people and has been formulated around the following six building blocks:

- life expectancy
- young child mortality
- early childhood education
- reading, writing and numeracy
- year 12 attainment
- employment.

In June 2011, the Ministerial Council for Education, Early Childhood Development and Youth Affairs' *National Aboriginal and Torres Strait Islander Education Action Plan* was launched. The plan articulates clear targets for closing the learning achievement gap for Aboriginal and Torres Strait Islander students. The plan also outlines key actions that are required at the national, state and territory and local school level for the period 2010-2014. The Directorate participated in the development of the plan and has reflected or adopted the same domains in the ATSIEM.

ATSIEM was launched in September 2010 and established these key priorities for action: readiness for school; engagement and connections; attendance; literacy and numeracy; leadership; quality teaching and workforce development; and pathways

to real post-school options. ATSIEM provides clear direction for closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students and is clearly aligned with the Directorate's *Strategic Plan 2010-2013: Everyone matters*.

In July 2010, the Directorate launched RAP which identified measurable targets towards improving the following three focus areas:

- improving the relationships between Aboriginal and Torres Strait Islander people and non-Indigenous people
- demonstrating respect to Aboriginal and Torres Strait Islander people
- creating educational, training and employment opportunities for Aboriginal and Torres Strait Islander peoples.

Significant progress was made during the reporting period on implementing key actions outlined in the RAP. Achievements will be collated and presented in a report to the Directorate and Reconciliation Australia in August 2011. Those achievements will also be used to develop the second (refreshed) RAP which is proposed to cover the period July 2011 to June 2013. The refreshed RAP will have targets and actions in the same three focus areas as the 2010-11 RAP.

Enrolment

Over the last five years, a steady increase in the number of Aboriginal and Torres Strait Islander students enrolling in public schools continued as shown in Table C20.3

Table C20.3: Enrolment of Indigenous students, 2006 to 2010

Year level	2006	2007	2008	2009	2010
Preschool-year 6	672	663	712	820	833
Years 7-10	248	259	247	275	312
Years 11-12	91	82	68	95	107
Specialist schools	21	19	19	17	21
Total	1,032	1,023	1,046	1,207	1,273

Source: Aboriginal and Torres Strait Islander Education and Student Support Branch

Attendance

Attendance rates for Aboriginal and Torres Strait Islander students in ACT public schools have been relatively stable over the past two years, with a slight increase for years 11 and 12 students. These attendance rates remain below the attendance rates of non-Aboriginal and Torres Strait Islander students. Improvement of attendance and participation has been made a key priority in the ATSIEM.

Table C20.4: Attendance rate of Aboriginal and Torres Strait Islander students, 2006 to 2010

Year level	2006	2007	2008	2009	2010
Preschool-year 6	88.4	87.5	87.4	86.4	84.6
Years 7-10	88.9	77.7	76.6	76.0	75.2
Years 11-12	88.1	84.8	84.9	77.3	78.5

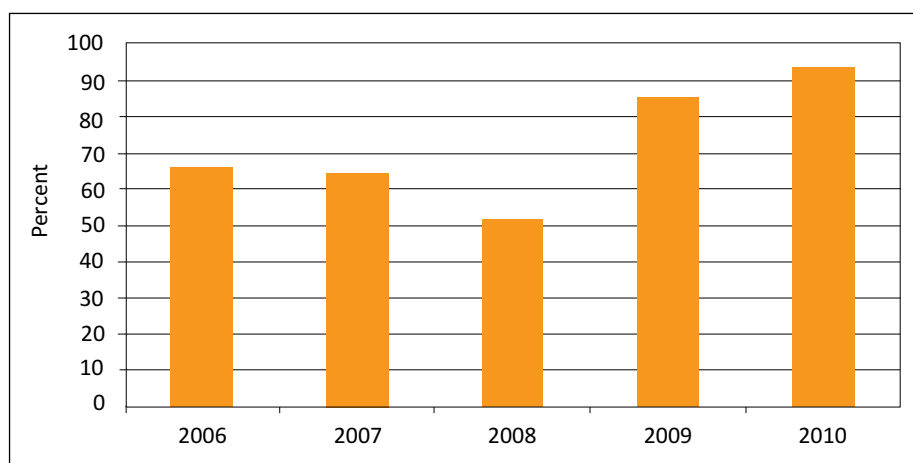
Source: Aboriginal and Torres Strait Islander Education and Student Support Branch

