SECTION D
ANNEX REPORTS

1. ACT Accreditation and Registration Council 177
2. Board of Senior Secondary Studies 185
3. Government Schools Education Council 209
4. Non-government Schools Education Council 221
5. ACT Teacher Quality Institute 231

ANNEX REPORTS

ACT ACCREDITATION AND REGISTRATION COUNCIL

ARC

ACT Accreditation and Registration Council

Dr Chris Bourke
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I am pleased to present the Annual Report for the ACT Accreditation and Registration Council for the financial year ending 30 June 2012.

The report has been prepared in conformity with applicable legislation including section 6 (1) of the *Annual Reports (Government Agencies) Act 2004*, section 18 of the *Training and Tertiary Education Act 2003* and in accordance with the requirements referred to in the Chief Minister's Annual Report Directions. The Annual Report of the ACT Accreditation and Registration Council is annexed to the Annual Report of the ACT Education and Training Directorate.

I hereby certify that the attached Annual Report is an honest and accurate account and includes all material information on the operations of the ACT Accreditation and Registration Council during the period 1 July 2011 to 30 June 2012.

I commend the Annual Report to you.

Yours sincerely

Emeritus Professor John Richards
Chair
ACT Accreditation and Registration Council

GPO Box158, CANBERRA ACT 2601
Telephone (02) 6205 8555 Facsimile (02) 6205 7045

ACT Accreditation and Registration Council Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The Organisation

The *Training and Tertiary Education Act 2003* (the TaTE Act) established the ACT Accreditation and Registration Council (the Council). Under the TaTE Act, the Council provides advice to the Minister for Education and Training (the Minister) on tertiary education, particularly the registration of tertiary education providers and accreditation of tertiary courses.

The Council ensured that national standards were met for:

- National Protocols for Higher Education Approval Processes for non self-accrediting higher education provision
- the *Education Services for Overseas Students Act 2000 (Commonwealth)* (the ESOS Act) and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* for international education provision in the ACT.

The Council contributed to the provision of quality education in the ACT by:

- exercising its statutory authority for accreditation and registration and ensuring national standards are met
- measuring and reporting on provider compliance with the appropriate standards.

Staff of the ACT Education and Training Directorate (the Directorate) manage Council functional and administrative responsibilities and provide secretariat and related services.

A2 Overview

The responsibility of the Council significantly changed in the 2011-12 reporting period. During this period, national agencies assumed regulation of tertiary education. From 1 July 2011, the Australian Skills Quality Authority (ASQA) assumed legislative responsibility for accreditation and registration of VET providers and courses in the ACT. The Tertiary Education Quality and Standards Agency (TEQSA) assumed legislative responsibility for higher education providers and courses on 30 January 2012. The Directorate has made alternative arrangements for the regulation of responsibility under the ESOS Act for school education for overseas students in the ACT.

Under the TaTE Act, the Council was responsible for registration and accreditation of higher education providers and courses within the reporting period. The Council

maintained an appropriate schedule of meetings in 2011 to progress its functions, but ceased to meet once its responsibility for higher education functions ended in early 2012.

The Council membership was maintained to allow for any delay in the transition of regulatory functions to national agencies which was anticipated to be completed by the end of 2011. In 2011, all members' appointment periods were extended to allow the Council to continue exercising its functions until 30 June 2012 to risk-manage delays through the Commonwealth parliamentary and administrative issues.

In 2011, the ACT Government formed the ACT Learning Capital Council (LCC) to provide advice on tertiary education policy and planning including workforce issues. The establishment of the LCC was a key recommendation of *Learning Capital*, the report of the ACT Tertiary Taskforce. The Taskforce included stakeholders from education providers, industry and government and included members of the Council. The LCC absorbed Council functions to provide advice to the ACT Government and the Minister on tertiary education policy.

A5 Management discussion and analysis

The Minister appoints members to the Council. As determined by section 12(1) of the TaTE Act, the Council comprised 11 members: a chairperson; four people with expertise in vocational education and training (VET); three people with expertise in higher education; one person representing interests of employers; one person representing interests of employees; and one person representing providers of industry training advice.

Table ARC 1: Council membership and meetings held for the reporting period

Member	Position and representation	Appointment expiry	Number of meetings attended
Professor John Richards	Chairperson	3 June 2013	1
Mr Vince Ball	VET expertise	30 June 2012	1
Professor Peter Camilleri	Higher education expertise	30 June 2012	1
Mr Stephen Darwin	Member	30 June 2012	1
Professor John Dearn	Higher education expertise	30 June 2012	1
Mr Mike Fitzgerald	Interests of employees	21 Dec 2012	1
Mrs Annie Gregg	Industry training advisory services	30 June 2012	0
Ms Louise Mayo	VET expertise	30 June 2012	1
Ms Karen Nicholas	VET expertise	29 Nov 2012	1
Ms Kaye O'Hara	Member	30 June 2012	1
Mr Chris Peters	Interests of employers	30 June 2012	1

Source: ACT Accreditation and Registration Council

There was one vacant position on the Council during the year.

The Council maintained a Higher Education Committee (HEC) to provide it with specific advice on regulation of higher education. HEC membership included some Council members and other individuals with higher education expertise. HEC operated under terms of reference endorsed by the Council.

Table ARC 2: Membership of the HEC

Member	Position and representation	Appointment expiry	Number of meetings attended
Professor Peter Camilleri	Chair	30 June 2012	1
Mr Stephen Darwin	Member	30 June 2012	1
Professor John Dearn	Member	30 June 2012	1
Ms Kaye O'Hara	Member	30 June 2012	1

Source: Accreditation and Registration Council

A6 Financial report

The Council has no financial functions under the TaTE Act. Consequently the Council does not receive or expend funds in its own right.

A8 Strategic indicators

The Council operated in the context of the *ACT Accreditation and Registration Council Strategic Plan 2009-2011* developed in the context of and with reference to other government strategic documents, including the Directorate's Strategic Plan 2010-2013.

A9 Analysis of agency performance

The Council regulated and quality-assured five non self-accrediting higher education providers, and their 25 courses, approved for delivery in the ACT. Two providers were ACT legal entities and three hold primary registration in other Australian states, recognised by the Council for delivery in the ACT.

The Council's HEC continued to provide advice to the Council on higher education matters. In light of the changing regulatory responsibility and the increased focus on higher education, HEC members who were not already Council members were appointed to the Council.

Meetings of the HEC and the Council were held on the same day. This allowed HEC to maintain its higher education expertise in decisions concerning course accreditation and provider registration. In addition, Council members with higher education expertise assisted the Council during the transition of regulatory functions to TEQSA. The Council and the HEC met on one occasion on 3 November 2011 in the reporting period.

The Council contributed to national discussions in relation to the transition of registration and accreditation functions to national regulators during 2011.

Section 18 of the TaTE Act requires the Council to report action(s) it takes in response to Ministerial directions. There were no such directions during the reporting period.

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B2 Internal and external scrutiny

The Directorate undertakes audit and risk management activities on behalf of the Council. The Directorate audit includes the Council secretariat and the regulatory activity it performs for the Council.

To maintain ethical standards, Council members are provided, prior to appointment, with the *Bowen Code of Conduct* as a guide for ethical standards of behaviour. All members sign a declaration stating that:

- their professional and private interests will not impact on their involvement with the Council
- they will disclose any actual or potential conflicts of interest to the Chair of the Council.

Consistent with the TaTE Act (s17), the Directorate provides secretariat, research and advisory assistance to the Council through a memorandum of understanding. The advice of the ACT Government Solicitor is also available to the Council.

Council members are entitled to reimbursement of reasonable expenses incurred in the exercise of their functions (TaTE Act, s16). The Chair is provided with an annual payment to cover expenses related to the statutory responsibilities of the Council chairperson.

B4 Legislation report

The Council is identified in the TaTE Act (section 12). Amendments were made to this Act via a Strategic Legislation Amendment Bill to make alternative arrangements for regulation of responsibility under the Commonwealth ESOS Act for school education for overseas students in the ACT.

Table ARC 3: Non-applicable sections

Section	Reasons
SECTION A	
A3 Highlights	There were no special highlights to report for the Council as its responsibility and activity wound up during the reporting period.
A4 Outlook	The Council has ceased its legislative responsibility so has no forward plans to report.
A7 Statement of performance	The performance of the Council as an agency is included in analysis of Directorate performance against the relevant priorities.
A10 Triple bottom line report	Council activity cannot be measured against values for sustainability.
SECTION B	
B1 Community engagement	The Council is not required to engage with community to conduct its regulatory responsibility.
B3 Legislative Assembly committee inquiries and reports	The Council made no submissions to Legislative Assembly committees.
SECTION C	
Legislative and policy based reporting	The Council has no reporting responsibility.

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

ANNEX REPORTS

BOARD OF SENIOR SECONDARY STUDIES

AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES

BSSS

Dr Chris Bourke MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear ~~Minister~~ Chris

I am pleased to submit the Annual Report of the Board of Senior Secondary Studies for the year ending 30 June 2012.

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

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

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Board of Senior Secondary Studies during the period 1 July 2011 to 30 June 2012 has been included and that it complies with the Chief Minister's Annual Report Directions.

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

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

I commend the Annual Report to you.

Yours sincerely

Rosemary Follett

Rosemary Follett AO
Chair
2 July 2012.

Lyons Education Centre, 67 Launceston Street Lyons ACT 2606 GPO Box 158 Canberra ACT 2601 Ph (02) 6205 7181 Fax (02) 6205 7167

Board of Senior Secondary Studies Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

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

The key functions of the Board are to:

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

The Board is committed to:

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

The Board delivers year 12 certification services to 23 ACT secondary colleges and five schools located in Papua New Guinea, Indonesia and Fiji. These are listed in Appendix C.

A2 Overview

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

- all young adults to achieve a Year 12 Certificate or equivalent vocational qualification
- high levels of achievement in literacy and numeracy
- improving educational outcomes for disadvantaged students
- effective transitions from school to post-school pathways.

In 2011, the board developed a new strategic plan to guide its activities for the period 2011-2013. The key focus areas for the board are:

- an informed and effective response to international, national and local initiatives
- a high quality, high equity curriculum, assessment and certification system that caters for all students.

A3 Highlights

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Monday 19 December 2011 for distribution to students. Over 10,000 certificates were produced by the Board for students in year 12 and over 900 vocational certificates for students in year 10.

The Board has continued to monitor developments in the Australian Curriculum and provide feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the structure and content of the curriculum. Through its Executive Officer and directly, the Board has also provided feedback on other national initiatives, such as the Australian Baccalaureate and National Trade Cadetships. In February 2012, the Board Chair, together with the chairs of other boards of studies around Australia, met with the Chief Executive of ACARA to discuss progress on development of the senior secondary Australian Curriculum and other national initiatives.

A4 Outlook

The Board's strategic plan will continue to guide its work during 2012-13. Key activities will include planning for implementation in the ACT of the senior secondary Australian Curriculum; participation in the Australasian Curriculum, Assessment and Certification Authorities' national comparability of standards feasibility project; redevelopment of the IT system for VET assessment and certification; development of a set of common curriculum elements for use in tertiary accredited courses and the ACT Scaling Test (AST); and a review of policies relating to support for students with special needs.

A9 Analysis of agency performance

An informed and effective response to international, national and local initiatives

The Board has continued to facilitate ACT feedback to ACARA on the senior secondary Australian Curriculum through teacher participation in workshops and video conferences. In June 2012, the Board held teacher forums on the latest draft content and achievement standards in the English, mathematics, science and history courses, and forwarded the feedback to ACARA. Following this consultation, it is anticipated that the revised courses will be endorsed by Education Ministers in December 2012, ready for implementation planning by states and territories from 2013. ACT college teachers have also been involved recently in ACARA national consultation workshops on civics & citizenship, geography, economics and business.

