

PART B:  
**ORGANISATIONAL  
OVERVIEW**

PART  
B

# Director-General's Reflection

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I am pleased to present the Education Directorate's 2017-2018 Annual Report. This report highlights how the Directorate delivered excellence in public education for the 47,945 students who attended one of Canberra's 87 public schools over the past year.

By any measure, our students are the highest achieving in the nation. They go on to develop into contributing citizens in community life and workplaces. However, we know that the backgrounds and circumstances of children affect their opportunities at school, and that children can start life in vastly different places. This year has been one of reform as we have focused on how to ensure every child and young person is

empowered to learn for life – because, as one parent told us, “education is an opportunity to develop ALL our kids into the best people they can be”.

In February 2017 the ACT Government committed to having a “big conversation” with the community to develop a 10-year strategy for the future of education in the ACT. We also examined the best systems in the world and conducted research into optimising outcomes for every child and young person. Almost 5,000 people contributed to this conversation, including 2,200 students. *The Future of Education* strategy has since been released, based on the principles of equity, student agency, access and inclusion.

Quality teaching and school leadership has the most significant impact on student performance. Our support for teachers this year has included more mentoring and more opportunities for professional development. Emphasis on early years literacy and programs such as Principals as Numeracy Leaders ensure foundation skills are in place and have been embraced by teachers dedicated to improving their practice. Teachers are being supported to deliver science, technology, engineering and mathematics (STEM) education through the thriving Centre for Innovation and Learning.

The reporting period also saw a significant focus on early childhood education, in recognition of the importance of the period from birth to eight years, which sets the foundation for every child's social, physical, emotional and cognitive development. The Early Childhood Education Advisory Council has been established and work is under way to develop an Early Childhood Strategy.

The year was also characterised by innovation in education. New devices for every public high school student, developing multi-disciplinary expert teams to strengthen support available for students when needed, a new school review and improvement process and the development of our cultural integrity framework are just a few examples of this.

I love spending time in our schools. I am always in awe of the committed, dedicated people who make our schools wonderful places for students to learn. The enthusiasm our children and young people have for learning is inspiring. I acknowledge and thank all our valued stakeholders and congratulate them for the contribution they have made over the past year.

**Natalie Howson**  
**Director-General**

# B1 Organisational Overview

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## The Organisation

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

## Our Vision

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

## Our Values

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

## Our Priorities

The *2017-18 Budget Statement* set the strategic direction of the Directorate and guided its work to achieving our strategic goals with a focus on the following priorities:

**Quality learning actions** focuses on curriculum, assessment and reporting; literacy, numeracy and science; early years education and care; and vocational education and training.

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

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

**Connecting with families and the community** aims to engage with the community and industry; streamline processes and ensure compliance through regulatory services.

**Business innovation and improvement** focuses on school performance; data for improvement; and learning environments.

## Our Stakeholders

Our clients and stakeholders include:

- > students and their families;
- > children and their families accessing early childhood education and care;
- > non-government schools, the Catholic Education Office and the Association of Independent Schools of the ACT;
- > early childhood education and care providers;
- > the ACT Teacher Quality Institute (TQI) and ACT Board of Senior Secondary Studies (BSSS);
- > the ACT Council of Parents and Citizens Associations;
- > community organisations, including School Boards;
- > the Australian Education Union and the Community and Public Sector Union;
- > peak representative groups, including the ACT Principals Association;
- > the higher education sector, especially teacher training institutions; and
- > employers.

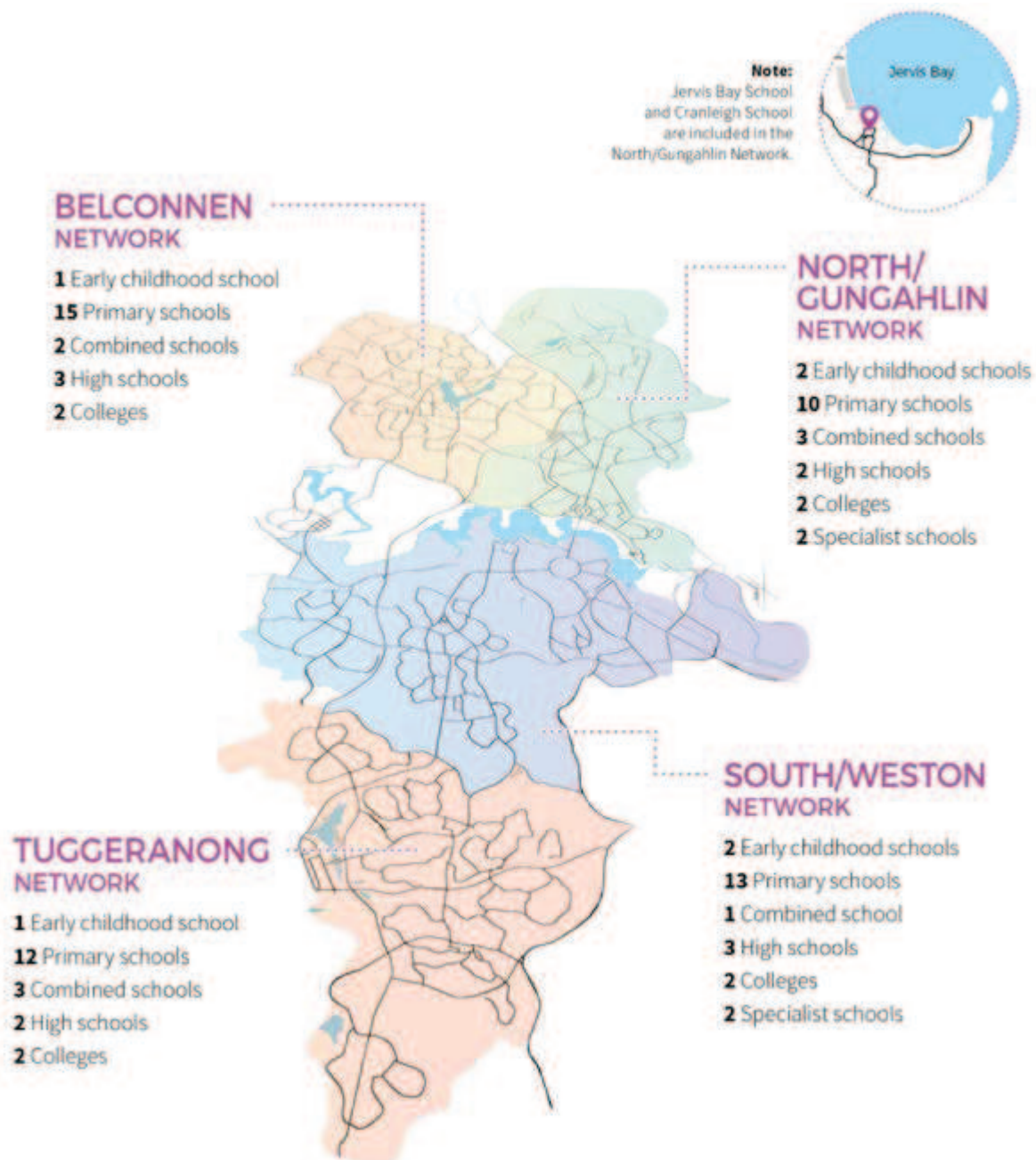
## Our Minister

The Minister for Education and Early Childhood Development in 2017-18 was Ms Yvette Berry MLA.

## Our Schools Network

The ACT public education system is based on four school networks. A Director of School Improvement (DSI) is assigned to each network with management responsibilities for each principal in the network and oversight of each school's improvement agenda. To provide leadership and further enhance the Directorate's focus on school improvement, the Executive Director School Improvement was appointed in 2018.

The figure below shows the number of ACT public schools in each sector and their distribution across the ACT.

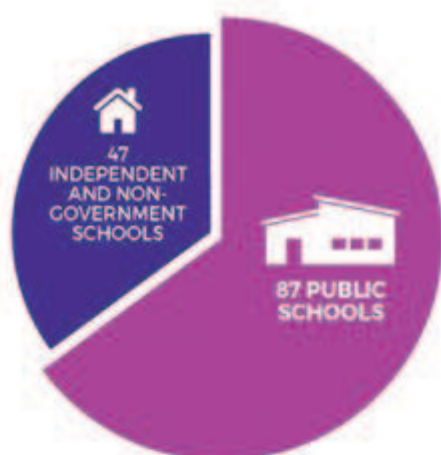


ACT Public Schools Network 2017-18



# FAST FACTS

## Our Schools



**\$23.8 million**  
infrastructure  
investment



**6,814**  
Education  
staff including  
3,735 teachers

## Our Students



**47,945**  
STUDENTS



**4,597 preschool enrolments** for 2018



**25,762 primary school enrolments** for 2018



**11,062 high school enrolments** for 2018



**6,524 college enrolments** for 2018

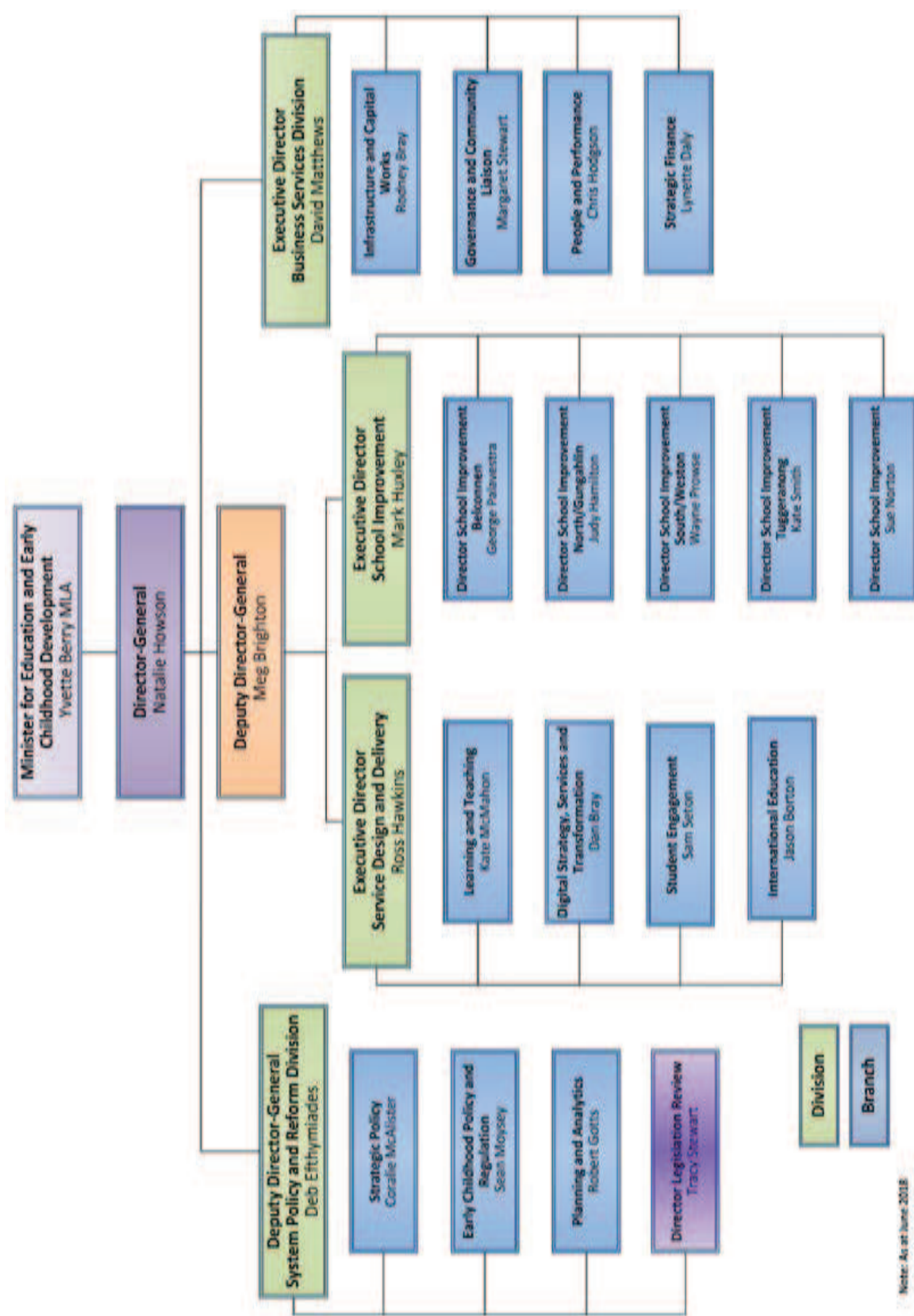


**2,553**  
students  
awarded a Year 10  
Certificate in 2017



**2,793**  
students  
Year 12 graduates  
in 2017

## Our Organisational Structure



Education Directorate Organisational Chart

In the previous reporting period the Directorate implemented structural changes driven by a student-centric approach and an explicit focus on supporting our teachers, school leaders and schools. Building on this approach, the Directorate undertook a further realignment of functions within the School Improvement and Performance Division, establishing the Service Design and Delivery and School Improvement Groups during this reporting period. This structure is intended to strengthen the approach initiated through the earlier structural change and to enable greater focus on school improvement and delivery of targeted and quality services to ACT public schools.

## Our Internal Accountability

### SENIOR EXECUTIVES

#### Director-General

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

The Director-General is responsible for implementing the requirements of the *Education Act 2004* and the policy and practices that give effect to the legislation and its intent. In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

#### Deputy Director-General

The Deputy Director-General leads ACT public schools, deputises for the Director-General and holds responsibility for school improvement and the delivery of education services through student-centred learning and teaching initiatives.

The Deputy Director-General leads the School Performance and Improvement Division. The School Performance and Improvement Division ensures accountability for student wellbeing, teaching and learning practice and student outcomes. Support services are provided in the areas of curriculum delivery, pedagogy, digital strategy, student wellbeing, pathways and transitions and Aboriginal and Torres Strait Islander education.

#### Deputy Director-General, System Policy and Reform

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

The Deputy Director-General, System Policy and Reform leads the Strategic Policy, Planning and Analytics and Early Childhood Policy and Regulation branches of the Directorate. The Deputy Director-General, System Policy and Reform Division leads the coordination of the national assessment programs and provides quality data and analytics to inform school and system improvement.



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

### **Executive Director, Business Services**

The Executive Director, Business Services Division is responsible for leading the governance and ministerial services and the planning and delivery of the human, financial and infrastructure services that support the delivery of education services in our schools.

This includes the overall management of public school buildings including repairs and maintenance, the planning and construction of new schools, capital upgrades, environmental sustainability initiatives such as solar panels, and ensuring school facilities are available for community use.

It includes oversight of people and performance, including the development of Workforce Strategies, and management of the Industrial Relations Framework including working with important stakeholders such as the Australian Education Union.

The role also includes responsibility for the regulation of the home education sector and non-government schools, as well as for complaints management across the Directorate.

The Executive Director, Business Services leads the Infrastructure and Capital Works, Governance and Community Liaison, People and Performance, and Strategic Finance branches of the Directorate.

### **Executive Director, School Improvement**

The Executive Director, School Improvement is responsible for implementing the Directorate's school improvement strategy with a focus on evidence-based practice and implementation of school improvement initiatives. This includes strengthening school leadership capability in planning, evidence-based decision making and instructional capability to lead high performing schools.

The role is critical in strengthening ACT public schools as vibrant, innovative and high functioning learning communities that attract and retain quality education professionals to work in the ACT. The position has responsibility for implementing the school improvement and planning cycle for all ACT public schools, including the program of school review.

This responsibility includes the day-to-day executive leadership of school operations for all 87 ACT public schools, including management of critical issues and complex complaints management. The Executive Director, School Improvement position was created in 2018.

The Executive Director, School Improvement leads the School Improvement component of the School Performance and Improvement Division.

### **Executive Director, Service Design and Delivery**

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

In the delivery of these services the Executive Director is responsible for the Directorate's digital strategy supporting learning and teaching across our schools (including the implementation of the Australian Curriculum, cultural integrity and vocational education) and provision of services to international students studying within the ACT Public School System.

The Executive Director also has responsibility for careers and transitions, student engagement, disability services and inclusion, including the provision of allied health services to support the wellbeing of students in all of our schools.

The Executive Director, Service Design and Delivery leads the service design and delivery component of the School Performance and Improvement Division.

### Remuneration for senior executives

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

The Tribunal, after a review of salary, allowances and other entitlements for executives in March 2018, decided that it would increase the salary for the Director-General and executives by 2.5 percent, effective from 1 July 2018.

## DIRECTORATE COMMITTEES

The Directorate committee structure is part of the Directorate's governance framework.

### Education Governance Committee

The Education Governance Committee (EGC), renamed in 2018 from Senior Executive Team Board, is the key decision-making body of the Directorate ensuring accountability, effective compliance, policy development and system performance assessment.

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

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

Membership of the EGC expanded in 2018 and now includes the:

- > Director-General;
- > Deputy Director-General;
- > Deputy Director-General, System Policy and Reform;
- > Executive Director, Business Services;
- > Executive Director, School Improvement;
- > Executive Director, Service Design and Delivery;
- > Chief Finance Officer; and
- > Mr Duncan Edghill, Deputy Director-General Transport Canberra, who is appointed as an external member.

EGC is responsible for:

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

### **Reform Program Board**

The Reform Program Board (RPB) is responsible for overseeing specific programs of strategic importance to the ACT public education system. The RPB provides oversight of major projects undertaken by the Directorate attending to active risk management and interdependencies between projects.

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

- > Deputy Director-General, System Policy and Reform (Chair);
- > Deputy Director-General (Deputy Chair);
- > Executive Director, Business Services;
- > Executive Director, School Improvement;
- > Executive Director, Service Design and Delivery;
- > Four Directors from across the Directorate (including the Chief Finance Officer); and
- > External member.

### **Audit Committee**

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

### **Security and Emergency Management Committee**

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

## Respect, Equity and Diversity Consultative Committee

Throughout this reporting period, the Strategic Policy Branch has evaluated the impact of the Respect, Equity and Diversity Consultative Committee (REDCC). The Committee governs the implementation of the Respect Equity and Diversity Framework. The REDCC focusses on Directorate specific strategies and programs including the Reconciliation Action Plan, the Cultural Integrity Continuum, as well as the introduction of new diversity staff cohorts (Accessibility Advisory Group and the LGBTIQ Staff Network). The Committee works closely with the Aboriginal and Torres Strait Islander Staff Network. In the future the REDCC will afford greater line of sight by the committee over the breadth of employee cohorts within Education, enabling the committee to oversee the strengthening of an inclusive organisational culture.

## Directorate Consultative Committee

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

## Injury Prevention and Management Committee

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

## Occupational Violence Steering Committee

The Occupational Violence Steering Committee governs the implementation of the safe work initiatives outlined in the Directorate's *Occupational Violence Safe Work Plan*. This includes responses to issues raised in staff consultation, individual cases of occupational violence and recommendations of reviews of management of this safety risk completed during 2016-17.

The Occupational Violence Steering Committee is chaired by the Executive Director, Business Services and at 30 June 2018 comprised the Executive Director, Workplace Safety and Industrial Relations from the Chief Minister, Treasury and Economic Development Directorate, and the Directors of People and Performance, Student Engagement, Early Childhood Policy and Regulation and School Improvement branches of the Education Directorate. The Executive Director, Workplace Safety and Industrial Relations from the Chief Minister, Treasury and Economic Development Directorate now attends meetings as required.

## Principals' Advisory Group

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

## Information Communications Technology Working Group

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

## School Education Advisory Committee

Under section 126 of the *Education Act 2004* (the Act), the Minister may establish a School Education Advisory Committee as required to advise the Minister about school education or a related matter for a specified period. During the reporting period of July 2017-June 2018, one School Education Advisory Committee. The Committee was chaired by Ms Sue Chapman and comprised of another eight members who have particular expertise in the use of technology in education.

## Our Planning Framework and Direction-Setting Mechanism

The Directorate's priorities for 2017-18 reflect the intent and domains outlined in the Directorate's strategic plan *2014-17 Education Capital: Leading the Nation*. This plan focused on ensuring every child and young person benefits from a high quality, accessible education and childcare system; every student learns, thrives and is equipped with the skills and attitudes to lead fulfilling, productive and responsible lives; and our highly educated and skilled community contributes to the economic and social prosperity of our city and the nation. Domains outlined in the plan include; quality learning, inspirational teaching and leadership, high expectations and performance, connecting with families and the community, and business innovation and improvement. These domains provided the framework for the priorities outlined in the *2017-18 Budget Statement*, guiding the work of the Directorate for the year.

In 2017-18, the Directorate embarked on a collaborative staff engagement process to develop our new *Strategic Plan 2018-2021: A Leading Learning Organisation*. The new Strategic Plan outlines our vision, mission and goals for the years ahead, along with the capabilities we need to achieve them.

A comprehensive organisational planning framework and implementation approach has been developed and will ensure the Directorate is well placed to deliver on the new Strategic Plan and the ACT Government's *Future of Education Strategy*. The organisational planning framework incorporates the Directorate's strategic reforms, annual action plans, and individual staff performance and development plans, to ensure all staff members and divisions are working towards a shared direction. The Directorate has also shifted the annual action plan cycle to calendar years to better align with school planning processes, in recognition that schools are our core business and everything we do in the Education Support Office should be in support of schools.

The implementation approach builds in an action learning culture and integrated planning and delivery functions while continuing to build the strategic capability of the organisation.

The Directorate designed internal controls to monitor and manage risk in delivering the Strategic Plan. The Directorate's risk management system includes the Directorate's Education Governance Committee monitoring identified key risks and the progress of implementing controls and mitigation strategies for each risk. The Audit Committee independently monitors the implementation of controls and mitigation strategies.



More information on the Directorate's governance arrangements, including risk management and the audit program, is provided in Sections B.4 to B.6 of this report.

## Our Legislative Responsibilities

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

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

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## SUMMARY OF PERFORMANCE

Under the direction of the *2014-2017 Strategic Plan – Education Capital: Leading the Nation* and the *2017-18 Budget Statements F – Education Directorate*, the Directorate has achieved the following results:

### QUALITY LEARNING



- 47,945 students provided with quality education services across 87 schools.
- Undertook 18 school reviews in line with the *People, Practice and Performance: A Framework for School Performance and Accountability*.
- To support learning and teaching in ACT public schools more than 14,500 Chromebook devices were provided to year 7 to year 11 ACT public school students.
- Developed a suite of English as an Additional Language or Dialect (EAL/D) assessment resources for schools.
- Tailored professional learning through *Principals as Numeracy Leaders* program was provided to 52 ACT public schools.
- Tailored professional learning in the Australian Curriculum was provided to 46 ACT public schools.
- Tailored professional learning for Early Years Literacy was provided to 20 ACT public schools through in-schools support, with an additional 32 schools participating in the universal professional learning “The ten essential literacy practices”.
- 40 ACT public schools engaging in the Positive Learning Behaviour (PBL) framework – a framework designed to create safe and supportive school environments.
- 99 percent of Individual Learning Plans (ILP) completed for students in special and mainstream schools who access special education services.

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### INSPIRATIONAL TEACHING AND LEADERSHIP



- Commenced the School Improvement: Writing (Secondary) initiative focussing on strengthening the teaching of writing in ACT public high schools.
- The Centre for Innovation and Learning (CIL) opened in 2018 and has supported 47 teachers, from 13 schools in the Tuggeranong Network, to plan and co-deliver STEM education programs for students in preschool to year 10. CIL also hosted an additional 17 professional learning workshops for ACT public school teachers in STEM related areas.
- Developed and launched the New Educator Support Plan to strengthen the implementation of supports for beginner teachers.
- 216 teachers attended Google Summit professional development to improve digital education capability with a further 268 staff attending Google G-Suite workshops, held every term.
- 14 teachers were certified under the Highly Accomplished and Lead Teacher Program (HALT).
- Scholarships were provided to enhance teacher capability and increase qualification levels through further study.
- 92 percent attendance rate of public school students in year 1 to year 10.

## HIGH EXPECTATIONS, HIGH PERFORMANCE



- Developed and embedded Cultural Integrity Framework within schools and continued to embed the framework within the Education Support Office with more than 80 staff attending cultural competency professional learning.
- Transitioned 106 of the 116 ACT public, catholic and independent schools to undertake online testing for the National Assessment Program – Literacy and Numeracy.
- Engaged five additional school psychologists to support students in ACT public schools.
- Commenced implementation of the Student Resource Allocation (SRA) Aboriginal and Torres Strait Islander student loading to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students.
- Developed the *2018-21 Strategic Plan – A Leading Learning Organisation*.
- 88 percent of year 10 Aboriginal and Torres Strait Islander students proceeded to public secondary college education.
- 92 percent of year 10 students proceeded to public secondary college education.
- 87 percent of year 12 students received a Senior Secondary Certificate.
- 92 percent of year 12 graduates studying or employed six months after completing a Senior Secondary Certificate.

## CONNECTING WITH FAMILIES AND THE COMMUNITY



- The *Future of Education Strategy* continued to engage in a 'big conversation' across the ACT community with more than 5,000 people contributing to the conversation, including 2,200 students.
- Supported the Minister for Education to finalise the 10-year strategy for the future of education in the ACT.
- Supported the Minister to release an *Early Childhood Strategy Discussion Paper* emphasising the importance of children engaging in early childhood education.
- The Early Childhood Advisory Council was established in August 2017 to bring together representatives of the education and care sector to strengthen partnerships with the ACT Government.
- Support at Preschool (SAP), in partnership with National Disability Insurance Scheme (NDIS) providers ensured support for 78 children was in place prior to their commencement in preschool in 2018.
- Launched the School Crossing Supervisor program at 20 ACT public schools in collaboration with Transport Canberra and City Services (TCCS).
- Continued to support cross-government response initiatives for family violence through the in-posting of a senior officer within the Office of the Coordinator-General for Family Violence.
- 85 percent of parents and carers satisfied with the education provided at ACT public schools.

## BUSINESS INNOVATION AND IMPROVEMENT



- Delivered significant improvements to schools in a range of areas through the staged implementation of the School Administration System (SAS).
- Initiation of coordinated service delivery model to meet identified whole of system school improvement needs.
- \$85 million for new learning environments and more contemporary, safe and comfortable environments for students and staff.
- Developed new indicators to better reflect the measure of equity and gain in student performance, particularly in the National Assessment Program – Literacy and Numeracy.
- Invested \$80.388 million during 2017-18 to deliver infrastructure and capital works improvements, including school expansion projects, repairs and maintenance and asbestos management programs at Campbell High School and Narrabundah College.
- Improved corporate planning frameworks.
- Development of the *Sustainable Delivery of Public School Facilities* suite of documents that inform the design of new and refurbished learning spaces in accordance with contemporary pedagogy.
- The Children's Education and Care Assurance unit (CECA) conducted 69 assessments and ratings cycles, and 36 compliance audits.
- 100 percent of annual compliance audit of early childhood education and care services delivered during the reporting period.
- 99 percent of assessment and ratings completed within legislated timeframes for early childhood education and care services.
- 100 percent of non-government schools operating in the ACT during the reporting period were registered.
- 100 percent of home educated students were provisionally registered for home education within 10 school days of the receipt of the application.
- 100 percent of grants paid to non-government schools within the required period of receiving funds from the Commonwealth Government.

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## CHALLENGES

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### QUALITY LEARNING



- Continuing to embed the Australian Curriculum into ACT public schools under the *Strengthening Implementation of the Australian Curriculum* initiative.
- Developing personalised learning pedagogical practices in all sectors of schooling.
- Continuing to support the growth of cultural integrity at ACT public schools.
- Establishing inclusive learning environments that meet the needs of all students.

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### INSPIRATIONAL TEACHING AND LEADERSHIP



- Investing in the teaching profession and building professional learning communities.
  - Ensuring services offered by the Directorate continue to meet the changing needs of schools and improve learning, engagement and wellbeing outcomes for students.
  - Promoting 'belonging' among public school students leading to improvements in student engagement and satisfaction with public education.
  - Strengthening our focus on early childhood and preschool enrolments in ACT public schools.
  - Continuing to develop workforce capability across the public education sector.
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## HIGH EXPECTATIONS, HIGH PERFORMANCE



- Maintaining effective partnerships across ACT Government, community organisations and advocacy groups.
- Improving equity in educational outcomes measured through learning gains of students regardless of their socioeconomic background.
- Supporting the early childhood education and care sector to have high quality ratings.
- Finalising the leadership capability plan.
- Continuing to support the role of the Teacher Quality Institute (TQI) to drive a quality agenda and improve consistency of quality across every school and classroom.
- Growing the number of Highly Accomplished and Lead Teachers (HALTs) and assessors in ACT public schools.

## CONNECTING WITH FAMILIES AND THE COMMUNITY



- Facilitating and encouraging community use of schools.
- Establishing effective partnerships with the non-government sector to support children and young people in the ACT.
- Streamlining the processes for enrolment into ACT public schools.
- Delivering the *Early Childhood Education and Care (ECEC) Strategy* for the ACT.
- Engaging with parents to support learning outcomes, especially in the early years.

## BUSINESS INNOVATION AND IMPROVEMENT



- Delivering new, expanded and upgraded learning environments and infrastructure to meet current and future demand.
- Implementing the final phases of the School Administration System.
- Strengthening safety culture within schools and the Directorate.
- Ensuring workforce can meet the demands of the community expressed through the Future of Education.

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## OUTLOOK

The Directorate developed *the Strategic Plan 2018-21 – A Leading Learning Organisation* to guide the Directorate throughout next three years. The Strategic Plan provides clear objectives, measures and targets to equip the Directorate with a cohesive way to monitor progress, learn and improve, ensuring that we have a sustainable and adaptable high performing educational system into the future.

In 2018-19 we will work towards achieving the following goals outlined in the Strategic Plan. Specific actions are outlined in the *Education Directorate Annual Action Plan 2018-19*.

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### SCHOOLS WHERE CHILDREN LOVE TO LEARN



- We deliver world class, innovative and future focussed learning that is recognised as inclusive, highly equitable and high quality.
- We provide safe learning environments with a focus on wellbeing where students feel good at school and have access to the support they need, when they need it.
- We ensure each student has a personalised and meaningful education that allows them to thrive as global citizens.
- Students are confident, creative and collaborative, and know they can be great learners.

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### INVESTING IN EARLY CHILDHOOD



- We acknowledge and support families as every child's first teachers.
- Every child and family are known before they arrive in preschool or kindergarten.
- We value and validate a child's learning from early childhood education and care through to preschool and into schooling.

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### EVIDENCE-INFORMED DECISIONS



- We combine student agency, professional expertise and the best evidence to make decisions.
  - We apply an agreed standard of evidence to the decisions we need to make.
  - We have clear visibility of student agency, our evidence and impact at multiple levels including student, school, program and system.
  - Our people are using evidence-based practices to demonstrate impact on student learning.
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## LEARNING CULTURE



- We empower every individual to learn and help others to do so.
- We value leadership that promotes and models inquiry and creativity.
- We have a future focussed workforce with the capability to achieve outcomes for each student.

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## UNITED LEADERSHIP



- We share the ownership of the strategic direction between schools and the education support office.
  - We have community confidence in our ability to deliver quality and equitable education.
  - We align the Education Support Office and our school plans with our strategic direction.
  - We trust and support each other during challenges.
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# Aboriginal and Torres Strait Islander Student Outcomes

The *Annual Reports (Government Agencies) Notice 2017* provides *Annual Report Directions* stating that the Directorate must report annual progress in relation to programs and/or initiatives that benefit Aboriginal and Torres Strait Islander Peoples in the ACT.

The Directorate has an ongoing commitment to enhancing our education system culture to better support the needs of all Aboriginal and Torres Strait Islander students and staff members in ACT public schools and the education support office.

The Directorate has realised increased participation in ACT public schools and increased numbers of Aboriginal and Torres Strait Islander students identified in the ACT School Census, with 1,887 students enrolled in ACT public schools in February 2018.

As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate. The Aboriginal and Torres Strait Islander Staff Network provides a forum for staff to discuss issues and opportunities, peer mentorship, career development and leadership. In 2017, membership was extended to pre-service teachers providing early connections and support within the Directorate.

In 2017-18, two ACT public schools introduced the Connecting to Country program into their curriculum for years 7 and 8, teaching all students about the cultural heritage and languages of the indigenous nations in our region.

Significant achievements through 2017-18 demonstrate the growth in cultural integrity with further development and continual improvement for Aboriginal and Torres Strait Islander educational outcomes planned for the Future of Education Strategy.

## CULTURAL INTEGRITY IN ACT PUBLIC SCHOOLS

Cultural integrity describes the environment a school creates to demonstrate both respect and high regard for Aboriginal and Torres Strait Islander histories, cultures, knowledge systems and languages; to welcome and engage with Aboriginal and Torres Strait Islander families and local community members; and to meet the learning needs and aspirations of all Aboriginal and Torres Strait Islander students.