Note: Attendance rate is the number of actual days of attendance as a percentage of the total school days.

Retention

Aboriginal and Torres Strait Islander students are staying at school longer. The retention of Aboriginal and Torres Strait Islander students from year 10 to year 12 improved for 2009 and 2010.

Figure C20.1: Retention rate of Aboriginal and Torres Strait Islander students, 2006 to 2010



Source: Aboriginal and Torres Strait Islander Education and Student Support Branch

Over the reporting period the Directorate continued to deliver key programs targeted at improving attendance, retention and the successful completion of year 12. These programs included the Aboriginal and Torres Strait Islander Student Aspirations program, Aboriginal and Torres Strait Islander Education Officers (ATSIEOs) and Indigenous Education Workers being placed in schools.

All public schools in the ACT are committed to keeping students engaged in quality learning programs. For Aboriginal and Torres Strait Islander students in the high school years this has involved the provision of enhanced communication and liaison between the school and home with the support of ATSIEOs based in seven high schools.

Support for Aboriginal and Torres Strait Islander students

Supporting Aboriginal and Torres Strait Islander students to succeed at school is a priority for the Directorate and all public schools.

In 2010, the Directorate employed eight ATSIEOs who were based in high schools to support the high schools and local primary schools. The focus of the work of ATSIEOs was to improve attendance, establish a connection and build relationships between schools and Aboriginal and Torres Strait Islander families and communities. The schools in which the ATSIEOs were based are Calwell High School, Wanniasa School (Senior Campus), Gold Creek School (Senior Campus), Melrose High School, Stromlo High School, Telopea Park School, Lyneham High School and Canberra High School.

In 2011, there were seven ATSIEOs based in the same schools noted above with the exception of Canberra High School where the position was relocated to Melba Copland Secondary School.

The Directorate also employed four Indigenous Education Workers to work across a number of primary schools where they provide support to Aboriginal and Torres Strait Islander students and their teachers in the school environment.

Partnerships and collaboration

The Directorate worked collaboratively with a number of key government and non-government agencies to support Aboriginal and Torres Strait Islander students in their educational journeys.

The Integrated Service Delivery (ISD) program to support Aboriginal and Torres Strait Islander families is a collaborative service delivery model established as a partnership between Community Services, Health and the Education and Training Directorates. It provided early intervention services to children and families with complex needs who are being supported by several agencies. The program works to ensure that relevant education, health and family support services are delivered in a culturally competent, integrated and coordinated manner. Schools which have Aboriginal and Torres Strait Islander students with complex needs can be referred to the ISD program which will support families through a whole of government approach.

Throughout this reporting period the Directorate continued its relationship with Gugan Gulwan Youth Aboriginal Corporation to support the delivery of educational programs to Aboriginal and Torres Strait Islander students enrolled in high schools and colleges. In 2010 and 2011 the Directorate provided funds to allow for the employment of a classroom teacher to deliver literacy and numeracy support to students in years 7 to 10. The Directorate also provided funds for subject specific tutorial support for Aboriginal and Torres Strait Islander students in years 7 to 12 in the Tuggeranong Valley.

Over the reporting period a partnership between the Directorate and Northside Community Services was established around a specific cohort of disengaged families with the goal of re-engaging school-aged students with their local schools or other

educational programs. The partnership involved the allocation of \$60,000 to employ part-time staff to provide literacy and numeracy tutoring to 10 children. Over the reporting period, eight of the 10 children attended regular tutoring sessions and remained engaged in their learning programs. Two of the 10 students were supported with their transition from primary to high school.