Following the release of the report, *Excellence and Enterprise: Advancing Public Schools of Distinction*, the Board is reviewing its policies on accelerated learning, and the use of technology and social media for flexible learning, to ensure they continue to support a variety of learning styles and pathways for students in years 11 and 12.

A high quality, high equity curriculum, assessment and certification system that caters for all students

In 2011-12, course frameworks in tourism & hospitality; health, outdoor education & physical education; information technology and science have been revised and endorsed by the Board. Twenty-two courses were approved for delivery to year 11-12 students and 15 teams are currently developing courses for implementation from 2013. These courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community, which provide advice on accreditation to the Board. A list of the panels that met to consider courses in 2011-12 is included at Appendix B.

The Board has continued its focus on enhancing the quality of assessment in colleges through assessment workshops and discussion of assessment tasks at Moderation Days. Recently the emphasis has been on supporting teaching and assessment of the higher order thinking skills encompassed within the AST. System-wide moderation provides feedback on the quality and effectiveness of school-based assessment and consistency in application of grade achievement standards across colleges.

The Board completed the redevelopment of its certification software in December 2011, following validation by Professor George Cooney, former Chair of the NSW & ACT Technical Committee on Scaling. Redevelopment of the VET component of the software is continuing with the design phase reaching sign-off. This has taken longer than anticipated due to the complexity of VET and changes in the VET environment.

Year 12 outcomes 2011

In 2011, 4,329 students met the requirements for an ACT Year 12 Certificate. This included 4,214 students enrolled in ACT colleges, including CIT Vocational College, and 115 students enrolled in overseas colleges. Of these students, 2,811 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,726 students enrolled in ACT colleges and 85 students enrolled in overseas colleges.

In 2011, 108 students (49 females, 59 males) from 19 colleges completed an H course through the Australian National University Secondary College. Of these students, 13 completed a course in mathematics, 17 in physics, 39 in chemistry, 24 in conservation biology and 15 in Japanese. Of these students, 68.5 percent used their scaled H course score in the calculation of their ATAR.

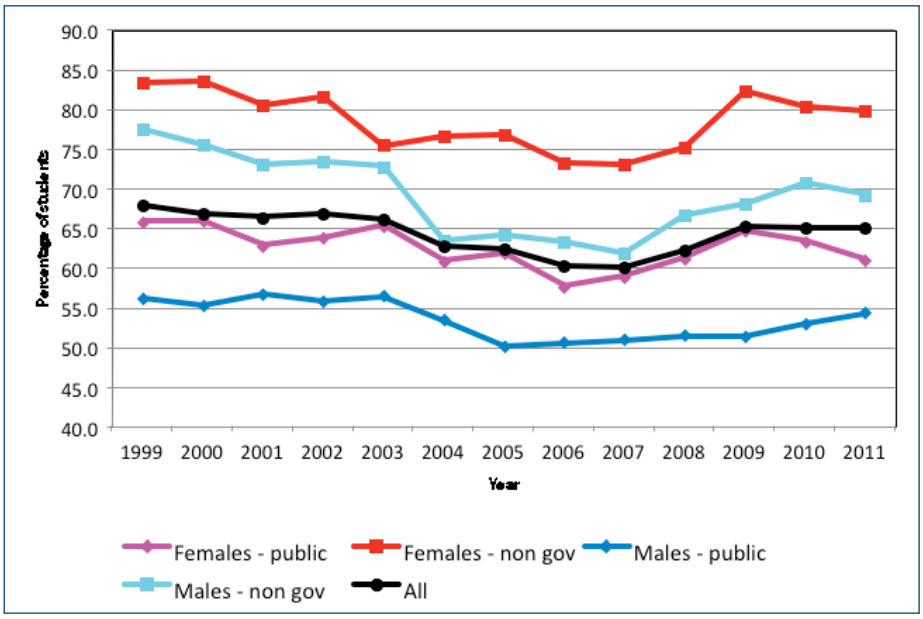
The percentage of ACT students receiving a Year 12 Certificate increased by 1.3 percent from 2010 to 2011 reflecting small increases across both the public and non-government sectors. In 2011, 92.4 percent of year 12 students in ACT colleges achieved an ACT Year 12 Certificate compared with 91.1 percent in 2010.

To achieve an ACT Year 12 Certificate students are required to study a minimum of 17 standard units, which form at least three accredited courses from different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas.

In 2011, 78.6 percent of Year 12 Certificate receivers (Standard Package) completed 20 or more standard units and 76.4 percent of Year 12 Certificate receivers completed five or more accredited courses from different course areas.

Figure BSSS 1 displays the percentage of Year 12 Certificate receivers achieving a TES from 1999 to 2011. In 2011, 65.1 percent of ACT students receiving a Year 12 Certificate also received a TES and hence ATAR. This is the same as in 2009 and 2010. Of the 2,726 students in the ACT who achieved an ATAR, 77.4 percent were at or above the University of Canberra main round general ATAR cut off of 65. Figure BSSS 2 illustrates the range of ATARs across colleges for 2011.

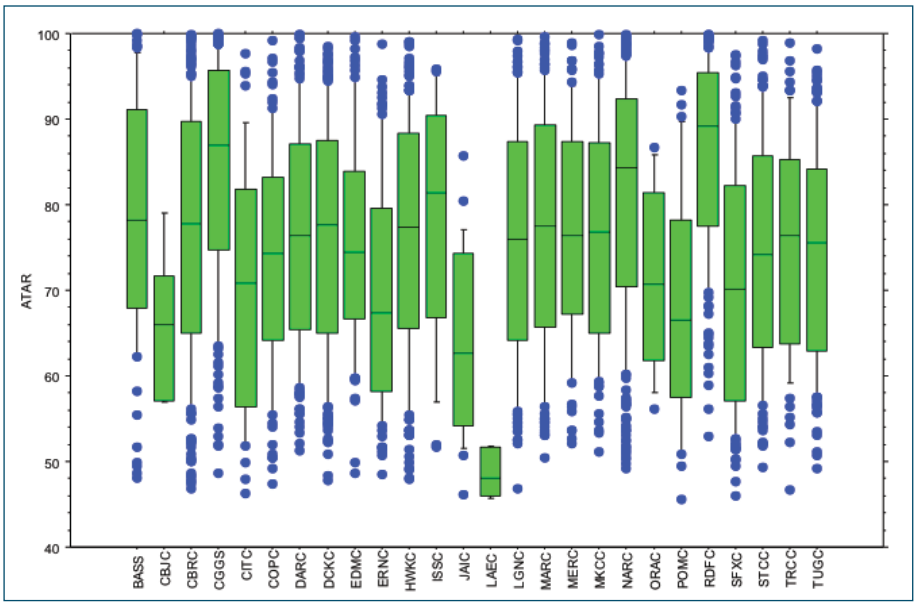
Figure BSSS 1: Year 12 Certificate receivers with a Tertiary Entrance Statement, 1999 to 2011



Source: ACT Board of Senior Secondary Studies

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

Figure BSSS 2: Australian Tertiary Admissions Rank by college, 2011



Source: ACT Board of Senior Secondary Studies

Note:
1. The names of the colleges shown are listed in Appendix C.
2. The central line in the box represents the median score.
3. The block indicates the spread of 50 percent of the scores.

SECTION D

4. The single vertical line indicates the spread of the next 15 percent of scores.
5. Circles represent individual results in the top 10 percent and bottom 10 percent of scores. The highest ATAR achieved was 99.95. Some circles touching the 100 line are due to congestion in the figure.

The following table gives the percentage of Year 12 Certificate and TES receivers who completed an accredited course in the nominated areas.

Table BSSS 1: Selected courses on Year 12 Certificates and Tertiary Entrance Statement, 2010 and 2011

Course area	Percentage of ACT Year 12 Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2010	2011	2010	2011
English/English as a second language (ESL)	97.3	97.9	99.9	99.0
Mathematics	90.0	91.8	93.1	91.3
Information technology	14.7	12.3	14.8	12.7
Sciences	44.3	44.7	57.3	56.8
History	17.0	16.7	21.8	20.8
Languages	15.9	15.9	21.4	21.4

Source: ACT Board of Senior Secondary Studies

Whilst the minimum number of courses from different course areas required for a TES is two T and/or H courses, 63.6 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is a decrease of 2.5 percent from the 2010 cohort, indicating greater subject specialisation by students.

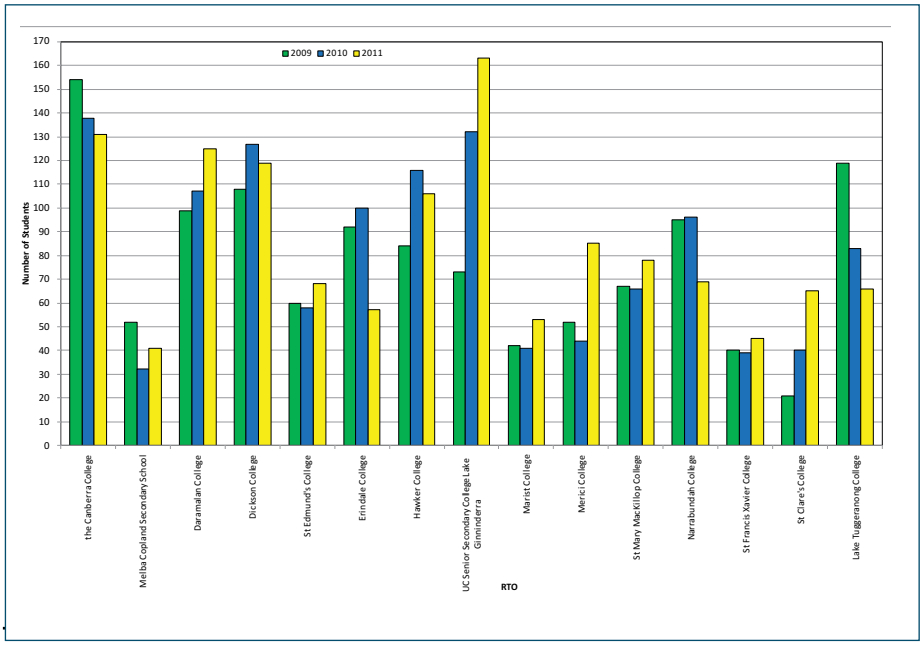
There are no compulsory courses in the ACT, however, the above data shows that 97.9 percent of ACT Year 12 Certificate receivers and 99.0 percent of TES receivers completed a course in English/ESL, and 91.8 percent of ACT Year 12 Certificate receivers and 91.3 percent of TES receivers completed a course in mathematics.

The Board recognises on a student's Year 12 Certificate the contribution of learning undertaken outside of the college environment during years 11 and 12. In 2011, 1,168 students received such recognition under Recreational Activities, 931 students received recognition under Community Involvement and 374 students received recognition under Recognition of Outside Learning.

The Board issues vocational certificates to years 10 and 12 students who have completed vocational qualifications through colleges as RTOs. In 2011, this included 486 year 10 students and 1,214 year 12 students. Of these students, 43 completed an Australian School-based Apprenticeship with their college as the RTO.

The following figure displays the number of students receiving vocational certificates issued by the Board for each RTO by year level in 2011. It should be noted that students may have received more than one vocational certificate.

Figure BSSS 3: Number of students receiving vocational certificates by college and year level, 2009 to 2011



Source: ACT Board of Senior Secondary Studies

In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Year 12 Certificate. In 2011, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Year 12 Certificate as an E course. In 2011, 20 students were awarded an E course. The E courses were in the areas of business, children's services, construction, culinary skills, design, hairdressing, horticulture, media and retail.