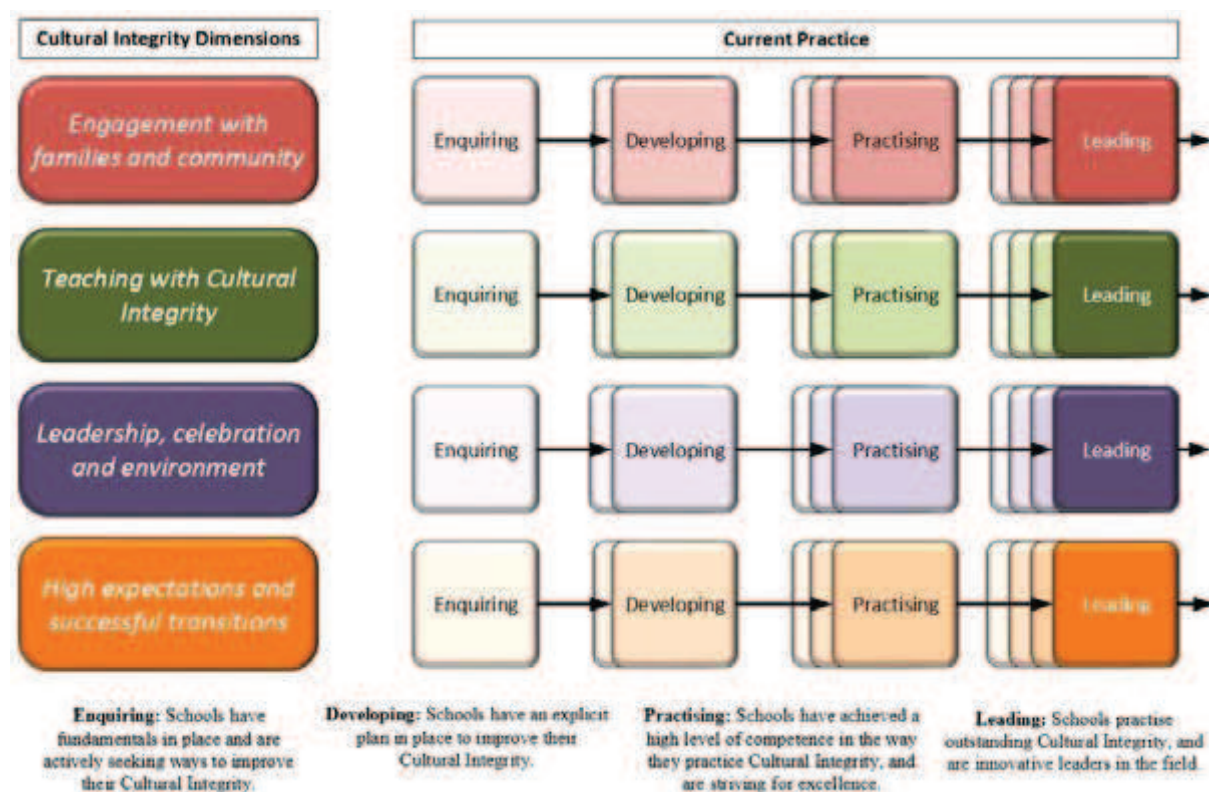
In 2017-18, the Directorate focussed on its cultural integrity journey by developing and delivering a range of initiatives across schools and within Education Support Office.

The cultural integrity approach promotes and facilitates respect, trust and positive relationships with local Aboriginal and Torres Strait Islander peoples and between the wider Canberra community to develop schools that meet the needs and aspirations of all Aboriginal and Torres Strait Islander students.

The *Cultural Integrity Self-Assessment Continuum* was developed to assist schools to continuously reflect and rigorously examine their school environments, curriculum and relationships with Aboriginal and Torres Strait Islander communities.

Schools have been provided a comprehensive set of supporting resources, framed around a self-assessment continuum which is continually updated and improved. Resources include examples of

local and international leading practice. Schools will also continue to have access to the Directorate's suite of targeted support programs.



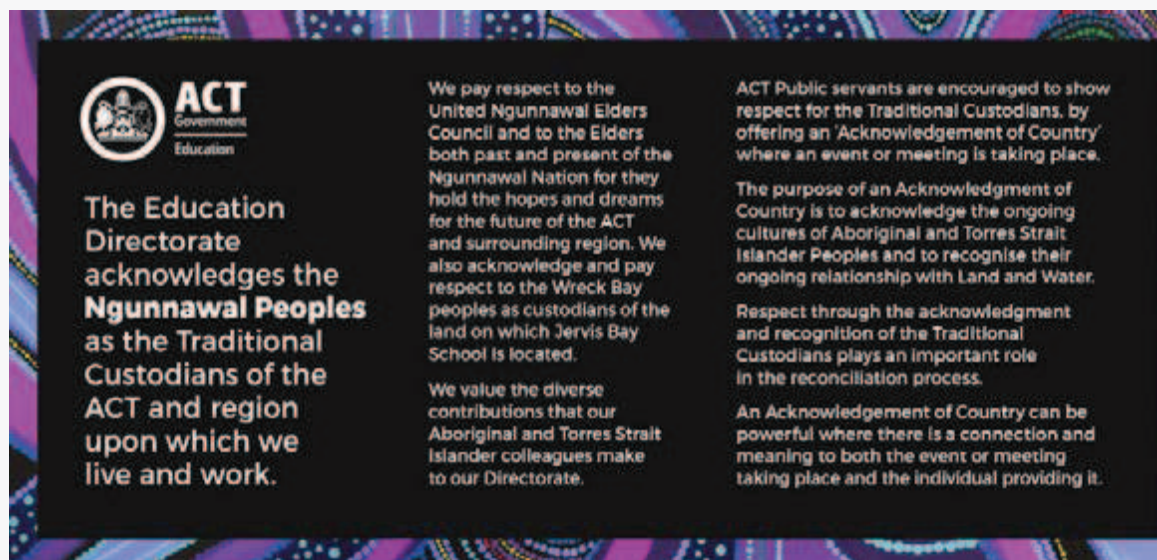
*Cultural Integrity Continuum*

Resources for Aboriginal and Torres Strait Islander students are allocated to schools in two ways: an annual allocation to all schools to build their cultural integrity; and an enrolments-driven allocation, which is higher for students in the crucial early years of schooling and for students in the key transition phases for years 7 and 11.

By building cultural integrity in all schools, the ACT is developing richer, more engaging learning environments for all Aboriginal and Torres Strait Islander students, and for the entire school community.



In May 2018, the Directorate produced a new Acknowledgement of Country banner with an accompanying series of Acknowledgement to Country postcards to encourage staff to show respect for the Traditional Custodians through offering an Acknowledgement of Country where an event or meeting is taking place. The postcards illustrated with local Aboriginal and Torres Strait Islander artist Lynnice Church's *Welcome to Country* set out the Acknowledgement of Country text developed in consultation with the United Ngunnawal Elders Council.



*Acknowledgement of Country Banner, artwork by Lynnice Church*

## CULTURAL COMPETENCE

Between July 2017 and June 2018 more than 80 staff undertook cultural competency professional learning. This involved completion of ten online modules of an accredited Aboriginal and Torres Strait Islander Cultural Competence course provided through the Centre for Cultural Competence Australia, supplemented with three workshops designed to integrate the local (Ngunnawal) context and provide opportunities for sharing practice, reflection and planning action.

The workshops to supplement the online training have provided opportunities to learn about Ngunnawal plant use as well as objects and resources available as part of the National Museum of Australia's extensive Aboriginal and Torres Strait Islander collections. Participants in the 2017 training group were treated to a special viewing of *Songlines – Tracking the Seven Sisters*. Overall, these face-to-face workshops are highly valued by participants. Many commented on the importance of these sessions for collaborating and sharing with others.

Cultural integrity training was also provided for all Principals and Directorate Executives. Participants received three days of training that incorporated an understanding of historical and current experiences of Aboriginal and Torres Strait Islander peoples, providing an opportunity to challenge perceptions and deficit discourse. This led to the creation of site-based cultural action plans and a cultural integrity framework for the Directorate.

The first session in early October 2017 was facilitated by MurriMatters (Mr Scott Gorringe and Mr David Spillman) and engaged participants in a cultural analysis and the implications of deficit discourse. The second training session, with Mr Grant Sarra, engaged participants in a strategic Aboriginal and Torres Strait Islander awareness workshop "To Understand the Present – We Must

Understand the Past”. The final session in November 2017, facilitated by MurriMatters, examined approaches to complex challenges and cultural change.

## PRESCHOOL FOR ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN

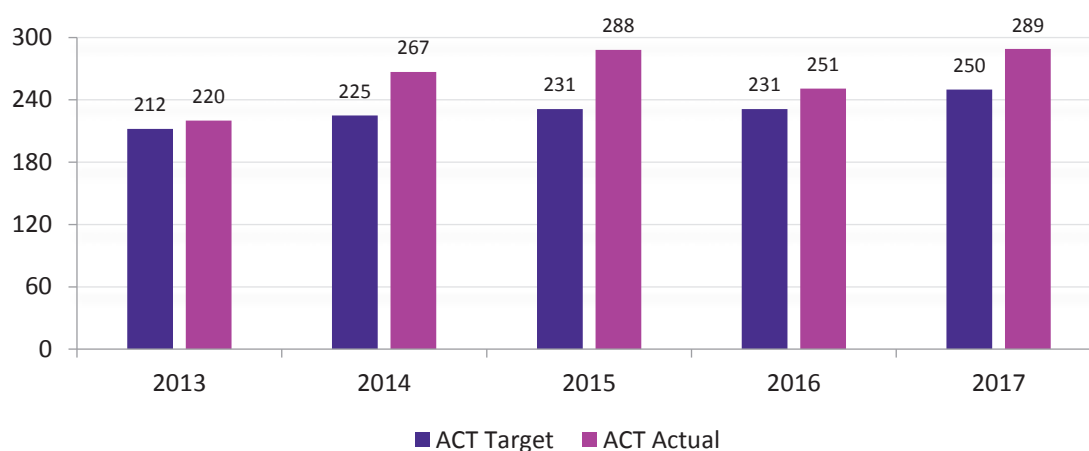
The Directorate’s Koori Preschool Program provides high quality early childhood education at five sites across Canberra. Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian, enabling greater family involvement and supporting transition to formal schooling.

Koori Preschools are located at:

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

In addition to enrolling in Koori Preschool, children can also attend their local preschool, providing access of up to 24 hours per week of high-quality preschool education in the 18 months prior to starting kindergarten.

**Figure B1.1: Number of enrolments of Aboriginal and Torres Strait Islander children in preschool in public schools, 2013 to 2017**



Source: ACT Education Directorate, August 2013-2017

In 2017, the number of enrolments in preschool of Aboriginal and Torres Strait Islander students increased by 39, exceeding the ACT target (Figure B1.1).

In February 2018, there were 86 Aboriginal and Torres Strait Islander students enrolled in Koori Preschools, with 41 of those students enrolled in both a Koori Preschool and a mainstream preschool program. Parental engagement and effective transitions are two key focuses of the Koori Preschool Program. In 2017-18, staff in the Koori Preschool Program worked closely with community and government agencies to support strong relationships and family engagement in preschool education. Early years engagement officers, employed through the Community Services Directorate (CSD), play a key role in connecting Koori Preschools with their local community.

In 2017-18, the Directorate facilitated targeted professional learning for staff working in the Koori Preschool Program to build cultural competency to meet the needs and aspirations of Aboriginal and Torres Strait Islander children and families. This included a Teacher Quality Institute (TQI) accredited full day program in semester one 2018 at the National Library of Australia, featuring presentations and workshops from Aboriginal and Torres Strait Islander Education unit and Reconciliation Australia.

## **ABORIGINAL AND TORRES STRAIT ISLANDER SECONDARY SCHOLARSHIPS**

A total of \$75,000 is available annually for the Aboriginal and Torres Strait Islander Secondary Scholarships Program, directed towards students interested in pursuing degrees in health, teaching or a vocational qualification.

Since its inception in 2009, 57 senior secondary students received scholarships: 42 for teaching, 14 for health and one for vocational education.

In 2017, the Directorate awarded six scholarships; four for students interested in a career in education and two for students interested in a career in health.

## **ABORIGINAL AND TORRES STRAIT ISLANDER TERTIARY SCHOLARSHIPS**

Each year \$80,000 is available for scholarships (worth up to \$20,000 per student) to support and encourage Aboriginal and Torres Strait Islander students studying teaching or health at the Australian Catholic University (ACU), University of Canberra (UC) or the Australian National University (ANU).

Since its inception in 2009, 31 tertiary scholarships have been awarded for teaching and approved health degrees.

In 2018, the Directorate received 16 applications, the largest field in the history of the Tertiary Scholarship program. This year, the Directorate awarded three teaching scholarships and two health scholarships to students attending UC and ACU.

## **MURA AWARDS**

The Mura Awards initiative provides an opportunity for schools to acknowledge the achievements of Aboriginal and Torres Strait Islander students and to engage with families and the local community. The bursaries attached to the Mura Awards supports participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.

56 Mura Awards were awarded late in 2017 with each student receiving a \$400 bursary for the 2018 school year.

## **STRENGTHENING AND PROMOTING NGUNNAWAL CULTURE AND HISTORY IN SCHOOLS**

The ACT Government's 2016-17 Budget included a \$300,000 two-year program, *Better Schools – Strengthening and Promoting Ngunnawal Culture and History*, to support schools and students to engage with the Traditional Owners and incorporate Ngunnawal culture across all ACT public schools.

The Directorate is encouraging the inclusion of existing local resources in teaching and learning programs and promoting the exploration of a variety of Aboriginal or Torres Strait Islander languages and cultures into local school learning and teaching activities.

The Directorate continues to engage with schools to successfully implement cultural integrity learning and teaching programs. These include:

- > A pilot for professional learning *On Country* workshop was delivered on 19 April 2018. The Directorate is continuing negotiations to hold further *On Country* professional learning;
- > Directorate staff participated in an Introduction to Aboriginal Languages Masterclass held on 15 June 2018. The masterclass was delivered by linguist Doug Marmion, giving participants a basic understanding and break down of structures and pronunciations that are common amongst many Aboriginal languages across the country;
- > The cultural integrity resource kit (a selection of professional learning and teaching resources) was distributed to all ACT school networks in October 2017. Schools have been using the kit as a professional learning resource in 2018 which has promoted professional discussions and encouraged teachers to explore new content they may not have previously included in classroom activities;
- > The Directorate progressed the realignment of the supporting curriculum document for *Understanding the land through the eyes of the Ngunnawal People*, to realign it with the Australian Curriculum. It is envisaged that the resource will be made available to schools before the end of the year; and
- > The Directorate has continued consultations with the Ngunnawal Community to develop additional new curriculum resources.

## COMMUNITY YARNS

The Community Yarns project was developed as part of the Directorate's *Connection Collaboration Careers Leadership: Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017*. The aim was to engage members of the Aboriginal and Torres Strait Islander community for employment opportunities with the Directorate.

A review of the Community Yarn process was undertaken in late 2016. In consultation with the Aboriginal and Torres Strait Islander Staff Network, the focus during 2017 and 2018 was to engage with Aboriginal and Torres Strait Islander students enrolled in ACT universities.

In August 2017, a Community Yarn was held in partnership with the Ngunnawal Centre at the University of Canberra to engage with current pre-service teachers and other Aboriginal and Torres Strait Islander students also interested in a career in education. Mr Maurice Walker, from the ACT Aboriginal and Torres Strait Islander Elected Body also attended this Community Yarn.

In the second half of 2018 two Community Yarns will be held; one at the Australian Catholic University and one in partnership with the Smith Family.

## GARMA FESTIVAL

Each year an estimated 2,500 visitors gather and camp at Gulkula, a traditional ceremonial meeting ground, historically significant to the Yolngu people of the north east Arnhem Land. Its location is remote, 40 kilometres on an unsealed road from the township of Nhulunbuy on the Central Arnhem Highway.

The Garma experience is simply unique. Festival programming includes contemporary policy and Aboriginal and Torres Strait Islander affairs discussions through to music, art, dance, song, youth, language workshops, fireside chats, bush crafts, guided bush walks, astronomy, women's healing, cinema, creative writing, Yolngu ceremonies, nightly lectures, poetry recitals and a fancy dinner under the stars.

Participants from all persuasions gather to experience four days of the Garma Festival, Australia's largest Aboriginal and Torres Strait Islander led and programmed cultural exchange. Over the course

of the festival guests share ideas and learn from an array of Aboriginal and Torres Strait Islander and non-Indigenous speakers. They witness a spectacular culturally unique dance, arts and song scene, specific to the Arnhem region and the rich Arnhem Land lifestyle.

As part of the Directorate's commitment to increasing the cultural integrity of the workforce, the Directorate sponsored four employees including three Aboriginal and Torres Strait Islander staff members to attend the 2017 Garma Festival from Friday 4 August 2017 to Monday 7 August 2017.



*From left to right: Ginibi Robinson, Cara-Jane Shipp, Angela Burroughs, Zuzette Fahey*

Garma's impact is highly significant and participants felt empowered by the conversations, connections, ideas and ways of doing things together. The Garma Festival provided Directorate staff an opportunity to connect, network and learn from others through the many cultural and learning experiences offered by the festival.

The Directorate's engagement in cultural experiences such as the Garma Festival supports the development of our cultural integrity, through our diversity of identities, experiences and strengths.

## **NATIONAL RECONCILIATION WEEK**

In the lead up to the first national public holiday to recognise and celebrate Reconciliation Day (27 May 2018), nine ACT public schools were successful in obtaining grant funding from the ACT Reconciliation Day Grant Program. These grants provided ACT public school, school leaders the opportunity to further promote Reconciliation within their school communities through activities and conversations engaging with Aboriginal and Torres Strait Islander students, families and communities.

The grants enabled schools to develop projects and organise events reflecting the diversity within the reconciliation journey:

- > Development of Aboriginal and Torres Strait Islander student groups;
- > Aboriginal and Torres Strait Islander student-led assemblies;
- > Development of public reconciliation artwork for installation within schools;
- > Development of reconciliation bush tucker gardens;
- > Community consultations through yarning circles; and



- > Development of educational cultural integrity walks visiting sites of significance in local areas.

The Directorate's National Reconciliation Week (27 May – 3 June 2018) program for staff consisted of a series of lunchtime yarnning circles using the *Talking about Reconciliation in the Workplace* guidelines to support staff to participate in Reconciliation conversations.

Education Support Office staff also held a *Don't Keep History a Mystery* morning tea fundraiser. Funds raised were donated to *The Healing Foundation*, a national Aboriginal and Torres Strait Islander organisation that partners with communities to address the ongoing trauma caused by actions like the forced removal of children from their families. Those attending the morning tea enjoyed viewing *Vote Yes*, a short film about the 1967 Referendum and had a yarn with Young Canberra Citizen of the Year, Ms Dhani Gilbert, about her community work, aspirations and advocacy for Aboriginal and Torres Strait Islander people.

## **RECONCILIATION ACTION PLAN – KEEPING IT ALIVE 2016-2018**

*Reconciliation – Keeping It Alive 2016-2018* articulates the Directorate's commitment to Reconciliation, which is demonstrated through an individual's 'next most powerful step'.

This requires reflecting upon Reconciliation, then determining and taking a personally meaningful action to support Reconciliation.

During National Reconciliation Week 2018 the Directorate produced the *Talking about Reconciliation in the Workplace* guidelines to support staff to actively engage with the theme *Don't Make History a Mystery* and to encourage staff to take their next most powerful step through talking about Reconciliation in the workplace.

These guidelines were communicated to staff through the Director-General's Reconciliation Day and National Reconciliation Week message to all staff, published through the newly developed *Directorate Intranet Reconciliation* page and the Directorate's *Cultural Integrity in ACT Public Schools* private Google Community page.

National Reconciliation Week is acknowledged and celebrated through the Directorate's annual National Reconciliation Week program of events. In 2018 these events focused on introducing staff to yarnning circles which have been used by Aboriginal people for thousands of years to discuss important issues in an inclusive and collaborative way.

## **INNER NORTH CLUSTER CELEBRATION**

The annual Inner North Indigenous Cluster Celebration took place on Thursday 19 October 2017. It commenced with Elder Wally Bell providing the Welcome to Country. Activities included a dance and singing performance, boomerang design workshop, yarn stick sculptures, bush tucker yarns with Greening Australia rangers, drumming workshop, medicinal plant use explorations, ochre workshop and a beading workshop. The Australian Catholic University supported the event by funding the barbeque.

Narrabundah Koori Preschool students, families and staff attended for the first time as did students and staff from the Gungahlin cluster. It was a happy day full of exciting activities – cultural, sporting and culinary.

## **BUROINJIN**

Buroinjin is a traditional Aboriginal game played throughout the east coast of Australia. Buroinjin is a community game and each team consists of boys and girls playing together. The name Buroinjin is from the Kabi Kabi people of south Queensland. The game is similar to European Handball and the



ball, called a Buroinjin, was traditionally made from animal skin, sown together with sinew and stuffed with grass.

On 13 and 14 March 2018, the Aboriginal and Torres Strait Islander Education Officers hosted the 2018 Primary and High School Buroinjin Carnivals at Deakin touch fields. This was the biggest turnout on record with 56 teams and about 780 students participating over the two days. The primary school day was a round robin day aimed at growing the game while the high school competition was more serious with a years 7/8 competition and a years 9/10 competition playing four round games before moving into knockout finals. Canberra High School won the years 7/8 competition and Stromlo High School won the years 9/10 competition.

## **STUDENT ASPIRATIONS YEARS 5 AND 6 LEADERSHIP DAY**

The 2017 Student Aspirations Years 5 and 6 Leadership Day was held at Birrigai Outdoor School on 29 November. 32 students from 15 schools attended the day.

Students participated in team building activities, such as the vertical playpen, which required cooperation between the two climbers in order to climb the structure together. Students also learned about native plants and their uses and visited significant Aboriginal sites located at Birrigai.

The purpose of the day is to develop the leadership skills of participating students, network with students and staff from different schools and build knowledge of local Aboriginal culture. The students can take this back to their schools and teach their peers what they have learnt as well as progress leadership in their own life.

## **KICKSTART MY CAREER THROUGH CULTURE**

*Kickstart My Career Through Culture* (Kickstart) is a joint initiative between the Environment, Planning and Sustainable Development Directorate (EPSD), the Education Directorate, the Community Services Directorate (CSD) and the Canberra Institute of Technology (CIT).

The program is currently delivered to students from ACT public schools with a focus on students from years 5 to 12. The aim of Kickstart is to increase engagement and/or re-engagement of students in schooling and includes career pathway development and access to further education options.

Kickstart delivered a competency based Vocational Learning Option (VLO) with CIT in Semester two, 2017. Nine students successfully completed two competencies in the certificate III in Conservation & Land Management course:

- > Recognise fauna; and
- > Interpret aspects of local Australian Indigenous culture.

The program was delivered predominantly on country over 10 weeks to students in years 9 to 12. Students were given the opportunity to work with external agencies like Greening Australia, Parks and Conservation Rangers and Traditional Owners.

## **ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT**

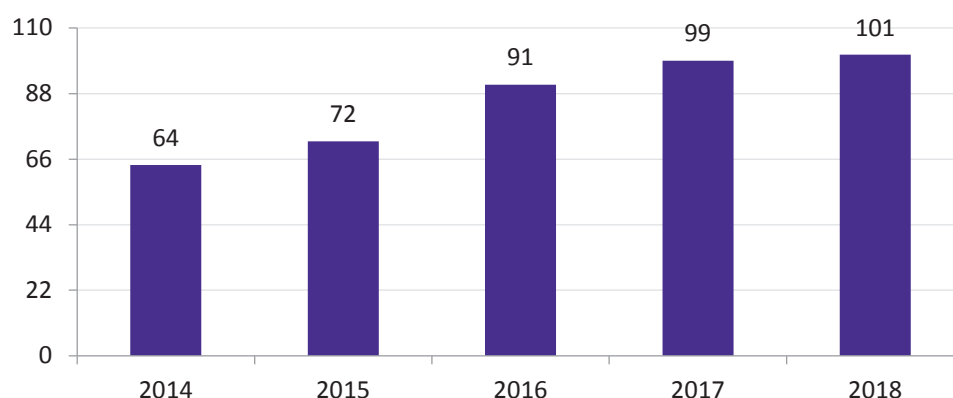
The Directorate's *Aboriginal and Torres Strait Islander Employment Action Plan* provides a pathway to link education, employment, choice and opportunities for Aboriginal and Torres Strait Islander peoples in the ACT, and articulates 35 initiatives relating to attraction, retention, capacity building and cultural competency. Initiatives include:

- > Our Mob our Voices Staff Survey: An annual staff survey which provides opportunities for Aboriginal and Torres Strait Islander staff to have a voice about their workplace environment.

This enables the Directorate to collate themes and meet with any staff who request a follow-up interview to address issues including cultural safety and racism in the workplace; and

- > **Mentoring Program:** The program was launched in April 2017 with 17 Directorate staff agreeing to be potential mentors. The mentoring Program is self-selective and Aboriginal and Torres Strait Islander staff have the opportunity to engage with one or more mentors depending on the issue or career development opportunity. In 2017-18 there were three formal mentoring relationships through this program.

**Figure B1.2: Number of Aboriginal and Torres Strait Islander staff, 2014 to 2018**



Source: ACT Education Directorate

## NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for all Australian students in years 3, 5, 7 and 9. NAPLAN tests a student's skill level in reading, writing, spelling, grammar, punctuation and numeracy.

In 2017, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students achieving at or above the National Minimum Standard (NMS) for both reading and numeracy compared with national results. For years 5 and 7 reading, the difference was greater than 10 percentage points.

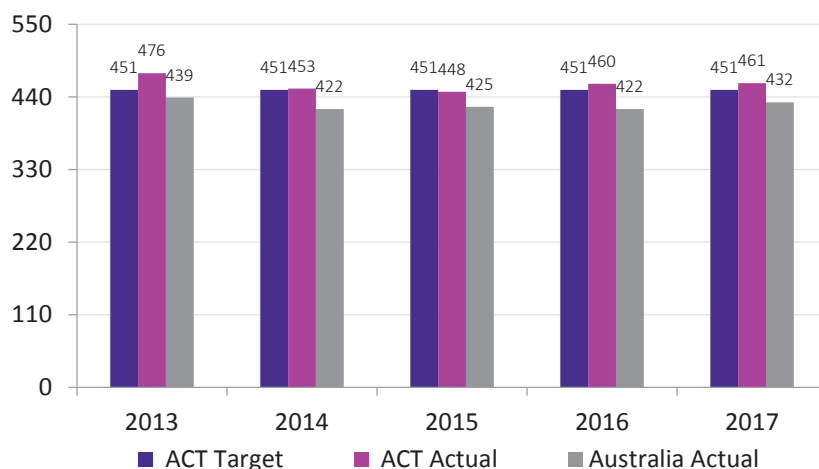
In 2017, 87.5 percent of ACT Aboriginal and Torres Strait Islander year 7 students performed at or above the national minimum standard for reading which is significantly above the national figure for Indigenous students of 74.4 percent.

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

The data below shows that from 2013 to 2017, there was no significant change in the NAPLAN performance of Aboriginal and Torres Strait Islander students in ACT public schools in either reading or numeracy (Figures B1.3 -B1.6).

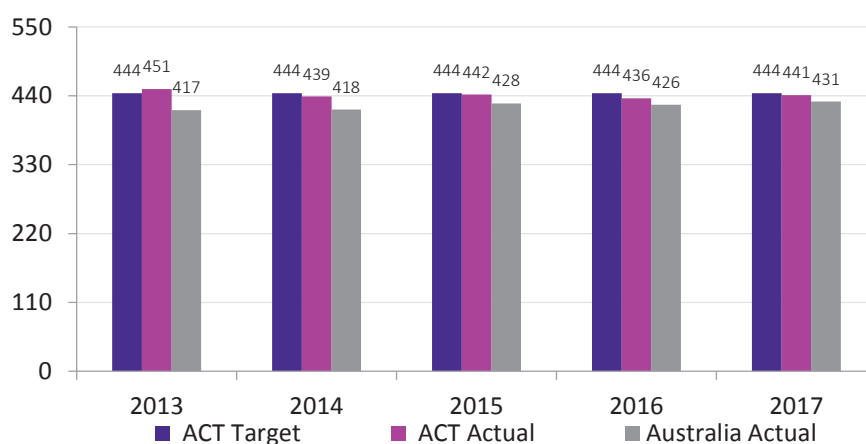
During 2018-19, the Directorate will be working to develop indicators to better measure equity and gain in student NAPLAN performance. The development of revised indicators will include consultation at the national level. The Future of Education conversation will also play an important role in developing new indicators.

**Figure B1.3: Mean achievement score of Year 5 Aboriginal and Torres Strait Islander public school students in reading in NAPLAN, 2013 to 2017**



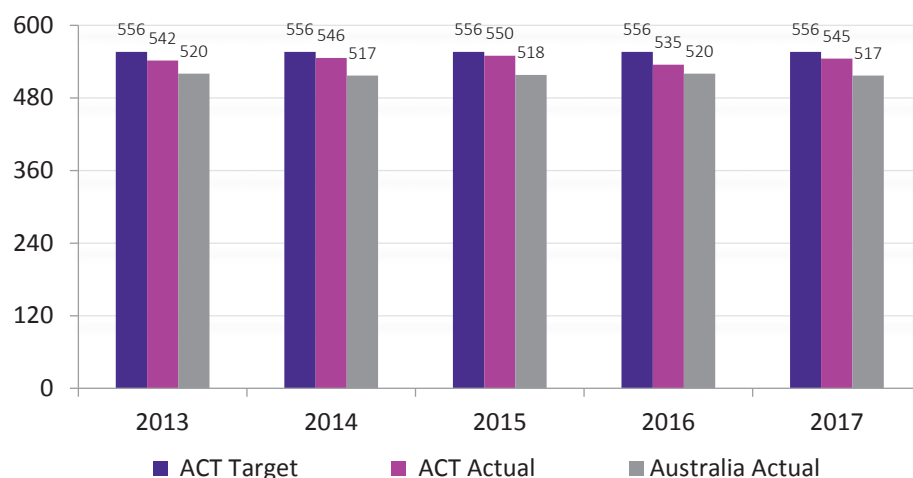
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

**Figure B1.4: Mean achievement score of Year 5 Aboriginal and Torres Strait Islander public school students in numeracy in NAPLAN, 2013 to 2017**



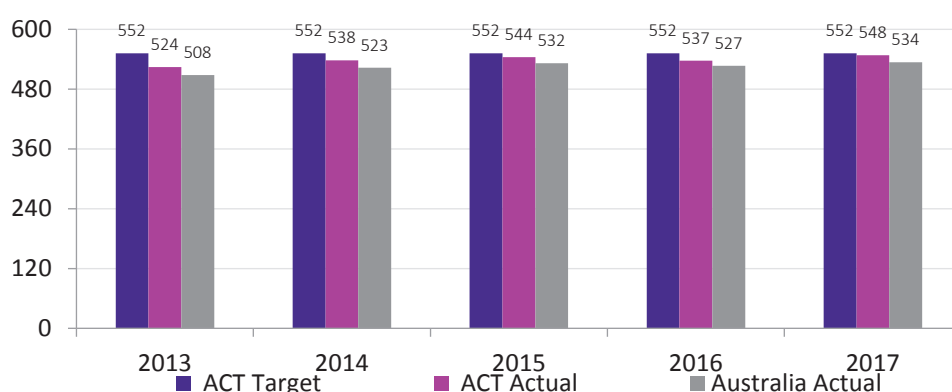
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

**Figure B1.5: Mean achievement score of Year 9 Aboriginal and Torres Strait Islander public school students in reading in NAPLAN, 2013 to 2017**



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

**Figure B1.6: Mean achievement score of Year 9 Aboriginal and Torres Strait Islander public school students in numeracy in NAPLAN, 2013 to 2017**

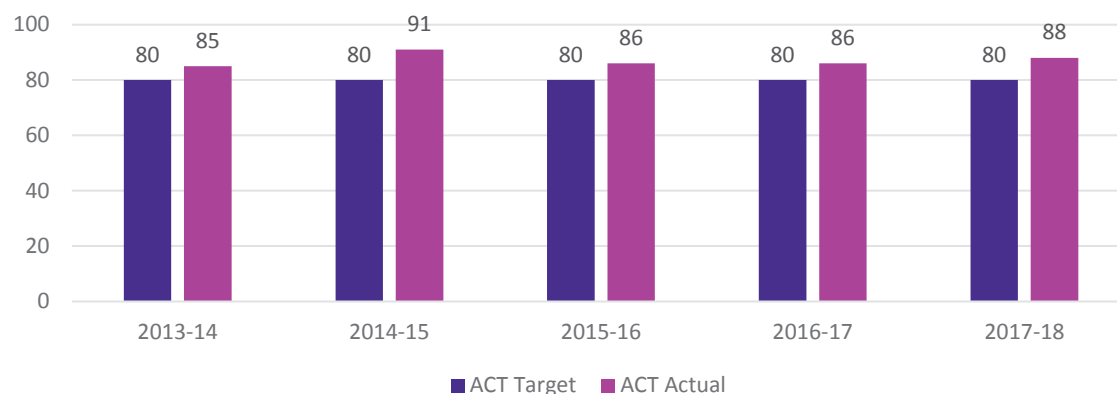


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

## STUDENT ENGAGEMENT AND RETENTION

An indicator of student engagement is the retention of year 10 students in ACT public schools to year 11 in ACT public colleges. The percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education reports the total number of year 10 Aboriginal and Torres Strait Islander students in public high schools, as at the August census, who enrolled in year 11 at ACT public colleges as at the February census in the following year. The percentage of year 10 Aboriginal and Torres Strait Islander students who proceeded to public secondary education exceeded the target and remained relatively stable over the last five years (Figure B1.7).

**Figure B1.7: Percentage of Year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2013-14 to 2017-18**



Source: ACT Education Directorate

## SCHOOL APPRENTICES ACROSS ACT GOVERNMENT PROGRAM

The Directorate continued to support the employment of Australian School Based Apprentices (ASBA) in ACT public schools. The *School Apprentices across ACT Government* program provided school students with the opportunity to work across ACT public schools and ACT Government agencies. Registered Training Organisations (RTOs) provided the off-the-job learning component of an ASBA through nationally recognised training.

