

PART B

PART B:
ORGANISATION
OVERVIEW AND
PERFORMANCE

DIRECTOR-GENERAL'S REFLECTION

I am pleased to present this report on the activities and achievements of the ACT Education Directorate for the financial year 2016-17. This report highlights achievements relevant to our key strategies and how we continue to meet the learning needs of Canberra's children and young people.

The 2016 school year got off to a tremendous start with the opening of Charles Weston School in the Molonglo Valley, meeting the needs of a continuing growth in our student population. The February 2017 census indicated an increase of 1,897 students since February 2016 and we welcomed 270 new teachers and staff in 2017. Providing quality learning environments is a feature during this reporting period with a strong program of refurbishments of existing facilities, expansion of existing schools and the development of new schools to meet the needs of our community. We have embraced the opportunities of new technologies and new approaches to the design of learning environments.

Students and their learning are at the heart of every decision we make in education in ACT public schools. Having students at the centre in all that we do is our core commitment. During the course of this reporting period, there was a clear shift towards this commitment. Revising our Education Support Office organisation structure in early 2017 provided confidence that we have refocused our efforts to support schools, school leaders, teachers, staff and students.



We provide the foundations for students to thrive in a rapidly changing world. Education and learning is central to how all students make their way through a more complex world and enable them to thrive.

Our early childhood sector has the highest participation rates in the country. It continues to improve within the National Quality Framework. Almost 96 percent of four year olds in the ACT were part of a preschool program and the National Partnership for Universal Access to Early Childhood Education supports children with 600 hours of free public preschool education in the year before they start formal schooling. The Directorate's Children's Education and Care Assurance, the ACT Regulator, provides regular opportunities for professional development and networking for the sector's workforce. Assessments during the year show that most early childhood education and care services are improving in quality.

I am inspired and impressed by the children and young people I meet in our schools. Students repeatedly tell me how they love learning new things, gaining greater insights and developing new skills. We cannot underestimate how important it is that these students are engaged in this way.

We want every child's individual potential to be identified and developed by quality teaching in a supportive and safe learning environment. When students speak about their love of learning then we know they have a good relationship with their teachers. Quality teaching remains the single greatest positive influence on children's learning and this year I have met many dedicated teachers, leaders and school staff who demonstrate this commitment.

There are a number of challenges for education systems across Australia and the ACT is not immune to these challenges. In particular, in the previous report we identified a plateauing of student performance in literacy and numeracy and the need to lift performance in the future. While ACT school students maintain their overall high performance compared to previous years, we continue to focus on further progress ensuring that every child and young person, regardless of their background or circumstances, has access to the best possible education. This report provides information on a range of programs and activities currently being undertaken in this regard including the reformed school review process aligned to the National School Improvement Tool linked to the use of explicit improvement plans. Quality literacy and numeracy programs for education leaders have been designed and delivered to enhance the skills and capability of our teaching staff, providing targeted support to every student. For example, the Principals as Numeracy Leaders program, a research-based instructional leadership initiative, coupled with Count Me in Too and Middle Years Mental Computation teacher professional learning, supports effective leadership and teaching in numeracy.

Equity and inclusion continues to be a priority for the ACT Government. We acknowledge and strive to meet the challenges associated with overcoming disadvantage and inequity to ensure our children and young people are equipped for a lifetime of learning, build connections with one another, and demonstrate the ability to understand and work with people from diverse backgrounds. One aspect of this in 2016-17 has been integrating speech pathology, occupational therapy, physiotherapy and allied health services into the Directorate to provide the health expertise required to support children with special needs. The continued development and implementation of the Student Resource Allocation program highlights our commitment to equitably allocate funding and resources across ACT public schools on a needs basis. This includes resources that provide schools with extra support for students with disability, who are Aboriginal and Torres Strait Islander, who speak English as an Additional Language or Dialect, or who come from a low socio-economic status background.

A strong focus in 2016-17 was workplace safety which included the development, in partnership with the Australian Education Union, of a range of activities and initiatives to ensure schools are safe learning environments for both students and staff. This is vitally important work and builds on our commitment to ensuring schools are safe and inclusive of all children including those with complex needs.

ACT public schools have a proud history of self reflection and examination in monitoring our progress and evaluating our achievements. As part of this work, over time we have adapted our approaches, developed new methods and innovative solutions. The ACT Government is keen to maintain this momentum with the Future of Education community conversation.

While there may be some uncertainties about the world our children will be entering when they leave school, what we do know is this: we need to ensure we provide the learning opportunities every child requires to meet these challenges. This community conversation aims to ensure as many voices as possible contribute to the future planning of ACT public schools. We have undertaken a range of activities and opportunities for parents, students, teachers, school leaders and community members to contribute to this conversation and I encourage all Canberrans to provide their ideas, feedback and suggestions.

I would like to thank and acknowledge all of the teachers, school leaders, principals, school administrative support staff and Education Support Office staff who ensure ACT schools meet the needs of all students and I am looking forward to us collaboratively building on the progress made during this reporting period.

Natalie Howson

Director-General

B1. ORGANISATIONAL OVERVIEW

THE ORGANISATION

The Education Directorate delivers quality public school and early childhood education to shape every child's future and lay the foundation for lifelong development and learning.

OUR VISION

Our vision is that every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives. We strive to ensure that every child and young person in the ACT benefits from high quality, accessible education and early childhood education and care.

OUR VALUES

The Directorate shares the ACT Public Service values of respect, integrity, collaboration and innovation. We use these values to shape our behaviours and actions when supporting children and young people in our schools. These values also apply across all areas of the Directorate to shape the work that our people do to support each other.

OUR PRIORITIES

To guide the Directorate's work in achieving our strategic goals, action plans for 2016 and 2017 were developed to focus on the following priorities:

Quality learning actions focus on curriculum, assessment and reporting; literacy, numeracy and science; and early years education and care.

Inspirational teaching and leadership prioritises quality teaching; leadership capacity; and supporting teaching and learning.

High expectations, high performance focuses effort on meeting the learning needs of every student.

Connecting with families and the community aims to engage with the community and industry; reduce red tape and ensure compliance through regulatory services.

Business innovation and improvement has a focus on school performance; data for improvement; and learning environments.

OUR STAKEHOLDERS

Our clients and stakeholders include:

- > students and their families;
- > children and their families accessing early childhood education and care;
- > the Minister for Education and Early Childhood Development;
- > the ACT Government;
- > school and Directorate employees;
- > early childhood education and care providers;
- > the ACT Teacher Quality Institute and ACT Board of Senior Secondary Studies;
- > community organisations;
- > peak representative groups;
- > non-government schools;
- > the higher education sector, especially teacher training institutions; and
- > employers.

ACT PUBLIC SCHOOLS – NETWORK DISTRIBUTION

The figure below shows the number of ACT public schools in each sector and their distribution across the ACT. The ACT's newest public school is Charles Weston School, situated in the Molonglo Valley, which opened for the beginning of the 2016 school year.

The ACT public education system is based on four networks. A Director of School Improvement is assigned to each network with management responsibilities for each principal in the network and oversight of each school's improvement agenda. An additional Director of School Improvement was appointed in 2017 to provide targeted school improvement support to the system and to identified schools.

BELCONNEN

NETWORK

- 1** Early childhood school
- 15** Primary schools
- 2** Combined schools
- 3** High schools
- 2** Colleges

NORTH/ GUNGALIN

NETWORK

- 2** Early childhood schools
- 10** Primary schools
- 3** Combined schools
- 2** High schools
- 2** Colleges
- 2** Specialist schools

SOUTH/ WESTON

NETWORK

- 2** Early childhood schools
- 13** Primary schools
- 1** Combined school
- 3** High schools
- 2** Colleges
- 2** Specialist schools

TUGGERANONG

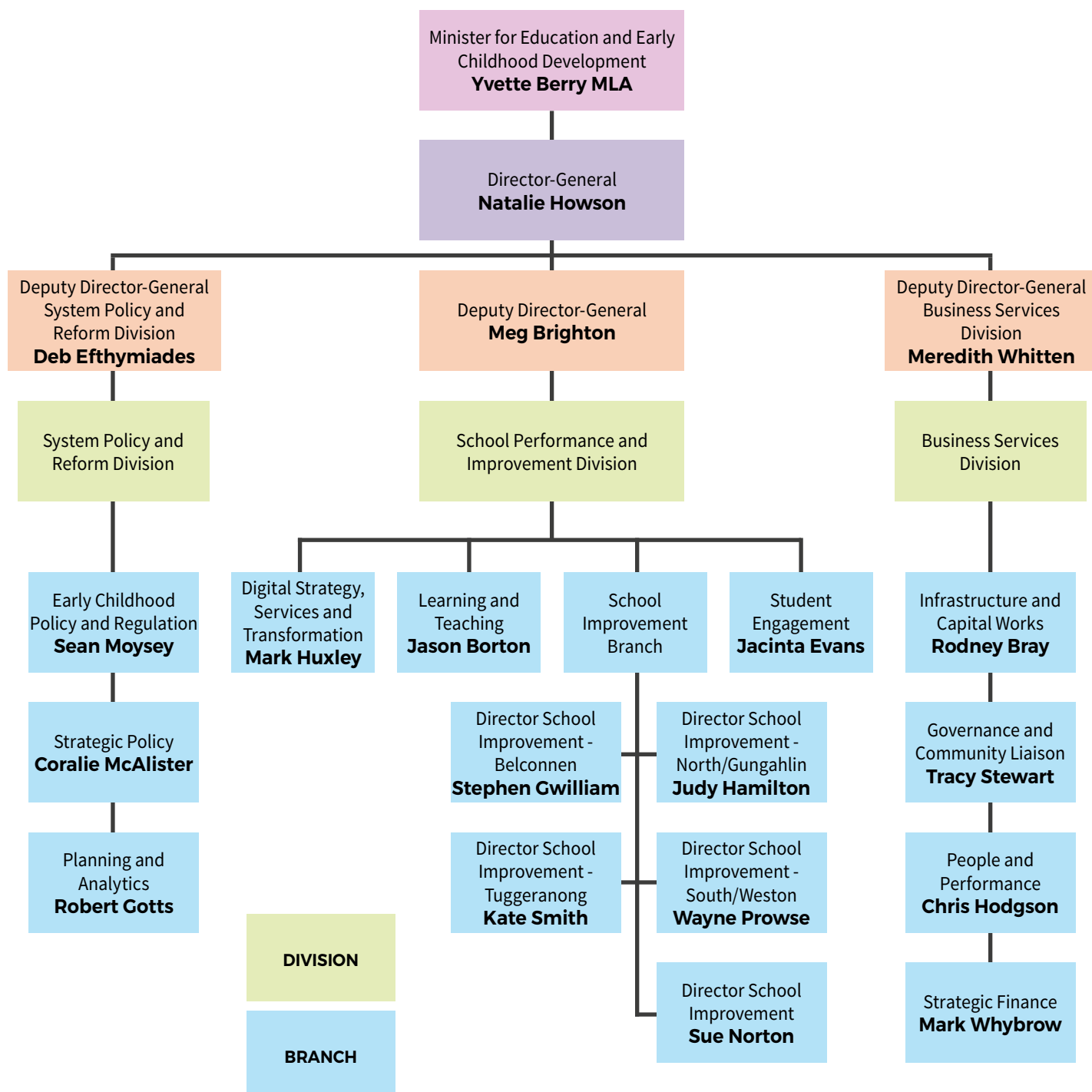
NETWORK

- 1** Early childhood school
- 12** Primary schools
- 3** Combined schools
- 2** High schools
- 2** Colleges

Note:
Jervis Bay School and Cranleigh School are
included in the North/Gungahlin Network.

OUR ORGANISATIONAL STRUCTURE

During the past year, the Directorate has undergone a period of structural change to strengthen our focus on schools and students at the centre of all that we do. This structural change has resulted in business transformation across the Directorate, giving effect to this important orientation and emphasising that we are all in the learning business. A number of business units have been realigned, including bringing together all branches involved in school performance and improvement into the same division.



Note: As at June 2017.

OUR INTERNAL ACCOUNTABILITY

SENIOR EXECUTIVES

Director-General

Accountable to both the Minister for Education and Early Childhood Development and the Head of Service, the Director-General leads the Directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting compulsory education, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education. The Director-General also has responsibility for the Directorate's strategic direction, including ensuring the implementation of whole-of-government strategies.

The Director-General is responsible for implementing legal requirements, policy and commitments relating to education in the ACT. In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

Deputy Director-General

The Deputy Director-General leads ACT public schools, deputises for the Director-General and has responsibilities for school improvement and the delivery of education services through student-centred learning and teaching initiatives. The School Performance and Improvement division ensures accountability between student wellbeing, teaching and learning practice and student outcomes. Support services are provided in the areas of curriculum delivery, pedagogy, digital strategy, student wellbeing, pathways and transitions and Aboriginal and Torres Strait Islander education.

The Deputy Director-General leads the School Improvement, Learning and Teaching, Student Engagement and Digital Strategy, Services and Transformation branches of the Directorate.

Deputy Director-General, Business Services

The Deputy Director-General, Business Services is responsible for leading the governance and ministerial services and the planning and delivery of the human, financial and physical resources of the Directorate.

This Deputy Director-General, Business Services leads the Infrastructure and Capital Works, Governance and Community Liaison, People and Performance and Strategic Finance branches of the Directorate.

Deputy Director-General, System Policy and Reform

The Deputy Director-General, System Policy and Reform has responsibility for the development and implementation of strategic policy and reform initiatives such as the Future of Education project and the Student Resource Allocation Program, in addition to advising on the ACT's contribution to national education reforms including those progressed through the Council of Australia Governments' Education Council.

The Deputy Director-General, System Policy and Reform division leads the coordination of the national assessment programs and provides quality data and analytics to inform school and system improvement. The division is also responsible for regulating the early childhood education and care sector through the ACT Regulatory Authority, Children's Education and Care Assurance, and contributing to national policy development in the sector.

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 executives within the meaning of the *Public Sector Management Act 1994*.

The Tribunal, after a review of salary, allowances and other entitlements for executives in March 2017, decided that it would increase the salary for the Director-General and executives by 2.0 percent, effective from 1 July 2017.

Directorate committees

The Directorate committee structure is designed to improve the effectiveness of decision making, and to ensure that decisions align with and deliver on the commitments of our *2014-2017 Strategic Plan – Education Capital: Leading the Nation*.

Senior Executive Team Board

The Senior Executive Team Board (SET) is the key decision making body of the ACT Education Directorate, ensuring accountability, effective risk management, and good governance.

SET supports the Director-General in discharging their responsibilities as the responsible officer of the Directorate reporting to the Minister for Education under section 19 of the *Public Sector Management Act 1994* and with specific responsibilities under the *Education Act 2004*. SET provides leadership, direction and guidance to the Directorate, and provides oversight of the Directorate's governance frameworks. SET is responsible for formulating strategic direction, taking into account changing community needs and government priorities and monitoring the Directorate's performance, compliance and assurance against its corporate commitments and regulatory responsibilities.

Membership of the SET Board includes the Director-General and the three Deputy Directors-General. Membership was extended from March 2017 to include the Chief Finance Officer and Mr Duncan Edghill, Deputy Director-General Transport Canberra, who has been appointed as an external member.

SET is responsible for:

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

Reform Program Board

The Reform Program Board (RPB) is responsible for driving specific programs forward to deliver outcomes and realise benefits of strategic importance to the ACT public education system. The RPB provides strategic oversight of major projects undertaken by the Education Directorate, maintaining active risk management, and monitoring interdependencies between projects and business areas.

All board members are appointed by the Director-General. Membership of the board comprises:

- > Deputy Director-General, System Policy and Reform (Chair);
- > Deputy Director-General (Deputy Chair);
- > Deputy Director-General, Business Services;
- > Seven Directors from across the Directorate (including the Chief Finance Officer); and
- > External member, Executive Director, Public Transport Coordination.

Audit Committee

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

Security and Emergency Management Committee

The Director-General has established the Security and Emergency Management Committee to assist the Director-General and Senior Executive Team with implementing ACT Whole of Government Protective Security Policy and associated elements of Risk Management. The Security and Emergency Management Committee provides advice to the Director-General on significant security, emergency management and business continuity proposals, directions, policies and training. The Committee also makes recommendations to the Director-General, Senior Executive Team, Corporate Executive or Directors on issues in relation to security, emergency management and business continuity.

Respect, Equity and Diversity Consultative Committee

The Respect, Equity and Diversity (RED) Consultative Committee provides a forum for sharing current and emerging issues and has the responsibility for overseeing all respect, equity and diversity functions of the Directorate and its employees. The RED Consultative Committee provides advice and contributes to the development and implementation of Directorate plans. The committee also provides advice on the implementation of whole of government plans.

Directorate Consultative Committee

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

Injury Prevention and Management Committee

The Injury Prevention and Management Committee is the process by which the Directorate consults with its worker networks and Unions on work health and safety matters. The Committee considers injury prevention and management performance measures and initiatives designed to ensure the Directorate's workers' health and safety at work.

Occupational Violence Steering Committee

The Occupational Violence Steering Committee governs the implementation of the safe work initiatives outlined in the Directorate's *Occupational Violence Safe Work Plan*. This includes responses to issues raised in staff consultation, individual cases of Occupational Violence and recommendations of reviews of management of this safety risk completed during 2016-17. The Committee also monitors the implementation of the Directorate's response to WorkSafe Improvement Notice IN 5771-S5ZD60-1 (IN). The Committee is chaired by the Deputy Director-General, Business Services Division and comprises the Executive Director, Workplace Safety and Industrial Relations from the Chief Minister, Treasury and Economic Development Directorate, and the Directors of People and Performance, Student Engagement, Early Childhood Policy and Regulation and School Improvement branches of the Education Directorate.

Principals' Advisory Group

The Principals' Advisory Group is a communication and consultation group. The Principals' Advisory Group considers key strategic policy and operational matters and provides advice to the Corporate Executive, Senior Executive Team and Network Executive. The group raises policy and operational issues impacting on effectiveness and improvement from a school perspective, and can form subcommittees to undertake specific tasks. Membership includes five principals from each of the four Networks as well as the Director-General, Deputy Director-General and Directors, School Improvement.

Information Communications Technology Working Group

The Information Communications Technology (ICT) working group provides advice on the development and implementation of ICT policies, programs and strategies. The ICT working group makes recommendations to the Education Directorate's Senior Executive Team through the Deputy Director-General about ICT strategic directions, policies and proposals for system wide ICT initiatives.

SCHOOL EDUCATION ADVISORY COMMITTEE

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

During the reporting period, one School Education Advisory Committee was established by the Minister in March 2017 to advise on the implementation of the 2016 ACT Government election commitment to supply devices to year 7 and year 11 students.

Under its Terms of Reference, the Committee was tasked with providing advice on:

"Ensuring the necessary conditions for success are examined to support the implementation of the provision of a device for every child in years 7-12 across ACT Public Schools. Ensuring the program is informed by best practice, positioned to succeed, and results in ICT as a powerful tool to support learning, equity and social wellbeing for ACT Public School Students."

The Committee comprised eight members including a director from the University of Canberra, student representatives, a teacher representative, a principal representative and a parent representative. The Chair contributed considerable experience in senior management and leadership roles in the public, commercial and higher education sectors, having implemented significant digital and reform projects for government and bringing a deep understanding of service delivery and compliance requirements. Committee members were appointed by the Minister in accordance with section 127 of the *Education Act*. The Committee did not have decision making functions and Secretariat support was provided by the Directorate.

The Committee met four times face to face. The Committee provided its report to the Minister on 22 June 2017, including 13 recommendations.

The Chair of the Committee was provided remuneration due to the responsibilities and skills required of the role. The total remuneration provided to the Chair was \$8,800. All other members of the Committee joined on a voluntary basis and were not remunerated.

OUR PLANNING FRAMEWORK AND DIRECTION SETTING MECHANISMS

Learners are at the centre of all that we do.

The Directorate's vision, priorities and performance measures are expressed in our *2014-2017 Strategic Plan – Education Capital: Leading the Nation*. Priorities in the Strategic Plan are reflected in annual Action Plans, which detail specific initiatives at the Directorate and school level to progress the Directorate's strategic priorities.

Action Plans outline activities for the year and link performance measures from the Strategic Plan against these activities. Activities in the Action Plans are translated into activities for business areas and schools through annual plans.

School Annual Operating Plans, endorsed by school boards, are published on school websites.

The Directorate designed internal controls to monitor and manage risk in delivering the Strategic Plan. The Internal Audit program and the Risk Management Framework are the primary tools to manage, monitor and report on the Directorate's risk management functions. A biannual School Compliance Report is the mechanism applied to monitor mandatory compliance in ACT public schools and provides one means of assisting the Directorate in meeting its legislative obligations.

More information on the Directorate's governance arrangements, including risk management and the audit program, is provided in Sections B.3 to B.6 of this report.

OUR LEGISLATIVE REPONSIBILITIES

Under the *Australian Capital Territory (Self-Government) Act 1988 (Cwth)* and the *Public Sector Management Act 1994 (ACT)*, the Chief Minister allocates responsibility to the various Ministers, Directors-General and agencies for the administration of ACT legislation. The Minister for Education and Early Childhood Development and the Director-General of the ACT Education Directorate are administratively responsible for the following legislation:

- > *Education Act 2004*;
- > *Education and Care Services National Law (ACT) Act 2011*;
- > *ACT Teacher Quality Institute Act 2010*;
- > *Board of Senior Secondary Studies Act 1997*;
- > *Children and Young People Act 2008, Chapter 20*; and
- > *Training and Tertiary Education Act 2003, Section 26*.

SUMMARY OF PERFORMANCE

Quality Learning		<ul style="list-style-type: none"> > Implementation of the K-10 Australian Curriculum continues to be supported by targeted professional learning for classroom teachers and school leaders. > Tailored preschool support was provided to strengthen implementation of the Early Years Learning Framework. > Learning walks and talks and Immersion Visits have created opportunities to build a common understanding for leaders of quality learning.
Inspirational Teaching and Leadership		<ul style="list-style-type: none"> > Instructional leadership capability and improved teaching in numeracy enhanced through the Principals as Numeracy Leaders program. > Teaching of numeracy and writing in primary schools was strengthened through targeted school improvement initiatives. > Scholarships were provided to enhance teacher capability and increase qualification levels through further study. > Early Childhood Education and Care sector teaching expertise and effectiveness increased through professional development and networking meetings and events.
High Expectations, High Performance		<ul style="list-style-type: none"> > Successfully implemented 34 of 49 Education Directorate specific recommendations from the <i>Schools for All</i> report. > The ACT Student Resource Allocation Model continues to be successfully implemented with oversight by a Principal Advisory Group. > Launched the English as an Additional Language or Dialect (EAL/D) Policy and Procedures to support implementation of the EAL/D student needs-based funding loading.
Connecting with Families and the Community		<ul style="list-style-type: none"> > Supported the Minister to launch the Future of Education project to engage with the community and inform the Government's future strategy for education in the ACT. > Consulted broadly with the ACT community throughout 2017 to understand the experience of education across the city. This included working closely with School Board Chairs, teachers, principals, the Community Sector and across Government to inform the development of the Future of Education strategy. > Established cross-government response initiatives for family violence. This includes the Education Directorate contributing an in-posted senior officer within the Office of the Coordinator-General for Family Safety.
Business Innovation and Improvement		<ul style="list-style-type: none"> > New School Administration System trialled at six schools. > School Education Advisory Committee formed to advise on the implementation of the 2016 Election Commitment to provide devices to year 7 and year 11 students. > A flexible student achievement reporting template introduced to provide guidance to schools on a consistent format for reporting to parents. > <i>Occupational Violence Management Policy and Plan</i> developed. > Established school workload committees to assist in developing workload plans. > Longer-term school planning continues to be informed by enrolment projection modelling. The Directorate's enrolment planning horizon has been extended out to 2027.

- > Undertook 16 Standard School Reviews and one Special Purpose Review in line with the *People, Practice and Performance: A Framework for School Performance and Accountability*.
- > Commenced consultation to establish an Academy of Coding and Cyber Security.
- > Established new Learning Support Units to provide education options for students with additional learning needs.
- > Hosted the 2017 Global Classrooms Partnership conference with year 11 and 12 student representatives from eight countries. The 2017 theme was “Wellbeing in Education”.

- > Digital Technologies teacher professional learning was delivered in partnership with the University of Adelaide’s Computer Education Research Group.
- > Increased futures focussed professional learning to cater for the diverse learning needs of all students.
- > Delivered professional learning to preschool educators and school leaders to successfully implement the Early Years Learning Framework.
- > Undertook a suite of professional learning focused on delivery of the Australian Curriculum and effective assessment practices.
- > Improved school leadership across the system with a focus on writing leadership for P-10 and numeracy for P-10.

- > Quantified improved quality of early years education through completion of 65 Ratings of Early Childhood Education and Care sector services demonstrating increased ratings.
- > Established an Aboriginal and Torres Strait Islander Mentoring Program for employees.
- > Provided student support to apply for National Disability Insurance Scheme funded School Leavers Employment Support.

- > Implemented the *Safe and Supportive Schools Policy*.
- > The Directorate employed speech pathology, occupational therapy, physiotherapy and allied health professionals to work closely with schools in supporting the diverse learning needs of all students.
- > Introduced Strengthening Families Champions in each school network to support students and their families.
- > Appointed a Child Youth Protection Services Liaison Officer.
- > Delivered a small grants program to enhance parental engagement in children’s learning in preschool.
- > *Schools for All* implementation progressed across all schools.
- > A number of high schools have worked with the student body, school board and school community to design and develop a school uniform that reflects the unique identity and culture of the school.

- > Parking and traffic safety around schools continues to be supported through collaboration between schools, Transport Canberra and City Services Directorate and the Education Directorate. Improvements include school crossings and disabled parking.
- > Showcased 10 sessions on best practice and engagement strategies through the Engaging Schools Summit.
- > Digital engagement and efficiency of business processes improved through upgrading of school wireless technology.
- > Reshaped the school leadership compliance toolkit to better inform schools and to improve communications about the full range of school compliance responsibilities across the Directorate.

CHALLENGES AND OUTLOOK

Quality Learning		Challenges <ul style="list-style-type: none"> > Building instructional leadership capability across all ACT public schools to support quality teaching in literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM). > In line with the review of vocational education and training in ACT public schools, strengthening the provision of high quality VET to ensure optimal outcomes for all students. This will be achieved through increased collaboration with stakeholders and targeted professional learning for teachers. > Developing teacher and school leader skill in planning, teaching, assessing and reporting using the Australian Curriculum to improve student learning outcomes, recognising and building on the strengths that exist across our schools and introducing a focus on achievement standards.
Inspirational Teaching and Leadership		Challenges <ul style="list-style-type: none"> > Ensuring an overarching professional capability strategy that addresses the breadth of skills that schools need to address a complex and ever changing education environment now and into the future; strengthen and empower schools to meet the needs of their community; shape the culture of the organisation and capture national reforms and local level needs. > Working to develop workplace capacity to support inclusion employment pathways by providing access to training for all supervisors and managers in supporting inclusion employment and employees.
High Expectations, High Performance		Challenges <ul style="list-style-type: none"> > Meeting the needs and aspirations of all students in the classroom every day. > Meeting the wellbeing needs of children and young people is the responsibility of the whole human services system. The ACT education system is committed to improving partnerships across ACT government and with community organisations and advocacy groups so that schools, students and their families can access the services they need, when they need them. > Continuing to work with ACT non-government schools to support compliance with the <i>Education Act 2004</i> and the conditions of registration for non-government schools.
Connecting with Families and the Community		Challenges <ul style="list-style-type: none"> > Streamlining the processes for enrolment into ACT public schools. > Ensuring negotiations with the Australian Government regarding ongoing funding under the National Partnership for Universal Access to Early Childhood Education result in the ACT being well placed to continue to deliver quality early childhood education and care to the community.
Business Innovation and Improvement		Challenges <ul style="list-style-type: none"> > Supporting Directorate and schools' business improvement through building efficient and effective business systems and processes, and fostering productive partnerships with stakeholders. > The ACT public school population is growing rapidly as the ACT grows and as more parents choose public school education. Longer-term enrolment planning is being developed to support the Directorate to deliver the right learning environments in the right places to support this growth. > Delivering capital works program aimed at creating contemporary learning and teaching spaces within budget.