For more information contact:

Director

Aboriginal and Torres Strait Islander Education and Student Support

(02) 6205 7029

C21 Ecologically Sustainable Development

Sustainable Schools Initiative

The Australian Sustainable Schools Initiative (AuSSI) is a partnership between the Australian Government and States and Territories to help schools achieve a sustainable future. In the ACT, AuSSI is managed by the Environment and Sustainable Development Directorate (ESDD) and is supported by the Directorate, ACT public schools and non-government schools. AuSSI is being implemented in 126 of the 128 ACT schools with 83 out of 84 public and 43 out of 44 non-government schools participating in the program.

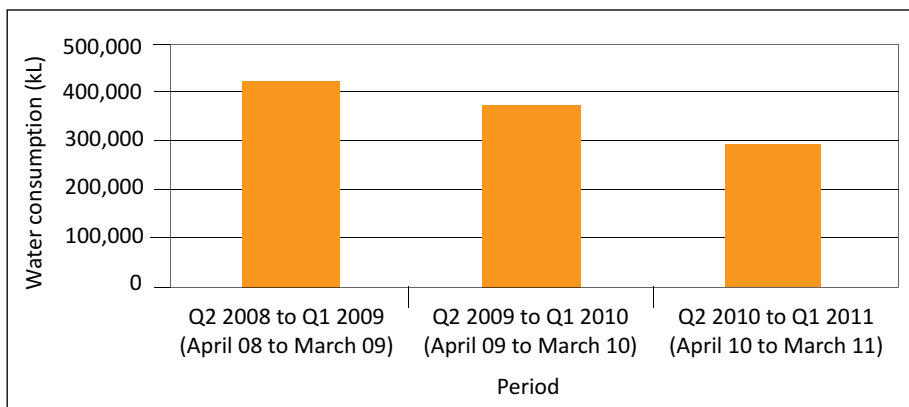
The partnership previously developed between ESDD and the Directorate to conduct water audits and provide water efficiency reports to all ACT public schools was continued this year with 16 public schools receiving a water audit in 2010-11, bringing the total to 44 schools. Each of these schools was provided with a report recommending water saving initiatives based on the audit findings.

The sustainability handbook, *'What is a Sustainable School?'* and Sustainability Action Kit, developed by the Directorate, were distributed to ACT schools in 2010-11. The handbook can be accessed on the Directorate's website. This assists school communities to identify opportunities to implement sustainable practices in their local environment. The Sustainability Action Kit contained four copies of the sustainability handbook, four posters, an electricity meter, a lux meter and a timer. The Directorate and AuSSI ACT will be working closely together in 2011-12 to provide all ACT public schools with assistance to develop a School Environmental Management Plan.

Water consumption

Water restrictions in the ACT eased significantly during 2010-11 with permanent water conservation measures now in place. Water consumption continued to decrease in the reporting period (over 30 percent in the two year period from 2008-09 to 2010-11), indicating the success of both water restrictions and water saving measures implemented in schools.

Water consumption data is graphed in Figure C21.1 for three years from 1 April 2008 to 31 March 2011.

Figure C21.1: Water consumption in schools from 1 April 2008 to 31 March 2011

Source: Schools Capital Works Branch

Energy consumption

All ACT public schools have now received an energy audit. Energy audits were conducted over the 2009-10 and 2010-11 financial years. The energy audits established baseline energy performance data and identified recommendations to improve the efficiency of each school and provided schools with an analysis of electricity consumption and site specific recommendations on how to reduce that consumption.

For the 2009-10 and 2010-11 financial years, the whole of government electricity supply contract increased the amount of green power purchased by ACT agencies, including ACT public schools, from 23 percent in 2008-09 to 32.5 percent in 2010-11.