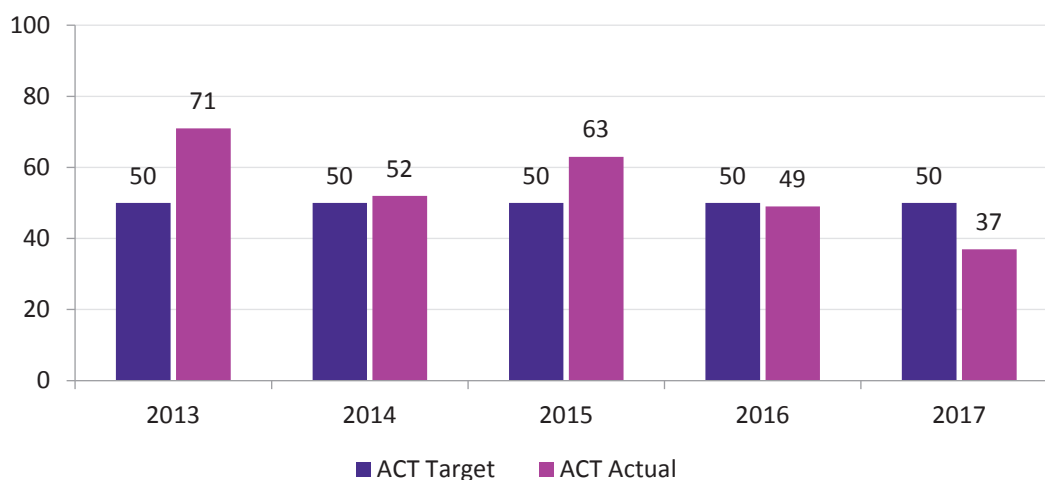
In 2017-18, 19 Aboriginal and Torres Strait Islander students from ACT public schools commenced an ASBA.

## VOCATIONAL LEARNING OPTIONS

Vocational Learning Options (VLOs) are curriculum enrichment programs that aim to strengthen student engagement with learning and career planning. VLOs help students develop a connection between their future study, training and work goals.

Delivered by industry experts in an authentic learning or work environment, VLOs provide an alternative learning experience for students whilst they attend ACT public high school and ACT public college. VLOs offered in 2017-18 included beauty therapy, community work, animal care, café essentials, electrotechnology, sports coaching, hairdressing and bricklaying. 16 Aboriginal and Torres Strait Islander students participated in VLOs in semester two, 2017 and 12 in semester one, 2018.

**Figure B1.8: Percentage of Aboriginal and Torres Strait Islander students who received a nationally recognised vocational qualification, 2013 to 2017**



Source: ACT Education Directorate

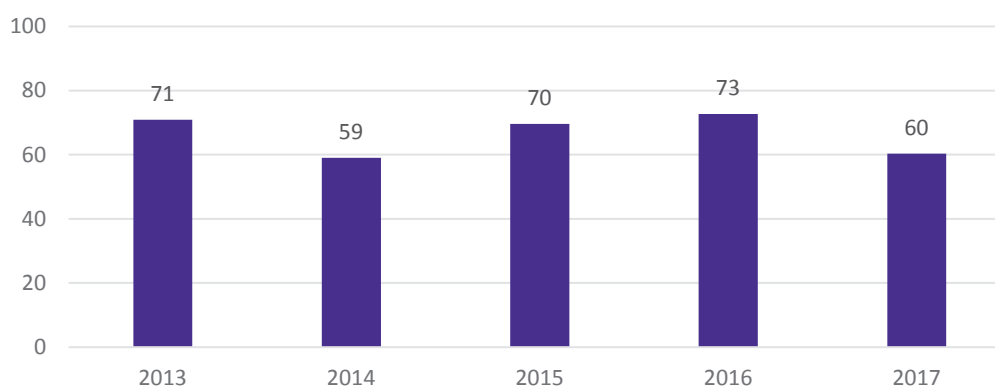
## YEAR 12 RETENTION AND ATTAINMENT

ACT colleges and high schools collaborate closely to provide relevant and timely orientation and transition programs.

Each high school and college have an Aboriginal and Torres Strait Islander Education contact teacher, a student services/support team and a pastoral care program.

In 2017, 70 Aboriginal and Torres Strait Islander students achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 60 percent (Figure B1.7).

**Figure B1.9: Percentage of Aboriginal and Torres Strait Islander (ACT public schools) attaining a Senior Secondary Certificate from 2013 to 2017.**

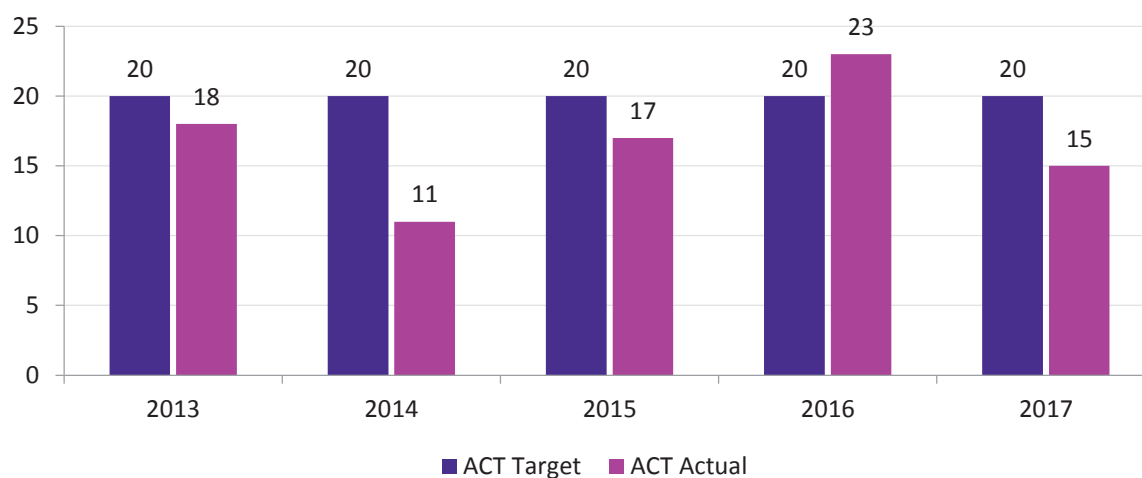


Source: ACT Education Directorate

Of the 70 Aboriginal and Torres Strait Islander students who completed year 12 in 2017, 17 received a Tertiary Entrance Statement compared with 20 in 2016 and 17 students in 2015.



**Figure B1.10: Percentage of Year 12 Aboriginal and Torres Strait Islander students who received a Tertiary Entrance Statement, 2013 to 2017**



*Source: ACT Education Directorate*

The proportion of Aboriginal and Torres Strait Islander young people participating in employment and/or study six months after leaving school has been monitored for the last four years (2014-2017). This proportion has varied between 78 percent and 93 percent for year 12 graduates, and between 72 percent and 77 percent for school leavers.

Whilst the proportion has varied, particularly for year 12 graduates, the differences between years were not statistically significant due to the small number of Aboriginal and Torres Strait Islander young people who completed the survey each year.

In general, these results were similar to the overall ACT results which have been consistently above 90 percent for year 12 graduates and above 70 percent for school leavers for the last four years.

## B2 Performance Analysis

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The Directorate's strategic priorities outlined in the *2017-18 Budget Statement* guided the Directorate towards achieving our vision that every child and young person in the ACT will benefit from a high quality, accessible education system.

The *2017-18 Budget Statement* reflected the five strategic goals of the Directorate's *2014-2017 Strategic Plan - Education Capital: Leading the Nation*, focusing efforts on the following priorities:

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

Under the direction of the *2017-18 Budget Statement*, the *2017 Action Plan* detailed specific initiatives and identified actions of work towards achieving the strategic priorities. The performance analysis outlines the Directorate's progress against the identified actions in six reform groups:

- > System Performance;
- > School Resourcing;
- > School Infrastructure;
- > Workforce Capability;
- > Strategic Partnership; and
- > Culture.

With the *2014-2017 Strategic Plan - Education Capital: Leading the Nation* ending in December 2017, the Directorate has spent six months collaborating, consulting and developing the next Strategic Plan for 2018-2021 launched in July 2018. This will lead the Directorate to develop and deliver educational services to empower each young person in the ACT to learn for life.

# System Performance

## COMPREHENSIVE SCHOOL IMPROVEMENT REVIEWS

*People, Practice and Performance: A Framework for School Performance and Accountability*, launched in April 2016, continues to provide direction for all schools to participate in a five-year cycle of school improvement planning aligned to their school strategic plan, culminating in a school review in the fifth year. School reviews were undertaken for the first time in ACT public schools in 2016.

Independent expert reviewers from the Australian Council for Educational Research (ACER) and experienced system Principals assessed 18 schools against the National School Improvement Tool (NSIT) in 2017. At the conclusion of the review each of the 18 schools received an individual school review report that included commendations, affirmations and recommendations to inform their *2018-2022 School Strategic Plan*. ACER reviewers provided in-school support to ensure a sharp and narrow improvement agenda with increased focus on target setting and key improvement strategies. The ACER review team synthesised the evidence gathered from the 18 schools reviewed and completed an ACT External System Review Report 2017 (the 2017 System Report). Areas of strength and opportunities for improvement from the 2017 System Report indicated that when compared nationally, the performance of ACT public schools is generally at a high standard.

Of the 36 ACT public schools reviewed in 2016 and 2017 the highest number of commendations and affirmations were in the domain “*a culture that promotes learning*”, providing evidence that this domain continues to be the area of strongest performance across the schools reviewed. The two domains identified as areas for improvement were “*analysis and discussion of data*” and “*curriculum delivery*”. Significant work is being undertaken coordinating teams across the Directorate to design and deliver differentiated services to schools within a model of evidence-driven school improvement.

## K-10 AUSTRALIAN CURRICULUM AND EARLY YEARS LEARNING FRAMEWORK

The Australian Curriculum continues to be embedded in ACT public schools. Under the *Strengthening Implementation of the Australian Curriculum* initiative, the Directorate has provided a series of Australian Curriculum Workshops; Australian Curriculum Overview/Update, Unpacking Achievement Standards and Levels of Performance, Standards Based Planning and Assessment, and Australian Curriculum and Differentiation. More than 2,000 teachers have participated in Australian Curriculum professional learning to date.

The *Strengthening Implementation of the Australian Curriculum* initiative includes provision for a dedicated team of Australian Curriculum experts who work directly with school leaders and teachers to support the delivery of the Australian Curriculum across all schools through the development of whole school curriculum plans aligned to the Australian Curriculum achievement standards.

The Directorate has also been working with schools to ensure they understand and consider the Cross Curriculum Priorities; Aboriginal and Torres Strait Islander Cultures and Histories, Sustainability, Asia and Australia’s Engagement with Asia along with the General Capabilities as part of their planning in implementing the Australian Curriculum.

In particular, the Directorate has been working to map the *Understanding the Land through the Eyes of the Ngunnawal People*, “*Mununja*” the butterfly, *Ngunnawal Plant Use*, and *Footprints on Our Land*. These resources will provide support for teachers to introduce local content knowledge in

delivering the Aboriginal and Torres Strait Islander Cultures and Histories Priority across the curriculum.

During 2018, the Directorate developed a suite of English as an Additional Language or Dialect (EAL/D) Assessment resources for schools based on the Australian Curriculum EAL/D Learning Progression. The purpose of these tools is to improve outcomes for EAL/D students through consistent system-wide formative assessment and tracking of English language proficiency. The *Guides to Practice*, a component of the suite, provide a range of suggested strategies to progress students through the phases of the EAL/D Learning Progression. A series of professional learning events supported schools to understand the components within the suite and provided guidance for implementation.

All ACT public schools use *Belonging, Being, and Becoming: The Early Years Learning Framework for Australia* (EYLF) to inform planning for quality teaching and learning in preschool. The EYLF emphasises essential elements of high-quality early childhood practice, including play-based pedagogies, strong relationships with children and families, and intentional teaching to extend and enrich children's learning. Preschool educators use the five learning outcomes identified in the EYLF to assess and report on student progress. In 2017-18, the Directorate continued to provide tailored professional development schools requiring additional support to embed the Early Years Learning Framework.

The Directorate's approach in Science, Technology, Engineering and Mathematics (STEM) education is aligned to the National STEM School Education Strategy (the Strategy), which aims to sharpen the focus on the key areas where action will deliver improvements in STEM education. The Strategy outlines five areas for national action, which includes increasing teacher capacity and STEM teaching quality.

To address these areas, and to further strengthen our response to a national focus on improved literacy and numeracy outcomes the Directorate facilitated accredited professional learning aligned to the EYLF and system priorities. The Directorate partnered with the University of Canberra to deliver STEM Learning and the EYLF, and The Smith Family to deliver Let's Count. Let's Count is an early childhood numeracy program that focuses on engaging parents in children's numeracy learning. Additionally, early childhood educators were supported to collaborate with one another to design and implement STEM focussed action learning projects, linked to the EYLF, to improve their teaching practice.

In 2018, the Directorate commenced the School Improvement: Writing (Secondary) project. During semester one, 87 secondary leaders and teachers across seven schools participated in evidence-informed professional learning workshops to support effective teaching of writing for students in years 7 to 10. Additionally, these schools were supported to design and implement action learning initiatives to embed learning from the project.

## **EARLY CHILDHOOD STRATEGY**

In the ACT, government and non-government providers deliver a variety of early childhood education and care services for children from birth to 12 years of age. These services include those approved under the National Quality Framework (NQF), those licensed under the *Children and Young People Act 2008*, programs delivered by the Education Directorate, and additional informal programs delivered by community organisations, such as playgroups.

The ACT Government is developing a strategy to create a joined-up policy context for supporting equitable access to early childhood education and care in the ACT, and a seamless user experience for children and families when they access early childhood services.

The *Early Childhood Strategy* (the Strategy) will look to coordinate approaches across government, and in partnership with non-government organisations, to deliver an aligned education and care framework which maximises the learning and wellbeing benefits to children from government investment into early childhood services in the ACT.

A key element of the Strategy is improving collaboration between the ACT Human Services Directorates in areas like use of common data and evidence base, use of existing resources, and testing cross-portfolio impacts of policy proposals. It is also a component of the ACT Human Services Cluster work over the next three years.

The Minister released an *Early Childhood Strategy Discussion Paper* in November 2017, emphasising the importance of children participating in early childhood education and providing access to education and care services for children experiencing vulnerabilities or disadvantage. The paper identified the four key elements of the strategy:

- > improving access, equity and affordability;
- > enhancing workforce and qualifications;
- > transitions from education and care to school; and
- > maximising the benefit to children from money spent.

On 1 February 2018, the *Lifting Our Game* report commissioned by all states and territories was released. ([https://www.education.act.gov.au/\\_data/assets/pdf\\_file/0004/1159357/Lifting-Our-Game-Final-Report.pdf](https://www.education.act.gov.au/_data/assets/pdf_file/0004/1159357/Lifting-Our-Game-Final-Report.pdf)) The report aligns closely with the ACT Government's vision for quality early childhood education and the key elements of the strategy. The focus of *Lifting Our Game* is on how Australia is performing in early childhood education.

*Lifting Our Game* emphasises the benefits of universal access to early childhood education and care and the importance of the NQF. However, gaps are evident in quality and opportunities for all children to participate in quality early childhood education and care irrespective of location, background or socio-economic status. The evidence applied in *Lifting Our Game* is fundamentally the same evidence being considered in developing the *ACT Early Childhood Strategy*.

In June 2018, the ACT Government announced in its 2018–19 Budget an investment of \$6.727 million to develop the strategy to promote accessibility and quality in the ACT's early childhood education and care sector.



#### **Aboriginal project officers Adam Shipp visits Farrer Primary School**

*Through our Bush Tucker in Schools program, preschool age children in Canberra learn about Aboriginal culture and heritage through being out on country and bush tucker classes. Aboriginal project officers visit schools around Canberra to speak to young students about the importance of local bush tucker plants and to assist them to plant their own garden at their school. A range of traditional bush tucker plants for the native garden are supplied by our local Greening Australia nursery.*

## Early Childhood Advisory Council

In August 2017 the Early Childhood Advisory Council (the Council) was established to bring together representatives of the education and care sector to strengthen partnerships between the ACT Government and the sector.

The establishment of the Council presents an opportunity to create dynamic and strong partnerships within the sector, with the aim of increasing access to quality early childhood education and care for every child in the ACT.

Members were selected not solely as representatives of their organisations but based on their individual skills and expertise. A significant level of consultation has taken place with the Council in 2017-18 with seven face-to-face meetings being held across Canberra.

The table below lists the members of the Council.

| Name                                | Institution                                  | Area of representation                       |
|-------------------------------------|--|--|
| Ms Cathy Hudson<br>(Chair)          | Policy Advisor and Deputy Chair ACECQA Board | Independent Chair                            |
| Ms Natalie Howson<br>(Deputy Chair) | Director-General, ACT Education              | Government                                   |
| Mr Simon Bennett                    | Anglicare                                    | Not for profit and early childhood           |
| Ms Jodie Ledbrook                   | YMCA Canberra                                | Community not for profit                     |
| Ms Bernadette Carbin                | YWCA Canberra                                | Community not for profit                     |
| Ms Alice Castrission                | Catholic Education                           | Catholic Education                           |
| Mr Peter Curtis                     | Australian Education Union – ACT Branch      | Peak body                                    |
| Ms Joanne Garrisson                 | Association of Independent Schools ACT       | Independent Schools Association              |
| Ms Sandy Leitch                     | Early Childhood Australia                    | Peak body                                    |
| Ms Lee Maiden                       | Communities@Work                             | Community not for profit and Family Day Care |
| Mr Bruce Papps                      | Northside Community Service                  | Community not for profit                     |
| Ms Reesha Stefek                    | Woden Early Childhood Centre                 | Independent not for profit                   |
| Ms Lisa Syrette                     | AIS Site Services Branch                     | Independent not for profit                   |
| Ms Symmone Turner                   | Preschool Teachers Professional Association  | Professional association                     |



The initial work of the Council has been to report back to the Minister on proposals that arise from the development of the four key elements of the strategy:

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

The Council is also supporting the work of the Future of Education community conversation, and this work will continue in the next year.

## USE OF DATA TO INFORM SCHOOL PERFORMANCE

The ACT Government's *Future of Education Strategy* sets the objective for the Directorate of ensuring students succeed through the delivery of high-quality learning that engages students and supports the development of learning for life.

The progress of students towards this objective is measured through a range of student data that can be used to inform and support the work of teachers in schools, as well as to provide broader system level data. Much of this information is also provided to families to help them understand the progress of their children and young people.

The National Assessment Program – Literacy and Numeracy (NAPLAN), is just one measure by which the progress of students in reading and numeracy can be demonstrated, and is supplemented in schools by teacher assessments in the classroom. Together, these measures are intended to provide a broader picture of the whole child and their experience of school.

Due to a generally high socio-economic demographic, the ACT has historically been a national leader in school education, as measured by NAPLAN. As gains in the ACT have become harder to achieve, our performance growth in some measures has levelled out and improvements in other Australian school systems have brought them in line with or ahead of the ACT.

This levelling out of performance should also be considered against the national and international context, where assessments of student achievement across Australia over the past 10 years have shown little improvement, and in some areas, achievements have declined, despite an overall increase in per student expenditure. ACT data reflects the national trend.

Broadening the focus of performance in schools requires new and revised indicators to more accurately reflect what matters most to students and their families. To achieve this, the Directorate will introduce, for the next reporting period, indicators that focus on the gain in student learning by supplementing existing reporting on NAPLAN mean scores with measures of student learning gain through comparing student progress between Years 3 and 5; and Years 7 and 9.

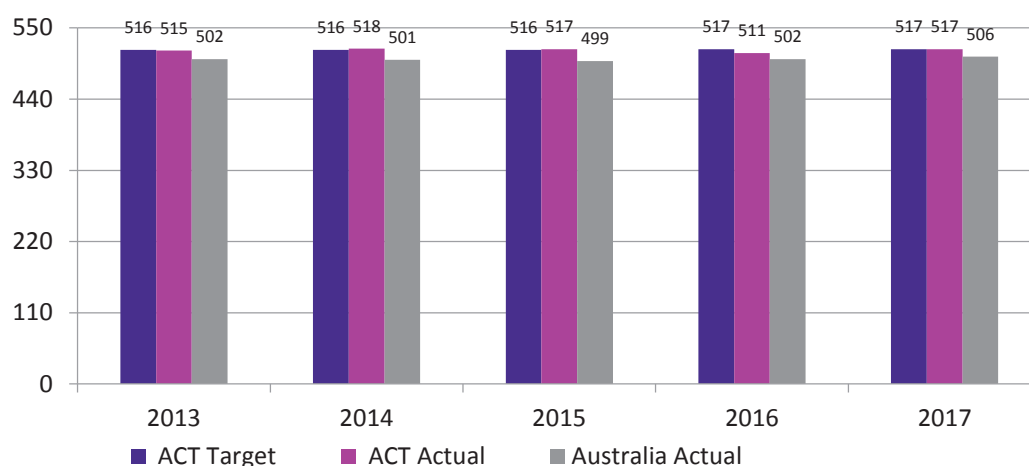
To support the strategic objective of an equitable education system, which might be described as student achievement that is blind to the background and family circumstances of children and young people, new measures that can demonstrate change over time in equity within the education system will also be introduced for the next reporting period.

Finally, the culture of a school and the student experience while they are at school has a quite understandable impact on their lives as students, as well as their learning outcomes. To better understand this impact, the Directorate is introducing measures that will show the strength of student identity with the school, or their sense of 'belonging'.

## Performance Indicators

The performance of year 5 public school students between 2013 to 2017 in reading is shown by the mean achievement score in NAPLAN. Figure B2.1 shows that the 2017 mean achievement score for year 5 students in reading reached the target and was higher than the national mean. ACT year 5 results have remained relatively stable since 2013. A number of other jurisdictions, such as Western Australia and Queensland have seen significant improvement in recent years and, therefore, the ACT is no longer as far in front as in previous years.

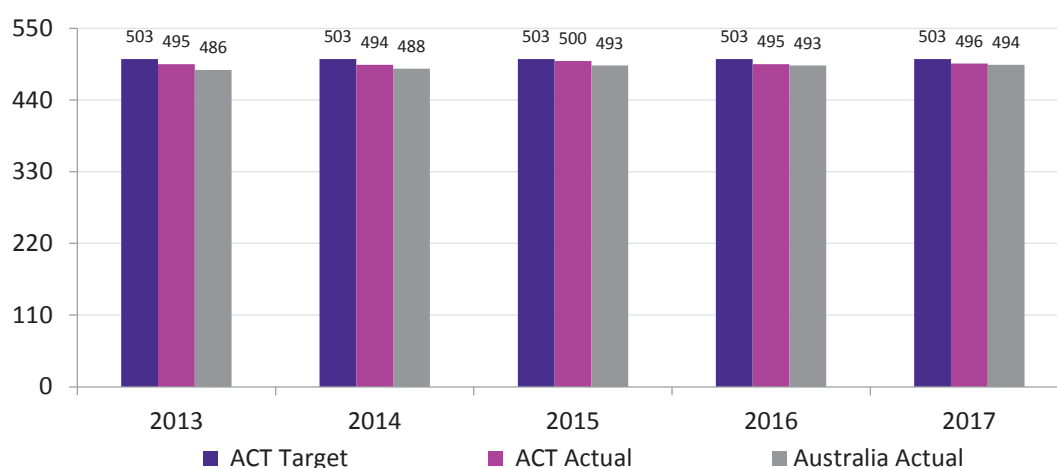
**Figure B2.1: Mean achievement score of all Year 5 public school students in reading in NAPLAN, 2013 to 2017**



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

Year 5 numeracy results have consistently been above the national mean since 2008, but ACT year 5 results have reached a plateau between 2013 and 2017. The ACT mean achievement score was slightly below target for 2016 and 2017 (Figure B2.2).

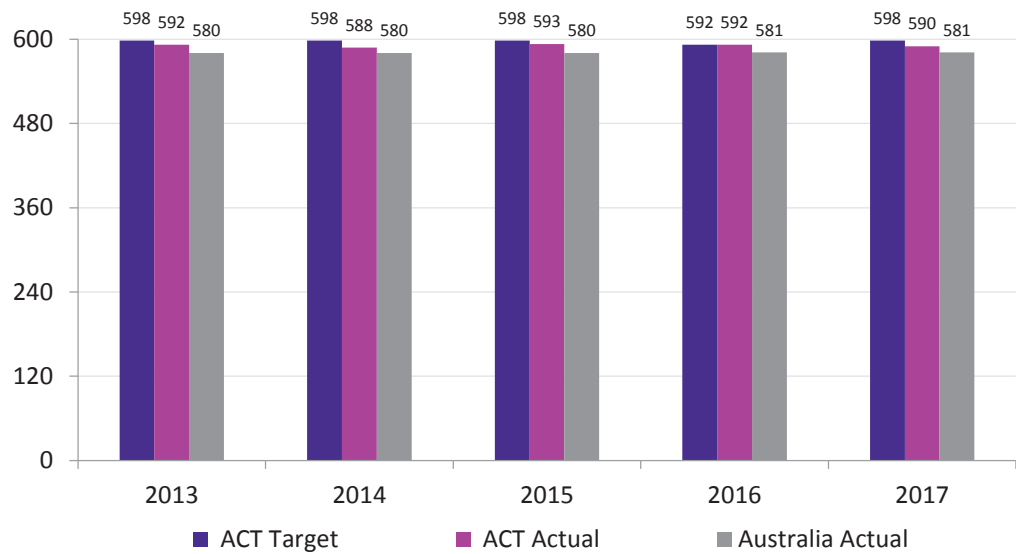
**Figure B2.2: Mean achievement score of all Year 5 public school students in numeracy in NAPLAN, 2013 to 2017**



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

The performance of year 9 public school students in reading 2013 to 2017 has been consistently higher than the national mean (Figure B2.3). There has been no significant change in ACT year 9 reading results since NAPLAN testing began in 2008.

**Figure B2.3: Mean achievement score of all Year 9 public school students in reading in NAPLAN, 2013 to 2017**

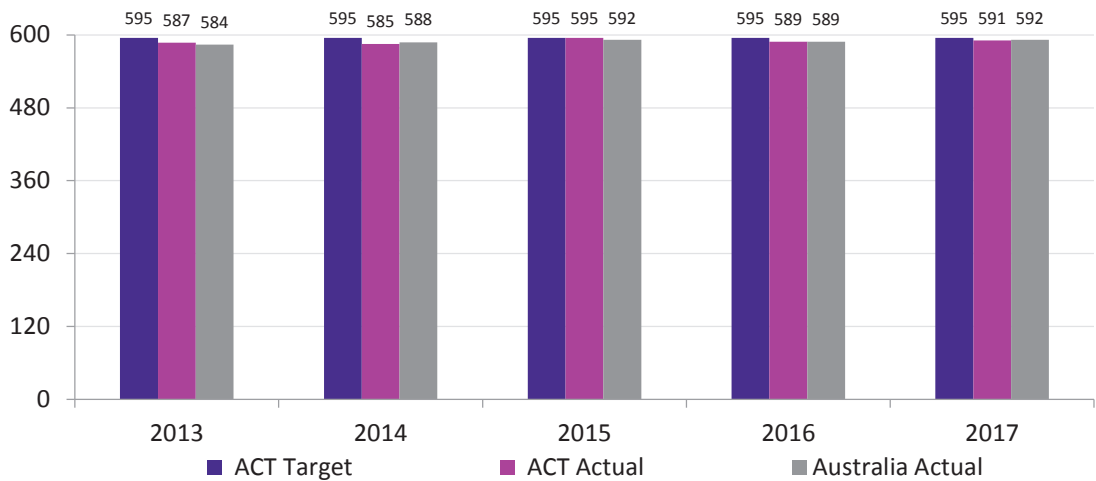


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

The mean achievement scores of year 9 public school students in numeracy have been stable with no statistically significant change between 2013 and 2017 results. The ACT mean score was statistically the same as the target and the national results in 2017 (Figure B2.4).

More detailed information regarding NAPLAN can be found at [www.nap.edu.au](http://www.nap.edu.au).

**Figure B2.4: Mean achievement score of all Year 9 public school students in numeracy in NAPLAN, 2013 to 2017**

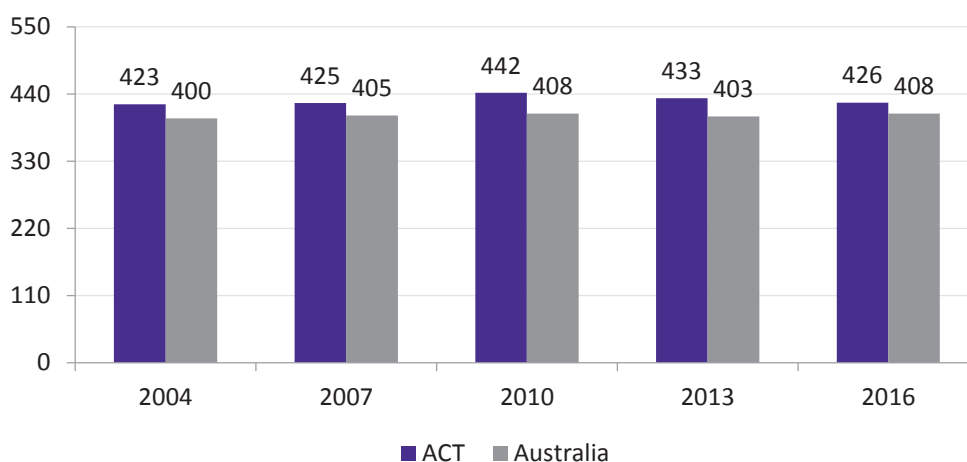


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2013 to 2017

The National Assessment Program – Civics and Citizenship (NAP-CC) measures student skills, knowledge and understanding of Australia’s system of government and civic life, and attitudes, values and participation in civic-related activities at school and in the community. The 2016 NAP-CC, the fifth in the triennial cycle of NAP-CC surveys, was administered to a random sample of whole-of-ACT students in year 6 and year 10 in 2016.

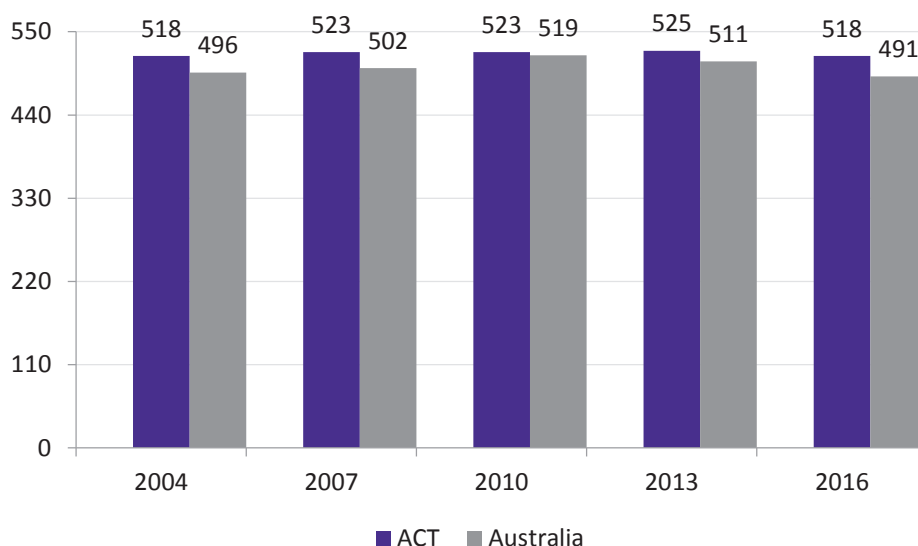
The performance of ACT year 6 and year 10 students in the 2016 NAP-CC was above the national means and has shown little variation across the five surveys within the triennial cycle beginning in 2004 (Figures B2.5 – B2.6).

**Figure B2.5: Mean achievement score ACT and Australian Year 6 students in NAP-CC 2004 to 2016**



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program Civics and Citizenship years 6 and 10 Report 2016

**Figure B2.6: Mean achievement score ACT and Australian Year 10 students in NAP-CC 2004 to 2016**



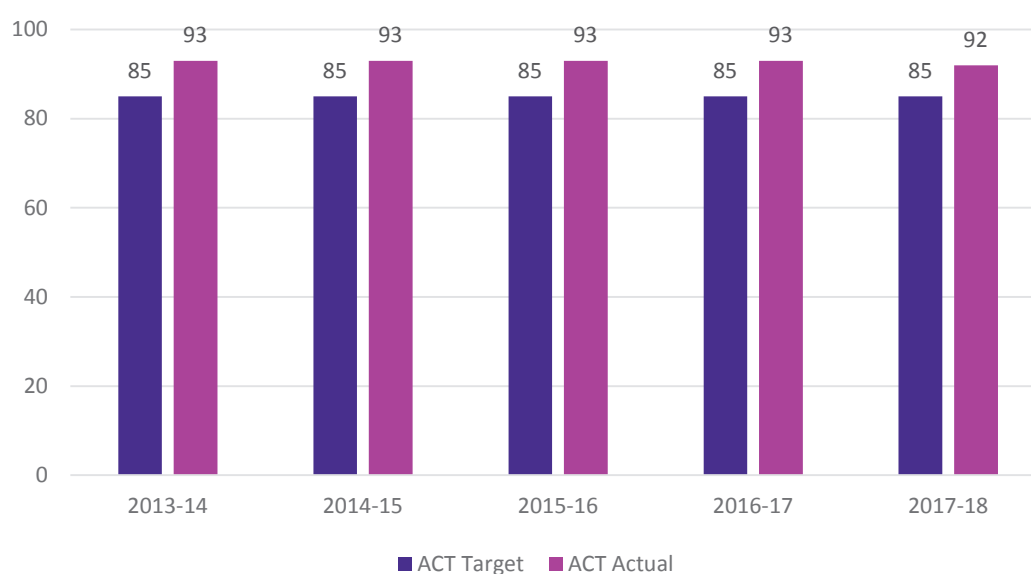
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program Civics and Citizenship years 6 and 10 Report 2016

## Student retention

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

The percentage of year 10 students who proceeded to public secondary college education has consistently exceeded the target over the last five years (Figure B2.7).