<ul style="list-style-type: none"> > Developing a consistent approach to supporting successful transitions to school, and between early childhood education and care services, for every child and providing a framework for parents and teachers to share information about a child's learning, strengths and interests. > Early themes emerging from the Future of Education community conversation identify the importance of students' 'learning for the future' or '21st Century skills'. These skills include resilience, communication, critical analysis and thinking, and cultural awareness and understanding. 	<p>Outlook</p> <ul style="list-style-type: none"> > Embed Pathways Planning in line with the Australian Curriculum general capabilities. > Strengthen teacher, school leader and system knowledge and skill in planning, teaching, assessing and reporting using the Australian Curriculum. > Roll out the Preparedness for Preschool Program, in partnership with the Community Services Directorate, across all ACT Child and Family Centres in 2017.
<ul style="list-style-type: none"> > Ensuring services offered by the Network Student Engagement Team (NSET) continue to meet the needs of schools and improve learning, engagement and wellbeing outcomes for students. > Meeting challenges experienced in filling vacancies within the specialisations of STEM, early childhood and special education. > Enhancing principal career structure to facilitate enhanced career pathways and to place experienced principals in the schools where they are most needed. 	<p>Outlook</p> <ul style="list-style-type: none"> > Deliver the Everyone Everyday professional learning program on inclusive education practices. > Target the individualised learning needs of school leaders and other key personnel to ensure both confidence and capability in working within the Student Resource Allocation Program environment. > Implement the Directorate's Great Teachers by Design framework to enhance consistency in instructional leadership capability, leading to excellence in teaching and learning.
<ul style="list-style-type: none"> > Over 120 submissions to the Future of Education conversation informed the first phase of the conversation. The project team will work to provide feedback throughout the second phase of the conversation with the community to obtain more detailed information on the themes raised. The Government's strategy for the Future of Education will address multiple aspects of education under one action plan and reflect extensive community engagement throughout all stages of development. > The <i>Schools for All</i> program has focussed on strengthening a whole of system response to create and sustain safe, supportive and inclusive school environments. The program seeks to catalyse change for inclusive and student-centred education, where no one is excluded because of their background, culture, gender, class, religion, sexuality, wealth or ability. 	<p>Outlook</p> <ul style="list-style-type: none"> > Develop and embed cultural integrity. > Improve partnerships across ACT government and with community organisations and advocacy groups. > Recruit 20 additional school psychologists over a four year period. The service will increase by an additional five full time staff for 2018 and each year after that.
<ul style="list-style-type: none"> > Engaging families in children's learning. > Facilitating and encouraging community use of schools. > Forging partnerships with the non-government sector to support children and young people. 	<p>Outlook</p> <ul style="list-style-type: none"> > Improve communications and transactions between parents and schools with the implementation of a parent portal in the new School Administration System. > Provide resources to schools to support them to engage more effectively with families, particularly for students with complex needs and challenging behaviour. > Implement recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.
<ul style="list-style-type: none"> > Modifying and upgrading aged infrastructure at schools to improve environmental sustainability and to achieve carbon neutral operations by 2020 in line with the Government's target. > Progressively developing a funding model specifically for ACT public schools. The Student Resource Allocation Program provides a platform for broad reform and cultural change, including updated and improved policy settings to guide school and system decision making, and learning environments that best meet student needs through innovative work practices, staff development and improved data about student and school performance. 	<p>Outlook</p> <ul style="list-style-type: none"> > Deliver significant improvements to schools in a range of areas through the staged implementation of the new School Administration System. > Implement successful planning and resourcing to achieve effective transition to online testing for the National Assessment Program – Literacy and Numeracy. > Develop indicators to better reflect measure of equity and gain in student performance, particularly in the National Assessment Program – Literacy and Numeracy, including through consultation at the national level about system performance measures.

ABORIGINAL AND TORRES STRAIT ISLANDER OUTCOMES

The Education Directorate provides a range of supports, programs and initiatives dedicated to Aboriginal and Torres Strait Islander students and staff. Our vision is for schools that meet the needs and aspirations of all Aboriginal and Torres Strait Islander students and we are working towards achieving this through building cultural integrity.

Cultural integrity represents a break from past approaches which have focussed on deficit mindsets. It engages a strengths-based attitude to growth and achievement. It is positive and constructive, and benefits the whole school community. The 2016 review of Aboriginal and Torres Strait Islander education in the ACT found that the cultural supports available to students can make a significant difference to their experience at school.

Cultural integrity describes the environment a school creates to support Aboriginal and Torres Strait Islander students, and to welcome and engage their families and communities. Every school's story and community is unique, so cultural integrity will mean something different to each school.

The whole school community will benefit from higher cultural integrity, with Aboriginal and Torres Strait Islander perspectives embedded throughout teaching and learning, and into the physical school environment.

Implementation of the Student Resource Allocation Program (SRA) has been a key driver behind the new focus on cultural integrity and has been supported by a number of key advisory groups. The SRA Principal Advisory Group, SRA Aboriginal and Torres Strait Islander Policy Group and SRA Reference Board have all contributed to the development of new policy direction to support cultural integrity in schools. The main objective of these groups is to ensure that community and schools' perspectives are reflected in strategic directions, project planning, policy development and shaping the design and delivery of support services associated with implementing the SRA.

ACT public schools deliver a broad range of programs to meet the learning needs, interests and aspirations of all students. Increasing student attendance and year 12 attainment rates and improving performance in NAPLAN and other assessments are key performance indicators for the Directorate. Personalised learning and increased transitions and careers support is available to all students. These provide formal and informal pathways into education, employment and self-development for Aboriginal and Torres Strait Islander students. Programs include the Aboriginal and Torres Strait Islander Student Aspirations Program and Flexible Learning Options which help students develop a connection between their future study, training and work goals, as well as a significant number of localised initiatives within schools to enable Aboriginal and Torres Strait Islander students to achieve their hopes and aspirations.

During 2016-17, 88 students participated in Student Aspirations Program activities including pathways interviews, the years 5 and 6 Leadership Day and the Halogen Youth Day. The Student Aspirations Program aims to support students to successfully navigate career and educational pathways. Students in the Aspirations Program also participate in the annual Leadership Day at Birrigai.

The Directorate's Koori Preschool Program supports increased participation of Aboriginal and Torres Strait Islander children in preschool through the provision of high quality early childhood education at five sites across Canberra:

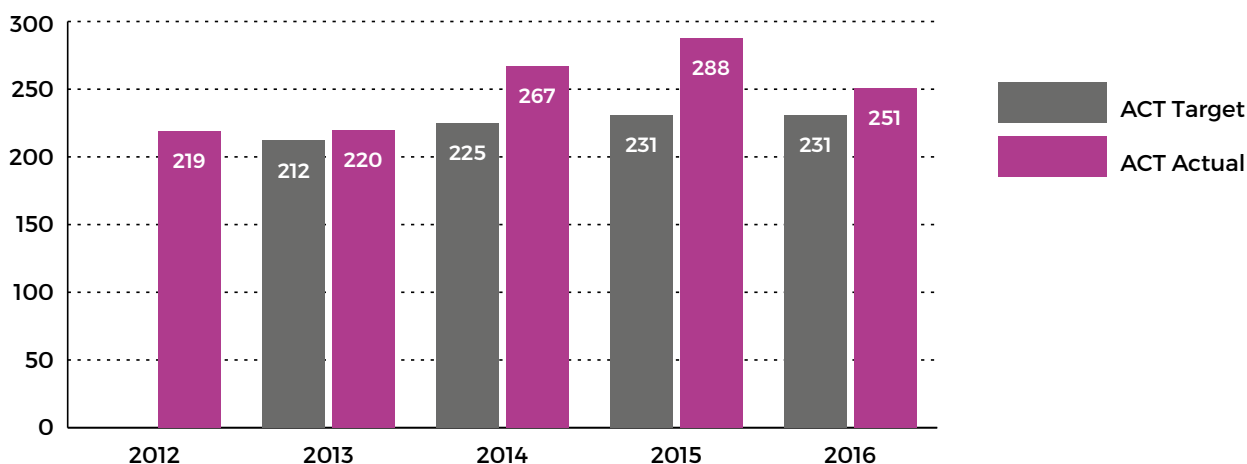
- > Ngunnawal Primary School;
- > Wanniasa School;
- > Richardson Primary School;
- > Narrabundah Early Childhood School; and
- > Kingsford Smith School.

Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian, enabling greater family involvement and supporting transition to formal schooling. In addition to enrolling in Koori Preschool, children can also attend their local preschool, providing access of up to 27 hours per week of high quality preschool education in the 18 months prior to starting kindergarten.

The number of preschool enrolments of Aboriginal and Torres Strait Islander children in public schools includes children who were attending a preschool program at a specialist school and as an early entry student, as at August census of a given year.

The number of Aboriginal and Torres Strait Islander children enrolled in public sector preschool increased over the last five years. In 2016, 251 children were enrolled, exceeding the target of 231 enrolments (Figure B1.1).

FIGURE B1.1: NUMBER OF ENROLMENTS OF ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN IN PRESCHOOL IN PUBLIC SCHOOLS, 2012 TO 2016



Source: ACT Education Directorate

The Action Inquiry Program operated across ACT public schools from 2010 until 2016. The program delivered professional learning and support for teachers and school leaders to conduct school projects to improve the educational outcomes of Aboriginal and Torres Strait Islander students.

Thirty teachers from 11 campuses (early childhood to college settings) participated in the 2016 Action Inquiry Program. Approximately 260 Aboriginal and Torres Strait Islander students were enrolled in the participating schools.

Inquiries in 2016 included a longitudinal numeracy study, oral language initiatives, supporting transitions into Science, Technology, Engineering and Mathematics (STEM) subjects and literacy support in upper primary.

It is important that Aboriginal and Torres Strait Islander students are able to see themselves and their cultures reflected in all learning areas. The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority of the Australian Curriculum is designed for all students to learn about the histories and cultures of Aboriginal and Torres Strait Islander people and their contributions to contemporary Australian society. The priority encourages all staff and students to engage in reconciliation and build school capability to embed local Ngunnawal histories and cultures in the school curriculum.

In the 2016-17 financial year, \$230,000 was allocated to the tutorial support scheme program to implement targeted strategies to meet the individual learning needs of Aboriginal and Torres Strait Islander students. Funding is used for staffing costs in order to deliver one-on-one, small group tuition or study groups to provide more intensive learning support where required.

In 2017, the Aboriginal and Torres Strait Islander Secondary Scholarship Program was expanded to include scholarships for students wishing to pursue Vocational Education and Training (VET) pathways. In March 2017, eight Secondary Scholarships were awarded to students in years 11 and 12 pursuing degrees in health and teaching as well as VET pathways.

In February 2017, six Tertiary Scholarships were awarded to students pursuing degrees in health and teaching. As part of the Tertiary Scholarship Program, scholarship holders undertook a voluntary placement in a school and were then given the opportunity to work as casual Learning Support Assistants. In 2016-17, scholarship recipients undertook casual employment in eight ACT schools.

Some other important programs and highlights for 2016-17 are outlined below.

STRENGTHENING AND PROMOTING NGUNNAWAL CULTURE AND HISTORY IN SCHOOLS

The 2016-17 election commitment 'Better Schools – Strengthening and Promoting Ngunnawal Culture and History' is a two year program to support schools and students to engage with the Traditional Owners and incorporate Ngunnawal culture across all ACT public schools. The initiative provides funding sourced from existing resources of \$300,000 over two years. The following initiatives have been implemented across a number of schools during 2016-17:

Ngunnawal Plant Use guide pilot program

In 2017, nine schools were supported to participate in a pilot program to develop teaching and learning programs using the Ngunnawal Plant Use Guide. Resources and strategies were shared with other schools. The book includes an introduction to Ngunnawal history and natural resource use, descriptions and photos of 69 plant species, including their use, distribution and method of propagation.

Footprints on Our Land: Aunty Agnes, Ngunnawal Elder pilot program

In 2017, the Directorate led a series of workshops and school based projects to develop teaching and learning activities based on the film about Aunty Agnes, *Footprints on Our Land*. In March 2017, six schools presented their strategies to incorporate the DVD into professional learning and classroom activities. Areas of learning and teaching focus include background on Ngunnawal history and culture, cultural awareness among staff and students, cross curriculum perspectives, rights and freedoms and English.

Mununja the Butterfly

In May 2017, four primary schools commenced a curriculum pilot project to explore ways in which to incorporate Don Bell's book, *Mununja the Butterfly* into learning activities and programs for upper primary students.

Embedding Indigenous languages and cultural competence in schools

During the reporting period, the Directorate distributed posters and other literacy resources to promote the incorporation of Indigenous Languages in teaching and learning programs in ACT public schools, including resources promoting the 2017 NAIDOC week theme, *Our Languages Matter*.

The Directorate has also conducted Cultural Competence Workshops with school and Education Support Office Staff. The purpose of these workshops is to promote cultural integrity in schools and the workplace. The workshops are completed in conjunction with an online Cultural Competence Course promoting cultural integrity and promoting Aboriginal and Torres Strait Islander history and culture.

During the facilitation of some Cultural Competence workshops, Acknowledgement of Country has been spoken in the Yuwaalaraay language, with an accompanying explanation of the difference between Acknowledgement of Country and Welcome to Country and the importance of Acknowledgement of Country in making the connections between, people, Country, place and culture. Schools involved in the Cultural Competence Course have also been made aware of Aboriginal Language Resources available for purchase.

ABORIGINAL AND TORRES STRAIT ISLANDER CENTRE FOR EXCELLENCE – CAMPBELL HIGH SCHOOL

Established by award winning teacher Cara Shipp, the Centre for Excellence at Campbell High School has a number of programs and initiatives in place to support Aboriginal and Torres Strait Islander students, including the following:

- > a program for students to become leaders and role models in the community and access pathways to further education and employment after finishing school;

- > learning activities including yarning circles, outdoor activities connecting with land, hands-on and art-based activities as well as intensive literacy and numeracy practice; and
- > personalised learning plans are developed in collaboration with each student and their parents/carers.

MELROSE HIGH SCHOOL INDIGENOUS STUDIES CENTRE

The Indigenous Studies Centre at Melrose High School is open every lunchtime to provide support for Aboriginal and Torres Strait Islander students who may need assistance with classwork, assignments and any other school activities. The Centre also runs regular excursions, parent lunches, and celebrates significant cultural events such as NAIDOC week. Staff members also work with students to develop and deliver workshops to their peers about Aboriginal and Torres Strait Islander culture.

Melrose High School also runs the Big Picture Academy, which is an innovative learning program for Aboriginal and Torres Strait Islander students in years 9 and 10. Students are able to study in subject areas that they are passionate about, and learn what it is like to work in their industry of interest through internships in professional working environments. The program also connects students to Aboriginal and Torres Strait Islander mentors already working in the local community in the same field.

WANNIASSA SCHOOL – GAMBRA PROGRAM

The Gambra Program provides a space where Aboriginal and Torres Strait Islander students are able to learn more about their culture, complete extra study and receive tutoring as required. The program also fosters parental engagement by encouraging families to participate in Gambra activities.

MURA ACHIEVEMENT AWARDS

The Student Aspirations Mura Award recognises Aboriginal and Torres Strait Islander students in years 4 to 11 for demonstrating one or more of the following:

- > excellent attendance;
- > strong commitment to their learning;
- > greatly improved engagement in their learning;
- > good academic progress; and/or
- > active involvement in the community and/or extra-curricular activities.

In 2016, 72 Mura Awards were awarded. Recipients receive a small bursary to go towards educational costs.



The National Assessment Program – Literacy and Numeracy (NAPLAN) is one of the measures that assist the Directorate to assess performance in quality learning for Aboriginal and Torres Strait Islander students. The performance of year 5 and year 9 Aboriginal and Torres Strait Islander public school students in reading and in numeracy is demonstrated by the mean achievement scores in NAPLAN.

In 2016, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard (NMS) for both reading and numeracy compared with national results. For years 5 and 7 reading, the difference was greater than 10 percentage points.

However, in the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students were significantly lower than the mean scores for non-Aboriginal and Torres Strait Islander students across all year levels and all testing domains.

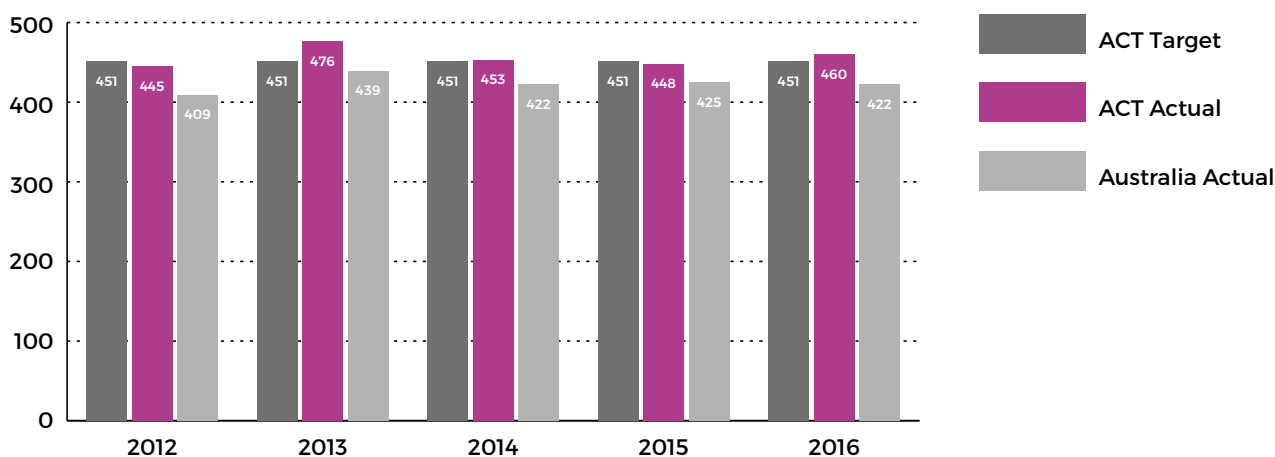
The Directorate recognises that there is more to be done to achieve better results for Aboriginal and Torres Strait Islander students, and is providing further wrap-around support by creating learning environments of cultural integrity which support leadership, high expectations and successful pathways for students.

Many ACT public schools have also implemented a variety of programs, initiatives and centres to provide individualised support to students who may require further literacy, numeracy or other learning support.

The below data shows that from 2012 to 2016, there was no significant change in the NAPLAN performance of Aboriginal and Torres Strait Islander students in ACT public schools in either reading or numeracy (Figures B1.2-B1.5). Nationally and in the ACT, results for Aboriginal and Torres Strait Islander students were two to three years of schooling behind non-Indigenous students.

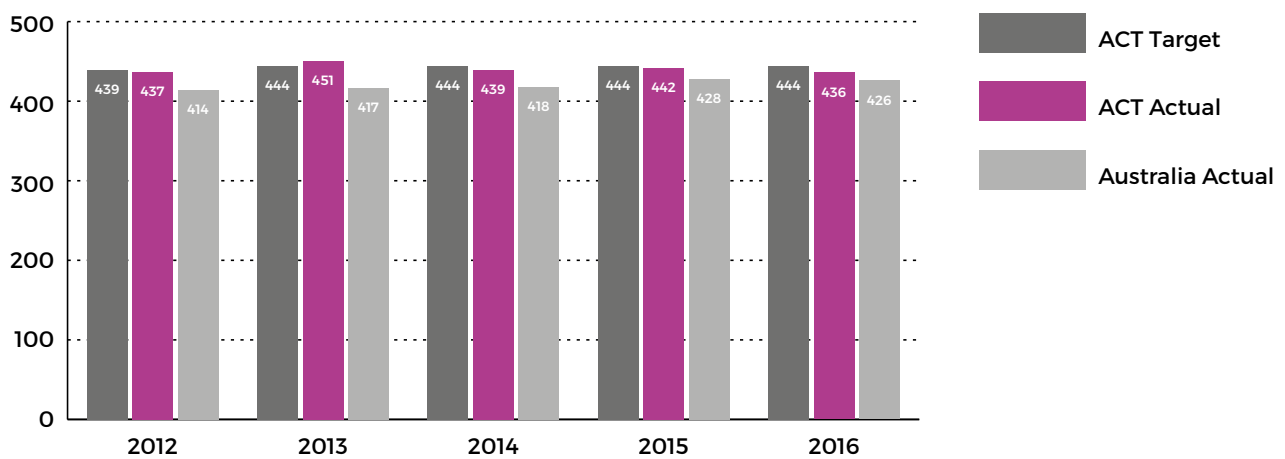
During 2017-18, the Directorate will be working to develop indicators to better measure equity and gain in student NAPLAN performance. The development of revised indicators will include consultation at the national level. The Future of Education conversation will also play an important role in developing new indicators.

FIGURE B1.2: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2012 TO 2016



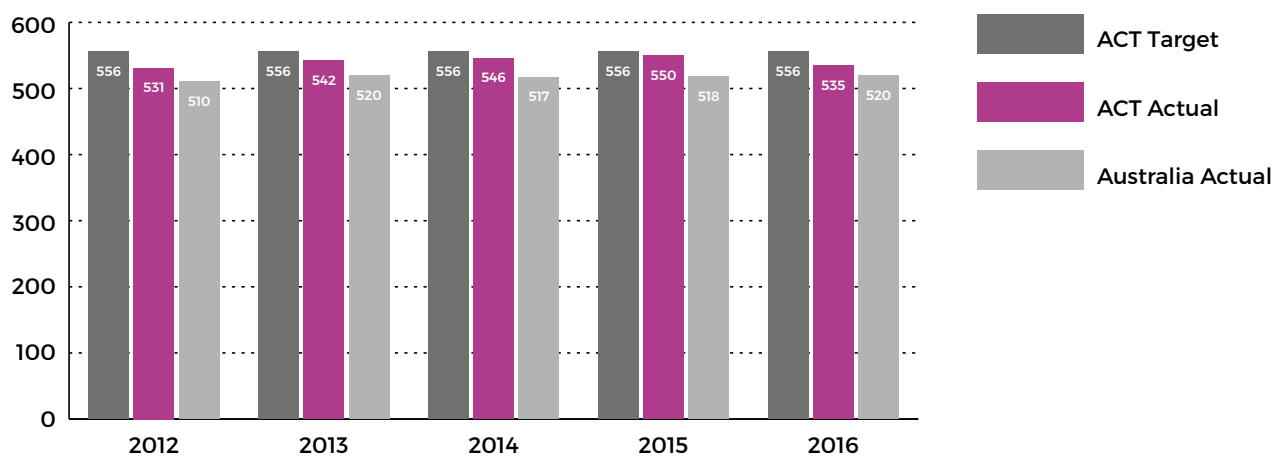
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

FIGURE B1.3: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2012 TO 2016



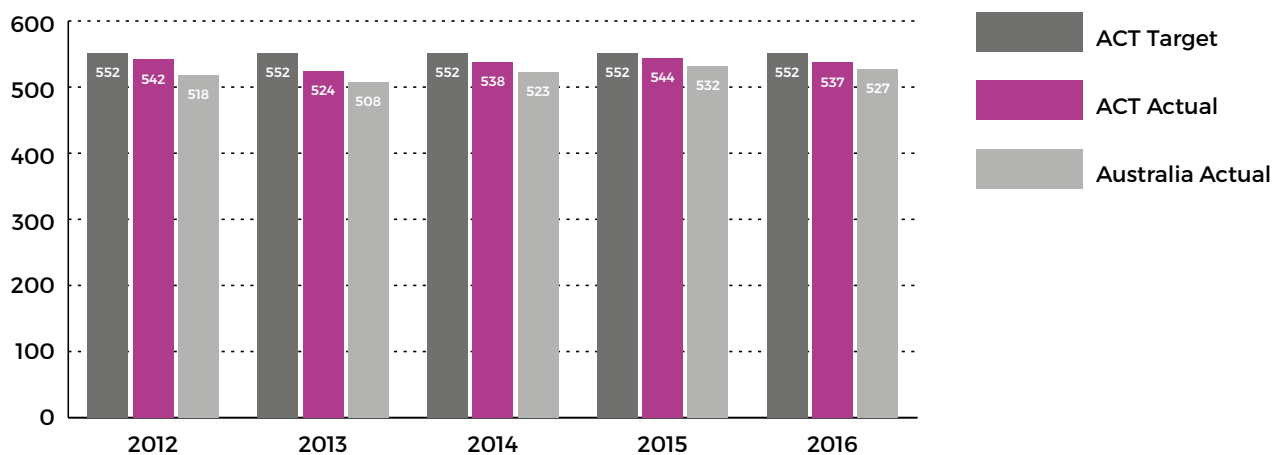
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

FIGURE B1.4: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2012 TO 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

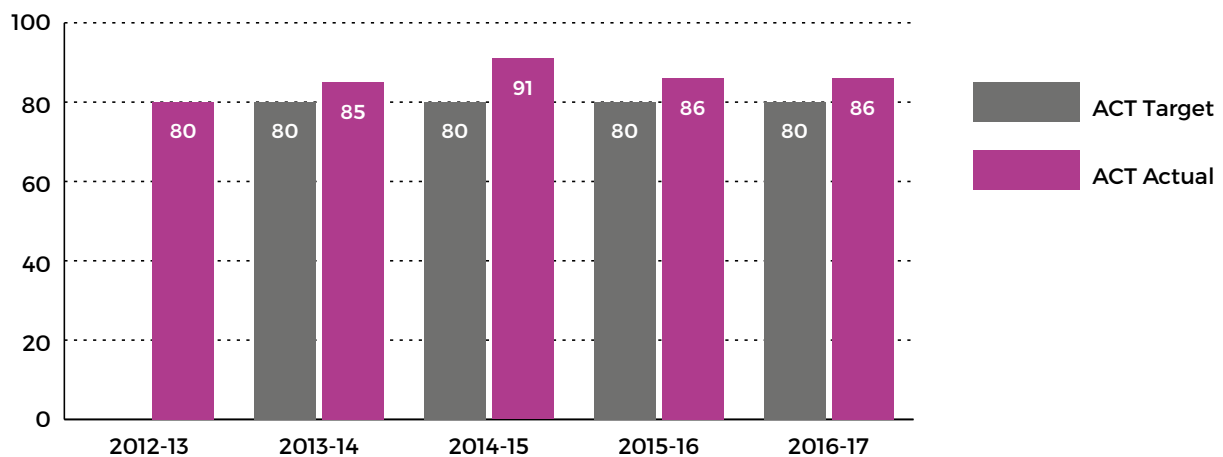
FIGURE B1.5: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2012 TO 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

An indicator of stakeholder confidence in public education is the retention of year 10 students in public schools to year 11 in public colleges. The percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education reports the total number of year 10 Aboriginal and Torres Strait Islander students in public high schools, as at the August census, who enrolled in year 11 at public colleges as at the February census in the following year. The percentage of year 10 Aboriginal and Torres Strait Islander students who continued on to college education has exceeded the target of 80 percent since 2013-14 and remained relatively stable over the last four years (Figure B1.6).

FIGURE B1.6: PERCENTAGE OF YEAR 10 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS WHO PROCEED TO PUBLIC SECONDARY COLLEGE EDUCATION, 2012-13 TO 2016-17

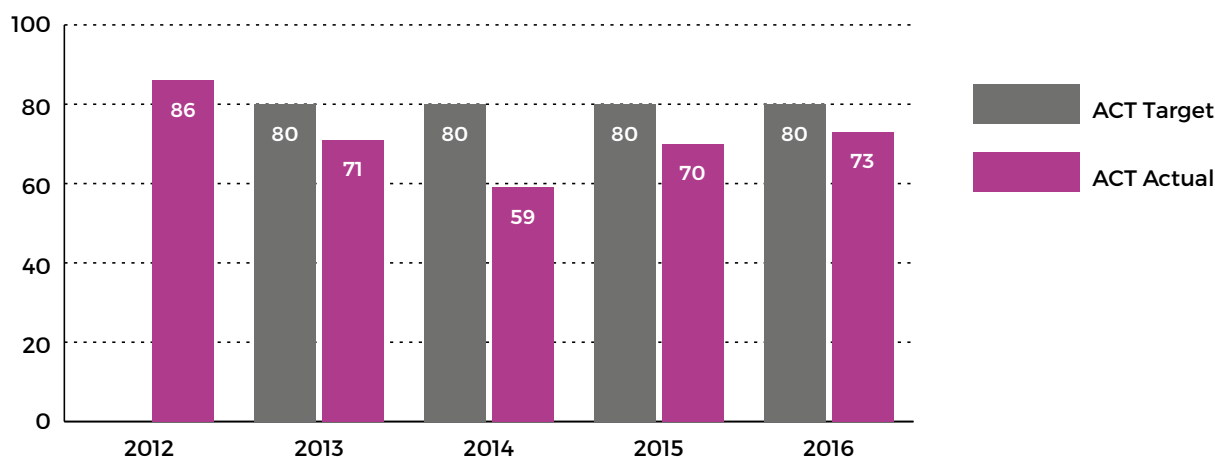


Source: ACT Education Directorate

Year 12 certification for Aboriginal and Torres Strait Islander students is the number of students who meet the requirements of an ACT Senior Secondary Certificate, expressed as a percentage of Aboriginal and Torres Strait Islander year 12 enrolments. Data are obtained from the ACT Board of Senior Secondary Studies and the ACT School Census undertaken in February of each year.

Since 2014, the proportion of Aboriginal and Torres Strait Islander students achieving a Senior Secondary Certificate has trended upwards from 59 percent in 2014 to 73 percent in 2016. In 2016, 64 (of 88) Aboriginal and Torres Strait Islander students achieved an ACT Senior Secondary Certificate. Through positive pathways and engagement programs, the Directorate is committed to increasing the proportion of Senior Secondary Certificate recipients (Figure B1.7).

FIGURE B1.7: PERCENTAGE OF ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS WHO RECEIVED A YEAR 12 CERTIFICATE, 2012 TO 2016

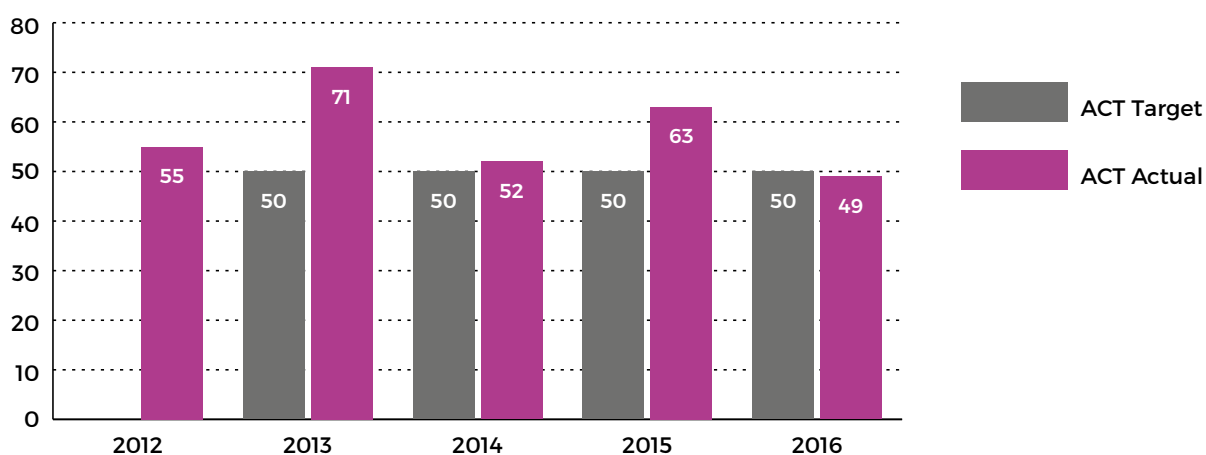


Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

The percentage of year 12 Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification is the number of year 12 Aboriginal and Torres Strait Islander students who completed year 12 and achieved a vocational qualification, or equivalent, divided by the total number of Aboriginal and Torres Strait Islander students enrolled in year 12 at the February census of a given year. Data is obtained from the ACT Board of Senior Secondary Studies and the Directorate's School Census undertaken in February.