In 2011:

- 179 students received recognition on their Year 12 Certificate for vocational qualifications awarded by an RTO other than their home college
- 291 students who undertook an Australian School-based Apprenticeship with an external RTO received recognition for it on their Year 12 Certificate.

Students may receive recognition for more than one vocational qualification completed with external RTOs.

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B1 Community engagement

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

The Board encourages and welcomes both positive and negative feedback and is committed to responding to complaints in a timely and positive manner. This enables staff, students, parents and community members to contribute to the Board's continuous improvement strategy. In 2011-12, the Board developed a new Feedback and Complaints policy, which is available on its website. The Board received three complaints in 2011-12. Two of the complaints related to curriculum delivery in schools and they were passed on to the schools and relevant educational authority. The third related to service provision and has been resolved.

SECTION C: LEGISLATIVE AND POLICY BASED REPORTING

The Education and Training Directorate provides funding and secretariat staff, and ministerial, financial, legal, risk management and audit services to the Board through a memorandum of understanding. Most of the Board's legislative and policy based reporting is encompassed within the Directorate's reports. This is listed in Appendix A.

C5 Internal accountability

Board membership

The BSSS Act (s8) creates a board with a broad membership of 14 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education and Training Directorate, are appointed by the Minister for Education and Training for a period of up to three years. Members can be reappointed if they are still eligible. The appointment of Professor Stephen Parker as Board Chair expired in December 2011. Ms Rosemary Follett was appointed Board Chair and one member was reappointed in January 2012. Also, one member resigned and another member retired during 2012.

Remuneration for Board members

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

Ethical standards

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

Table BSSS 2: Board membership as at 1 July 2011

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2011
Professor Stephen Parker	Chair	1 January 2008	31 December 2011	3/3
Ms Carolyn Grayson	Canberra Institute of Technology	17 May 2011	31 December 2013	3/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2013	2/3
Professor Joan Beaumont	Australian National University	29 January 2010	31 December 2012	1/3
Professor Louise Watson	University of Canberra	29 January 2010	31 December 2012	3/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2011	2/3
Ms Jan Bentley	ACT Branch, Australian Education Union	29 January 2010	31 December 2012	3/3
Mrs Alison Jeffries	Catholic Education Commission	29 January 2010	31 December 2012	3/3
Mr Martin Watson	ACT Principals' Association	29 January 2010	31 December 2012	3/3
Ms Josephine Dixon	ACT Council of Parents & Citizens Associations	29 January 2010	31 December 2012	3/3
Ms Kirsten Wilkinson	Association of Parents & Friends of ACT Schools	25 June 2009	31 December 2013	3/3
Dr Christopher Peters AM	ACT and Region Chamber of Commerce and Industry	15 January 1998	31 December 2012	2/3

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2011
Mr Peter van Rijswijk	ACT Trades and Labour Council	29 January 2010	31 December 2012	2/3
Ms Trish Wilks	Delegate of the Director–General, Education and Training Directorate	12 February 2007	Ongoing	2/3

The Board has six scheduled meetings each calendar year. The above Board met on three occasions from July to December 2011.

Details of Board members in 2011

Professor Stephen Parker (Chair)

Professor Parker is the Vice-Chancellor and President of the University of Canberra. Professor Parker is a lawyer by profession and has worked in the higher education sector for many years. He has also chaired the board of a state secondary school.

Qualifications: LLB (Hons), PhD

Ms Carolyn Grayson

Ms Grayson is the Director, Centre for Education Excellence at the Canberra Institute of Technology and was previously Director, Centre for VET Practice at Swinburne University of Technology. She has over 25 years' experience working in the tertiary sector and previously held positions in the Victorian State Training Authority and the Australian National Training Authority.

Qualifications: BArch(Hons), BSci(Hons), Dip Ed, MEd, Grad Cert Bus Admin

Ms Louise Mayo

Ms Mayo is a Director at Bull&Bear Special Assignments P/L and was a founding Director of the Australian Business Academy. She has been a Member of the ACT Accreditation and Registration Council since 2005, a Steering Committee Member for the Australian College of Educators, and Chair of the Board of Governors at the McGrath Institute of Business & Technology since 2009.

Qualifications: BBus, GradDip Bus, MBus, MMgt, DBusAdmin

Professor Joan Beaumont

Professor Beaumont is Dean of Arts and Social Sciences, Australian National University (ANU). Prior to joining ANU, she was Dean of Arts (& Education) at Deakin University. Her key interests are in the history of Australia at war.

Qualifications: BA (Hons), PhD, Fellow of the Academy of Social Sciences in Australia

Professor Louise Watson
Professor Watson is involved in Education Policy in the Faculty of Education, University of Canberra. She has undertaken research in education policy in a wide range of areas, including quality schooling, performance measurement and educational leadership.

Qualifications: BA (Hons), MA, PhD

Ms Rita Daniels
Ms Daniels is the Principal of Daramalan College and was previously Principal of St Clare's College. She was a member from 2000 to 2003 and from 2004 to 2006, chairing the Board's Assessment and Certification, and Discipline committees. She has been teaching since 1977.

Qualifications: BA, Dip Ed, MEd

Ms Jan Bentley
Ms Bentley is Executive Teacher, Mathematics and Technology at Dickson College. She has over 40 years' experience in teaching mathematics in colleges and high schools in the ACT, and has been involved in course development for ACT colleges since 1974. In 2009 she received an Australian Education Union Public Education Award.

Qualifications: BA, Dip Ed, Dip in Using Computers in Education

Mrs Alison Jeffries
Mrs Jeffries has been Principal of St Clare's College since 2009. Prior to that she worked in Human Resources and Education Services in the Catholic Education Office and in various schools, including MacKillop Catholic College ACT and St Anne's Central School, NSW.

Qualifications: BEd (Dist), MEd, M Cath Ed, Grad Cert in Ed Law, Cert IV Assessment and Workplace Training

Mr Martin Watson
Mr Watson is Principal, University of Canberra Senior Secondary College Lake Ginninderra and was acting Principal and Deputy Principal at the college prior to that appointment. He has over 20 years' experience in ACT high schools and colleges.

Qualifications: BA, Grad Dip Ed

Ms Josephine Dixon
Ms Dixon has worked in computing in various government departments and has taught computing at the Canberra Institute of Technology. She was a member of the Board's Assessment and Certification Committee from 2006 to 2009.

Qualifications: BA Comp Studies, MEd, Grad Dip Information Science, Workplace Assessor

Ms Kirsten Wilkinson
Ms Wilkinson has worked at the Australian Bureau of Statistics either full or part-time for over 20 years. Prior to this she gained a teaching degree and has worked in primary schools in the ACT.

Qualifications: BEd, Dip Teaching

Dr Christopher Peters AM
Dr Peters is the Chief Executive of the ACT & Region Chamber of Commerce and Industry. Dr Peters represents business on numerous ACT Government boards and committees, and is on the board of several public companies and community organisations.

Qualifications: Dip Corporate Directors, Honorary Doctor of the University of Canberra, Senior Fellow Corporate Directors Association, Fellow Australian Institute Company Directors, Fellow Australian Institute of Management, Chartered Director

Mr Peter van Rijswijk
Mr van Rijswijk is a teacher at St Francis Xavier College and has worked in ACT and Victorian colleges since 1981. He has served on the Board's Media and Drama Accreditation panels and has been a Small Group Moderator.

Qualifications: BEd, Cert IV Assessment and Workplace Training, Cert IV Entertainment

Ms Trish Wilks
Ms Wilks is Director of Learning and Teaching in the Education and Training Directorate. She has had considerable experience as a school principal and teacher, and has been on the boards of several national educational associations.

Qualifications: BA, Dip Ed, Teachers' Certificate, MEd, Associate of the Library Association of Australia, Fellow of the Australian Council for Educational Leaders

Table BSSS 3: Board membership as at 30 June 2012

Member	Affilation	Initial appointment	Appointment expires	Meetings attended Jan-Jun 2012
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2014	3/3
Ms Carolyn Grayson	Canberra Institute of Technology	17 May 2011	31 December 2013	3/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2013	3/3
Professor Joan Beaumont	Australian National University	29 January 2010	31 December 2012 Resigned 14 March 2012	0/1
Professor Louise Watson	University of Canberra	29 January 2010	31 December 2012	2/3

Member	Affilation	Initial appointment	Appointment expires	Meetings attended Jan-Jun 2012
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2014	2/3
Ms Jan Bentley	ACT Branch, Australian Education Union	29 January 2010	31 December 2012	3/3
Mrs Alison Jeffries	Catholic Education Commission	29 January 2010	31 December 2012	2/3
Mr Martin Watson	ACT Principals' Association	29 January 2010	31 December 2012	3/3
Ms Josephine Dixon	ACT Council of Parents & Citizens Associations	29 January 2010	31 December 2012	1/3
Ms Kirsten Wilkinson	Association of Parents & Friends of ACT Schools	25 June 2009	31 December 2013	2/3
Dr Christopher Peters AM	ACT and Region Chamber of Commerce and Industry	15 January 1998	31 December 2012	3/3
Mr Peter van Rijswijk	ACT Trades and Labour Council	29 January 2010	31 December 2012	3/3
Trish Wilks	Delegate of the Director-General, Education and Training Directorate	12 February 2007	Ongoing	2/3

The above Board has met on three occasions from January to June 2012.

Details of Board members in 2012

Eleven members are the same as for 2011. Details of the new Chair are provided below.

Ms Rosemary Follett AO

Ms Follett was Chief Minister and Treasurer of the ACT in 1989 and 1991-1995. She was the ACT's Discrimination Commissioner 1996-2004. Ms Follett has served on a number of boards and committees including the ACT Skills Commission (Deputy Chair), Canberra Institute of Technology Advisory Board 2004-2007 and University of Canberra Council (Deputy Chancellor) 2008-2011. She is currently a Director of the University of Canberra College.

Qualifications: BArts (Administration)

Standing committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below. Membership of these committees in 2011 and 2012 is included in Appendix B.

Table BSSS 4: Board standing committees and their roles

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

Board secretariat

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

C21 Aboriginal and Torres Strait Islander reporting

The Board is committed to encouraging Aboriginal and Torres Strait Islander students to complete their senior secondary education and to aspire to high levels of achievement. In 2011, the Board expanded its Aboriginal and Torres Strait Islander Student award to enable one student from each college to be recognised rather than a single student for the system. To be eligible for the award, Aboriginal and Torres Strait Islander students must have demonstrated a sustained high level of achievement across all courses studied in years 11 and 12; and/or have made a significant contribution during years 11 and 12 to life in their college or the broader community. Ten year 12 students received such awards at the Board's Recognition of Excellence Ceremony in December 2011.

C22 *ACT Multicultural Strategy 2010-2013*

The Board supports the *ACT Multicultural Strategy 2010-2013* though the accreditation of curriculum and flexible approaches to certification to meet the needs of children and young people from migrant and refugee backgrounds, and those from culturally and linguistically diverse backgrounds.

Table BSSS 5: Progress against the focus areas of the strategy, 2011-12

Focus Area	Progress
Languages	Four European languages (French, German, Italian and Spanish) and five Asian languages (Japanese, Chinese, Korean, Hindi and Indonesian) are accredited for delivery in colleges. The Board has also registered the Polish Language School, The Australian School of Contemporary Chinese, the Spanish Language and Culture Program in Australia, and the ANU Secondary College (Japanese) for the delivery of language programs that can contribute to Year 12 Certificates.
Children and Young People	The Board has approved courses specifically designed for English as a Second Language students undertaking programs at the Secondary Introductory English Centre (Dickson College) and in other colleges. The Board develops a modified version of the ACT Scaling Test to address the needs of students from culturally and linguistically diverse backgrounds
Refugees, Asylum Seekers and Humanitarian Entrants	The Board has approved the development of courses designed for students in the Refugee Bridging Program at Dickson College and has flexible approaches to certification to meet the needs of these students.