**Figure B2.7: Percentage of Year 10 students who proceed to public secondary college education, 2013-14 to 2017-18**



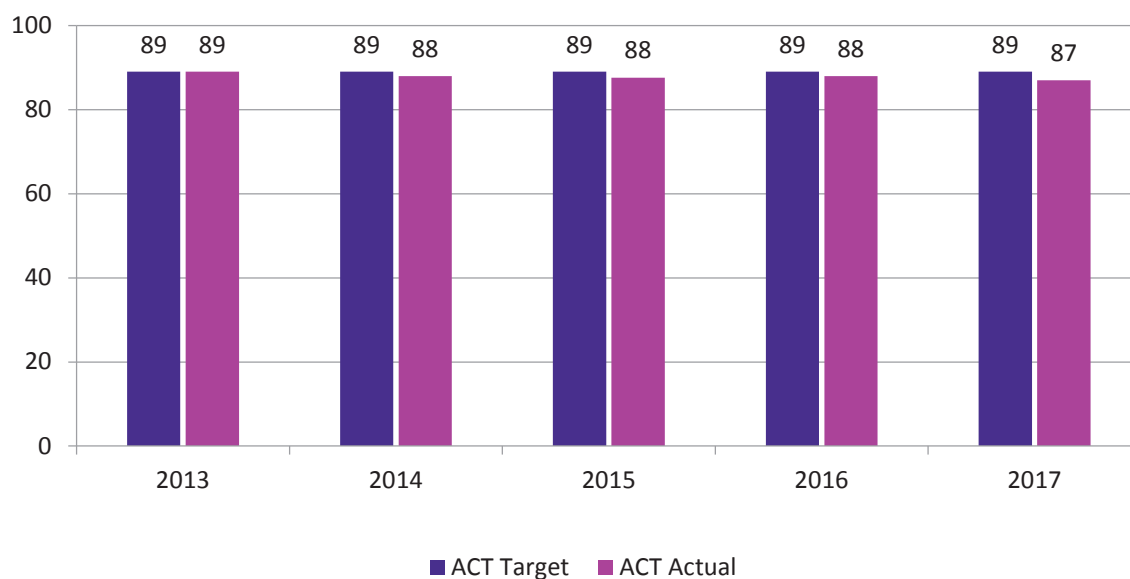
Source: ACT Education Directorate

## Year 12 certification and outcomes

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

The ACT public school certification rate for year 12 has remained stable over the last five years and in 2017 was just below the target of 89 percent (Figure B2.8).

**Figure B2.8: Percentage of Year 12 public school students who received an ACT Senior Secondary Certificate, 2013 to 2017**



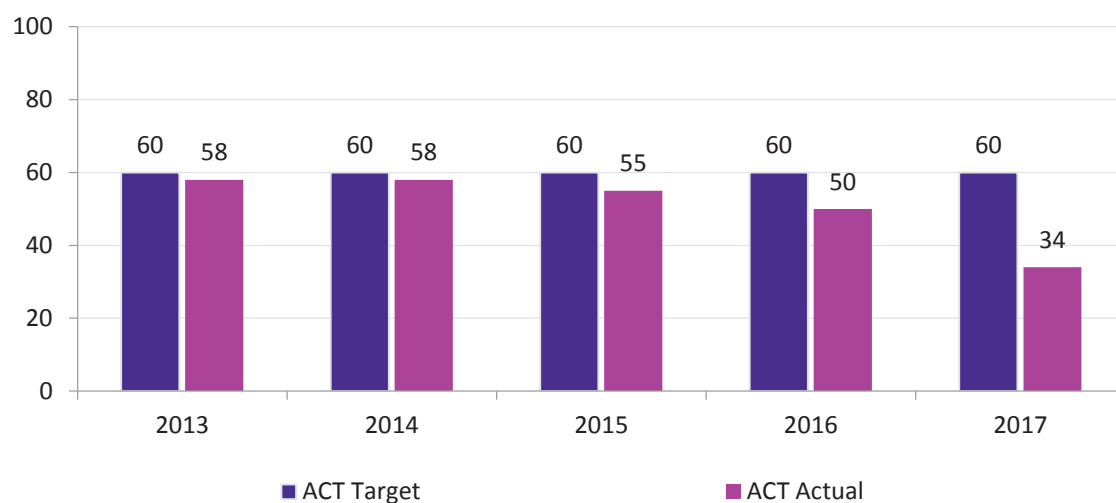
Source: ACT Education Directorate

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

The reduction in numbers of ACT students receiving a nationally recognised vocational qualification in 2017 was due to a decline in the number of students enrolled in vocational education and training (VET) courses (Figure B2.9). This is consistent with national trends for vocational education and training (VET) in Schools, which showed decrease in student numbers in 2017. This decline may be a reflection of student choice. Students may choose courses leading to a Tertiary Entrance Statement and/or a vocationally recognised qualification. The indicator is more strongly influenced by student enrolment choices than most anticipated outcomes expressed as targets.



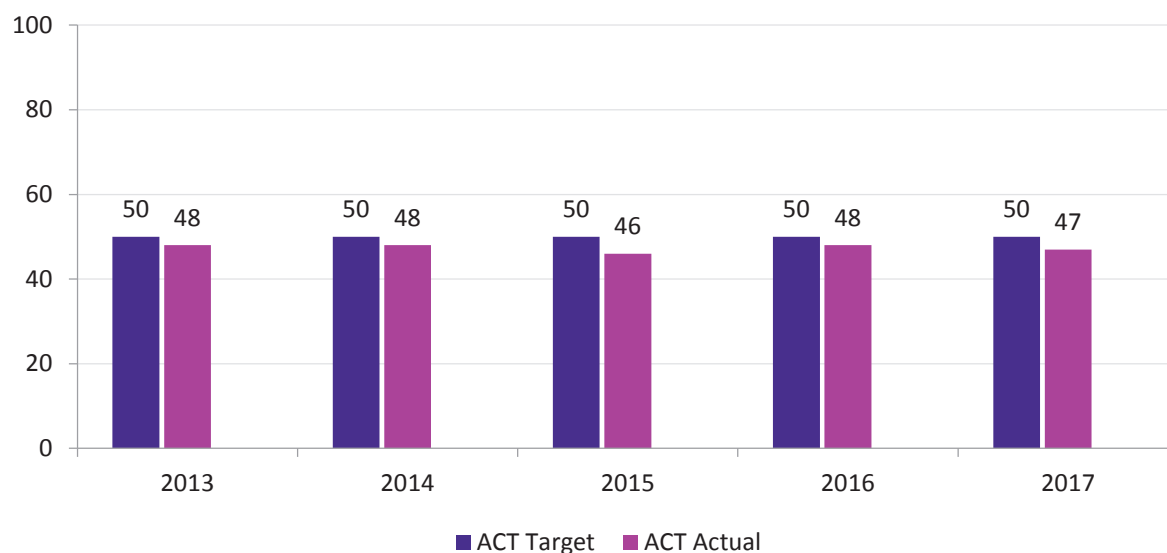
**Figure B2.9: Percentage of Year 12 public school students who received a nationally recognised vocational qualification, 2013 to 2017**



Source: ACT Education Directorate

The percentage of year 12 students receiving a Tertiary Entrance Statement is the number of year 12 students who completed year 12 and achieved a Tertiary Entrance Statement, divided by the total number of students enrolled in year 12 at the February census of a given year. The percentage of all ACT students receiving a Tertiary Entrance Statement has remained relatively stable over the last five years and was just below the target in 2017 (Figure B2.10).

**Figure B2.10: Percentage of Year 12 public school students who received a Tertiary Entrance Statement, 2013 to 2017**



Source: ACT Education Directorate

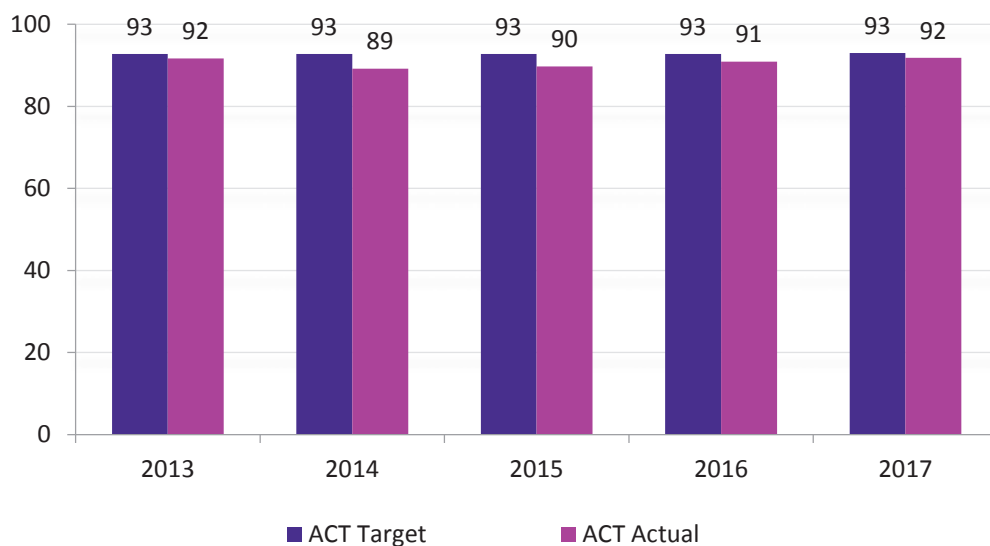
## Student Destinations

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

The percentage of ACT public school year 12 graduates engaged in study or employment six months after completing year 12 has been stable at around 90 percent over the last five years (Figure B2.11).

The Directorate continues to develop and implement pathway support programs and provide high quality teaching and learning facilities and opportunities to build a foundation for student success in employment and/or study after leaving school.

**Figure B2.11: Percentage of ACT public school Year 12 graduates studying or employed six months after completing Year 12, 2013 to 2017**



Source: ACT Education Directorate

## Attendance

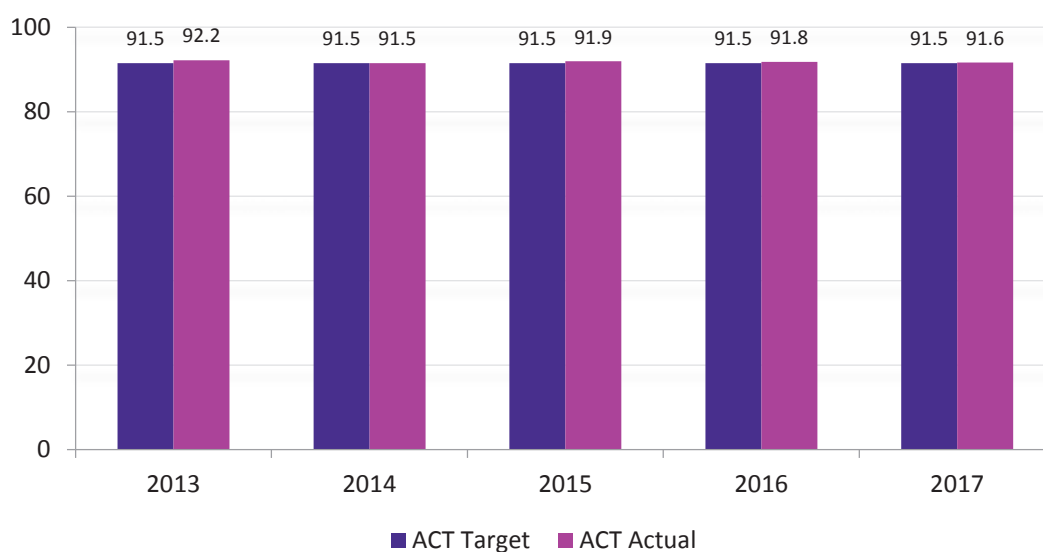
The student attendance rate is the number of actual full-time equivalent student-days attended by full-time students in years 1 to 10, as a percentage of the total number of possible student-days over the period.

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

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

The attendance rate of students in ACT public schools has achieved the target rate of 91.5 percent over the last five years (Figure B2.12).

**Figure B2.12: Attendance rate of public school students Years 1 to 10, 2013 to 2017**



Source: ACT Education Directorate

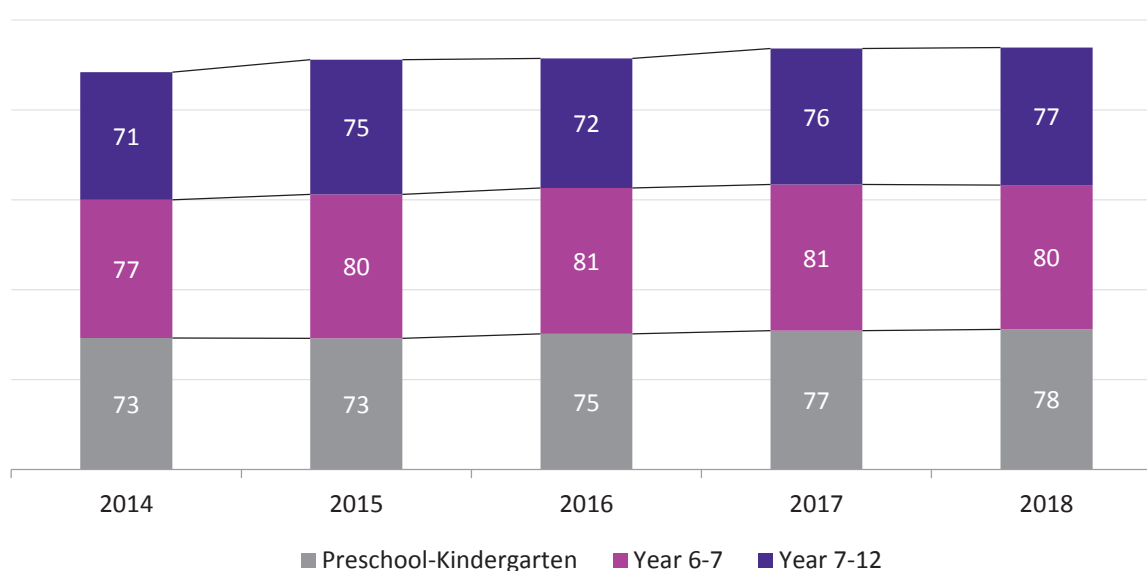
## Real retention

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

The proportions of students continuing in ACT public education from preschool to kindergarten, year 6 to year 7 and year 7 to year 12 have increased between 2014 and 2018 (Figure B2.13). Real retention is affected by a number of factors including but not limited to:

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

**Figure B2.13: Real retention rates in public schools from preschool to kindergarten, Year 6 to Year 7 and Year 7 to Year 12, 2014 to 2018**



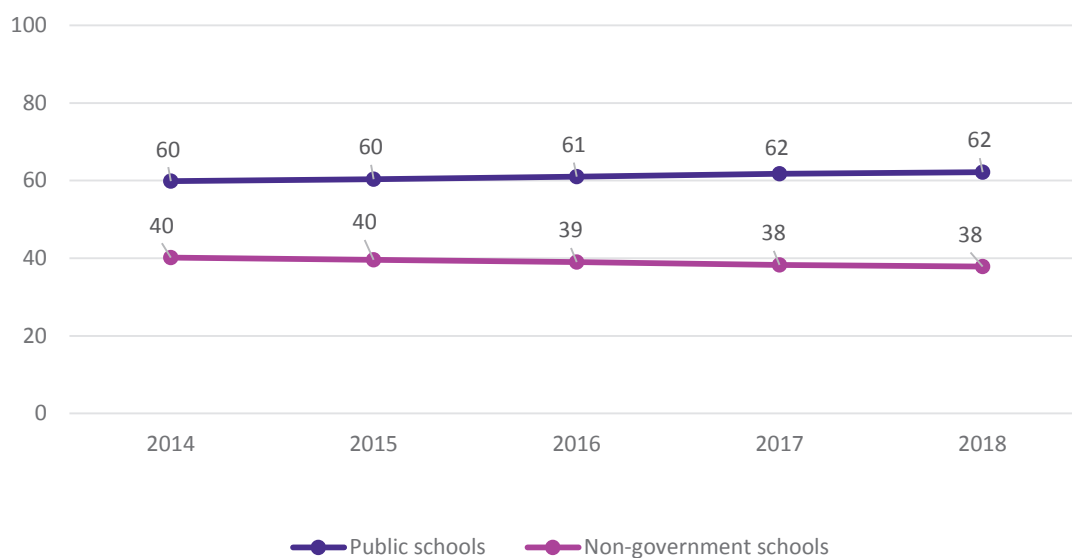
Source: ACT Education Directorate

## Proportion of student enrolments by schooling sector

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

ACT public schools continued to enrol the majority of students. ACT public school enrolments as a proportion of overall ACT enrolments have shown a small but steady increase from 2014 to 2018 (Figure B2.14).

**Figure B2.14: Proportion of student enrolments (P-12) between 2014 to 2018**



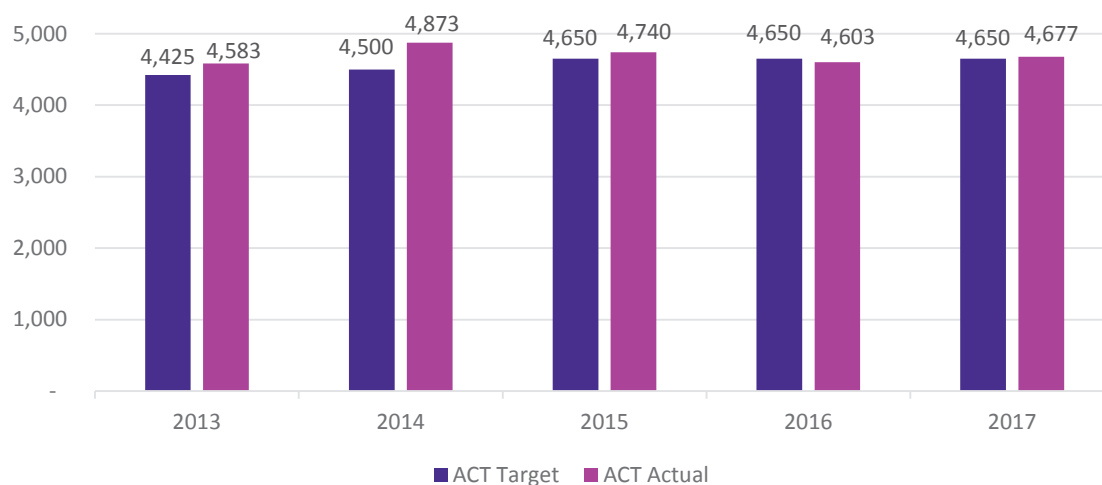
Source: ACT Education Directorate

## Preschool Enrolments

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

Preschool enrolments in ACT public schools increased from 2013 to 2014, but have reduced slightly from 2014 to 2017 as non-government schools increase their capacity to provide early childhood education services. Preschool enrolments in public schools slightly increased from 2016 to 2017 (Figure B2.15).

**Figure B2.15: Number of enrolments in preschool in public schools, 2013 to 2017**



Source: ACT Education Directorate, Census of ACT schools, August 2013 to 2017

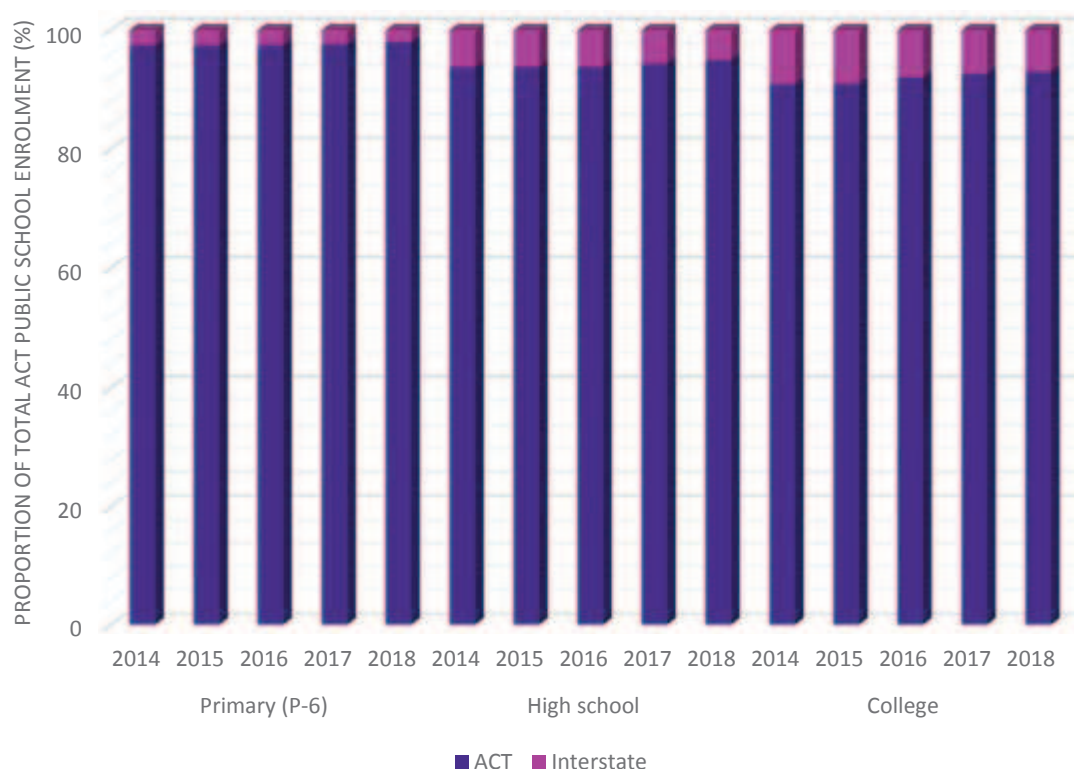
## Cross-border enrolments in ACT public schools

The number of cross-border enrolments in ACT public schools has remained relatively consistent between 1,800 and 1,650 over the last five years. However, due to rapidly rising public school enrolments within the ACT, cross-border enrolments have fallen as a proportion of all enrolments from 4.4 percent in 2013 to 3.5 percent in 2017.

The proportion of cross-border enrolments in ACT public primary schools (years P-6) fell to 1.9 percent in 2018, compared with approximately 2.5 percent of total enrolments in the previous five years. High school enrolments (years 7-10) of interstate students decreased from 6.2 percent to 5.2 percent of total enrolments between 2014 and 2018, while the proportion of interstate college enrolments has decreased from 9.1 percent in 2014 to 7.1 percent in 2018 (Figure B2.16).

An announced program by the NSW Government to build additional schools in the capital region, and the introduction from 2018 of structured 'pathway' schools in the ACT for cross-border enrolments may lead to further changes in the proportion of cross-border enrolments in ACT public schools.

**Figure B2.16: Comparison of ACT and interstate enrolments in ACT public schools, 2014 to 2018**



Source: ACT Education Directorate, Census of ACT schools, February 2014 to 2018

**For further information contact:**  
**Director, Planning and Analytics**  
**(02) 6207 6197**



## Instrumental Music Program

The Instrumental Music Program (IMP) began in 1973 in four schools and continues to deliver high quality instrumental learning in across 54 schools with 90 primary school bands, six high school bands, two recorder schools and four ukulele schools. In 2017-18, there are 4 schools under Executive Teacher Professional Practice role and more than 3700 students engaging in the IMP.

The IMP also runs an out of school hours extension ensemble, with the top music students in ACT public schools who are selected annually by audition. Auditions are open to all ACT public school students.

There are four concert bands, one jazz band, one percussion ensemble, one flute ensemble and two choirs. In 2017, students completed 71 performances for school and community events in Canberra and interstate. The Senior Concert Band has an ongoing relationship with Ichijo High School in our sister city Nara, Japan and an exchange tour is planned for late 2018.

A number of high profile events are also lead by the IMP annually. These include:

- > 32<sup>nd</sup> School Band Festival – 38 bands over four days;
- > Singfest – with eight choirs;
- > Step into the Limelight – the 11<sup>th</sup> Step into the Limelight “*Inspire – the artist within*” with more than 1600 students involved in the Gala Showcase and Art Exhibition; and
- > Arts Up Front 2017 Conference – 140 participants at a day-long conference addressing the Australian Curriculum, arts learning for experienced arts educators and general classroom teachers. This Conference is supported by the Australian National University Schools of Music and Arts as well as drawing on presenters from schools, community arts organisations and national institutions.



## School Resourcing

School resourcing has been a significant policy focus in order to improve the educational outcomes and support of all students in ACT public schools. In 2017-18, the Directorate continued to implement the Student Resource Allocation (SRA) Program and Gonski Reform along with strengthening our ability to support individual student requirements.

### **NEEDS-BASED SCHOOL FUNDING - THE IMPLEMENTATION OF THE ACT SCHOOL RESOURCE ALLOCATION MODEL**

The Student Resource Allocation (SRA) Program is a transformative initiative designed to achieve improved educational outcomes for all ACT public school students through better allocation of funds and use of resources.

The SRA funding model includes:

- > Core Funding;
- > Additional resources (loadings), based on student need:
  - Students from Low Socio-Economic Status backgrounds;
  - Students with English as an Additional Language or Dialect;
  - Aboriginal and Torres Strait Islander students; and
  - Students with Disability.

Phase 1 of the SRA funding model commenced at the beginning of the 2016 school year with each public school receiving a core funding amount plus a loading relating to low Socio-Economic Status (SES). Phase 2 included the review and implementation of a loading for students with English as an Additional Language or Dialect (EAL/D). The School Operational Allocation (previously known as School Based Management) was also re-designed. These two further resourcing elements were applied to each public school for 2017. The third and final stage includes the introduction of the loadings for Aboriginal and Torres Strait Islander students and developing the loading for Students with Disability. The design of the SRA is informed by perspectives of a range of stakeholders, including through a reference group of school leaders.

The development of a needs-based loading for Students with Disability continued in 2017-18 following extensive consultations and data analysis completed during the previous reporting period. Victoria University's Centre for International Research on Education Systems continued to support the Directorate in this work during the reporting period. In late 2017, the Directorate hosted a public feedback forum for families, school staff, peak bodies, leading practitioners and students on key findings. This was presented by Mr Graeme Innes AM, former Australian Disability Discrimination Commissioner.

Activity in the 2017-18 period included data analysis, a consultation phase, and the design of evidence informed options for a funding methodology and model. Further work on the redesign of the needs based loading for students with a disability will be a priority in 2018-19.

In 2018, the Directorate commenced implementation of the SRA Aboriginal and Torres Strait Islander student support (cultural integrity) loading to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students across the system. Developing cultural integrity across the Directorate is a key priority in achieving this intent and the Directorate developed a suite of resources to define cultural integrity and strengthen cultural practice within each school in support of that aim.

## THE COMMONWEALTH GOVERNMENT AND SCHOOL FUNDING AND REFORM

Continuing negotiations with the Commonwealth Government about schooling reform will be underpinned by the Australian Government's *Review to Achieve Educational Excellence in Australian Schools: Through Growth to Achievement* (Gonski 2.0), which was released on Monday 30 April 2018. Gonski 2.0 argued that Australian students should be challenged and supported to progress and excel in learning in every year of school, appropriate to each student's starting point and capabilities. Furthermore, the report outlined that more school leavers will need skills such as problem solving, interactive and social skills and critical and creative thinking.

*The Future of Education for the ACT* has strong parallels with the recommendations from the Gonski 2.0 review and the ACT, along with all other jurisdictions, is continuing to develop a national funding agreement which reflects the reform directions.

*The Future of Education for the ACT*: positions the ACT well to respond comprehensively to the Gonski 2.0 review through our emphasis on personalised learning and teaching, equipping students to thrive in a rapidly changing world, ensuring student wellbeing is an important outcome at school and focusing on learning growth supported by formative assessment.

## EARLY IDENTIFICATION OF STUDENTS REQUIRING SUPPORT

### Network Student Engagement Team

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

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

Schools refer to the Network Student Engagement Team (NSET) for advice, to build their capability and support individual students with a focus on improving educational outcomes for all students. NSET supported schools with a total of 1,359 referrals in 2017-18. Almost half of the referrals were for targeted support for individual students with just over a third for students in the early childhood age range, preschool to year 2. NSET also provided advice, support in building school capability and 59 Professional Learning opportunities including Positive Behaviour Support, Sensory Processing, Trauma Informed Practice and Communication.

### Early Years Oral Language Intervention

NSET Speech Language Pathologists have developed and supported the *Early Years Oral Language* as an intervention for the *Early Years Literacy* program at Southern Cross Early Childhood School and Kingsford Smith School. This initiative aims to enhance the identification and supports for students with additional speech, language and communication needs, in particular Language Disorder, with the support of speech language pathology services.

Work has commenced to implement a whole school approach to enhance the early identification of students with Language Disorder and the provision of reasonable adjustments and supports for these students with a focus on early years. The model works to promote and further develop classrooms that support good communication for all students through improving teachers' professional knowledge in promoting the oral language competence of students. In turn this aims to provide enhanced provision for those students at risk of language difficulties.

### **Support at Preschool**

The Support at Preschool (SAP) team, part of NSET, has continued to build the capability of school leaders and preschool teams to provide inclusive preschool environments for all students. The SAP team plays an important role in assisting preschool teachers with the early identification of children with developmental concerns and understanding the appropriate referral pathways. This has included supporting preschools to connect and develop relationships with external providers, for example, National Disability Insurance Scheme (NDIS) funded allied health providers.

Since the ACT's transition to the NDIS, the SAP team has developed relationships with NDIS registered Early Intervention providers to identify children requiring adjustments in their education setting, prior to commencing preschool. This has ensured that the Directorate and the schools are aware of children's needs, before the commencement of the school year and can ensure appropriate adjustments and supports are in place for the child's first day. In partnership with NDIS providers, SAP ensured support was in place for 78 children prior to the 2018 school year. Currently, the SAP team have referrals for 49 children in preparation for the 2019 school year.

### **Disability Education Support**

For students who are eligible for Disability Education support, their needs are assessed in a Student Centred Appraisal of Need (SCAN) process across a range of areas including mobility, personal care and safety, social development and curriculum. Parents and carers are an important part of this process which is guided by a trained moderator and informs both resourcing to schools and the development of an Individual Learning Plan for each student.

During the reporting period, 574 Appraisals were conducted for newly identified students with disability. Reappraisals were conducted for a further 367 students to ensure currency of student support needs.

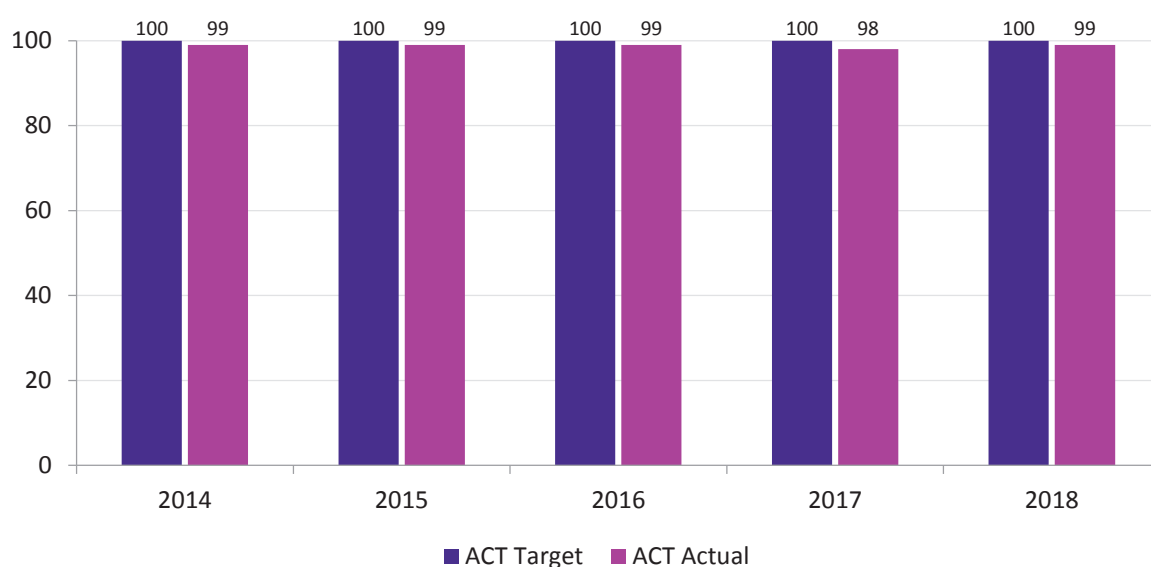
## Individual Learning Plans

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

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

The percentage of ILPs completed has remained relatively stable between 2014 and 2018 (Figure B2.17).

**Figure B2.17: Percentage of ACT public school students with Individual Learning Plans in specialist and mainstream schools who access disability education services, 2014 to 2018**



Source: ACT Education Directorate

# School Infrastructure

## SCHOOL ADMINISTRATION SYSTEM

The ACT Government is investing \$10 million over three years in the provision of a new School Administration System (SAS) that will streamline parent interaction with schools and provide improved and more efficient school administration. SAS will be progressively implemented across all ACT Public Schools throughout 2018 and 2019 and when fully implemented will ensure Canberra continues to be recognised as a leading digital city.

