

# ANNEX REPORTS

ANNEX  
REPORTS

# ACT TEACHER QUALITY INSTITUTE ANNUAL REPORT 2016-17

## A. TRANSMITTAL CERTIFICATE



Ms Yvette Berry MLA  
Minister for Education and Early Childhood Development  
ACT Legislative Assembly  
London Circuit  
CANBERRA ACT 2601

Dear Minister

This Report has been prepared under the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Teacher Quality Institute.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2016 to 30 June 2017 has been included.

I hereby certify that fraud prevention has been managed in accordance with Public Sector Management Standards, Part 2.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within 15 weeks of the end of the financial year.

Yours sincerely

  
Dr William Maiden PSM OAM  
Board Chair  
ACT Teacher Quality Institute  
8 September 2017

  
Ms Anne Ellis  
Chief Executive Officer  
ACT Teacher Quality Institute  
8 September 2017

## COMPLIANCE STATEMENT

The ACT Teacher Quality Institute (TQI) Annual Report must comply with the 2017 Annual Report Directions (the Directions). The Directions are found at the ACT Legislation Register: [www.legislation.act.gov.au](http://www.legislation.act.gov.au).

The Compliance Statement indicates the subsections, under the five Parts of the Directions, that are applicable to the ACT Teacher Quality Institute and the location of information that satisfies these requirements:

### *Part 1 Directions Overview*

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 of the Directions.

In compliance with Section 13 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

### *Part 2 Directorate and Public Sector Body Annual Report Requirements*

The requirements within Part 2 of the Directions are mandatory for all directorates and public sector bodies and TQI complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report as follows:

- > A. Transmittal Certificate, see page 236;
- > B. Organisational Overview and Performance, inclusive of all subsections, see pages 238 – 247; and
- > C. Financial Management Reporting, inclusive of all subsections, see pages 247 – 248.

### *Part 3 Reporting by Exception*

TQI has no information to report by exception under Part 3 of the Directions for the 2016-17 reporting period.

### *Part 4 Directorate and Public Sector Body Specific Annual Report Requirements*

The following subsections of Part 4 of the 2017 Directions are applicable TQI and can be found within the Annual Report

- > F.2 Teacher Quality Institute, see pages 249 - 251 and 253 - 269; and
- > I. Ministerial and Director-General Directions, see page 252.

### *Part 5 Whole of Government Annual Reporting*

All subsections of Part 5 of the Directions apply to TQI. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- > N. Community Engagement and Support, see the annual report of Chief Minister, Treasury and Economic Development Directorate;
- > O. Justice and Community Safety, including all subsections O.1 – O.4, see the annual report of the Justice and Community Safety Directorate;
- > P. Public Sector Standards and Workforce Profile, including all subsections P.1 – P.3, see the annual State of the Service Report; and
- > Q. Territory Records, see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:

[http://www.cmd.act.gov.au/open\\_government/report/annual\\_reports](http://www.cmd.act.gov.au/open_government/report/annual_reports)

## B. ORGANISATION OVERVIEW AND PERFORMANCE

### B.1 ORGANISATIONAL OVERVIEW

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality.

### VISION, PURPOSE AND VALUES OF THE INSTITUTE

#### Our vision

ACT teachers uphold and embody the standards of the profession to enhance the education of students.

#### Our purpose

To implement professional regulation and to lead teacher quality initiatives to ensure the professional standing of ACT teachers and to enhance community confidence in the ACT teaching profession.

#### Our Values

- > Respect
- > Integrity
- > Collaboration
- > Excellence
- > Innovation
- > Learning

### ROLE, FUNCTIONS AND SERVICES OF THE INSTITUTE

#### Our Role

TQI's role in relation to the ACT teaching profession stems from the TQI Act. It undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, importantly, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter, and progress through, career stages in the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT.

The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

### FUNCTIONS AND SERVICES

TQI functions set out in section 11 of the TQI Act are to:

- > register or grant permits-to-teach to eligible people;
- > keep a register of, and records relating to, teachers working or intending to work in the ACT;
- > promote and encourage the continuous professional learning and development (including increased levels of skill, knowledge, expertise and professionalism) of teachers working in the ACT;

- > determine standards for, and facilitate and issue directions for, the ongoing professional learning and development of teachers working in the ACT;
- > develop and apply codes of practice about the professional conduct of teachers working in the ACT;
- > determine standards, including assessment and certification standards, for the ACT teaching profession; and
- > accredit education programs for pre-service teachers and practising teachers.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- > direct regulatory services with respect to the ACT teaching profession;
- > quality assurance of initial teacher education programs in ACT universities; and
- > quality assurance with respect to professional learning programs for ACT teachers.

TQI also:

- > provides advice and training to ACT teachers in relation to all aspects of the *Australian Professional Standards for Teachers*;
- > facilitates collaborative teaching practice across the ACT teaching profession; and
- > promotes the continuing development and professionalism of ACT teachers.



*New assessors in face-to-face component of Certification Assessor Training Program*

## **ORGANISATIONAL STRUCTURE, OPERATING ENVIRONMENT AND PLANNING FRAMEWORK**

### **Our structure**

TQI is governed by a Board comprised of key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out in Table 1.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff (numbering 10.8 FTE as at 30 June 2017).

## Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA).

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'. Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the 2017 Annual Report Directions issued under section 9 of that Act.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education Directorate in relation to minor financial accounting and internal audit matters.

## Planning Framework

In 2015, the TQI Board approved a new strategic planning document: *TQI Strategic Direction 2015-19*. Under this new direction, TQI will focus its efforts on the following four key areas:

- > sustaining a comprehensive registration framework for all teachers working or intending to work in the ACT, and embedding the *Australian Professional Standards for Teachers* in the teaching practice of ACT teachers, including individual teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the Standards;
- > implementing comprehensive reforms of initial teacher education in the ACT, including accrediting teacher education courses delivered by ACT universities and developing innovative practical approaches to better prepare initial teachers entering the profession;
- > promoting increased engagement by all ACT teachers in high quality professional learning and reflection; and
- > collecting a wide range of strategic data to provide the necessary evidence for local and national research efforts aiming to enhance teacher quality and student learning.

The achievements against each of these key focus areas over the reporting period are discussed in B2 below.

## TQI GOVERNING BOARD

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board.

Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Other members of the Board are not entitled to be paid for the exercise of their Board functions.

The Board met on four occasions during the reporting period:

- > 6 September 2016;
- > 6 December 2016;
- > 21 March 2017; and
- > 20 June 2017.

The Minister made two appointments to the Board during the reporting period as follows:

- > Ms Moira Najdecki resigned as the member nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office (section 15(2)(e), and was replaced by Mr Timothy Elliott who was appointed on 17 March 2017; and

- > Ms Diane Joseph resigned as the member nominated by the Education Directorate Director-General (section 15(2)(c), and was replaced by Ms Meredith Whitten on 7 September 2016.

The above appointments are for a period of three years.

**TABLE 1: TQI BOARD MEMBERS AND MEETING ATTENDANCE 2016-17**

Member	Qualifications	Role	Number of meetings attended
Dr William Maiden PSM OAM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL ACT	Chair	4
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	4
Associate Professor Carolyn Broadbent	PhD, MEd(Research), BEd, DipTeach, TPTC, FACE, FACEL	Australian Catholic University, ACT Campus	3
Ms Meredith Whitten	BA, Grad Dip Lib Studies, Grad Dip Off Admin, Grad Dip Gov and Com Law	Deputy Director-General, Business Services Division, Education Directorate	3
Ms Moira Najdecki	MEdLeadership, GradDip (Religious Ed), GradCert (Religious Ed), MA, DipEd, BA, FACEL	Catholic Education Office	2
Mr Timothy Elliott	MEdLeadership, BEd, Dip(Teaching)	Catholic Education Office	1
Ms Lyn Caton	DipEd, GradCert Religious Ed, DipA (App)	NSW/ACT Independent Education Union	3
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	1
Mrs Narelle Hargreaves OAM	BEd, FACE, FACEL	Community representative	4
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	4
Mr Michael Lee	BA, GradDipEd, GradDip (Religious Ed), MEd, FACEL	Teaching profession in non-government schools	2
Associate Professor David Paterson	BEd, MEdAdmin, PhD, FACE	University of Canberra	3
Ms Julie Murkins	MIL (Masters, Instructional Leadership) BA, GradDipEd	Teaching profession in government schools	4

## Board Committees

The TQI Board has three committees which met a number of times during the reporting period. The Teacher Professional Registration Committee met twice, the Initial Teacher Education Committee met four times, and the Professional Learning and Development Committee met three times.

## Aboriginal and Torres Strait Islander reporting

In the 2016-17 period, TQI accredited 37 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the *Australian Professional Standards for Teachers*. In this reporting period, 1,043 teachers participated in one or more of these programs.

## B.2 PERFORMANCE ANALYSIS

### Overview

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students.

The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a comprehensive framework that closely integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates preparation for the profession for initial teachers, national professional standards, high quality professional learning, and formal accreditation and registration requirements. The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

Under the regulatory framework, there are important obligations imposed on all employers of teachers in ACT schools to help support the integrity of that framework and to help maintain community confidence in all ACT teachers. Over the reporting period, employers in all school sectors took action on these reporting obligations under the legislation. TQI cancelled the registration of one teacher.

The 2016-17 reporting year is the second year of the Institute's *Strategic Direction 2015-2019*. Key achievements against the Strategic Direction over this reporting year are discussed below.

#### **1. Sustaining a comprehensive registration framework and embedding the *Australian Professional Standards for Teachers***

Key elements of the registration framework established by the TQI Act and subordinate legislation are:

- > Only teachers approved under the TQI Act can work in ACT schools;
- > All teachers must comply with the *TQI Code of Professional Practice and Conduct*;
- > All teachers must have a current *Working with Vulnerable People* (WwVP) registration;
- > In order to renew their registration annually, teachers must report on 20 hours of professional learning completed by them in the previous 12 months (this issue is discussed in detail in sub-section 3 below); and
- > In order to renew their Full registration annually, teachers must complete 20 days of professional practice in the year preceding that renewal (this new requirement is discussed below).

TQI employs a wide range of communication channels to ensure that all ACT teachers, and all employers of teachers in the ACT, are aware of their obligations and responsibilities under the regulatory framework. For example, in the reporting period:

- > TQI communicated extensively with teachers and employers, to help them understand the relationship between their *Working with Vulnerable People* and professional teacher registrations;
- > TQI conducted 32 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on the progression to Full registration process. More than 391 teachers attended; and
- > TQI developed new communications and partnerships with the Australian Catholic University and the University of Canberra around the professional responsibilities of pre-service teachers.

During the 2017 registration renewal period all teachers with Full registration were notified about the new 'recency of practice' requirement - the final phase of the ACT implementation of the nationally consistent teacher registration agreement. This requirement is outlined in s.32 of the TQI Act. Teachers were advised that they will now need to complete 20 days of professional practice in the year preceding their registration renewal. ACT teachers who cannot meet the annual requirement in a given year will have the flexibility to complete 100 days over a five year period.

There is a close relationship between the new Reportable Conduct Scheme (RCS) as it relates to teachers and the *TQI Code of Professional Practice and Conduct* and the *Working with Vulnerable People* registration process. The RCS is an employment based child protection measure, designed to ensure that allegations of abuse and certain criminal convictions are identified, reported and acted on appropriately. Consequently, TQI was actively involved in the cross-government work towards the introduction of the RCS in the ACT. The Scheme commences 1 July 2017.

The *Australian Professional Standards for Teachers* are embedded in the TQI regulatory framework in a number of different ways.

For example, to gain Provisional registration, new entrants to the teaching profession in the ACT must be able to demonstrate competency against the *Graduate* level of the Standards, and to gain Full registration applicants must be able to demonstrate competency against the *Proficient* level of the Standards.

TQI also has developed processes to enable teachers in the ACT to seek accreditation against the higher levels of the Standards. This voluntary process benchmarks applicants against the 'Highly Accomplished' and 'Lead' career stages of the Standards.

In partnership with the Australian Institute for Teaching and School Leadership (AITSL), TQI continues to train experienced ACT school leaders from across the three sectors in the Assessor Training Program for certification against the *Australian Professional Standards for Teachers*. As at 30 June 2017, a pool of 19 trained certification assessors has been established in the ACT. This number should ensure that all teachers seeking certification against the higher levels of the Standards in the next few years will be able to be considered in a timely and efficient manner.

The second Highly Accomplished and Lead Teacher (HALT) Summit was held in March 2017, and a contingent of 31 ACT educators attended. The Summit provided an opportunity for attendees to engage with educators from across Australia and hear from keynote speakers including the Federal Minister of Education, Senator Simon Birmingham, Professor John Hattie, Board Chair AITSL, John Pascoe, Growth Coaching International and Professor Carol Dweck, Stanford University.



ACT representatives at the HALT Summit 2017 pictured with Professor John Hattie (back row, 3rd from right), AITSL Board Chair, and Ms Lisa Rodgers (2nd row from back, right), AITSL CEO.

## 2. Implementing comprehensive reforms of initial teacher education

Reform of initial teacher education (ITE) programs, through implementation of the Teacher Education Ministerial Advisory Group's (TEMAG) recommendations, was a national priority for Education Ministers during 2016-17. High quality preparation of future teachers is key to improving education for all Australian school students.

In the ACT, the TQI has legislative responsibilities for accrediting ITE programs (see s.11(1)(g) and s.76(a) of the Act). All initial teacher education programs offered in 2017 by ACT universities were accredited using the national ITE program standards and procedures. These programs will transition to the revised ITE program accreditation standards during 2017.

The revised national accreditation standards and procedures require providers of ITE programs to:

- > demonstrate greater transparency in the selection of students through publication of the selection criteria and student cohort data;
- > develop formal written partnership agreements to support every professional experience placement;
- > ensure that every initial teacher education graduate has successfully completed the National Literacy and Numeracy Test;
- > develop and implement a plan for demonstrating program outcomes, including program impact;
- > provide clearly defined pathways that lead to a primary subject/curriculum specialisation for every primary initial teacher education graduate;
- > ensure that every initial teacher education graduate has demonstrated readiness to teach through successful completion of a final year teaching performance assessment; and
- > report annually to accreditation authorities on a broad range of data required for monitoring the success of initial teacher education programs and for the National Data Strategy.