The reduction in numbers of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification in 2016 was due to reductions in the number of students undertaking a vocational qualification (Figure B1.8). This is consistent with national trends for vocational education and training (VET) in Schools, which showed a small decrease in student numbers in 2016, but a general upward trend in student numbers over the past 20 years¹.

FIGURE B1.8: PERCENTAGE OF YEAR 12 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS WHO RECEIVED A NATIONALLY RECOGNISED VOCATIONAL QUALIFICATION, 2012 TO 2016



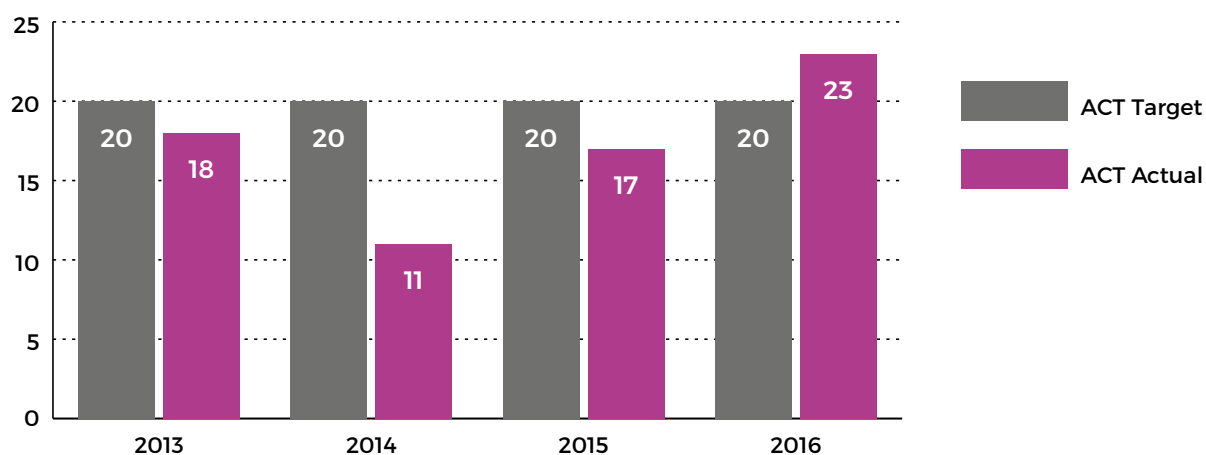
Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

¹ National Centre for Vocational Education Research, *Future bright for quality VET in Schools studies*, 1 September 2017.

The completion of a Tertiary Entrance Statement is another measure that can lead to improved further education and employment outcomes for Aboriginal and Torres Strait Islander students. The percentage of year 12 Aboriginal and Torres Strait Islander students receiving a Tertiary Entrance Statement is the number of year 12 Aboriginal and Torres Strait Islander students who completed year 12 and achieved a Tertiary Entrance Statement, divided by the total number of Aboriginal and Torres Strait Islander students enrolled in year 12 at the February census of a given year. Data is obtained from the ACT Board of Senior Secondary Studies and the Directorate's School Census undertaken in February.

The percentage of Aboriginal and Torres Strait Islander students receiving a Tertiary Entrance Statement has increased steadily since 2014, and has exceeded the target in 2016 (Figure B1.9).

FIGURE B1.9: PERCENTAGE OF YEAR 12 ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS WHO RECEIVED A TERTIARY ENTRANCE STATEMENT, 2013 TO 2016



Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

The Directorate has a number of mechanisms and strategies in place to build and sustain meaningful partnerships with representatives from the local Aboriginal and Torres Strait Islander community. During the reporting period, the Director-General and other senior executive met regularly with the ACT Aboriginal and Torres Strait Islander Elected Body representative for Education, Mr Tony McCulloch. The Directorate's regular meetings with Mr McCulloch during 2016-17 provided a valuable forum for discussion and resolution of key issues in education, such as needs based funding, student attendance, Aboriginal and Torres Strait Islander employment targets, Ngunnawal language and culture in schools, and how to improve student performance and outcomes. The Directorate also continued to support the operation of the ACT Aboriginal and Torres Strait Islander Education Consultative Group.

Developing cultural integrity requires everyone's input and support. Throughout 2016-17, the Directorate has undertaken a number of initiatives to engage Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander staff in change.

The theme of the Directorate's third Reconciliation Action Plan (RAP) is *Reconciliation – Keeping it Alive 2016 – 2018*. The RAP was launched on National Sorry Day, 26 May 2016. The purpose of the RAP is to engage all employees in the creation of an organisational culture enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, strengths and cultures through our common values.

In February 2017, the Directorate installed on the façade of the Hedley Beare Centre for Teaching and Learning the painting *Water Dreaming* by the artist Leah Brideson from our Reconciliation Action Plan as a demonstration of the Directorate's commitment to Reconciliation.



To provide further support for Aboriginal and Torres Strait Islander staff, the Directorate has an Aboriginal and Torres Strait Islander staff network. The staff network meets quarterly and is used as a safe space for staff to connect and support one another. Members from the network regularly attend meetings with the Senior Executive Team to provide insight and feedback on current issues or initiatives within the Directorate.

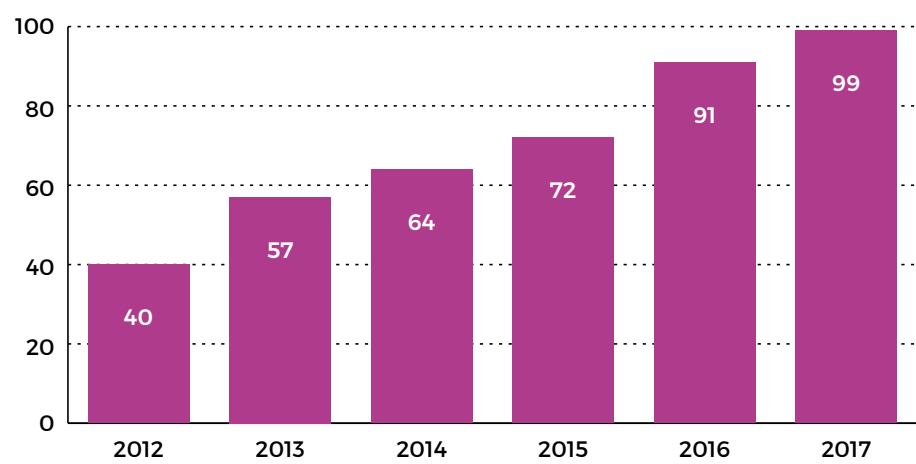
In 2017, the Directorate introduced an Aboriginal and Torres Strait Islander Mentoring Program (the Program). The Program gives Aboriginal and Torres Strait Islander staff at all levels the opportunity to work with colleagues to further their networks and careers within the Directorate.

To support professional learning, 43 teachers from 12 schools participated in the Cultural Competency program in semester 1, 2017. The program combines completion of 10 online modules provided by the Centre for Cultural Competence Australia with three workshops designed and facilitated by the Aboriginal and Torres Strait Islander Education Section and external specialist staff.

The Directorate awarded six Aboriginal and Torres Strait Islander Tertiary Scholarships, five for students studying teaching and one for a student studying an approved health course. As part of the Tertiary Scholarship Program, scholarship holders undertake a voluntary placement in a school and are then given the opportunity to work as a casual Learning Support Assistant. In 2016-17 scholarship recipients undertook casual employment in eight ACT schools.

The continuing increase in numbers of Aboriginal and Torres Strait Islander staff from 2016 to 2017 (Figure B1.10) reflects the Directorate's commitment to building cultural integrity, and putting in place the strategies discussed above to support staff.

FIGURE B1.10: NUMBER OF ABORIGINAL AND TORRES STRAIT ISLANDER STAFF, 2012 TO 2017



Source: ACT Education Directorate

AWARDS AND RECOGNITION

2016 ACT PUBLIC EDUCATION AWARDS

The ACT Public Education Awards acknowledge school leaders, teachers, leadership in Aboriginal and Torres Strait Islander education, support staff, partnerships and volunteers. In addition, several employees were recognised for their valuable contribution to ACT public schools for over 40 years of service.



- > Education Support Person of the Year – Hao Thai, Giralang Primary School;
- > Volunteer of the Year – Christine Tusch, Fraser Primary School;
- > New Educator of the Year – Laura Pardoe, Harrison School;
- > Early Childhood Teacher of the Year – Sascha Colley, Ainslie Primary School;
- > Primary Teacher of the Year – Ilesha Siotis, Turner Primary School;
- > Secondary Teacher of the Year – Susan Daintith, Campbell High School;
- > Outstanding Partnership of the Year – Hughes Primary School with Woden Community Service;
- > Leadership in Aboriginal and Torres Strait Islander Education – Cara-Jane Shipp, Wanniasa School; and
- > Outstanding School Leader of the Year – Matthew Holdway, Theodore Primary School.

The following recipients were presented Recognition of Service Awards at the event:

- > Wally Hoefel;
- > Christine Hynes;
- > Alan Loryman;
- > Jennifer Macdonald;
- > Juanita Morton;
- > Margaret Rowlands;
- > Andy Wardrop;
- > Heather Wardrop; and
- > Dougal Whitton.

2016 YEAR 10 EXCELLENCE AWARDS

The Year 10 Excellence Awards celebrate the achievements of ACT public school students in one of the following categories: a successful learner, a confident and creative individual, or an active and informed citizen.



The recipients from the 2016 Year 10 Excellence Awards show the depth of talent in our public schools in areas such as academic excellence, perseverance, sportsmanship, artistic and musical ability, integrity and leadership.

These year 10 students from ACT public high schools are acknowledged for their outstanding achievements in their high school years.

Of the 2,750 ACT public school students who graduated from year 10 in 2016, 73 were recognised on at the Year 10 Excellence Awards for Outstanding Achievement in the High School Years. The awards represent the culmination of many years of hard work, dedication, success and community service. The recipients have demonstrated qualities of academic excellence, creativity, sporting prowess and a keen desire to contribute to the world, beginning in their own backyards.

AUSTRALIAN COUNCIL FOR EDUCATION LEADERS ACT BRANCH AWARDS 2016

The Australian Council for Educational Leaders ACT Branch Annual Awards presentation honoured a number of our public education leaders, acknowledging their excellent leadership in implementing an educational initiative, conducting research and/or influencing educational policy leading to improved educational outcomes for students in any educational setting.

Growing in Leadership Award:

- > Meghan Adamson – Kingsford Smith School; and
- > Margaret Wigley – Canberra College.

Leadership Award:

- > Peter Kent – Deputy Principal, Gordon Primary School;
- > Crystal Mahon –Executive Teacher, Hawker College; and
- > Rachel Matthews – A/g Principal, Torrens Primary School.

2016 RESILIENT AUSTRALIA AWARDS FOR ACT EDUCATION



The Education Directorate gained two awards in the government category of the Resilient Australia Awards for 2016.

The first award saw the Education Directorate take out the overall winner of the ACT Resilient Australia Awards for *Natural Disaster Evacuations in Specialist Schools* and was presented by Simon Corbell, Minister for Emergency Services, at the Legislative Assembly.

The second award was 'Commended' for production of a training video demonstrating that sound planning and effective communications, ensures ACT specialist schools safety in effectively conducting emergency evacuations.

Following the ACT Disaster Resilient Awards, the Education Directorate was invited to attend the Resilient Australia National Awards ceremony which was held in Melbourne on 17 November 2016.

The national awards were attended by Megan Young, Senior Manager of Security and Emergency Management, Jennie Lindsay, Principal of Malkara Primary School and Margaret Head, Assistant Manager Security and Emergency Management.

AUSTRALIAN SCHOLARSHIPS GROUP NATIONAL EXCELLENCE IN TEACHING AWARDS 2016

For more than 23 years, the Australian Scholarship Group National Excellence in Teaching Awards have given communities in Australia and New Zealand the opportunity to formally recognise and thank outstanding teachers.

Lyn Cleaver, from Gowrie Primary School, was one of 12 exemplary educators from across Australia honoured for their inspiring contribution to teaching. Lyn's award was for innovation.

Lyn believes early childhood teaching is not only an opportunity to educate students, but also to support them, and their families, through the foundation years of their learning journey. She leads the kindergarten teaching team at Gowrie Primary School, with the aim of instilling a lifelong love of learning, and preparing students for the transition to formal schooling.

Lyn recognises that each student is embarking on a unique learning journey and personalises education through daily goal setting and conferencing. She utilises circle time as a means of developing social skills, confidence and strong relationships in her classroom. She also communicates freely with families, and welcomes parents into the classroom to learn valuable strategies to continue their child's education journey at home.

Lyn regularly reflects on her practice and makes adaptations, seeking new tools, strategies and information based on her students' needs. She sees education as an ever changing profession and believes it is important to keep up-to-date with innovative, best practice techniques.

B2. PERFORMANCE ANALYSIS

STRATEGIC PLAN

As reported in the Organisational Overview, the Directorate's *2014-2017 Strategic Plan – Education Capital: Leading the Nation* guides the Directorate towards achieving our vision that every child and young person in the ACT will benefit from a high quality, accessible education system. The Plan sets five strategic priorities to guide our work:

- > Quality learning;
- > Inspirational teaching;
- > High expectations, high performance;
- > Connecting with families and the community; and
- > Business innovation and improvement.

The Strategic Plan is supported by annual Action Plans detailing specific initiatives and identified actions to work towards achieving the strategic priorities. The performance analysis below outlines the Directorate's progress in 2016-17 against identified actions in the 2016 and 2017 Action Plans to achieve the five strategic priorities.

QUALITY LEARNING

Identified Action: Implement the K-10 Australian Curriculum and Early Years Learning Framework.

Quality Learning is the core element of the Directorate's service provision. ACT public schools maintain high expectations for student learning. Our focus on school improvement is intended to realise our vision of success for every child and young person. The Directorate is committed to maximising learning outcomes for students and greater emphasis has been placed on developing systematic curriculum delivery in our schools and building expert teaching teams that use effective pedagogical practices in our classrooms.

Full implementation of the K-10 Australian Curriculum in all ACT public schools will be achieved in 2018. The Australian Curriculum presents to teachers, parents and students what is to be taught and the quality of learning expected of all young Australians as they progress through school. ACT public schools now teach Australian Curriculum content in Maths, English, Science, History, The Arts and Geography. Full implementation of Health and Physical Education and Languages curricula will be complete by the end of the 2017 school year.

In February 2017, an evaluation of the implementation of the Australian Curriculum Achievement Standards was completed. Recommendations from the evaluation informed the development of an initiative to strengthen implementation of the Australian Curriculum across all learning areas and stages of schooling. The initiative has a particular focus on developing curriculum leadership in our schools as well as teachers' knowledge and skills in using the Achievement Standards.

All ACT public schools use the national Early Years Learning Framework to inform their planning for quality learning. The Early Years Learning Framework outlines the principles and practices of quality early childhood education, and the desired learning outcomes. These principles include high expectations for all and developing every child's capacity to succeed. In 2016-17, the Directorate commenced providing support to six preschools that required additional support to embed the Early Years Learning Framework.

The Directorate also facilitated Teacher Quality Institute (TQI) accredited professional development aligned with the Early Years Learning Framework and system priorities, including a Preschool Network Session *Educators as Researchers*, a Koori Preschool Professional Learning Day *Transitions for Aboriginal and Torres Strait Islander Children* which delivered strategies to support children's early literacy development, and three Preschool Network Sessions *Working Together Makes a Difference*.

A flexible reporting template was introduced and has been used by the majority of primary and high schools to report on student progress to parents at the end of the 2016 school year. Preschools use the five learning outcomes identified in the Early Years Learning Framework to assess and report on student progress.

Identified Action: Continue to transition to NAPLAN online.

There was a national decision to defer the 2017 implementation of NAPLAN online. The Directorate will work with ACT schools to transition to NAPLAN online within the three year transition period. The ACT will keep testing the required technical systems to make sure these are fully ready before being introduced to ensure that the administration of NAPLAN assessments occurs in a way that enables learning to continue productively and without creating unnecessary stress for children, while providing the most value.

Identified Action: Develop an Early Childhood Strategy.

The ACT Government is currently developing a whole of government early childhood strategy, which will look to coordinate approaches across government, and in partnership with non-government organisations, to achieve better outcomes for children and their families.

Scoping of the Early Childhood Strategy project commenced in 2017, with specific consideration of synergies with the work of the Future of Education project. The strategy is also a priority project which makes up the work program for the Human Services Cluster over the next three years. The Human Services Cluster comprises the Directorates of Education, Community Services, Health, and Justice and Community Safety, and further information on its work is available via the *Human Services Blueprint – Better Services initiatives* at <https://www.betterservices.act.gov.au/human-services-blueprint>.

The findings of the *Evaluation of Early Childhood Schools and the Koori Preschool Program* undertaken by Western Sydney University, and the Education Directorate's paper, *Early Childhood Education and Care in the ACT*, will inform the development of the strategy. The strategy will consider early childhood services including childhood education, maternal and child health, family support and early intervention services.

In April 2017 an information briefing on the Evaluation was held for Early Childhood School and Koori Preschool principals. The findings of the Evaluation will inform consultation with families and communities for the development of the strategy. From mid-2017, consultation will also be undertaken with the education and care sector, which will include the quarterly early childhood education and care sector meetings and through the Early Childhood Advisory Council.

Identified Action: Establish an Academy of Coding and Cyber Skills.

The Directorate has conducted internal and external consultation workshops to engage and elicit the views of tertiary education and training providers, government agencies, industry groups, teachers and students. Stakeholder input will inform the scope and next steps for establishing the ACT's Academy of Coding and Cyber Skills, including infrastructure requirements, teacher professional learning, and futures-focused curriculum to develop students' digital skills and futures-focused skills.

Identified Action: Explore medium and long-term partnerships with the early childhood education and care sector.

Over any given year Children's Education and Care Assurance (CECA) organises and participates in a range of educative forums and deliberative forums with the early childhood sector. Each year CECA organises Education and Care Sector meetings. These meetings are open to all educators, management, providers, and other stakeholders. The meetings are designed to be both informative and educational providing guest speakers in areas identified as being in need of clarification within the sector.

In the 2016–17 year, Education and Care Sector meetings covered a variety of important topics such as:

- > understanding the Reportable Conduct Scheme;
- > parent engagement;
- > inter generational possibilities in education and care settings;
- > using data and information provided by the Australian Early Development Census (AEDC);
- > dealing with communicable diseases; and
- > presentations from sector representatives on the Early Childhood Australia National Conference.

The last Education and Care Sector meeting for the financial year provided information on the amendments to the *Education and Care Services National Law* (the National Law).

This year CECA and the independent Professional Support Coordinator run by Communities@Work presented the Achieving the National Quality Standard (NQS) Symposium. The symposium focused on NQS Quality Area 1: Education program and practice and showcased achievements by services and providers.

CECA and Communities@Work also organised an Educational Leader Forum in August 2016. This joint presentation looked at the requirements of the National Law for educational leadership and considered possible approaches and ways of meeting this need through the experiences of a variety of services.

The Regulatory Authority developed and introduced a self assessment tool for education and care services to use to monitor their compliance with the National Law. Services have embraced the tool as a positive measure in continuous improvement and have provided feedback on the benefits in using the tool while preparing for audits and maintaining standards. Since its introduction, the Regulatory Authority has seen improvement in the awareness of obligations under the Law and Regulations, which has also been reflected in the outcomes of audits.

Identified Action: Undertake comprehensive school improvement reviews.

People, Practice and Performance: A Framework for School Performance and Accountability was launched in April 2016. It provides direction for all schools to participate in a five year cycle of school improvement planning, culminating in an external review in the fifth year, aligned to the school's Strategic Plan.

A new format of external School Reviews was undertaken for the first time in ACT public schools in 2016. The new review process is more rigorous and robust than the former validation system. It involves an independent expert reviewer leading the panel and assessing schools against the National School Improvement Tool. Seventeen schools underwent the new approach to School Reviews, 16 schools underwent a Standard School Review, and one school underwent a Special Purpose Review due to a new principal appointment.

The School Reviews were conducted using the expertise of external reviewers from the Australian Council for Educational Research (ACER) and experienced system principals. The review panels delivered final reports to schools and a System Report to the Directorate.

Schools reviewed in 2016 have developed their 2017-2021 School Strategic Plans based on the recommendations and commendations in the School Review Reports they received.

Other initiatives that supported this strategic priority:

- > 90 ACT schools participated in the 2016 Chief Minister's Reading Challenge, including public, non-government, home and community language schools representing over 31,000 students from preschool to year 8. This increase makes 2016 the most successful to date.
- > The Pathways website supports students to develop skills and knowledge in line with the Australian Curriculum's general capabilities to plan for the future. As at 30 June 2017, 18,943 young people across the ACT had engaged with the Pathways website since its establishment in May 2014 to develop a plan for their future.

OUTCOMES

The Directorate monitors a range of student performance data to assess its progress in achieving quality learning for all students. The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted in all states and territories in May each year. NAPLAN is one of the measures that can demonstrate performance of students in reading and numeracy.

National and international assessments of student achievement across Australia over the past 10 years have shown little improvement, and in some areas, achievements have declined, despite an overall per student increase in expenditure. ACT data reflects the national trend. This was also reflected in the Auditor-General's *Performance Information in ACT Public Schools* report, which was released on 31 May 2017.

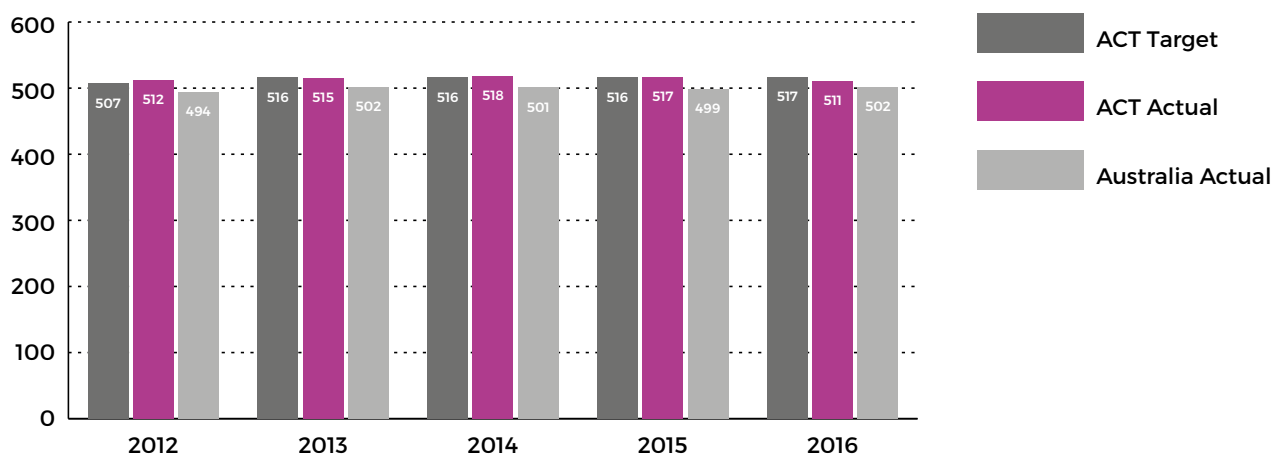
When you look at ACT data from the perspective of NAPLAN, the ACT is doing well and continues to lead in most domains. In the ACT, we are coming from a high base, so we have the challenge of showing growth at the same rate as our state and territory counterparts. While our general results are positive, we also want to ensure we don't leave behind any of our cohorts of students.

NAPLAN is only one piece of the puzzle when it comes to tracking our students' ability in literacy and numeracy. Schools use lots of methods to assess and support students. Schools do this to make sure that they track and record meaningful data for all children. The Directorate will continue in 2017-18 to look at how we can improve how we use this data to improve student outcomes. The Future of Education conversation inviting the community to

comment on how we can further improve our education system will also play an important role in developing new indicators.

The performance of year 5 public school students in reading is shown by the mean achievement score in NAPLAN. Figure B2.1 shows that the 2016 mean achievement score for year 5 students in reading was below the target but higher than the national mean. ACT year 5 results have remained relatively stable since 2012, while the performance of students in other jurisdictions have been improving. As a result, the gap between the ACT performance and the national performance has been decreasing.

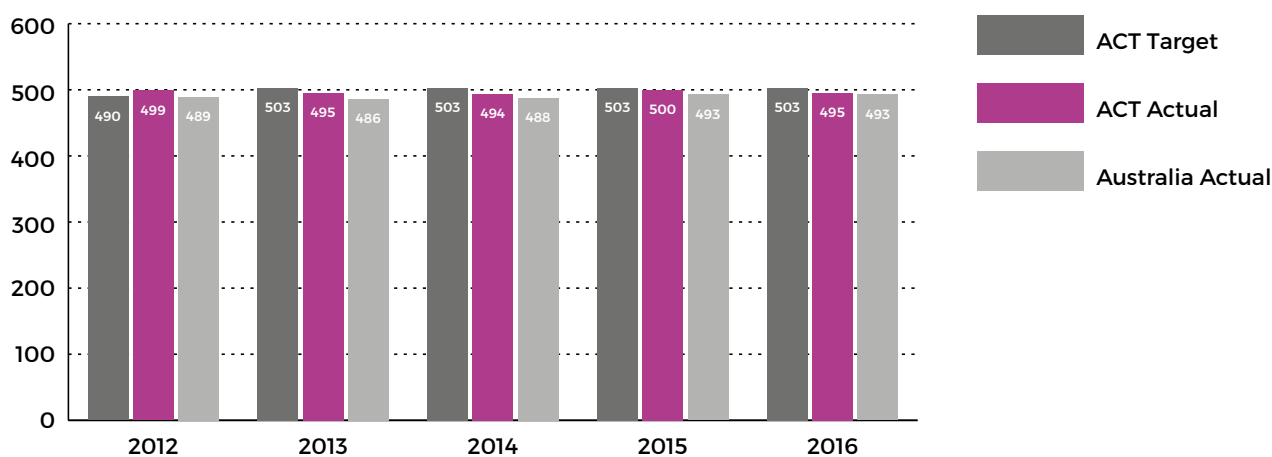
FIGURE B2.1: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2012 TO 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

Year 5 numeracy results have consistently been above the national mean since 2008, but ACT year 5 results have reached a plateau between 2013 and 2016. The ACT mean achievement score was slightly below the target for 2016 (Figure B2.2).

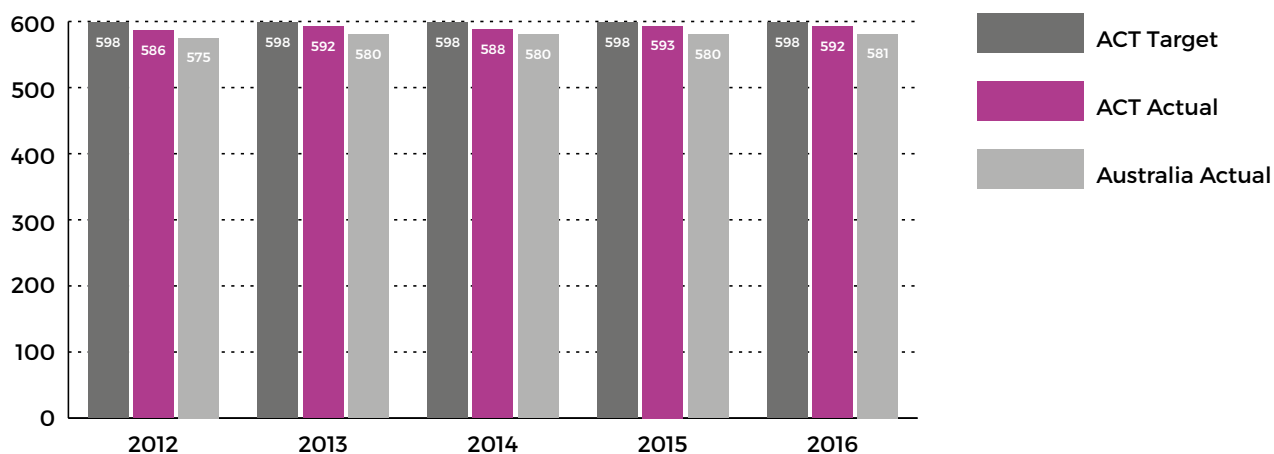
FIGURE B2.2: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2012 TO 2016



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

The performance of year 9 public school students in reading has been consistently higher than the national mean (Figure B2.3). There has been no significant change in ACT year 9 reading results since NAPLAN testing began in 2008.

FIGURE B2.3: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2012 TO 2016

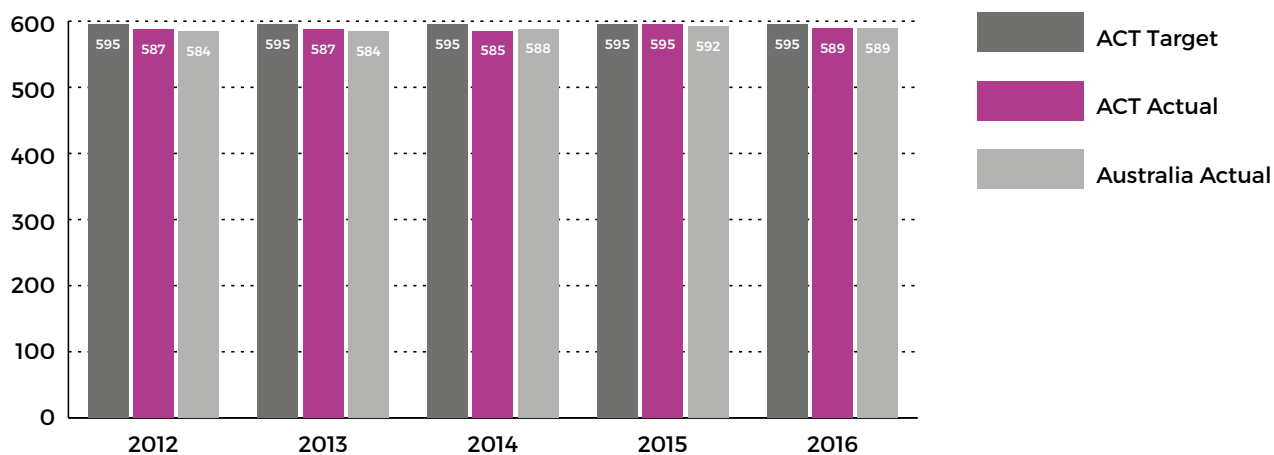


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

The mean achievement scores of year 9 public school students in numeracy have been stable with no statistically significant change between 2012 and 2016 results. The ACT mean score was marginally lower than the target in 2016 (Figure B2.4) and equal to the national results.