Implementation of this contemporary system will deliver outcomes to enable:

- > An enhanced online enrolment process;
- > A reduction in the number of paper forms between home and school with digital transactions including permissions, consent, payments and updating of student details;
- > Improved access to data every day for schools to drive continued improvement in student learning;
- > Online attendance marking and faster absence notifications to parents and guardians;
- > Digital student academic reports and learning progression information; and
- > Improved administrative efficiency for schools through automated workflows enabling staff to spend less time spent on administration and greater focus in the classroom.

The implementation in 2017-18 has provided foundational capability and enabled an enterprise approach to the reporting and management of student well-being and attendance of students.

This program builds on the successful digital services already available in ACT public schools including high speed internet and the implementation of *Google Apps for Education* and aims to enhance the partnerships between home and school.

Phase 3 of the SAS implementation will continue into 2018-19 with the introduction of academic reporting and assessment, finance, human resource management, asset management, and the parent communication portal.

## SCHOOLS FOR THE FUTURE – MORE SCHOOLS, BETTER SCHOOLS

The Directorate has expended more than \$80 million during 2017-18 to deliver many infrastructure and capital works improvements, including school expansion projects totalling more than \$35 million. Infrastructure and capital works projects have included the:

- > commencement of construction of the new Margaret Hendry School in the suburb of Taylor to be operational for the start of the 2019 school year for preschool to year 6 students;
- > advancement of Stage 2 of the modernisation works at Belconnen High School including major refurbishments of student learning and teaching spaces and the creation of a new school administration and main entry area;
- > commencement of early planning work for the new preschool to year 10 school in Denman Prospect in the Molonglo Valley;
- > completion of expansion works at Amaroo School creating new learning spaces for an additional 300 students and an expanded gymnasium;
- > completion of further expansion works for the start of the 2018 school year at Neville Bonner Primary School and Gold Creek School as part of the in *Better Schools for Our Kids – Expanding Schools Gungahlin* four year program;

- > completion of the construction and the commencement of operation of the Caroline Chisholm School Centre for Innovation and Learning located on the senior campus;
- > completion of the installation of five new transportable units and student amenities at Campbell Primary School and the demolition of an end of life building housing 10 classrooms for the commencement of the 2018 school year;
- > commencement of the installation of 22 transportable units and student amenities at Narrabundah College;
- > completion of the construction of a Year 11-12 building at the Woden School;
- > upgrade of 21 schools to Voice Over Internet Protocol (VOIP) telephone services;
- > creation of withdrawal/sensory spaces at 12 schools;
- > roof replacement/refurbishment at Mount Stromlo High School and Erindale College;
- > cooling upgrades to one third of schools;
- > a new car park at Palmerston Primary School;
- > a new transportable classroom at Aranda Primary School;
- > two new classrooms at Arawang Primary School;
- > a new lift at Alfred Deakin High; and
- > access improvements including new accessible toilets at 10 schools for start of the school year.

The Directorate is also continuing the development of the *Sustainable Delivery of Public School Facilities* suite of documents that inform the design of new and refurbished learning spaces in accordance with contemporary pedagogy.



## BELCONNEN HIGH SCHOOL – MODERNISATION



*Belconnen High School - school modernisation project*

The modernisation project for Belconnen High is the first of its kind in the ACT. It is a multi-faceted project that aims to fundamentally change the way high school students are educated in the Territory. The project focuses on the re-creation of a school that will focus on the skills our students will need to succeed in the 21<sup>st</sup> century. The way our schools have been both built and run in the past were designed to equip students with the skills they needed to be successful in the “Industrial Age”, our students need a different set of skills.

The project has focussed on the skills or learning qualities we are aiming to develop in the future students of the school. Staff and students have been involved in their development, they are:

- > Critical Thinking,
- > Problem Solving,
- > Resilience,
- > Creativity,
- > Communication, and
- > Self-Aware.

The project has also focussed on the learning environment (the design and physical infrastructure) and the pedagogy (the way teachers teach) that will enable our students to have the above skills of a 21<sup>st</sup> century learner. The new design of the school will provide teachers and students with the flexible and open learning spaces that are required to achieve this aim. The building component of the project is being completed in two stages to enable the continual operation of the school while construction occurs. Stage 1 has now been completed with staff and students now using these new spaces. These facilities include: Home Science, Digital Technology, Science and Learning Support. Stage 2, which predominately includes the learning areas, is due for completion at the start of the 2019 school year.

## **BETTER SCHOOLS FOR OUR KIDS – TECHNOLOGY ENABLED LEARNING**

In February 2018, more than 14,500 year 7 to year 11 students received a Chromebook following the ACT Government's \$11.48 million commitment to provide all year 7 to year 11 students in public high schools and colleges with a tablet/notebook device.

This will follow with all new Year 7 cohorts and any other new students allocated a Chromebook in February 2019 and 2020.

The ACER Spin 11 Chromebook was selected after a competitive process, providing students with high quality technology and capabilities to enhance and support their learning.

Our schools support ICT use so that students can develop their capacity to analyse information, solve problems and communicate in an increasingly digital society. The use of Chromebook devices align with the objectives of the Australian Curriculum which requires students to understand how to operate effectively in a digital world.

## LANYON HIGH SCHOOL – TECHNOLOGY ENABLED LEARNING



*Lanyon High School students*

Providing all students with a Chromebook has provided a sense of equity amongst students within our school community. They make it easier for teachers to support students with the technical use of these devices, as they only need to provide guidance about a single operating platform.

The rollout procedures were smooth and timely. Students and parents are positive about the devices being issued. Teachers can plan lessons that include digital technologies into all learning areas.

The Chromebook roll out has allowed us to better differentiate our teaching, students are able to access and show their evidence of learning easier and have embraced their new devices. The Chromebooks make it easier for teachers to provide an extra layer of support for students to access the curriculum through software such as “Google Read&Write”.

Students can more easily engage in online research in any subject and at any time. It also provides an easier way for students to submit learning for assessment and for teachers to provide timely feedback about their progress.

## TRANSITION TO NAPLAN ONLINE

The ACT Education Directorate worked closely with all ACT schools and sectors in moving to NAPLAN Online in 2018, with schools and teachers investing valuable effort into ensuring the readiness of their schools. In May 2018, 106 of 116 (91%) ACT public, Catholic and independent schools that sit NAPLAN successfully participated in online testing; this included all eligible ACT public schools.

In 2018-19 and 2019-20 the Directorate will continue to work closely with the small number of schools in the ACT still working towards transition to online assessment. Across Australia, all schools are expected to transition to online assessment by 2020.

NAPLAN Online offers benefits for students and teachers including better assessment, more precise information, faster turnaround of results and a more engaging experience. In particular, the use of 'tailored testing' available through NAPLAN Online provides students with questions more suited to their level of achievement, hence making more information available to teachers and schools to inform learning programs.

## SUSTAINABILITY INITIATIVES

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

- > conducting energy audits at 11 schools to identify energy conservation measures for implementation in 2018-19;
- > conducting audits of four hydrotherapy pools to identify opportunities to enhance pool energy efficiency and thermal comfort;
- > upgrading and refinement of building heating, ventilation and cooling systems and components targeting improved operational efficiency at three sites;
- > the upgrade of priority windows and doors to double glazed performance glass at North Ainslie Primary School, Southern Cross Early Childhood School and Wanniasa Hills Primary School;
- > draught proofing at Alfred Deakin High School, Fadden Primary School, Harrison Primary School, Southern Cross Early Childhood School and University of Canberra High School Kaleen;
- > holding capacity building workshops in each of the four school catchments to train building service officers in draught proofing techniques, 20 building service officers attended;
- > installing a building control system at Calwell High School, to be complete in 2018-19;
- > the upgrade of internal building lighting at Hedley Beare Centre for Teaching and Learning, to be completed in 2018-19, and;
- > planting 90 advanced tree specimens tree across five schools in 2017-18 to provide passive shading to buildings and shaded outdoor areas to students at Alfred Deakin High School, Amaroo School, Arawang Primary School, Calwell High School and Miles Franklin Primary School.

To encourage active transport, the Directorate designed and commenced construction of end of trip and school bicycle storage facilities at Amaroo School, Melrose High School, The Woden School and Wanniasa School Junior Campus.

The Margaret Hendry School will be the first school to be built to the Sustainable Delivery of Public School Facilities technical output specifications P-6 (preschool – year 6). The specification guides performance outcomes and sustainability inclusions for all new primary schools. Sustainable Delivery of Public School Facilities technical output specifications for high schools and colleges will be developed in 2018-19. Further information on sustainability performance is provided in Section B9.

## IMPROVED ROAD SAFETY AROUND SCHOOLS

Parking and traffic safety around schools continues to be supported through collaboration between schools, Transport Canberra and City Services (TCCS) and the Directorate. The school road safety plan includes new infrastructure, the roll out of the school traffic supervisor program, improved school crossings and traffic islands.

In February 2018, TCCS rolled out a School Crossing Supervisor program at 20 of the busiest schools crossings. This allows children to safely cross at school crossings identified as having a high volume of traffic.

Traffic and safety improvements included the expansion of the Active Streets program with the inclusion of wayfinding signage, new and upgraded footpaths, safer crossings and traffic calming devices. The program also included educational resources for families to promote active travel.

During 2017-18, the projects included:

- > completing construction works to improve the car park at Palmerston District Primary School;
- > undertaking design and consultation to improve parking at Wanniassa Hills Primary School; and
- > working with schools and their communities to implement strategies that better support education and enforcement initiatives around the school.

# Workforce Capability

## QUALITY TEACHERS AND TEACHING BY DESIGN

### New Educator Support

The New Educator Support Plan (the Support Plan) was developed in late 2017 to strengthen the implementation of supports for beginning teachers outlined in the current *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement). These supports include reduction of face-to-face teaching hours in their first year of teaching to facilitate enhanced support and learning. In addition, 15 days of professional learning resource is provided for all beginning teachers in their first three years of teaching.

In January 2018 the Support Plan was launched as part of the revised *Teacher Performance and Development Framework* in order to facilitate planning for quality coaching and mentoring programs designed to meet the individual professional development needs of New Educators.

### Aspiring Leaders Program

The Aspiring Leaders Program (the Program) aims to enhance the contemporary leadership knowledge, skills and attributes that contribute to student, school and system improvement. The key anticipated benefit to school leaders, and to the system as a whole, was an improvement in their capability for leading teaching and learning, ultimately resulting in improved student outcomes.

Cohort 2 was launched in May 2017, with 30 participants (school leader Bs, Cs and Classroom Teachers) and 23 mentors (school leader As and Bs) selected to take part in the Program.

This cohort had a strong emphasis on the use of research and evidence in school leaders' professional practice, including the use of evidence in understanding student and teacher learning and how instructional leadership can create the conditions for this to occur. There was also an improved focus on:

- > identifying the leadership strengths and needs of individuals, in order to provide a basis for targeted professional development;
- > establishing productive and purposeful mentoring relationships between aspiring leaders and current leaders within the system identified as high performing; and
- > providing a talent identification role in terms of both aspiring leaders, and high performing leaders within our system.

Cohort 2 concluded in March 2018. Of the 30 participants originally selected, 24 successfully completed the Aspiring Leaders Program in Cohort 2 (80% successful completion rate).





*2018 Aspiring Leaders Program participants*

## Quality Teaching Workforce

The People and Performance Branch engages directly with universities and university students undertaking teaching degrees to actively showcase the work of the Directorate and encourage newly qualified teachers to choose ACT public schools as their first teaching experience. This includes partnering locally with the University of Canberra, and regionally with universities in NSW and QLD encouraging out of state teachers to teach in the ACT.

Schools continue to have the option to advertise vacancies through local site selection processes and registered teachers are able to join the teacher recruitment pool throughout the year. There are currently over 1,300 teachers available on the casual register interested in casual teaching that hold current registration. The Directorate works closely with TQI to ensure professional learning requirements for ongoing registration is met. More information about the Annual Professional Learning program is available in Section B8 - Human Resources Management.

The major implementation projects within the Agreement has an explicit focus on the continuing development of a highly capable teaching workforce, with reported critical outputs on the following projects in outlined in Section B8:

- > sustainable reduction of teacher workload;
- > alignment of Teacher Performance and Development processes with national standards;
- > recognition and reward for Highly Accomplished and Lead Teachers;
- > school Leader C career development; and
- > competitive teachers' salary and conditions.

## Quality Teaching

The most critical in-school factor influencing student outcomes is the quality of teaching. Teachers need in-depth knowledge of the subject areas they teach, how students learn that content and an understanding of classroom environments that optimise learning. They need access to ongoing, high quality professional learning opportunities to develop and enhance necessary skills and understandings.



Providing a systems approach to professional learning directly supports improved teaching practice in classrooms across all ACT public schools; increasing teacher capacity, confidence and capability through professional collaboration. Professional learning provides the nexus between the Directorate's *School Improvement Service Principles* and quality teaching. The Directorate utilises the expertise of educational leaders within the Employment Support Office as well as through partnerships with industry, tertiary institutions, or external providers to deliver exceptional programs that involve elements of action research.

High quality evidence-based professional learning has been delivered in gifted and talented education, to ensure all students have access to powerful and relevant learning experiences. The workshops have included understanding gifted learners, programs for gifted learners and developing differentiated curriculum. In addition, workshops were presented, examining the results of the Action Research schools had undertaken to evaluate the impact of gifted programs.

In 2018, the Directorate commenced the School Improvement: Writing project for secondary schools. During semester one, 87 secondary leaders and teachers participated in evidence-informed professional learning workshops to support effective teaching of writing to students in years 7-10. Additionally, seven secondary schools were supported to design and implement action learning initiatives to embed learning from the project.

A series of professional learning events supported the implementation of the newly developed English as an additional language or dialect (EAL/D) Assessment Suite. The EAL/D Assessment Suite aligns with the Australian Curriculum EAL/D Learning Progression. Teachers can use the resources to assess students' English language proficiency, track student progress over time, and identify research-based pedagogical practices to improve students' outcomes. This supported evidence-informed practices for formative assessment and teaching practices.

The Directorate offered a range of professional learning to strengthen the capability of school leaders and teachers in numeracy learning and teaching. In 2018, the Directorate offered *Principals as Numeracy Leaders* (PANL) system-wide professional learning for school leaders, and *Count Me In Too, Middle Years Mental Computation* and mathematics by inquiry professional learning, presented by Emeritus Professor Peter Sullivan, for primary and secondary classroom teachers.

## Centre for Innovation and Learning

The Centre for Innovation and Learning opened in term one 2018. The Centre supports educators to develop, and showcases, leading practice in science, technology, engineering and mathematics (STEM) education. Students have opportunities to develop STEM knowledge, skills, capabilities and dispositions in a unique environment featuring contemporary spaces and technology.

During the semester, the Centre's Pedagogical Leader supported 47 teachers, from across the Tuggeranong network to plan and co-deliver STEM education programs for students in preschool to year 10. The facility hosted a total of 2,484 primary school student visits and 3,570 high school student visits, and a range of STEM-related competitions and learning opportunities for students and teachers. The Centre also hosted 17 professional learning workshops for public school teachers during semester one, ranging from STEM education in the early years to implementing the Australian Curriculum in Digital Technologies.

A Ngunnawal name for the Centre will be selected through a community consultation process. An official naming ceremony will be planned with the United Ngunnawal Elders.

## Recognition and Acknowledgement

The Public Education Awards recognise and celebrate outstanding achievements in public education in the ACT, covering nine award categories. In August 2017, the Directorate received 168 eligible nominations for the 2017 Public Education Awards, the largest number of nominations received since its inception. Out of the nominations, seven individuals and two groups were announced as winners recognising their contribution to the ACT public education system.

The 2017 award recipients were:

- > Education Support Person of the Year: Luke Ferguson, The Woden School
- > Volunteer of the Year: Playground Enhancement Team - Emily Walter, Daniel Trevino and Louise Woodruff, Macquarie Primary School
- > New Educator of the Year: Emily Gregory, Turner School
- > Early Childhood Teacher of the Year: Maree Blume, Namadgi School
- > Primary Teacher of the Year: Vanessa Stephens, Mount Rogers Primary School
- > Secondary Teacher of the Year: Jeff Hunt, Murrumbidgee Education and Training Centre
- > Outstanding Partnership of the Year: Black Mountain School and YMCA
- > Leadership in Aboriginal and Torres Strait Islander Education: Elinor Archer, Dickson College
- > Outstanding School Leader of the Year: Helen Witcombe, Deputy Principal and Manager of Tuggeranong Sustainable Living Trades Training Centre.



*Public Education Awards 2017 recipients with the Minister of Education and Early Childhood Development and the Director-General Education Directorate*

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

- > Eric McCabe – Hawker Primary School
- > Graeme Falls – Canberra High School
- > Ian Johnson – Melrose High School
- > Jennifer Hall – Macgregor Primary School

- > Mark Ashdown – Gungahlin College
- > Patricia Cregan – Gold Creek High School
- > Rae Pottenger – Narrabundah College

## **PROFESSIONAL LEARNING TO ENCOMPASS INCLUSIVE EDUCATION, EVIDENCE-INFORMED PRACTICE, COMMUNITY ENGAGEMENT AND LEADERSHIP AT ALL LEVELS**

### **Safe and Inclusive Schools Initiative**

Since the launch in March 2018, the ACT Safe and Inclusive Schools (SAIS) initiative has provided professional learning programs at the whole school level and to the ACT public school psychology service. They also offered two general sessions to allow relief teaching staff and other school staff who may be on leave to access the training.

A public community feedback session on professional learning for International Day against Homophobia, Transphobia, Biphobia and Intersex Discrimination (IDAHOBIT), was attended by a small but diverse participant group including parents, teachers, senior secondary college students, and community organisation staff.

Support and advice on addressing school-specific issues is available to all schools, across the range of SAIS Initiative supports including:

- > individual student needs and welfare;
- > student awareness of inclusion and diversity;
- > consultation on inclusive curriculum design; and
- > planning/review with school leaders on inclusion strategies, and management of school staff and parent community information needs.

The SAIS website [www.saisact.info](http://www.saisact.info) was updated to include links to community and health support organisations and other useful online resources and information links. SAIS continues to work on a request as required basis to support teachers and school leaders to identify, adapt and use appropriate learning materials relevant to the Australian Curriculum, identified student learning needs, and the school community context.

### **Learning Power**

In October of 2017 Professor Claxton built on his previous work with ACT Principals, developing strong links between the learning power approach and the general capabilities of the Australian Curriculum. His keynote address and School Leader Master Class workshop with secondary school principals focussed on teaching and learning approaches that lead to improved student outcomes.

### **Engaging Schools Summit 2017**

In September 2017, Student Engagement presented an Engaging Schools Summit (the Summit) to educational leaders. Lee Watanabe-Crockett (international educational speaker and author), Professor John Fischetti (Head of Education, University of Newcastle) and Peter Morgan (experienced principal and educational consultant) delivered keynote presentations. Workshops were facilitated by the keynote speakers, ACT school representatives, NSET and Learning and Teaching.

A Community Services Expo was also set up for educational leaders to investigate community service collaborations in order to produce positive outcomes for students. The overarching theme was around future focused and innovative education. The Summit was well attended and the feedback obtained was very positive.

### **Positive Behaviour Learning**

Each ACT public school operating under the Positive Behaviour for Learning (PBL) Framework has an internal coach to lead implementation of PBL in their schools. This internal coach is supported by four coaches from the Education Support Office who provide professional learning and ongoing support to the school implementation team, acting as coach and critical friend. To date, there are 40 PBL ACT public schools.

### **Everyone Everyday**

Everyone Everyday is a national award winning Social Emotional Learning (SEL) program that supports schools to create inclusive school environments. It consists of a comprehensive teaching resource and professional learning program.

The Directorate has worked in partnership with Catholic Education and the Association of Independent Schools ACT to develop a cross sectoral train-the-trainer model to deliver the Everyone Everyday program professional learning to teachers, school leaders and learning support assistants across the ACT education system.

The evaluation undertaken has included extremely positive feedback, with participants reporting the content of the program and resources were helpful for teaching practice and directly relevant to the classroom. Across 2017-18, Everyone Everyday was run 10 times with 109 Directorate staff attending, including 53 relief teachers.

### **Online Training**

Online Training (OLT) was founded in 2008 to provide flexible professional development for teachers and teaching assistants who support children and young people with individual educational needs. This year, 133 Directorate teachers completed the Online Learning Modules which are delivered through tutor-led sessions for discussions, presentations and sharing of resources as well as self-paced individual study over an 8 to 10 week period. The topics available include:

- > Understanding Autism Spectrum Disorders/ASD;
- > Understanding Dyslexia and Significant Difficulties in Reading;
- > Understanding and Supporting Behaviour;
- > Understanding Motor Coordination Difficulties;
- > Understanding Hearing Loss; and
- > Inclusion of students with Speech, Language and Communication Needs.

### **Professional Learning - Google Summit**

Professional learning provides staff the opportunity to encompass inclusive education, evidence-informed practice, community engagement and leadership at all levels.

To improve digital education capability the Directorate organised a two-day Google Summit at Gungahlin College in April 2018 available for all ACT teachers to attend. The program was certified by the TQI to provide contributions towards the teacher's professional development. 216 teachers

attended the event and the next summit is planned for April 2019. The Directorate also organises four days of half day workshops every week five of each Term to up-skill ACT public school teachers in specific aspects of the Google G-Suite. 268 staff attended these sessions in 2017-18.

## **WORKFORCE DIVERSITY AND SUPPORT NETWORKS**

### **Aboriginal and Torres Strait Islander Staff Network**

The Directorate supports the Aboriginal and Torres Strait Islander Staff Network (Staff Network). Membership is open to all Aboriginal and Torres Strait Islander employees; including permanent, contract and casual staff. Aboriginal and Torres Strait Islander pre-service teachers in the ACT are offered associate membership of the Staff Network to establish relationships and connections within the Directorate. The Staff Network meets quarterly with the Education Governance Committee (EGC) to provide feedback and advice regarding the cultural integrity journey being undertaken by the Directorate and systemic workforce issues.

### **Accessibility Advisory Group**

The Accessibility Advisory Group (the Group) was established in 2017 as a consultative mechanism for employees with disability. The Group has met regularly to provide input into the development of the *EDU Access and Inclusion Employment Action Plan*. The Group also has a presence on the ACTPS Disability Allies Network, coordinated by the Inclusion Team, Workforce Capability and Governance Division, CMTEDD. Increased membership of the Accessibility Advisory Group will be encouraged, coinciding with the launch of the *Access and Inclusion Employment Action Plan* in 2018.

### **Access and Inclusion Employment Action Plan**

An *Employment Action Plan* for people with a disability has been developed and will be launched in the second half of 2018. The draft Action Plan has 28 initiatives and a total of 46 actions relating to building inclusive workplaces where people with a disability are welcomed and their contributions valued.

The Directorate supports the employment of people who identify with a disability through multiple pathways. In 2017 the Directorate employed a total of eight employees who identified as having a disability. One through the graduate program and two through the whole of government Inclusion Vocational Employment Program. Five people were also employed in 2017 on work engaging with principals and directors led by a principal on secondment into the Education Support Office. The two trainees employed through the whole of government Inclusion Vocational Employment Program were nominated for an award at the 2017 Chief Ministers Inclusion Awards. One trainee was nominated as a joint winner in the Emerging Young Leader category.

In 2018 the Directorate employed four graduates who identified as having a disability, through the ACTPS Graduate Program.

### **EDU LGBTIQ Staff Network**

In July 2017 the Office of LGBTIQ Affairs (the Office) was established by the ACT Government. The Office is leading the development of the *ACT LGBTIQ Strategic Plan 2018-22*, which will be accompanied by annual Action Plans to achieve the ACT Government's vision for Canberra to be the most LGBTIQ inclusive city in Australia.

The Directorate supports the Office through the ACT Government's vision by promoting Directorate employment attraction, retention and ongoing development action for LGBTIQ employees.



An information session to establish an Education Directorate LGBTIQ staff network was held 16 May 2018. Outcomes from the meeting included a commitment to continue the discussion regarding a network model that reflects the diversity, inclusivity and culture of the LGBTIQ community. It was also agreed that allies who want to make positive and real contributions are welcome in the network.

## **SCHOLARSHIPS FOR TEACHERS TO ACHIEVE POST-GRADUATE QUALIFICATIONS**

### **Teacher Scholarships Program**

The Directorate's Teacher Scholarships Program provides teachers and school leaders with financial support (fee reimbursement) to undertake further study, training and/or research to build teacher capability leading to improved student outcomes.

In June 2018, the Teacher Scholarships Program selection committee met to consider 26 applications. Out of the applications 16 scholarships were awarded. Ten of the scholarships were for study in the priority areas of STEM and Complex Needs and Challenging Behaviours. Successful recipients will have 24 months (2018-20) to complete their scholarships.

In the 2017-18 financial year the Teacher Scholarships Program received and paid claims for reimbursement amounting to \$138,400 to teachers and school leaders currently holding scholarships.

## **COACHING AND MENTORING FOR LEADERS AND ASPIRING LEADERS**

### **Strengthening Leadership Capability Strategy**

Through 2017-18, the Directorate is developing a Leadership Capability (the Plan). The Plan will outline a multi-faceted approach to strengthening the leadership capabilities of all school leaders at the Principal, Deputy Principal and Executive Teacher level and is based on a strengths-based model with Professional Learning Communities (PLCs), coaching and mentoring at the centre. The goal of the Plan is to strengthen the capability of school leaders at all levels to have the maximum impact on teaching and learning.

The Plan echoes the Australian Institute of Teacher and School Leadership (AITSL) statement on what is required for vibrant learning cultures in schools and the whole system to thrive, “...*there must be diverse forms of support: learning communities, practitioner-based research, experiential events, reflection, courses, lectures, peer feedback, shadowing including coaching and mentoring and action.*” The services delivered in this Plan reflect these diverse forms of support. Underpinning these diverse forms of leadership capability support will be:

- > an evidence-informed approach; and
- > a move to a system approach to PLCs.

The Plan will align with the *Future of Education Strategy*, the Directorate's Strategic plan, the AITSL Principal Standard and the Education Directorate's draft *Principal's Assessment Framework*. This Plan will also address the ACT Government's 2015-16 ongoing election commitment, parliamentary agreement regarding mentoring and pedagogical leaders.

## WORK WITH THE EDUCATION AND CARE SECTOR TO PROFESSIONALISE THE WORKFORCE

### Education and Care Workforce

On 1 February 2018 the Productivity Commission released its Report on Government Services (RoGS) chapter that covers childcare, education and training.

The RoGS report shows that the ACT had 61.7 percent of primary contact staff in early education and care services with a relevant formal qualification at, or above, certificate III. While this figure is the lowest in the country it shows an 11.2 percent improvement for the ACT since the *2013 Early Childhood Education and Care National Workforce Census* (the Census) for certificate III graduates ([https://docs.education.gov.au/system/files/doc/other/2016\\_ecec\\_nwc\\_national\\_report\\_sep\\_2017\\_0.pdf](https://docs.education.gov.au/system/files/doc/other/2016_ecec_nwc_national_report_sep_2017_0.pdf)).

The census shows 34.4 percent of educators nationally, in a Child Care Benefit (CCB) approved service, are studying towards a qualification.

As of 22 January 2018, there were 78 government preschools and 20 non-government preschools. In the ACT, approximately 90 percent of preschool program educators have a university qualification, which places the ACT in the top two jurisdictions in the country.

Since the introduction of the NQF in 2012, the ACT Government has supported the growth of qualified staff for the education and care sector. Scholarship grants are offered through an Early Childhood Degree program. In 2017-18 there were 49 scholarship holders studying towards a degree in early childhood education.

### Building Early Childhood Capacity in Schools and Reducing Red Tape

In the ACT, Government preschools are regulated under the *Education and Care Services National Law Act 2010*, as is the case in the majority of jurisdictions. Government preschools are also regulated under the *Education Act 2004*. The *Preschool Project – Growing Preschool Expertise* commenced in June 2017 as a pilot program which aims to grow the knowledge and expertise within government preschools about the NQF, particularly the assessment and rating process.

Four early childhood educators from ACT public schools were seconded to the project to work within the ACT Regulatory Authority and build their knowledge of the assessment and rating process under the NQF. The program included Australian Children's Education and Care Quality Authority (ACECQA) Authorised Officer and Assessor training, further training and mentoring from Team Leaders, assisting experienced Authorised Officers with assessment and rating tasks, and conducting full assessment and ratings and compliance audits in all service types.

These officers will return to ACT public schools equipped with the knowledge and ability to better support their schools, colleagues and the school network.

Further information relating to Workforce Capability is included in section B8 – Human Resources Management.



## Strategic Partnership

### FACILITATE A COMMUNITY CONVERSATION TO INFORM GOVERNMENT'S STRATEGY FOR THE FUTURE OF EDUCATION

In February 2017, the ACT Government committed to having a 'big conversation' across the community to work towards the development of a 10-year strategy for the future of education in the ACT. This commitment included engaging a broad range of people in the conversation and to hearing the voice of students.

In the 2017-18 financial year, a diverse range of engagement and consultation activities were undertaken with nearly 5,000 people contributing to the conversation, 2,200 of whom were students. All input into the conversation was recorded and analysed.

Areas of interest that emerged for the community comprised of creating schools where young people love to learn including learning around their interests and passions, schools which have high expectations of every student, and schools that have a curriculum that emphasises future focused capabilities such as critical thinking, collaboration, creativity, resilience and citizenship.

Another key issue for the community was to increase the focus on wellbeing, seeing it as a necessary part of or condition for good learning outcomes. Feedback spoke of the need to ensure good wellbeing supports are available across the jurisdiction, that students have a sense of belonging in their school communities and that schools are a place where effort and growth is valued as much as a grade.

The release of the *Future of Education Themes* document in August 2017 made visible this community input and key issues and provided clearer focus for more targeted consultation.

A series of targeted workshops were held in March 2018 to test the themes and help refine and shape the strategy. This resulted in four broad focus areas emerging that will provide the foundations for the strategy. These foundations included:

- > **Students at the centre** which focuses on practices that prioritise and support the engagement of every student in their learning and their learning environments;
- > **Empowering teachers** which focusses on supporting teachers to meet the range of diverse student need and to continually build their own practice expertise;
- > Creating **communities of learning** which recognises that schools need to be collaborative communities where, in tandem with government services, community agencies and the broader community, schools work together to meet the diverse needs of students and their families; and
- > **Systems of support** which will focus on equity and quality by ensuring schools are networked, offer smooth transitions, provide effective welfare-based supports and good access to the data needed to ensure and monitor every child's growth year on year.

Feedback also highlighted the importance of high-quality early childhood education and care as essential to later life learning outcomes. An *ACT Early Childhood Education Strategy*, also under development, will sit alongside the *Future of Education Strategy*.



*Student contributions to the Future of Education*

The number of people/organisations who participated in the consultation included:

**Phase one: Individual and group submissions: May - December 2017**

| Sector                             | Submissions | Approximate number of people <sup>1</sup> |
|------------------------------------|-------------|---|
| Schools                            | 68          | 1,788                                     |
| Students and young people          | 53          | 2,039                                     |
| Parents, families and carers       | 62          | 517                                       |
| Community sector                   | 11          | 38  |
| Early childhood education and care | 2           | unknown                                   |
| ACT government staff               | 19          | 204                                       |
| Other <sup>2</sup>                 | 56          | 87  |
| <b>Total</b>                       | <b>271</b>  | <b>4,673</b>                              |

<sup>1</sup> All people numbers are approximate as some submissions did not provide exact figures.

<sup>2</sup> Submissions did not identify whether they came from a particular group.

**Phase two: Workshops - March 2018**

| Sector                               | No of people |
|--------------------------------------|--------------|
| ACT Government                       | 6            |
| Community Organisations              | 22           |
| Education Support Office-based staff | 37           |
| Parents, families and carers         | 11           |
| Schools and School-based staff       | 40           |
| School Board Chairs                  | 18           |
| Students                             | 12           |
| Other                                | 2            |
| Total                                | 148          |

**Phase two: Workforce Survey - April 2018**

| Sector              | No of people |
|---------------------|--------------|
| ACT Government      | 472          |
| Catholic Education  | 109          |
| Independent Schools | 129          |
| Total               | 710          |

The ACT Future of Education Strategy was released in August 2018. Further consultation will take place to develop an implementation plan in partnership with school sectors and the broader community.

## **STRENGTHEN THE RELATIONSHIP WITH COMMUNITY SERVICES DIRECTORATE WITH AN EMPHASIS ON THE RESPECTFUL RELATIONSHIPS PROGRAMS**

The Directorate has an ongoing positive and collaborative relationship with the Community Services Directorate (CSD) and recognises that effective collaboration with the broader human services sector is critical to ensuring in students with complex needs and challenging behaviours, and their families, are well supported. In 2017-18 the Directorate collaborated with CSD in a number of ways, including supporting the ongoing role of Child and Youth Protection Services (CYPS) Liaison initially employed in February 2017. The role fosters connections between the Directorate and children in the care and protection system and assists with enquiries from schools, CSD or ACT Together about child protection and education matters.

As part of progressing respectful relationships work, the Directorate has also continued to strengthen its relationship with the *Office of the Coordinator General for Family Safety*. Directorate staff attended a workshop involving Our Watch in March 2018 which provided a briefing across ACT Government and the community sector. Our Watch delivered a session specifically on Respectful Relationships education which has helped to inform the Directorate's approach in this area.