Both ACT based universities offering ITE programs, the University of Canberra and the Australian Catholic University, have been engaged in the development and trialling of teaching performance assessments to be implemented from 2018.

TQI continued to work in partnership with AITSL and teacher regulatory bodies to ensure a high level of consistency in the judgement of panels assessing ITE programs for accreditation. The ACT has fourteen trained ITE accreditation panel members, including three trained panel chairs, who are eligible to sit on local and interstate accreditation panels. These panel members have participated in panels assessing ITE programs offered by universities in Victoria, Queensland and New South Wales.

From 2017, all graduates from ITE programs delivered in the ACT are required to have successfully completed the Australian Literacy and Numeracy Test for Initial Teacher Education Students. This test is designed to ensure new teachers are well equipped to meet the demands of teaching and to assist the general public to have increased confidence in the skills of graduating teachers.

TQI has continued to lead collaborative work with local ITE providers, ACT schools and teacher employers in the provision of high quality professional experience for ITE students. High quality professional experience is critically important to ensuring that newly qualified teachers are ready to teach.

TQI also consulted with ACT education stakeholders including employers, teachers, universities providing initial teacher education programs and teacher unions to finalise a 'professional experience framework' for pre-service teachers in ACT schools for implementation from the beginning of 2017. The 'professional experience framework', incorporating school/university partnerships and a final year teaching performance assessment, is critically important to ensuring that newly qualified teachers are ready to teach.

## 3. Promoting increased engagement by all ACT teachers in high quality professional learning and reflection

ACT teachers recorded more than 258,150 hours of professional learning (PL) in the year preceding their 2017 registration. An average of 31.4 hours of professional learning activities per teacher was recorded and reflected on. These figures testify to the dedication of the ACT teaching profession as the majority of teachers continue to undertake PL in excess of the minimum 20 hours annually required for renewal of registration.

Of the 7,320 teachers renewing registration for 2017, 97% (7121) fully met the mandatory professional learning requirements for registration in the year preceding renewal. The remaining 3% (199) arranged professional learning variation plans with TQI to meet their obligations.

The TQI online recording system explicitly links the *Australian Professional Standards for Teachers* to individual teacher, sector and school learning goals. This function helps individual teachers to identify PL activities that are relevant to the content and practice of their teaching and supports them as effective teaching professionals.

The TQI Professional Learning and Development Committee planned future refinements to the TQI professional learning framework to ensure that it continues to meet the needs of ACT teachers. TQI identified through an environmental scan of PL activities that teachers continue to value the importance of working collaboratively in professional learning communities within schools, sectors, and cross-sectorally. Teachers have actively engaged in networking opportunities and fostered further professional relationships across the Territory. An example of these strong partnerships is the *Everyone Everyday toolkit for inclusion program* that is now delivered by trained facilitators from Public, Catholic and Independent sectors.

Teacher reflection on practice has been identified as the next area for review to ensure that it continues to support the continued professional growth of the ACT teaching profession.

The TQI business system provides real time data to Principals and teachers to facilitate the management of professional learning at a school and allow individual teachers to monitor their progress and continue their reflections.

There were 506 TQI accredited professional learning programs available during the reporting period. Of these programs, 43 had been accredited for a second year. Program providers have access to real-time evaluation data which allows them to improve the quality and relevance of their programs.

Details of programs accredited 1 July 2016 to 30 June 2017 are listed in Attachment 1 to this report.

#### **4. Collecting strategic data for research efforts aiming to enhance teacher quality and student learning**

TQI has adopted a 'digital first' strategy since its inception in 2011. All interactions between TQI and ACT teachers within the TQI professional regulatory framework take place in a real time online environment. TQI is the only agency that can collect and analyse data for the whole ACT teaching profession and associated stakeholders, with a view to supporting the whole of career journey of ACT teachers. It acts as a data collection point for all sectors, which supports consistency of data collection, analysis and dissemination of key teacher workforce and regulatory compliance data to TQI stakeholders including teachers, schools and employers.

TQI is participating in the National Data Strategy, a multi stakeholder project coordinated by AITSL. The purpose of the project is to develop a national strategy for initial teacher education and teacher workforce data. AITSL is referencing TQI's data structure and collection model to specify the national minimum dataset for teacher regulatory bodies.

## **Outlook**

TQI sees embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers as one of its key ongoing objectives. A major focus of TQI efforts will be on continuing to increase the numbers of ACT school leaders trained to assess teachers for certification at the higher levels of the Standards (i.e. the 'Highly Accomplished' and 'Lead' teacher levels). The goal is that each year, for the next three years, an additional 25 ACT school leaders will be trained. The additional assessors will not only provide a sustainable cohort for the assessment of certification applicants, but build capacity within ACT schools for standards-based development of teachers.

TQI will continue to communicate with all ACT teachers to ensure that they understand their minimum professional learning and practice obligations so that they can maintain their registration, and to reinforce the strong links between professional learning and the standing of the teaching profession within the ACT community.

TQI launched a public Facebook page in May 2017. The page has reached over 10,000 people and every week attracts more followers and 'likes'. In the year ahead, TQI will make increased use of this page, and other social media platforms.

The enhancements to TQI's online business system (funded in the 2015-16 ACT Budget) will deliver an even more user-friendly interface between TQI and the ACT teaching workforce. Work on the enhancements will be finished in the 2019 school year.

The enhanced business system should also allow TQI to collect and undertake more complex analyses of the ACT teaching workforce. This will be of assistance to all ACT teacher employers and principals, school leaders and members of the teaching profession.

TQI will also continue to place high priority on facilitating cross-sectoral collaborative practices across the teaching profession as a whole in the ACT. It will continue to build on past initiatives in this area such as the Beginning Teacher, Teacher Mentoring, and Casual Teacher Networks. These networks bring together teachers from all schools and sectors and provide targeted advice, ideas, and networking opportunities. In addition, TQI will continue to pursue targeted strategies aimed at improving the quality of newly qualified entrants to the teaching workforce.

All these initiatives are intended to deliver a more highly skilled and professional teaching workforce within the ACT.

Over time, this stronger workforce will be in a position to ensure improved student outcomes across all ACT school sectors.

In the coming year, TQI will explore cost effective ways to measure the progress achieved against the goals of its *Strategic Direction 2015-2019* to ensure that our efforts in the final years of that plan can be focussed on achieving maximum outcomes.

## **B.4 RISK MANAGEMENT**

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

*Strategic Risks* are identified as a part of the development and review of the TQI Strategic Direction. Strategic risks, their assessment and treatments, are approved by TQI Board. *Operations/Service level risks* are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff. *Project risks* are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

## **B.5 INTERNAL AUDIT**

TQI is covered by the audit arrangements of the Education Directorate audit framework.

## **B.6 FRAUD PREVENTION**

Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities.

## **B.7 WORKPLACE HEALTH AND SAFETY**

In the 2016-17 reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

## **B.8 HUMAN RESOURCES MANAGEMENT**

### **Staffing Profile**

TQI has a small staff comprising the Chief Executive Officer and 10.8 FTEs. The staff gender ratio is 67% female, 33% male. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

## Professional Development

TQI staff attended a range of professional development activities including internal TQI training, Whole-of-Government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, participation in Whole-of-Government communities of practice and administrative courses. Topics covered included initial teacher education panel training, national certification, national standards, new Whole-of-Government initiatives, effective communications and leadership training.

# C. FINANCIAL MANAGEMENT REPORT

## C.1 FINANCIAL MANAGEMENT ANALYSIS

TQI continues to operate in a sound financial manner. The ACT Government and registration fees remain the primary sources of revenue for TQI.

## C.2 FINANCIAL STATEMENTS

The summary report below shows the details of income and expenses for TQI for the financial year 2016-17 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2017 \$'000
<b>INCOME</b>		
<b>Revenue</b>		
Government Payment for Output	1	1,234
Interest		16
Other Revenue	2	864
Grants		-
<b>Total Revenue</b>		<b>2,114</b>
<b>EXPENSES</b>		
Employee Expenses		1,373
Superannuation Expenses		209
Supplies and Services	3	463
Depreciation		334
<b>Total Expenses</b>		<b>2,379</b>
<b>Operating (Deficit)/Surplus</b>		<b>(265)</b>
<b>Cash at bank at the end of 2016-17</b>		<b>508</b>

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and passed on to TQI.
2. Other Revenue consists of own source revenue from registration fees. This revenue is seasonal and is mainly collected between January and March when registrations are renewed. In the 2015-16 ACT Budget, the registration fee was increased by \$5 per year for 2017, 2018 and 2019. The fee increases apply to all registration and permit-to-teach initial and renewal applications.
3. Supplies and Services consists of:

	<b>Actual 2017 \$'000</b>
Property Maintenance	62
Materials and Services	197
Database Development	0
Travel and Transport	29
Administrative	75
Financial	3
Operating Lease	97
<b>Total</b>	<b>463</b>

At the end of the reporting period, TQI held a cash reserve of \$43,943 to cover future leave liabilities.

### C.3 CAPITAL WORKS

In the 2015-16 Budget, TQI was allocated \$1.57 million across four years, commencing 1 July 2015. The funding was provided to further enhance digital service delivery, particularly in the areas of real time reporting for all ACT teachers and schools and information to support strategic teacher workforce planning. During the reporting period TQI expended the capital funding allocated for the 2016-17 financial year.

### C.4 ASSET MAINTENANCE

The TQI business system is the single most significant asset of the Institute. Maintaining and updating that system is a key operational consideration. As noted above, TQI received additional funding in the 2015-16 Budget for the business system.

### C.5 GOVERNMENT CONTRACTING

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework. Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises Whole-of-Government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

During the reporting period, TQI entered into one notifiable contract with an estimated total value of \$25,000 or more:

<b>Contract Title</b>	<b>ACT Certification Review</b>
Procurement Methodology	Single Select
Procurement Type	Consultancy
Exemption from Quotation and Tender Threshold requirements	No
Contractor Name	Dragonfly Consulting and Coaching
Contract Amount	\$67,000
Execution Date	16 January 2017
Expiry Date	16 January 2018
Small to Medium Enterprise (SME)	Yes

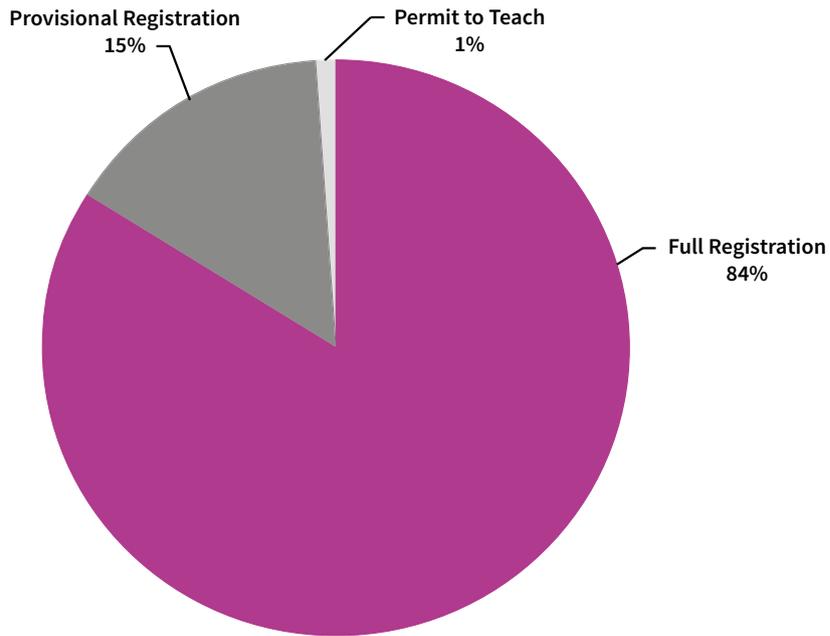
## F.2 ACT TEACHER WORKFORCE ANALYSIS

### ACT Teacher Workforce Analysis

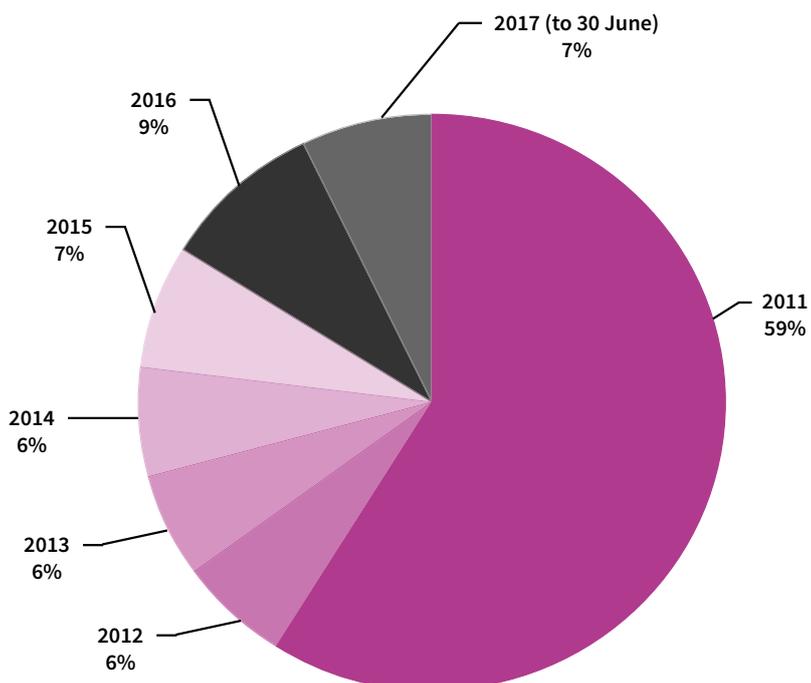
This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by section F.2 of the *Chief Minister's Annual Report Directions*.

There were 7,750 approved teachers as at 30 June 2016. 768 teachers were newly approved during the reporting period.