More detailed information regarding NAPLAN can be found at www.nap.edu.au.

FIGURE B2.4: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2012 TO 2016



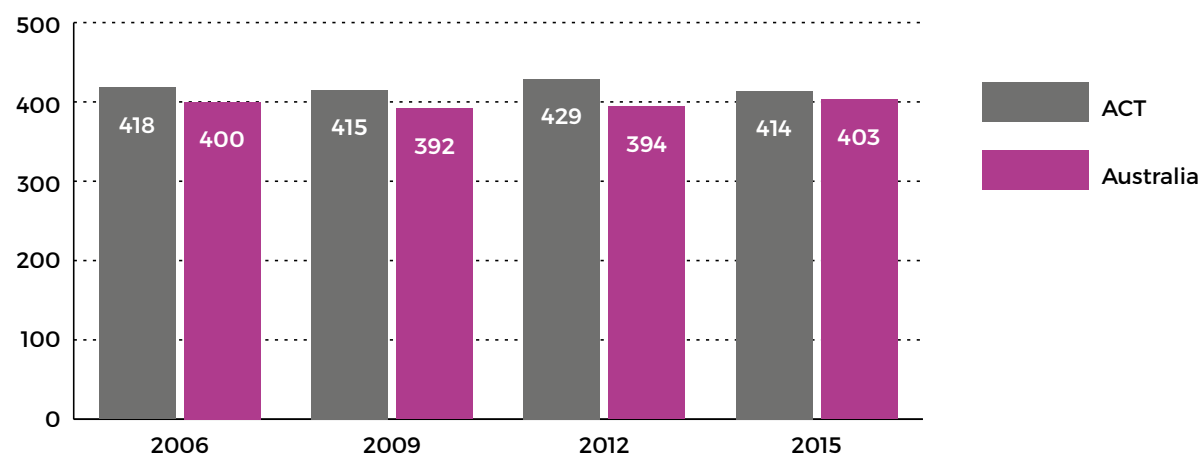
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2012 to 2016

The National Assessment Program – Science Literacy (NAP–SL) assesses the ability to think scientifically in a world in which science and technology are increasingly shaping children’s lives. Unlike other assessments that are part of the National Assessment Program, NAP–SL only assesses year 6 students.

Further information on the assessment is available from <http://www.nap.edu.au/nap-sample-assessments/science-literacy>

The performance of ACT year 6 students in the 2015 NAP-SL was above the national mean (Figure B2.5). The ACT 2015 results were similar to those of 2006, 2009 and 2012, with a mean score of 414 points and 61 percent of students achieving the proficient standard or higher.

FIGURE B2.5: MEAN ACHIEVEMENT SCORE OF ACT AND AUSTRALIAN YEAR 10 STUDENTS IN NAP SL, 2006 TO 2015



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program Science Literacy 2015

For further information on Aboriginal and Torres Strait Islander student performance, please see Section B1.



EARLY CHILDHOOD EDUCATION AND CARE

International and national evidence demonstrates that quality early childhood education and care has significant life-long benefits. These benefits include:

- > abilities to self-regulate, managing emotions and behaviour;
- > learning how to learn; and
- > longer engagement in schooling and improved academic performance.

Children who participate in quality early education and care experience these benefits irrespective of their family, social or economic context.

In 2012, all states and territories and the Commonwealth implemented the National Quality Framework (NQF) for the education and care sector. The NQF covers long day care, family day care, preschools and out of school hours care. Its primary function is to create a framework of education and care for children from 0–5 years who are not enrolled in school, and primary school aged children who attend out of school hours care.

The NQF established the *Education and Care Services National Law* and a uniform approach to the regulation and quality assessment of the education and care sector. The team responsible for undertaking this work within the Directorate is the Children's Education and Care Assurance (CECA) team.

CECA's regulatory role under the National Law includes the assessment and rating of services against the National Quality Standard. Following an assessment, an overall rating is given dependent on evidence collected across seven quality areas:

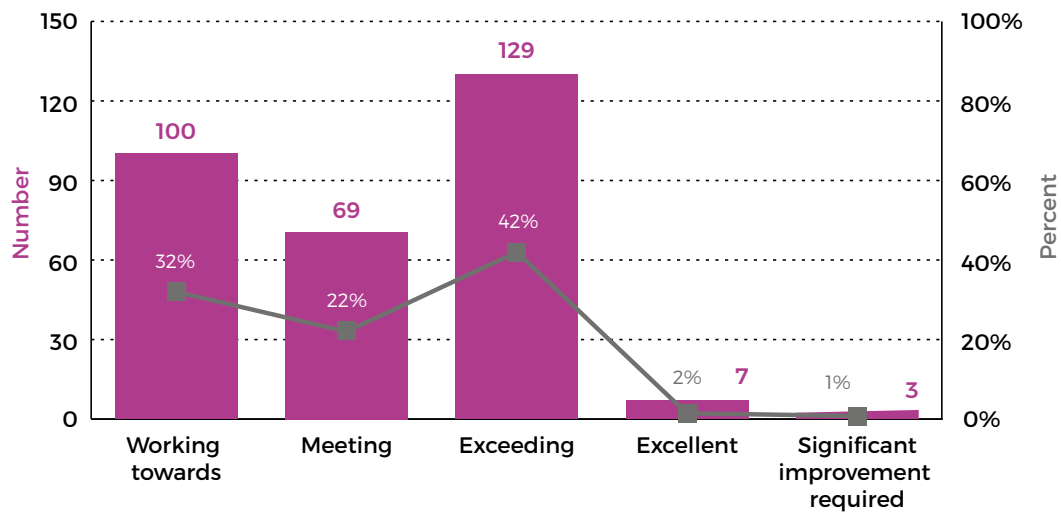
- > education program and practice;
- > children's health and safety;
- > physical environment;
- > staffing arrangements;
- > relationships with children;
- > collaborative partnerships with families and communities; and
- > leadership and service management.

There are five rating levels within the assessment and rating process as follows:

- > Excellent rating, awarded by Australian Children's Education and Care Quality Authority;
- > Exceeding National Quality Standard;
- > Meeting National Quality Standard;
- > Working Towards National Quality Standard; and
- > Significant Improvement Required.

As at 30 June 2017, the ACT had 354 services approved under the *National Law*. Of those, 308 services had been awarded a quality rating, representing 87 percent of services (see Figure B2.6).

FIGURE B2.6: EDUCATION AND CARE SECTOR SERVICES AWARDED A QUALITY RATING AS AT 30 JUNE 2017



Source: ACT Education Directorate

As at December 2015, all services registered prior to March 2014 had received their first assessment under the National Quality Framework.

As at 30 June 2017:

- > 211 services had received their first assessment and rating only.
- > 99 services had received their next assessment, of which:
 - 62 percent of services were rated at a higher rating; and
 - 89 percent of services had fewer elements rated as 'not met'.

This upward trend to overall improvement across the next assessed services shows a trend that most services are improving in their rating.

Universal Access to Early Childhood Education: National Partnership Agreement

On 4 May 2017, Senator the Hon Simon Birmingham, Minister for Education and Training, announced the Australian Government's commitment to extending the existing National Partnership for Universal Access to Early Childhood Education (NP UAECE) for 12 months. The Australian Government has committed \$428 million nationally, with around \$9 million allocated to the ACT.

The 12 month extension to NP UAECE 2016-2017 (NP UAECE 2018) is the fifth in a series of such agreements between the Australian Government and the states and territories to improve outcomes in early childhood education.

The NP UAECE provides a funding contribution to support the continued provision of 600 hours per year of free public preschool education, in the year before formal schooling.

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

As a requirement of the NP UAECE 2016 and 2017, the ACT's performance was measured against six performance indicators in the NP UAECE (2016–2017).

The ACT fully achieved against five of the six indicators and received full payment under these five. Almost 96 percent of four year olds in the ACT were part of a preschool program. The ACT achieved a result of 91 percent of Indigenous children participating in a preschool program available for 600 hours per year. This result was four percent short of the agreed 95 percent target and resulted in a part-payment for that target.

INSPIRATIONAL TEACHING AND LEADERSHIP

Identified Action: Recruit, develop, retain and reward quality teachers and maintain sustainable teacher workloads.

Quality teachers and effective school leaders are important factors in student achievement and ACT public schools have some of the best. *Great Teachers by Design* and *Great Teaching by Design* provide evidence-based frameworks for improving instructional leadership capability and excellence in teaching.

Local site selection, underpinned by the *National Professional Standards for Teachers*, is now embedded as a key classroom teacher recruitment strategy. This has improved contextual fit and enhanced principal accountability for building workforce profiles that target the educational needs of their specific student cohort. In over 80 local processes conducted from July 2016 to May 2017, outcomes delivered a mix of permanent officer transfers, new appointments and long term contracts.

The Directorate provides state of the art training facilities for all staff at the Hedley Beare Centre for Teaching and Learning. In addition, the Directorate quarantines \$1.46 million in professional learning funds annually to support the professional development needs of principals and teaching staff. Professional learning funds comprise the Principal Professional Learning Fund, the Teachers Professional Learning Fund and the provision of teacher scholarships.

By transferring to new settings throughout their careers, classroom teachers and school leaders gain broad experience and contribute to renewal of school communities through incorporation of new perspectives. An annual transfer round creates this opportunity for teaching classification staff. In the 2016 transfer round there were 577 classroom teacher, 41 School Leader C and nine School Leader B positions advertised.

The Directorate liaises closely with the ACT Teacher Quality Institute (TQI) and Access Canberra to ensure compliance with professional teaching registration requirements, including that all school based staff have current Working with Vulnerable People clearances; record and reflect on 20 hours of professional learning each year in the TQI teacher portal; and perform 20 days of teaching per annum.

Identified Action: Professional learning to encompass inclusive education, evidence-informed practice, community engagement and leadership at all levels.

Developing a high quality program of professional learning in every school to support all teachers to continually develop their professional knowledge, practice and engagement is a key area of focus for the Directorate. To both assist our staff in improving and progressing in their careers, schools are required to conduct two days of approved professional learning during stand down and also conduct professional learning community programs during school terms to build quality teaching practice.

To ensure the continuing expertise of our school staff, the Directorate has delivered high quality evidence based professional learning to develop the skills and capability of our teaching workforce. Resources and professional learning programs accessed by ACT teachers and school leaders which support the implementation of the Australian Curriculum and build their skill and capability range from comprehensive packages of teaching plans sourced from Queensland that systematically embed the Australian Curriculum from Kindergarten to Year 10 and the provision of Chinese and Indonesian language teaching assistants through partnerships with embassies and diplomatic missions.

The Principals as Numeracy Leaders program, a research-based instructional leadership initiative, coupled with Count Me in Too and Middle Years Mental Computation teacher professional learning, has supported effective leadership and teaching in numeracy.

The Writing Project was delivered to the North/Gungahlin and Belconnen Networks in 2016-17 and will be delivered to South/Weston and Tuggeranong Networks in 2017-18. The Writing Project was developed with the aim of further developing the capabilities of ACT public primary and secondary school principals as effective literacy leaders in the area of writing. Professional learning at the commencement of 2017 was attended by 686 primary school teachers.

To improve digital education capability, the 2nd Annual Google Summit was held over two days in April 2017 at Erindale College. The summit was attended by 363 ACT public school teachers and leaders and focused on deploying, integrating and using Google Apps for Education to promote student learning in K-12 and higher education. The summit featured quality workshops offered by Google for Education Innovative Educators, practicing educators, and other solution providers and the next summit is planned for April 2018. In addition to the summit, the Directorate organises four days of workshops every week five of every school term to up-skill ACT public school teachers in specific aspects of the Google G-Suite. In 2016-17, 379 staff attended these sessions. This professional learning has supported the implementation and early adoption of technology in ACT public schools to support inspirational teaching and the diverse needs of students.

Preschool teachers, assistants and school leaders also accessed professional learning on the Early Years Learning Framework to build their skills and capabilities in delivering quality early childhood education.

Development work on a refreshed and aligned school leader and teacher performance and development process with the *Australian Professional Standard for Principals*, *Australian Professional Standards for Teachers* and the *ACTPS Performance and Capability Framework* was completed in late 2016. The pilot implementation of the updated Performance and Development Process commenced in 2017, facilitating broader consultation and an ongoing consultative and collaborative approach to ensure schools have maximum input over the framework preceding anticipated implementation in 2018.

As part of our ongoing commitment to support leadership development and to build a collaborative culture that extends beyond the network model, a series of *Deputy Principal Leadership and Collaboration Events* for all ACT public education Deputy Principals was introduced in 2016-17. The events aim to build trust, collaboration and professional relationships amongst the Deputy Principals within and across networks. In addition, the Tuggeranong network introduced *Influence and Inspire*, an initiative to increase leadership awareness, capacity and impact for all Tuggeranong Executive Teachers through multimodal delivery of core leadership skills. The intention is to extend this program across the networks in 2018.

Professor Guy Claxton became a critical friend to the Directorate and commenced professional learning workshops with school leaders and relevant senior leaders in the Education Support Office during 2016, which will continue in 2017-18. The focus of Professor Claxton's critical friendship and professional learning workshops is to further develop an expansive mindset about student learning in ACT public schools, with a strong emphasis on teaching and learning approaches that lead to improved student outcomes.

Teachers who achieve certification at the higher Australian Standards of Highly Accomplished and Lead Teacher level were recognised and financially rewarded with an additional salary increment or equivalent one-year allowance for classroom teachers at the top of the salary scale and executive teachers. In 2016, out of the 13 successful applicants in the ACT, 11 teachers from the Directorate attained certification, an increase from nine in 2015, at the Highly Accomplished and Lead career stages. Certification as a Highly Accomplished teacher is deemed 'highly desirable' in selection processes for School Leader C (SLC) positions.

Transitional arrangements have been implemented to move from separate designations of Executive Teacher (SLC), under a variety of job titles and conditions, to a holistic Executive Teacher (SLC) position. This ensures that SLCs have opportunities to develop the full range of school leadership capabilities and to meet the learning and wellbeing needs of students.

Identified Action: Scholarships for teachers to achieve post-graduate qualifications.

The Teacher Scholarships Program continues to provide teachers with support to undertake further study that will lead to improved student learning outcomes. In 2016-17, 41 scholarships were awarded. Training and development projects have commenced to build workforce capability in the areas of educational leadership, human resources, school improvement, communications and school governance.

Identified Action: Implement a leadership development strategy that provides coaching and mentoring for leaders and aspiring leaders.

In April 2017, 30 participants and 23 mentors were selected to take part in Cohort 2 of the Aspiring Leaders Program. The Program is designed to build leadership capabilities across the system, and will be delivered by the University of Melbourne's Graduate School of Education over a 12 month period. Cohort 2 has implemented all recommendations from an evaluation of Cohort 1 of the Program undertaken in 2016. The Aspiring Leaders Program is part of a suite of measures that will form the broader workforce capability strategy.

Following considerable consultation, research and work in 2016, key elements of a proposed leadership strategy are being progressed as part of a broader workforce capability strategy spanning pre-service teachers to experienced principals. The workforce capability strategy will be further developed over the next year to provide a comprehensive and consistent approach to building capability across the system; identifying and nurturing a repertoire of leaders for the future.

Informed by a Capability Improvement Strategy report, work is also underway to design and implement a sustainable training and development program to effectively implement the new needs based funding model for ACT public schools.

Identified Action: Work with the education and care sector to professionalise the workforce.

On 3 February 2017 the Productivity Commission released its Report on Government Services (RoGS) chapter that covers childcare, education and training.

The RoGS report shows that the ACT had 61.8 percent of primary contact staff in early education and care services with a relevant formal qualification at, or above, certificate III.

While this figure is the lowest in the country it shows an 11.2 percent improvement on the 2016 figures. In 2016, RoGS recorded the ACT has having 50.6 percent of primary contact staff as having relevant formal qualifications.

It is important to note that the RoGS data only counts Child Care Benefit approved services, so the figures leave out a significant group of preschool services provided by public and non-government schools.

As of 1 March 2017, there are 79 public preschools and 20 non-government preschools.

In the ACT, 60 percent of preschool program workers have a university qualification, which places the ACT in the top two jurisdictions in the country.

Since the National Quality Framework was introduced in 2012, the ACT Government has supported the growth of qualified staff for the early childhood education and care sector with an Early Childhood scholarship program and an Early Childhood Degree program. A total of 175 scholarship grants for certificate III study were funded between 2012 and 2015. The last 30 places from this funding were offered in the first half of 2016. Since 2014, the degree program has funded approximately 65 candidates.

The ACT's Regulator, Children's Education and Care Assurance (CECA), provides regular opportunities for professional development and networking for the early childhood education and care sector.

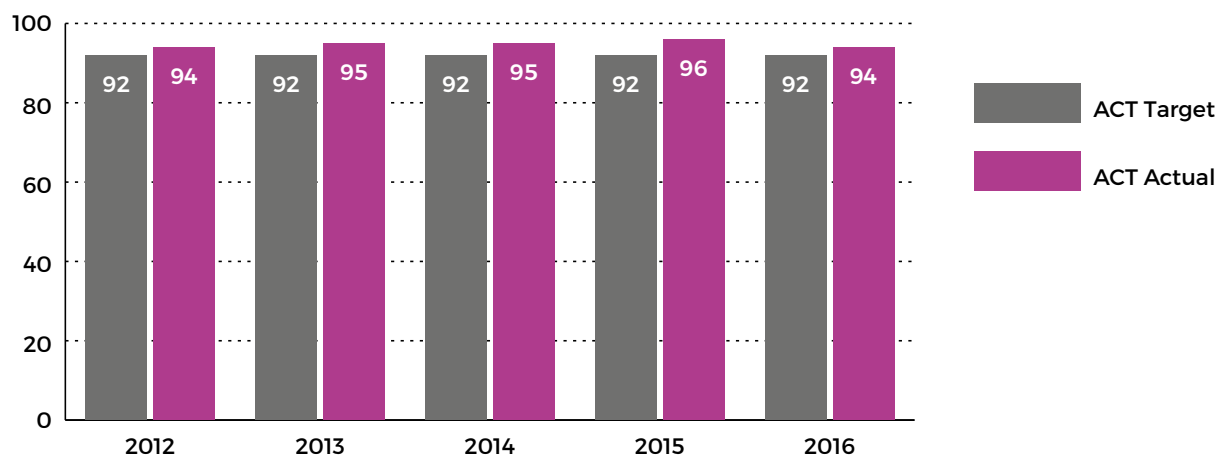
Information is regularly provided to the sector on the role of the CECA in supporting improvements in professional practice.

In late 2017, CECA will be hosting the *Collaborative Partnerships with Families and Communities* Symposium with a focus on developing strategic networks between the community and early childhood education and care services.

OUTCOMES

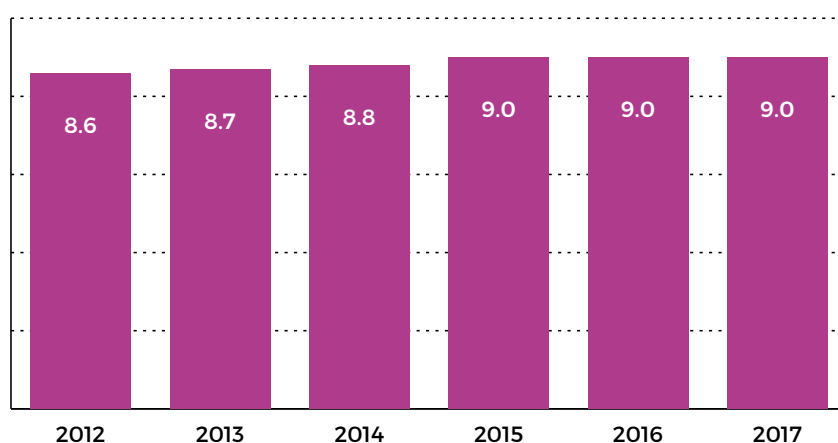
As a result of the Directorate's focus on the actions above to achieve inspirational teaching and leadership, the actual staff retention rate of the Directorate has gradually increased over the last five years. As shown in the below graphs, the Directorate has a target of 92 percent staff retention and an actual retention rate of 94 percent (Figure B2.7). By providing scholarships and professional learning, amongst other development opportunities, the Directorate has continued to retain quality teachers. The average number of years of employment with the Directorate steadily increased from 8.6 years in 2012 to 9.0 years in 2015 and has remained steady for the last two years (Figure B2.8). There are 3,357 teachers within the Directorate as at 30 June 2017 (not including casuals or school leaders).

FIGURE B2.7: STAFF RETENTION RATE MEASURED AS A PERCENTAGE, 2012 TO 2016



Source: ACT Education Directorate

FIGURE B2.8: AVERAGE NUMBER OF YEARS OF EMPLOYMENT WITH THE DIRECTORATE, 2012 TO 2017



Source: ACT Education Directorate



HIGH EXPECTATIONS, HIGH PERFORMANCE

Identified Action: Resource for student success through the implementation of the ACT Student Resource Allocation (SRA) Model.

During the reporting period, the implementation of the new needs-based funding model progressed, with each public school receiving a core funding component plus loadings relating to low socio-economic status and English as an Additional Language or Dialect.

The SRA model includes a number of loadings to support students from the following backgrounds:

- > Low socio-economic status;
- > English as an Additional Language or Dialect;
- > Aboriginal and Torres Strait Islander students; and
- > Students with Disability.

The low socio-economic status needs-based loading for ACT public schools is determined by a student family education and occupation index (SFI). The SFI combines parental education and occupation into a composite variable at the school level.

The review and implementation of a loading for students with English as an Additional Language or Dialect (EAL/D) was conducted and implemented into 2017 school budgets. The Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D Learning Progression is the framework that ACT public schools use to describe phases of English language acquisition for EAL/D learners.

Reviewing Aboriginal and Torres Strait Islander education in ACT public schools provided an opportunity for the Directorate to lead cultural change in the way schools meet the needs and aspirations of all Aboriginal and Torres Strait Islander students. A change to current Aboriginal and Torres Strait Islander education support will be implemented in 2018 based on a framework of building cultural integrity through relationships, high expectations, celebration, pedagogy and curriculum.

The development of the loading for Students with Disability continued throughout the 2016-17 financial year and is based on a strong policy and research foundation, informed by comprehensive consultation. The review will continue in 2017-18. This work aligns with recommendations from the Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour.

Approximately 83 percent of the total schools' budget has been reviewed and is being implemented under the Student Resource Allocation model. In 2016-17 schools transitioned smoothly to the implemented programs under the new funding model with minimal impact.

Throughout 2016, the School Operational Allocation (previously known as School Based Management) was designed and implemented into 2017 school budgets. The Schools Operational Allocation (SOA) provides cash funding to administer schools' operational costs – excluding staffing expenditure. The funding allocation is to meet the educational and school administration costs, including costs in relation to energy, water and sewerage, cleaning and minor maintenance.

Consultation on the new funding model is primarily undertaken through the SRA Principal Advisory Group. The Principal Advisory Group has 16 members from across ACT public schools, including representation from all school sectors and networks. The main objective of the Advisory Group is to ensure that schools' perspectives are reflected in strategic directions, project planning, policy development and shaping the design of the SRA Program.

Identified Action: Continuing negotiations with the Commonwealth Government around Education funding.

On 23 June 2017, the *Australian Education Amendment Bill 2017* (the Bill) was passed by the Federal Parliament. The Bill detailed the new Commonwealth education *Quality Schools* funding model and stipulates conditions of education financial assistance for the states and territories. The obligations for each state and territory are yet to be finalised. Further discussions around this matter are to be brought to the Council of Australian Governments (COAG) with the School funding and reform principles and regulations to be finalised in consultations with states and territories.

Identified Action: Ensure progress for every student through early identification of students requiring support.

The Directorate works in partnership with the Child Development Service, a section of the Child Development and Family Programs branch of the Community Service Directorate. Staff from the two directorates meet regularly to discuss how their work addresses the developmental needs of young children and how collaboration can ensure the services are working to respond to the needs of children in the ACT and their families.

The Directorate contributes funding for 1.8 full time equivalent staff to employ two early childhood teachers to work as part of the multidisciplinary team at the Child Development Service. The early childhood teachers coordinate Developing Kids Playgroups run at the Child and Family Centres at West Belconnen, Gungahlin and Tuggeranong, and at Holder. These playgroups provide a targeted program of play based sessions and also assist parents and caregivers by providing ideas to try at home to support their child's development. The program caters for children aged from 18 months to preschool with delays in their development and who are not eligible for support services through the National Disability Insurance Scheme (NDIS). The playgroup provides for families who may have difficulty engaging with mainstream services due to disadvantage or vulnerability. Facilitated by both allied health professionals and early childhood teachers, families experience an integrated service which also links to appropriate mainstream services, for example health and education. Children are enrolled for a term at a time and children and their families are supported by the early childhood teachers to transition to preschool. During 2016-17, 27 children were enrolled in the Developing Kids Playgroups.

The early childhood teachers also provide play activities for young children who attend the Mums and Bubs group at Winnunga Nimmityjah Aboriginal Health Service. Child Development Service allied health professionals also attend the group to support children and families and ensure early identification of children at risk of developmental delay and provide assessment and referral to the NDIS for young children requiring early intervention support services.

The Directorate also contributes funding for three full time equivalent psychologists who work as part of the multidisciplinary team at the Child Development Service. During 2016-17, these psychologists provided 91 comprehensive multidisciplinary autism assessments for children up to 12 years.

Where standardised developmental norms are required to inform assessment and planning for the needs of young children, the psychologists are able to conduct development assessments, usually using the Griffiths Scales of Child Development. Seventy-five developmental assessments were provided by psychologists at the Child Development Service during 2016-17.

The Education Directorate in collaboration with the Community Services Directorate (Child & Family Centres and the Child Development Service) are working towards the development of programs to support families with children who, in their early years, are displaying behaviours that may indicate that they do not have the requisite skills to engage with more formal learning, or who may be disengaging from school.

During 2016-17, educators from ACT public preschools in collaboration with Child and Family Centres and allied health staff from the Child Development Service, successfully trialled the 'Prep for Preschool' program at the West Belconnen Child and Family Centre to include children and families with complex and high needs. To assist with readiness for preschool, this program provided targeted small group sessions for children to support the development of their gross and fine motor, language, social and emotional skills and included concurrent parent information sessions.

As a result of the success of this program, 'Prep for Preschool' and a new 'Big School Ready' program will run across Canberra at the three Child and Family Centres with referral pathways supported through the Child and Family Centres, ACT public preschools and the Directorate's Network Student Engagement Teams.

Over the past 12 months, the Support at Preschool officers within the Network Student Engagement Teams have continued to work closely with National Disability Insurance Scheme funded early intervention providers and other early childhood education and care services to identify students who may require support at their transition to preschool.

Performance Indicators in Primary Schools (PIPS) assesses the early literacy and numeracy skills of students at the beginning of term 1 and the start of term 4 of kindergarten. The purpose is to explore literacy and numeracy skills students have when they start school so that appropriate learning programs are prepared and to assess progress later in the year. Teachers work with students one-to-one, in front of a computer to administer the assessment. Reports are provided for parents at the end of term 1 and term 4. Schools have access to online results and reports to assist with planning and teaching.

Identified Action: Implementation of *Schools for All* recommendations.

The Schools for All Children and Young People – report of the Expert Panel on Students with Complex Needs and Challenging Behaviour (the Expert Panel Report) was released on 18 November 2015. The ACT Government accepted all 50 recommendations and the Directorate commenced a three year program of cultural change – the *Schools for All Program*.

Over the past twelve months, the Program has focussed on implementing the 50 recommendations by developing and reinforcing a student-centred vision and bringing together the capabilities required to catalyse systemic and sustainable cultural change across the ACT education system. The program is being managed as a comprehensive program of works, to provide a cohesive and streamlined approach to delivery.

All three education sectors continue the shared vision and commitment to achieve an inclusive education system that caters to the diverse needs of all children and young people.

As of 23 May 2017, the Directorate has implemented 34 of its 49 recommendations, and the Catholic Education Office has closed 14 of 26 recommendations relevant to its school system. The Program continues to manage the remaining 15 recommendations for the Directorate and 12 for the Catholic Education Office.

Identified Action: Ongoing support of students with National Disability Insurance Scheme.

The Directorate has continued to work closely with the National Disability Insurance Agency (NDIA) and schools to assist the transition of our students into the National Disability Insurance Scheme (NDIS). Support with Personal Care in School (PCIS) and Special Needs Transport (SNT) are provided by the ACT Government as in-kind supports under the NDIS. The majority of our students receiving PCIS or accessing SNT have now applied to participate in the Scheme.

In July 2016, directorate staff completed assessments for 77 Year 12 students with disability to support the NDIA in determining their suitability for NDIS funded School Leavers Employment Support. As a result, 55 of these students were able to access a package of highly individualised NDIS funded supports to assist them to develop their employment skills and to foster employment sustainability.

Identified Action: Implementation of the *Aboriginal and Torres Strait Islander Whole of Government Agreement*.

The Directorate has taken a key focus on improving the cultural integrity of staff and students across the board. In 2017 all principals and Directors will undertake three days of intensive training over a six week period with Mr Scott Gorringer, Mr David Spillman and Mr Grant Sarra. The themes of the cultural integrity training include examining deficit discourse and assumptions, strategic cultural awareness and developing workplace based localised cultural action plans.