The Directorate is committed to making schools a place where staff and students promote respectful relationships and gender equality and do not accept gender-based discrimination. Respectful Relationships education curriculum has further developed in recent years, with the link between this area and primary prevention of gender-based violence becoming more widely understood.

Schools work in a range of ways to assist students to build the skills, values and attitudes required to develop and maintain positive, healthy and respectful relationships. Schools identify curriculum and training from a range of endorsed sources that meets the needs of their community as detailed on the Directorate website Respectful Relationships education page:

[https://www.education.act.gov.au/teaching\\_and\\_learning/respectful-relationships-education](https://www.education.act.gov.au/teaching_and_learning/respectful-relationships-education).

## **IMPLEMENT SUPPORTING PARENTS PLAN**

### **Early Childhood Strategy**

The Directorate is progressing the development of a comprehensive early childhood strategy to continue to drive quality and accessibility of the ACT early childhood education and care sector. The *Early Childhood Strategy* will provide the means for delivering the Supporting Parents Plan. In 2017-18, scoping of the *Early Childhood Strategy* project commenced with specific consideration of connections with the Future of Education and the Human Services Cluster initiatives. Consultation with the sector and the Early Childhood Advisory Council is ongoing throughout the development of the strategy.

The Out of School Hours Care trial for preschool children will be the first step in evaluating the capability of co-located wrap-around service delivery for preschool children at ACT public schools. The specifics of the trial are being considered as part of the development of an *Early Childhood Strategy*.

## **SAFE AND SUPPORTIVE SCHOOLS**

The Directorate's *Safe and Supportive Schools Policy* provides guidance to schools on promoting safe, respectful and supportive school environments. Schools are required to have processes and procedures in place to address and prevent bullying, harassment and violence, including cyberbullying. Schools' preventative focus includes social and emotional learning approaches and

digital citizenship programs that support the development of resilience, critical thinking and social skills.

## Bullying

The Directorate recognises the lasting impact bullying can have on everyone involved, including those who witness it; and the importance of schools, young people and families working together to create safe school communities for everyone. The Directorate's ongoing commitment to countering bullying and violence is evident through a range of initiatives.

The Directorate is a member of the Safe and Supportive Schools Community (SSSC), a working group of representatives from all states and territories. The Directorate participated in the SSSC Annual Planning Meeting in Brisbane in June, which provided an opportunity to discuss and collaborate with other jurisdictions on contemporary student wellbeing issues and hear about recent updates relating to research and evidence-based resources. The SSSC manages the *Bullying. No Way!* website and promotes the National Day of Action (NDA) against Bullying and Violence.

The NDA is a positive day of action, bringing school communities together to actively discuss and think about preventing and addressing bullying and violence. In 2018, the NDA was on March 16 with 56 ACT public schools registering their participation in this day, including 37 primary schools, 17 high schools and 2 colleges. ACT public schools access a range of resources and materials from the *Bullying. No Way!* website for the NDA and also to address bullying through the curriculum throughout the year.

From May, schools' capacity to document data about incidents involving bullying and harassment, monitor numbers, reflect and act on emerging trends has been strengthened through the implementation of a specific module in the Schools' Student Administration system (SAS). Further information for the community is available on the Directorate's website:

[www.education.act.gov.au/teaching\\_and\\_learning/learn-anywhere-ict-for-students/keeping-safe-online](http://www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students/keeping-safe-online)

[www.education.act.gov.au/school\\_education/safe\\_supportive\\_schools](http://www.education.act.gov.au/school_education/safe_supportive_schools)

## E-safety

In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Our SchoolsNET ICT network provides students with reliable access, which is safe and secure. This includes filtered internet on any device connected to our network, whether it be a school computer or a student's personal electronic device (PED) connected to our WiFi.

The Directorate partners with the Office of the Commonwealth Children's e-Safety Commissioner to provide a variety of best practice online information, interactive games and webinars available for teachers, students (all ages) and parents. This includes online Virtual Classroom webinars, which the Directorate has been running since October 2014. A total of 11,311 students have participated to date.

## Continuum of Education for High Schools

All ACT high schools are implementing the Continuum of Educational Support (CES) model, a holistic and evidence-based framework for best practice approaches to the learning engagement of high school students, and a coherent strategy for the provision of flexible learning options and alternative education programs. The Education Support Office is supporting schools to implement the CES model that allows for flexible responses to meet the diversity of need within each school community.

The Directorate has also worked collaboratively with students and key government and non-government stakeholders to design a new, innovative and community-based Off Campus Flexible Learning Program that provides a pathway for students with complex needs who, at a particular point in time, cannot successfully access education in a mainstream school setting.

## Implementing School Uniforms

The *Dress Standard and Uniforms in Canberra Public Schools* policy was launched in 2016 with implementation achieved at the end of 2017, requiring all ACT public schools to create and implement their own uniform and dress standards in partnership with their school communities. School uniforms benefit students by:

- > assisting students to learn the importance of appropriate presentation;
- > promoting the safety of students through easier identification;
- > keeping costs of clothing within reasonable limits for parents; and
- > promoting a sense of school identity and belong among students.

The Directorate is continuing to support schools to work with their communities to design and develop school uniforms that reflect the unique identity and culture of their school, with a focus on equitable uniform choices.

## EXPLORE MEDIUM AND LONG-TERM PARTNERSHIPS WITH THE EARLY CHILDHOOD EDUCATION AND CARE SECTOR

### Sector education and engagement

The Children's Education and Care Assurance (CECA) organises and participates in a range of educative and deliberative forums with the education and care sector. In 2017–18 CECA held three Education and Care Sector Meetings in August, December and April.

More than 500 participants attending the meetings representing educators, managers, services and providers, and other stakeholders such as training organisations from across the sector. The meetings covered a number of important topics, such as:

- > amendments to the and National Quality Standard (NQS);
- > engagement of children with high care needs and Inclusion Support Plans; and
- > contributing to the development of the Early Childhood Strategy.

On 18 October 2017, CECA facilitated the Collaborative Partnerships with Families and Communities Symposium (the Symposium) with a focus on Quality Area 6 of the NQS (<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities>) and developing strategic networks between the community and early childhood education and care services.



The Symposium centred around collaborative partnerships with families and communities and allowed for 165 leaders and educators within the sector to hear from others and ask questions to an expert panel. Presentations included:

- > meaningful engagement with Aboriginal and Torres Strait Islander communities;
- > effective collaboration with schools and families in Outside School Hours Care; and
- > bringing relevance to engagement with your services' community.

In November 2017, CECA undertook a survey of services on assessment and rating reports, to ensure these reports provide clear information on the ratings given and how services can continue to improve. Of 129 services that participated, 77 (60%) responded with the majority reporting that assessment and rating reports provided by CECA reflected their service well and clearly explained reasons for the service rating. Respondents reported that the notes on quality improvement were helpful in linking to best practice resources and information.

In 2017–18 the Director, Early Childhood Policy and Regulation, visited 10 education and care services across the ACT to gain firsthand knowledge and understanding of programs and practices in these settings. The visits provide an informal means for practitioners to discuss day-to-day challenges and successes in services.

## **ONGOING SUPPORT OF STUDENTS WITH NATIONAL DISABILITY INSURANCE SCHEME**

As the National Disability Insurance Scheme (NDIS) continues to evolve, the Directorate works closely with the National Disability Insurance Agency (NDIA) and the education sectors to collaborate and address issues regarding the operational interface and their associated transition to the NDIS.

In July 2017, Directorate staff completed assessments for 64 year 12 students with disability to support the NDIA in determining their suitability for NDIS funded School Leavers Employment Support. As a result, 46 of these students were able to access a package of highly individualised NDIS funded supports to assist them to develop their employment skills and to foster employment sustainability.

## **IMPLEMENTATION OF THE ABORIGINAL AND TORRES STRAIT ISLANDER WHOLE OF GOVERNMENT AGREEMENT**

The ACT Government acknowledges that connection to country holds spiritual, social, historical, cultural and economic importance for Aboriginal and Torres Strait Islander peoples.

The *ACT Aboriginal and Torres Strait Islander Agreement 2015–2018* sets out the commitment of the ACT Government, our service partners, the Aboriginal and Torres Strait Islander Elected Body, and most importantly the community, to work together to recognise and respond to the needs of Aboriginal and Torres Strait Islander people living in the ACT and surrounding region.

The Agreement asks the ACT community to work in partnership with Aboriginal and Torres Strait Islander people in the ACT to build strong foundations, resilient families, and to support Aboriginal and Torres Strait Islander people living in the ACT and surrounding region to achieve their personal life goals, whatever they may be.

Schools play a critical role in building respectful interactions with the community. The Directorate's focus on building cultural integrity with ACT Public Schools is based upon the understanding that we must tailor our approach to the needs of individuals within a school community context. Throughout



the year, the Directorate has sought to continuously improve the delivery of the life changing service of Education to Aboriginal and Torres Strait Islander students, their families and to the community.

The Directorate has achieved this through the following initiatives and programs:

- > *Cultural Integrity Self-Assessment Continuum*;
- > National Reconciliation Week;
- > *Reconciliation Plan - Keeping it Alive 2016-18*;
- > Garma Festival;
- > Community Yarns; and
- > Aboriginal and Torres Strait Islander Employment.

Further information is available in section B1 Aboriginal and Torres Strait Islander Student Outcomes.

# Culture

## IMPLEMENTATION OF SCHOOLS FOR ALL RECOMMENDATIONS

In 2017 the ACT education sector, including ACT Public Schools, Independent Schools and Catholic Education schools, remained focused on system reform leading to all schools being safe and inclusive learning environments for each student. As a sector we continued the implementation and embedding of the recommendations of the Expert Panel Report to meet the needs of children and young people who present with complex needs and challenging behaviours, including disability.

Nearly all of the 50 recommendations of the expert panel have been finalised however the ongoing focus on systemic cultural change continues. This focus has ensured that all children and young people in all ACT schools are placed at the centre of all decision making relating to education policy and practice.

Key achievements throughout the year include:

1. **Physical learning environments to foster learning culture** – Schools accessed support through professional learning and infrastructure and capital works to create sensory spaces within the school environment. Sensory spaces are available to all students and may assist individuals to manage their sensory needs and safely withdraw if they require time away from busy school environments.
2. **Continuum of Educational Support model** – The Continuum of Education Support (CES) model is a holistic framework for best practice approaches to the learning engagement of all high school students in the ACT was introduced in 2018. The framework encompasses provision of flexible learning options and alternative education programs.
3. **Engaging Schools Summit** – The Directorate coordinated a cross-sectoral Engaging Schools Summit in September 2017, providing access to experts in innovation and evidence-based research supporting all learners to become engaged members of the learning community.
4. **Positive Behaviour for Learning** – The Directorate has strengthened supports for schools through the Positive Behaviour for Learning Framework (PBL), a research and evidence based, whole school approach for creating safe and supportive school environments. The Directorate has developed innovative additions to the PBL model by integrating Neuroscience in Education (NeuEd) and Trauma Informed Practice to PBL processes and training. This focuses on creating enriched environments to influence brain development and maximise wellbeing for learning.

At the heart of this program of cultural reform is the core value of equity in our school and early childhood education and care systems. The ACT education sector embraces the fundamental belief that every child and young person deserves a great education and the life chances that flow from it. The key themes in *Schools for All* also align with the key themes in the *Future of Education* initiative, which form part of our education strategy for the next 10 years.

## SCHOOLS TO DEVELOP EVIDENCE-BASED IMPROVEMENT STRATEGIES AND SCHOOL NETWORK SHARING BEST PRACTICE

The 2017 Australian Council for Educational Research (ACER) system review report recommended that individual school strategic planning be redesigned with a core focus on developing sharp and narrow improvement agendas that are measured through appropriate targets.

The School Improvement Division (the Division) continues to develop a shared understanding of evidence-based improvement strategies both at the system level and across schools. In 2018, the Division Directors participated in master-classes to deepen their understanding of the use of the National School Improvement Tool (NSIT), strategic planning and data analysis to ensure alignment with the School Improvement Cycle (SIC).

School leader development needs have been identified with regard to understanding evidence informed approaches to school improvement. Modules are being developed for system and school leaders to use a rigorous evidence informed approach that is consistent and coherent across and within schools and within the Education Support Office to inform decision making at all levels of school improvement. These modules include: *creating a culture of collaborative inquiry*, *multiple sources of data*, *leading evidence informed practice* and *the data literate leader*.

## SATISFACTION WITH ACT PUBLIC EDUCATION

The Directorate has been giving priority to strengthening relationships with parents and the community. The Directorate uses several indicators to measure its success in engaging with students, parents and the community, including student and parent/carer satisfaction. From 2018 the Directorate will report strategic indicators drawing information from the *Australian School Climate and School Identification Measurement Tool Student Survey* (ASCSIMT) to measure the quality of these relationships within schools. These indicators will show the change over time of the strength of identification, or 'belonging' with their schools of the students, staff and parents/carers.

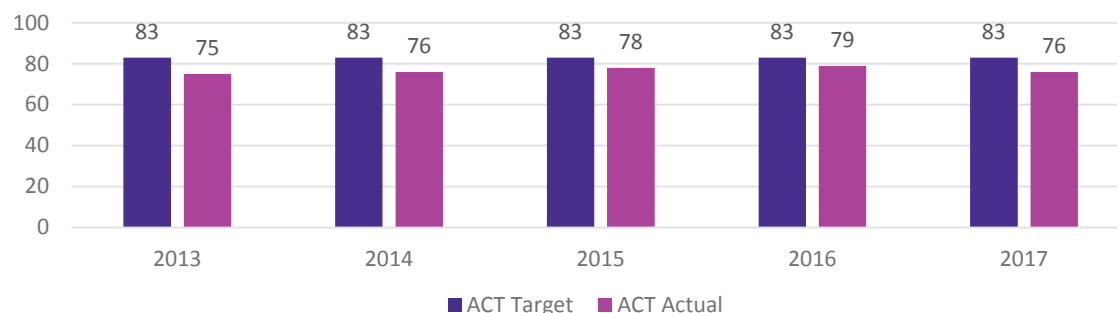
The perception of and satisfaction with public education is an important indicator of the trust and confidence of the ACT community that the public education service available to all families can, and is, delivering outcomes for their children and young people that will stand them in good stead through further study, employment and indeed, throughout their lives.

Measures that assist in painting this picture include data on the retention rates of students within the public school system, changes in the proportion of students and their families choosing either a public or a non-government education system. Positive changes in school attendance rates, along with the overall satisfaction of students and their families with public education in the ACT all contribute to building that picture further. Finally, data on student post-school destinations, rounds out this picture.

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

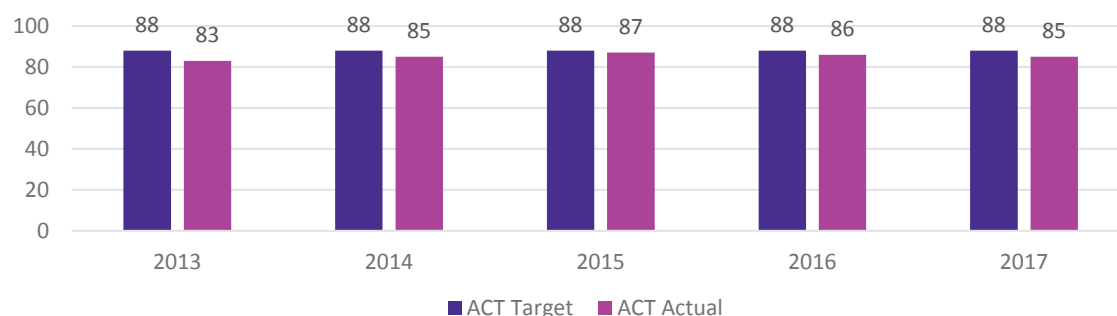
The data below (Figures B2.18 and B2.19) indicate that there was a high level of student, parent and carer satisfaction with the education provided at public schools over the past five years. Overall student satisfaction (across primary, high and college sectors) with the quality of education received at public schools has increased slightly from 75 percent in 2013 to 76 percent in 2017 (Figure B2.18). The level of overall parent/carer satisfaction was stable over the last five years from 2013 to 2017, with 2017 performance of 85 percent being just below the target of 88 percent (Figure B2.19).

**Figure B2.18: Percentage of overall student satisfaction with education in ACT public schools between 2013 to 2017**



Source: ACT Education Directorate

**Figure B2.19: Overall satisfaction of Parents and Carers with the education provided at ACT public schools, 2013 to 2017**



Source: ACT Education Directorate

## BETTER SCHOOLS FOR OUR KIDS – SCHOOL PSYCHOLOGISTS

### School Psychology Services

The Directorate supports students and school communities by utilising the skills and expertise of school psychologists and allied health professionals to identify and remove barriers to students accessing education. Psychologists and allied health professionals can provide supports at the whole-school level (universal), through small groups (selected) and for individual students (targeted).

The *2017-18 ACT Budget* provided resourcing to recruit an additional five full-time school psychologists for ACT public schools. These psychologists commenced in January 2018. An additional ten full time psychologists will be recruited at the end of 2018 to start in our schools in 2019.

Students, parents/carers and school staff in ACT public schools have access to their school psychologist to identify and support their learning, wellbeing and mental health needs. The work of the school psychologists is based on an early intervention and prevention model which is ecologically informed, meaning they consider all parts of a student's life (family, classroom, peers) when working with a child or young person. The ACT Education School Psychology Service is part of the wider ACT mental health system including ACT Health, Headspace and the Australian Child and Adolescent Trauma, Loss and Grief Network - Australian National University (ANU).

In addition to school psychologists, the Network Student Engagement team (NSET), based in each of the ACT public school networks, provides multidisciplinary input from professionals to support individual students and build capacity within schools. The team comprises of social workers, speech pathologists, occupational therapists, senior psychologists and specialist educators.

In the ACT there were 51 public primary schools participating in the KidsMatter program and 19 public high schools and colleges engaged with the MindMatters programs during 2017-18. These evidence-based Australian mental health and wellbeing frameworks help take care of student's mental health needs and prevent issues from arising in the first place.

The ACT Child and Adolescent Mental Health Service (CAMHS) is partnering with four selected ACT public schools to provide the *Understanding and Responding to Feelings and Behaviours* (UR Fab) mental health early intervention program for children in Years 1 to 3 during 2017-18. The program aims to support children who are struggling to manage their strong emotions and behaviours, as well as to improve social skills and friendship skills. Research has shown that helping families and schools work together in the early years can have positive results for children both in their classroom and the wider world.

## Early Childhood Education and Care

The first three to four years of life establish a child's learning and development. Children's brains develop rapidly from birth, with healthy brain development setting the foundation for learning and positive social relationships.

International and national evidence demonstrates that participation in quality early learning programs has significant benefits for young children because it makes the most of the brain's keen ability to absorb information and acquire skills early in life.

Children who have accessed quality, structured early learning programs are more likely to make a successful transition to school, stay longer in school, continue to further education and fully participate in employment and community life as adults. These children experience the benefits irrespective of their family, social or economic context.

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

The NQF established the Education and Care Services National Law – a uniform approach to regulation and quality assessment of the sector. Under the National Law, services are assessed and rated against the National Quality Standard (NQS) (<https://www.acecqa.gov.au/nqf/national-quality-standard>). Following an assessment, an overall rating is given dependent on evidence collected across seven quality areas:

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

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

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

As at 30 June 2018, the ACT had 357 services approved under the National Law. Of these, 321 services have a quality rating, representing approximately 89.9 percent of services. The nominal capacity of the sector is approximately 24,000 full time places for children.

As at 30 June 2018:

- > 232 services have received their first assessment and rating only; and
- > 158 services have received a subsequent assessment and rating audit, of which:

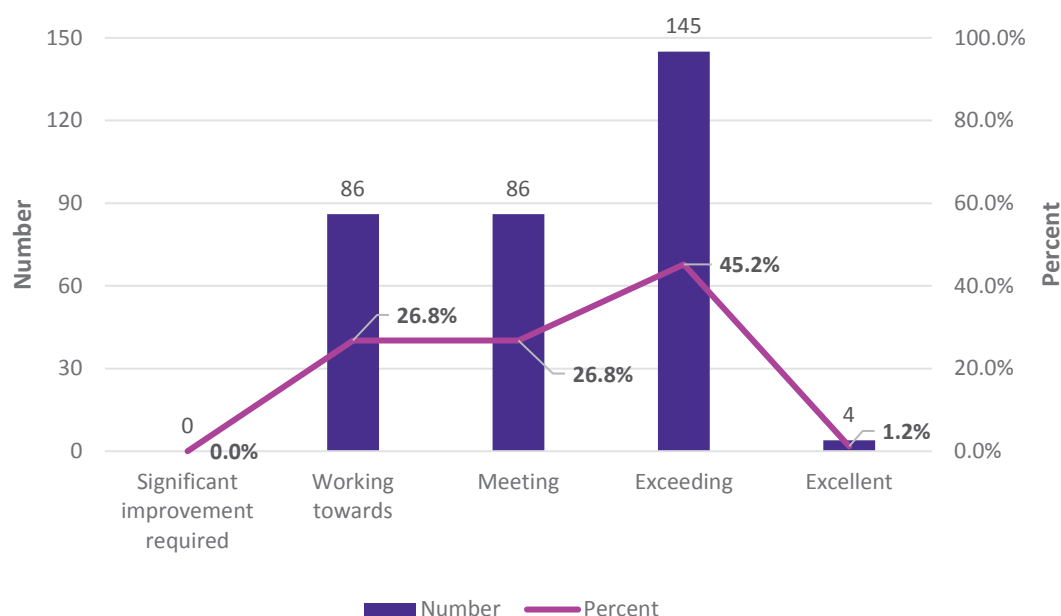
- 58 percent of services were rated with a higher rating than their previous report
- 39 percent of services that were rated were unchanged, and
- 3 percent of services were rated lower than their previous report.

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

As at December 2015, all services registered prior to March 2014 had received their first assessment under the NQF. As at 30 June 2018, the positioning of education and care services in the ACT was:

- > 0 (0%) services had a Significant Improvement Required rating;
- > 86 (26.8%) services had a Working Towards rating;
- > 86 (26.8%) services had achieved a Meeting rating;
- > 145 (45.2%) services had achieved an Exceeding rating; and
- > 4 (1.2%) services had achieved an Excellent rating.

**Figure B2.20: Education and care sector services awarded a quality rating as at 30 June 2018**



## CHILDREN'S EDUCATION AND CARE ASSURANCE

The National Quality Framework (NQF) for the education and care sector established the *Education and Care Services National Law 2010* (the National Law) and a uniform approach to the regulation and quality assessment of the education and care sector. The Director-General of the Education Directorate is the ACT's Regulatory Authority.

The National Law places obligations upon the ACT Regulatory Authority, CECA, to undertake investigation, compliance, enforcement and assessment and rating functions against the NQS. The team is comprised of expert officers working in the following areas:

- > Quality Assurance;
- > Audit and Risk Management; and
- > Investigations.



## Quality Assurance

The key objective of Quality Assurance is to assist providers and services in their journey of continuous improvement in delivering quality early childhood learning to children. CECA's Quality Assurance team undertakes the assessment and rating process of the sector in accordance with the National Law. This process provides several benefits:

- > educators with increased skills and qualifications;
- > better support for children's learning and development; and
- > a national register to help parents assess the quality of education and care services in their local area.

## Audit and Risk Management

CECA's Audit and Risk Management team undertake compliance audits and risk assessment audits of education and care services. Compliance audits help to ensure that services are meeting their minimum requirements as set by the National Law.

Announced and unannounced compliance audits are conducted within the year. The team also carries out short notice audits in response to relevant incidents or allegations. These types of audits are called risk audits or if appropriate, emergency response audits. Risk audits and emergency response audits are conducted to resolve any specific and immediate risk to children.

The team also makes a risk assessment of each service in the ACT. These are used to inform the long-term scheduling of audits and quality assessment and ratings. Each service is provided with a risk rating score and overall risk rating which informs the frequency of visits required to the service to ensure the health, safety and wellbeing of children is being sufficiently met.

In early 2017, CECA introduced a compliance self-assessment tool for services to use to monitor their compliance with the National Law. The tool is a positive measure in continuous improvement for the sector in preparing for audits and maintaining compliance. Since its distribution, there has been an improvement in the awareness of services' obligations under the National Law, reflected during audits.

As at 30 June 2018, the team had processed 811 notifications. Of those 811 notifications, 59 matters were investigated, 23 matters were subject to risk audit, and one matter was subject to both investigation and risk audit. The team carried out 247 compliance audits in the financial year and 20 risk audits in response to incidents or allegations that substantiated a rapid response.

## Investigations

CECA's Investigation team works on any information that CECA becomes aware of, that there has or may have been a contravention of the National Law, where the contravention represents a risk, or the potential for risk, to the safety, health and well-being of children. Officers in the Investigation team hold Certificate IV in Government (Investigations), Diploma of Government (Investigations) and/or investigation training of a policing standard.

As at 30 June 2018, 59 investigations were conducted by the team. At the end of June 2018, there were approximately 15 investigations in progress, and 63 cases closed of which 19 have been carried over from 2016-2017. Major areas of investigation for the financial year were: allegations of harm to children; staffing arrangements and inadequate supervision; and missing/unaccounted for children.

## Compliance

As at 30 June 2018 CECA issued 59 compliance actions to the sector. Compliance actions range from administrative letters, to conditions on service or provider approval, enforceable undertakings, emergency action notices, compliance directions, compliance notices, suspension or cancellation of services and prohibition of individuals.

One compliance action was subject to application for external review by the ACT Civil and Administrative Tribunal. This appeal was resolved through a consent to an enforceable undertaking.

## Assessment and ratings completed within legislated timeframes

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

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

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

The target of assessment and ratings completed within legislated timeframes for the 2017–18 financial year was 100 percent. The result for the outcome is determined by calculating the number of assessment and rating cycles in which the final report and rating notices were issued within the legislated timeframe. The final report and rating notice sent date must fall within the reporting timeframe.

The number of assessment and rating cycles conducted to completion during the time period 1 July 2017 to 30 June 2018 was 69. The number completed within the legislated timeframe was 68. This resulted in 99 percent achievement against a target of 100 percent.

## Annual compliance audit is delivered in full

This measures the percentage of compliance audits undertaken for the purpose of a minimum target number established by the Directorate's Senior Executive Team for the 2017–18 financial year. A formal letter from the Director Early Childhood Policy and Regulation to the Senior Executive Team of the Directorate stipulates the number of compliance audits to be undertaken in the financial year for the purposes of this indicator.

A scheduled audit of an education and care service is conducted against the minimum requirements of the *Education and Care Services National Law (ACT) Act 2011*. The target of compliance audits to complete for 2017–18 was 36 (100% target). A total of 36 compliance audits were conducted, resulting in 100 percent compliance with the target number.

**For further information contact:**  
**Director, Early Childhood Policy and Regulation**  
**(02) 6207 1114**

## **UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION: NATIONAL PARTNERSHIP AGREEMENT**

The National Partnership for Universal Access to Early Childhood Education (NP UAECE) is a key element to ensuring young children have free universal access to early childhood education in the year before school. The ACT Government is the major contributor of free access to preschool through 12 hours a week of free public preschool. The NP UAECE provides an additional three hours which gets us to 15 hours of free preschool a week for four year olds.

On 8 May 2018, the Australian Government committed to extend the NP UAECE agreement into 2019. Nationally, \$428 million was committed with around \$9 million allocated to the ACT. The 12-month extension for 2018 is the fifth in a series of such agreements.

The NP UAECE provides a joint funding contribution to support the continued provision of 600 hours per year of free public preschool education, in the year before formal schooling. Its objective is to support universal access to, and improved participation by, children in quality early childhood education in the year before full-time schooling with a focus on Aboriginal and Torres Strait Islander children, and vulnerable and disadvantaged children.

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

For the 2017 assessed performance and related payment under the NP UAECE, the ACT achieved the performance indicators and received full payment of the 2017 performance payment allocation of around \$5 million. The ACT's performance shows 97 percent of four-year old children were part of a preschool program and 95 percent of Aboriginal and Torres Strait Islander children participating in a preschool program available for 600 hours per year. This is an increase from 91 percent of Aboriginal and Torres Strait Islander children for the previous reporting period.

## **NATIONAL QUALITY AGENDA: NATIONAL PARTNERSHIP AGREEMENT**

The National Partnership Agreement on the National Quality Agenda (NP NQA) provides for partial funding from the Australian Government of Regulatory Authorities in each jurisdiction to support assessment and rating of services across the country.

Assessment and rating is an ongoing process that supports the improvement of service delivery and the maintenance of good practice within services. In 2017–18 the ACT conducted assessment and rating of 15 percent of all services to receive the funding.

Under the NP NQA, the ACT received \$459,000 from the Australian Government, of which \$130,000 was contributed by the ACT to the Australian Children's Education and Care Quality Authority (ACECQA) national body.

The Australian Government unilaterally decided in its 2018–19 budget not to fund the NP NQA beyond June 2018. Consequently, the partnership will cease on 30 December 2018.

# International Education Unit

## INTERNATIONAL EDUCATION

The International Education Unit provides supporting services for international students studying in the ACT. The purpose of the International Education Unit is to capitalise on the uniqueness of the ACT public education system to provide quality academic and social experiences for international students by reaching out to strategic partners and building cultural understandings. The International Education Unit has the following strategic priorities:

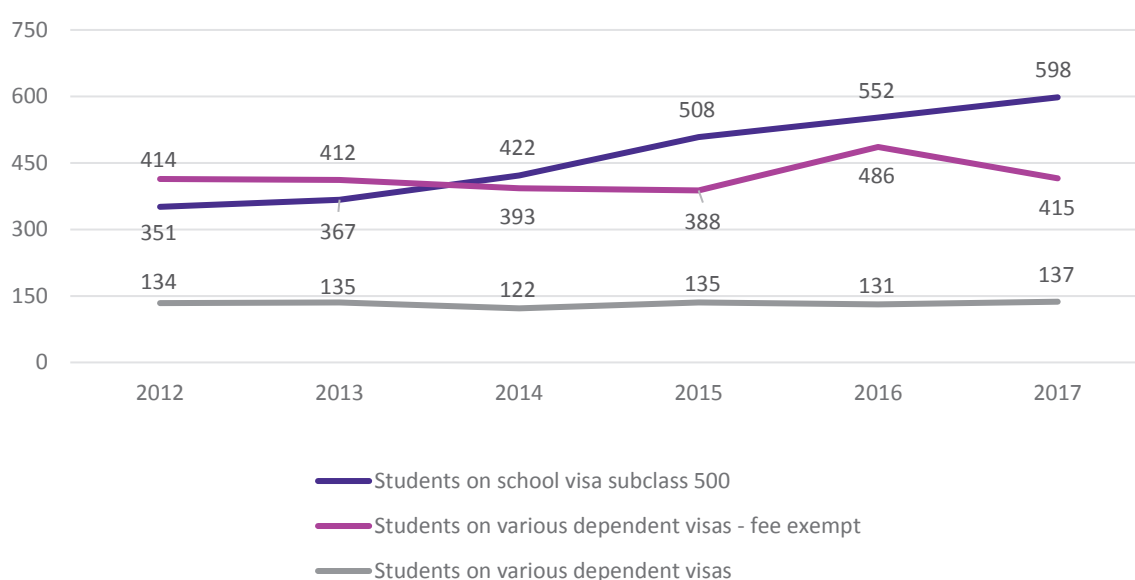
- > quality international education and social experiences;
- > high-performing and enriched international education programs; and
- > evidence-based decision making.

The Directorate embraces cultural diversity and welcomes international fee-paying students on a School Sector Student Visa Subclass 500, and the dependants of temporary residents visa holders, who hold various work or study visas, to enrol into ACT public schools from preschool through to year 12. International student numbers are reported for each calendar year.

The payment of tuition fees for the dependents of temporary residents is dependent upon their parents' visa subclass, with 75 percent of dependents exempt from paying tuition fees in ACT public schools. As their parents are the principal visa holders, dependent children of temporary residents generally enrol onshore.

Over the past five years, there has been steady growth in the numbers of students holding a School Sector Student Visa Subclass 500, with an eight percent increase in student numbers between 2016 and 2017. The numbers of fee-paying students studying in ACT public schools as dependents on their parents' visa has largely remained static over the past six years.

**Figure B2.21: Full fee paying and fee-exempt international students in public schools 2012 to 2017**



Source: ACT Education Directorate

## Non-Government Education

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

### HOME EDUCATION

At the time of the February 2018 census 302 ACT resident children and young people were registered for home education. During the reporting period 389 ACT resident children and young people were registered for home education with 178 of these students being provisionally registered.

In 2017-18, the Directorate met its targets for home education in that it completed the provisional registration of all 178 home educated students within 10 school days of the receipt of the parent's application for provisional registration.

### NON-GOVERNMENT SCHOOLS

In 2017-18 there were 47 non-government schools registered in the ACT (comprising 29 Catholic systemic schools and 18 independent schools). In the reporting period 11 registration processes were conducted. These processes resulted in the registration of:

- > six Catholic systemic schools (Good Shepherd Primary School, Holy Spirit Primary School, Merici College, St Jude's Primary School, St Mary MacKillop College, and St Thomas Aquinas Primary School) being renewed for five years (2018-2022);
- > three independent schools (Burgmann Anglican School, Emmaus Christian School, and Trinity Christian School) being renewed for five years (2018-2022);
- > Islamic School of Canberra for kindergarten to year 7 being renewed for 2018 only; and
- > Taqwa School for kindergarten to year 4 being renewed for 2018 only.