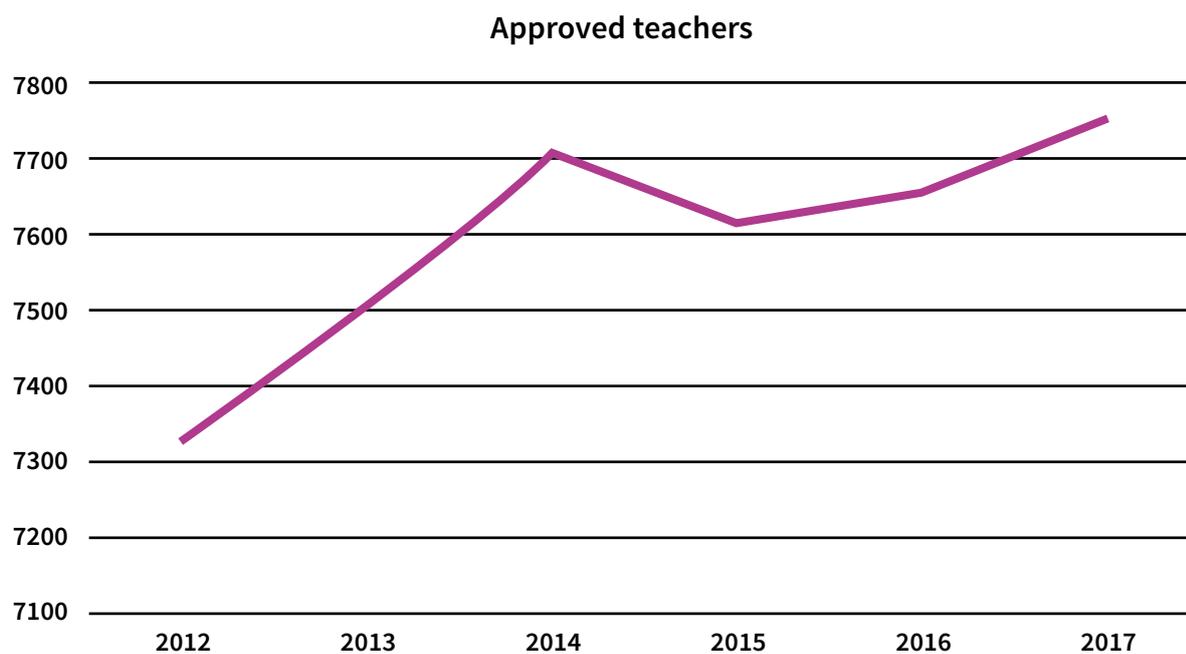
#### APPROVED TEACHERS BY APPROVAL TYPE



#### APPROVED TEACHERS BY YEAR FIRST APPROVED



## NUMBER OF APPROVED TEACHERS AS AT 30 JUNE BY YEAR

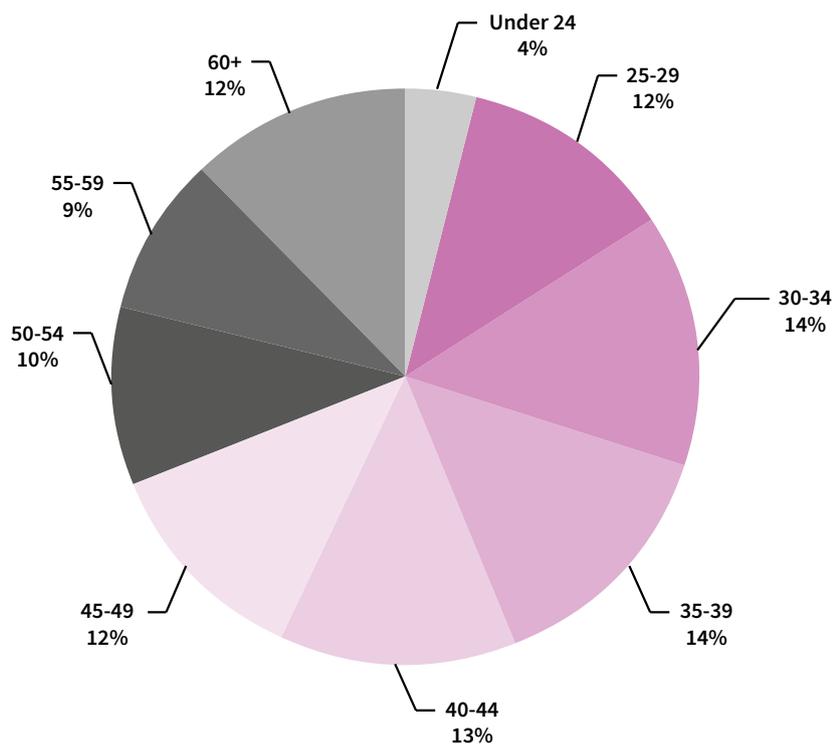


## APPROVED TEACHERS BY EMPLOYER AND GENDER

Sector	Number of teachers	% of approved teachers	% female	% male
Catholic Education	1,322	17%	80%	20%
Education Directorate	4,683	60%	77%	23%
Independent Schools	1,507	19%	68%	32%
Not currently teaching in an ACT school	281	4%	77%	23%

1. Figures exclude approved teachers whose employment status is not recorded with TQI.
2. A teacher may have more than one employer.
3. Teachers working in the Central Office of an employer are included in the sector numbers.

## APPROVED TEACHERS BY AGE



## APPROVED TEACHERS QUALIFICATIONS

	Bachelor Degree	Graduate Diploma/ Certificate – All	Graduate Diploma/ Certificate – Non Education	Masters Degree	Doctoral Degree
Number of approved teachers reporting	7,274	2,542	1,145	1,377	116
Percentage of approved teachers reporting	94%	33%	15%	18%	2%

1. A teacher may have multiple qualifications.
2. Figures displayed only for levels 7-10 of the *Australian Qualifications Framework*.
3. Qualifications for approved teachers who were registered under Transitional arrangements in 2011 are self-reported.

## I. MINISTERIAL DIRECTIONS

Over the reporting period no directions were given by the Minister under s.25 of the TQI Act.

## P. PUBLIC INTEREST DISCLOSURE

The *Public Interest Disclosure Act 2012* defines the types of wrongdoing that fall within the definition of disclosable conduct. Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

- > is illegal;
- > misuses or wastes public money or resources;
- > is misconduct;
- > is maladministration;
- > presents a danger to the health or safety of the public; and/or
- > presents a danger to the environment.

No disclosures were received in the reporting period.

### **For more information contact:**

**The secretariat, the Chief Executive Officer or the Board Chair of TQI:**

#### **Secretariat:**

**ACT Teacher Quality Institute**

**Ms Anne Ellis**

**Chief Executive Officer**

**ACT Teacher Quality Institute**

**Dr William Maiden**

**Board Chair**

**ACT Teacher Quality Institute**

**PO Box 263**

**JAMISON CENTRE ACT 2614**

**Telephone: 02 6205 8867**

# ATTACHMENT 1

## 2016-17 ACCREDITED PROFESSIONAL LEARNING PROGRAMS

(Section F.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the education programs available for the professional learning and development of teachers.)

### NON-SCHOOL BASED PROFESSIONAL LEARNING

Program name	Provider
Autism Awareness and Strategies for the Educational Environment	TTA
Neuroscience, Mindfulness and Peace (NMP)	Anna Comerford
2017 ALEA Unconference - Literacy Speed Dating!	ALEA
2017 EdTechTeam Summit featuring Google for Education	EdTechTeam Pty Ltd
2017 Sharing the Secrets of Success Conference	ACT Association for the Teaching of English (ACTATE)
30th ACHPER International Conference	Australian Council of Health Physical Education and Recreation (ACHPER)
AAMT Conference 2017: Capital Maths - Day 1	Mathematics Association of NSW Inc
AAMT Conference 2017: Capital Maths - Day 2	Mathematics Association of NSW Inc
AAMT Conference 2017: Capital Maths - Day 3	Mathematics Association of NSW Inc
Academic Writing for Secondary School Students	Pauline Griffiths and Associates
ACTivate 2016	Peak Phys Ed
ACTMEN Conference 2017 "PLAY, CREATE, INSPIRE"	ACT Music Educators Network Inc
AFL PD	AFL NSWACT
African Drumming Course	Drum Effect
AISACT 2016 Colloquium: Innovation and Collaboration	Association of Independent Schools of the ACT
AISACT 2017 Colloquium: Leading Improved Student Engagement	Association of Independent Schools of the ACT
ALEA ACT Leadership Unconference	ALEA
An Introduction to Hearing Loss	The Shepherd Centre
An Introduction to Orff Schulwerk and the Brown Books by Sir Richard Gill	Orff Schulwerk Association of NSW Inc.
An introduction to the Atlas of Living Australia	Commonwealth Scientific and Industrial Research Organisation (CSIRO)
Analyse the Impact of Everyday Objects	Cool Australia
Analyse the Impact of Everyday Objects 2017	Cool Australia
Animated Gif Production in Photoshop CC	School of Art Australian National University
Anxiety & Depression	i talk mental health
Anxiety in Children and Trauma	Communities@Work
Applying the Socratic Method: Teaching Critical Thinking in a classroom	JP International College
Approaches to Acting	Acting For the Fun of It
Archimedes and the Law of the Lever (2017)	UNSW School of Mathematics and Statistics
ARSC2016	Australasian College of Road Safety (ACRS)

<b>Program name</b>	<b>Provider</b>
Art Basics - Composition and Design	Canberra Potters Society
Art Basics - design and compstion	Canberra Potters Society
Arts Up Front Conference 2017	Instrumental Music Program
Assessment in the Music Classroom	Orff Schulwerk Association of NSW Inc.
Assessment that Leads to Learning in K-6	The Association of Independent School of NSW
Assessment via Exhibition Online	Big Picture Education
Back On Track: How do we measure and address rates of progress in children with hearing loss	The Shepherd Centre
batyr@school Teacher PD	Batyr Australia Limited
Behaviour Management for Beginning Teachers ACT	The Dynamic Learning Group
Book Week 2017	Zart
Bouncing with the Babies: Setting our babies with hearing loss on paths for optimal success	The Shepherd Centre
Bright but struggling an Introduction	Australian Gifted Support Centre
Building collaborative communities of philosophical inquiry in schools	Australian Catholic University Limited
Category 1 MYP: Implementing the MYP Curriculum - Heads of school and MYP Coordinators	International Baccalaureate - Asia Pacific
Category 1 MYP: Implementing the MYP Curriculum: subject specific workshops)	International Baccalaureate - Asia Pacific
Category 1 MYP: Introductory in-school workshop - Launching the MYP	International Baccalaureate - Asia Pacific
Category 1 PYP: An introduction to the PYP curriculum model	International Baccalaureate - Asia Pacific
Category 1 PYP: Introduction to the IB Programme Standards for Administrators	International Baccalaureate - Asia Pacific
Category 2 Diploma Programme: Subject workshops	International Baccalaureate - Asia Pacific
Category 2 MYP: MYP subject-group teachers: Delivering the MYP curriculum	International Baccalaureate - Asia Pacific
Category 2 PYP: Assessment	International Baccalaureate - Asia Pacific
Category 2 PYP: Pedagogical Leadership	International Baccalaureate - Asia Pacific
Category 2 PYP: The Exhibition	International Baccalaureate - Asia Pacific
Category 2 PYP: Teaching and Learning	International Baccalaureate - Asia Pacific
Category 3 Diploma Programme: Approaches to Teaching and Learning in the DP	International Baccalaureate - Asia Pacific
Category 3 MYP: Approaches to Learning	International Baccalaureate - Asia Pacific
Category 3 MYP: Creating Authentic Units	International Baccalaureate - Asia Pacific
Category 3 MYP: Projects	International Baccalaureate - Asia Pacific
Category 3 PYP: Encouraging children's creative instincts in the classroom	International Baccalaureate - Asia Pacific
Category 3 PYP: Inquiry	International Baccalaureate - Asia Pacific
Category 3 PYP: Reading and Writing through Inquiry	International Baccalaureate - Asia Pacific
Category 3 PYP: The Role of the Coordinator	International Baccalaureate - Asia Pacific
Category 3 PYP: Concept-based learning	International Baccalaureate - Asia Pacific

<b>Program name</b>	<b>Provider</b>
CEN Conference NSW 2017	National Institute for Christian Education
Chinese teaching - student interest, outcome, and design	The Australian School of Contemporary Chinese (ASCC)
Choice, Music and the Curriculum	ANU Music Program
Choral Workshop with Stephen Leek	KMEIA ACT Inc
Clap Clap Clap Your Hands	Orff Schulwerk Association of NSW Inc.
Class Room Safety and Self Care for Teachers and Students	Gamarada Universal Indigenous Resources
Climbing the Listening and Spoken Language Ladder	The Shepherd Centre
Conditional Probability	UNSW School of Mathematics and Statistics
Confident Kids_ Enhancing social skills in children with HL, from infancy including school age	The Shepherd Centre
Confident Public Speaking	4D Learning
CONSEAACT 2017	Science Educators Association for ACT (SEA ACT)
Contemporary Perspectives on Learning and Instruction in Spelling	Primary English Teaching Association Australia
Cooperative learning workshop	Alliance Française de Canberra
Creative approaches to assessment in Languages	The Association of Independent School of NSW
Creative approaches to Assessment in Languages in the ACT	The Association of Independent School of NSW
Cross Sectoral NCCD Analysis for Primary/Secondary Schools	Association of Independent Schools of the ACT
Curves from Apollonius to Bezier (2017)	UNSW School of Mathematics and Statistics
Curves from Apollonius to Bezier (2)	UNSW School of Mathematics and Statistics
Dance Ready with Move - Primary	Ausdance ACT
Dance Ready with Move Up - High School & College	Ausdance ACT
Data Informed Classroom Practice	The Association of Independent School of NSW
Data-driven teaching and personalised learning in spelling	Tessa Daffern
Day 1 - Understanding Gifted Learners: Planning The Way Forward	Gateways Education
Delivering Pleasurable Food Education	Stephanie Alexander Kitchen Garden Foundation
Delivering Sustainability Education through the Curriculum	ACT Environment and Planning Directorate
Designing a Digital Citizenship Program for your School	Syba Signs
Developing differentiated curriculum using conceptual frameworks	Gateways Education
Devising Theatre	Acting For the Fun of It
Differentiated Classroom Practice K - 10	The Association of Independent School of NSW
Differentiation Without Tears	Australian Association of Special Education (ACT Chapter)
Digital Technologies Workshop - Australian Computing Academy	Information Technology Educators ACT
Diploma Programme Category 3: Subject Specific Seminars	International Baccalaureate - Asia Pacific
Discovery Creative Writing Online Course	Into English Pty Ltd
Doctor Stovepipe Live Performance Plus Professional Development	Musica Viva Australia
Duffy Primary PD Day	EdTechTeam Pty Ltd
Educating for Sustainability in your School Grounds	ACT Environment and Planning Directorate
Effective Use of Interactive Whiteboards	Class Cover Pty Ltd
Embedding Archaeological Thinking	The Association of Independent School of NSW
Emotional Intelligence for Teachers	4D Learning