For more information contact:
The Executive Officer
Board of Senior Secondary Studies
GPO Box 158
CANBERRA ACT 2601
(02) 620 57181
bsss.enquiries@act.gov.au
http://www.bsss.act.edu.au

Appendix A: Sections not covered elsewhere in this report

Section	Reporting
A5 Management discussion and analysis	Funding for the Board is provided and managed through the Directorate. See Appendix 1 in the Directorate report.
A6 Financial performance	Covered within Directorate report. See Appendix 2: A6 Financial report.
A7 Statement of performance	Not applicable.
A8 Strategic indicators	Not applicable.
A10 Triple bottom line report	Covered within Directorate report. See Appendix 4: A10 Triple Bottom Line.
B2 Internal and external scrutiny	Covered within Directorate report. See section B2 in that report.
B3 Legislative Assembly committee inquiries and reports	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2011-12.
B4 Legislative report	The Board of Senior Secondary Studies Act 1997 is identified against the Directorate in the Administrative Arrangements.
C1 Risk management and internal audit	Covered within Directorate report. See section C1 in that report.
C2 Fraud prevention	Covered within Directorate report. See section C2 in that report.
C3 Public interest disclosure	Covered within Directorate report. See section C3 in that report.
C4 Freedom of information	Freedom of information requests are processed through the Directorate. See section C4 in that report. The Board received no Freedom of information requests in 2011-12.
C6 Human resources performance	Covered within Directorate report. See section C6 in that report.
C7 Staffing profile	Covered within Directorate report. See section C7 in that report.
C8 Learning and development	Covered within Directorate report. See section C8 in that report.
C9 Workplace health and safety	Covered within Directorate report. See section C9 in that report.
C10 Workplace relations	Covered within Directorate report. See section C10 in that report.
C11 Human Rights Act 2004	Covered within Directorate report. See section C11 in that report.
C12 Strategic Bushfire Management Plan	Not applicable.
C13 Strategic asset management	Not applicable.
C14 Capital works	Not applicable.
C15 Government contracting	Covered within Directorate report. See Appendix 5: section C15 in that report.

Section	Reporting
C16 Government grants, assistance and sponsorship	The Board provided no government grants or assistance/sponsorship in the reporting period.
C17 Territory records	Covered within Directorate report. See section C17 in that report.
C18 Commissioner for the Environment	Not applicable.
C19 Ecologically sustainable development	Covered within Directorate report. See section C19 in that report.
C20 Climate change and greenhouse gas reduction policies and programs	Covered within Directorate report. See section C20 in that report.
C23 ACT Strategic Plan for Positive Ageing 2010-2014	Covered within Directorate report. See section C23 in that report.
C24 ACT Women's Plan 2010-2015	Covered within Directorate report. See section C24 in that report.
C25 Model Litigant Guidelines	Covered within Directorate report. See section C25 in that report
C26 Notice of noncompliance	Covered within Directorate report. See section C26 in that report.

Appendix B: Board committees that operated in 2011-2012

Curriculum Advisory Committee 2011

Mr Martin Watson	Chair
Ms Chris Melican	Education and Training Directorate
Mr Simon Vaughan	ACT Principals' Association
Ms Gina Galluzzo	Catholic Education Office
Mr John Alston-Campbell	Association of Independent Schools of the ACT
Ms Kate Lyttle	Association of Parents & Friends of ACT Schools
Ms Elizabeth Singer	ACT Council of Parents & Citizens Associations
Mr Trevar Chilver	ACT and Region Chamber of Commerce and Industry
Dr Rachel Cunneen	University of Canberra

Assessment and Certification Committee 2011

Ms Rita Daniels	Chair
Mr Tim Grace	Education and Training Directorate
Mr Nick Vonthethoff	ACT Principals' Association
Mr Michael Lee	Catholic Education Commission
Mr John Folan	Association of Independent Schools of the ACT
Mr Warren Muller	ACT Council of Parents & Citizens Associations
Ms Helen Strauch	Co-opted member
Ms Debbie O'Brien	Co-opted member

Vocational Education and Training Committee 2011

Mrs Alison Jeffries	Chair
Ms Belinda Muir	Catholic Education Commission
Ms Meredith Joslin	Association of Independent Schools of the ACT
Ms Sharon Jasprizza	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Mr Keith Marchioni	Canberra Institute of Technology
Mr Mike Fitzgerald	ACT Trades and Labour Council
Ms Jo Powell	ACT and Region Chamber of Commerce and Industry
Ms Kerrie Sollis	ACT Teachers in Vocational Education Association
Dr Kaaren Blom	Education and Training Directorate
Ms Ann Robb	ACT Council of Parents & Citizens Associations

Curriculum Advisory Committee 2012

Mr Martin Watson	Chair
Mr Reijer Hilhorst	Education and Training Directorate
Mr John Alston-Campbell	ACT Principals' Association
Ms Gina Galluzzo	Catholic Education Commission
Ms Peggy Mahy	Association of Independent Schools of the ACT
Ms Charuni Weerasooriya	Association of Parents & Friends of ACT Schools
Mr Denis O'Dea	ACT Council of Parents & Citizens Associations
Mr Trevar Chilver	ACT and Region Chamber of Commerce and Industry
Dr John Hammond	University of Canberra

Assessment and Certification Committee 2012

Ms Rita Daniels	Chair
Mr Ken Gordon	Education and Training Directorate
Mr Peter Clayden	ACT Principals' Association
Mr Michael Lee	Catholic Education Commission
Mr John Folan	Association of Independent Schools of the ACT
Ms Rebecca Jarman	ACT Council of Parents & Citizens Associations
Ms Debbie O'Brien	Co-opted member (to 20 April 2012)
Ms Lyn Mernagh	Co-opted member (from 30 April 2012)
Ms Helen Strauch	Co-opted member

Vocational Education and Training Committee 2012

Ms Carolyn Grayson	Chair
Ms Belinda Muir	Catholic Education Commission
Ms Meredith Joslin	Association of Independent Schools of the ACT
Ms Helen Grant	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Elizabeth Nair	Canberra Institute of Technology (to end of April 2012)
Ms Skye Blomfield	Canberra Institute of Technology from 14 June 2012)
Mr Mike Fitzgerald	Unions ACT
Ms Jo Powell	ACT and Region Chamber of Commerce and Industry
Ms Kerrie Sollis	ACT Teachers in Vocational Education Association
Ms Ann Goleby	Education and Training Directorate
Mr Hugh Boulter	ACT Council of Parents & Citizens Associations

Accreditation Panels 2011-2012

Accreditation panel	Panel chair	School
Biology	Ms Annie Termaat	Education and Training Directorate
Business and Finance	Ms Kerry McDonnell	Merici College
Business Services	Ms Marie (Bernie) Fisher	Australian Catholic University (formerly Merici College)
Chemistry	Mr Alex Cozadinos	Trinity Christian School
Contemporary Transitions	Ms Karen Hundy	St Mary MacKillop College
Cultural Studies	Ms Melissa Planten	UC Senior Secondary College Lake Ginninderra
Design and Technology	Mr Graham Cassells	Melba Copland Secondary School
Economics	Mr Kevin Howard	The Canberra College
Food and Resource Management	Ms Jennie Watson	The Canberra College
General Science	Ms Jane O'Brien	Canberra Girls' Grammar School
Industrial Trades and Technology	Mr Fred Zarb	St Edmund's College
Physical Education/ Recreation	Ms Jenny Hall	Canberra Girls' Grammar School
Physics	Mr David James	Daramalan College

Appendix C: Institutions delivering courses certificated by the Board

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

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

Other ACT institutions	Code
CIT Vocational College	CITC
Australian National University (ANU) Secondary College	ANUC
University of Canberra	UNCC

International schools	Code
Sekolah Cita Buana, Jakarta	CBJC
International School, Suva	ISSC
Australian International School, Jakarta and Bali	JAIC
Coronation College, Lae	LAEC
Port Moresby International School	POMC

Outside private providers
Canberra Dance Development Centre
Canberra School of Music, ANU
Polish Language School
Spanish Language and Culture Program in Australia
The Australian School of Contemporary Chinese

ANNEX REPORTS

GOVERNMENT SCHOOLS EDUCATION COUNCIL

Government Schools Education Council

www.gsec.act.edu.au

GSEC
GPO Box 158
CANBERRA ACT 2601

Dr Chris Bourke MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I submit the Annual Report of the Government Schools Education Council for 2011–2012.

This report has been prepared under section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements referred to in the *Chief Minister's Annual Report Directions*. The Annual Report of the Government Schools Education Council is annexed to the administrative report of the Director-General of the Education and Training Directorate.

I hereby certify the attached Annual Report is an honest and accurate account and all material information on the operations of the Government Schools Education Council during the period 1 July 2011 to 30 June 2012 has been included and that it complies with the Chief Minister's Annual Report Directions.

I also hereby certify that fraud prevention has been managed in accordance with *Public Sector Management Standard 2, Part 2.4*.

I commend the Annual Report to you.

Yours sincerely

Di Kerr
Chair

Government Schools Education Council Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

The Government Schools Education Council (the Council) is established in accordance with section 54 of the *Education Act 2004* (the Act).

The Act outlines the conditions under which the Minister may appoint or terminate the appointment of a Council member. As a statutory appointment the Standing Committee on Education, Training and Youth Affairs is consulted on proposed appointments.

Sections 56 and 57 of the Act state that the Council must include the Director-General and the Minister must appoint the following members of the Council:

- a chairperson
- six people who, in the Minister's opinion, have experience in one or more of the areas of business and commerce, public policy, early childhood care, education, special needs of young people and teacher education (the community members)
- 10 people who, in the Minister's opinion, represent the views of public school education (the education members), including:
  - two education members chosen from nominations of the peak organisation representing principals
  - two education members chosen from nominations of the government teacher union
  - two education members chosen from nominations of the peak organisation representing parent associations of public schools
  - two education members chosen from nominations of the peak organisation representing students
  - one education member chosen from nominations of organisations representing school boards
  - one education member chosen from nominations of organisations representing preschool parents.

A2 Overview

The council met five times between 1 July 2011 and 30 June 2012 including a joint meeting with the Non-government Schools Education Council in October 2011 to discuss matters of mutual interest.

The Council's functions are to advise the Minister on any aspect of the ACT public school system; and when asked by the Minister, to inquire into and give advice to the Minister on any aspect of the ACT public school system. Under section 66 (1) of the Act the Minister must present a copy of the advice to the Legislative Assembly.

The Education and Training Directorate (the Directorate) provides secretariat and advisory assistance to the Council. The Council may call on directorate staff to address Council meetings or meet with members to discuss particular issues or programs relevant to the work of the Council. If required, the Council has access to legal advice through the ACT Government Solicitor's Office.

A3 Highlights

The Council identified the following goals to be achieved during the 2011-12 year:

- monitor and provide advice to the Minister on the national agenda as it relates to public education, especially in regard to curriculum, assessment, reporting, teacher quality and eLearning
- continue discussions with the Directorate around the implementation of major Directorate initiatives including:
  - *Excellence in Disability Education in ACT Public Schools Strategic Plan 2010-13*
  - *Excellence and Enterprise: Advancing Public Schools of Distinction*
  - *the Learning Capital: an integrated tertiary education system for the ACT*
  - *Aboriginal and Torres Strait Islander Education Matters Strategic Plan 2010-2013*
- continue to monitor the achievements of students in public education in the National Assessment Program – Literacy and Numeracy (NAPLAN)
- maintain a close interest in early childhood schools
- continue to seek input from Council membership constituencies concerning all matters pertaining to public schooling
- continue to meet with the Non-government Schools Education Council.