In 2016, the Directorate began implementation of the Reconciliation Action Plan, *Reconciliation – Keeping it Alive 2016-2018*. The purpose of the Directorate's Reconciliation Action Plan is to engage all employees in the creation of an organisational culture, enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, strengths and cultures through our common values.

The implementation priorities of *Reconciliation – Keeping it Alive in 2016-18* included the development of guidelines to engage all Directorate staff in reconciliation conversations using the postcard questions developed by the Reconciliation Working Group, and the commencement of developing cultural integrity goals for all staff through professional pathways plans and professional development plans. This has involved consultation with the Australian Education Union for the development of goals for teachers and principals.

The Directorate has worked in partnership with the Aboriginal and Torres Strait Islander Staff Network (Staff Network) over a period of 18 months to develop an Aboriginal and Torres Strait Islander Mentoring Program. The Staff Network identified potential mentors across the Directorate and offered them the opportunity to participate in the program by providing a brief biography for the mentee guidelines. Guidelines for mentors and mentees were developed based on the feedback and types of mentoring prioritised by the Staff Network.

The program is designed to allow Staff Network members to self select potential mentors based on need and to design the type of mentoring approach collaboratively. The program was launched on 5 April 2017 at the Hedley Beare Centre for Teaching and Learning, and provided a meet and greet opportunity for potential mentees and mentors.

Identified Action: Strengthen support for mental health and wellbeing in schools, including increasing school psychology capacity.

Under a Government election commitment, 20 additional school psychologists will be recruited over a four year period. The service will increase by an additional five full-time staff for the beginning of the 2018 school year and each year after that. The additional staff will enable resources to be targeted to areas of need and increase the focus on early intervention and prevention activities to intervene in mental health issues before they become established.

School psychologists work across behavioural, social, emotional and learning domains to support a student's wellbeing and are available to be accessed by all students, parents/carers and school staff in ACT public schools. School psychologists form an important part of the mental health and wellbeing approach within the school community by identifying and working with wellbeing and learning concerns early in the life of the problem, responding to an immediate crisis, referring to other specialist agencies and working with school staff to put in preventative strategies at the whole school level. Due to increasing demands of responding to immediate student concerns, the capacity of school psychologists to engage in early intervention and prevention strategies had reduced prior to the new commitment.

During 2016-17, 52 ACT public primary schools were engaged and actively participating in the *KidsMatter* program and 30 ACT public high schools and colleges were also engaged with *MindMatters*. These two programs are evidence-based Australian mental health and wellbeing frameworks that help take care of children's mental health needs.

The Directorate in partnership with the Community Services Directorate has also appointed a Child and Youth Protection Services Liaison Officer. This position was designed to support the collaboration and communication between the two directorates to ensure that the wellbeing of those children and young people involved in the out of home care system are better supported through their educational journey.

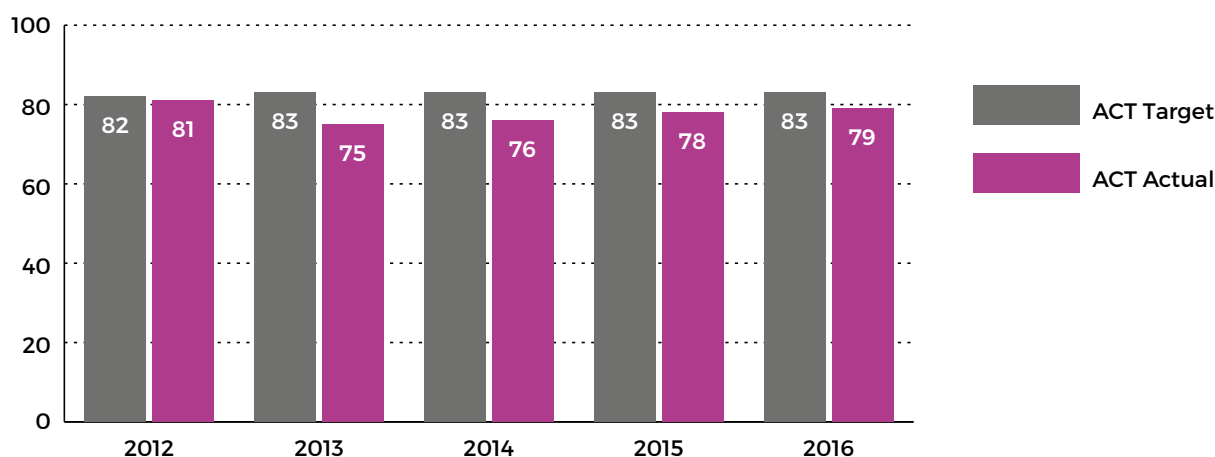
OUTCOMES

The actions above have worked together to achieve the Directorate's aims of setting high expectations and achieving high performance through meeting the learning needs of all students and identifying students requiring support early on in their learning journey. The Directorate uses a variety of indicators to measure its success in ensuring progress for every student, including student satisfaction, year 12 certification and destination outcomes, attendance, retention and individualised support for students accessing disability education.

The student satisfaction indicator is based on a survey of students from years 5 to 12 in ACT public schools, excluding students at specialist schools, conducted in August each year. In determining overall student satisfaction, the question 'Overall I am satisfied I am getting a good education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate overall satisfaction rates.

Overall student satisfaction (across primary, high and college sectors) with the quality of education received at public schools has increased from 75 percent in 2013 to 79 percent in 2016 (Figure B2.9).

FIGURE B2.9: PERCENTAGE OF OVERALL STUDENT SATISFACTION WITH EDUCATION IN ACT PUBLIC SCHOOLS, 2012 TO 2016

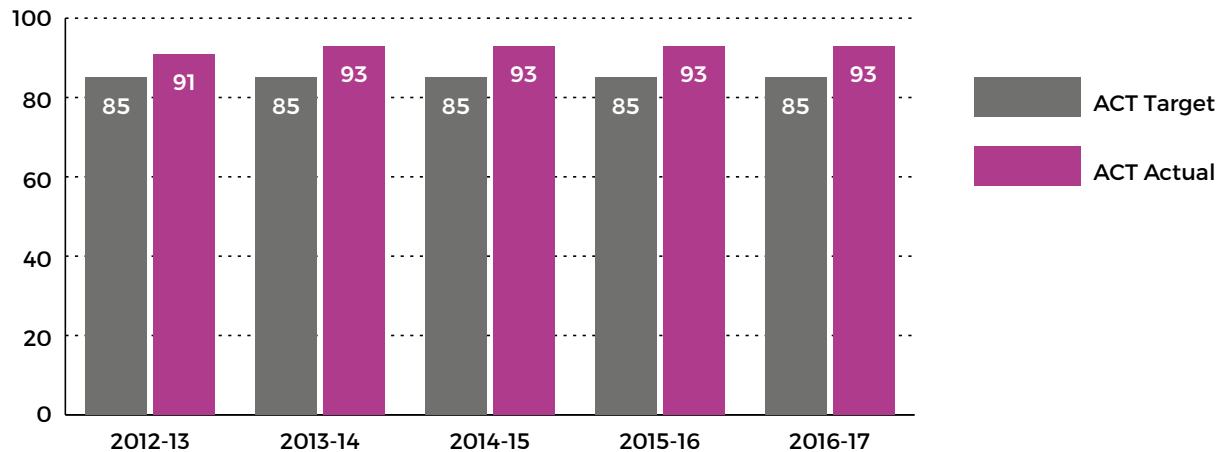


Source: ACT Education Directorate

An indicator of stakeholder confidence in public education is the retention of year 10 students in public schools to year 11 in public colleges. The percentage of year 10 students who proceed to public secondary college education reports the total number of year 10 students in public high schools, as at the August census, who enrolled in year 11 at public colleges as at the February census in the following year.

The percentage of year 10 students who proceeded to public secondary education has consistently exceeded the target over the last five years (Figure B2.10).

FIGURE B2.10: PERCENTAGE OF YEAR 10 STUDENTS WHO PROCEED TO PUBLIC SECONDARY COLLEGE EDUCATION, 2012-13 TO 2016-17



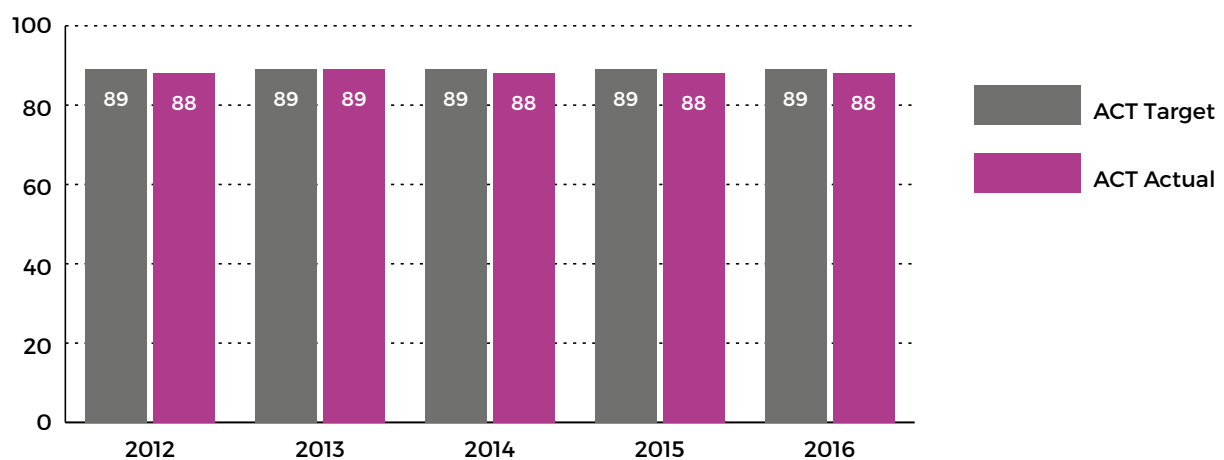
Source: ACT Education Directorate

YEAR 12 CERTIFICATION AND DESTINATION OUTCOMES

The Year 12 certification indicator is the number of students who meet the requirements of an ACT Senior Secondary Certificate, expressed as a percentage of year 12 enrolments. Estimates are calculated based on the number of students completing the requirements of the ACT Senior Secondary Certificate divided by the number of students enrolled in a year 12 program as at the ACT School Census in February each year.

The ACT public school certification rate for year 12 has remained stable over the last five years and in 2016 was just below the target of 89 percent (Figure B2.11).

FIGURE B2.11: PERCENTAGE OF YEAR 12 PUBLIC SCHOOL STUDENTS WHO RECEIVED AN ACT SENIOR SECONDARY CERTIFICATE, 2012 TO 2016



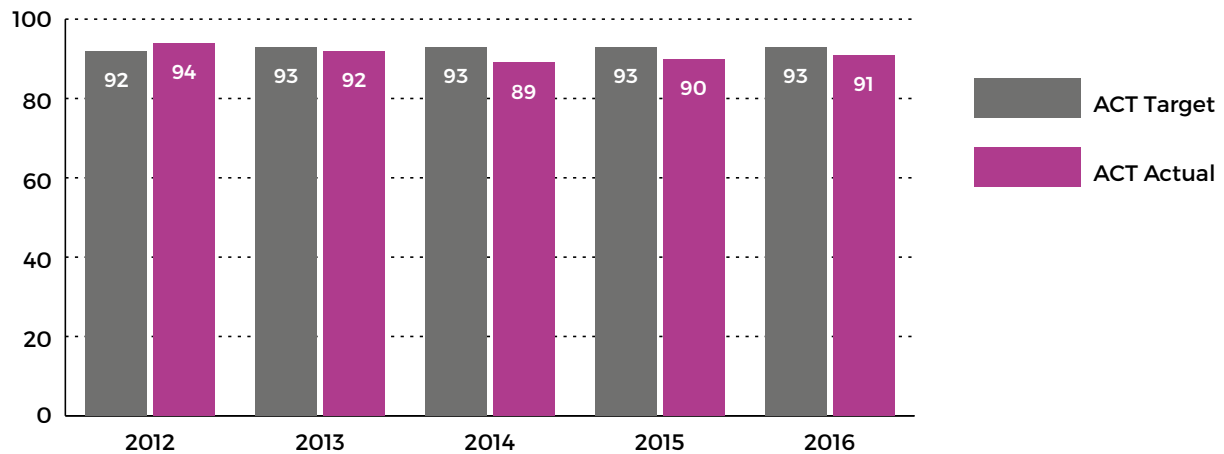
Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

ACT destination data are based on a survey of graduates who successfully complete an ACT Senior Secondary Certificate. Graduates from the previous year are surveyed in May of the reference year. The survey frame is drawn from the ACT Board of Senior Secondary Studies administrative records.

The percentage of public school year 12 graduates engaged in study or employment six months after completing year 12 has been stable at around 90 percent over the last five years (Figure B2.12).

The Directorate continues to develop programs and provides high quality teaching and learning facilities and opportunities to ensure that students are employed and/or studying after leaving school.

FIGURE B2.12: PERCENTAGE OF PUBLIC SCHOOL YEAR 12 GRADUATES STUDYING OR EMPLOYED SIX MONTHS AFTER COMPLETING YEAR 12, 2012 TO 2016

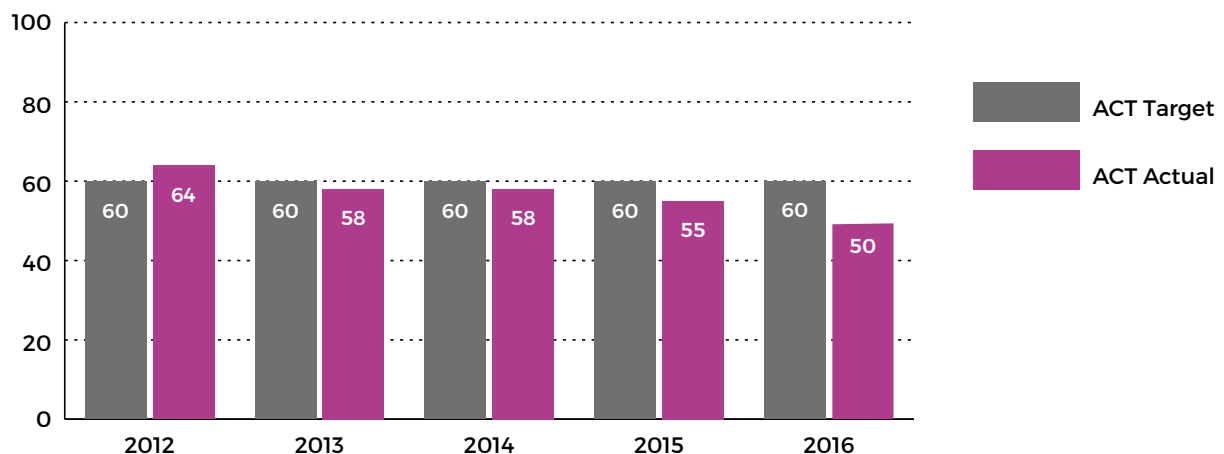


Source: ACT Education Directorate

The percentage of year 12 students receiving a nationally recognised vocational qualification is the number of year 12 students who completed year 12 and achieved a vocational qualification, or equivalent, divided by the total number of students enrolled in year 12 at the February census of a given year. A nationally recognised vocational qualification (Certificate of Statement of Attainment) is awarded to a student who has achieved one or more units of competence in a nationally endorsed Training Package or Course, under the Australian Qualification Training Framework.

The reduction in numbers of ACT students receiving a nationally recognised vocational qualification in 2016 was due to reductions in the number of students undertaking a vocational qualification (Figure B2.13). As reported in Section B1, this is consistent with national trends for vocational education and training (VET) in Schools, which showed a small decrease in student numbers in 2016, but a general upward trend in student numbers over the past 20 years.¹

FIGURE B2.13: PERCENTAGE OF YEAR 12 STUDENTS WHO RECEIVED A NATIONALLY RECOGNISED VOCATIONAL QUALIFICATION, 2012 TO 2016

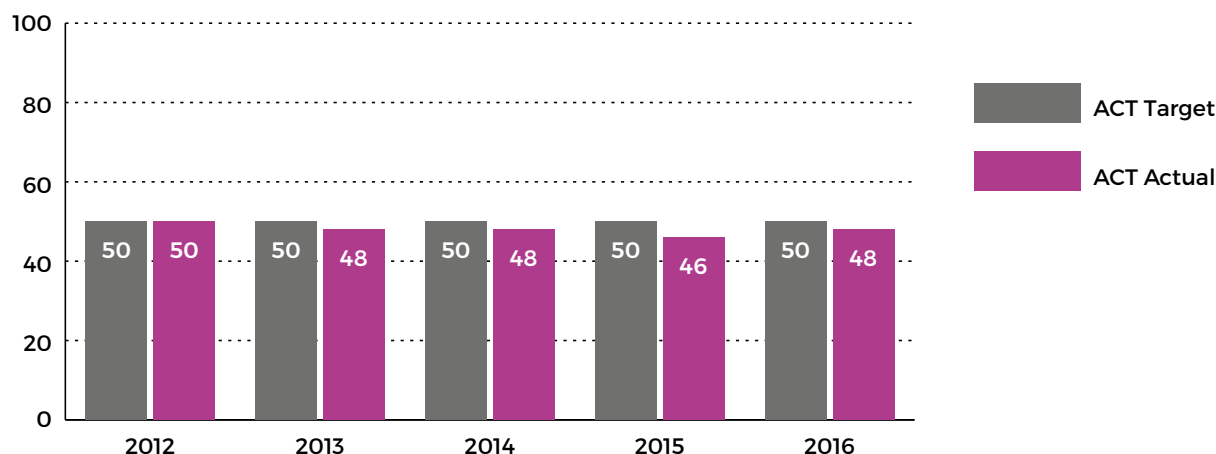


Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

¹ National Centre for Vocational Education Research, *Future bright for quality VET in Schools studies*, 1 September 2017.

The percentage of year 12 students receiving a Tertiary Entrance Statement is the number of year 12 students who completed year 12 and achieved a Tertiary Entrance Statement, divided by the total number of students enrolled in year 12 at the February census of a given year. The percentage of all ACT students receiving a Tertiary Entrance Statement has remained relatively stable over the last five years, and was just below the target in 2016 (Figure B2.14).

FIGURE B2.14: PERCENTAGE OF YEAR 12 STUDENTS WHO RECEIVED A TERTIARY ENTRANCE STATEMENT, 2012 TO 2016



Source: ACT Education Directorate, ACT Board of Senior Secondary Studies

ATTENDANCE

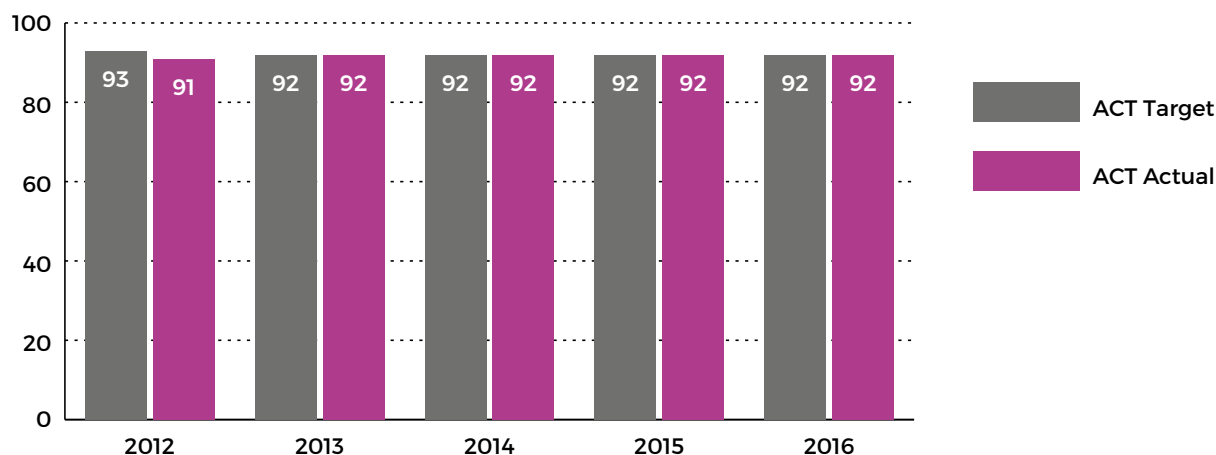
The student attendance rate is the number of actual full-time equivalent student-days attended by full-time students in years 1 to 10 as a percentage of the total number of possible student-days over the period.

A data quality statement on this measure can be obtained from the 'Report on Government Services' page of the Australian Productivity Commission website at

<http://www.pc.gov.au/research/ongoing/report-on-government-services>

The attendance rate of students in ACT public schools has been above 91 percent over the last five years (Figure B2.15).

FIGURE B2.15: ATTENDANCE RATE OF PUBLIC SCHOOL STUDENTS YEARS 1 TO 10, 2012 TO 2016



Source: ACT Education Directorate

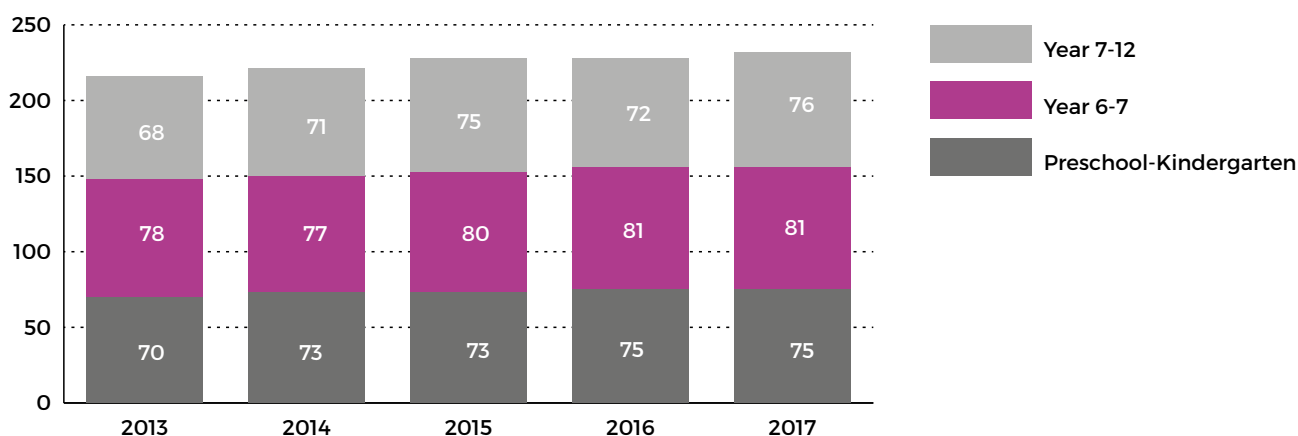
REAL RETENTION

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

The proportions of students continuing in public education from preschool to kindergarten, year 6 to year 7 and year 7 to year 12 have increased between 2013 and 2017 (Figure B2.16). Real retention is affected by a number of factors including but not limited to:

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

FIGURE B2.16: REAL RETENTION RATES IN PUBLIC SCHOOLS FROM PRESCHOOL TO KINDERGARTEN, YEAR 6 TO YEAR 7 AND YEAR 7 TO YEAR 12, 2013 TO 2017



Source: ACT Education Directorate

DISABILITY EDUCATION

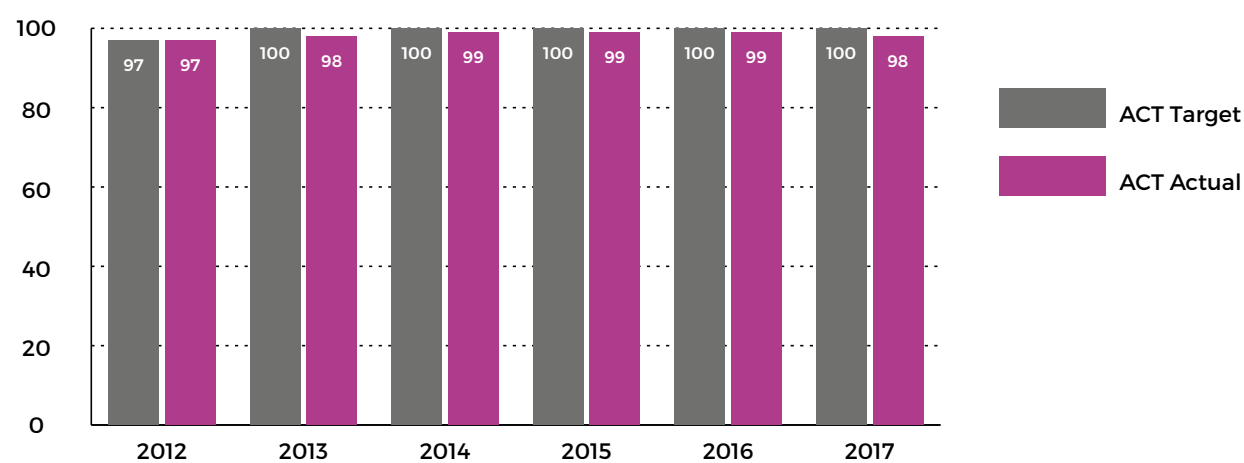
An Individual Learning Plan (ILP) outlines the learning goals and the required educational adjustments for students with disability. Each student who accesses a disability education program is required to have an ILP developed and reviewed annually.

The percentage of ILPs completed for students in specialist and mainstream schools who access disability education services represents the number of ILPs completed divided by the number of students accessing disability education programs. Data is obtained from a survey of schools conducted in term 2. 'Completed' means the ILP has been developed and is guiding classroom teachers in the delivery of the student's educational program. 'Disability education services' are programs provided to students who meet ACT Student Disability criteria. Programs include: Specialist School, Inclusion Support Program, Learning Support Centre, Learning Support Unit, Learning Support Unit – Autism, and Hearing and Vision Itinerant Teams.

The percentage of ILPs completed has remained relatively stable between 2012 and 2017 (Figure B2.17), while the number of students accessing disability education programs at the time of the ILP audit has increased from 1,904 to 2,250 over this time. Completion rates for ILPs are affected by a number of factors including but not limited to:

- > students new to the disability program or school;
- > alternative plans in place that better identify student needs and adjustments required, eg medical plans or personal care plans;
- > low attendance; and
- > parent/student request.

FIGURE B2.17: INDIVIDUAL LEARNING PLANS COMPLETED FOR STUDENTS IN SPECIALIST AND MAINSTREAM SCHOOLS WHO ACCESS DISABILITY EDUCATION SERVICES, 2012 TO 2017



Source: ACT Education Directorate



CONNECTING WITH FAMILIES AND THE COMMUNITY

Identified Action: Facilitate a community conversation to inform the Government's strategy for the *Future of Education*.

In February 2017, the Minister for Education and Early Childhood Development, Ms Yvette Berry MLA, made a statement in the ACT Legislative Assembly committing to the development of a strategy for the future of education in the ACT. This stems from the Government's fundamental belief that every child deserves a great education and the life chances which flow from it.

The strategy will reflect extensive community engagement throughout all stages of development, with a strong commitment to include everyone in the conversation. The conversation will take a phased approach and think beyond schools, towards education within a community context. The conversation design places the education system in a broader context which also includes health, community services, early childhood, as well as other services within the human services cluster. This is to ensure an authentic conversation about education.

The strategy will acknowledge enhanced equity as a constant focus and be strongly tied to the importance of access to quality early childhood education and care.

Identified Action: Strengthen the relationship with the Community Services Directorate with an emphasis on the *Respectful Relationships Programs*, streamlined referral processes and community support services.

The Directorate has worked with other Australian jurisdictions to provide access to quality respectful relationships curriculum resources for schools. Resources in this area support students to develop personal and social capability as they learn to understand themselves and others, manage their relationships, recognise and regulate their emotions, develop empathy for others, and establish and build positive relationships.

In 2016, the Community Services Directorate and the Education Directorate collaborated on a pilot program, *Preparedness for Preschool*. Over four weeks, the program provided a supported preschool experience for children with identified vulnerabilities, and a concurrent parenting program with access to a Child and Family Worker and early intervention therapists. The pilot program delivered positive benefits for parents and children, including confidence and skills to engage with learning at home and school, reduced anxiety about starting school, early identification of possible developmental concerns and linking with appropriate intervention services. In 2017, the program will be rolled out across the four school networks.

In 2016-17, the Community Services Directorate and the Education Directorate continued to deliver the ACT Koori Preschool Network Initiative. Two Early Years Engagement Officers, based at the Child and Family Centres, visit each Koori Preschool weekly and support parental engagement in children's learning, improved enrolment and attendance rates, and effective transitions from preschool to kindergarten. The Early Years Engagement Officers facilitate referrals between the Koori Preschool Program and the Child and Family Centres, engaging families in community support services and actively supporting preschool enrolment for Aboriginal and Torres Strait Islander children. Early Years Engagement Officers and Koori Preschool educators attend joint professional learning events each semester. At June 2017, enrolment and attendance rates at the Koori Preschool Program had increased since June 2016.

The ACT Koori Preschool Network Initiative is partly funded by the Australian Government under its Indigenous Advancement Strategy.

Identified Action: Implement *Supporting Parents Plan*.

As discussed above, the Directorate is working on development of an Early Childhood Strategy which will provide the means for delivering on some of the actions to implement the *Supporting Parents Plan*, including the development of a pilot program to provide after hours care to ACT Government preschool students.

Throughout 2017, high schools have worked with their student body, school board and school community to design and develop a school uniform that reflects the unique identity and culture of the school.

Work to develop resources for parents to further promote E-safety in schools and to further support parental engagement initiatives will be progressed in future Budget years.