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

In 2017-18, the Directorate met its targets for non-government school education in that it:

- > ensured all non-government schools operating in the ACT during the reporting period were registered; and
- > paid all grants within the required seven business days of receiving funds from the Commonwealth Government.

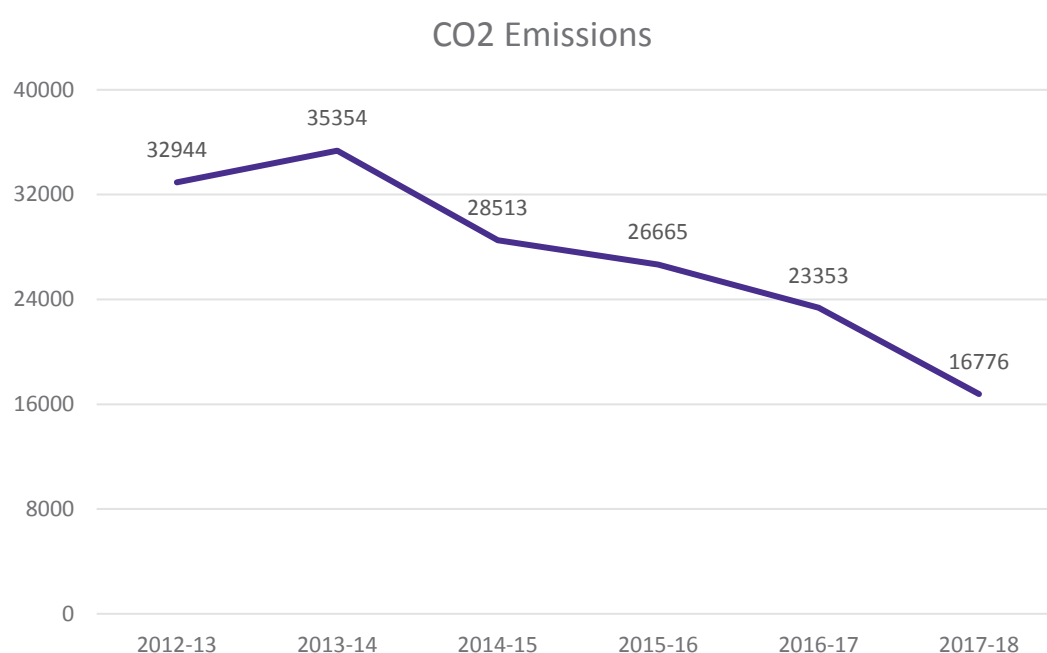
# School Portfolio Carbon Emissions

## SCHOOL PORTFOLIO CARBON EMISSIONS

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

The Directorate, in line with the Carbon Neutral ACT Government Framework, is committed to reducing its carbon emissions. In 2017-18 school-based carbon emissions continued a downward trend (Figure B2.22), achieving a 28.16 percent reduction on 2016-17 emissions. While the reduction included the falling ACT Carbon Emission Factor for electricity, real reductions in electricity and gas consumption were realised in the reporting period. Major initiatives contributing to the reduction included the implementation of a building management system at Erindale Education and Recreation College and a targeted program of improving gas use efficiency across high gas use intensity sites. Details of these reductions and associated initiatives are included in Section B9.

**Figure B2.22: School portfolio carbon emissions (tonnes), 2012-13 to 2016-17**



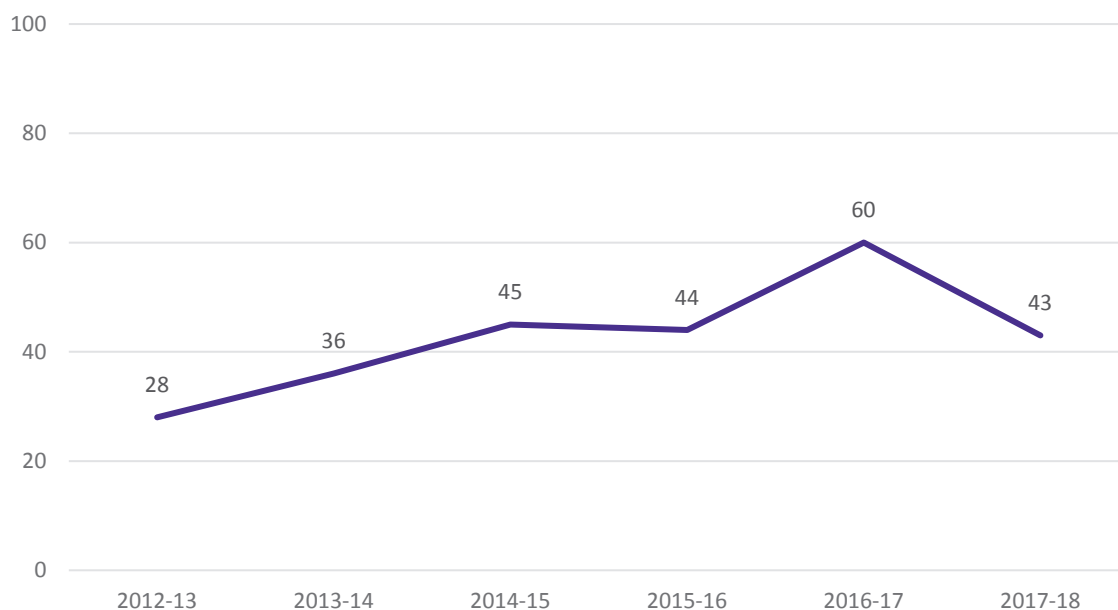
Source: ACT Education Directorate

Note: ACT carbon emission factors are adjusted annual to reflect ACT specific electricity emission factors for the previous and current year.

## Freedom of Information

In line with ACT Government policy, the Directorate is committed to making government decisions transparent through Open Government initiatives. The Freedom of Information (FOI) process is a mechanism allowing the community to access information held by the Directorate. The number of new FOI requests received in the reporting period was 43 (Figure B2.23). The requests received in 2017-18 comprised of 12 from Media and 31 from other sources, primarily seeking access to personal information.

**Figure B2.23: Number of new FOI Requests 2012-13 to 2017-18**



Source: ACT Education Directorate



## B3 Scrutiny

### AUDITOR-GENERAL REPORT NO. 4/2018

#### 2016-17 FINANCIAL AUDITS – COMPUTER INFORMATION SYSTEMS

| Recommendation |   | Action   | Status      |
|----------------|---|--|-------------|
| 12.            | Monitoring of Audit Logs  | As reported at paragraph 2.28 of the Report, Maze does not have the capability to generate audit logs on access to Maze and its data, and that the periodic review of audit logs will be implemented as part of the planned replacement of Maze with the new School Administration System (SAS), expected to occur in 2019-20. | In progress |
| a.             | The Education Directorate should:   |  |             |
| I.             | incorporate procedures for the review of audit logs in the new Schools Administration System; and |  |             |
| II.            | perform periodic reviews of audit logs in accordance with these procedures.                       |  |             |

### AUDITOR-GENERAL REPORT NO. 2/2018

#### ACT GOVERNMENT STRATEGIC AND ACCOUNTABILITY INDICATORS

The Auditor-General report was tabled in the ACT Legislative Assembly on 1 February 2018, and the government response was subsequently tabled on 5 June 2018. The Education Directorate will develop an action plan in 2018-19.

### AUDITOR-GENERAL REPORT NO. 11/2017

#### 2016-17 FINANCIAL AUDITS – FINANCIAL RESULTS AND AUDIT FINDINGS

| Recommendation   |   | Action   | Status      |
|--|---|--|-------------|
| The Audit Office issued an unqualified audit report on the Directorate's 2016-17 financial statements. The Audit Office reported two previously unresolved audit findings: |   | Instructions and reminders on action to be taken in reviewing salary reports have been issued to relevant staff. In addition, the Directorate is participating in a pilot project with Shared Services to implement an electronic form and approval process to improve compliance and monitoring capability. | In progress |
| 1.   | salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected; and |  |             |
| 2.   | the Directorate's school administration system (Maze) does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The  | The Directorate will address this control weakness as part of the replacement of the student administration system. The replacement student administration   | In progress |

Directorate also does not have a documented policy for the review of audit logs. system is expected to be fully operational by 2019-20.

No new audit findings were identified in 2016-17.

## AUDITOR-GENERAL REPORT NO. 4/2017

### PERFORMANCE INFORMATION IN ACT PUBLIC SCHOOLS

|   | Recommendation   | Action  | Status      |
|---|--|---|-------------|
| 1.  | The Education Directorate should provide guidance on how performance indicators in its Strategic Planning cycle 2018-2020 are to be measured, as well as associated quantitative targets associated with the indicators.   | The Directorate is currently developing the new strategic plan to align more precisely with school strategic planning through the refined 2018 school review process, including the provision of a baseline of consistent agreed data sets across schools.  | In progress |
| Government Response – Agreed              |  |   |             |
| 2.  | The Education Directorate should develop new Strategic Indicators which are based on measuring student progress over time.   | The Directorate has sought the assistance of the Australian Curriculum, Assessment and Reporting Authority (ACARA) to develop additional NAPLAN indicators that will demonstrate growth achieved by students in ACT public schools.   | In progress |
| Government Response – Agreed in principle |  |   |             |
| 3.  | The Education Directorate should improve the quality and comprehensiveness of schools' Strategic Plans and Annual Action Plans by requiring: <ul style="list-style-type: none"> <li>a. explicit objectives and strategies in relation to student performance information and its use in driving school improvement; and</li> <li>b. performance measures based on students' educational progress.</li> </ul> | <p>In 2016, the Directorate implemented a more rigorous School Review process based on the nine domains of the National School Improvement Tool (NSIT). Since the commencement of 2017, all schools have transitioned to a new Annual Action Plan approach which is substantially supported by consultation and guidance from the Education Support Office to ensure the efficacy of performance planning for each school.</p> <p>The new School Review, and more specifically the nine domains of the NSIT, enables closer interrogation of each school's evidence against each of its priorities and importantly enables an explicit examination of each school's overall performance based on system data.</p> | Complete    |
| Government Response – Agreed              |  |   |             |
| 4.  | The Education Directorate should examine what may be   | Following on from the release of <i>Enabling Evidence in Canberra Public Schools – Valuing Data as Evidence to inform Great Teaching</i> , the  | In progress |

| Recommendation  | Action  | Status      |
|---|---|-------------|
| the appropriate level of support for school Principals with respect to the use of student performance information to drive school improvement and determine how this is to be provided. This should recognise the balance between school autonomy and accountability and central oversight and support from the Education Support Office. | Directorate has provided masterclasses for school leaders as they develop their strategic plans (focusing on the schools that have just completed school review). The Directorate is strengthening school leadership capability in the use of evidence and inquiry in schools. This capacity series targets school leaders at all levels. The series commenced in term 2 2018.                                    |             |
| Government Response – Agreed  |   |             |
| 5. The Education Directorate should develop strategies to address the low participation rates in NAPLAN testing in some ACT public schools, specifically with respect to Year 9 participation.  | The benefits of participation in NAPLAN will be promoted to parents as part of the rollout of NAPLAN online.  | In progress |
| Government Response – Noted   |   |             |
| 6. The Education Directorate should implement a standards-based moderation process across schools and school networks in order to achieve consistency in A to E grading and reporting.  | Teacher professional development in the application of the Australian Curriculum and the achievement standards was strengthened significantly in Term 4, 2017 and Term 1, 2018 with full day curriculum application workshops held for primary and secondary teachers. This robust development program supports consistent judgment through standards-based assessment processes and the assigning of A-E grades. | In progress |
| Government Response – Agreed in principle   |   |             |
| 7. The Education Directorate should develop a comprehensive professional learning program for school principals and teachers on the use of student performance information and how it can be used to inform differentiated teaching and learning to students and overall school improvement.  | Refer to ‘Action’ in response to Recommendation 4 above.<br><br>Building on the strengthening of leadership capability, the Directorate is explicitly connecting evidenced informed practice and professional learning communities to ensure school improvement and performance information translates into differentiated teaching and learning.   | In progress |
| Government Response – Agreed  |   |             |

# AUDITOR-GENERAL REPORT NO. 5/2014

## CAPITAL WORKS REPORTING

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

Government Response – Agreed in principle

## Government Response to the Report of the Select Committee on Estimates 2017-18 on the Inquiry into Appropriation Bill 2017-18 and the Appropriation (Office of the Legislative Assembly) Bill 2017-18 including the Government Response to the Pegasus Economics Report Review of the ACT Budget 2017-18.

| Recommendation   | Action  | Status          |
|--|---|-----------------|
| <p>113. The Committee recommends that the ACT Government publicly provide information on school facilities available for use by community groups after hours, including cost per hour and other requirements.</p> <p>Government response - Agreed in part.</p> | <p>The ACT Government currently provides details of school facilities available for hire (with the exception of pricing details) at the following link through the Education Directorate website: <a href="https://www.education.act.gov.au/about_us/A-Z">https://www.education.act.gov.au/about_us/A-Z</a>. Community use of schools policies and procedures place a positive obligation on schools to make their facilities available for public use on a cost recovery basis. Principals also have the discretion to provide school facilities at no cost to community groups.</p> | <p>Complete</p> |
| <p>114. The Committee recommends that the ACT Government consider insurance arrangements for low risk groups using its venues to facilitate low cost use of these facilities by community groups, incorporated or informal.</p>                                | <p>Community use of schools policies and procedures currently provide the capacity for low risk community group activities to access school premises without insurance coverage.</p>  | <p>Complete</p> |

|   | Recommendation   | Action   | Status      |
|---|--|--|-------------|
| Government response - Noted               |  |  |             |
| 115.                                      | The Committee recommends that the ACT Government consider implementing any small capital investments that will help to improve access and security arrangements for community groups using school premises outside standard operating hours.   | The ACT Government has established a cross-agency working group and provided funding of \$100,000 through the <i>2017-18 Budget</i> to improve access and security for community groups using premises outside standard operating hours. This builds on the \$100,000 provided in the previous term.   | In progress |
| Government response - Agreed              |  |  |             |
| 116.                                      | The Committee recommends that the ACT Government conduct an annual survey of teachers who are in their first four years of teaching to determine whether they are receiving an induction commensurate with the Education Directorate's intent. | A survey of beginning teachers is proposed from late 2018 to gain an understanding of the beginning teacher experience. This survey will go beyond responses regarding induction and will include feedback on student placements and university training experiences.  | In progress |
| Government response - Agreed in principle |  |  |             |
| 117.                                      | The Committee recommends that the ACT Government take appropriate action to rectify any shortfalls identified through the annual 'new teacher survey.'   | A plan will be developed to respond to feedback.   | In progress |
| Government response - Agreed.             |  |  |             |
| 118.                                      | The Committee recommends that the ACT Government sets targets for indigenous students' attendance during NAPLAN testing and report on those targets.   | Participation in NAPLAN testing is expected by all students in ACT public schools. Students may be withdrawn from the testing program by their parent or carer. The Directorate acknowledges that the reasons behind withdrawals and absences from NAPLAN testing are varied and can be personal. The Directorate does not support setting specific targets for NAPLAN participation for any one cultural group. | Complete    |
| Government response - Noted.              |  |  |             |
| 119.                                      | The Committee recommends that the ACT Government set clear targets on closing the gap, in percentage points, for   | The ACT Education Directorate currently reports on closing the gap targets which have been set through the National Indigenous Reform Agreement (NIRA). One such target is to halve the gap between Aboriginal and Torres Strait Islander  | Complete    |

|      | Recommendation   | Action   | Status      |
|------|--|--|-------------|
|      | each year of NAPLAN and report on those targets.<br><br>Government response - Noted.   | and non-Indigenous students in NAPLAN reading, writing and numeracy by 2018. ACT and other Australian jurisdictions are also working with the Commonwealth Government to progress work on a refresh of the Closing the Gap targets and framework. It would not be appropriate for the ACT to begin reporting on a new, related target while this work is underway.   |             |
| 120. | The Committee recommends that the ACT Government publish a list of approved groups and entities who deliver educational programs in ACT schools on a regular basis, including an outline of programs being delivered.<br><br>Government response - Noted.  | It would not be practicable to regularly publish an exhaustive list of all approved groups and entities who deliver educational programs in ACT schools. A large number of different organisations and entities are present in ACT schools, once approved. For any program run by an external provider, schools must refer to the Working with Children and Young People – Volunteers and Visitors (Interim) Policy.<br><br>The ACT has a system wide school-based decision making model in place, where each school network and leadership team is able to make decisions on the engagement of groups and entities to meet the varying requirements of their students and school communities. Principals, in conjunction with school boards, are able to make decisions about engaging industry expertise to provide input on specific learning. This can vary based on each school's educational and improvement priorities. | Complete    |
| 121. | The Committee recommends that the ACT Government investigate options for encouraging more members of the community to become Learning Support Assistants.<br><br>Government response - Agreed.   | The role of the learning support assistant continues to evolve. Work will commence shortly on better defining this role in various settings and looking at best fit recruitment strategies. Following the completion of this work, the Education Directorate will investigate the development of options as per the Committee's recommendation.  | Ongoing     |
| 122. | The Committee recommends that the ACT Government conduct an analysis of home-education requirements in other jurisdictions, with a view to determining whether the ACT's approach is consistent or could be improved.<br><br>Government response - Agreed. | The Directorate will undertake an analysis of its home education program, particularly with reference to practices in other jurisdictions.   | In progress |
| 132. | The Committee recommends that the ACT Government   | The Community Services Directorate agrees to continue to support affordable access to the Theo Notaras Multicultural Centre for multicultural  | Complete    |

| Recommendation  | Action   | Status |
|---|--|--------|
| continue to support affordable access to public spaces, including the Theo Notaras Centre and school halls, for community groups. | community use. The ACT Government is committed to making ACT public schools available to sport, recreation and community groups outside school hours and a working group has been established with the Education Directorate, Active Canberra and the Community Services Directorate to facilitate increased access. |        |
| Government response - Agreed  |  |        |

**For further information contact:**  
**Director, Governance and Community Liaison**  
**(02) 6207 2990**



# B4 Risk Management

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## Risk Management

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

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

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

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

Monitoring and reporting on risk management occurs through:

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

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

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

## Critical incidents

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

In the period 1 July 2017 to 30 June 2018, there were two critical incidents in ACT public schools. Of these, one was an evacuation due to a power outage, and the other was a disruption to the school due to extensive vandalism.

**For further information contact:**

**Director, Governance and Community Liaison  
(02) 6207 2990**

# B5 Internal Audit

## Internal Audit

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

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

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

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

The Audit Committee met four times during 2017-18. The Committee's membership and attendance are given in Table B5.1.

**Table B5.1: Audit Committee membership and meetings in 2017-18**

| Members      | Position               | Meetings attended |
|--------------|------------------------|-------------------|
| Carol Lilley | Chairperson (external) | 4                 |
| Meg Brighton | Internal member        | 4                 |
| Sue Chapman  | External member        | 4                 |
| Mark Ridley  | External member        | 4                 |

*Source: Chief Internal Auditor, Internal Audit and Risk Management*

Internal audits undertaken in 2017-18 included:

- > School Administration System Gateway Review;
- > Workplace health and safety review;
- > Management and maintenance of public primary, high and college buildings;
- > Restrictive practices review; and
- > Evaluation of the Quantitative Evidence Base Supporting School Infrastructure Evaluation.

**For further information contact:**

**Director, Governance and Community Liaison  
(02) 6207 2990**

# B6 Fraud Prevention

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## Fraud Prevention

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

The *Fraud and Corruption, Prevention and Response Plan* covers the period 2016 to 2018. Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

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

The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee.

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

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

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

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

There are two instances of possible fraud being investigated within the Directorate in the 2017-18 financial year and the matters are continuing.

**For further information contact:**

**Director, Governance and Community Liaison  
(02) 6207 2990**

## Fraud Prevention in Early Childhood Sector

Unlawful conduct in the family day care sector is a national issue. Family day care services and providers represent a disproportionate number of compliance matters for the ACT Regulatory Authority, CECA.

The ACT has applied enormous effort to work pro-actively with the Commonwealth Department of Education and Training, and other state and territory Regulatory Authorities to prevent fraudulent activity and remove non-compliant providers from the sector. New strategies and persistence is paying off with a number of operators being closed down and not re-emerging.

From 1 July 2017 to 30 June 2018, 19 compliance actions were taken against family day care providers, services or individual educators. Compliance actions range from administrative letters, to conditions on service or provider approval, enforceable undertakings, emergency action notices, compliance directions, compliance notices, suspension or cancellation of services and prohibition of individuals.

In an attempt to minimise the number of non-compliant providers in the sector, the ACT Regulatory Authority has significantly tightened approval procedures for family day care applicants. From January 2017 to 30 June 2018 there have been 19 applications for family day care provider and service approvals. Of those, six were refused provider approval and four were refused service approval. Three new ACT providers and three new family day care services were approved by the Regulatory Authority.

**For further information contact:**  
**Director, Early Childhood Policy and Regulation**  
**(02) 6207 1114**

## B7 Work, Health and Safety

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The Directorate holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. In the 2017-18 financial year, the Directorate continued its strong focus on health and safety performance, and sought to further influence and enhance this performance.

Work continued in addressing the safety risk of occupational violence. The *Managing Occupational Violence Policy* and associated Plan were published in July 2017. The implementation of this policy and management plan has seen the Education Directorate undertake an extensive body of work to help guide a culture shift across the Directorate in relation to capacity building around identifying and mitigating the risks of occupational violence.

This work has been largely focused on school-based staff and the following bodies of work commenced during 2017-18. The Territory has initiated a system-wide review of the Directorate's occupational violence approach. This has led to the strengthening of the Directorate's architecture to support occupational violence with a focus on two main areas:

1. improving organisational culture and training specific to occupational violence; and
2. recalibrating the Directorate's risk management strategy in relation to occupational violence.

In particular, in August 2016, the Directorate commenced work to identify and treat risks associated with occupational violence in ACT public schools. The program of work included a joint Australian Education Union/Education Directorate working group, formed on 30 August 2016, to progress a program of agreed work. Products from this collaboration includes an Occupational Violence Management Policy and Plan, support documents and products for use in schools and classrooms throughout the ACT Public School system.

In December 2016, the Directorate formalised its Occupational Violence Safety Management System project. This program of work included:

- > training for all principals - delivered in December 2016 by the former WorkSafe ACT Commissioner Mark McCabe. The training focused on work health and safety and due diligence;
- > training for staff which was delivered by principals at all schools using the resources from Mark McCabe focusing on work health and safety and due diligence;
- > teleconferences with all principals where the Director-General held teleconferences with principals on work health and safety and due diligence on 7 December 2016;
- > discussions about work health and safety at staff meetings - Principals and Directors – School Improvement (the supervisors of principals) were directed to ensure that work health and safety was an agenda item at staff meetings and at all network meetings (network is a meeting of principals of up to 23 schools based on their geographic location);
- > a due diligence audit of work health and safety in schools which was undertaken early December 2016. The audit was undertaken by Health and Safety professionals from the Work Safety team in the Chief Minister, Treasury and Economic Development Directorate. The audit made recommendations regarding training; consultation; mentoring; reporting; training records; risk assessments and registers; support services; and policies and procedures. These recommendations were implemented;



- > streamlining operations to ensure a co-ordinated approach to support injured staff which includes timely phone and email contact with injured staff from the Directorate injury management team;
- > a review of risk management processes to ensure that risk assessments are reflective of work health and safety risks, the controls are in line with the hierarchy of control and applied within the context of behaviour management planning, the learning process and student context. Work health and safety professionals work closely with, schools and the Directorate's specialist educators and/or allied health team to provide contemporary risk assessments and associated controls designed to mitigate risk and ensure the safety of staff and students;
- > an independent assessment of the systems to mitigate the risks of occupational violence, engaged in December 2016. The review by David Caple and Associates focused on the requirements of a systems approach for the prevention of physical and psychological injury to Principals, teachers and Learning Support Assistants arising from incidents of occupational violence within ACT schools. This report recommended further training for staff working with students with complex needs, work health and safety risk assessment process and student case management approach, improving data capture for occupational violence incidents, develop closer working relationships with Universities to ensure pre-educators and early educators are provided placements and support to teach students with complex needs. The four main recommendations of the review were accepted in April 2017. The recommendations from this review are well advanced in their implementation;
- > the Director-General undertaking consultation with staff in May 2017 on the proposed draft occupational violence policy and plan. The new policy was launched in July 2017. A suite of tools and initiatives complemented the policy and were developed to enhance the management of Occupational Violence. Tools include: posters and email banners, risk assessment tools and a renewed intranet page on Occupational Violence Management;
- > training learning support assistants through a whole school professional learning or through targeted learning support assistant sessions. This one-day trauma training workshop outlines principles of neuroscience that inform good practice in education and participants develop an understanding of the prevalence and impact of trauma;
- > the ACT Government provided \$0.9 million in the 2017-18 Budget for additional work health and safety staff resources to support schools to implement changes to practice and better manage this risk. Staff identified as part of this initiative have been engaged;
- > in December 2017, the Directorate implemented an initial pilot training program with 14 Learning Support Assistants completing their Certificate IV in Education Support with the Canberra Institute of Technology (CIT). The pilot enabled the participants to build their capability to work with students, particularly those with complex needs and challenging behaviour;
- > as of September 2018, 48 schools have participated in occupational violence training. The remaining schools will complete training by the end of 2018 and
- > the ACT Government has provided \$5.6 million over the forward estimates to support the enhancement and development of sensory spaces into schools where staff are able to support students with complex needs and challenging behaviour to manage their sensory needs. Factsheets and professional learning for this initiative have been developed for schools to support them in creating sensory spaces within the school environment.

As part of the Schools for All Program, the Directorate focussed on ongoing capability development of the workforce with regard to meeting the changing needs of students. This development and training had a particular focus on responding to students with complex needs and challenging behaviour.

In addition to this occupational violence work, the Directorate has delivered a number of initiatives which support its workers' wider health, safety and wellbeing including reviewing and strengthening the content of the Education Safety Management System including:

- > specific risk management guidance material to assist design and technology staff;
- > ongoing revision of the Safety Management System to remove duplication, simplify the content, and to adopt changes in ACT legislation including the Global Harmonised System of classification of hazardous substances;
- > development and distribution of a quarterly wellbeing newsletter;
- > strengthening Directorate guidance material on health and safety roles and responsibilities including clearer linkages to ACT public sector policy;
- > providing work, health and safety (WHS) advice for key groups across the Directorate including business managers, building service officers, health and safety representatives, and first aid officers;
- > providing an influenza vaccination program for staff; and
- > providing a Hepatitis A/B vaccination program for workers in high-risk roles.

## Investigations

In 2018 WorkSafe ACT issued the Directorate with two Improvement Notices, one relating to the training of staff in the administration of medication and one due to an electrical shock incident.

The Directorate undertook a range of actions and initiatives to address the requirements of these notices. In both situations the Improvement Notices were removed by WorkSafe ACT as all requirements and recommendations of the notice had been addressed.

The Directorate reported 26 notifiable incidents to WorkSafe ACT during the reporting period. Incidents reported included a gas bottle fire, disturbance of asbestos containing material, electrical shock incidents and falls. Incidents also involved events where a worker or third party attended hospital or sought medical treatment.

Proactively, the Directorate's Health Safety and Wellbeing team (HSW) completed 76 worker related health and safety risk assessments at 37 schools.

## Reporting

During the 2017-18 reporting period, 3,139 worker work health and safety incident reports were received including 38 reports for other parties. Reporting numbers increased from 2,242 in the previous year and this is reflective of increased workforce education on the importance of reporting and the provision of an online reporting tool, RiskMan. This increase in reporting has not seen a significant increase in lost time injuries.

In addition to worker incidents, there were 1,660 student accident and incident reports for the reporting period.

### Worker consultation arrangements and health and safety representatives

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

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

During the reporting period Health and Safety Representative (HSR) Elections were held. The Directorate had 91 HSRs and 61 Deputy HSRs undertaking these roles during the 2017-18 reporting period.

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

## **Injury Prevention and Management**

### **Injury Prevention and Management Committee**

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

- > providing advice to Corporate Executive regarding injury prevention and injury management performance and compliance;
- > facilitating collaboration between the Corporate Executive and Directorate workers to instigate develop and carry out measures designed to ensure workers' health and safety at work;
- > providing advice on the ongoing development and implementation of the Directorate's WHS policies, procedures and safety priorities;
- > considering health safety and wellbeing performance;
- > considering specific injury prevention and injury management advice and initiatives;
- > providing advice on high level strategic initiatives to address injury data trends;
- > reviewing statistical data and identify the Directorate's risk profile trends through reported hazards, incidents/accidents, injuries or diseases;
- > considering matters relevant and reflect on current practice in relation to worker health and safety issues which have not been resolved or not resolved satisfactory at a local level.

### **Injury prevention and management programs**

In 2017-18, the Directorate implemented a range of health and safety programs to support worker welfare including:

- > delivery of the Influenza vaccination program to 2,890 permanent and contract employees;
- > providing 34 Hepatitis A/B vaccinations to targeted worker groups including building service officers, first aid officers, early childhood educators and learning support assistants;
- > providing workstation assessments to assist with ergonomic set-up for 45 workers;
- > providing ongoing mandatory health and safety training requirements for key worker groups within the Directorate;
- > continue the Employee Assistance Program counselling service for workers and their families for both work and non-work related matters;

- > pilot Certificate IV in Education Support and Trauma Training for Learning Support Assistants;
- > Occupational Violence Management Induction in schools; and
- > recruitment of a chief safety officer.

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

#### Target 1 - A reduction of at least 30 percent in the incidence rate of claims resulting in one or more weeks off work

The Directorate has been performing above expectations since the introduction of the performance targets. In this reporting period, the Directorate experienced a significant decrease in the number of claims for musculoskeletal disorders however an increase in psychological injury and secondary psychological injury has seen a sustained number of new five-day claims. A decrease in claims in the broader ACT Public Service is also reflected in the data.

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

**Table B7.1: Reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 percent**

| Education                              | Baseline<br>(Avg FY<br>09-12) | 2012 -<br>13 | 2013 -<br>14 | 2014<br>- 15 | 2015<br>- 16 | 2016<br>- 17 | 2017<br>- 18 | 2018<br>- 19 | 2019<br>- 20 | 2020<br>- 21 | 2021 - 22 |
|--|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------|
| EDU #<br>new 5 day<br>claims           | 50.33                         | 60           | 44           | 31           | 34           | 50           | 45           |              |              |              |           |
| EDU rate<br>per 1000<br>employees      | 11.02                         | 12.53        | 9.28         | 6.17         | 6.63         | 9.73         | 8.24         |              |              |              |           |
| EDU<br>Target 1                        | 11.02                         | 10.69        | 10.36        | 10.03        | 9.70         | 9.37         | 9.04         | 8.71         | 8.38         | 8.05         | 7.72      |
| ACTPS #<br>new 5 day<br>claims         | 243.33                        | 274          | 257          | 228          | 205          | 243          | 202          |              |              |              |           |
| ACTPS<br>rate per<br>1000<br>employees | 12.45                         | 13.42        | 12.20        | 10.49        | 9.36         | 10.91        | 8.93         |              |              |              |           |
| ACTPS<br>Target 1                      | 12.45                         | 12.08        | 11.70        | 11.33        | 10.96        | 10.58        | 10.21        | 9.84         | 9.46         | 9.09         | 8.72      |

Source: Chief Minister, Treasury and Economic Development Directorate

**Note:** Dates are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2018.

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

**Table B7.2: Reduce the incidence rate of claims for musculoskeletal disorders (MSD) by at least 30 percent**

| Education                               | Baseline<br>(Avg FY<br>09-12) | 2012<br>- 13 | 2013<br>- 14 | 2014<br>- 15 | 2015<br>- 16 | 2016<br>- 17 | 2017<br>- 18 | 2018<br>- 19 | 2019<br>- 20 | 2020<br>- 21 | 2021 -<br>22 |
|---|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| EDU # new 5<br>day MSD claims           | 27.33                         | 33           | 26           | 12           | 20           | 26           | 19           |              |              |              |              |
| EDU MSD rate<br>per 1000<br>employees   | 5.99                          | 6.89         | 5.49         | 2.39         | 3.90         | 5.06         | 3.48         |              |              |              |              |
| EDU Target 2                            | 5.99                          | 5.81         | 5.63         | 5.45         | 5.27         | 5.09         | 4.91         | 4.73         | 4.55         | 4.37         | 4.19         |
| ACTPS # new 5<br>day MSD claims         | 167.00                        | 183          | 175          | 144          | 146          | 150          | 128          |              |              |              |              |
| ACTPS MSD<br>rate per 1000<br>employees | 8.55                          | 8.96         | 8.31         | 6.63         | 6.67         | 6.73         | 5.66         |              |              |              |              |
| ACTPS Target 2                          | 8.55                          | 8.29         | 8.03         | 7.78         | 7.52         | 7.26         | 7.01         | 6.75         | 6.49         | 6.24         | 5.98         |

Source: Chief Minister, Treasury and Economic Development Directorate

**Note:** Dates are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2018.

**For further information contact:**  
**Director, People and Performance**  
**(02) 6205 9203**

# B8 Human Resources Management

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## Ensuring a Highly Capable Workforce

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

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

In 2017-18, the Directorate successfully delivered critical outputs from the implementation of the following six major work streams arising from the Agreement.

### **SUSTAINABLE REDUCTION OF TEACHER WORKLOAD**

Established in 2015, the project team has continued to work closely with schools to strengthen supports to assist teachers in assessing and effectively managing workload. The team has delivered a number of key outputs, including articulation and promulgation of workload theory, definition of a teacher's core role, and the establishment of Workload Committees developing individual *School Workload Reduction Plans* across all schools.