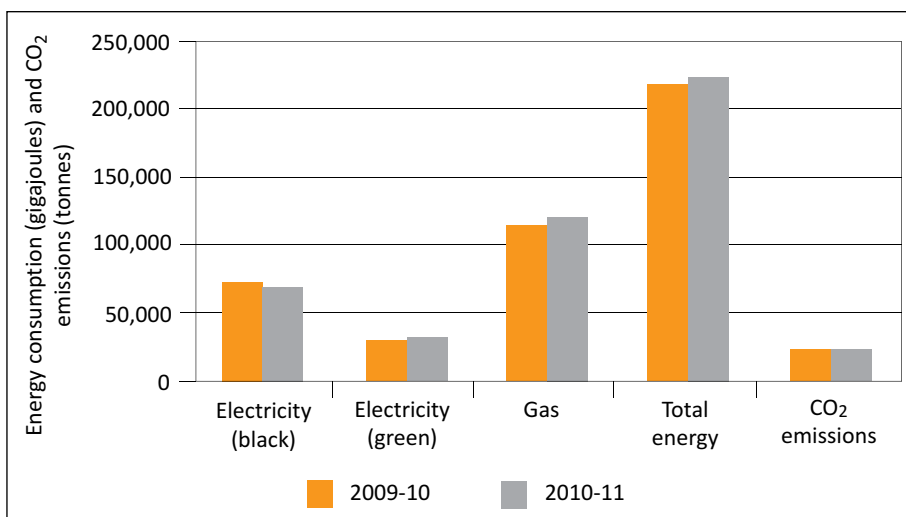
Electricity consumption across all schools decreased by 0.6 percent. However, gas consumption increased by 5.7 percent. The net result of this is a decrease in greenhouse gas emissions of 1.0 percent (calculated from the National Greenhouse Accounts Factors 2009 and 2010, Department of Climate Change).

In addition, a lighting audit was undertaken in 2010-11 to identify the schools and locations where less efficient light fittings are installed. Reducing energy consumption is an ongoing issue for schools and to this end lighting in all refurbished areas in ACT public schools was upgraded to energy efficient fittings as part of the standard program of capital upgrades.

Some ACT public schools, including Gungahlin College, Gold Creek and Kingsford Smith Schools, and Evatt, Gordon and Theodore Primary Schools, generate energy through solar panels. As these schools receive a feed-in tariff, carbon offsets do not accrue to the schools.

Electricity and gas consumption are graphed in Figure C21.2 for two years from 1 April 2009 to 31 March 2011.

Figure C21.2: Energy consumption in schools from 1 April 2009 to 31 March 2011



Source: Schools Capital Works Branch

Resource efficiency measures

The Directorate is currently working towards the installation of smart meters for electricity, gas and water for all ACT public schools. The first round of smart meters at 19 schools will be installed in 2011-12. These smart meters will monitor resource use in real time and be connected to a web interface, allowing for greater management of energy and water resources and increased curriculum outcomes for all students.

The successful installation of 23 rainwater tanks at schools under the Public Schools – Water Tanks program in 2009-10 was followed in 2010-11 with the installation of a further 37 rainwater tanks.

Nineteen ACT public schools received grants in the 2010-11 funding round for the Australian Government's National Solar Schools Program. Schools will use the grants to install solar power generation systems and implement energy and water management improvements.

The Directorate established contracts with five solar installation companies to assist schools to install solar power generation systems at all ACT public schools, including the 19 schools approved in 2010-11. Pilot installations were completed at Evatt Primary School and Kingsford Smith School. Solar power systems will be progressively installed at other schools over the period: 1 July 2011 to 30 June 2013.

Additionally, the Directorate continues to install energy and water efficient infrastructure as part of school refurbishment and upgrade works. The initiatives implemented by the Directorate are contributing to ACT public schools being carbon neutral by 2017.