<b>Program name</b>	<b>Provider</b>
Emotional Regulation for Oppositional, Aggressive & Anxious Student	Behaviour Zen Pty Ltd
Engaging with the concepts of English	ACT Association for the Teaching of English (ACTATE)
Enhancing Chinese Teaching and Learning with Technology	The Australian School of Contemporary Chinese (ASCC)
Every Chance to Dance	Kulture Break
Explicit Teaching of Language: Deepening Intellectual and Aesthetic Engagement with Stories.	ACT Association for the Teaching of English (ACTATE)
Familiarisation Stage 6 English syllabus	The Association of Independent School of NSW
Farrer Primary PD days	EdTechTeam Pty Ltd
Film as Text	ACT Association for the Teaching of English (ACTATE)
Folk Songs and Games Across the Curriculum	ANU Music Program
Food&ME - Preschool	Nutrition Australia ACT Incorporated
Food&ME K-6	Nutrition Australia ACT Incorporated
Food&ME Kindergarten - Year 6 Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government
Foundations of Coaching	Growth Coaching International Pty Ltd
Foundations of digital printing in photography and the visual arts	School of Art Australian National University
Fun with Dramatising the Curriculum	ANU Music Program
Fun with Music and Art	ANU Music Program
Grammar Basics Workshop	English for Work
Habits of Highly Effective Teachers	The Highly Effective Teacher
Hands-On Problem Solving - Further Inspiration for Maths In Your Classroom - using Student Questions	Canberra Mathematical Association
Hands-On Problem Solving - Inspiration for Maths in Your Classroom	Canberra Mathematical Association
Having Difficult Conversations with Adults	4D Learning
High Impact Teaching Strategies for Primary Educators	Pearson Australia
High Performing Teacher - 360 Feedback	EduInfluencers
High Performing Teams - Flourish	EduInfluencers
Identifying and Teaching Gifted Students	Australian Gifted Support Centre
Indigenous Knowledge Circle Training - How to Engage Australian Students in Indigenous Studies	Crackerjack Education
Ink to Paper: Becoming a conscientious writer	ALEA
Innovatively exploring digital printing in the visual arts	School of Art Australian National University
Inquiry Learning, Investigations, and Misconceptions	Science Time Education
InTEACT Conference 2016	Information Technology Educators ACT
InTEACT Workshops 2016	Information Technology Educators ACT
Introduction to consumer and financial literacy education for Teachers	Australian Securities and Investments Commission (ASIC)
Introduction to Educating Gifted and Talented Students.	Australian Gifted Support Centre
Introduction to Leadership Coaching	Growth Coaching International Pty Ltd
Is it behavior or is it communication?	Imagine More Ltd
It's Your Move: Safe Cycle for High Schools Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government

<b>Program name</b>	<b>Provider</b>
Joe Dale Workshop - Smashing Apps & Web Tools	Modern Language Teachers Association of the Australian Capital Territory Incorporated
Knowledge Circle - Indigenous People of Australia Module	Crackerjack Education
KNOWLEDGE CIRCLE – WEATHER SEASONS MODULE	Crackerjack Education
Learn the Piano in 3 Hours	ANU Music Program
Let's Locate! Harnessing spatial technology in the classroom and beyond	Esri Australia & SSSI (Surveying and Spatial Sciences Institute)
Let's Speak About Speech	The Shepherd Centre
Macquarie Literacy Program (MacqLit) Professional Learning Workshop	MultiLit Pty Ltd
'Make A Move' - Seminar 1	QL2 Dance
'Make A Move' - Seminar 2	QL2 Dance
Making it a Success with Sue Larkey	Education Events
Making the PYP happen	International Baccalaureate - Asia Pacific
Measuring Student Reading Progress for Schools Professional Learning Workshop	MultiLit Pty Ltd
Media Marketing and Teen Girls: Building Confidence and Resilience	Helen Roe Coaching
Media Marketing Literacy for Teachers of Teen Girls Online Program	Helen Roe Coaching
Mental Health and Wellbeing of Young People Seminar, 2017	Generation Next
Mentoring Pre-service Teachers	Australian Catholic University Limited
MEP Basic Principles and Practice	ANU Music Program
MEP Early Childhood Course	ANU Music Program
MEP Kidding for Kindergarten	ANU Music Program
MEP Kidding for pre-school	ANU Music Program
MEP Kidding for Year 1	ANU Music Program
MEP Kidding for Year 2	ANU Music Program
MEP Kidding for Year 3	ANU Music Program
MEP Kidding for Year 4	ANU Music Program
MEP Kidding for Year 5	ANU Music Program
MEP Kidding for Year 6	ANU Music Program
MEP Primary Course	ANU Music Program
Mindfulness in Schools Professional Learning Workshop	Australian National University
Mini COGE	School of Education UNSW
MiniLit Professional Learning Workshop	MultiLit Pty Ltd
MLTA ACT Inc. Mini-Conference 13 August 2016	Modern Language Teachers Association of the Australian Capital Territory Incorporated
MoneySmart maths for primary teachers	Australian Securities and Investments Commission (ASIC)
MultiLit Reading Tutor Program Professional Learning Online Course	MultiLit Pty Ltd
MultiLit Reading Tutor Program Professional Learning Workshop.2	MultiLit Pty Ltd
Music and Movement	Musica Viva Australia
Music Matters: Exploring Creative Potential with Mixed Ability Students	Musica Viva Australia

Program name	Provider
Musica Viva presents: Teranga Live Performance Plus Professional Development	Musica Viva Australia
Musica Viva Teacher Forum: Storytelling Through Music	Musica Viva Australia
Neuroscience and Music Education Coaching Program	Muse Consulting
NOLAN PRINTMAKING WORKSHOP FOR TEACHERS - stamp and stencil	Canberra Museum and Gallery
NYSF's National Science Teachers Summer School	National Youth Science Forum
Office of the Children's eSafety Commissioner Teacher Essentials PD	Office of the Children's eSafety Commissioner
OnGuard Safe Operating Procedures Currency - Metal	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency - Wood	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency 2017 - Metal	OnGuard Safety Training Pty Ltd
OnGuard Safe Operating Procedures Currency Training 2017 - Timber	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 2 hrs Update for Existing Clients 2017	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 2 hrs Update for Existing Teachers	OnGuard Safety Training Pty Ltd
OnGuard Safety Training - 3 hrs for New Teachers	OnGuard Safety Training Pty Ltd
OnGuard Safety Training ... 3 hours training for new clients ... 2017	OnGuard Safety Training Pty Ltd
Online Introduction to Research Methods in Education	The Association of Independent School of NSW
Online Project-Based Learning Course	Big Picture Education
Online: Introduction to consumer and financial literacy education for Teachers	Australian Securities and Investments Commission (ASIC)
Orff Schulwerk Levels 1, 2 & 3 Orchestration	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1, 2 & 3 Technique and Improvisation.	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Movement	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Pedagogy	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Vocals	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels 1,2 & 3 Recorder	Orff Schulwerk Association of NSW Inc.
Out of the Box - Advanced Theatre-Making Techniques	Cultural Facilities Corporation
Parliament of Youth on Sustainability Teacher Information Sessions	SEE-Change
Passion for Percussion in the Primary Classroom	Musica Viva Australia
Peer Coaching - Positive Conversations about Teaching Practice	Growth Coaching International Pty Ltd
Personal Leadership Workshop	Association of Independent Schools of the ACT
Play Writing Workshop	Cultural Facilities Corporation
Playing Shakespeare	Acting For the Fun of It
Population Growth and the Logistic Curve (2017)	UNSW School of Mathematics and Statistics
Population Growth and the Logistic Curve (2)	UNSW School of Mathematics and Statistics
Positive Behaviour Management	Behaveability
Positive Behaviour Management. Thinking Habits. Teacher Self-Care	Behaveability
Positive Partnerships: Concurrent Program	Partnerships between Education and the Autism Community (Positive Partnerships)
Positive Partnerships: Concurrent Program	Partnerships between Education and the Autism Community (Positive Partnerships)

<b>Program name</b>	<b>Provider</b>
Positive Teaching for effective classroom behaviour management (primary schools)	MultiLit Pty Ltd
Powerful literacy learning with digital technology with Lisa Kervin	ALEA
Powerful Literacy Strategies to Strengthen Inquiry Learning	ALEA
PreLit Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Primes, Modular Arithmetic and RSA Encryption (2017)	UNSW School of Mathematics and Statistics
Programs for gifted learners: Understanding and Implementing Grouping and Acceleration Programs	Association of Independent Schools of the ACT
Questacon Pilot Primary STEM Program - Part Two	The Ian Potter Foundation Technology Learning Centre
Questacon's Pilot Primary STEM Program – Part One	The Ian Potter Foundation Technology Learning Centre
Quizzes in the Classroom - Engagement, Collaboration and Community in any classroom	Quizling Pty Ltd
Reflecting on Practice Through the Classroom Practice Continuum	Dragonfly Consulting & Coaching Pty Ltd
Responding to Challenging Behaviour	The Highly Effective Teacher
Rugby League International Games Coach (Secondary Teacher) Accreditation Workshop	National Rugby League
Safe Cycle for years 5/6	Physical Activity Foundation
Safe Cycle Years 5&6 Professional Learning Online Course	Health Improvement Branch, ACT Health, ACT Government
Simple Instruments - Hands on activities to enhance music-making	ANU Music Program
SoSAFE! User Training Program (2017 ACT)	Sexual Health and Family Planning ACT
Sounds-Write - Day 3 and 4	Sounds-Write Australia
Sounds-Write Linguistic Phonics Programme: Day 1 & 2	Sounds-Write Australia
Sounds-Write Linguistic Phonics Programme: Day 1 & 2 (2017)	Sounds-Write Australia
Spelling - a repertoire approach	ATESOL ACT
Spell-It Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Stage 6 History Familiarisation	The Association of Independent School of NSW
Starting STOP.MOTION.NOLAN FOR PRIMARY TEACHERS	Canberra Museum and Gallery
STEM Symposium 2016 and the digital technologies conference 2016	The Association of Independent School of NSW
Strengthening communities - Making the most of the NDIS - Day 1	Imagine More Ltd
Strengthening Communities - Making the most of the NDIS - Day 2	Imagine More Ltd
Stronger Smarter Leadership Program (SSLP) 2016	Stronger Smarter Institute
Sue Larkey Online Programme	Education Events
Supervising Preservice Teachers - Effective Partnerships	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Making Judgements	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Practice Analysis	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Unpacking the Graduate Standards	Australian Institute for Teaching and School Leadership (AITSL)
Sustainable Energy an unbiased Review of Options	TTA
Synthetic Phonics Fast and Fun	TTA

<b>Program name</b>	<b>Provider</b>
Teach Caring for Country Using Fire	Cool Australia
Teach Caring for Country Using Fire 2017	Cool Australia
Teach Indigenous Land Management Using Fire	Cool Australia
Teach Indigenous Land Management Using Fire 2017	Cool Australia
Teacher Wellbeing 1	i talk mental health
Teaching Primary Drama: Integrating Drama Across The Curriculum	Pip Buining
Teaching Primary Drama: Playbuilding	Pip Buining
Teaching Primary Drama: Process Drama & Creative Movement	Pip Buining
Teaching Primary Drama: The Elements & Improvisation	Pip Buining
Teaching Respect Ed	YWCA Canberra
Teaching students with Autism Spectrum Disorder	Behaviour Zen Pty Ltd
Teaching Writing Digitally	ACT Association for the Teaching of English (ACTATE)
TECHnow 2016 Technology Teachers Conference	Design and Technology Teachers Association ACT
The 2017 Mental Health in Schools Conference	Propsyh
The 3 R's Risk, Resilience & Recovery	i talk mental health
The Accidental Counsellor Training (Face to Face)	Human Connections
The Accidental Counsellor Training (Online)	Human Connections
The Atlas of Living Australia - Part 1 - Introduction	Commonwealth Scientific and Industrial Research Organisation (CSIRO)
The Bible and Education	National Institute for Christian Education
The Classroom. The Teacher. Behaviour, Engagement. Learning Performance.	Clarendon Consultancies
The Flipped Maths Classroom	TTA
The Keys to Personal Effectiveness (Beyond Time Management!)	4D Learning
The Living Text - From Page To Stage	Acting For the Fun of It
The Role of Classroom Talk in building Curriculum Knowledge: implications for EAL students	ATESOL ACT
Theatre: Springboard for learning	Cultural Facilities Corporation
ToppED-UP!	Sydney Symphony Orchestra
ToppED-Up2017	Sydney Symphony Orchestra
Torrens Primary PD Day	EdTechTeam Pty Ltd
Toward a Positive Understanding of Autism Spectrum Disorder	Education Events
TunEd UP!	Sydney Symphony Orchestra
Twice Exceptional and Underachieving Gifted Students: Identifying and catering for their needs.	Association of Independent Schools of the ACT
Uncurling the Cochlea	The Shepherd Centre
Under performing Gifted students - causes and strategies.	Australian Gifted Support Centre
Understanding Autism Spectrum Disorder with Tony Attwood	Education Events
Understanding, Treating & Managing School Refusal	Propsyh
Unpacking and Implementing the Australian Curriculum: Health and Physical Education	Australian Council of Health Physical Education and Recreation (ACHPER)