In 2017, the Government committed to ongoing funding for administrative support for all schools to ensure sustainable teacher workloads. This support in conjunction with School Workload Reduction Plans has decreased the time spent by teachers on non-core activities, enabling teachers to invest quality time on their core teaching role, lesson planning and professional learning. Great teachers and great teaching practice are highly valued and will ultimately lead to improved student outcomes.

### **PRINCIPAL CAREER STRUCTURE**

Following development work and consultations with key stakeholders, including principal groups and the Australian Education Union (AEU), a draft Principal Career Structure (new Structure) and was endorsed by the Directorate's Senior Executive Team (SET) in 2017.

Further consultation and work on the implementation of the new Structure will continue in 2018-19.

### **ALIGNMENT OF TEACHER PERFORMANCE AND DEVELOPMENT PROCESSES WITH NATIONAL STANDARDS**

Following the initial pilot in 2017, the revised Teacher, School Leader and Principal Performance and Development Framework (the Framework) was launched for system-wide implementation in Term one, 2018. The Framework reflects the Directorate's commitment to continuous improvement of ACT public school teacher and school leader performance through effective goal setting and evidence-based feedback. The Framework is aligned with the *Australian Professional Standards for Teachers* and *Australian Professional Standard for Principals*. The Framework guides our schools to support a performance and learning culture.

## RECOGNITION AND REWARD FOR HIGHLY ACCOMPLISHED AND LEAD TEACHERS

In 2015, the reward and recognition process for teachers who achieve certification at the national Australian Standards of Highly Accomplished and Lead Teacher (HALT) career stages was established. Certified Teachers were recognised and financially rewarded with an additional salary increment or equivalent one-year allowance. In 2017, there were 14 successful applicants in the ACT, of which eight teachers from the Directorate attained certification at the HALT career stages. The Directorate has a total of 35 teachers certified at the HALT career stages, four of whom have successfully attained re-certification within the reporting period.

In early 2018, the Teacher Quality Institute (TQI), in partnership with the Directorate, provided several information sessions for teachers and school leaders who are interested in learning more about *Highly Accomplished and Lead Teacher Certification* and certification renewal process.

## SCHOOL LEADER C CAREER DEVELOPMENT

This project was completed in 2016-17, with the implementation of transitional arrangements moving from separate designations of Executive Teacher (School Leader C), under a variety of job titles and conditions, to a holistic Executive Teacher (School Leader C) position. In 2017-18, the Directorate is continuing to provide support to ensure that School Leader C's have opportunities to develop the full range of school leadership capabilities and to meet the learning and wellbeing needs of students.

## ANNUAL PROFESSIONAL LEARNING PROGRAM

The Annual Professional Learning Program (the Program) outlines a high-quality program of professional learning in every school to support all teachers to continually develop their professional knowledge, practice and engagement. The Program provides teachers with ongoing opportunities to come together with colleagues to engage in professional conversations and investigations of teaching practice and student learning. With the support of colleagues, each teacher can focus attention on addressing educational issues directly relevant to their students' learning needs in the classroom and develop their own teaching practice to meet these needs.

The requirements of the Program include two days professional learning during the stand down period, along with engagement with regular professional learning opportunities during term time. In 2018, principals of all schools were required to develop a professional learning program, supported through the Annual Professional Learning Program Guidelines and Planning Template, which focused on building quality teaching practice. The Program has been designed in collaboration with the ACT TQI professional learning requirements for registration.

## Induction

In 2018, existing induction practices were enhanced to ensure Directorate employees are aware of their obligations as ACTPS employees, with an explicit focus on the ACTPS values and employment conditions. The enhanced program includes three stages:

- > Stage one includes a centralised induction program designed to welcome new staff to the Directorate, this includes an opportunity to hear from the Director-General, gain an understanding of the strategic direction and understand their obligations and expectations as ACT Public Service and Education Directorate employees. It also includes work-based activities designed to support new employees to understand the work context. Stage one also includes



mandatory online training modules (school network only) to assist new employees to understand their legislative responsibilities;

- > Stage two provides new employees with additional support in their roles to foster professional development. This includes specific details about policies, processes and tasks; and
- > Stage three provides new staff with ongoing and sustained support to develop their professional skills. Continued professional growth is guided by identified individual professional learning needs.

## ACTPS Graduate Program

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

## Attraction Retention Incentives, Special Employment Arrangements and Australian Workplace Agreements

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

**Table B8.1: ARIns, SEAs, and AWAs, classifications and remuneration of officers**

| Description  | Total                           |
|--|---------------------------------|
| Total Number of AWAs at 30 June 2018   | 3                               |
| Total Number of ARIns at 30 June 2018  | 82                              |
| Total Number of SEAs at 30 June 2018   | 5                               |
| Number of new ARIns commenced in 2017-18   | 135                             |
| Number of ARIns for employees transferred from SEAs in 2017-18                         | 0                               |
| Number of ARIns terminated during 2017-18  | 168                             |
| Number of SEAs terminated during 2017-18   | 4                               |
| Number of AWAs terminated during 2017-18   | 0                               |
| Number of ARIns and/or SEAs providing for privately plated vehicles as at 30 June 2018 | 0                               |
| Total additional remuneration paid under AWAs, ARIns and SEAs during 2017-18           | \$246,171.82                    |
| Classification range   | Remuneration as at 30 June 2018 |
| Individual and Group SEAs for:<br>Directors School Improvement                         | \$188,425                       |
| Individual and Group ARIns for:<br>School Assistant 3 - Senior Officer Grade A         | \$51,053-\$137,415              |

Consistent with the increase in the number of ARInS for the previous reporting period, the high number of ARInS within the Directorate relates to the introduction of new industrial and employment arrangements for school assistants working under the Health Access at School (HAAS) Program. Specifically, in agreement with the relevant unions, the Australian Education Union and the Community and Public Sector Union, a new HAAS Allowance has been introduced.

As there is no authority under the Administrative and Related Classifications Enterprise Agreement (EA) 2013-2017 to facilitate payment of the HAAS Allowance, a Group ARIn has been implemented as the mechanism by which to facilitate authority for the payment of the HAAS Allowance.

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

## Workforce Profile

The number of staff employed in the Directorate increased from 6,578 at 29 June 2017 to 6,814 at 27 June 2018. The majority of the additional staff were employed in schools to meet increases in student enrolments.

The ratio of female to male staff (3.3:1) has remained consistent for the last five financial years. The average length of service remained steady at 8.9 years during 2017-18. The Directorate currently employs 101 Aboriginal and Torres Strait Islander staff members, representing 1.5 percent of the Directorate's total headcount.

Table B8.2 outlines full-time equivalent (FTE) and head count of staff by gender. The information is provided by Shared Services and is reported for the pay period of 27 June 2018. The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 27 June 2018 but received a payment have been included.

**Table B8.2: FTE and headcount by gender**

|                     | Female  | Male    | Indeterminate/<br>Intersex/Unspecified | Total   |
|---------------------|---------|---------|--|---------|
| FTE by Gender       | 4,282.0 | 1,380.1 | 1                                      | 5,663.1 |
| Headcount by Gender | 5,218   | 1,595   | 1                                      | 6,814   |
| % of Workforce      | 76.6    | 23.4    | 0                                      | 100     |

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

**Table B8.3: Headcount by classification and gender**

| Classification Group                  | Female       | Male         | Indeterminate/Intersex/<br>Unspecified <sup>1</sup> | Total <sup>1</sup> |
|---------------------------------------|--------------|--------------|---|--------------------|
| Administrative Officers               | 1,530        | 303          | n.p.  | n.p.               |
| Executive Officers                    | 9            | 11           | n.p.  | n.p.               |
| General Service Officers & Equivalent | 4            | 129          | n.p.  | n.p.               |
| Health Assistants                     | 3            | 1            | n.p.  | n.p.               |
| Health Professional Officers          | 23           | 4            | n.p.  | n.p.               |
| Information Technology Officers       | 3            | 27           | n.p.  | n.p.               |
| Professional Officers                 | 86           | 12           | n.p.  | n.p.               |
| School Leaders                        | 538          | 214          | n.p.  | n.p.               |
| Senior Officers                       | 130          | 48           | n.p.  | n.p.               |
| Teacher                               | 2,889        | 846          | n.p.  | n.p.               |
| Trainees and Apprentices              | 3            | 0            | n.p.  | n.p.               |
| <b>TOTAL</b>                          | <b>5,218</b> | <b>1,595</b> | <b>1</b>  | <b>6814</b>        |

<sup>1</sup> Breakdown by classification groups not for publication due to privacy reasons.

**Table B8.4: Headcount by employment category and gender**

| Employment Category | Female | Male  | Indeterminate/Intersex/<br>Unspecified <sup>1</sup> | Total <sup>1</sup> |
|---------------------|--------|-------|---|--------------------|
| Casual              | 627    | 255   | n.p.  | n.p.               |
| Permanent Full-time | 2,322  | 903   | n.p.  | n.p.               |
| Permanent Part-time | 1,422  | 136   | n.p.  | n.p.               |
| Temporary Full-time | 383    | 165   | n.p.  | n.p.               |
| Temporary Part-time | 464    | 136   | n.p.  | n.p.               |
| TOTAL               | 5,218  | 1,595 | 1   | 6,814              |

<sup>1</sup> Breakdown by employment category not for publication due to privacy reasons.

**Table B8.5: FTE and headcount by division/branch**

| Branch/Division                    | FTE     | Headcount |
|------------------------------------|---------|-----------|
| Business Services                  | 155.8   | 163       |
| Deputy-Director General's Office   | 3       | 3         |
| Director General's Office          | 4       | 4         |
| Casual Staff                       | 380     | 845       |
| School Performance and Improvement | 5,047.2 | 5,721     |
| System Policy and Reform           | 73.1    | 78        |
| Total                              | 5,663.1 | 6,814     |

**Table B8.6: Headcount by age group and gender**

| Age Group   | Female | Male  | Indeterminate/Intersex/<br>Unspecified <sup>1</sup> | Total <sup>1</sup> |
|-------------|--------|-------|---|--------------------|
| Under 25    | 288    | 174   | n.p.  | n.p.               |
| 25-34       | 1,176  | 380   | n.p.  | n.p.               |
| 35-44       | 1,363  | 410   | n.p.  | n.p.               |
| 45-54       | 1,367  | 295   | n.p.  | n.p.               |
| 55 and over | 1,024  | 336   | n.p.  | n.p.               |
| Total       | 5,218  | 1,595 | 1   | 6,814              |

<sup>1</sup> Breakdown by age group not for publication due to privacy reasons.

**Table B8.7: Average years of service by gender**

| Gender                   | Female | Male | Indeterminate/Intersex/Unspecified <sup>1</sup> | Total |
|--------------------------|--------|------|---|-------|
| Average years of service | 9.0    | 8.4  | n.p.  | 8.9   |

<sup>1</sup>Not for publication due to privacy reasons.

**Table B8.8: Headcount by diversity group<sup>1</sup>**

|  | Headcount | % of Total Staff |
|--|-----------|------------------|
| Aboriginal and/or Torres Strait Islander | 101       | 1.5%             |
| Culturally & Linguistically Diverse      | 700       | 10.3%            |
| People with a disability                 | 138       | 2.0%             |

<sup>1</sup>Employees may identify with more than one of the diversity groups.

**Table B8.9: Recruitment and separation rates by classification group**

| Classification Group                  | Recruitment Rate | Separation Rate <sup>1</sup> |
|---------------------------------------|------------------|------------------------------|
| Administrative Officers               | 8.2%             | 6.6%                         |
| General Service Officers & Equivalent | 5.8%             | 6.8%                         |
| Health Assistants                     | 0.0%             | 0.0%                         |
| Health Professional Officers          | 0.0%             | 0.0%                         |
| Information Technology Officers       | 0.0%             | 0.0%                         |
| Professional Officers                 | 17.9%            | 10.7%                        |
| School Leaders                        | 0.3%             | 5.3%                         |
| Senior Officers                       | 4.2%             | 6.3%                         |
| Teacher                               | 9.7%             | 4.8%                         |
| Trainees and Apprentices              | 0.0%             | 28%                          |
| Total                                 | 7.7%             | 5.5%                         |

<sup>1</sup>Not for publication due to privacy reasons.

**For further information contact:  
Director, People and Performance  
(02) 6205 9203**

## B9 Ecologically Sustainable Development

The ACT Government is focused on providing healthy and comfortable teaching and learning spaces to maximise the learning outcomes for all children. The Education Directorate acknowledges the role that Ecological Sustainable Development (ESD) plays in achieving this goal through project design and the efficient management of natural resources. The Directorate's strategic priorities for ESD align with the ACT Government's commitments to; energy efficiency and greenhouse gas (GHG) reductions, waste minimisation and resource recovery, water efficiency and sustainable transport. The Directorate's priorities are informed by the strategic pathway outlined in AP2: A new climate change strategy and action plan for the Australian Capital Territory and the Carbon Neutral ACT Government Framework.

### School-based sustainability

Information on operational consumption of resources for 2016-17 and 2017-18 for all ACT public schools is summarised in Table B9.1.

**Table B9.1: School-based sustainable development performance 2016-17 and 2017-18**

| Indicator as at 30 June                              | Unit                            | Current FY                 | Previous FY <sup>[1]</sup> | Percentage change |
|--|---------------------------------|----------------------------|----------------------------|-------------------|
| <b>Directorate/public sector body staff and area</b> |                                 |                            |                            |                   |
| Directorate/public sector body staff                 | FTE                             | 50,707 <sup>[2]</sup>      | 49,070                     | 3.3%              |
| Workplace floor area                                 | Area (m <sup>2</sup> )          | 641,971 <sup>[3]</sup>     | 615,395                    | 4.3%              |
| <b>Stationary energy usage</b>                       |                                 |                            |                            |                   |
| Electricity use                                      | Kilowatt hours                  | 22,313,408                 | 24,071,664                 | -7.3%             |
| Natural gas use                                      | Megajoules                      | 128,529,271 <sup>[4]</sup> | 140,483,159                | -8.5%             |
| Diesel   | Kilolitres                      | N/A                        | N/A                        | N/A               |
| <b>Transport fuel usage</b>                          |                                 |                            |                            |                   |
| Electric vehicles                                    | Number                          | N/A                        | N/A                        | N/A               |
| Hybrid vehicles                                      | Number                          | N/A                        | N/A                        | N/A               |
| Other vehicles (that are not electric or hybrid)     | Number                          | N/A                        | N/A                        | N/A               |
| Total number of vehicles                             | Number                          | N/A                        | N/A                        | N/A               |
| Total kilometres travelled                           | Kilometres                      | N/A                        | N/A                        | N/A               |
| Fuel use – Petrol                                    | Kilolitres                      | N/A                        | N/A                        | N/A               |
| Fuel use – Diesel                                    | Kilolitres                      | N/A                        | N/A                        | N/A               |
| Fuel use – Liquid Petroleum Gas (LPG)                | Kilolitres                      | N/A                        | N/A                        | N/A               |
| Fuel use – Compressed Natural Gas (CNG)              | Cubic Metres (Cm <sup>3</sup> ) | N/A                        | N/A                        | N/A               |
| <b>Water usage</b>                                   |                                 |                            |                            |                   |
| Water use  | Kilolitres                      | 335,850 <sup>[5]</sup>     | 297,675                    | 12.8%             |

| Indicator as at 30 June                         | Unit                      | Current FY | Previous FY <sup>[1]</sup> | Percentage change |
|---|---------------------------|------------|----------------------------|-------------------|
| <b>Resource efficiency and waste</b>            |                           |            |                            |                   |
| Reams of paper purchased                        | Reams                     | N/A        | N/A                        | N/a               |
| Recycled content of paper purchased             | Percentage                | N/A        | N/A                        | N/A               |
| Waste to landfill                               | Litres                    | N/A        | N/A                        | N/A               |
| Co-mingled material recycled                    | Litres                    | N/A        | N/A                        | N/A               |
| Paper & Cardboard recycled (incl. secure paper) | Litres                    | N/A        | N/A                        | N/A               |
| Organic material recycled                       | Litres                    | N/A        | N/A                        | N/A               |
| <b>Greenhouse gas emissions</b>                 |                           |            |                            |                   |
| Emissions from stationary energy use            | Tonnes CO <sub>2</sub> -e | 16,776     | 23,353                     | -28.16%           |
| Emissions from transport                        | Tonnes CO <sub>2</sub> -e | N/A        | N/A                        | N/A               |
| Total emissions                                 | Tonnes CO <sub>2</sub> -e | 16,776     | 23,353                     | -28.16%           |

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 20 August 2018), waste invoices

**Notes:** please see at the end of the section: End notes.

## Energy consumption and GHG Emissions

Electricity consumption in 2017-18 totalled 22,313,408 kilowatt hours (kWh). This is a decrease of 7.3 percent from 2016-17. Gas consumption totalled 128,529,271 megajoules (MJ) and is a decrease of 8.5 percent from 2016-17.

Greenhouse gas (GHG) emissions for the reporting year were 16,776 tonnes of CO<sub>2</sub>-e. This is a decrease of 28.16 percent from 2016-17.

## Photovoltaic (solar panel) systems

A total of 1,844 MWh of solar energy was generated from solar photovoltaic systems resulting in approximately \$810k (excluding GST) of benefit for ACT public schools.

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

In 2017-18, schools re-invested FiT income into a diversity of environmentally sustainable initiatives including:

- > LED lighting upgrades;
- > recycling infrastructure including systems for composting, recycling and worm farms;
- > bicycle facilities including bike racks;
- > thermal window film;
- > block out thermal window blinds;
- > double glazed windows and automatic doors; and



- > draught proofing of doors.

In addition to the gross feed systems which operate under the FiT scheme, a further 302kW<sup>[6]</sup> of net feed solar photovoltaic systems has been installed across 12 school sites.

New schools including the Margaret Hendry School in the suburb of Taylor will include a 100kW solar photovoltaic system. This will assist in mitigating increases in electricity consumption and demand at new schools where gas will no longer form part of the energy mix.

## **Building Tuning**

Building tuning initiatives conducted in 2017-18 targeted gas use efficiency and increased thermal comfort of students and staff. Projects included building envelope improvements to enable better maintenance of internal temperatures by preventing heat loss in winter and heat gain in summer, improved efficiency of building heating systems to assist in reducing gas and electricity usage, and capacity building through the provision of draught proofing workshops to Building Service Officers.

The Directorate implemented three glazing upgrade projects in the 2017-18 reporting year to improve the performance of the building envelope, replacing single glazing with double glazing. A staged approach was adopted to manage disruption to schools and cost while maximising benefits. Projects were undertaken in the reporting year at North Ainslie Primary School (building on an open plan classroom and corridor upgraded 2016-17), Southern Cross Early Childhood School and Wanniasa Hills Primary School. Energy monitoring is taking place to determine the effect of the works on energy consumption. Significant improvement in student and staff comfort has been recorded.

Building tuning activities were also undertaken at Calwell High School, Harrison School, North Ainslie Primary School and Southern Cross Early Childhood School Taylor Primary School. Initiatives included:

- > draught proofing;
- > double glazing;
- > thermal window film application;
- > installation of a 3.7 ceiling fan to provide cooling and de-stratify air in winter;
- > damper covers to prevent outside air from entering/exiting student learning spaces; and
- > tuning of the heating, ventilation and cooling plant and equipment to enhance system efficiency.

A building control system at Calwell High School was scoped and tendered. The control system will enable efficient operation of the heating and cooling plant and equipment at the school. Installation of the control system began in June 2018 and is expected to be complete in the 2018-19 financial year.

Draught proofing workshops with Building Services Officers (BSO) were held in the April 2018 school holidays. The workshops provided information and training on methods and products available to draught proof schools. One workshop was held in each of the four school catchments. The hosting school provided the demonstration site for the workshop and in return received draught proofing products and the services of a draught proofing specialist.

## **Heat Mitigation Program**

Heat mitigation initiatives were implemented in 2017-18 to improve learning conditions during the summer months. While some spaces required mechanical cooling via the installation of air

conditioning systems the initiative predominantly targeted passive cooling via improved ventilation, energy efficient ceiling fans, external shade structures and landscape treatments and heat rejecting glazing treatments. An advanced tree planting program was implemented at five schools to reduce the impact of extreme heat on internal and external environments.

## **Energy Audits**

Heating, Ventilation and Cooling (HVAC) system audits were conducted across 11 school sites. The audits targeted the identification of lifecycle status and energy conservation measures for implementation in 2017-18. Desk top analysis and site assessments were also conducted by the Infrastructure and Capital Works Branch to identify sites for energy audit in 2018-19.

Audit of hydrotherapy pool plant and equipment at Black Mountain School, Cranleigh School, Malkara School and Turner School were conducted to identify opportunities to enhance the efficiency of their operation. Energy conservation measures are scheduled for implementation at three of the sites in 2018-19.

## **Water consumption**

Water consumption across all public schools in 2017-18 totalled 335,850 kilolitres (kL) which was an increase of 12.8 percent from 2016-17.

ACT public schools are equipped with data logging technology to monitor water usage. Water usage is reported daily through a third-party monitoring system which alerts the Directorate and schools to potential water leaks and higher than expected water consumption. Infrastructure and Capital Works proactively engage with schools to identify and resolve sources of high-water consumption.

In 2017-18, the system saved approximately 84,389kL of water through early detection and rectification of water leaks and overnight usage, enough water to fill 34 Olympic swimming pools. The estimated cost saving across the reporting period is \$226,109. This is the consumption charge that schools would have been required to pay should the leaks have continued.

## **Transport**

The Directorate supports the Ride or Walk to School program through the construction and upgrade of end of trip bicycle parking infrastructure. Secure and weather proof bicycle parking encourages active travel to ACT schools while also reducing transport emissions associated with traveling to and from school. In 2017-18 works included construction of a roof over an existing bicycle enclosure at Amaroo School and installation of covered secure bicycle enclosures at Melrose High School, Wanniasa School Junior Campus and Woden School Campus. New bicycle enclosures included a bicycle pump (primary schools) or combined bicycle repair station/pump (high schools) to assist students and parents to keep bicycles in working order. Construction of these shelters began in 2017-18 and will be completed in the 2018-19 reporting year.

The Active Streets for Schools program delivered infrastructure improvements to support schools utilise active for the school commute. Works included improved wayfinding signage, new and upgraded footpaths, safer crossings and traffic calming devices in the school drop off zone. The program also provided educational resources to families to promote active travel options.

A School Crossing Supervisor program commenced in the ACT at 20 school crossings in February 2018 to increase safety for children and improve traffic flow around schools. As part of the program infrastructure improvements were also made to crossings to calm traffic and increase safety for pedestrians.

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

## External Learning Environments

External Learning Environments incorporate environmentally sustainable design principles through a *Landscape Masterplan Program* (the Program). The Program provides for the development of site specific school landscape masterplans that identify opportunities to enrich the student outdoor experience while incorporating biodiversity, microclimates, stormwater quality, student safety and erosion control and mitigating the impact of the extreme temperatures. In 2017-18 masterplans were developed at four schools including Campbell Primary, Calwell High, Garran Primary and Wanniasa Hills Primary Schools.

A Tree Planting Program was initiated in 2017-18 to shade buildings and provide cool shade to students in the playgrounds. Sites were selected based on the Landscape Masterplans, Energy Audits and the Building Tuning programs within Infrastructure and Capital Works. Ninety trees were planted at Alfred Deakin High, Amaroo, Arawang Primary, Calwell High and Miles Franklin Primary Schools.

Physical works in 2017-18 included the redevelopment of a large embankment at Macgregor Primary School to manage erosion, improve stormwater quality and provide a safe and engaging outdoor area for natural play. Works included the installation of rock walls and stepping stones combined with trees and extensive areas of understory planting.

Sensory gardens were installed at Campbell Primary and Gowrie Primary Schools as part of the *Schools for All* program. The gardens are inclusive and calm sensory spaces that provide students with flexible learning environments. The gardens also contribute to environmental amenity through the inclusion of sustainable design principles.

## ActSmart Schools

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

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

As at 30 June 2018, a total of 63 public schools had been awarded ActSmart Schools accreditation for the sustainable management of energy, 50 for sustainable management of water, 56 for sustainable waste management, 35 for biodiversity and schools grounds management, and 20 for sustainability in curriculum.

Three public schools gained five-star accreditation (accreditation in all areas of ActSmart School's focus) in the reporting year bringing the total number of five-star accredited public schools to 16.

Professional development and training was provided to over 300 teachers, business managers, or building services officers. Eight workshops were presented, of which six were Teacher Quality Institute (TQI) accredited. Workshop topics included: energy and water, supporting sustainability coordinators, a junior schools eco bus tour, a senior eco bus tour, engaging students through food gardens and a curriculum focused workshop.

The ActSmart Schools Horticulturalist provided consultation services to 28 schools including 14 public schools. The Waste and Energy Education Officer delivered the student energy kit to 23 schools

including 15 ACT public schools and provided 41 schools with waste and recycling support, including 23 ACT public schools.

### **Carbon Budget**

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

- > 2 percent reduction in gas consumption across the school portfolio and Education Support Office;
- > 3 percent reduction in electricity consumption across the school portfolio;
- > 5 percent reduction in electricity consumption at Hedley Beare Centre for Teaching and Learning; and
- > 3 percent fuel emission reduction target across the Education Support Office fleet.

Performance against the carbon budget target is detailed in the Annual Carbon Budget report in September 2018. The Directorate is tracking to achieve the target.

### **Sustainable Delivery of Public School Facilities**

The *Sustainable Development of Public School Facility Output Specifications* (the Specifications) for preschool to year 6 (P-6) schools were endorsed on 28 June 2017. The Specifications include energy and sustainability standards that target improved thermal comfort, operational and resource use efficiency and sustainability. The Margaret Hendry School in North Gungahlin will be the first primary school to be constructed under the Specification. It is noted that Specification standards were amended for the new school to exclude gas as an energy source.

A Draft Output Specification package for high schools, years 7-10 is currently under review.

As capital upgrades and refurbishments are undertaken at ACT public schools, opportunities to improve the sustainability performance and student comfort are identified and implemented. This includes solar passive design, thermal comfort, lighting upgrades and heating and cooling efficiencies. Details of capital works completed in 2017-18 are found in Section C3.

### **Education Support Office-based sustainability**

Information on resource use for the three main Education Support Office Sites at Braddon, Stirling and Callam is provided in Table B9.2. Costs for the school-based Education Support Office staff are met by the schools, therefore these sites are not reported in Table B9.2. These smaller sites are at Gilmore Primary School, Majura Primary School, Melrose High School, Wanniasa School – senior campus and the University of Canberra High School Kaleen.

**Table B9.2: Education Support Office-based sustainable development performance 2016-17 and 2017-18**

| Indicator as at 30 June                              | Unit                           | Current FY | Previous FY[7] | Percentage change |
|--|--------------------------------|------------|----------------|-------------------|
| <b>Directorate/public sector body staff and area</b> |                                |            |                |                   |
| Directorate/public sector body staff[8]              | FTE                            | 402        | 488            | -17.6%            |
| Workplace floor area                                 | Area (m <sup>2</sup> )         | 5,905      | 5,905          | 0%                |
| <b>Stationary energy usage</b>                       |                                |            |                |                   |
| Electricity use                                      | Kilowatt hours                 | 729,610    | 795,228        | -8.25%            |
| Natural gas use                                      | Megajoules                     | 2,615,008  | 2,993,411      | -12.6%            |
| Diesel   | Kilolitres                     | N/A        | N/A            | N/A               |
| <b>Transport fuel usage</b>                          |                                |            |                |                   |
| Electric vehicles                                    | Number                         | 1          | 2              | -50%              |
| Hybrid vehicles                                      | Number                         | 9          | 5              | 80%               |
| Other vehicles (that are not electric or hybrid)     | Number                         | 7          | 10             | -30%              |
| Total number of vehicles                             | Number                         | 17         | 17             | 0%                |
| Total kilometres travelled                           | Kilometres                     | 142,350    | 154,751        | -8%               |
| Fuel use – Petrol                                    | Kilolitres                     | 4          | 3              | 33%               |
| Fuel use – Diesel                                    | Kilolitres                     | 6          | 8              | -25%              |
| Fuel use – Liquid Petroleum Gas (LPG)                | Kilolitres                     | N/A        | N/A            | N/A               |
| Fuel use – Compressed Natural Gas (CNG)              | Cubic Metres (m <sup>3</sup> ) | N/A        | N/A            | N/A               |
| <b>Water usage</b>                                   |                                |            |                |                   |
| Water use[9]   | Kilolitres                     | 3,338      | 2,530          | 31.9%             |
| <b>Resource efficiency and waste</b>                 |                                |            |                |                   |
| Reams of paper purchased                             | Reams                          | 5,444      | 5,206          | 4.6%              |
| Recycled content of paper purchased                  | Percentage                     | 100%       | 94.57%         | 5.7%              |
| Waste to landfill[10]                                | Litres                         | 307,500    | 351,005        | -12.4%            |
| Co-mingled material recycled                         | Litres                         | 107,400    | 122,940        | -12.6%            |
| Paper & Cardboard recycled (incl. secure paper)      | Litres                         | 301,800    | 306,540        | -1.5%             |
| Organic material recycled                            | Litres                         | 1,669      | 1,188          | 40.5%             |
| <b>Greenhouse gas emissions</b>                      |                                |            |                |                   |
| Emissions from stationary energy use[11]             | Tonnes CO <sub>2</sub> -e      | 467        | 703            | -33.57%           |
| Emissions from transport                             | Tonnes CO <sub>2</sub> -e      | 27         | 28             | -3.57%            |
| Total emissions                                      | Tonnes CO <sub>2</sub> -e      | 494        | 731            | -32.42%           |

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 20 August 2018) and SG Fleet Intelligence

**Notes:** please see at the end of the section: End notes.

## Energy consumption and GHG Emissions

In 2017-18 electricity consumption at the three Education Support Office sites; Callam Offices, Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon electricity consumption totalled 729,610 kilowatt hours (kWh). This is a decrease of 8.25 percent from 2016-17. Gas consumption totalled 2,615,008 megajoules (MJ) and is a decrease of 12.6 percent from 2016-17.

Greenhouse gas (GHG) emissions from stationary energy totalled 467 tonnes of CO<sub>2</sub>-e. This is a decrease of 33.57 percent from 2016-17.

## Water consumption

Water consumption at Hedley Beare Centre for Teaching and Learning and Callam Offices totalled 3,338 kilolitres in 2017-18, which is an increase of 31.94 percent from 2016-17. Water consumption data is not available for 220 Northbourne Avenue Braddon.

## Waste Management

The Directorate's Education Support Office sites at Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon are accredited recyclers under the ActSmart Business recycling program. Both sites and the newly occupied office at Callam will be audited in 2018-19 with the assistance of ActSmart Business with staff awareness refreshed to maximise resource recovery.

Printer cartridge and e-waste/battery recycling is undertaken Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon with 31kg and 520kg respectively being recycled in the reporting period. Additional recycling initiatives were implemented at 220 Northbourne Avenue including PodCycle coffee pod recycling and battery recycling.

## Transport

The Directorate participated in the whole of government electric bike trial with two electric bikes located at 220 Northbourne Avenue for staff use. In the 2017-18 financial year the Directorate's electric bikes travelled a combined total of 239.43 kilometres. These trips were mainly taken to and from the city or Dickson.

One electric vehicle was returned to the lease agent due to battery failure. The vehicle was not able to be replaced with an electric vehicle due to lack of availability. The vehicle was replaced with a hybrid electric petrol vehicle.

### End Notes:

[\[1\]](#) Differences between the Enterprise Sustainability Platform sourced data for the Previous FY (2016-17) and that reported in the original 2016-17 Annual Report are due to updates to agency occupancy and historical consumption data and annual adjustments to ACT specific electricity emissions factors.

[\[2\]](#) Student figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools figures based on 2017-18 Budget Paper No. 3.

[\[3\]](#) Gross Floor Area (GFA) was the subject of a major review in 2017-18. The review was conducted with the assistance of computer assisted design (CAD) software and site visits. Floor area increases are attributed to the inclusion of facilities and spaces not previously recorded including minor extensions and building conversions of spaces. Floor area increases also resulted from the increased accuracy provided by CAD measurement.

[\[4\]](#) Emission factors used to calculate natural gas and fleet fuel are based on the latest National Greenhouse Accounts (NGA) Factors.

[\[5\]](#) Water consumption includes accrued data for 75 sites. Accruals are due to the quarterly billing cycle falling outside the reporting timeframe.

[\[6\]](#) Total net fed systems reported in 2016-2017 was 372kW. This included a school funded installation that did not proceed to installation.

[\[7\]](#) Differences between the Enterprise Sustainability Platform sourced data for the Previous FY (2016-17) and that reported in the original 2016-17 Annual Report are due to updates to agency occupancy and historical consumption data and annual adjustments to ACT specific electricity emissions factors.

[\[8\]](#) Staff figures based on 2017-18 Budget Paper No. 3.

[\[9\]](#) Icon Water invoices between November 2015 and February 2017 were based on estimated consumption for the Hedley Beare Centre for Teaching and Learning. Water consumption includes accrued data. Accruals are due to the quarterly billing cycle falling outside the reporting timeframe.

[\[10\]](#) The Office of the Board of Senior Secondary Studies relocated from Lyons to Callam in April 2017. Waste to landfill data was available at Lyons. Callam is managed by ACT Property Group and waste to landfill data for individual tenancies is not available.

[\[11\]](#) Greenhouse gas emissions for electricity consumption have been calculated using emissions factors based on the 2018 ACT Electricity Emissions Factor Report.

**For further information contact:**

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