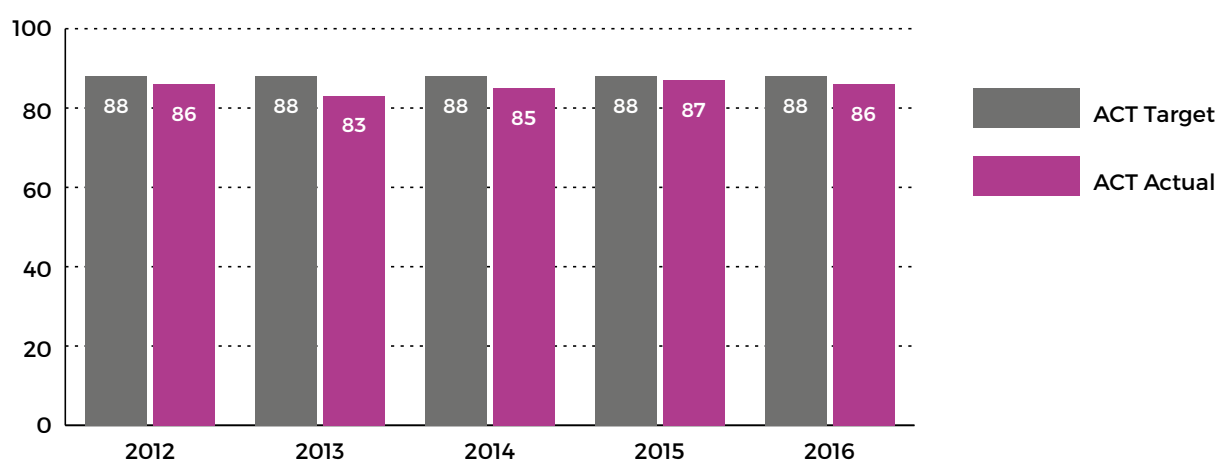
OUTCOMES

As outlined above, the Directorate has been giving priority to strengthening relationships with parents and the community. The Directorate uses several indicators to measure its success in engaging with parents and the community, including parent and carer satisfaction around enrolments.

Parent and carer satisfaction is based on a survey in August each year of parents and carers of students attending public schools. In determining overall parent and carer satisfaction, the question ‘Overall I am satisfied with my child’s education at the school’ is used. Responses are collected on a five point scale with only statements of ‘agree’ or ‘strongly agree’ being used to calculate overall satisfaction rates.

The data below (Figure B2.18) indicates that there was a high level of parent and carer satisfaction with the education provided at public schools over the last five years. The level of overall satisfaction was stable over the last five years from 2012 to 2016, with 2016 performance of 86 percent being just below the target of 88 percent.

FIGURE B2.18: OVERALL SATISFACTION OF PARENTS AND CARERS WITH THE EDUCATION PROVIDED AT ACT PUBLIC SCHOOLS, 2012 TO 2016

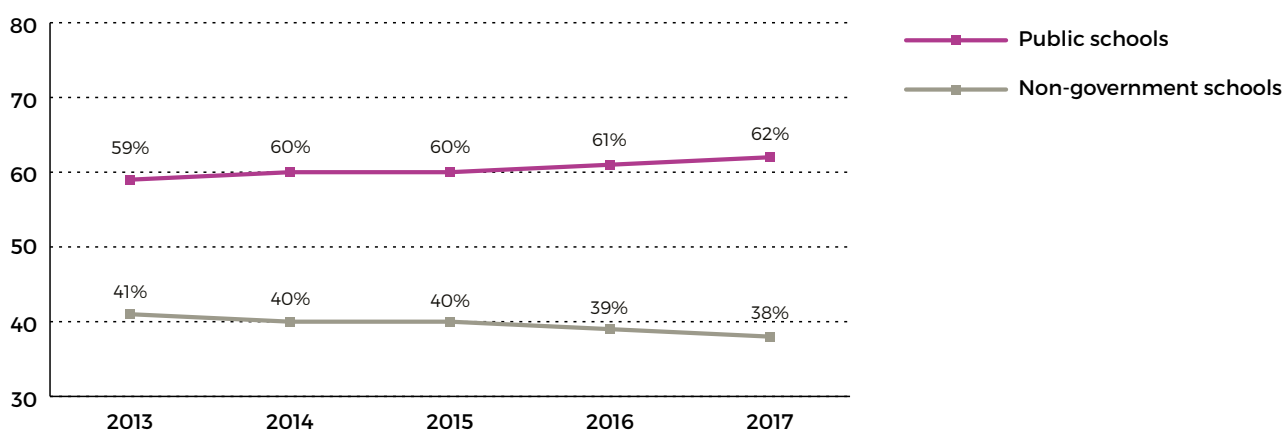


Source: ACT Education Directorate

The proportion of school enrolments by school sector includes all students enrolled from preschool to year 12 in all ACT schools, including specialist schools, at the February census of a given year.

ACT public schools continued to enrol the majority of students. ACT public school enrolments as a proportion of overall ACT enrolments has shown a small but steady increase from 2013 to 2017 (Figure B2.19).

FIGURE B2.19: PROPORTION OF SCHOOL ENROLMENTS, 2013 TO 2017

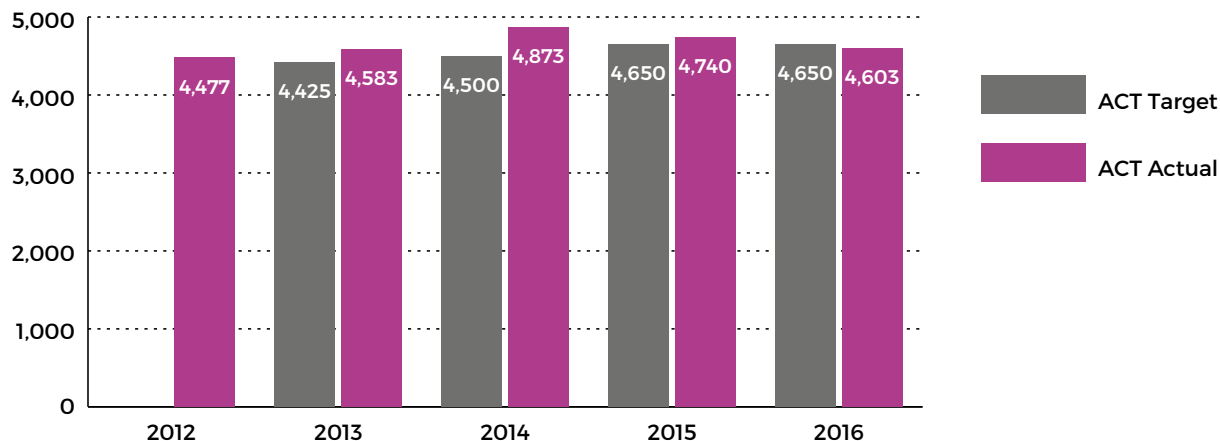


Source: ACT Education Directorate

The number of preschool enrolments in ACT public schools in the August census of a given year includes students who were attending a preschool program at a specialist school and/or as early entry students.

Preschool enrolments in ACT public schools increased from 2012 to 2014, but have shown a decline from 2014 to 2016 (Figure B2.20).

FIGURE B2.20: NUMBER OF ENROLMENTS IN PRESCHOOL IN PUBLIC SCHOOLS, 2012 TO 2016

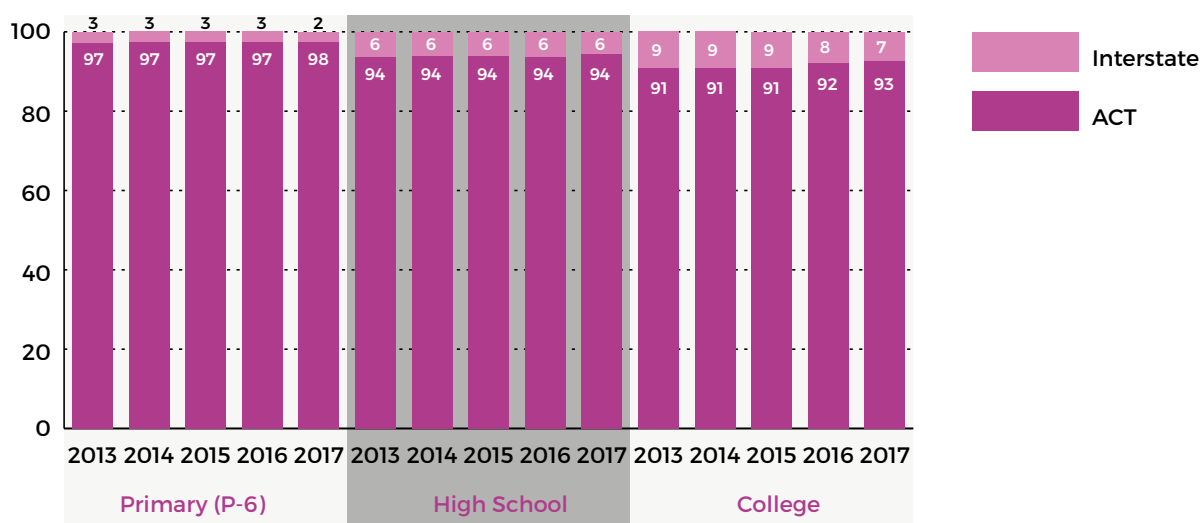


Source: ACT Education Directorate

INTERSTATE STUDENTS IN ACT PUBLIC SCHOOLS

Interstate enrolments in ACT public schools have fallen from 4.6 percent in 2013 to 3.9 percent in 2017. Interstate enrolments in ACT public primary schools (years P-6) have remained consistent at approximately 2.5 percent of total enrolments for the past five years. High school enrolments (years 7-10) of interstate students decreased from 6.4 percent to 5.7 percent of total enrolments between 2012 and 2017, while the proportion of interstate college enrolments has decreased from 9.1 percent in 2012 to 7.3 percent in 2017 (Figure B2.21).

FIGURE B2.21: COMPARISON OF ACT AND INTERSTATE ENROLMENTS IN ACT PUBLIC SCHOOLS, 2013 TO 2017



Source: ACT Education Directorate

INTERNATIONAL EDUCATION

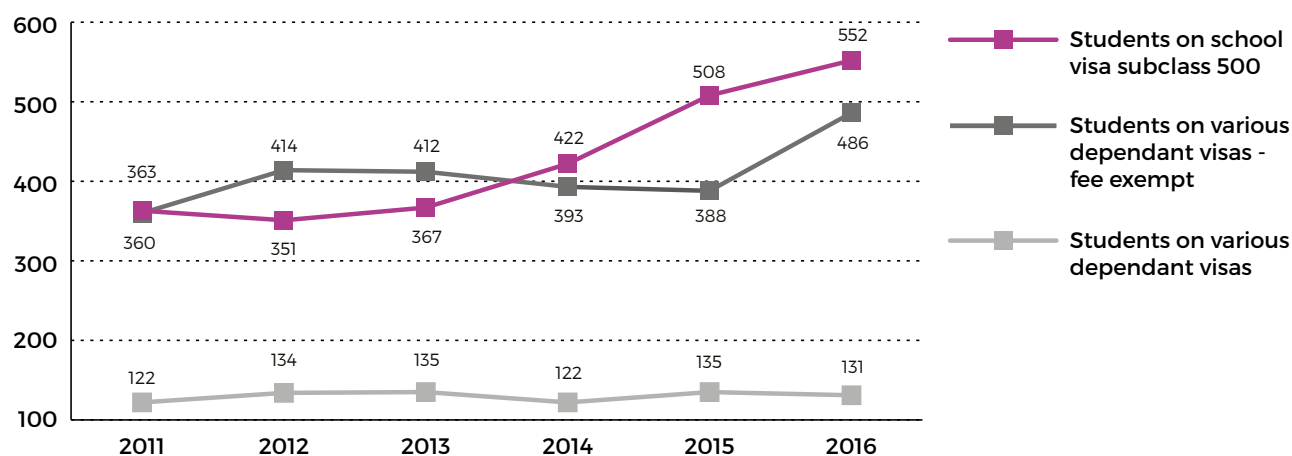
International students are non-citizen or non-permanent Australian residents who currently attend ACT public schools. The headcount of international students attending ACT public schools is reported for each calendar year.

There are two main categories of international students studying in ACT public schools: students on a School Sector Student Visa Subclass 500; and students who are the dependants of temporary residents who hold various work or study visas.

The payment of tuition fees for the dependants of temporary residents is dependent upon their parents' visa subclass, with 80 percent of dependants exempt from paying tuition fees in ACT public schools. As their parents are the principal visa holders, dependent children of temporary residents generally enrol onshore.

Over the past five years, there has been steady growth in the numbers of students holding a School Sector Student Visa Subclass 500, with a nine percent increase in student numbers between 2015 and 2016 (Figure B2.22). The numbers of fee paying students studying in ACT public schools as dependants on their parents' visa has largely remained static over the past six years. The number of dependants who are fee exempt from international student tuition fees increased by 25 percent between 2015 and 2016.

FIGURE B2.22: FULL FEE PAYING AND FEE-EXEMPT INTERNATIONAL STUDENTS IN PUBLIC SCHOOLS, 2011 TO 2016



Source: ACT Education Directorate



BUSINESS INNOVATION AND IMPROVEMENT

Identified Action: Improve use of data to inform school performance.

There were a number of developments through the year to improve the use of data to inform school performance. These included changes to the online enrolment form to collect data on early childhood experiences prior to preschool. The provision of data to schools for their use has been improved by an upgrade to the School Data Tool so that more, and more relevant, data on school performance can be delivered more effectively. The Directorate has created a spatial capability to enable spatially enabled data to be used for planning and for other purposes. The provision of NAPLAN related data to stakeholders has been improved through the development of products to demonstrate student growth over time. A flexible school reporting template was implemented in ACT public schools for the reporting of student achievement in 2016.

There were a number of developments through the year to improve the use of data to inform school performance. These developments included changes to the online enrolment form to collect data on early childhood experiences prior to preschool. The provision of data to schools for their use was improved by an upgrade to the School Data Tool so that more, and more relevant, data on school performance can be delivered more effectively. The Directorate has created a capability to enable spatially enabled data to be used for planning and for other purposes. The provision of NAPLAN related data to stakeholders was improved through the development of products to demonstrate student growth over time. A flexible school reporting template was implemented in ACT public schools for the reporting of student achievement in 2016. Directors, School Improvement have increased their use of data in informing discussions with school leaders about school performance and school improvement. Directors, School Improvement use system data on school performance and improvement to inform what they deliver to school leaders and teaching staff.

Identified Action: Implement the *School Administration System*.

Configuration and testing has commenced on the new School Administration System (SAS) with the signing of a contract with SMS Consulting Pty Ltd in September 2016. Six schools across all levels of education have assisted in the initial configuration of the SAS system and have commenced testing. Initial functionality will include attendance, timetables, calendars and student records. Initial implementation is expected to commence in all ACT public schools in 2018. Further functionality will be released throughout 2018 including assessment, wellbeing, finance, communication (including with parents), learning management and full migration of active student records from old systems.

Identified Action: Plan for and deliver new, expanded and upgraded education facilities to meet current and future needs.

The Directorate has expended \$19.543 million during 2016-17 to deliver many infrastructure and capital works improvements, including classroom upgrades totalling \$2.6 million. Infrastructure and capital works projects have included:

- > commenced the detailed design development for the new North Gungahlin P-6 School in the suburb of Taylor;
- > completed the detailed design development for Stage 2 of the modernisation works at Belconnen High School. Commenced the physical works at the site in June 2017 to provide major refurbishments of student learning and teaching spaces, further outdoor works and the creation of a new school administration and main entry area;
- > commenced Stage 2 of a two stage upgrade project at The Woden School. Works in 2016-17 included the design of a new college building which will be constructed in 2017-18;
- > commenced expansion works at Amaroo School which will include learning spaces for an additional 300 students and an expanded gymnasium;
- > completed the expansion of Harrison School with the construction of a two-storey learning space for 200 students;
- > expanded Neville Bonner Primary School by installing four transportable learning spaces and converting kindergarten spaces to additional preschool spaces;
- > delivered a transportable preschool building to Palmerston District Primary School;
- > upgraded sensory and withdrawal spaces to 35 schools as part of the *Schools for All* program;
- > completed the design and commenced construction of the Caroline Chisholm School Centre for Innovation and Learning located on the senior campus; and
- > completed the new Melrose Football Precinct at Melrose High School which was officially opened for the commencement of the 2017 school year in partnership with Active Canberra. The facility includes a new synthetic FIFA standard football facility, pavilion, natural grass oval and upgraded hardcourts.

Schools have also been undertaking work throughout 2016-17 to develop their expertise in learning space design. While the modernisation works at Belconnen High School and the Caroline Chisholm School Centre for Innovation and Learning are two examples, this work does not always require the construction of new spaces. It has also involved more flexible use of existing learning spaces, so that they can be configured in a number of ways to suit specific learning experiences and innovative teaching methods. Schools are engaging in pedagogy research on how to adjust spaces to become multidisciplinary and communal environments, which are well-adapted to modern technologies, encourage creativity and engage with students' diverse learning needs and capabilities.

Identified Action: Make tablet/notebook devices available to every public high school and college student.

This initiative will provide a device for every child in years 7-11 across ACT public schools, commencing in 2018. To guide the initiative, the Minister commissioned a School Education Advisory Committee to examine best practice and recommend directions for implementing this project as reported in Section B1. The Committee's report was delivered in mid-June. The main recommendation included bringing forward the delivery timeframe to deliver a device to every year 7 to 11 student in term 1 2018 to ensure ease of implementation in schools and improved equity of access. The Committee also recommended extending the established Google Chromebook service in schools as this would continue to build on the best practice implementation in ACT public schools and provide continuity for staff and students.

In addition, 3,070 laptops were supplied in 2016-17 to all full-time-equivalent teaching staff and \$1.5 million was supplied to schools to purchase shared student devices. To ensure reliability and access for these new devices, the Directorate partnered with Shared Services ICT and installed 1,017 wireless access points in ACT public schools in 2016-17. All secondary schools' internet bandwidth was upgraded to 10 G Bits/sec to ensure connectivity in preparation for expected future demand.

Identified Action: Meet targets of sustainability initiatives.

To meet its targets against sustainability measures, the Directorate implemented energy and water conservation measures across schools including:

- > renewal of digital water loggers at 60 schools;
- > integration of energy performance criteria into school Heating, Ventilation and Cooling contracts;
- > building envelop upgrades targeting improved thermal comfort including the installation of airlocks at Hughes Primary School, and glazing upgrades at two schools;
- > upgrade and refinement of building heating, ventilation and cooling systems and components targeting improved operational efficiency at two sites;
- > upgrade of external and carpark lighting at Hedley Beare Centre for Teaching and Learning; and
- > conducted energy audits at 16 schools to identify energy conservation measures for implementation in 2017-18.

To date the Directorate has secured a total of \$4.925 million for a number of energy conservation projects since the Carbon Neutral Government Fund opened to directorates in 2012-13. In 2016-17 the Directorate commenced \$2.314 million of works from the Carbon Neutral Government Fund. Projects included:

- > upgrade of the building management system at Erindale Education and Recreation Complex; and
- > completion of LED lighting upgrades at 20 schools.

To encourage active transport, the Directorate designed and commenced construction of end of trip and school bicycle storage facilities at four schools. The Directorate commenced implementation of its Sustainable Transport Strategy including offering two electric bikes for commuting to work related activities for Education Support Office staff. The Directorate also replaced five diesel vehicles with hybrid vehicles to improve fuel efficiency of the vehicle fleet.

To improve the sustainability performance of future schools, energy and sustainability standards were included in the Sustainable Development of Public School Facility Output Specifications. The Output Specifications for preschool to year 6 schools were endorsed on 28 June 2017. The Output Specifications target a 30 percent improvement in the energy efficiency of new school facilities above that required by the Building Code of Australia.

A comprehensive overview of sustainability performance is provided in Section B9.

Identified Action: Support Transport Canberra and City Services (TCCS) Directorate to improve road safety around schools.

Parking and traffic safety around schools continues to be supported through collaboration between schools, TCCS and the Education Directorate. The school road safety plan includes new infrastructure, with bigger and better signage, dragon's teeth line marking, dedicated school crossings and traffic islands.

Traffic and safety improvements include projects such as improved crossing at Lyneham Primary School, improvements to disabled parking, safety improvements at Gold Creek School and many other enhancements. During 2016-17, the projects included:

- > completing construction works to improve the car park at Turner Primary School;
- > relocating the disabled spaces at Taylor Primary School in term 1 2017 with a new compliant design; and
- > undertaking works at Lyneham Primary School, including additional line markings, bollards, the remediation of the path leading onto the pedestrian crossing on Brigalow Street, and implementing strategies that better support education and enforcement initiatives around the school.

Identified Action: Schools to develop evidence-based improvement strategies and school network sharing best practice.

As part of developing the Student Resource Allocation (SRA) model, a review of Aboriginal and Torres Strait Islander education, including extensive research and consultation, was undertaken in 2016.

In response to the evidence provided through this review, the Directorate has developed a policy framework to address the policy intent: “Schools that meet the needs and aspirations of Aboriginal and Torres Strait Islander students.”

This new policy intent is a deliberate shift away from the deficit discourse toward a more strengths-based approach and includes a focus on:

- > embedding a whole school approach to school cultural integrity development;
- > engaging and developing relationships with students, families and the community;
- > celebrating and promoting success of Aboriginal and Torres Strait Islander students; and
- > implementing curriculum and programs relevant to students so that they can ‘see themselves’ in their learning.

As part of schools’ ongoing school improvement journey, the Directors of School Improvement support schools in identifying areas for development and continuous improvement. To complement this work, the Directors of School Improvement have taken a more collaborative approach to their way of working. The five Directors of School Improvement have visited three schools together to develop a common understanding of best practice and expectations. In addition, the Directors of School Improvement provide detailed feedback through immersion visits and learning ‘walks and talks’.

In August 2016, the Directorate hosted the Engaging Schools Summit which was attended by over 160 teachers, principals and Student Leaders. During the Summit, Schools and Education Support Office leaders presented 10 showcase sessions on best practice and engagement strategies to support all learners to become engaged and integral members of their learning community.

OUTCOMES

EDUCATION AND CARE SERVICES

Assessment and ratings completed within legislated timeframes

This indicator measures the percentage of quality assessment and ratings of education and care services completed by Authorised Officers within legislated timeframes.

Under the *Education and Care Services National Law (ACT) Act 2011* the legislated timeframe between the assessment visit and the issue of the final report and rating notice is within 60 days.

Authorised Officers from CECA conduct assessment and rating of services against the National Quality Standard. The process meets statutory requirements and a national approach to the assessment and reporting of the quality of education and care services across a variety of service settings.

The target of assessment and ratings completed within legislated timeframes for the 2016-17 financial year was 100 percent. The result for the financial year was 98 percent.

The result for the outcome is determined by calculating the number of assessment and rating cycles in which the final report and rating notices were issued within the legislated timeframe. The final report and rating notice sent date must fall within the reporting timeframe. The number of assessment and rating cycles conducted to completion during the time period 1 July 2016 to 30 June 2017 was 65. A total of 64 were completed within the legislated timeframe.

The number of assessment and ratings completed in the 2015-16 financial year was 111. The number completed within the legislated timeframe was 108. This resulted in 97 percent achievement against a target of 100 percent.

Annual compliance audit is delivered in full

This is a new indicator in 2016-17, which measures the percentage of compliance audits undertaken for the purpose of a minimum target number established by the Directorate's Senior Executive Team for the 2016-17 financial year. A formal letter from the Director Early Childhood Policy and Regulation to the Senior Executive Team of the Education Directorate stipulates the number of compliance audits to be undertaken in the financial year for the purposes of this indicator.

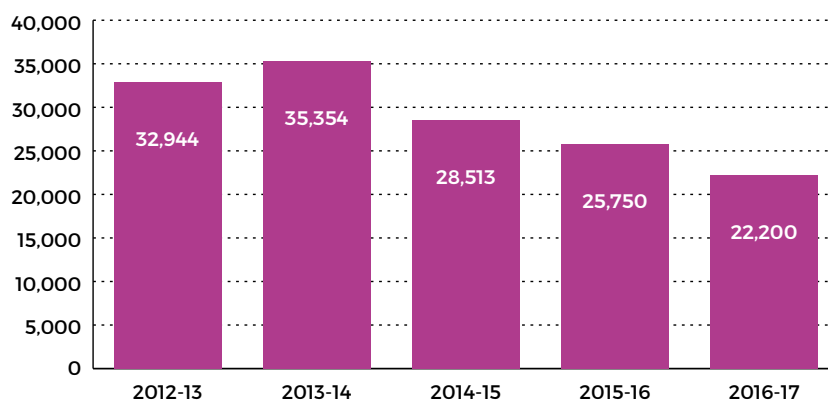
A scheduled audit of an education and care service is conducted against the minimum requirements of the *Education and Care Services National Law (ACT) Act 2011*. The target of compliance audits to complete for 2016-17 was 36 (100 percent target). A total of 36 compliance audits were conducted, resulting in 100 percent compliance with the target number.

SCHOOL PORTFOLIO CARBON EMISSIONS

Carbon emissions across the school portfolio are derived from gas and electricity energy consumption. The Directorate's priority in managing its carbon emissions is informed by the strategic pathway outlined in *AP2: A new climate change strategy and action plan for the Australian Capital Territory* and the Carbon Neutral ACT Government Framework.

The Directorate, in line with the Carbon Neutral ACT Government Framework, is committed to reducing its carbon emissions. The Directorate's Resource Management Plan (RMP) provides a strategic pathway for the achievement of the Directorate's carbon reduction target (Carbon Budget Target). In 2016-17 school based carbon emissions continued a downward trend (Figure B2.23). A reduction in the ACT Carbon Emission Factor for electricity combined with progressive improvements in energy efficiency across the school portfolio have permitted the downward trend despite annual growth in school gross floor area (GFA). Growth in GFA in 2016-17 reporting period included the addition of Caroline Chisholm School – Senior Campus: STEM building and extensions at Amaroo School and Harrison School (equivalent to a 3.85 percent increase in GFA from 2015-16 to 2016-17).

FIGURE B2.23 SCHOOL PORTFOLIO CARBON EMISSIONS (TONNES), 2012-13 TO 2016-17

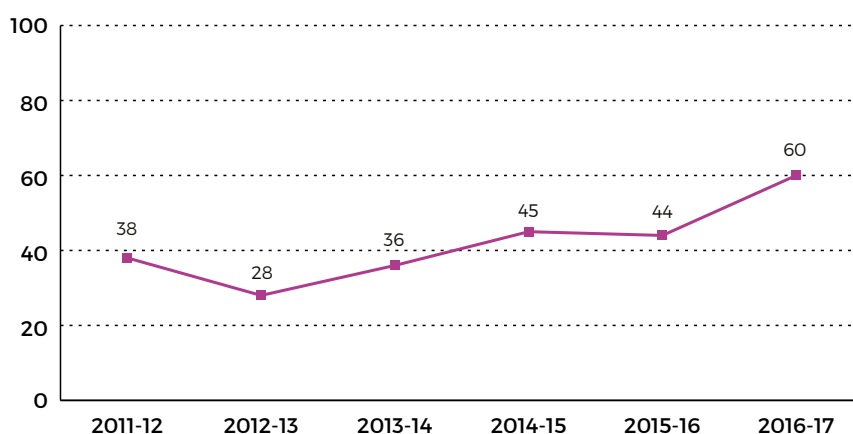


Source: ACT Education Directorate

FREEDOM OF INFORMATION

The Directorate, in line with ACT Government policy, is committed to making government decisions transparent through Open Government initiatives. The Freedom of Information (FOI) process is a mechanism allowing the community to access information held by the Directorate. The number of new FOI requests in a financial year increased from 38 in 2011-12 to 60 in 2016-17 (Figure B2.24). The requests received in 2016-17 comprised 20 from Members of the Legislative Assembly, five from Media and 35 from other sources, the majority of which were for access to personal records.

FIGURE B2.24: NUMBER OF NEW FOI REQUESTS, 2011-12 TO 2016-17



Source: ACT Education Directorate

NON-GOVERNMENT EDUCATION

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

In 2016-17, the Directorate met all of its targets for non-government education:

- > ensured all non-government schools operating in the ACT during the reporting period were registered;
- > completed provisional registration of all home educated students within 10 school days of the receipt of the application; and
- > paid all grants within the required seven business days of receiving funds from the Commonwealth Government.

During the reporting period:

- > one non-government school (Communities@Work Galilee School) was registered at an additional campus;
- > two former additional campuses of Good Shepherd Primary School (Mother Teresa School and St John Paul II College) were provisionally registered for two years as schools in their own right;
- > six Catholic systemic schools (St Anthony's Parish Primary School, St Clare of Assisi Primary School, St Clare's College, St Francis of Assisi Primary School, St John Vianney's Primary School and St Matthew's Primary School) were registered for five years;
- > four independent schools (Canberra Girls Grammar School, Canberra Montessori School, Covenant Christian School, Marist College Canberra) were registered for five years;
- > Orana Steiner School's registration was renewed for two years;
- > Islamic School of Canberra's registration was renewed for 2017 only; and
- > Taqwa School was registered for kindergarten to year 3 for 2017 only.