The Council provided ongoing advice on education matters including those on the national education agenda, and issues and direction in ACT public education. The Council:

- participated in the ACT Future Funding Forums hosted by the Minister for Education and Training, Dr Chris Bourke MLA. The Council joined with a wide range of key education stakeholders to explore cross-sectoral priorities and views on the Final Report of Review of Funding for Schooling. The Forums were an opportunity to share ideas and engage in constructive dialogue about school funding

- provided the ACT Government with suggestions regarding the level of investments in public education for 2012-13 so that public education system is the system of choice for the majority of Canberra families. Council's recommendations focused on the implementation of the Australian Curriculum, English language proficiency for English as an Additional Language or Dialect (EALD), teacher quality through the Smarter Schools National Partnership and *Excellence and Enterprise* framework
- joined with the Non-government Schools Education Council in discussing the national education agenda and the implementation of the Australian Curriculum following a presentation by Ms Trish Wilks, Director, Learning and Teaching
- continued its close association with public education by holding its March 2012 meeting at Giralang Primary School
- maintained a strong interest in information and communication technology in ACT public schools. Macquarie Primary School hosted the March 2012 meeting and provided the Council with an overview of the virtual learning environment. The overview included a demonstration on how the provision of technology based tools is improving learning outcomes and communication with students
- continued its interest in the work of the ACT Tertiary Taskforce by inviting Ms Leanne Cover, Deputy Director-General to give a presentation on The Report of the ACT Tertiary Taskforce, *Learning Capital: an integrated tertiary education system for the ACT*
- celebrated the success of staff and volunteers who demonstrated excellence, innovation and talent in their service to ACT Public Education by the attendance of council members at the 2012 ACT Public Education Excellence Awards held in June 2012.

A4 Outlook

The Council identified the following items as goals to be achieved in the next reporting period:

- continue discussions with the Directorate around the implementation of major Directorate initiatives
- continue to monitor the achievements of students in public education in the NAPLAN
- continue to seek input from Council membership constituencies concerning all matters pertaining to public schooling
- continue to meet with the Non-government Schools Education Council
- continue to maintain a close interest in the funding of government schooling for all students and particularly for students with disabilities, those for whom English is an additional language or dialect and those who are disengaged from schooling
- continue to provide advice to the Minister and engage in discussion on bridging the gap between Aboriginal and non-Aboriginal students in ACT government schools.

A5 Management discussion and analysis

Budget 2012-13 recommendations

In September 2011, the Council participated in the Treasury Budget consultation with its budget submission being tabled in the Legislative Assembly by the Minister for Education and Training, Dr Chris Bourke MLA on 5 June 2012.

The Council identified four main areas where budget commitments need to be made or sustained:

- support of teachers in the implementation of the Australian Curriculum by the provision of quality professional learning
- provision of sufficient funding to lift the levels of English language proficiency for EALD students so that all students are able to participate in the full curriculum including literacy and language learning
- build on the Commonwealth Government's funding for improvements to teacher quality through the Smarter Schools National Partnerships and continue to invest in improving the quality of teachers in ACT public schools
- pursue the key direction outlined *in Excellence and Enterprise: Advancing Public Schools of Distinction* to improve the provision of education in school and community settings to support young people with behavioural issues and those at risk of disengaging.

A6 Financial report

Remuneration for the chairperson is determined by the ACT Remuneration Tribunal in accordance with section 10(1) of the *Remuneration Tribunal Act 1995*. The current determination took effect on 1 November 2011. The chairperson is the only member to receive remuneration.

The Council has no funds for which it is responsible, and therefore does not receive or expend funds.

A7 Statement of performance

Not applicable

A8 Strategic indicators

Not applicable

A9 Analysis of council performance

Not applicable

B1 Community engagement

Not applicable

B2 Internal and external scrutiny

Not applicable

B3 Legislative Assembly Committee inquiries and reports

Not applicable

B4 Legislation report

Not applicable

C1 Risk management and internal audit

Council operations are regarded as low risk and the Chair has put processes in place to monitor identified risks. No risk mitigation activities have been required.

C2-C6

Not applicable

C7 Staffing profile

Ms Di Kerr (Chair)

Ms Kerr is the Chair of the Council. She has 20 years of teaching experience in ACT public schools and 12 years at senior management level in ACT and Western Australian education departments. She also has extensive experience in curriculum development at the national, state and school level and is Curriculum Advisor to Education Services Australia. Ms Kerr holds a Bachelor of Arts and a Diploma of Education. She is a Fellow of the Australian College of Educators and the ACT Minister's nominee on the Board of the Australian Curriculum, Assessment and Reporting Authority.

Ms Wendy Cave (Deputy Chair)

Ms Cave is an education member on the Council representing the Australian Education Union. She is currently the principal at Macquarie Primary School and has worked in the Directorate for over 20 years as a teacher and various executive positions. Ms Cave holds a Bachelor of Education.

Ms Jill Burgess

Ms Burgess is a community member on the Council and lectures at the Australian Catholic University (Canberra Campus). She is an ACT Chapter committee member and National Councillor for the Australian Association of Special Education Inc. and committee member on the Coalition of ACT Education Associations. Ms Burgess has extensive experience in a variety of educational settings, at all levels from early childhood to tertiary. She has a Bachelor of Arts in Psychology, Diploma of Education, Graduate Diploma in Reading and Language Education and a Master of Education (special needs education).

Ms Marrwah Ahmadzai

Ms Ahmadzai was a student representative on the Council and attended Melba Copland Secondary School from 2010-2011. Ms Ahmadzai has represented her peers on the School Representative Council for the last four years and was President in 2009. Ms Ahmadzai resigned from the Council on 15 February 2012.

Ms Karen Dial

Ms Dial is an experienced board member with stints at Bonython Primary School which included three years as Board Chair. Ms Dial was an education member on the Council representing school boards. She has been a director of a childcare centre and also the operator of a small business. Ms Dial holds an Associate Diploma of Education (Child Care). Ms Dial's term expired on 6 April 2012.

Ms Diane Joseph

Ms Joseph commenced with the Directorate in January 2010 and is the current Director-General.

Ms Joseph was previously the General Manager, Innovations and Next Practice, in the Office for Policy Research and Innovation at the Victorian Department for Education and Early Childhood Development (DEECD). Other previous positions include Assistant Regional Director Barwon-South Western Region and Assistant General Manager Office for Learning and Teaching in the DEECD.

Her leadership experience in policy, strategy and program development, and implementation spans all levels of the education system. Ms Joseph holds a Bachelor of Science (Education) from the University of Melbourne.

Ms Christine Pilgrim

Ms Pilgrim is Principal of Forrest Primary School and was an education member representing principals on the Council. She has extensive teaching and executive experience in the ACT and Indonesia. Ms Pilgrim holds a Bachelor of Education. Ms Pilgrim's term expired on 26 November 2011.

Ms Meegan Stuart

Ms Stuart was a community member on the Council and is an educational consultant. Ms Stuart has worked in education in the ACT, Western Australia and South Australia and has a Bachelor of Education (Junior Primary/Primary). Ms Stuart resigned from the Council on 8 February 2012.

Ms Paula Thompson

Ms Thompson has over 40 years education experience having taught across a range of settings from early childhood to university, both in Australia and overseas. She was a community member on the Council. Ms Thompson holds a Bachelor of Arts in Adult Education, majoring in literary studies and a Master of Education (General). Ms Thompson's term expired on 6 April 2012.

Mrs Jane Tullis

Mrs Tullis is an education member representing the ACT Council of P&C Associations. Mrs Tullis has many years of community volunteering experience including terms with the Holt Primary School P&C Association, Ginninderra District High School Board and P&C Association, and Copland College P&C Association. Mrs Tullis currently holds the positions of Vice President, ACT Council of P&C Associations; President, Melba Copland P&C Association; and Vice President Australian Council of State School Organisations.

Dr Tiemin Wu

Dr Wu was a community member on the Council and is President of the Federation of Chinese Community of Canberra Inc. Dr Wu is currently working with the Australian Government Department of Industry, Innovation, Science, Research and Tertiary Education, managing the ESOS Compliance Team. Dr Wu represented the then Department of Education, Employment and Training at the national roundtable on school policies in 1995. In 2003-2004, he was in charge of teaching skills assessments under the General Skilled Migration Programme. Dr Wu holds a Bachelor of Arts, Master of Education Studies, Doctorate of Philosophy, and Master of Business Administration. Dr Wu resigned from the Council on 6 December 2011.

Mr Roger Amey

Mr Amey has extensive experience in education in the ACT. He is currently the Coordinator of Science programs at University of Canberra Senior Secondary College Lake Ginninderra (UCSSC) and is a Vice-President of the ACT Branch of the Australian Education Union.

Mr Remy Chadwick

Mr Chadwick is a student representative on the Council and currently attends UCSSC. Mr Chadwick has been accepted into the Excellence Program of UCSSC and was part of the leadership team that attended the Global Leadership conference. Mr Chadwick previously lived in France for 12 years with his family.

Ms Trish Keller OAM

Ms Keller has extensive experience in education in the ACT, particularly in teaching and at an executive level. Ms Keller is the principal of Giralang Primary School and is an education member representing principals on the Council. In 2006 Ms Keller was awarded the Order of Australia Medal and holds a Bachelor of Education and is a Fellow of both the Australian College of Educators and the Australian College of Educational Leaders.

Ms Alexandra Tolmie

Ms Tolmie is a community member who has experience in the areas of public policy, primary school education and curriculum development. Ms Tolmie completed her Year 12 Certificate at Narrabundah College. Ms Tolmie holds a Master of Teaching (primary).

Mr Denis O'Dea

Mr O'Dea has extensive experience as a senior foreign policy analyst with the Department of Foreign Affairs and Trade and the Department of the Prime Minister and Cabinet. Mr O'Dea has also worked in key public policy roles in other Australian Public Service and New Zealand Government agencies. He has held the Chair position on the Hughes Primary School Board and is a current committee member of the ACT Council of Parents and Citizens Association. Mr O'Dea is an Education member representing the ACT Council of Parents and Citizens Associations.

Mr Shane Gorman

Mr Gorman is an education member representing the ACT Principals' Association. Mr Gorman has vast experience in education in the ACT working as Principal in the system for the past 13 years. Mr Gorman has worked across both the secondary and primary sectors and is the current Principal of Bonython Primary School. Mr Gorman holds a Bachelor of Education

Ms Carolyn Harkness

Ms Harkness is a life member and councillor of the Canberra Preschool Society. She represents preschools as an education member on the Council. Ms Harkness is currently lecturing in early childhood education and is the early childhood course coordinator at the Australian Catholic University in Canberra. Ms Harkness resigned from the council on 28 July 2011.

Mr John Darcy

Mr Darcy is currently the Office Manager providing executive and administrative support to the volunteer Council of the Canberra Preschool Society since 2010. Mr Darcy served from 2007 as a volunteer office holder on the Canberra Preschool Society Council as Vice President, Acting President and Secretary. He has also served on his own children's Preschool Parent Association Committees and as a delegate to the ACT Council of Parents & Citizens Associations. Mr Darcy is an Education member representing the community of parents of preschool children.
The Council met eight times between 1 July 2010 and 30 June 2011.