<b>Program name</b>	<b>Provider</b>
Unpacking THE ART BOX for Primary Teachers	Canberra Museum and Gallery
Unpacking the Challenges	The Shepherd Centre
Use Primary Maths to Measure Waste	Cool Australia
Use Primary Maths to Measure Waste 2017	Cool Australia
Use Secondary Maths to Measure Waste	Cool Australia
Use Secondary Maths to Measure Waste 2017	Cool Australia
Using Assessment for Differentiation in a Primary School	Gateways Education
video compositing with green screen	School of Art Australian National University
Video Projection Mapping Workshop	School of Art Australian National University
Visual Spatial Thinking System of 2e learners	Australian Gifted Support Centre
Voting in your classroom	Australian Electoral Commission
Waste and Recycling at your School	ACT Environment and Planning Directorate
Word Attack Skills Extension Professional Learning Workshop (MultiLit)	MultiLit Pty Ltd
Words Their Way: A Practical Classroom Approach to Word Study	Pearson Australia

## SCHOOL BASED PROFESSIONAL LEARNING PROGRAMS

<b>Program name</b>	<b>Provider</b>
6 + 1 writing traits	Majura Primary
A Heart For Justice	(CE) Religious Education and Curriculum Services
A Pathway to Cultural Competence	(CE) Religious Education and Curriculum Services
A Pathway to Cultural Competence 2	(CE) Religious Education and Curriculum Services
A positive approach to engaging boys	Lyneham High
A practical approach to achieving differentiation in the classroom	John Paul College
A whole-school approach to improving student achievement	St John the Apostle Primary
ABLES, AusVELS and the National Curriculum in a Specialist School	Malkara School
Aboriginal and Torres Strait Islander Cultural Competence Foundation Course	(EDU) Student Wellbeing Branch
ACT Positive Behaviour for Learning (PBL) Coach Training	(EDU) Student Wellbeing Branch
ACT Positive Behaviour for Learning (PBL): Tier 1 Universal Facilitator Training	(EDU) Student Wellbeing Branch
Adam Voigt 2	Richardson Primary
Advanced Assessment Workshop	Torrens Primary
Arithmetic Strategies	St Clare of Assisi Primary
Aspiring Leaders Program - Cohort 2, 2017-2018	(EDU) School Leadership
Aspiring Leaders Program - Mentor Program	(EDU) School Leadership
Assessment and Marking Workshop (AST)	Board of Senior Secondary Studies
Assessment for Learning	Canberra Girls' Grammar School
Augmentative and Alternative Communication	Black Mountain School
Blue Gum Philosophy and Practice 2017	Blue Gum Community School
Building a Feedback Culture	Red Hill Primary

<b>Program name</b>	<b>Provider</b>
Building Learning Assets and Dispositions into your classroom	Turner School
C2C Professional Learning Workshop for Primary School Teachers	(EDU) Learning and Teaching Branch
C2C Professional Learning Workshop for Secondary School Teachers	(EDU) Learning and Teaching Branch
C2C: HPE Workshop - Respectful Relationships Secondary School focus	(EDU) Learning and Teaching Branch
C2C: HPE Workshop Primary School focus	(EDU) Learning and Teaching Branch
C2C: The Arts Primary School focus	(EDU) Learning and Teaching Branch
C2C:The Arts Secondary School focus	(EDU) Learning and Teaching Branch
Calwell PS - Promoting a Positive School Culture	Calwell Primary
Canberra Grammar School CPL Primary Program 2017	Canberra Grammar School
Canberra REGGIO Network	Canberra Grammar School
Case Management Approaches for Gifted Learners	(EDU) Learning and Teaching Branch
Catholic Education Conference 'Students Yearn to Learn'	(CE) Religious Education and Curriculum Services
Chatz with Jatz - Teaching Digital Natives	St Edmund's College
Collaborating on Student Achievement in Writing	St Matthew's Primary
Collaborative Teams: Learning By Doing	Amaroo School
Colleges Conference 2017	ACT Public Colleges Professional Learning Committee
Combined Literacy and EALD PL Forum: Focus on Spelling	(EDU) Learning and Teaching Branch
Conceptual Inquiry Based Learning	Radford College
Connecting Students to the World Workshop	(EDU) Learning and Teaching Branch
Conversations for Life Version 2	(EDU) Student Wellbeing Branch
Cooperative Learning in context	Richardson Primary
CSYMA Teacher Retreat (Porta Fidei)	(CE) Religious Education and Curriculum Services
Cultivating Growth Mindset: a Professional Learning Community	Holy Spirit Primary
Curriculum for students with Intellectual disability	Black Mountain School
Curtin....teaching matters	Curtin Primary
Deep Listening : to Ourselves, the Land & Others	Orana Steiner School
Delving into Digital Technologies (Primary School focus)	(EDU) Learning and Teaching Branch
Delving into Digital Technologies (Secondary School focus)	(EDU) Learning and Teaching Branch
Design & Technology in the Classroom	Marist College
Developing an Effective Writing Program	Southern Cross Early Childhood School
Developing differentiated curriculum	(EDU) Learning and Teaching Branch
Developing differentiated curriculum using conceptual frameworks	Curtin Primary
Developing differentiated curriculum using conceptual frameworks, assessment strategies and inquiry	Mawson Primary
Developing Japanese Using the Australian Curriculum	Harrison School
Developing Knowledge of Data and Differentiation in relation to NSIT.	St Edmund's College
Differentiation 2	St Edmund's College
Differentiation in the Classroom	Calwell High
Differentiation using Bloom's Taxonomy, Williams or Maker Model	(EDU) Learning and Teaching Branch

<b>Program name</b>	<b>Provider</b>
Duffy Primary School: Response to Intervention	Duffy Primary
Dyslexia and Dyspraxia	Canberra Girls' Grammar School
EAL/D Professional Learning Forum for Educators Term 3	(EDU) Learning and Teaching Branch
Early Literacy for Aboriginal and Torres Strait Islander Children	(EDU) Learning and Teaching Branch
Early Years Network Sessions - Assessment for Learning	(EDU) Learning and Teaching Branch
Education Revolution: Having impact with technology in the 21st Century	Turner School
Educators as Researchers	(EDU) Learning and Teaching Branch
Effective Pedagogical Practices	St Matthew's Primary
Effective Spelling Instruction	St Clare of Assisi Primary
Effective Spelling Strategies in a Word Conscious Classroom	Lyons Early Childhood School
E-learning course for professionals and practitioners working with families from pre-birth to eight	(EDU) Learning and Teaching Branch
Empowering Students to be Creative and Resilient	Lyneham High
English as an Additional Language or Dialect PL (EALD)	(CE) Religious Education and Curriculum Services
Essential Spelling	Hughes Primary
Evaluating Gifted Programs	(EDU) Learning and Teaching Branch
Everyone Everyday - A Toolkit for Inclusion	Education Cross Sector ACT
Everyone Everyday train the trainer program	Education Cross Sector ACT
Focus on what matters - student and staff wellbeing	Curtin Primary
Formative Assessment and Differentiation @ Campbell High	Campbell High
Forrest Primary School Data Literacy- Beyond Numbers	Forrest Primary
GAfE Intermediate Skills	Miles Franklin Primary
GAfE Tools for Language Classroom	Yarralumla Primary
Google Read&Write	Lanyon High
Gowrie Coaching and Mentoring Model	Gowrie Primary
Grammar for Writing	Aranda Primary
Great Teaching By Design - Using explicit teaching approaches	Belconnen High
Growth Mindset	University of Canberra High School Kaleen
Health and the Australian Curriculum	Emmaus Christian School
How Students Learn: Using Hattie's Approach to enhance JPC's Model of Learning	John Paul College
Image, Context, Curriculum	Blue Gum Community School
Improving How Students Learn	St Benedict's Primary
Improving Numeracy at CGGS	Canberra Girls' Grammar School
Inclusivity and Global understanding at Canberra Grammar School	Canberra Grammar School
Increasing student engagement and well-being with Positive Education	Daramalan College
Influence and Inspire Module 1 & 2	Wanniassa School
Influence and Inspire Modules 3 and 4	Wanniassa School
Influence and Inspire Modules 5 and 6	Wanniassa School

<b>Program name</b>	<b>Provider</b>
Inquiring into Inquiry - Building inquiry mindsets	Bonython Primary
Inquiry Learning	Chapman Primary
Inquiry Maths	Mother Teresa Primary School
Intersections: Exploring educator identity in the 21st century (Teacher Inquiry Program Phase 4)	Macquarie Primary
Introduction to the Australian Professional Standards	Canberra Girls' Grammar School
Introduction to the Board of senior Secondary Studies	Board of Senior Secondary Studies
Introduction to the Board of Senior Secondary Studies -Executive Teachers.	Board of Senior Secondary Studies
JBS - Embedding Quality Writing into Practise	Jervis Bay Primary
Kids Matter - Component 1	St Bede's Primary
Kids Matter Component 4	St Monica's Primary
Kids Matter Primary	Trinity Christian School
KidsMatter Component 1: Positive School Environment at Sacred Heart	Sacred Heart Primary
KidsMatter Component 3 - Working with Parents and Carers	Chapman Primary
KidsMatter: A Whole School Approach	St Vincent's Primary
Koori Preschool Educators' Professional Learning Day	(EDU) Learning and Teaching Branch
LEAD Conference Day 1	(CE) School Services
Learning by Design 2016	Lanyon High
Learning styles and curriculum differentiation: implications and	(EDU) Learning and Teaching Branch
Learning, Assessment and the Australian Curriculum	Burgmann Anglican School
Literacy and Numeracy Forum (August)	(EDU) Learning and Teaching Branch
Literacy Consultancy- Kerry Allen	Canberra Grammar School
Literacy in Every Classroom	Calwell High
Making Maths Meaningful	Arawang Primary
Mind Matters for Brindabella College	Brindabella Christian College
Mind Matters for Trinity Christian School	Trinity Christian School
Mind Matters For Trinity Christian School Part 2	Trinity Christian School
Mind Matters/ Kids Matter Component 1	Emmaus Christian School
MindMatters at Marist - Modules 1 & 2	Marist College
MindMatters: Component 1 - Developing a whole-school approach	The Galilee School
MindMatters: Component 2 - Student skills for resilience	The Galilee School
MindMatters: Component 3 - Parents and families	The Galilee School
MindMatters: Component 4 - Support for students experiencing mental health difficulties	The Galilee School
Music speaks beyond words	Malkara School
National School Improvement Tool Training 2017	(EDU) School Leadership
Oral Language and Vocabulary Development with Anne Bayetto	Maribyrnong Primary
PBL and the Australian Curriculum	Yarralumla Primary

<b>Program name</b>	<b>Provider</b>
PBL Tier 1 Universal Preventions Reload Training	(EDU) Student Wellbeing Branch
Philosophy, principles and practice	Gilmore Primary
Planning and pedagogy for effective inquiry	Harrison School
Planning for thinking and learning	Daramalan College
Positive Behaviour @ Calwell - In the Classroom	Calwell High
Positive Behaviour for Learning Coach Training	(EDU) Student Wellbeing Branch
Positive Classroom Environments and Safe Sensory Spaces	(EDU) People and Performance, Any Other Branch
Positive Education in the Classroom	Radford College
Principals as Numeracy Leaders ACT (PANL ACT) - Day Four	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day One	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day Three	(EDU) Learning and Teaching Branch
Principals as Numeracy Leaders ACT (PANL ACT) - Day Two	(EDU) Learning and Teaching Branch
Programs for Gifted Learners: Understanding and Implementing Grouping and Acceleration	(EDU) Learning and Teaching Branch
Protective Behaviours Workshop	(EDU) Student Wellbeing Branch
QT Rounds facilitator Training	Telopea Park School
Reading Comprehension Knowledge for Secondary Teachers	Melba Copland School
Real Schools - Restorative Practice	Narrabundah Early Childhood School
Relationships- Teachers, students and parents	Marist College
Response to Intervention	Maribyrnong Primary
Response to Intervention: Oral language	Gilmore Primary
Schoolwide Positive Behaviour	St John Vianney's Primary
Science and Sustainability	Palmerston District Primary
SEL model at Maribyrnong	Maribyrnong Primary
South Weston High School Network Day 2017	Mount Stromlo High School
Speech, Language and Communication Needs	(CE) Religious Education and Curriculum Services
Spelling Strategies and Vocabulary Building	Good Shepherd Primary
Standards, moderation and judgement in practice	Daramalan College
STEM Within Inquiry	St Clare of Assisi Primary
Strategic Planning for School Leaders	(EDU) School Leadership
Student Centred Inquiry Led Learning in Literacy (K-6) For Kindergarten Teachers	(CE) Religious Education and Curriculum Services
Student Engagement and Learning	Lyneham High
Student Wellbeing	Fadden Primary
Tactical Teaching - Writing	St Francis Xavier College
Tactical Teaching: Writing	St Francis Xavier College
Take Measure of Your Assessment Practices	(EDU) Learning and Teaching Branch
Taking Visible Learning Research Meta analyses to Classroom Practice	Wanniassa School
Teaching and Learning at Ngunnawal Primary School.	Ngunnawal Primary
Teaching with GIS: An Introduction	Canberra Girls' Grammar School