Building the Education Revolution

The Building the Education Revolution initiative in the ACT not only provided modern facilities for ACT public schools, but also showcased design features aimed at improving the environmental performance of our schools.

The following features aimed at reducing energy and water consumption were included in project designs:

- building orientation to maximise northerly aspects
- external shading to improve passive cooling of buildings
- wall and ceiling insulation
- in-slab heating and insulation
- a range of approaches to heating and cooling systems to minimise reliance on electricity use
- windows/louvre systems designed to encourage natural cross-ventilation and night purging to naturally heat/cool buildings
- windows and glazing designed to maximise daylight entry and minimise glare
- low e-glass (Comfort Plus) for low level external glazing
- double glazing windows for high level glazing
- the installation of rainwater tanks, connected to the toilets
- natural lighting and energy efficient lighting
- a combination of motion sensors and timing controls for lights to minimise wastage
- 5 Star sanitary fittings (water efficient toilets and taps)
- recycled building materials
- the use of products (paints and carpets) with low volatile organic compounds.

The Gold Creek School Environment Centre, a registered 6 Green Star Design Rated building project, showcases innovative environmentally sustainable design features. Significantly, the building's north facing roof is made of photovoltaic roof panels which are capable of producing more electricity than the building consumes.

New schools

Gungahlin College and Namadgi School opened at the start of the 2011 school. These schools are registered 5 Green Star Design Rated building projects and aim to provide enhanced occupant comfort while minimising the environmental footprint of the school campus. For example, the buildings at Gungahlin College feature a traffic light louvre system, allowing occupants to learn how to manage the louvre system for the most efficient operation of the building.

Office-based sustainability

The information on a range of sustainability indicators for 2010-11 from four central office sites (Braddon, Stirling, Fyshwick and Higgins) is given in Table C21.1. It does not include school data.

The information in the table has been calculated using data provided by ActewAGL, Territory and Municipal Services Directorate, SITA Environmental Solutions, sgfleet, Recall, Thiess Services, Cleanaway and Corporate Express. The details for office greenhouse gas emissions and transport gas emissions have been calculated with the assistance of the ESDD.

The Directorate will participate in the Smart Office recycling program from 1 July 2011 to increase the levels of recycling at its primary central office site (220 Northbourne Avenue, Braddon). The program will increase the accuracy of measuring paper recycling levels.

The Directorate is working with the ESDD to develop its Resource Management Plan. This plan provides a basis for monitoring and evaluating resource efficiency measures against specific targets in relation to management of water, electricity, gas and transport fuel consumption, waste production and recycling, and greenhouse gas emissions. This will support the Directorate's compliance with the ACT Government Climate Change Strategy – *Weathering the Change* to reduce emissions by 40 percent from 1990 levels.

Table C21.1: Information on office-based sustainability indicators as at 30 June 2011

Indicator	Unit	2009-10	2010-11
Occupancy - Staff full-time equivalent (FTE)	FTE	354.4	347.7 ^a
Area office space - Net lettable area	Square metres (m ²)	7,206	7,808
Stationary energy			
Electricity use	Kilowatt hours	1,472,507	1,296,406
Renewable energy use (Greenpower & EDL land fill gases)	Kilowatt hours	211,995	173,896
Percentage of renewable energy used	Percentage	14.4	13.4
Natural gas use	Megajoules	3,442,342	2,719,796
Total energy use	Megajoules	8,743,367	7,386,858
Energy intensity per FTE	Megajoules/FTE	24,671	21,244
Energy intensity per square metre	Megajoules/m ²	1,213	946
Transport			
Total number of vehicles	Number	33	24
Total vehicle kilometres travelled	Kilometres	N/A	301,657
Transport fuel (petrol)	Kilolitres	27.0	21.5
Transport fuel (diesel)	Kilolitres	2.0	2.6
Transport fuel (LPG)	Kilolitres	0	0
Transport fuel (CNG)	Kilolitres	0	0
Total transport energy use	Gigajoules	970	835 ^b