Table GSEC 1: Membership of the Council for 2011-12

Members	Position/representation	Number of meetings eligible to attend	Number of meetings attended
Ms Di Kerr	Chairperson	5	5
Ms Wendy Cave	Deputy Chair, Education member Australian Education UUUUUnionUnionEducation Union	5	4
Mr Roger Amey	Education member Australian Education Union	5	1
Ms Marrawah Ahmadsai	Education member ACT Public Schools Student Network	3	1
Ms Karen Dial	Education member School Board Chairs Network	4	3
Ms Jane Tullis	Education member ACT Council of P&C Associations	5	5
Mr Denis O'Dea	Education member ACT Council of P&C Associations	5	4
Mr Remy Chadwick	Education member ACT public schools student network	5	1
Ms Christine Pilgram	Deputy Chair, Education member ACT Principals' Association	2	1
Ms Trish Keller OAM	Education member ACT Principals' Association	5	4
Mr Shane Gorman	Education member ACT Principals' Assoication	3	2
Ms Meegan Stuart	Community member	3	0
Ms Alexandra Tomie	Community member	5	4
Ms Paula Thompson	Community member	4	4
Dr Tiemin Wu	Community member	2	2
Mr Michael Carnahan	Community member	5	3
Ms Jill Burgess	Community member	5	4
Ms Diane Joseph	Director-General	5	4
Mr John Darcy	Education member Canberra Preschool Society	1	1

Source: Government Schools Education Council

C8-C26

Not applicable

For more information contact:
The secretariat or the Chairperson for the Council.

Government Schools Education Council Secretariat
Ministerial and Commonwealth Relations
Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601
620 59444
detgovtrelations@act.gov.au

Ms Di Kerr
Chairperson
Government School Education Council
c/- Ministerial and Commonwealth Relations
Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601
di.kerr@esa.edu.au

ANNEX REPORTS

NON-GOVERNMENT SCHOOLS EDUCATION COUNCIL

NON-GOVERNMENT SCHOOLS EDUCATION COUNCIL

Dr Chris Bourke MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit. CANBERRA ACT 2601

Dear Minister

I am pleased to submit the 2011-12 Annual Report of the Non-government Schools Education Council.

The report has been prepared under section 6(1) of the Annual Reports (Government Agencies) Act 2004 and in accordance with the requirements referred to in the Chief Minister's Annual Report Directions. It has been prepared in conformity with other legislation applicable to the preparation of the annual report by the Non-government Schools Education Council.

The annual report of the Non-government Schools Education Council is annexed to the administrative report of the Director-General of the Directorate of Education and Training.

I hereby certify that the attached annual report is an honest and accurate account and all information on the operations of the Non-government Schools Education Council during the period 1 July 2011 to 30 June 2012 has been included and it complies with the Chief Minister's Annual Report Directions.

I also hereby certify that fraud prevention has been managed in accordance with the Public Sector Management Standard 2, part 2.4.

I commend the annual report to you.
Yours sincerely,

Narelle Hargreaves

Narelle Hargreaves OAM ; JP
5 September 2012.

Non-government Schools Education Council Annual Report 2011-2012

A1 The organisation

The Non-government Schools Education Council (the Council) was established under section 106 of the *Education Act 2004* (the Act).

Section 109 of the *Education Act 2004* requires the Minister to appoint the following Council members:

- a chairperson
- four people who represent the views of the general community (community members)
- six people who represent the views of the non-government school sector (education members), including:
  - three education members chosen from nominations of organisations representing Catholic schools
  - one education member chosen from nominations of organisations representing non-Catholic independent schools
  - one education member chosen from nominations of the non-government school union
  - one education member chosen from nominations of organisations representing parent associations of non-government schools.

The Act outlines the conditions under which the Minister may appoint or terminate the appointment of a Council member. As a statutory appointment the Standing Committee on Education, Training and Youth Affairs is consulted on proposed appointments.

A2 Overview

During the reporting period, the Council met eight times between 1 July 2011 and 30 June 2012 including a joint meeting with the Government School Education Council in October 2011.

The Council's functions are to advise the Minister on any aspect of non-government schooling and to meet with the Government Schools Education Council to discuss matters of mutual interest. Advice provided to the Minister may be initiated by the Council or may be in response to a request from the Minister. Under section 127 of the Act the Minister must present a copy of the advice to the Legislative Assembly.

A3 Highlights

The Council identified the following goals to be achieved in the 2011-12 year:

- to meet and advise the Minister about issues related to non-government schooling in the ACT
- to monitor the Risk Management Plan
- to liaise with the Government Schools Education Council on matters of common interest relating to schools in the ACT
- to clarify the role and articulate the strategic vision for non-government schools in terms of the education portfolio in the ACT.

The key issues considered by the Council in 2011-12 were as follows:

- Strategic Directions
- National Partnerships
- National Agenda Overview and the Australian Curriculum
- 2012-13 ACT Government Budget
- *My School* – Australian Curriculum, Assessment and Reporting Authority National Reporting website
- ACT Teacher Quality Institute
- Australian Government Report on the Review of Funding for Schools.

The Council appreciated Minister Bourke's advice and contribution when he attended the June 2012 meeting of the Council.

Ms Hargreaves, as Chairperson of the Council and having been invited by the Minister for Education and Training, participates on the taskforce which was reconvened to support the ACT's input into the development of an Australian curriculum for kindergarten to year 12.

The Council provided comments on the following non-government school applications for In-principle Approval proposing development under the Act:

- new campus – Canberra Christian Schools
- new campus – Brindabella Christian College
- new school – Canberra Muslim Youth Inc.

The Council of Australian Governments' Agenda is of high priority in monthly discussions at Council meetings, including: Building the Education Revolution, Australian Curriculum, and National Partnerships. The work done regarding the Australian Curriculum Assessment and Reporting Authority around the *My School* website was regularly monitored and issues arising debated by Council.

The Minister for Education and Training has advised Council that the Government will continue to make every effort to ensure Council is kept informed of current initiatives, programs and processes affecting all educational sectors in the ACT. Council members participated in the ACT Future Funding forum held in February 2012 and the Review of Funding for Schooling Final Report in May 2012.

A4 Outlook

The Council continued to monitor the Strategic Directions for Non-government School Education in the ACT. This position paper was presented to the Minister for consideration during the 2012-13 budget process.

Members of the Council were invited to attend the October 2011 meeting of the Government Schools Education Council. Discussions were focused on the Australian Curriculum and the National Agenda Overview.

A5 Management discussion and analysis

In September 2011, the Council participated in the Treasury 2012-13 Budget process and provided the then Minister for Education and Training with a copy of the Council's submission.

A6 Financial report

Remuneration for the chairperson is determined by the ACT Remuneration Tribunal in accordance with section 10(1) of the *Remuneration Tribunal Act 1995*. The current determination took effect on 1 November 2011. The chairperson is the only member to receive remuneration.

The Council has no funds for which it is responsible; therefore Council does not prepare financial statements.

A7 Statement of performance

Not applicable

A8 Strategic indicators

Not applicable

A9 Analysis of council performance

Not applicable

B1 Community engagement

Not applicable

B2 Internal and external scrutiny

Not applicable

B3 Legislative Assembly Committee inquiries and reports

Not applicable

B4 Legislation report

Not applicable

C1 Risk management and internal audit

The Risk Management Plan was reviewed by the Council in November 2011. The Risk Management Plan has continued to be monitored by the Council during the financial year 2011-12.

C2-C6

Not applicable

C7 Staffing profile

Ms Narelle Hargreaves OAM - Chair

Ms Hargreaves was appointed as Chair to the inaugural council. Ms Hargreaves was awarded an Order of Australia Medal in 2008. Mrs Hargreaves is the Chair of the ACT Children's and Youth's Services Council; Chair of the Canberra/Nara Sister City Committee and President of the ACT Children's Week Committee. In 2007, she was appointed 'Official Visitor' to Bimberi Youth Justice Centre and Marlow Cottage. In 2011, Ms Hargreaves was appointed as a Justice of the Peace in the ACT. In 2011, Ms Hargreaves was appointed as a Board Member of the ACT Teacher Quality Institute.

Ms Hargreaves has many years teaching experience, including 14 years as a principal in ACT schools. Her teaching career was followed by 10 years as Director of Schools and International Education with the then ACT Department of Education and Training. Ms Hargreaves has a Bachelor of Education, is a Fellow of the Australian College of Educators and a Fellow of the Australian Council for Educational Leaders (ACT). Ms Hargreaves is a member of the *Sing Australia Choir*.

Dr William Maiden – Community member and Deputy Chair

Dr Maiden was appointed as a community member to the inaugural council. Dr Maiden began his teaching career in 1969 and is the Principal of Lake Tuggeranong College. He holds a Teaching Certificate, Bachelor of Arts, Master of Letters (Education), Master of Educational Administration, Doctorate of Philosophy (Education), and is a Fellow of the Australian College of Educators and a Fellow of the Australian Council for Educational Leaders (ACT). Dr Maiden has been awarded a Public Service Medal.

Mr Andrew Wrigley – Education member

Mr Wrigley was nominated by the ACT Association of Independent Schools to represent non-Catholic independent schools. He is Executive Director of the Association of Independent Schools of the ACT. Prior to this he was a manager with the Australian Institute for Teaching and School Leadership and with Teaching Australia. Mr Wrigley has 21 years experience as a professional educator in the non-government and public education sectors. He holds a Masters of Education and a Bachelor of Education degree. Mr Wrigley was appointed to the Council in July 2010.

Mrs Catherine Rey – Education member

Mrs Rey was nominated by the Canberra–Goulburn Catholic Education Office (CEO) to represent Catholic systemic schools. Mrs Rey was Principal of Merici College Canberra for ten years and has since been appointed Foundation Principal of John Paul College in Gungahlin. She holds a Graduate Certificate in Education (Religious Education), and Master of Arts (French Literature), a Diploma of Education (Foreign Languages) and a Bachelor of Arts (First class French) degree. Mrs Rey was appointed to the Council in July 2011.

Mrs Mary Dorrian – Education member

Mrs Dorrian was nominated by the Canberra–Goulburn Catholic Education Office to represent Catholic systemic schools. Mrs Dorrian is Head of Religious Education and Curriculum Services with the CEO. She holds a Master of Education, a Certificate of Religious Education and a Bachelor of Education degree. Mrs Dorrian was appointed to the Council in July 2011.

Mr Peter Fullagar – Education member

Mr Fullagar represents the Catholic Independent Colleges of Canberra. Mr Fullagar is Principal of St Edmund's College Canberra. He holds a Master of Educational Leadership and a Bachelor of Education and has 30 years experience as an educator in the Catholic Independent and public education sectors. Mr Fullagar was appointed to the Council in August 2009.

Mrs Lyn Caton – Education member

Ms Caton (nee Renno) was nominated by the Independent Education Union to represent the non-government school union. Ms Caton is an Industrial Organiser in the ACT Office of NSW/ACT Independent Education Union. She holds a Diploma of Arts, Graduate Diploma of Education and a Graduate Certificate of Religious Education. Ms Caton has 25 years of teaching experience in the non-government and public education sectors. Ms Caton was appointed to the Council in June 2009.

Mr Tony Maple – Education member

Mr Maple was nominated by the Association of Parents and Friends of ACT Schools (APFACTS) to represent parent associations of non-government schools. Mr Maple holds a Master of Public Policy, Postgraduate Diploma in Defence Studies, a Postgraduate Diploma in Data Processing and a Bachelor of Arts (Military Studies) degree. Mr Maple was appointed to the Council in 2006 and resigned in July 2011.

Mr George Gamkrelidze – Education member

Mr Gamkrelidze was nominated by the Association of Parents and Friends of ACT Schools (APFACTS) to represent parent associations of non-government schools following the resignation of Mr Tony Maple. Mr Gamkrelidze holds a Graduate Diploma in Administration and is a member of the Education Faculty Advisory Board of the University of Canberra. Mr Gamkrelidze was appointed to the Council in May 2012.

Ms Meg van Beurden - Community member

Ms van Beurden has extensive teaching experience in both the public and non-government sectors. She has worked in schools in rural NSW, Sydney and with a number of schools in the ACT. Ms van Beurden has also been a committee member on the ACT Health Human Research Ethics Committee. Ms van Beurden holds a Master of Arts, a Bachelor of Education and a Graduate Diploma in Language and Reading. Ms van Beurden was appointed to the Council in April 2009; the term of her appointment concluded in April 2012.