B3. SCRUTINY

AUDITOR-GENERAL REPORT NO. 6/2016 MANAGEMENT AND ADMINISTRATION OF CREDIT CARDS BY ACT GOVERNMENT ENTITIES

GOVERNMENT RESPONSE PROVIDED OUT OF SESSION SEPTEMBER 2016 (TABLED 13 DECEMBER 2016)

Recommendation	Action	Status
<p>1. ACT Government entities should review the allocation of ACT Government credit cards and determine if cards not being used should be rescinded.</p> <p>Government Response – Agreed</p> <p>Entities will annually review the allocation of ACT Government credit cards.</p>	<p>The Education Directorate Credit Card Administrator monitors credit card usage and investigates if credit cards are not being used. Strategic Finance undertakes an annual review of credit card activity as well the delegate reviewing a monthly acquittal for each card. When credit card holders go on extended leave, change positions or leave the Directorate cards are cancelled.</p>	Complete
<p>5. All ACT Government entities should provide guidance on credit card management and administration for supporting controls. However particular attention needs to be given to guidance on:</p> <p>a. tax invoices, especially explaining the need for these to be obtained for all transactions over \$82.50 (GST incl) and defining what constitutes a tax invoice;</p> <p>b. appropriate retention of documentation to demonstrate appropriate use; and</p> <p>c. the use of WhOG purchasing arrangements, including the need for documentation to demonstrate any departures from the arrangements.</p> <p>Government Response – Agreed</p> <p>Entities will review their existing credit card guidance to ensure these areas are adequately covered, if not already covered.</p>	<p>The Education Directorate currently provides guidance to office and school credit card holders on the requirements and retention of tax invoices, documented details on the purpose of the expenditure and the requirement to use WhOG arrangements or a documented explanation for going outside WhOG arrangements.</p> <p>The Directorate will remind cardholders of the above requirements as follows:</p> <ul style="list-style-type: none"> > in Directorate policy and procedures; > via the School Bulletin and All staff alert; > at regular School Business Manager training opportunities; > highlighted at the time of issuing new credit cards; > monitored as part of monthly review of credit card statements; and > if non compliance is found it will be followed up. 	Complete

Recommendation	Action	Status
<p>6. All ACT Government entities should investigate opportunities to:</p> <ul style="list-style-type: none"> a. access Corporate Online for the purpose of obtaining detailed transactional data on credit card use within the entity; or b. receive reports from SS with respect to credit card use within the entity, and c. use transactional data, or reports from SS, to review and evaluate the use of credit cards within the entity, including the ongoing appropriateness of the issue of credit cards to staff and any opportunities for improvement with respect to the efficient and effective management of credit cards in the entity. <p>Government Response – Agreed</p> <p>Shared Services will investigate the use of Corporate Online by all agencies and additional analytics for Shared Services entities.</p>	<p>In relation to this recommendation:</p> <ul style="list-style-type: none"> > The Education Directorate School Credit Card Administrator can access Corporate Online for School credit card users and provides transactional data if requested by schools. > Education Directorate will request Shared Services to provide transactional data if required. 	Complete

AUDITOR-GENERAL REPORT NO. 3/2017 2015-16 FINANCIAL AUDITS – COMPUTER INFORMATION SYSTEMS

Recommendation	Action	Status
<p>14. Monitoring of Audit Logs</p> <ul style="list-style-type: none"> d. The Education Directorate with respect to Maze should develop and document procedures for the review of audit logs and perform periodic reviews of audit logs. 	<p>As reported at paragraph 2.23 of the Report, Maze does not have the functionality to produce audit logs. This will be addressed as part of the replacement of the student administration system (Maze). The Maze system will be replaced by the new School Administration System (SAS) with implementation commencing in June 2017 through to September 2018. The Education Directorate expects that SAS audit logging will be fully complete in July 2018.</p>	In progress

AUDITOR-GENERAL REPORT NO. 11/2016

2015-16 FINANCIAL AUDITS – FINANCIAL RESULTS AND AUDIT FINDINGS

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2015-16 financial statements.</p> <p>The Audit Office reported two previously unresolved audit findings:</p> <ul style="list-style-type: none"> > salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected; and > the Directorate's school administration system (Maze) does not have a capability to generate audit logs on access to the system or its data. The Directorate also does not have a documented policy for the review of audit logs. 	<p>Instructions and reminders on action to be taken in reviewing salary reports have been issued to relevant staff.</p> <p>The Directorate will address this control weakness as part of the replacement of the student administration system (Maze). The Maze system will be replaced by the new School Administration System (SAS) with implementation commencing in June 2017 through to September 2018. The Education Directorate expects that SAS audit logging will be fully complete in July 2018.</p>	<p>Complete</p> <p>In progress</p>
<p>Two new audit findings were identified in 2015-16:</p> <p>A review of the Directorate's 'Fraud and Corruption, Prevention and Response Plan 2013-15' (the Plan) was due to be completed by July 2015. This did not occur, however, the Directorate commenced a review of the Plan in 2015-16. As the Plan has not been reviewed and updated in a timely manner, the Directorate has less assurance that fraud and corruption is reduced.</p>	<p>In 2016-17, the Directorate completed its review of the 'Fraud and Corruption, Prevention and Response Plan 2016-2018'.</p>	<p>Complete</p>
<p>The method used by the Directorate to measure a result for accountability indicator investigations and complaints commenced within stated policy timeframes (Output Class 1 'Public School Education') was incorrect as the timeliness of action was not being measured. This presents a risk of incorrect or fraudulent reporting.</p>	<p>The Directorate has deleted this accountability indicator for 2016-17.</p>	<p>Complete</p>

AUDITOR-GENERAL REPORT NO. 5/2014

CAPITAL WORKS REPORTING

Recommendation	Action	Status
<p>This Report has an outstanding recommendation related to the Education Directorate:</p> <p>2. The Commerce and Works Directorate's Shared Services Procurement and directorates should develop capital works service level agreements, or the equivalent, by 31 December 2014. These should specify reporting responsibilities.</p>	<p>The development and implementation of this service level agreement has not yet been finalised by Procurement and Capital Works, Shared Services. Each quarter this recommendation is followed up with Procurement and Capital Works.</p>	<p>In progress</p>

**SELECT COMMITTEE ON ESTIMATES 2016-2017 REPORT NO. 1
INQUIRY INTO APPROPRIATION BILL 2016-2017 AND THE
APPROPRIATION (OFFICE OF THE LEGISLATIVE ASSEMBLY) BILL
2016-2017
GOVERNMENT RESPONSE TABLED 9 AUGUST 2016**

Recommendation	Action	Status
<p>13. The Committee recommends that the ACT Government acts to assist non-government schools to implement the Schools for All Report (including students with disabilities).</p> <p>Government Response – Agreed</p>	<p>Implementation of Schools for All to date has been increasingly characterised by strong cross-sectoral working relationships across the government, independent and Catholic sectors. This is reflected in a range of governance and advisory groups such as the Program Board, the Program Working Group and most recently through a Schools for All stakeholder round table that will be delivered by all three schooling sectors.</p> <p>All three sectors are committed to sharing resources, professional learning opportunities, research outcomes and policy frameworks to implement the Schools for All report. For example, public and Catholic sectors have shared their new student wellbeing frameworks; professional learning costs for an interstate speaker on challenging behaviours was shared across Association of Independent Schools and the Education Directorate; and all sectors are working collaboratively with the Teacher Quality Institute to enhance pre-service teacher skills.</p> <p>With regard to financial assistance, all ACT schools are funded in accordance with the National Education Reform Agreement (NERA) and the needs based funding principles. Under this funding model schools in all sectors are funded in reference to the Schooling Resource Standard. Within the government schooling sector, all investments in Schools for All reforms are made within the NERA funding envelope.</p> <p>The ACT Government does not wish to reduce the existing flexibility provided to non-government schools by mandating a specific part of the ACT Government's share of the Schooling Resource Standard on a response to the Schools for All report, however, non-government schools have the opportunity to make these decisions within their respective NERA funding envelopes.</p>	<p>Complete</p>

Recommendation	Action	Status
<p>14. The Committee recommends that the ACT Government considers innovative funding models that consider the capital needs of non government schools (including preschools).</p> <p>Government Response – Agreed in principle</p>	<p>All ACT schools are funded in accordance with the National Education Reform Agreement and the needs based funding principles. The ACT Government provides around \$65 million in funding non-government schools. The funding provided is to contribute to the 'operating costs of school education' and the ACT Government provides flexibility on how non-government schools or systems allocate this funding (either to recurrent or capital investments).</p> <p>In addition to this funding the ACT Government also provides \$1.3 million per year (ongoing) to non-government schools to establish and upgrade preschool facilities and provides land at no cost to non-government schools.</p> <p>Through the 2017-18 Budget the ACT Government has also made a provision of \$3.750 million per annum over four years for capital grant funding for infrastructure upgrades. Delivery of this funding is subject to the final form of the new Commonwealth funding model for education.</p>	Complete
<p>15. The Committee recommends that the ACT Government works with the Australian Government to provide assistance to ensure broadband services to all ACT schools.</p> <p>Government Response – Agreed in principle</p>	<p>The majority of Canberra public schools utilise a broadband connection supplied by the ACT Government. Where this is not possible, the Education Directorate provides the best available commercial connection to the internet.</p> <p>The Education Directorate continues to provide advice to non-government schools in the ACT on connection to broadband services including those provided by the National Broadband Network.</p>	Complete

Recommendation	Action	Status
<p>35. The Committee recommends that the ACT Government support long-term primary prevention funding to address the need for respectful relationship education in ACT schools.</p>	<p>The Government provided \$0.6 million over 2015-16 and 2016-17, for the Countering Domestic Violence – Promoting social and emotional learning initiative, designed to support ACT public schools in the provision of social and emotional learning programs.</p> <p>The initiative provided additional resources to train teachers and staff on domestic violence issues, including mandatory reporting requirements. An Education Directorate Family Violence webpage is also now operational and includes resources for students, families and schools including information about relevant support services and curriculum material.</p> <p>The Directorate is working towards White Ribbon Accreditation and a number of schools have completed the White Ribbon Schools Program, providing school leaders and teacher with tools and strategies to implement respectful relationship and domestic violence education programs in schools.</p> <p>Funding arrangements for later years will be considered in the context of the Government's overarching family violence prevention package announced in the 2016-17 Budget.</p> <p>Schools will continue to implement elements of the Australian Curriculum which support the development of respectful relationship skills in students. The Directorate has funded access to curriculum resources to support lessons in respectful relationships through the Curriculum into the Classroom package developed by Queensland Department of Education.</p> <p>The Australian Government will be releasing further curriculum resources to support teachers to implement those elements of the Australian Curriculum that build respectful relationship skills in students. The ACT Government will continue to fund teachers to deliver the Australian Curriculum.</p>	Ongoing
<p>Government Response – Noted</p>		

Recommendation	Action	Status
<p>106. The Committee recommends that the ACT Government provide clarification as to why incomplete school census numbers were given in responding to an ACT Legislative Assembly motion, insofar as it failed to include, without explanation, preschool numbers which the February census statistics did include.</p> <p>Government Response – Agreed</p>	<p>The ACT Government response to the ACT Legislative Assembly motion of 6 April 2016 defined the student population for capacity and projection reporting as kindergarten to year 12 students, based on the February 2016 School Census.</p> <p>The Education Directorate reports data in a number of formats and may include ‘all’ or a ‘subset’ of the total student population and will be dependent on stakeholder requirements. For future reporting, additional notes will be provided to ensure the audience is aware of the scope and/or restriction placed over reported data.</p> <p>The management of preschool enrolments considers a number of factors differently to the other year levels, allowing the Education Directorate to effectively cater for preschool enrolment demand. These factors include: class size requirements under the National Quality Framework, number of preschool sessions, the configuration of learning spaces, the preschool school site and the variability of preschool enrolment numbers.</p>	Complete
<p>107. The Committee recommends that the Education Directorate be consistent in how it calculates capacity in each ACT school so as to accurately reflect enrolment vacancies.</p> <p>Government Response – Agreed</p>	<p>The Education Directorate has an existing consistent process and methodology in place.</p>	Complete
<p>108. The Committee recommends that the Education Directorate work closely with principals when assessing and determining what are reasonable capacity numbers for each ACT public school.</p> <p>Government Response – Agreed</p>	<p>The Education Directorate will continue to work closely with principals to determine reasonable capacity numbers for each ACT public school.</p>	Complete
<p>109. The Committee recommends that the ACT Government continue to work closely with the non-government sector to facilitate better cross sectoral cooperation in such areas as Teacher Quality Institute accredited courses.</p> <p>Government Response – Agreed</p>	<p>The ACT Government is continuing its work with the non-government sector to facilitate better cross sectoral cooperation including for accredited courses. A current example is the work being undertaken around Schools for All.</p>	Complete

Recommendation	Action	Status
<p>112. The Committee recommends that the Education Directorate publish either in the Budget Papers or in the Annual Report the satisfaction surveys ratings for each of the categories of schools and what strategies are in place to enhance satisfaction.</p> <p>Government Response – Agreed in principle</p>	<p>Overall satisfaction with public school education by school type (colleges, high schools, primary schools, P-10 schools, specialist schools and early childhood schools) is also published annually on the Education Directorate website in an information sheet entitled, What do people think about ACT public schools? The information sheet states that the survey results contribute to the school improvement process within each ACT public school.</p> <p>The Budget Papers also report the overall satisfaction of students and parents and carers at Strategic Objective 2.</p> <p>In addition, detailed school level results are published in School Board reports each year and ACT results are highlighted in the Education Directorate's Annual Report.</p> <p>Satisfaction surveys will continue to be undertaken and results published.</p>	Complete
<p>113. The Committee recommends that the ACT Government provide information about how they audit vital school facilities such as pools and other equipment in special schools and whether they are subject to an annual condition assessment to ensure the facilities are in working condition.</p> <p>Government Response – Agreed in principle</p>	<p>The Education Directorate currently prepares Condition Assessment Reports for all school facilities every three years. These reports include hydrotherapy pools at special schools.</p>	Complete
<p>114. The Committee recommends that the ACT Government work with the non government schools sector to facilitate all schools being able to move to online NAPLAN testing.</p> <p>Government Response – Agreed</p>	<p>The ACT Government is continuing to work closely with all ACT schools, including independent and catholic sector schools, in the move to NAPLAN Online. Catholic Education Office and Association of Independent Schools representatives are an integral part of the ACT's NAPLAN Online project governance board. The ACT NAPLAN Online project team is working closely with all ACT schools, including training and helpdesk support, to ensure system, school and student readiness in the move to online assessment.</p>	In progress

For further information contact:
Director
Governance and Community Liaison
(02) 6205 5511

B4. RISK MANAGEMENT

The Directorate's risk management framework is based on the Australian and New Zealand Standard ISO 31000:2009 Risk Management – principles and guidelines. Risks are identified and mitigated through the Directorate's internal governance control structure, which includes:

- > Risk Management Framework;
- > *Strategic Risk Profile*;
- > school compliance reporting;
- > *Fraud & Corruption, Prevention & Response Plan 2016-2018*;
- > internal audit program;
- > detailed financial policies and controls, such as the Director-General's Financial Instructions and the *School Management Manual*; and
- > detailed financial operating procedures and practices.

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

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

Monitoring and reporting on risk management occurs through:

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

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

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

CRITICAL INCIDENTS

The number of critical incidents for a financial year has been calculated on those incidents reported which meet the definition for a critical incident in the Directorate's Critical/Non Critical Incident Management and Reporting Policy i.e. an event that causes severe impact, such as significant disruption to the school routine, an emergency management situation, loss of a sense of control, or threat to the safety of students and staff.

In the period 1 July 2016 to 30 June 2017, there were seven critical incidents in ACT public schools. All seven incidents were classified as 'lockdown, evacuation or temporary closure'.

CHILDREN'S EDUCATION AND CARE ASSURANCE (CECA)

The National Quality Framework (NQF) for the education and care sector established the *Education and Care Services National Law* and a uniform approach to the regulation and quality assessment of the education and care sector. The Director-General of the Education Directorate is the ACT's Regulatory Authority. The National Law places obligations upon the Regulatory Authority to undertake investigation, compliance, enforcement and assessment and rating functions.

AUDIT AND RISK MANAGEMENT

The CECA Investigations team processed 796 notifications for the 2016-17 financial year.

Of those 796 notifications, 59 matters were investigated, 13 matters were subject to risk audit and seven matters were subject to both investigation and risk audit.

The team carried out approximately 103 compliance audits in the last half of the financial year and approximately five risk audits in response to incidents or allegations that substantiated a rapid response.

The team has an audit schedule of 351 services over the following three years.

INVESTIGATIONS

Between 1 July 2016 and 30 June 2017 CECA commenced 65 investigations. During that time period, there were approximately 19 investigations in progress and 46 cases closed.

Major areas of investigation for the financial year were: allegations of harm to children; staffing arrangements and inadequate supervision; and missing/unaccounted for children.

CECA, and in particular the investigation team, have been working on operational relationships with ACT Ombudsman, Access Canberra, Child and Youth Protection Services and relevant Commonwealth agencies.

COMPLIANCE

From 1 January to 30 June 2017, the Regulatory Authority issued approximately 38 compliance actions under the National Law. Compliance actions range from administrative letters, to conditions on service or provider approval, compliance directions, compliance notices, suspension of services and prohibition of individuals.

LITIGATION

At the time of this report, three decisions to take compliance action under the National Law were subject to application for external review by the ACT Civil and Administrative Tribunal. Two appeals were resolved by way of consent orders in the favour of the Directorate, the third was still before the Tribunal as at 30 June 2017.

For further information contact:

Director

Governance and Community Liaison

(02) 6205 5511

B5. INTERNAL AUDIT

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

The Section engages external auditors to conduct some audits. Providers are sourced from a panel of external audit service providers.

The Directorate's Audit Committee Charter reflects the Australian National Audit Office and the ACT Treasury best practice guides for Audit Committees. The Committee's internal audit responsibilities are to:

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

The Audit Committee met four times during 2016-17. The Committee membership and attendance are displayed in Table B5.1.

TABLE B5.1: AUDIT COMMITTEE MEMBERSHIP AND MEETINGS IN 2016-17

Members	Position	Meetings attended
Carol Lilley	Chairperson (external)	4
Meg Brighton	Internal member	4
Sue Chapman ¹	External member	3
Mark Ridley ²	External member	2
Meredith Whitten ³	Internal member	1

Source: Chief Internal Auditor, Audit and Assurance

¹ Sue Chapman was appointed as an external member of the Audit Committee and her first attendance was at the September 2016 meeting.

² Mark Ridley was appointed as an external member of the Audit Committee and his first attendance was at the March 2017 meeting.

³ Meredith Whitten was an internal member of the Audit Committee for the meeting in September 2016 only.

Internal audits tabled in 2016-17 were:

- > Working with Vulnerable People registration;
- > Review of existing arrangements and their specific implementation to protect the personal safety and social wellbeing of a student;
- > Audit review of Erindale's Active Leisure Centre governance;
- > Implementation of external audit recommendations;
- > National Partnerships reward funding review; and
- > Evaluation of the implementation of the Australian Curriculum.

Internal audits to be undertaken in 2017-18 are:

- > School Administration System Gateway Review;
- > Workplace health and safety review;
- > 12 school audits;
- > Management and maintenance of public primary, high and college buildings;
- > Restrictive practices review; and
- > School capacity evaluation.

For further information contact:

Director

Governance and Community Liaison

(02) 6205 5511

B6. FRAUD PREVENTION

The Education Directorate's Fraud and Corruption Framework complies with the requirements of the *ACT Integrity Policy* (2010) and incorporates the *Fraud and Corruption, Prevention and Response Plan*. The Director-General's Financial Instructions (Integrity and Reporting) and the School Management Manual (Fraud Control and Prevention) describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording and reporting fraud.

The *Fraud and Corruption, Prevention and Response Plan* has been reviewed and finalised to cover 2016 to 2018. As part of the review the following material was considered:

- > *Standards Australia AS 8001 – 2008, Fraud and Corruption Control*;
- > *Best practice guidelines for the control of Fraud and Corruption*;
- > work undertaken by other jurisdictions within Australia and other ACT Government Directorates; and
- > results from a Directorate-wide fraud and corruption control survey undertaken to raise awareness of policies and procedures for the prevention and response to fraud and corruption.

Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Director of the Governance and Community Liaison Branch is the Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR).

The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee. Formal reports are provided to the Committee at least twice a year.

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

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

Any person applying for employment with the Directorate is required to acknowledge that they have read and will comply with the provisions of Section 9 of the PSM Act, Section 153(1) of the *Crimes Act 1900 (ACT)* and Section 244 of the PSM Act. They are also required to acknowledge the consequences of breaching these requirements. Nothing in this acknowledgement is taken to discourage the disclosure of conduct that is "disclosable conduct" within the meaning of the *Public Interest Disclosure Act 1994*.

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

There is one instance of possible fraud being investigated within the Directorate in the 2016-17 financial year and the matter is continuing.

For further information contact:

Director

Governance and Community Liaison

(02) 6205 5511

B7. WORK HEALTH AND SAFETY

The Education Directorate holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. In the 2016-17 financial year, the Directorate continued its strong health and safety performance, and sought to further influence and enhance this performance.

Work commenced to address the safety risk of occupational violence in August 2016 with the formation of the Joint Australian Education Union (AEU)/Education Directorate Working Group. This group developed two key management tools – the *Managing Occupational Violence Policy* and an associated *Plan*. Publication of these documents is scheduled for 26 July 2017, with staff training to commence in July 2017. This work was complemented by staff consultation undertaken in November 2016 and May 2017 to better understand management issues for staff and an Independent Review undertaken in March 2017 to examine system wide management of this risk.

The Directorate has continued a number of initiatives to support its workers' health, safety and wellbeing including reviewing and strengthening the content of the Education Safety Management System to:

- > include specific risk management guidance material for ACT public high school and college science programs and ACT public primary schools;
- > strengthen guidance on health and safety roles and responsibilities including clearer linkages to ACT public sector policy;
- > review advisory material for occupational noise and electrical safety;
- > review first aid procedures and medical support for students with medical care needs;
- > providing work, health and safety (WHS) training for keys groups across the Directorate including business managers, building service officers, health and safety representatives, and first aid officers;
- > provide an influenza vaccination program for staff; and
- > provide a Hepatitis A/B vaccination program for workers in high-risk roles.

INVESTIGATIONS

On 24 March 2017, WorkSafe ACT issued the Directorate with an Improvement Notice in response to reports relating to occupational violence incidents in three separate ACT schools and related to developing and implementing a safe system of work for the management of this risk. The Directorate undertook a range of actions and initiatives to address notice requirements and to achieve system wide change in response to staff consultation and review findings.

On 16 May 2017, WorkSafe ACT notified the Directorate that this notice was no longer in effect as the requirements of the recommendation had been met. Implementation of this action continues and is overseen by the Education Directorate Occupational Violence Steering Committee, with the majority of short-term actions prioritised for completion by September 2017. Actions include:

- > a review of staff support, including post incident support, training and induction;
- > incident reporting; and
- > risk management tools.

An evaluative review is scheduled in 2018 as part of a continuous improvement process to ensure ongoing, effective management of this risk.

The Directorate reported 22 notifiable incidents to WorkSafe ACT during the reporting period. Incidents reported included the discovery of asbestos, electrical shock incidents and falls. Incidents also included where a worker or third party attended hospital or sought medical treatment.

Each of these incidents was examined and corrective actions identified and implemented in consultation with WorkSafe where appropriate.

REPORTING

During the 2016-17 reporting period, 2,242 worker work health and safety incident reports were received including 38 reports for other parties. Reporting numbers increased from 1,201 in the previous year and this is reflective of increased workforce education on the importance of reporting and the provision of an online reporting tool, RiskMan.

The Directorate's Health Safety and Wellbeing Team reviews all RiskMan incident reports and assesses the corrective actions. The Team conducted 43 follow up inspections and site visits to support schools to address the health and safety issues and to provide advice to eliminate or further reduce risk.

In addition to worker incidents, there were 1,829 student accident and incident reports for the reporting period.

WORKER CONSULTATION ARRANGEMENTS AND HEALTH AND SAFETY REPRESENTATIVES

HEALTH AND SAFETY REPRESENTATIVES AND WORKER CONSULTATION UNITS

The Directorate is committed to effective communication and consultation with its workers on work health and safety matters at all levels of the organisation.

The Directorate, in consultation with its workers, has established work groups across all schools and Education Support Office to consult with its workers. The work group may include all workers, or the workers may be arranged into multiple units. Ninety-six work groups have been formed across the Directorate workplaces including all ACT public primary schools, preschools, early childhood schools, high schools, colleges, and Education Support Office locations.

The Directorate had 93 Health and Safety Representatives (HSRs) and 58 Deputy HSRs undertaking these roles during the 2016-17 reporting period. The primary role and function of the HSR is to represent workers within their Worker Consultation Unit in relation to health and safety matters.

Directorate leaders include health and safety issues as a standing agenda item at staff meetings.

The Directorate has established reporting frameworks and network wide consultation opportunities to formalise discussions with stakeholder groups including regular reporting to the Directorate's leader on health and safety performance.

Quarterly network meetings for key stakeholder groups including HSRs, building service officers, business managers and principals are held to ensure up-to-date health and safety information is disseminated and discussed throughout the Directorate.

INJURY PREVENTION AND MANAGEMENT COMMITTEE

The Directorate formally consults with work groups and the Australian Education Union (AEU) through the Injury Prevention and Management Committee. The Committee is the key consultative forum for the Directorate on workplace health and safety matters including:

- > providing advice to Corporate Executive regarding injury prevention and injury management performance and compliance;
- > facilitating collaboration between the Corporate Executive and Directorate workers to instigate, develop and carry out measures designed to ensure workers' health and safety at work;
- > providing advice on the ongoing development and implementation of the Directorate's WHS policies, procedures and safety priorities;
- > considering health safety and wellbeing statistics, trends and performance;
- > considering specific injury prevention and injury management advice and initiatives; and
- > considering issues that have not been resolved or not resolved satisfactorily at a local level.

INJURY PREVENTION AND MANAGEMENT PROGRAMS

In 2016-17, the Directorate implemented a range of health and safety programs to support worker welfare including:

- > delivery of the Influenza vaccination program to 2,531 staff;
- > providing Hepatitis A/B vaccinations to targeted worker groups including building service officers, first aid officers, early childhood educators and learning support assistants;
- > providing workstation assessments to assist with ergonomic set-up for 45 workers;
- > providing ongoing mandatory health and safety training requirements for key worker groups within the Directorate; and
- > continuing the Employee Assistance Program counselling service for workers and their families for both work and non-work related matters.

PERFORMANCE AGAINST THE AUSTRALIAN WORK HEALTH AND SAFETY STRATEGY 2012 - 2022 TARGETS

Target 1 – A reduction of at least 30 per cent in the incidence rate of claims resulting in one or more weeks off work

The Directorate has been performing above expectations since the introduction of the performance targets. In this reporting period however, the Directorate experienced an increased number of claims for musculoskeletal disorders, psychological injury and secondary psychological injury over previous years. An increase in claims in the broader ACT Public Service is also reflected in the data.

The Directorate is seeking proactive approaches to address this increase in claims and to support its workers' wellbeing. The Directorate has revised its early intervention injury management support for injured workers, is focused on supporting schools with health and safety risk assessment, and is seeking specialist advice to support key stakeholder groups.

TABLE B7.1: REDUCE THE INCIDENCE RATE OF CLAIMS RESULTING IN ONE OR MORE WEEKS OFF WORK BY AT LEAST 30 PERCENT

	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
Number of Education Directorate new five day claims	50.33	60	44	31	34	50					
Education Directorate Incidence rate per 1,000 employees	11.02	12.53	9.28	6.17	6.63	9.73					
Education Directorate Incidence rate target	11.02	10.69	10.36	10.03	9.70	9.37	9.04	8.71	8.38	8.05	7.72
Number of ACT Public Service new five day claims	243.33	274	257	228	205	243					
ACT Public Service Incidence rate per 1,000 employees	12.45	13.42	12.20	10.49	9.36	10.91					
ACT Public Service Incidence rate target	12.45	12.08	11.70	11.33	10.96	10.58	10.21	9.84	9.46	9.09	8.72

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Dates are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2017.

Target 2 – A reduction of at least 30 percent in the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work

TABLE B7.2: REDUCE THE INCIDENCE RATE OF CLAIMS FOR MUSCULOSKELETAL DISORDERS (MSD) BY AT LEAST 30 PERCENT

	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
Number of Education Directorate new five day MSD claims	27.33	33	26	12	20	26					
Education Directorate MSD Incidence rate per 1,000 employees	5.99	6.89	5.49	2.39	3.90	5.06					
Education Directorate MSD Incidence rate target	5.99	5.81	5.63	5.45	5.27	5.09	4.91	4.73	4.55	4.37	4.19
Number of ACT Public Service new five day MSD claims	167.00	183	175	144	146	150					
ACT Public Service MSD Incidence rate per 1,000 employees	8.55	8.96	8.31	6.63	6.67	6.73					
ACT Public Service MSD Incidence rate target	8.55	8.29	8.03	7.78	7.52	7.26	7.01	6.75	6.49	6.24	5.98

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Dates are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2017.

For further information contact:
Director
People and Performance
(02) 6205 9202

B8. HUMAN RESOURCES MANAGEMENT

ENSURING A HIGHLY CAPABLE WORKFORCE

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

The Directorate is committed to ensuring students in ACT public schools are taught by excellent teachers in every classroom in every school. The Agreement creates the enabling environment where striving for excellence by teachers and school leaders is recognised and celebrated.

In 2016-17, the Directorate significantly progressed implementation of the following six major work streams arising from the Agreement.

SUSTAINABLE REDUCTION OF TEACHER WORKLOAD

A project team was established to work closely with schools to develop processes which assist teachers to assess and manage workload. Articulating workload theory, defining a teacher's core role and embedding active Workload Committees and School Workload Reduction Plans in each school have been key aspects of the project team's work.

The core role of teachers is defined as:

- > instruction of students;
- > supervision of students;
- > curriculum planning;
- > assessment of student learning;
- > reporting of student learning;
- > professional learning; and
- > attendance at meetings, parent/teacher interviews and activities to enrich the educational experiences of students, in accordance with the Section Q Guidelines: Addressing teacher workload.

Through a reduction in time spent on non-core activities, teachers can invest quality time on their core teaching role and professional learning. Great teachers and great teaching practice are highly valued and will ultimately lead to improved student outcomes.

PRINCIPAL CAREER STRUCTURE

Development work on a revised principal career structure was completed in late 2016. This work was undertaken with the assistance of expert consultants, oversighted by a small principal reference group. The outcome of this work was the identification of a proposed model for a revised structure.

In late 2016 and early 2017, the Directorate undertook a series of 'test consultations' on the proposed model with the Australian Education Union (AEU), established principal advisory groups and the Directorate's Senior Executive Team (SET). These consultations are informing the ongoing development of role definitions, capability requirements and business need.

The Directorate will continue to work with the AEU to achieve agreement on the principal career structure.

ALIGNMENT OF TEACHER PERFORMANCE AND DEVELOPMENT PROCESSES WITH NATIONAL STANDARDS

The pilot implementation of an updated Performance and Development Process commenced in Term 1 2017, facilitating broader consultation and an ongoing consultative and collaborative approach to ensure schools have maximum input into the framework preceding anticipated implementation in 2018. The refreshed school leader and teacher performance and development process aligned with the *Australian Professional Standard for Principals*, *Australian Professional Standards for Teachers* and the *ACTPS Performance and Capability Framework*.