Indicator	Unit	2009-10	2010-11
Water			
Water use	Kilolitres	114,302	7,254 ^c
Intensities			
Water use per FTE	Kilolitres/FTE	323	20.9 ^c
Water use per square metre	Kilolitres/m ²	16	0.9 ^c
Resource efficiency and waste			
Reams of paper purchased	Reams	11,114	8,259
Recycled content of paper purchased	Percentage	98	98
Estimate of general waste ^d	Litres	400,500	690,000 ^e
Estimate of co-mingled material recycled ^d	Litres	5,000	1,500
Estimate of paper recycled ^d	Litres	177,480	224,400 ^f
Estimate of organic material recycled ^d	Litres	Not available	Not available
Greenhouse gas emissions			
Total stationary energy greenhouse gas emissions (all scopes)	Tonnes CO ₂ -e	1,542.6	1,378.6 ^b
Total transport greenhouse gas emissions (All scopes)	Tonnes CO ₂ -e	81.9	63.0 ^b
Intensities			
Greenhouse gas emissions per person	Tonnes CO ₂ -e/FTE	4.4	4.0
Greenhouse gas emissions per square metre	Tonnes CO ₂ -e/m ²	0.2	0.2
Transport greenhouse gas emissions per person	Tonnes CO ₂ -e/FTE	0.2	0.2

Source: Finance and Corporate Support Branch

Notes:

- The results for the FTE are based on the four central office sites of 220 Northbourne Avenue in Braddon, Hedley Beare Centre for Teaching and Learning in Stirling, former Higgins Primary School Annex and the Fyshwick Annex. Figures provided by Human Resources.
- Calculated with information entered into OSCAR.
- The decrease in water consumption was due to one burst water main and two burst water pipes being replaced at the former Higgins Primary School.
- The indicators are measured on the basis of bins collected.
- The increase in general waste is due to an additional bin being located at the former Higgins Primary School Annex, additional collections due to Central Office relocations and "clean-ups" of office/warehouse areas.
- The increase in paper recycled is due to an additional bin being located at the Fyshwick Annex and Hedley Beare Centre for Teaching and Learning in Stirling, additional collections due to Central Office relocations and "clean-ups" of office/warehouse areas.

For more information contact:

Director
Schools Capital Works
(02) 6205 3173

C22 ACT Women's Plan 2010-2015

The *ACT Women's Plan 2010-2015* provides a whole of government approach on how to improve the status of women and girls in the ACT. The plan identifies economic, social, and environmental themes as the areas where progress is required to be made (Table C22.1).

Table C22.1: ACT Women's Plan 2010-2015 strategic outcomes and priority areas

Economic	Social	Environmental
Strategic outcome Women and girls equally and fully participate in, and benefit from, the ACT economy.	Strategic outcome Women and girls equally and fully participate in sustaining their families and communities and enjoy community inclusion and wellbeing.	Strategic outcome Women and girls equally and fully participate in planning and sharing an accessible and sustainable city.
Priority areas	Priority areas	Priority areas
<ul style="list-style-type: none"> • Responsive education, training and lifelong learning • Flexible workplaces • Economic independence and opportunities • Leadership and decision making 	<ul style="list-style-type: none"> • Safe and respectful relationships • Good health and wellbeing • Safe and accessible housing 	<ul style="list-style-type: none"> • Safe and responsive transport and urban planning • Sustainable environment

Source: *ACT Women's Plan 2010-2015*

Progress by the Directorate in relation to the progress indicators under the plan, where applicable, is detailed in Table C22.2.