Ms Michelle Narracott – Community member

Ms Narracott is a legal practitioner working in the fields of corporate governance, government policy, program performance and employment law. Ms Narracott holds a Bachelor of Laws, a Graduate Diploma, Legal Practice and Legal Practice Certification and is admitted as a barrister and a solicitor in the ACT and NSW Supreme Courts. Ms Narracott was appointed to the Council in April 2009; the term of her appointment concluded in April 2012.

Professor Geoffrey Riordan – Community member

Professor Riordan is Dean of Education at the University of Canberra. He holds a Bachelor of Education, a Master of Educational Administration and a Doctorate of Philosophy in the area of Educational Administration. Professor Riordan was appointed to the Council in July 2011 and resigned in May 2012.

Table NGSEC 1: Role of council members and the number of meetings attended/number of eligible meetings

Member name	Role	Number
Ms Narelle Hargreaves OAM	Chairperson	8/8
Dr William Maiden PSM	Community member and Deputy Chairperson	6/8
Mr Andrew Wrigley	Education member	6/8
Mrs Mary Dorrian	Education member	4/8
Mrs Catherine Rey	Education member	6/8
Mrs Lyn Caton (nee Renno)	Education member	4/8
Mr Peter Fullagar	Education member	2/8
Mr Tony Maple	Education member until 28/7/2011	1/1
Mr George Gamkrelidze	Education member from May 2012	1/2
Ms Meg van Beurden	Community member until 8/4/2012	5/6
Ms Michelle Narracott	Community member until 8/4/2012	0/6
Prof Geoffrey Riordan	Community member from 7/7/2011 - 30/5/2012	2/7

C8-C26

Not applicable

For more information contact:
Non-government Schools Education Council
c/- Information, Communications and Goverance
Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601

ANNEX REPORTS

ACT TEACHER QUALITY INSTITUTE

ACT Government | TQI Teacher Quality Institute

Dr Chris Bourke MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report for ACT Teacher Quality Institute for the reporting period 1 July 2011 to 30 June 2012.

This report has been prepared under section 6(1) of the *Annual Reports (Government Agencies Act 2004 (Annual Report Directions) 2012* and in accordance with the requirements referred to in the *Chief Minister's Annual Report Directions*.

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

I hereby certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2011 to 30 June 2012 has been included and that it complies with the Chief Minister's Annual Report Directions.

I also hereby certify that fraud prevention has been managed in accordance with *Public Sector Management Standard 2*, Part 2.4.

I commend the report to you.

Yours sincerely

Professor Denis Goodrum
Board Chair
ACT Teacher Quality Institute
30 August 2012

Anne Ellis
Chief Executive Officer

Phone: +61 2 6205 8867 | Fax: +61 2 6205 4577 | email: tqi@act.gov.au
PO Box 263 Jamison Centre ACT 2614 | www.tqi.act.edu.au

ACT Teacher Quality Institute
Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act).

TQI has statutory responsibility for the functions in section 11 of the TQI Act which are to:

- register or grant permits to teach to eligible people
- keep a register of, and records relating to, teachers working or intending to work in the ACT
- promote and encourage the continuous professional learning and development of teachers, and increased levels of skill, knowledge, expertise and professionalism
- determine standards for, and facilitate, the ongoing professional learning and development of teachers
- develop and apply codes of practice about the professional conduct of teachers
- determine standards, including assessment and certification standards, for the teaching profession
- accredit education programs for pre-service teachers and teachers.

TQI is a Territory authority for the purposes of the *Financial Management Act 1996 (FMA)*. By a declaration issued by the Treasurer in February 2012 *[Financial Management (Territory Authorities) Declaration 2012 (No 1)],* TQI has been exempted from certain provisions of the FMA. Therefore, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purposes of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'. Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the *Chief Minister's Annual Report Directions* issued under section 9 of that Act. This annual report also addresses all the matters required by section 26 of the TQI Act.

A2 Overview

TQI completed its first full financial year of operations on 30 June 2012. In the past 12 months TQI has implemented the key activities and processes necessary for its practical establishment. Significant progress has also been achieved against most of its key statutory responsibilities. These statutory responsibilities underpinned the business planning of the Board and management.

Owing to its modest budget and staff resources TQI has established co-operative working arrangements with the Education and Training Directorate. In particular, the Directorate offers a range of practical help in relation to financial, accounting and audit matters. Over the reporting period, the Directorate also offered accommodation to the TQI at no cost.

A3 Board

Section 15(4) of the *ACT Teacher Quality Institute Act 2010* requires the Minister to appoint the members of the Board other than the Chief Executive Officer. The appointment of a member, other than the Chief Executive Officer, must be for a term of no longer than three years. The Chief Executive Officer is a non-voting member of the Board.

Professor Denis Goodrum was appointed as Board Chair on 17 May 2011 for a period of three years. The appointments of all members to the Board were notified on 16 August 2011 for a period of three years.

Board meeting attendance as at 30 June 2012:

Table TQI 1: Board members and meeting attendance during reporting period

Member	Role	Number of meetings attended
Professor Denis Goodrum	Chair	4
Ms Anne Ellis	Chief Executive Officer	4
Associate Professor Carolyn Broadbent	Australian Catholic University, ACT Campus nominee	4
Ms Lyn Caton (nee Renno)	NSW/ACT Independent Education Union	3
Ms Wendy Cave	Teaching profession in government schools	3
Ms Penny Gilmour	Australian Education Union	3
Mrs Narelle Hargreaves	Community	4
Mr Phillip Heath	Association of Independent Schools of the ACT	4
Mr Mark Hogan	Archdiocese of Canberra and Goulburn Catholic Education Office	3
Ms Alison Jeffries	Teaching profession in non-government schools	2

Member	Role	Number of meetings attended
Ms Diane Joseph	Director-General, Education and Training	2
Professor Geoffrey Riordan	University of Canberra	2

Information about TQI Board members is provided in Attachment 1.

Remuneration arrangements

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

Board committees

Registration Committee

The Registration Committee was established with Terms of Reference approved by the Board at the meeting held on 20 September 2011 to advise on and guide the development of the teacher registration process. The members of this committee are:

Professor Denis Goodrum (Chair)

Ms Anne Ellis

Ms Lyn Caton

Professor Carolyn Broadbent

Mr Mark Hogan

Mr Jari Teivonen (TQI representative)

Mr Michael Bateman (Education and Training Directorate representative).

Committee meetings were held on 28 September 2011 and 17 April 2012.

A4 Highlights

Principal achievements

Professional teacher registration of ACT teachers

Teacher registration and permit to teach are key features of the TQI Act designed to ensure that all teachers employed in the ACT have appropriate qualifications, skills, and experience. These regulatory functions contribute to protecting students and the community by ensuring that education in ACT schools is provided in a professional and competent way by approved teachers.

All applicants must provide certified copies of academic transcripts and consent to criminal history assessments. TQI assesses applicants under the *Teacher Registration and Permit to Teach Policy*. On approval a Certificate of Registration and a Registration Card are issued.

Three inaugural registration milestones were achieved in the reporting period:

- Completion of the initial implementation of teacher registration for existing teachers under the transitional provisions of the TQI Act (6539 teachers in total).
- Development and implementation of the online registration process for teachers seeking employment in the ACT from 1 October 2011 (1435 applications submitted to 30 June 2012).
- Processing over 6100 applications between 31 March and 24 April 2012, arising from the first registration renewal process for ACT teachers.

National Professional Standards for Teachers

The *National Professional Standards for Teachers* were developed by the Australian Institute for Teaching and School Leadership (AITSL) as a key component of the *Improving Teacher Quality National Partnership*. The Standards provide nationally consistent language to assist teachers and pre-service teachers reflect on and talk about their own practice and to understand, mentor and provide feedback to their colleagues.

The ACT is leading the national implementation of the *National Professional Standards for Teachers* through a number of TQI projects undertaken with ACT schools, universities and AITSL. This work focuses on the use of the Standards across the career stages of Graduate level , Proficient level and Highly Accomplished and Lead level.

Highlights in the reporting period were:

- completion of a cross-sectoral pilot on the use of the *National Professional Standards for Teachers* to enhance professional experience programs for pre-service teachers and their mentors. This pilot project was undertaken with three ACT schools, the University of Canberra and Canberra Campus of the Australian Catholic University. The pilot led to the collaborative development of common pre-service teacher reflection and assessment tools by the two ACT universities.
- co-development and delivery with the University of Canberra's Education Institute of a professional learning program on the use of the Standards to support quality mentoring. This full day professional learning program was delivered to over 275 teachers as part of the ACT Teacher Mentor Program.
- provision of information sessions on the use of the Standards to support teacher reflection, professional conversations and feedback to pre-service teachers and their associates and beginning teachers and their mentors and supervisors. Seven sessions were delivered in the first half of 2012 with over 500 teachers attending.
- commencement of a cross-sectoral trial in late June 2012 of the process for certification of highly accomplished and lead teachers against the *National Professional Standards for Teachers.* This work is being undertaken in partnership with AITSL and SiMERR (the National Research Centre of Science, ICT and Mathematics Education for Rural and Regional Australia) and involves teachers from 40 ACT schools.

TQI also coordinated ACT participation in training for the new process for accreditation of initial teacher education against national program standards and graduate teacher standards. The 11 ACT people trained came from schools, universities and the TQI Board and will be able to participate in local and interstate panels for accreditation of initial teacher education.

Relationships and communication

TQI has continued to place priority on the development of strategic partnerships with ACT Catholic, Public and Independent schools, the University of Canberra and the Canberra Campus of the Australian Catholic University.

A highlight in the reporting period has been the co-ordination of two collaborative principal forums for ACT principals from all Public, Catholic and Independent schools. These cross-sectoral forums facilitated professional discussions on key national education reforms including the Standards frameworks and the Gonski Review.

A5 Outlook

In 2012-13, TQI will give emphasis to two further areas of its statutory responsibilities. It will develop, for the Minister's approval, a code of practice to provide guidance to ACT teachers about appropriate professional conduct. TQI will also develop a register of accredited education programs (namely programs that prepare pre-service teachers for employment, and programs suitable for the professional learning and development of established teachers throughout their careers).

At its meeting held on 8 June 2012 the Board noted the need to establish the Teacher Education Committee to oversee the accreditation of education programs early in the next reporting year.

TQI received $990,000 capital funding in the 2012-13 Budget to enable it to further develop its business systems. This funding will be used to ensure that TQI's business systems can effectively and efficiently support TQI in the administration of its statutory functions.

New Budget funding will also enable TQI to employ additional staff who will focus on accreditation of education programs and certification of teachers against National Professional Standards.

A6 Management discussion and analysis

TQI is a small organisation (5 x full time equivalent staff) with a modest budget in 2011-2012 of $1.3m.

In the reporting period, the ACT Government was the primary source of funding for the TQI. A small amount of grant funding was also received.

Staff salaries and on-costs (including the remuneration provided to the Board Chair) accounted for 49 per cent of total outlays. The Education and Training Directorate

assists TQI by managing the payment of staff salaries. TQI has very modest funds to cover other discretionary expenditure.

In future years, TQI revenue will be supplemented by registration application fees from teachers.

A7 Summary financial report

The Minister for Education and Training, under section 25 of the Act, has directed TQI to provide summary details of its income and expenses for each financial year:

	Actual 2012 $'000
Revenue	
ACT Government	1,025
Interest	58
Own source funding (registration fees)	166
Carryover from previous Financial Year	1,257
Grants	24
Total revenue	**2,530**
Expenses	
Employee Expenses	714
Superannuation Expenses	105
Rent	0
Supplies	902
Other	8
Total expenses	**1,729**
Operating result	**801**

The surplus in 2011-2012 was due to the delay in the relocation of the Institute from its temporary premises, and the deferral of a component of the initial business system development. The surplus will be carried over to 2012-2013 and expensed in that financial year primarily on establishing the TQI's new leased premises, and programmed business system works.