<b>Program name</b>	<b>Provider</b>
Teaching with Heart	Daramalan College
Team Teach V2.0	(EDU) Inclusion and Engagement Branch
The AC, Inquiry, and Pedagogy for an ACT Library Scope and Sequence	Telopea Park School
The Creed	(CE) Religious Education and Curriculum Services
The Gordon Way- Pedagogy and Practice	Gordon Primary
The Gospel of Matthew	(CE) Religious Education and Curriculum Services
The Guidelines for ACT Career Development Practitioners Workshops	(EDU) Learning and Teaching Branch
The Heart of Pedagogy	Daramalan College
The Power of Inquiry	Fraser Primary
The role of a mentor for Year 6 personal exhibition projects	Miles Franklin Primary
The use of data to improve student outcomes	Radford College
Theory to Practice	Canberra High
Tough Conversations: Managing emotional encounters with staff or parent	Hawker Primary
Towards Whole School Wellbeing - An Appreciative Inquiry Summit	Burgmann Anglican School
Transdisciplinary curriculum mapping using IB key concepts	Miles Franklin Primary
Transdisciplinary Learning	Forrest Primary
Trauma Based Practices at Cranleigh	Cranleigh School
Twice Exceptional (2e) and Underachieving Gifted Students: Identification & Intervention	(EDU) Learning and Teaching Branch
Understanding and Supporting Behaviour	(CE) Religious Education and Curriculum Services
Understanding Autism	(CE) Religious Education and Curriculum Services
Understanding By Design Workshop	(EDU) Learning and Teaching Branch
Understanding Engagement & Wellbeing	Amaroo School
Understanding Gifted Learners: Planning the Way Forward	(EDU) Learning and Teaching Branch
Understanding Islam	(CE) Religious Education and Curriculum Services
Understanding Learning Difficulties, Specific Learning Disorders and Dyslexia	(EDU) Student Wellbeing Branch
Understanding Our Jewish Roots	(CE) Religious Education and Curriculum Services
Understanding Sacred Scripture	St Francis of Assisi Primary
Understanding the prayer Jesus taught - The Our Father	(CE) Religious Education and Curriculum Services
United in Hope	Merici College
Unpacking KidsMatter at Hughes Primary: Component 1 & 2	Hughes Primary
Using Data Effectively	Calwell High
Using G Suite for Teaching, Learning & Collaboration	Canberra Girls' Grammar School
Using G Suite for Teaching, Learning & Collaboration: Beginner	Canberra Girls' Grammar School
Visible Learning - improving how students learn	St Vincent's Primary
Visible Learning, Data Personalising Learning and Teacher Professional Reflection	Radford College
Vision and Inspiration in the Classroom	Calwell High

<b>Program name</b>	<b>Provider</b>
Wellbeing Workshop - The Healthy Mind Platter	(EDU) Student Wellbeing Branch
When less is more; improving clarity and concision in writing	Daramalan College
Working Together Makes a Difference	(EDU) Learning and Teaching Branch
Working with EALD learners	Charles Weston Primary
Working with EALD Learners	Gold Creek School
Worldviews and Culture in Education Contexts	Trinity Christian School
Writing Skills Across the Curriculum Embedding “Logonliteracy” tools.	Kingsford Smith School

# ATTACHMENT 2

## ASSESSMENT STANDARDS REQUIRED TO BE MET BY TEACHERS.

(Section F.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the current assessment and certification standards that are required to be met by teachers.)

### NEW APPLICANTS ARE REQUIRED TO MEET THE FOLLOWING ASSESSMENT STANDARDS:

#### Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

<b>Qualification(s)</b>	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
<b>Teaching experience</b>	180 school teaching days in Australia or New Zealand in the previous five year period before the day the application is made.
<b>Abilities, knowledge and skills</b>	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the <b>Proficient</b> level of the <i>Australian Professional Standards for Teachers</i> . If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a Principal or their delegate attesting to the professional practice of the applicant at the Proficient level.
<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

#### Provisional Registration

Provisional registrants meet the qualification requirement for Full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for Full registration but is unable at the time to provide the relevant supporting evidence.

<b>Qualification(s)</b>	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

### Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

### Permit to teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

### Suitability to teach

TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.

### English language proficiency

TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test. If there is an exceptional demonstrated need by a school for the person's particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.

## ACT TEACHER QUALITY INSTITUTE REGULATION 2010 PART 2A

### ASSESSMENT STANDARDS REQUIRED TO BE MET BY TEACHERS

#### Certification against Highly Accomplished and Lead level of the Australian Professional Standards for Teachers

##### Certification

Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.

##### Certification assessment

Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.

##### Eligibility criteria to apply for Certification

- > Australian or New Zealand citizenship or Australian permanent residency visa.
- > Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead.
- > Full registration with the ACT Teacher Quality Institute.

#### Current Certification standards - required to be met by teachers who elect to apply.

##### The collection of evidence required for assessment

- > Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total).
- > Lesson observation reports.
- > Teacher reflection on the direct evidence as a written statement addressing the Standards.
- > A written description of a Lead initiative for Lead applications.
- > Referee statements.

##### The direct observation of classroom practice

- > Classroom observation.
- > Discussion with the principal and other colleagues.
- > Professional discussion with the applicant.

# ACT BOARD OF SENIOR SECONDARY STUDIES ANNUAL REPORT 2016-17

## SECTION A: TRANSMITTAL CERTIFICATE



AUSTRALIAN CAPITAL TERRITORY  
BOARD OF SENIOR SECONDARY STUDIES



Ms Yvette Berry MLA  
Minister for Education and Early Childhood Development  
ACT Legislative Assembly  
London Circuit  
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report of the ACT Board of Senior Secondary Studies for the year ending 30 June 2017.

This Report has been prepared under section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Board of Senior Secondary Studies.

I certify that information in the attached Annual Report, and information provided for the whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies has been included for the period 1 July 2016 to 30 June 2017 and that it complies with the Chief Minister's Annual Report Directions.

I hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006, Part 2*.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the Report to the Legislative assembly within 15 weeks after the end of the reporting year.

The Annual Report of the ACT Board of Senior Secondary Studies is annexed to the administrative report of the Director-General of the Education Directorate.

I commend the Annual Report to you.

Yours sincerely

A handwritten signature in cursive script, reading 'Rosemary Follett'.

Rosemary Follett AO  
Chair  
14 August 2017

# SECTION B: PERFORMANCE REPORTING

## B.1 ORGANISATIONAL OVERVIEW

The Board of Senior Secondary Studies (the Board) was established in 1991 and the *Board of Senior Secondary Studies Act 1997* (the BSSS Act) was enacted in January 1998.

The key functions of the Board are to:

- > provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements and vocational certificates
- > maintain the credibility and acceptance of courses through a regular accreditation program
- > monitor and support the validity of assessment in years 11 and 12
- > improve the comparability of standards across ACT and overseas schools through moderation procedures
- > gain the widest possible recognition for the credentials awarded by the Board
- > service the information needs of the community.

The Board is committed to:

- > a general education of high standards providing equal opportunity for all students to the end of year 12
- > choice of courses for students supported by expert advice
- > senior secondary college responsibility for course development
- > senior secondary college responsibility for the assessment of its students
- > shared responsibility for education
- > open access to information.

Twenty five ACT colleges and seven schools located in Fiji, Indonesia, Papua New Guinea and China are delivering courses certificated by the Board. These schools are listed in Appendix B. Students from Our Lady of the Sacred Heart International School, Kavieng, New Ireland, Papua New Guinea received ACT Senior Secondary Certificates for the first time in December 2016. Students from the Australian Curriculum Centre, Shanghai, China will receive ACT Senior Secondary Certificates for the first time in December 2017.

The Board's goal is to provide a high quality curriculum, assessment and certification system that supports:

- > all young adults to achieve an ACT Senior Secondary Certificate or equivalent vocational qualification
- > high levels of achievement in literacy and numeracy
- > improving educational outcomes for disadvantaged students
- > effective transitions from school to post-school pathways.

In 2016 the Board developed a new strategic plan to guide its activities for the period 2017-2021.

The plan differs from previous plans in three major respects. Firstly, the aims of the new plan are strategic in nature as opposed to previous plans which have been mainly operational. Secondly, the plan is the first BSSS strategic plan to be made available to the wider community in a publication format on the BSSS web site and on social media. Finally, the plan will run over five years rather than three as has been the case with previous plans. This allows for longer term strategic objectives to be addressed.

The key focus areas of the plan are:

- > Community engagement – Working collaboratively with community groups to identify, address or discuss issues that impact the well-being of students
- > Tertiary partnerships – establishing collaborative partnerships with the Australian tertiary sector who share common goals, knowledge and resources
- > Digital assessment – innovating in the adoption of the methods or tools that educators use to evaluate, measure and document academic readiness, learning progress and skill acquisition of students

- > Quality assurance – maintaining a desired level of quality in all programs, products and services delivered by the BSSS
- > Global education – integrating multiple dimensions, perspectives and citizenships into the BSSS senior secondary system
- > Sustainability – Bringing an entrepreneurial mindset to governance, programs and financial planning to ensure long term relevance, sustainability and economic viability.

During 2016-17, the Board commenced full implementation of the senior secondary Australian Curriculum following a two year trial period. Australian Curriculum courses in English, English as a Second Language, Mathematics, Science, History and Geography are now available to students in the senior secondary sector. The ACT is one of three jurisdictions to have commenced delivery of year 11-12 courses embedding the Australian Curriculum. The others are South Australia and Western Australia.

The upgrading of the course moderation database within the BSSS certification database gained funding in the ACT Government Budget 2016–17. Work commenced on this project in October 2016 and is scheduled for completion by July 2017. The project has three phases – Pre moderation, Moderation day and Post moderation. The first two phases were released in 2017. The upgrade will enable the Office of the Board and colleges to analyse longitudinal data on the quality assurance of grades in units delivered by each college. The entry of data from course reviewers on Moderation day itself will be digital rather than hand written.

In July 2016, the Office of the Board was Highly Commended in the Innovation category of the ACT Public Service Awards for Excellence for, *their commitment to innovation in improving the quality of the ACT Senior Secondary Studies curriculum.*

This recognition of the work of the small team at the Office of the Board was well deserved.

The Australian Curriculum Centre, based at Shanghai Paddington Bilingual School, commenced operation in February 2017 after gaining Board approval in December 2016. The current cohort is small but has the potential to grow significantly over the coming years.

The Board granted provisional registration, as a specialist education provider, to the Canberra Academy of Languages in December 2016. The academy commenced operation in 2017 with a small number of students. The academy provides an option for students to study a language which is not offered by their home college. The principal has been investigating the possibility of developing an Aboriginal Language and Culture course in consultation with the Office of the Board and the local indigenous community.

In August 2014, the Review of Certification committee recommended to the Board that the Assessment and Certification Committee (ACC) explore online, adaptive literacy and numeracy testing developed with a view to:

- > implementing online, adaptive literacy and numeracy testing in the ACT for years 10 to 12
- > deciding on how and to what extent students' literacy and numeracy attainment could be reported on the ACT Senior Secondary Certificate
- > determining how students who do not meet the requisite level of literacy/numeracy can gain the necessary support to do so.

The Board approved the recommendation and the investigation is ongoing. Negotiations were held throughout 2015 with the West Australian School Curriculum and Standards Authority (SCSA) resulting in two ACT trials of the SCSA's Online Literacy and Numeracy Assessment (OLNA) tool. In November 2015, year 10 students from four schools across the three sectors participated in the OLNA Reading, Numeracy and Writing tasks. The trial provided valuable information to the schools and to the students on Literacy and Numeracy standards including detailed diagnostics on those students who fell below the Australian Core Skills Framework (ACSF) level 3 in literacy and/or numeracy. The trial also provided an indication of the technological capabilities of the individual schools in relation to online testing.

In 2016, a more extensive trial was conducted with year 10 and year 11 students across eleven schools sitting the Reading and Numeracy components of the OLNA. This extended trial provided insights into the issues associated with rolling out the test on a larger scale and once again gave the schools valuable data on students' Literacy and Numeracy levels.

In the Strategic Plan 2017–2021, the Board has now made commitment to introduce online literacy and numeracy testing by 2020. The Board is exploring a number of the options for the delivery of this test.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Tuesday 13 December 2016 for distribution to students. Over 9,900 certificates were produced by the Board for students in year 12 and over 1,300 vocational qualifications were issued for students in year 10.

Key focus areas over the next year will be based on the Board's latest Strategic Plan.

## INTERNAL ACCOUNTABILITY

### Board membership

The BSSS Act (s8) creates a board with a broad membership of 15 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education for a period of up to three years. Members can be reappointed if they are eligible. Five new members were appointed to the Board and two members were reappointed in 2016.

Nominees from the following two organisations will be submitted to the Minister for appointment:

- > ACT Council of Parents and Citizens Associations Inc nominee appointed from 2016-2019 resigned in February 2017; and
- > the ACT branch of the Australian Education Union nominee appointed from 2015-2017 resigned in December 2016.

TABLE BSSS 1: BOARD MEMBERSHIP AS AT 1 JULY 2016

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2016
<b>Ms Rosemary Follett AO</b>	Chair	1 January 2012	31 December 2017	3/3
<b>Ms Anita Wesney</b>	Canberra Institute of Technology	16 July 2016	31 July 2019	2/3
<b>Ms Louise Mayo</b>	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
<b>Professor Royston Gustavson</b>	Australian National University	31 July 2015	31 December 2017	2/3
<b>Professor Nick Klomp</b>	University of Canberra	17 February 2016	31 December 2018	3/3
<b>Ms Judith Norris</b>	Australian Catholic University	16 July 2016	31 July 2019	3/3
<b>Ms Rita Daniels</b>	Association of Independent Schools	25 June 2009	31 December 2017	3/3
<b>Mr Stewart Clode</b>	ACT Branch, Australian Education Union	31 July 2015	31 December 2017	2/3
<b>Mr Angus Tulley</b>	Catholic Education Commission	1 January 2013	31 December 2018	2/3
<b>Mrs Kerrie Grundy</b>	ACT Principals' Association	19 November 2013	31 December 2018	2/3
<b>Mr Hugh Boulter</b>	Association of Parents & Friends of ACT Schools ACT	16 July 2016	31 July 2019	3/3
<b>Ms Amanda Bichard</b>	Council of Parents & Citizens Associations	16 July 2016	31 July 2019	3/3
<b>Mr John Nott</b>	Business and Industry organisations' representative in the ACT	16 July 2016	31 July 2019	3/3
<b>Ms Judy van Rijswijk</b>	ACT Trades and Labour Council	1 January 2013	31 December 2018	2/3
<b>Mrs Tracy Stewart</b>	Delegate of the Director-General, Education Directorate	1 October 2015	Ongoing	3/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2016.