Table C22.2: Progress against the indicators of progress of the plan

Indicators of progress	Indicators of progress	Indicators of progress
<p>Pathways for women and girls in education and training</p> <p>The Directorate recognises the importance of ensuring equal access for women and girls to work related training and lifelong learning. The Directorate administered a number of vocational education and training (VET) programs in 2010-11 aimed at providing easily accessible, relevant training.</p> <p>Under the Australian Apprenticeships program in 2010-11, 19 percent of participants commencing a traditional apprenticeship were women. Of the participants commencing a traineeship 57 percent were women.</p> <p>Under Australian School-based Apprenticeships (ASBA) in the 2010 school year 46 percent of students commencing an ASBA were girls. In order of popularity, the top six ASBAs undertaken by girls in the period were in the industry areas of Hospitality, Business, Children's Services, Hairdressing, Sport and Recreation, and Retail.</p> <p>Under the Productivity Places Program (PPP) during 2010-11, 56 percent of job seekers commencing a PPP were women. Of the job seekers completing, or continuing to study towards, a qualification in the reporting period 55 percent were women.</p>	<p>Recognition of women's and girls' contributions to the community</p> <p>The Directorate held a breakfast function on International Women's Day to celebrate the achievements of Directorate's female staff and their contribution to the community. A number of Women of Achievement Awards were presented to staff.</p> <p>Increased community leadership and decision making opportunities for women and girls</p> <p>Women have considerable representation in Directorate advisory bodies and actively participate in decision making processes. The two ministerial advisory committees, the Government Schools Education Council (GSEC) and the Non-government Schools Education Council (NGSEC), are chaired by women.</p> <p>Affordable and accessible gender and culturally sensitive services</p> <p>Every school has a dedicated pastoral care coordinator for coordinating whole of school pastoral care programs that take a personalised approach to supporting student wellbeing.</p> <p>The Families and Schools Together program, School Youth Health Nurse program and Disability Support Officers also support student wellbeing.</p>	<p>Available opportunities for women and girls in decisions about urban planning, transport and the environment</p> <p>A number of women were members of the Design Working Groups for Namadgi School and Gungahlin College. The Design Working Groups were comprised of stakeholder and school community representatives and provided input and advice to the Directorate on the design for each school.</p> <p>Consideration towards women's and girls' safety, security and accessibility when designing, building or retrofitting public facilities</p> <p>The Directorate assists schools in using security options such as perimeter fencing to provide additional security for students thereby controlling school entry and exit points.</p> <p>The Directorate continues to work closely with schools and the Australian Federal Police to assess and develop strategies to improve security and safety at school sites.</p>

Indicators of progress	Indicators of progress	Indicators of progress
<p>Under the Priorities Places Program (PSP) in 2010-11, 60 percent of participants commencing a PSP were women. Of the participants completing qualifications or statements of attainment during this period 63 percent were women.</p> <p>Increased opportunities for the advancement of women in the workforce</p> <p>As at 30 June 2011 women made up 78 percent of the Directorate workforce. As at 30 June 2011, 483 of the 674 school leaders and 66 of 107 senior officers were women.</p> <p>PPP provides funding for the training of existing workers also to increase productivity. In 2010-11, 46 percent of existing workers commencing a PPP were women. Of the existing workers completing, or continuing to study towards, a qualification in the reporting period, 58 percent were women.</p> <p>Increased economic leadership decision making opportunities for women and girls</p> <p>Women are well represented at senior decision-making levels in the Directorate. As at 30 June 2011, three of the Directorate's five senior executives and nine of the 17 executives were women.</p> <p>In the 84 ACT public schools, 57 principals (67%) were women as at 30 June 2011 compared with 54 principals in the 83 schools (65%) at 30 June 2010.</p>	<p>Each school has an Anti Sexual Harassment Officer. Targeted training was provided for these officers during the reporting period.</p> <p>A Cultural Competency training program designed to raise awareness and respect for Aboriginal and Torres Strait Islander cultures and the diversity within and the differences between them has commenced.</p> <p>In 2010, four year 12 and one year 11 female Aboriginal and Torres Strait Islander students were awarded scholarships under the Aspirations Program. In 2011, one female year 11 student from the 2010 program is continuing and an additional four female students have received scholarships. The Aspirations Program provides scholarships of \$5,000 per annum to Aboriginal and Torres Strait Islander students in years 11 and 12 who wish to undertake tertiary study.</p> <p>A Stamp Out Homophobia Conference was held for teachers and students in May 2011. The prevention of harassment of same sex attracted young persons in schools was canvassed. School and whole of Directorate review of anti-homophobia strategies will be undertaken.</p>	