A8 Requirements of the *ACT Teacher Quality Institute Act 2010*

Section 26 of the TQI Act requires that the Institute's annual report include:

a. a copy of any direction given by the Minister under section 25 of the Act – a copy of the direction given in 2011-12 is at Attachment 2

b. a statement by the TQI about the action taken to give effect to a direction by the Minister – the TQI has included summary financial information in section A6 above

c. the number of new approved teachers – a total of 7329 teachers were registered during the reporting period and TQI will report in future years on variations from this baseline number

d. the education programs available for the professional learning and development of teachers – as noted in section A.4 above, developing the register of accredited education programs is a priority for 2012-13

e. the current assessment and certification standards that are required to be met by teachers – the eligibility standards for each of 'full registration', 'provisional registration', and 'permit to teach' are at Attachment 3.

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B4 Legislation Report

ACT Teacher Quality Institute Amendment Act 2011

The *ACT Teacher Quality Institute Amendment Act 2011* effected amendments on 4 October 2011 to the *ACT Teacher Quality Institute Act 2010* (the Act) to provide for spent convictions to be assessed during the teacher registration process.

The definition of convictions in the Act did not include spent convictions and therefore spent convictions could not be considered as part of checks for teacher registration. This was at odds with the requirement of teacher employers to consider spent convictions as part of pre-employment checks. The amendment allows TQI to undertake full disclosure criminal history checks on applicants for teacher registration as part of the assessment process.

SECTION C: LEGISLATIVE AND POLICY BASED REPORTING

C17 Territory Records

In 2012-13, TQI will introduce an electronic document records management system (EDRMS) to support the creation and management of administrative records relating to teacher registration and other statutory functions.

For more information contact:

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

Secretariat
ACT Teacher Quality Institute

Ms Anne Ellis
Chief Executive Officer
ACT Teacher Quality Institute

Professor Denis Goodrum
Board Chair
ACT Teacher Quality Institute

PO Box 263
Jamison Centre ACT 2614
(02) 6205 8867
Email: tqi@act.gov.au

Attachment 1

Board members

Professor Denis Goodrum

Professor Goodrum is Executive Director, Science by Doing, Australian Academy of Science. Professor Goodrum was a visiting scholar at the United States National Research Council in Washington DC and has extensive administrative experience in his roles as Head of Department, Head of School and Dean of Faculty in the university sector. He has served on a number of state and national boards including the Board of Australian Deans of Education, Questacon, SciTech and the ACT Curriculum Renewal Taskforce. Professor Goodrum has also managed large national projects and been responsible for a variety of international projects including a Mauritius teacher education project.

Qualifications: B.Sc, Dip. Ed, M.Ed. EdD, FACE.

Ms Anne Ellis

Prior to her appointment as Chief Executive Officer of TQI Ms Ellis led the ACT cross-sectoral consultation and planning for the *Teacher Quality National Partnership,* worked in senior management positions in the ACT Education and Training Directorate and taught in the primary sector in the NSW and ACT public education systems.

Qualifications: BA, Dip.Ed, Graduate Dip. (Information Management).

Professor Carolyn Broadbent

Associate Professor Broadbent is Head, School of Education (ACT) in the Faculty of Education at the Australian Catholic University. Associate Professor Broadbent has extensive teaching, research and executive leadership roles within the higher education sector and substantial teaching experience in many educational settings, including primary, secondary, special needs and adult and community education. She is a Fellow of the Australian College of Educators (FACE) and Fellow of the Australian Council of Educational Leaders (FACEL).

Qualifications: Ph.D (Psy), UTas; M.Ed (Research), B.Ed, DipTchg, TPTC.

Ms Lyn Caton (nee Renno)

Ms Caton is an Organiser with the ACT Office of the NSW/ACT Independent Education Union. Ms Caton has 25 years of teaching experience in the non-government and public education sectors. She is also a member of the Non-Government Schools Education Council.

Qualifications: Dip.Ed, Graduate Certificate of Religious Education, Diploma of Arts (Applied).

Ms Wendy Cave

Ms Cave is currently the principal at Macquarie Primary School and has worked in the Education and Training Directorate for over 20 years as a teacher and in various executive roles. She is also an education member on the Government Schools Education Council.

Qualification: B.Ed, DipEd.

Ms Penny Gilmour

Ms Gilmour is Branch Secretary, Australian Education Union – ACT Branch. Prior to commencing her work in the union sector in January 1989 Ms Gilmour taught in NSW high schools. Ms Gilmour completed the Harvard Trade Union Training Program in 2008.

Qualifications: BA, Dip.Ed., NSW Teachers' Certificate, Grad Cert Adult Education (Training).

Mrs Narelle Hargreaves

Mrs Hargreaves is the Chair of the Non-government Schools Education Council. She was awarded an Order of Australia Medal in 2008. Mrs Hargreaves is Chair of the ACT Children and Youth Services Council; Chair of the Canberra-Nara Sister City Committee and President of the ACT Children's Week Committee. In 2007 she was appointed 'Official Visitor' to the Bimberi Youth Justice Centre and Marlow Cottage. In 2011 Mrs Hargreaves was appointed as a Justice of the Peace in the ACT.

Mrs Hargreaves has many years teaching experience, including 14 years as a principal in ACT schools. Her teaching career was followed by 10 years as Director of Schools and International Education, with the previously known ACT Department of Education and Training.

Qualifications: B.Ed., FACE, FACEL.

Mr Phillip Heath

Mr Heath has been Principal of Radford College since 2009. Prior to commencing at Radford College, Mr Heath has taught in a number of Independent schools in NSW including Trinity Grammar School, William Clark College and The King's School Ely in the UK. From 1995 to 2009 he was the Head of St Andrew's Cathedral School in Sydney and in 2007 was the Founder of the Gawura School for Aboriginal and Torres Strait Islander children from the inner city.

Mr Heath represented Independent schools on the NSW Board of Studies 2001-09. He is a past president of the Australian Anglican Schools' Network, former Chair of the Headmasters' Conference (NSW).

Qualifications: BA (Hons), MA (Hons), Dip.Ed., FACE, MACEL

Mr Mark Hogan

Mr Hogan is Deputy Director and Head of Human Resource Services, Catholic Education Office, Archdiocese of Canberra and Goulburn. Mr Hogan has extensive teaching experience in the public and Catholic sectors and school and system leadership experience in state/territory and national Catholic sectors.

Qualifications: B.Ed., MEd., Grad Dip Ed Studies (Educational Leadership), Grad Dip Ed (Religious), Grad Dip Legal Studies, Cert of School Counselling, NSW Teachers' Certificate.

Ms Alison Jeffries

Ms Jeffries is the Principal of St Clare's College, Canberra and is a member of the ACT Board of Senior Secondary Studies. Ms Jeffries has recent experience in teaching in ACT Catholic schools and working in education administration in the Catholic Education Office. Prior to 1999 she taught in non-government and public education schools in NSW and WA.

Qualifications: M.Ed., B.Ed., Grad Cert in Education Law, Master of Catholic Ed.

Ms Diane Joseph

Ms Joseph commenced with the ACT Education and Training Directorate in January 2010 as Deputy Director-General and has been Director-General since March 2012. Ms Joseph has been responsible for overseeing key strategic planning and coordinating activities across the Directorate including national and whole of government initiatives. Ms Joseph was previously General Manager, Policy Research and Innovation in the Victorian Department for Education and Early Childhood Development. She has many years experience in central and regional executive roles and as a secondary school principal.

Qualifications: B.Sc. (Education).

Professor Geoffrey Riordan

Professor Riordan is Dean and Professor, Faculty of Education, University of Canberra. Professor Riordan has held various positions in tertiary institutions in Australian and in Alberta, Canada and taught in schools in northern NSW.

Qualifications: B.Ed, (CCE), M.EdAdmin (UNSW), PhD (Alberta).

Attachment 2

Australian Capital Territory

ACT Teacher Quality Institute Ministerial Direction 2012 (No. 1)

Disallowable Instrument DI2012—43

made under the

***ACT Teacher Quality Institute Act 2010*, s25 (Ministerial directions)**

I direct the ACT Teacher Quality Institute to provide summary details of its income and expenses for a financial year in its annual report for the financial year.

Chris Bourke MLA
Minister for Education and Training
12/4/12

Authorised by the ACT Parliamentary Counsel—also accessible at www.legislation.act.gov.au

Australian Capital Territory

ACT Teacher Quality Institute Ministerial Direction 2012 (No 1)

Disallowable instrument DI2012 –43

made under the

***ACT Teacher Quality Institute Act 2010*, s25 (Ministerial directions)**

EXPLANATORY STATEMENT

Section 25 of the *ACT Teacher Quality Institute Act 2010* provides that the Minister can direct the ACT Teacher Quality Institute (TQI) about the exercise of its functions.

TQI operates as an authority with responsibilities to undertake teacher registration, pre-service education accreditation and teacher certification. TQI was set up largely as a cost recovery operation, i.e. one funded from a mix of appropriations and fees.

The Treasurer made a declaration NI2012-128 on 21 February 2012 to omit TQI from certain reporting requirements under the *Financial Management Act 1996*, which were imposed when TQI was established under the TQI Act.

The reporting requirements for a Statement of Intent, Annual Financial Statements and a Statement of Performance are not warranted for an organisation of the scale and complexity of TQI, nor for an entity with its regulatory focus.

Section 26 of the TQI Act already requires TQI to report on its performance for the year. This direction further requires TQI to provide summary details of its income and expenses for the financial year in its annual report.

Treasury has advised that summary income and expense details are considered an appropriate level of financial reporting for a small regulatory authority closely tied to the financial operations of the Education and Training Directorate.

Authorised by the ACT Parliamentary Counsel—also accessible at www.legislation.act.gov.au

Attachment 3

ACT Teacher Quality Institute Act Section 26 (e)

Current assessment standards required to be met by teachers

New applicants are required to meet the following assessment standards:

Full Registration

Qualification(s)	Completion of at least four years of full time tertiary study (or part time equivalent) leading to the award of a school teacher qualification recognised under the *Australian Qualifications Framework*, including an accredited initial teacher education program. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in the previous five year period before the day the application is made.
Abilities, knowledge and skills	Abilities, knowledge and skills of a comparable level to those in the ***Proficient*** level of the *National Professional Standards for Teachers*.
Suitability to teach	TQI will use the information supplied in criminal history checks, declarations and residency status documentation to satisfy itself of the applicant's suitability to teach.
English language proficiency	Applicants who have not undertaken the required four full years of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic International English Language Testing System (IELTS) test undertaken in the two years prior to the date of the application. Applicants are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

Provisional Registration

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

Qualification(s)	Completion of at least four years of full time tertiary study (or part time equivalent) leading to the award of a school teacher qualification recognised under the *Australian Qualifications Framework*, including an accredited initial teacher education program. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.

Suitability to teach	TQI will use the information supplied in criminal history checks, declarations and residency status documentation to satisfy itself of the applicant's suitability to teach.
English language proficiency	Applicants who have not undertaken the required four full years of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic International English Language Testing System (IELTS) test undertaken in the two years prior to the date of the application. Applicants are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

Permit to teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for full or provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for full or provisional registration. The person may also be progressing towards a qualification prescribed by regulation to become a teacher and is required to gain practical teaching experience in a school to achieve the qualification. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Suitability to teach	TQI will use the information supplied in criminal history checks, declarations and residency status documentation to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken their training/qualification study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

Current certification standards required to be met by teachers

Certification standards for teachers will be implemented in the next reporting period.