TABLE BSSS 2: BOARD MEMBERSHIP AS AT 30 JUNE 2017

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2016
<b>Ms Rosemary Follett AO</b>	Chair	1 January 2012	31 December 2017	3/3
<b>Ms Anita Wesney</b>	Canberra Institute of Technology	16 July 2016	31 July 2019	2/3
<b>Ms Louise Mayo</b>	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
<b>Professor Royston Gustavson</b>	Australian National University	31 July 2015	31 December 2017	2/3
<b>Professor Nick Klomp</b>	University of Canberra	17 February 2016	31 December 2018	2/3
<b>Ms Judith Norris</b>	Australian Catholic University	16 July 2016	31 July 2019	1/3
<b>Ms Rita Daniels</b>	Association of Independent Schools	25 June 2009	31 December 2017	2/3
<b>TBA</b>	ACT Branch, Australian Education Union			0/3
<b>Mr Angus Tulley</b>	Catholic Education Commission	1 January 2013	31 December 2018	3/3
<b>Mrs Kerrie Grundy</b>	ACT Principals' Association	19 November 2013	31 December 2018	3/3
<b>Mr Hugh Boulter</b>	Association of Parents & Friends of ACT Schools	16 July 2016	31 July 2019	0/3
<b>TBA</b>	ACT Council of Parents & Citizens Associations			0/3
<b>Mr John Nott</b>	Business and Industry representative organisations in the ACT	16 July 2016	31 July 2019	2/3
<b>Ms Judy van Rijswijk</b>	ACT Trades and Labour Council	1 January 2013	31 December 2018	2/3
<b>Mrs Tracy Stewart</b>	Delegate of the Director-General, Education Directorate	1 October 2015	Ongoing	2/3

The above Board has met on three occasions from January to June 2017.

## Remuneration for Board members

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal.

## Risk Assessment and Management

The Board operates under an MOU with the Education Directorate. The Office of the Board is a section within the Directorate. The Office of the Board provides support to the Board on policy, procedures and innovations. Under the MOU the Directorate includes the Office of the Board and its activities within its Risk Assessment and Management Framework and consults with the Board Chair as appropriate. The Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates.

## Ethical standards

Prior to appointment, Board members are provided with the *Bowen Code of Conduct* as a guide to ethical behaviour. Members sign a declaration that they have read and agree to observe the principles of the code, and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *ACT Public Sector Management Act 1994*.

## Resources available

Board members have access to staff at the Board Secretariat if they require assistance or advice to carry out their duties.

## Standing Committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below; membership is for 2016 and 2017.

TABLE BSSS 3: BOARD STANDING COMMITTEES AND THEIR ROLES

Committee	Role
<b>Curriculum Advisory Committee</b>	To advise the Board on national and ACT curriculum matters and overall direction of curriculum in years 11 and 12.
<b>Assessment and Certification Committee</b>	To advise the Board on assessment and certification policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
<b>Vocational Education and Training Committee</b>	To advise the Board on vocational education and training issues, particularly those relating to national agreements and post-school linkages with the VET sector; and to provide advice on VET initiatives for secondary education.
<b>Accreditation Panels</b>	To advise the Board on the accreditation and registration of year 11-12 courses, which have been developed by teachers, industry and business groups, tertiary institutions and other organisations.

**TABLE BSSS 4: BOARD SUB-COMMITTEES THAT OPERATED IN 2016**

<b>Curriculum Advisory Committee 2016</b>	
<b>Mrs Kerrie Grundy</b>	Chair
<b>Ms Josephine Anderson</b>	Education Directorate
<b>Ms Melissa Planten</b>	ACT Principals' Association
<b>Mrs Sandra Darley</b>	Catholic Education Office
<b>Mr Andrew Wrigley</b>	Association of Independent Schools of the ACT
<b>Ms Linda Fleming</b>	Association of Parents & Friends of ACT Schools
<b>Ms Amanda Bichard</b>	ACT Council of Parents & Citizens Associations
<b>TBA</b>	ACT and Region Chamber of Commerce and Industry
<b>Professor Geoffrey Riordan</b>	University of Canberra

<b>Assessment &amp; Certification Committee 2016</b>	
<b>Ms Rita Daniels</b>	Chair
<b>Mr Ken Gordon</b>	Education Directorate
<b>Mr Gerard Barrett</b>	ACT Principals' Association
<b>Mrs Loretta Wholley</b>	Catholic Education Office
<b>Mr John Folan</b>	Association of Independent Schools of the ACT
<b>TBA</b>	ACT Council of Parents & Citizens Associations
<b>Mr John Stenhouse</b>	Co-opted member
<b>Ms Lyn Mernagh</b>	Co-opted member

<b>Vocational Education &amp; Training Committee 2016</b>	
<b>Mr Hugh Boulter</b>	Chair
<b>Mr Mark Pincott</b>	Catholic Education Office
<b>Mr Tim McNevin</b>	Association of Independent Schools of the ACT
<b>Ms Helen Witcombe</b>	ACT Principals' Association
<b>Mr Vince Ball</b>	ACT Industry Training Advisor
<b>Ms Kelly Aldred</b>	Canberra Institute of Technology
<b>Ms Anne Brown</b>	ACT Trades and Labour Council
<b>Vacant</b>	ACT and Region Chamber of Commerce and Industry
<b>Association disbanded</b>	ACT Teachers in Vocational Education Association
<b>Mr Michael Mahar</b>	Education Directorate
<b>Mr Adam Miller</b>	ACT Council of Parents & Citizens Associations

**TABLE BSSS 5: BOARD SUB-COMMITTEES THAT OPERATED IN 2017**

<b>Curriculum Advisory Committee 2017</b>	
<b>Mrs Kerrie Grundy</b>	Chair
<b>Ms Josephine Andersen</b>	Education Directorate
<b>Ms Melissa Planten</b>	ACT Principals' Association
<b>Mrs Sandra Darley</b>	Catholic Education Office
<b>Mr Andrew Wrigley</b>	Association of Independent Schools of the ACT
<b>Ms Linda Fleming</b>	Association of Parents & Friends of ACT Schools
<b>Ms Amanda Bichard</b>	ACT Council of Parents & Citizens Associations
<b>TBA</b>	Canberra Business Chamber
<b>Professor Mike Gaffney</b>	University of Canberra

<b>Assessment &amp; Certification Committee 2017</b>	
<b>Ms Rita Daniels</b>	Chair
<b>Mr Ken Gordon</b>	Education Directorate
<b>Mr Gerard Barrett</b>	ACT Principals' Association
<b>Mrs Loretta Wholley</b>	Catholic Education Office
<b>Mr John Folan</b>	Association of Independent Schools of the ACT
<b>Ms Melissa Hankinson</b>	ACT Council of Parents & Citizens Associations
<b>Mr John Stenhouse</b>	Co-opted member
<b>Ms Lyn Mernagh</b>	Co-opted member

<b>Vocational Education &amp; Training Committee 2017</b>	
<b>Mr Hugh Boulter</b>	Chair
<b>Mr Mark Pincott</b>	Catholic Education Commission
<b>TBA</b>	Association of Independent Schools of the ACT
<b>Ms Helen Witcombe</b>	ACT Principals' Association
<b>Mr Vince Ball</b>	ACT Industry Training Advisor
<b>Ms Kelly Aldred</b>	Canberra Institute of Technology
<b>TBA</b>	ACT Trades and Labour Council
<b>Mr Robert Hartley</b>	Canberra Business Chamber
<b>Association disbanded</b>	ACT Teachers in Vocational Education Association
<b>Mr Michael Mahar</b>	Education Directorate
<b>Mr Adam Miller</b>	ACT Council of Parents & Citizens Associations

TABLE BSSS 6: ACCREDITATION PANELS 2016-17

Accreditation Panel	Panel Chair	School
Biology	Dr Anne Cleary	Merici College
Psychology	Ms Caroline Blackshaw	St Clare's College
Sociology	Ms Anne Armstrong	St Francis Xavier College
General Science	Ms Jane O'Brien	Canberra Girls' Grammar School
Drama	Mr Peter van Rijswijk	St. Francis Xavier College
Economics	Mr Kevin Howard	Canberra College
Music	Ms Angela Dunn	Daramalan College
Music Industry	Ms Maria Stewart	Gungahlin College
Mathematics	Mr Gerard Barrett	UC Senior Secondary College, Lake Ginninderra
Visual Arts	Ms Alison Moulang	Dickson College
Legal Studies	Ms Lindy Braithwaite	Radford College
Business	Ms Vicki Larkman	Gungahlin College
Media	Mr Ian Walker	Canberra College
Physical Education	Ms Jenny Hall	Canberra Girls' Grammar School
Accounting	Mr Kevin Howard	Canberra College
Dance	Ms Liza Laird	Merici College

## Board Secretariat

The Board Secretariat is managed by the Director of the Board and consists of 10 other staff; six teachers and four administrative officers, all employed through the Directorate. The Director reports to the Board on its legislated functions and to the Directorate on ministerial, financial, audit, human resource and other corporate functions.

## B.2 PERFORMANCE ANALYSIS

### AN INFORMED AND EFFECTIVE RESPONSE TO INTERNATIONAL, NATIONAL AND LOCAL INITIATIVES

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in curriculum development and surveys, consultation and membership of national working parties. The Board has made contributions to the Consultation on the Transparency of Higher Education Admissions Processes, the Review of VET in Public Colleges, the Review of the Interstate Transfer Index (ITI), the Review of the NSW/ACT meshing processes for the Australian Tertiary Admission Rank (ATAR), the national International Baccalaureate/ATAR conversion process and the Australasian Curriculum, Assessment and Certification Authorities' (ACACA's) application for research funding to investigate the benefits of VET to students after they complete secondary education.

In 2015, the Office of the Board (OBSSS) assumed responsibility for the leadership for ACACA when the Director was appointed as the Chair of ACACA and the Technical Advisor assumed responsibility for secretariat services to ACACA. ACACA is a high level forum composed of the Chief Executives of Australian and New Zealand Boards of Studies, the Chief Executive of ACARA and a representative from the Commonwealth Department of Education. The Office of the Board has continued in this role throughout 2016 and 2017.

## **A HIGH QUALITY, HIGH EQUITY CURRICULUM, ASSESSMENT AND CERTIFICATION SYSTEM THAT CATERS FOR ALL STUDENTS**

In 2016-17, frameworks in Philosophy, Health, Outdoor & Physical Education and Industry & Services have been endorsed by the Board. Twenty courses were approved for delivery to year 11-12 students from 2016 and six teams are currently developing courses for implementation from 2018. These courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community, who provide advice on accreditation to the Board. A list of the panels that met to consider courses in 2016-17 is included.

In 2016-17, the Office of the Board of Senior Secondary Studies (OBSSS) Curriculum section implemented new design specifications for development of courses in order to maintain high quality courses and system coherence. Senior secondary design specifications for courses mandate four units (of 55 hours each), a negotiated study unit, content descriptions and year 11 and 12 Achievement Standards.

The new design specifications for senior secondary courses are located in current educational research on curriculum design. Content descriptions convey knowledge, understandings and skills in a discipline. Teachers write *programs of learning* informed by content descriptions. Programs of learning specify learning activities including selected texts and case studies.

The new design specifications for senior secondary courses compliment school improvement initiatives. Content descriptions provide teachers with cues for quality pedagogy. They provide flexibility enabling teachers to determine how best to plan for and teach students according to their needs and interests.

In 2016-17, new Registered (R) Units were implemented in order to create consistency of quality and improve how they are reported on the ACT Senior Secondary academic transcript. R Units enable students to receive credit for the time they are engaged in an organised learning experience. An R Unit is a discrete area of learning. R Units mandate goals, content descriptions and assessment.

The Board has continued its focus on the enhancement of assessment in colleges. Feedback on the quality and effectiveness of school-based assessment and consistency in the application of grade achievement standards has continued to be provided to colleges through system wide moderation. Over 1,000 senior secondary teachers from the ACT and overseas participated in each of the Moderation days in August 2016 and March 2017.

### **YEAR 12 OUTCOMES 2016**

In 2016, 4,676 students met the requirements for an ACT Senior Secondary Certificate. This included 4,407 students enrolled in ACT colleges, including CIT Pathways College, and 158 students enrolled in overseas colleges. In the ACT, this represented 91.2 percent of year 12 students compared with 90.5 percent in 2015.

Of the Senior Secondary Certificate receivers 2,981 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,862 students enrolled in ACT colleges and 117 students enrolled in overseas colleges.

One hundred and sixty nine students (87 females, 82 males) from 17 colleges completed an H course through the Australian National University Extension Program in 2016.

TABLE BSSS 7: H COURSES STUDIED BY GRADUATING STUDENTS IN 2016

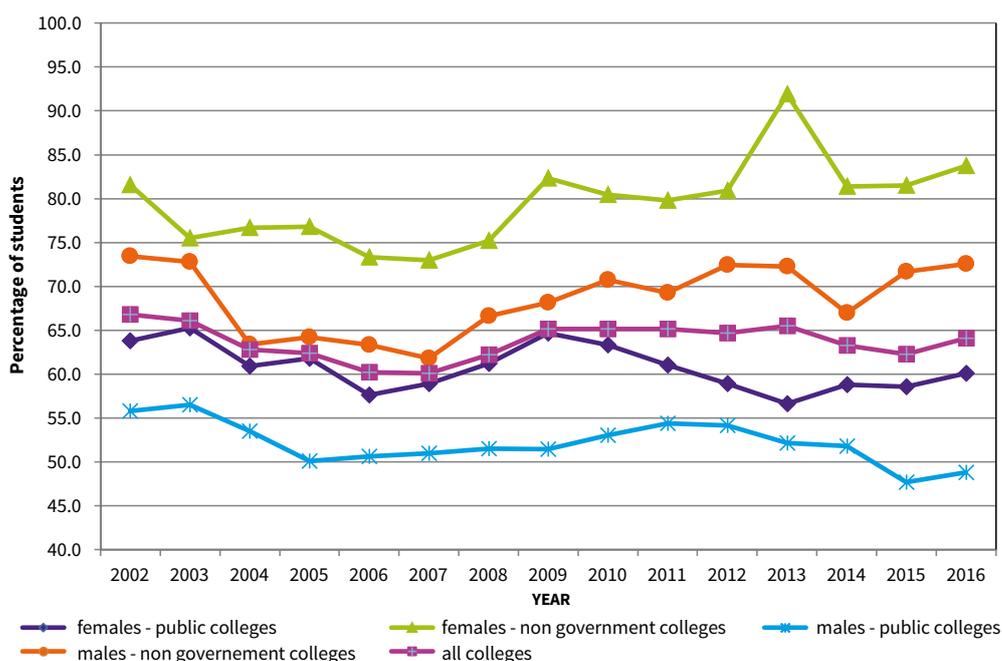
Number of Students	Course Title
13	ADVANCED CLASSICAL MUSIC – ANU
4	ADVANCED JAPANESE – ANU
17	ADVANCED JAZZ MUSIC – ANU
8	ASTROPHYSICS – ANU
26	BIODIVERSITY – ANU
30	CHEMISTRY – ANU
2	CONTINUING CHINESE – ANU
19	CONTINUING JAPANESE – ANU
25	DISCOVERING ENGINEERING – ANU
5	PERFORMING INDONESIAN – ANU
20	SPECIALIST MATHEMATICS – ANU

One hundred and fourteen students (67 percent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Senior Secondary Certificate, students are required to study a minimum of 17 standard units, which form at least four accredited courses from three different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2016, 78.2 percent of Senior Secondary Certificate receivers (Standard Package) completed 20 or more standard units and 78 percent of Senior Secondary Certificate receivers completed five or more accredited courses from different course areas. These percentages have increased since 2015.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2002 to 2016. In 2016, 64.1 percent of ACT students receiving a Senior Secondary Certificate also received a TES. This is higher than in 2015 when it was 62.3 percent.