RECOGNITION AND REWARD FOR HIGHLY ACCOMPLISHED AND LEAD TEACHERS

Teachers who achieve certification at the higher Australian Standards of Highly Accomplished and Lead Teacher level were recognised and financially rewarded with an additional salary increment or equivalent one-year allowance. In 2016, there were 13 successful applicants in the ACT of which 11 teachers from the Directorate attained certification at the Highly Accomplished and Lead career stages, an increase from nine in 2015.

SCHOOL LEADER C CAREER DEVELOPMENT

Transitional arrangements have been implemented to move from separate designations of Executive Teacher (SLC), under a variety of job titles and conditions, to a holistic Executive Teacher (SLC) position. This ensures that SLCs have opportunities to develop the full range of school leadership capabilities and to meet the learning and wellbeing needs of students.

INCLUSION AND DIVERSITY EMPLOYMENT STRATEGIES

The Directorate facilitates a range of inclusion and diversity focused employment strategies.

RECONCILIATION ACTION PLAN

Reconciliation – Keeping It Alive 2016-2018 is the Education Support Office Reconciliation Action Plan (RAP). The purpose of the RAP is to engage all employees in the creation of an organisational culture enriched by the diversity and knowledge of the Aboriginal and Torres Strait Islander peoples.

The RAP uses a strengths based approach through our shared and common values to ask staff ‘What is your next most powerful step?’ towards reconciliation.

The RAP delivers outcomes through three empowering focus areas:

- > building relationships by engaging locally;
- > creating respect by taking individual accountability; and
- > aligning opportunities with organisational growth.

STRATEGIES FOR PEOPLE WITH DISABILITY

The Directorate provides a number of employment pathways for People with Disability including: Disability Traineeships; Inclusion Graduates Pathways; and weekly work experience opportunities for People with Disability at the Six Degrees Café and Yarralumla Nursery.

The Directorate ensures that all staff are supported through the whole of government reasonable adjustment policy and appropriate workplace modification, underpinned by relevant medical advice and/or workplace assessments.

LEARNING AND DEVELOPMENT

The *Australian Charter for the Professional Learning for Teachers and School Leaders* (the Charter):

- > affirms the importance of learning in improving the professional knowledge, practice and engagement of all teachers and school leaders to achieve improvement in student outcomes;
- > articulates the expectation that all teachers and school leaders actively engage in professional learning throughout their career; and
- > describes the characteristics of a high quality professional learning culture and of effective professional learning, to assist teachers, school leaders and those who support them to get the most from the professional learning.

The Directorate promotes a culture where teachers and school leaders expect and are expected to be active in professional learning. Professional learning activities are offered ensuring:

- > they are of significant intellectual or professional content and must deal primarily with matters related to the practice and content of teaching;
- > they address a teacher's identified professional development and career stage requirements;
- > specifically address individual, team, school, system or other priorities; and
- > assist teachers to respond to student learning needs.

ANNUAL PROFESSIONAL LEARNING PROGRAM

In 2017 all schools developed an Annual Professional Learning Program to support all teachers to continually develop their professional knowledge, practice and engagement. The requirements of the Annual Professional Learning Program included two days professional learning during the stand down period, along with engagement with regular Professional Learning opportunities during the school's required hours of attendance during term time. Each school's program was designed and implemented in accordance with the Government's professional learning framework described within the *ACT Teacher Quality Institute Act 2010*.

Annual Professional Learning Program Guidelines and Planning documents have been developed and promulgated to support a high quality program of professional learning in every school. The Annual Professional Learning Program will align with the core role of teachers to build quality teaching and support teachers to maintain their registration with the ACT Teacher Quality Institute.

The Annual Professional Learning Program provides teachers with ongoing opportunities to come together with colleagues to engage in professional conversations and investigations of teaching practice and student learning. With the support of colleagues, each teacher can focus attention on addressing educational issues directly relevant to their students' learning needs in the classroom and develop their own teaching practice to meet these needs.

ASPIRING LEADERS PROGRAM

The Aspiring Leaders Program was developed in response to a need to build leadership capabilities across the system. The Program is designed to enhance the contemporary leadership knowledge, skills and attributes that contribute to student, school and system improvement. The Program continues to form a valuable part of the Directorate's strategies, investing in teachers and school leaders. Cohort 2 of the Program was launched during 2016-17 and will continue for a period of 12 months, concluding in 2018.

In April 2017, 30 participants (School Leader Bs, Cs and Classroom Teachers) and 23 mentors (School Leader As and Bs) were selected to take part in Cohort 2 of the Program. This cohort is being delivered by the University of Melbourne's Graduate School of Education, and includes:

- > a mentor training program (pairing participants with identified high-performing system leaders to provide targeted and personalised leadership support);
- > five face-to-face workshops with leading academics;
- > a research critical partnership for in-situ research projects; and
- > personalised reflective learning through the use of the Australian Institute for Teaching and School Leadership 360° Reflection Tool.

WHOLE OF GOVERNMENT INITIATIVES

The ACT Public Service Graduate Program is a whole of government entry level program designed to recruit highly skilled and talented graduates to support the ongoing renewal of the ACT Public Service (ACTPS). The Directorate welcomed three graduates in 2017. The 10 month program commenced in February 2017 and will conclude in December 2017.

In addition to recruiting graduates through the ACTPS Graduate Program, the Directorate welcomed two Inclusion Trainees (trainees identifying as having a disability) and two Aboriginal and Torres Strait Islander Trainees, through the ACTPS Inclusion Employment Pathways Initiative. The traineeships are based over a 12 month period and at the successful completion trainees will be placed within a permanent School Assistant 3 position within the Directorate.

Furthermore, the Directorate supported learning and development through facilitating staff access to the Whole of Government Study Assistance Program and ACTPS Training Calendar. In 2016-17, 40 staff received a total of \$23,967 in financial assistance as part of the Directorate's Study Assistance Program, and \$32,652 was spent on support training for 86 participants through the ACTPS Training Calendar.

INDUCTION

In 2016-17, 315 new staff joined the ACT Education Directorate.

A well-prepared and comprehensive welcome and workplace orientation helped staff quickly understand the expectations and responsibilities of their new role, and where to source support if required. The Directorate hosted a number of events and information sessions designed to anchor new staff in the strategic direction of the organisation and provide guidance on organisational requirements. Mentor and supervisor introductions were also made during induction.

During the early stages of employment, and in particular the first month, new staff receive additional support in order to establish themselves in their role and continue to build capability. This support consists of workplace safety and culture training; teacher supervisory panels to assist with teacher registration and probation; and collaborative planning opportunities to model and engage in high performance practices.

To assist both new starters and their supervisors the Directorate has developed a number of supporting documents and resources that can be found on the Directorate's Intranet.

An induction program specific to school leaders is under development and will be implemented in 2017-18.

WORKFORCE FORECASTING

The Directorate has recently established a small workforce strategy team to progress a strategic workforce plan. The scope of works will go well beyond forecasting to include potential workforce models, capability development and a strong focus on culture.

ATTRACTION RETENTION INCENTIVES (ARINS), SPECIAL EMPLOYMENT ARRANGEMENTS (SEAS) AND AUSTRALIAN WORKPLACE AGREEMENTS (AWAS)

Attraction and Retention Incentives (ARIns) and Special Employment Arrangements (SEAs) are made in accordance with the provision of the relevant enterprise agreement. They are part of the Directorate's attraction and retention strategy, enabling the Directorate to deliver on strategic goals through the attraction and retention of officers with specialist skills and qualifications.

TABLE B8.1: ARINS, SEAS, AND AWAS, CLASSIFICATIONS AND REMUNERATION OF OFFICERS

Description	Total
Total Number of AWAs at 30 June 2017	3
Total Number of ARIns at 30 June 2017	90
Total Number of SEAs at 30 June 2017	6
Number of new ARIns commenced in 2016-17	191
Number of ARIns for employees transferred from SEAs in 2016-17	0
Number of ARIns terminated during 2016-17	107
Number of SEAs terminated during 2016-17	5
Number of AWAs terminated during 2016-17	0
Number of ARIns and/or SEAs providing for privately plated vehicles as at 30 June 2017	0
Total additional remuneration paid under AWAs, ARIns and SEAs during 2016-17	\$287,252
Classification range	Remuneration as at 30 June 2017
Individual and Group SEAs for: Directors School Improvement	\$182,897
Individual and Group ARIns for: School Assistant 3 - Senior Officer Grade A	\$51,053-\$137,415

The increase in ARIns in 2016-17, compared with 2015-16, relates to the introduction of new industrial and employment arrangements for school assistants working under the Health Access At School (HAAS) Program. Specifically, in agreement with the relevant unions, the Australian Education Union and the Community and Public Sector Union, a new HAAS Allowance has been introduced.

At present there is no authority under the Administrative and Related Classifications Enterprise Agreement (EA) 2013-2017 to facilitate the payment of this Allowance. Therefore, the mechanism used to facilitate authority for the payment of the HAAS Allowance was a Group ARIn. The Group ARIn for the HAAS Allowance formally commenced from 25 July 2017 (date of approval by the delegate of the Head of Service). However, payment of the HAAS Allowance for eligible persons was back dated to 2 May 2016.

Provision for the HAAS Allowance will be included in the next EA, currently being negotiated. The HAAS Group ARIn will cease to operate on commencement of the new EA.

WORKFORCE PROFILE

The number of staff employed in the Directorate increased from 6,316 at 29 June 2016 to 6,578 at 29 June 2017. The majority of the additional staff were employed in schools to meet increases in student enrolments.

The ratio of female to male staff (3.4:1) has remained consistent for the last five financial years. The average length of service remained steady at 9.0 years during 2016-17. The Directorate currently employs 99 Aboriginal and Torres Strait Islander staff members, representing 1.5 percent of the Directorate's total headcount. This is an increase of eight Aboriginal and Torres Strait Islander staff members from the 2015-16 financial year.

Table B8.2 outlines full-time equivalent (FTE) and head count of staff by gender. The information is provided by Shared Services and is reported for the pay period of 29 June 2017. The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 29 June 2017 but received a payment have been included.

TABLE B8.2: FTE AND HEADCOUNT BY GENDER

	Female	Male	Indeterminate/ Intersex/Unspecified	Total
Full Time Equivalent	4,111.5	1,325.5	1.0	5,438.0
Headcount	5,065	1,512	1	6,578
Percentage of workforce (based on headcount)	77	23	0	100

Tables B8.3 to B8.9 break this data down further representing classification, employment category, FTE and headcount by Division/Branch, age, length of service, diversity and separation.

TABLE B8.3: HEADCOUNT BY CLASSIFICATION AND GENDER

Classification groups	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Administrative Officers	1,501	262	n.p.	n.p.
Executive Officers	8	8	n.p.	n.p.
General Service Officers and Equivalent	3	117	n.p.	n.p.
Health Assistants	3	2	n.p.	n.p.
Health Professional Officers	21	3	n.p.	n.p.
Information Technology Officers	3	22	n.p.	n.p.
Professional Officers	87	11	n.p.	n.p.
School Leaders	539	211	n.p.	n.p.
Senior Officers	105	44	n.p.	n.p.
Teacher	2,793	832	n.p.	n.p.
Trainees and Apprentices	2	0	n.p.	n.p.
Total	5,065	1,512	1	6,578

¹ Breakdown by classification groups not for publication due to privacy reasons.

TABLE B8.4: HEADCOUNT BY EMPLOYMENT CATEGORY AND GENDER

Employment category	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Casual	668	226	n.p.	n.p.
Permanent Full-time	2,228	877	n.p.	n.p.
Permanent Part-time	1,406	133	n.p.	n.p.
Temporary Full-time	372	174	n.p.	n.p.
Temporary Part-time	391	102	n.p.	n.p.
Total	5,065	1,512	1	6,578

¹ Breakdown by employment category not for publication due to privacy reasons.

TABLE B8.5: FTE AND HEADCOUNT BY DIVISION/BRANCH

Division/Branch	FTE	Headcount
Business Services	144.8	154
Deputy Director-General's Office	3.0	3
Director-General's Office	3.1	4
Casual Staff	390.2	874
School Performance and Improvement	4,846.3	5,491
System Policy and Reform	50.5	52
Total	5,438.0	6,578

TABLE B8.6: HEADCOUNT BY AGE GROUP AND GENDER

Age Group	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Under 25	252	135	n.p.	n.p.
25-34	1,143	385	n.p.	n.p.
35-44	1,295	390	n.p.	n.p.
45-54	1,321	280	n.p.	n.p.
55 and over	1,054	322	n.p.	n.p.
Total	5,065	1,512	1	6,578

¹ Breakdown by age group not for publication due to privacy reasons.

TABLE B8.7: AVERAGE YEARS OF SERVICE BY GENDER

	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total
Average years of service	9.1	8.6	n.p.	9.0

¹ Not for publication due to privacy reasons.

TABLE B8.8: HEADCOUNT BY DIVERSITY GROUP¹

	Headcount	Percentage of agency workforce
Aboriginal and Torres Strait Islander	99	1.5
Culturally and Linguistically Diverse	685	10.4
People with Disability	121	1.8

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

TABLE B8.9: RECRUITMENT AND SEPARATION RATES BY CLASSIFICATION GROUP

Classification group	Recruitment rate (percent)	Separation rate (percent)
Administrative Officers	5.8	5.4
Executive Officers	36.4	18.2
General Service Officers & Equivalent	16.2	10.1
Health Assistants	0.0	0.0
Health Professional Officers	57.4	19.1
Information Technology Officers	0.0	8.7
Professional Officers	3.8	6.3
School Leaders	0.4	5.1
Senior Officers	11.1	6.4
Teachers	8.4	7.1
Trainees and Apprentices	77.3	38.6
Total	6.8	6.5

For further information contact:
 Director
 People and Performance
 (02) 6205 9202

B9. ECOLOGICALLY SUSTAINABLE DEVELOPMENT

The ACT Government is focused on improving the thermal comfort of student learning and teaching spaces and on reducing energy and water consumption. The Directorate's strategic priorities for ecologically sustainable development, outlined in the Resource Management Plan, align with the ACT Government's commitments to waste minimisation, water efficiency, transport efficiency, energy efficiency and greenhouse gas (GHG) reductions. The Directorate's priorities are informed by the strategic pathway outlined in AP2: A new climate change strategy and action plan for the Australian Capital Territory and the Carbon Neutral ACT Government Framework.

SCHOOL-BASED SUSTAINABILITY

Information on operational consumption of resources for 2015-16 and 2016-17 for all ACT public schools is summarised in Table B9.1.

TABLE B9.1: SCHOOL-BASED SUSTAINABLE DEVELOPMENT PERFORMANCE 2015-16 AND 2016-17

Indicator as at 30 June	Unit	2015-16 ^{1,2}	2016-17	Percentage change
Directorate/ public sector staff				
Occupancy – student and staff ³	FTE	47,252	49,070	3.8
School Floor Area	Area (m ²)	611,007	615,395	0.7
Stationary energy usage				
Electricity use	Kilowatt hours	24,164,791	24,053,594	-0.5
Natural gas use	Megajoules	125,310,808	139,816,859	11.6
Diesel		N/A	N/A	N/A
Water usage				
Water use	Kilolitres	337,722	306,537	-9.2
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO ₂ -e	25,750	22,200	-13.8
Emissions from transport	Tonnes CO ₂ -e	N/A	N/A	N/A
Total emissions	Tonnes CO₂-e	25,750	22,200	-13.8

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 1 September 2017)

Notes:

¹ Differences between the Enterprise Sustainability Platform sourced data in 2015-16 and that reported in the 2015-16 Annual Report are due to updates to agency occupancy and historical consumption data and to annual adjustments to ACT specific electricity emissions factors.

² Charles Weston Primary School – Coombs opened in Term 1 of 2016. Energy data is included for half of the 2015-16 reporting year.

³ Student figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools figures based on 2017-18 Budget Paper No. 3.

ENERGY CONSUMPTION AND GHG EMISSIONS

Electricity consumption in 2016-17 totalled 24,053,594 kilowatt hours. This is a decrease of 0.5 percent from 2015-16. Gas consumption totalled 139,816,859 megajoules (MJ) and is an increase of 11.6 percent from 2015-16.

Greenhouse gas (GHG) emissions for the reporting year were 22,200 tonnes of CO₂-e. This is a decrease of 13.8 percent from 2015-16.

PHOTOVOLTAIC (SOLAR PANEL) SYSTEMS

The installation of roof mounted photovoltaic solar systems was completed in 2016-17 at Malkara School. The 10kW system was installed by the school using their feed-in-tariff (FiT) income. This system is a net feed, where the electricity generated is used on-site and only excess energy is fed back to the electricity grid.

FEED-IN-TARIFF

ACT public schools receive the maximum tariff rate (45.7 cents/kWh) under the ACT FiT scheme for small-scale systems. The collective size of solar panel installations at public schools approved under this scheme was 1,200kW. FiT income was generated by 85 ACT public schools for the reporting year. A total of 1,839 MWh of solar energy was generated from these systems in 2016-17 resulting in approximately \$830,935 (excl GST) of income for all ACT public schools. The annual solar production at schools resulted in 1,292 tCO₂-e of avoided emissions in the national electricity grid.

In addition to the systems which operate under the FiT scheme, a further 302kW of photovoltaic infrastructure has been installed under a net feed system across 12 school sites.

In 2016-17, schools re-invested their FiT income into environmentally sustainable initiatives such as:

- > roof mounted photovoltaic systems;
- > waste recycling infrastructure including systems for composting, recycling and worm farms;
- > LED lighting upgrades;
- > bicycle facilities including bike racks;
- > thermal window film;
- > furniture made from recycled plastic; and
- > external learning environment enhancements including food gardens and a chicken coop.

BUILDING TUNING

Building tuning initiatives conducted in 2016-17 targeted the improvement of the building envelope through improved glazing performance and the installation of air locks to reduce cooling and heating demand. Building envelope improvements enable better maintenance of internal temperatures by preventing heat loss in winter and heat gain in summer. Other building tuning initiatives targeted improved operational efficiency of building plant and equipment to assist in reducing gas and electricity usage.

The Directorate implemented two glazing projects in the 2016-17 reporting year. Malkara School had retrofit double glazing installed to a corridor and two art rooms and North Ainslie Primary School had double glazing installed to an open learning space and a corridor. The two installations improved the thermal comfort of the staff and students in these spaces. Energy monitoring is taking place to determine the effect of the works on energy consumption. Anecdotally, North Ainslie Primary School report reduced use of supplementary electric heaters. Improvements to building envelopes will improve thermal comfort in both summer and winter.

Four airlocks were installed at Hughes Primary School which will provide an increase in the thermal comfort of the students and teaching staff in the corridor areas in the two main buildings. Energy savings are anticipated as the air locks reduce the loss of internal heating and cooling during winter and summer respectively.

CARBON NEUTRAL GOVERNMENT LOAN FUND

In 2016-17 the Directorate commenced projects funded by the Carbon Neutral Government Fund with a total cost estimate of \$2.314 million. They included:

- > installation of a new building management system (BMS) at the Erindale Education Recreation Complex (\$0.738 million); and
- > installation of energy efficient LED lamps (\$1.556 million).

To date, the Directorate has secured \$4.925 million from the Carbon Neutral Government Fund for a number of energy conservation projects including:

- > Solar Pool Heating;
- > Solar Hot Water;
- > Organic Response automated lighting; and
- > installation of energy efficient lighting at 20 sites during the 2016-17 reporting year, including:
 - Black Mountain School;
 - Charles Conder Primary School;
 - O'Connor Cooperative School;
 - Cranleigh School;
 - Curtin Primary School;
 - Florey Primary School;
 - Forrest Primary School;
 - Giralang Primary School;
 - Gold Creek School – Junior Campus;
 - Harrison School;
 - Kaleen Primary School;
 - Macgregor Primary School;
 - Majura Primary School;
 - Malkara School;
 - Mawson Primary School;
 - Melba Copland Secondary School – Melba Campus;
 - Mt Rogers Primary School;
 - Richardson Primary School;
 - Yarralumla Primary School; and
 - Wanniasa School – Junior Campus.

ENERGY AUDITS

Energy audits were conducted across 15 school sites and a Heating, Ventilation and Cooling (HVAC) diagnostic audit was conducted at one college site to identify energy conservation measures for implementation in 2017-18. Desk top analysis and site assessments were also conducted by the Infrastructure and Capital Works Branch to identify sites for energy audit in 2017-18.

MONITORING AND METERING RESOURCE USAGE

ACT public schools are equipped with the technology to monitor resource usage through the installation of smart meters. These meters track electricity, gas and water usage and solar energy generation. The resource usage is monitored through a secure website which allows the schools to track performance. In 2016-17, the Directorate renewed digital water loggers at 60 schools.

WATER CONSUMPTION

Water consumption across all public schools in 2016-17 totalled 306,537 kilolitres which was a decrease of 9.2 percent from 2015-16.

TRANSPORT

The Directorate is supporting the Ride or Walk to School program, an initiative managed by the Health Directorate which aims to encourage active travel to ACT schools and reduce transport related GHG emissions. As part of the program's Active Streets pilot project, improvements to end of trip cycling infrastructure were initiated at four schools in 2016-17. The works include roofing of bicycle storage spaces, expansion of secure areas and installation of bike racks at Palmerston District Primary School, Richardson Primary School, UC High School Kaleen and Hughes Primary School. Construction and modification of these shelters began in 2016-17 and will be completed in the 2017-18 reporting year.

EXTERNAL LEARNING ENVIRONMENTS

Following on from extensive consultation with the Turner School community, improvements have been made to the carpark and traffic management near the school. In 2016-17 the school car parking capacity was increased by extending the car park as a part of the traffic management plan.

In addition to these works, eight outdoor learning areas at the Turner School were also redeveloped in 2016-17 along the northern side of the junior school building. The works included the installation of removable fences, new paving, partial screening, external storage and a mix of natural and artificial materials. These changes provide an enriched student experience with direct physical and visual access from the internal learning environments.

ACTSMART SCHOOLS

The Directorate continues to work in close partnership with Actsmart Schools. Actsmart Schools is a school sustainability program managed by the Environment, Planning and Sustainable Development Directorate.

The aim of the program is for all schools to reduce their environmental impact and embed sustainable management practices into everyday school operations.

As at 30 June 2017, a total of 57 ACT public schools had been awarded Actsmart Schools accreditation for the sustainable management of energy, 48 for sustainable management of water, 50 for sustainable waste management, 32 for biodiversity and schools grounds management, and 13 for sustainability in curriculum.

Four more ACT public schools gained five-star accreditation bringing the total number of five-star accredited schools to 13.

Professional development and training was provided to 329 staff, including business managers, building services officers and teachers. Seven Teacher Quality Institute (TQI) accredited workshops were presented to participants from 68 schools, including 45 ACT public schools.

Workshops included supporting sustainable schools coordinators, improving energy efficiency, waste and recycling practices, establishing and maintaining food gardens and integrating sustainability into the curriculum. The average number of participants attending professional development workshops was 45-50, exceeding the 2016-17 target of 35-40 participants.

The Actsmart Schools Horticulturalist provided consultation services to 32 ACT public schools. The Waste and Energy Education Officer delivered the student energy kit to 27 ACT public schools and provided 47 ACT public schools with waste and recycling support.

RESOURCE MANAGEMENT PLAN

The Directorate's 2016-17 Resource Management Plan was endorsed by the Senior Executive Team Board on 17 May 2017.

The 2017-18 Resource Management Plan is currently under review.

Carbon Budget

In 2017-18 the Directorate has set an ambitious carbon emission reduction target of 3 percent across the school portfolio and Education Support Office (ESO). The target comprises the following reductions in energy:

- > reduction in gas consumption of 2 percent across the school portfolio and ESO;
- > reduction in electricity consumption of 3 percent across the school portfolio;
- > reduction in electricity consumption of 5 percent at Hedley Beare Centre for Teaching and Learning; and
- > an ESO fleet fuel emission reduction target of 3 percent, to be achieved through the transition of fleet vehicles to lower-emission hybrid fuel vehicles as they reach the end of their leases.

SUSTAINABLE DELIVERY OF PUBLIC SCHOOL FACILITIES

To improve the sustainability performance of future schools energy and sustainability, standards were included in the Sustainable Development of Public School Facility Output Specifications. The Output Specifications for preschool to year 6 schools were endorsed on 28 June 2017.

As capital works are undertaken at ACT public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency and water conservation of these spaces. This includes solar passive design, natural ventilation, thermal comfort, lighting upgrades, solar tubes and roof insulation. Details of capital works completed in 2016-17 are found in Section C3.

EDUCATION SUPPORT OFFICE-BASED SUSTAINABILITY

Information on operational consumption of resources for the two main Education Support Office Sites at Braddon and Stirling is provided in Table B9.2. Costs for the school-based staff are met by the schools, therefore these sites are not reported in Table B9.2. These smaller sites are at Gilmore Primary School, Majura Primary School, Melrose High School, Wanniasa School – senior campus and the University of Canberra High School Kaleen. The Office of the Board of Senior Secondary Studies relocated from Lyons Early Childhood School to Callam Offices on 31 March 2017. Electricity, gas and water consumption information is not available for this small site and it has not been reported in Table B9.2.

TABLE B9.2: EDUCATION SUPPORT OFFICE-BASED SUSTAINABLE DEVELOPMENT PERFORMANCE 2015-16 AND 2016-17

Indicator as at 30 June	Unit	2015-16	2016-17	Percentage change
Directorate/ public sector staff				
Occupancy – staff ¹	FTE	489	488	-0.2
Workplace Floor Area	Area (m ²)	6,628	5,904	-10.9
Stationary energy usage				
Electricity use	Kilowatt hours	754,349	738,043	-2.1
Natural gas use	Megajoules	2,106,967	2,950,617	40.0
Diesel		N/A	N/A	N/A
Transport fuel usage				
Electric Vehicles	Number	2	2	0.0
Hybrid Vehicles	Number	0	5	N/A ²
Other vehicles (that are not electric or hybrid)	Number	15	10	-33.3
Total number of vehicles	Number	17	17	0
Total kilometres travelled	Kilometres	138,342	154,751	11.9
Fuel use – Petrol	Kilolitres	1	3	200.0
Fuel use – Diesel	Kilolitres	9	8	-11.1
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	N/A	N/A	N/A
Fuel use – Compressed Natural Gas (CNG)	Cubic Metres	N/A	N/A	N/A
Water Usage				
Water use ³	Kilolitres	1,323	2,526	90.9
Resource efficiency and waste				
Reams of paper purchased ⁴	Reams	7,500	5,206	-30.6
Recycled content of paper purchased ⁴	Percentage	100	94.57	-5.4
Waste to landfill	Litres	345,420	351,005	1.6
Co-mingled material recycled	Litres	80,834	122,940	52.1
Paper & Cardboard recycled (incl. secure paper) ⁵	Litres	200,760	306,540	52.7
Organic material recycled	Litres	1,423	1,188	-16.5
Greenhouse gas emissions				
Emissions from stationary energy use ⁶	Tonnes CO ₂ -e	688	595	-13.5
Emissions from transport	Tonnes CO ₂ -e	28	30	7.1
Total emissions	Tonnes CO₂-e	716	625	-12.7

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 1 September 2017) and SG Fleet Australia

Notes:

¹ Staff figure based on 2017-18 Budget Paper No. 3.

² Percentage change from 0 cannot be calculated. There was an absolute change from zero in 2015-16 to five in 2016-17.

³ Icon Water invoices between November 2015 and February 2017 were based on estimated consumption for the Hedley Beare Centre for Teaching and Learning.

⁴ Includes Office of the Board of Senior Secondary Studies and Teacher Quality Institute.

⁵ Increased recycling of cardboard and paper in 2016-17 due to the replacement of computer assets.

⁶ Greenhouse gas emissions for electricity consumption have been calculated using emissions factors based on the April 2017 ACT Electricity Emissions Factor Report.

ENERGY CONSUMPTION AND GHG EMISSIONS

During the reporting year, electricity consumption at the two Education Support Office sites, Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon, decreased by 2.2 percent and gas consumption increased by 40 percent. Investigations are underway into this increase. Greenhouse gas (GHG) emissions from stationary energy were 595 tonnes of CO₂-e. This is a decrease of 13.5 percent from 2015-16.

The 176kW solar panel system at the Hedley Beare Centre for Teaching and Learning in Stirling was registered as a power station by the Clean Energy Regulator in December 2015 and provided approximately 27 percent of the site's annual energy requirement.

WATER CONSUMPTION

Water consumption at Hedley Beare Centre for Teaching and Learning totalled 2,525 kilolitres, which is an increase of 90.9 percent from 2015-16. In 2015-16 two of the four water meter readings were estimates and it is apparent that the estimates were low and did not reflect the actual water consumption at the site. In 2016-17 a confirmed meter reading has been undertaken and the reading is significantly higher than the previous estimates. This results in a very large relative increase which is not representative of an increased trend in consumption.

WASTE MANAGEMENT

The Education Support Office sites at Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon are accredited recyclers under the Actsmart business recycling program. Commitment to the program has increased the levels of recycling and increased the accuracy of measuring waste to landfill, paper recycling, co-mingled and organic waste.

TRANSPORT

The Directorate endorsed its Sustainable Transport Strategy in May 2016. Five diesel vehicles were replaced by five hybrid (electric/petrol) vehicles. The Directorate is also participating in the whole of government electric bike trial and two electric bikes were located at 220 Northbourne Avenue from 14 October 2016.

INTERACTIONS WITH THE COMMISSIONER FOR SUSTAINABILITY AND THE ENVIRONMENT

In 2016-17, the Directorate supported the Office of the Commissioner for Sustainability and the Environment in their Gap Analysis of the Carbon Neutral Government Framework. The Directorate contributed information on the way in which the Framework has been applied within schools and corporate facilities. This included details of the way in which the Framework has contributed to sustainability of schools, as well as some opportunities for improvement in the Framework.