Indicators of progress	Indicators of progress	Indicators of progress
<p>Every ACT public school has a school board with the board chairperson elected by the members of the board. Women comprise 46 percent of ACT public school board chairpersons.</p> <p>Improved financial equity The Directorate developed and promoted the 'Facilitating Part Time Work Arrangements - Guidelines for Principals, Managers and Employees' to facilitate part-time work arrangements for women.</p>	<p>Pathways for women experiencing disadvantage, social exclusion and isolation The Directorate administers and funds programs that provide the best possible means for women to participate actively in community life through schooling, vocational and community education and training.</p> <p>Addressing violence against women and their children and protection and support for victims The Directorate continues to deliver Respectful Workplace training to employees. The training focuses on creating safe and respectful workplaces and provides information on preventing and managing bullying and harassment in the workplace.</p>	

Source: Information, Communications and Governance Branch

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C23 Model Litigant Guidelines

The Directorate complies with the Model Litigant Guidelines (the Guidelines) as required under the *Law Officer Act 1992*. The Guidelines apply to the conduct of civil claims, litigation, arbitration and other alternative dispute resolution processes involving the ACT Government agencies. The Guidelines require agencies to act honestly and fairly in handling claims and litigation brought by or against them.

The Directorate ensures compliance with the Guidelines by obtaining the legal advice and services of the ACT Government Solicitor for identification of potential non-compliance matters. No breaches of the Guidelines were identified in the reporting period.

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C24 ACT Strategic Plan for Positive Ageing 2010-2014

The Directorate recognises the need to assist seniors who wish to increase their information and communication technology skills to more easily access information, services and social contacts. It also recognises the importance of providing educational and recreational opportunities for older people whether they are in full-time, part-time or casual paid employment, volunteer work or simply seeking to update their skills.

Table C24.1: Progress against the focus areas of the plan

Focus Area	Progress
Information and Communication	<p>Action: Develop and promote information and communication technology (ICT) services and training for seniors</p> <p>The Directorate administers three funding programs for which seniors aged 60 years and over are eligible: Priorities Support Program (PSP), Productivity Places Program (PPP) and Adult Community Education grants program (ACE).</p> <p>In 2010-11 under PSP, 18 ICT specific training programs were available for adults of all ages, including seniors. In addition, 11 training programs that included basic ICT skills were available. Basic ICT skills include operating a personal computer and sending and retrieving information using the internet and email.</p> <ul style="list-style-type: none"> • Under PPP, nine ICT specific training programs were available for adults of all ages, including seniors. • Under ACE, three ICT training programs were available for adults of all ages, including seniors. • Under PSP, 14 seniors enrolled in ICT specific courses and four enrolled in courses that included gaining competency in basic ICT skills. • Under PPP, five seniors enrolled in ICT specific courses.
Work and Retirement	<p>Action: Promote educational and recreational opportunities</p> <p>In 2010-11, 65 seniors accessed nationally accredited vocational education and training under PSP.</p> <p>Under ACE in 2011, seniors are eligible to access 21 courses that received grants totalling \$245,000. These ACE courses aim to deliver quality community-based learning opportunities in a range of non-formal settings such as activity centres and community men's sheds. One such course, Dovetail for Diggers and Metal Mangers, is delivered by the ACT Vietnam Veterans and Veterans Federation and provides one-on-one instruction by retired tradesmen.</p>

Source: Training and Tertiary Education Branch

For more information contact:
Director
Training and Tertiary Education
(02) 6205 8555