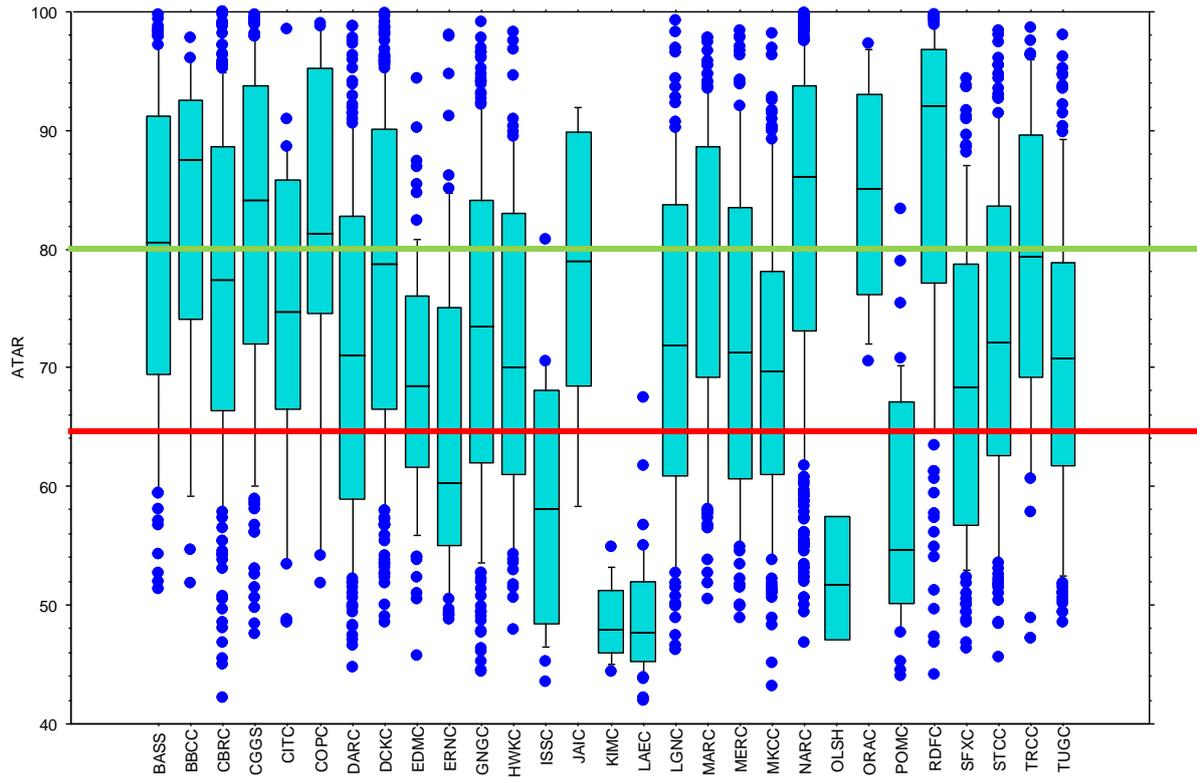
FIGURE BSSS 1: PERCENTAGE OF ACT SENIOR SECONDARY CERTIFICATE RECEIVERS WHO ACHIEVED A TERTIARY ENTRANCE STATEMENT 2002-2016



Source: ACT Board of Senior Secondary Studies

Note: From 2006 students classified as Mature Age are included in the data.

FIGURE BSS5 2 ILLUSTRATES THE RANGE OF ATARS ACROSS COLLEGES FOR 2016



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges are listed in Appendix B.
2. The central line in the box represents the median ATAR.
3. The block indicates the spread of 50 percent of the scores.
4. The single vertical line indicates the spread of the next 15 percent of scores.
5. Circles represent individual results in the top and bottom ten percent of ATARs.

The horizontal lines show an ATAR of 80 (green) and an ATAR of 65 (Red).

Of students in the ACT who achieved an ATAR, 74 percent achieved an ATAR of 65 or more.

The following table gives the percentage of Senior Secondary Certificate and TES receivers who completed an accredited course in the nominated areas.

TABLE BSSS 8: SELECTED COURSES ON SENIOR SECONDARY CERTIFICATES AND TERTIARY ENTRANCE STATEMENTS, 2015 AND 2016

Course Area	Percentage of ACT Senior Secondary Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2015	2016	2015	2016
English/English as a second language (ESL)	97.1	100	99.6	100
Mathematics	91.8	92.0	94.6	94.8
Information Technology	9.7	9.5	10.3	9.7
Sciences	43.1	44.2	56.5	57.9
History	16.3	13.5	19.8	18.8
Languages	15.0	15.1	20.6	19.9

Source: ACT Board of Senior Secondary Studies.

Whilst the minimum number of courses from different course areas required for an ACT Tertiary Entrance Statement is two T and/or H courses, 66.6 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is an increase of 2.7 percent from the 2015 cohort.

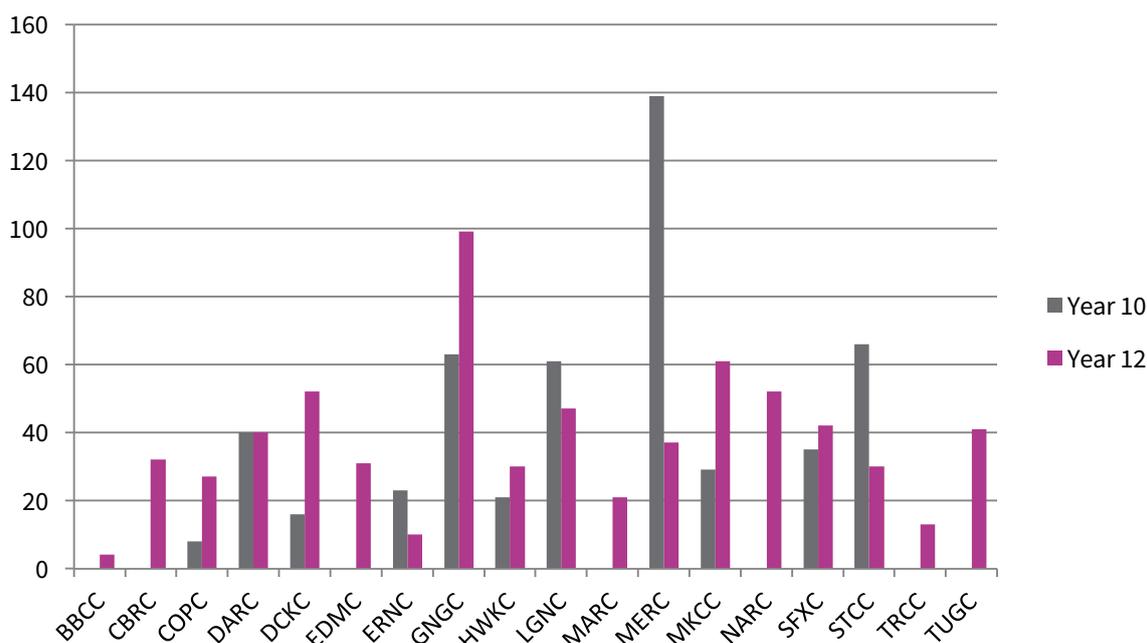
A course from the English course area is now compulsory for graduating students in the ACT. For Mathematics, 92 percent of ACT Senior Secondary Certificate receivers and 94.8 percent of TES receivers completed courses.

The Board recognises on a student's Senior Secondary Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2016, 1,170 students received such recognition under Recreational Activities, 1,005 students received recognition under Community Involvement and 248 students received recognition under Recognition of Outside Learning.

The Board issues vocational certificates to years 10 and 12 students who have completed vocational qualifications through college based Registered Training Organisations (RTOs), including for the first time, four merged public college network RTOs. In 2016, this included 600 year 10 students and 973 year 12 students. Of these students, nine completed an Australian School-based Apprenticeship with their college as the RTO. In 2016, an additional 233 students received recognition on their Senior Secondary Certificate for undertaking an Australian School Based Apprenticeship or Traineeship with an RTO other than their home college.

The following figure displays the number of students receiving vocational certificates issued by the Board for each RTO by year level in 2016. It should be noted that students may have received more than one vocational certificate.

FIGURE BSSS 3: NUMBER OF STUDENTS RECEIVING VOCATIONAL CERTIFICATES, 2016 BY COLLEGE AND YEAR LEVEL



In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Senior Secondary Certificate. In 2016, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Senior Secondary Certificate as an E course. In 2016, 323 students were awarded an E course, compared to 8 in 2015. The E courses were in the areas of Business, Early Childhood, Retail and Hospitality.

### B.3 COMMUNITY ENGAGEMENT AND SUPPORT

The Board facilitates community input through representation on committees, course writing teams, accreditation panels, working parties and at consultation forums. Groups represented include parents, teachers, principals, tertiary institutions, industry, business and unions.

The Board Website complies with WCAG 2.0 accessibility guidelines. In 2015, the Board opened Facebook and Twitter accounts to provide alternative channels of communications with the wider community.

The Board encourages and welcomes both positive and negative feedback and is committed to responding to complaints in a timely and positive manner. This enables staff, students, parents and community members to contribute to the Board’s continuous improvement strategy. The Board’s Feedback and Complaints policy is available on its website. The Board received no formal complaints in 2015-16.

**For more information contact:**  
**The Executive Director**  
**Board of Senior Secondary Studies**  
 GPO Box 158  
 CANBERRA ACT 2601  
 (02) 620 57181  
[bsss.enquiries@act.gov.au](mailto:bsss.enquiries@act.gov.au)  
<http://www.bsss.act.gov.au>

# APPENDIX A: SECTIONS NOT COVERED ELSEWHERE IN THIS REPORT

Section	Reporting
<b>B.3 Scrutiny</b>	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2016-2017.
<b>B.4 Risk Management</b>	Covered within Directorate report. See section B.4 in that report.
<b>B.5 Internal Audit</b>	Covered within Directorate report. See section B.5 in that report.
<b>B.6 Fraud Prevention</b>	Covered within Directorate report. See section B.6 in that report.
<b>B.7 Work Health and Safety</b>	Covered within Directorate report. See section B.7 in that report.
<b>B.8 Human Resources Management</b>	Covered within Directorate report. See section B.8 in that report.
<b>B.9 Ecologically Sustainable Development</b>	Covered within Directorate report. See section B.9 in that report.
<b>C.1 Financial Management Analysis</b>	Covered within Directorate report. See section C.1 in that report.
<b>C.2 Financial Statements</b>	Covered within Directorate report. See section C.2 in that report.
<b>C.3 Capital Works</b>	Covered within Directorate report. See section C.3 in that report.
<b>C.4 Asset Management</b>	Covered within Directorate report. See section C.4 in that report.
<b>C.5 Government Contracting</b>	Covered within Directorate report. See section C.5 in that report.
<b>C.6 Statement of Performance</b>	Covered within Directorate report. See section C.6 in that report.
<b>I Ministerial and Director General Directions</b>	There have been no directions to the Board

# APPENDIX B: INSTITUTIONS DELIVERING BOARD CERTIFICATED COURSES

Public colleges	Code
Black Mountain School	BMTS
Canberra College	CBRC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
Lake Tuggeranong College	TUGC
Melba Copland Secondary School	COPC
Narrabundah College	NARC
The Woden School	WODS
University of Canberra Senior Secondary College Lake Ginninderra	LGNC

Non-Government colleges	Code
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls' Grammar School	CGGS
Daramalan College	DARC
Marist College Canberra	MARC
Merici College	MERC
Orana Steiner School	ORAC
Radford College	RDFC
St Clare's College	STCC
St Edmund's College	EDMC
St Francis Xavier College	SFXC
St Mary MacKillop College	MKCC
St John Paul II College	SJPC
Trinity Christian School	TRCC

<b>Other ACT institutions</b>	<b>Code</b>
CIT Pathways College	CITC
Australian National University (ANU) Extension Program	ANUC
Canberra School of Music, ANU	MUSC

<b>International schools</b>	<b>Code</b>
Australian Curriculum Centre, Shanghai, China	ACC1
Sekolah Cita Buana, Indonesia	CBJC
Australian International School, Indonesia	JAIC
Port Moresby International School, Papua New Guinea	POMC
Kimbe International School, Papua New Guinea	KIMC
Coronation College, Papua New Guinea	LAEC
Our Lady of the Sacred Heart International School, Papua New Guinea	OLSH
International School, Fiji	ISSC

<b>Outside Private Providers</b>	<b>Code</b>
Canberra Academy of Languages	CALC
Polish Language School	POLC
Spanish Language and Culture Program in Australia	SPAC
The Australian School of Contemporary Chinese	ASCC
Canberra Dance Development Centre	DDVC