

SECTION C

LEGISLATIVE AND POLICY BASED REPORTING

C1	Risk management and internal audit	76
C2	Fraud prevention	78
C3	Public interest disclosure	79
C4	Freedom of information	80
C5	Internal accountability	84
C6	Human resources performance	93
C7	Staffing profile	97
C8	Learning and development	101
C9	Workplace health and safety	105
C10	Workplace relations	110
C11	<i>Human Rights Act 2004</i>	113
C12	Strategic bushfire management plan	115
C13	Strategic asset management	117
C14	Capital works	123
C15	Government contracting (Appendix 5)	333
C16	Community grants, assistance and sponsorship	136
C17	Territory records	139
C18	Commissioner for the Environment	142
C19	Ecologically sustainable development	143
C20	Climate change and greenhouse gas reduction policies and programs	149
C21	Aboriginal and Torres Strait Islander reporting	153
C22	<i>ACT Multicultural Strategy 2010-2013</i>	163
C23	<i>ACT Strategic Plan for Positive Ageing 2010-2014</i>	168
C24	<i>ACT Women's Plan 2010-2015</i>	169
C25	Model Litigant Guidelines	173
C26	Notices of non-compliance	174

C1 Risk management and internal audit

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

Risks are identified and mitigated through the business processes and internal governance controls:

- *2011 Assurance Plan*
- *Risk Management Framework*
- *Strategic Risk Profile*
- *2011 and 2012 School Audit Program*
- *Fraud & Corruption, Prevention & Response Plan 2012-2014*
- Internal Audit Program
- *Director-General's Financial Instructions*
- School Management Manual.

Additional business risks are managed through compliance with financial operating procedures and risk identification and analysis by senior managers and executives.

The Directorate's risk management and internal audit functions are managed by the Director, Information, Communications and Governance and senior staff of the Risk Management and Audit Section. The section is complemented with additional resources through a panel of external audit service providers.

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

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

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

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

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

The audits conducted in 2011-12 included:

- February 2012 school census
- Critical and serious incident reporting
- ICT Governance (internal)
- ICT Governance Framework (external)
- 10 comprehensive financial and administrative school audits.

Reviews conducted in 2011-12 included the Grants Administration Review and Framework Project.

Special projects conducted in 2011-12 included the *School Best Practice and Accountability Toolkit*.

Seventeen financial acquittals were conducted in 2011-12.

The Audit Committee met six times during 2011-12. The committee membership and attendance are displayed in Table C1.1.

There were changes in the membership of the committee during 2011-12. Ms Joseph and Mr Tardif ceased being members while Mr Whybrow joined the committee.

Table C1.1: Audit Committee membership and meetings in 2011-12

Members	Position	Meetings attended
Ms Jenny Morison	Chairperson (external)	6
Ms Diane Fielding	External member	5
Ms Diane Joseph	Internal member	2
Mr Phillip Tardif	Internal member	1
Ms Jayne Johnston	Internal member	6
Ms Leanne Cover	Internal member	6
Mr Mark Whybrow	Internal member	3

Source: Risk Management and Audit Section

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C2 Fraud prevention

The *Fraud & Corruption, Prevention & Response Plan* was reviewed in 2011. The plan details the fraud and corruption control processes used for undertaking risk assessments, delivering education and awareness programs, recording and reporting fraud. The processes establish a robust approach to fraud and corruption minimisation and prevention and, ultimately, the promotion of voluntary compliance.

Risks identified in the plan are addressed through the Directorate's *2011 Assurance Plan* (including risks now managed by the ACT Shared Services Centre) and are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

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

The Internal Audit Program for 2011-12 included audits of integrity risks designed to ensure that identified controls were working effectively and efficiently. During the reporting period, audits were conducted on expenditure and procurement practices, funding agreements and receipting.

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

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

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

There were no incidents of fraud in 2011-12. Four incidents of potential fraud were reported but investigations found none constituted fraud.

For more information contact:
Director
Information, Communications and Governance
(02) 6205 7661

C3 Public interest disclosure

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

Specifically, information is available about:

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

The nominated contact officer in the Directorate for public interest disclosure is:

Manager

Legal Liaison Section

Information, Communications and Governance Branch

Education and Training Directorate

(02) 6205 9151

No disclosures were reported during the 2011-12 reporting period.

A review of the Directorate's existing public interest disclosure procedures and materials is continuing. Further work will occur in 2012-13.

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C4 Freedom of information

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

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

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

Section 7 Statement

In accordance with the requirements of section 7 of the FOI Act, the following statement is correct as at 30 June 2012.

Organisational functions and powers

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

Public participation in decision-making

Arrangements for public participation in decision-making include:

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

Categories of documents

The Directorate holds several categories of documents including those:

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

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

Documents available on request and without charge

Documents within this category include publications produced by the Directorate on various aspects of its activities. These publications are often distributed from public schools throughout the ACT and are usually available on the Directorate's website <http://www.det.act.gov.au>

Documents available under the FOI Act

Such documents may include:

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

Facilities for access

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

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

The physical location of the FOI Coordinator is:
220 Northbourne Avenue
BRADDON ACT 2612
Telephone: (02) 6207 6846
Fax: (02) 6205 9453

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

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

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

Section 8 Statement

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

Section 79(2) Statement

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

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

Requests for access

In 2011-12, the Directorate processed a total of 41 requests, including three carried over from 2010-11, for access to documents. This compared with 40 requests for 2010-11. Table C4.1 outlines the access decisions made for these requests.

Table C4.1: Freedom of information decisions, 2011-12

Decisions	Number
Full release	3
Partial release	21
Technical refusal (no documents)	1
Entire exemption	2
Transferred	0
Withdrawn	5
Incomplete at 30 June 2012	9
Requests handled outside the Act	0
Total	41

Source: Information, Communications and Governance Branch

Internal review applications

An application received in 2010-11 under section 59 of the FOI Act for a review of a decision was finalised in 2011-12. The application did not result in any information being released to the applicant.

Two applications for a review of a decision under section 59 of the FOI Act were received in 2011-12. Both applications resulted in additional information being provided to the applicants.

Fees and charges

The Directorate did not charge any fees in relation to the processing of requests in 2011-12.

Amendment of personal records

The Directorate did not receive any requests under section 48 of the FOI Act for the amendment of personal records in 2011-12.

For more information contact:

Director

Information, Communications and Governance

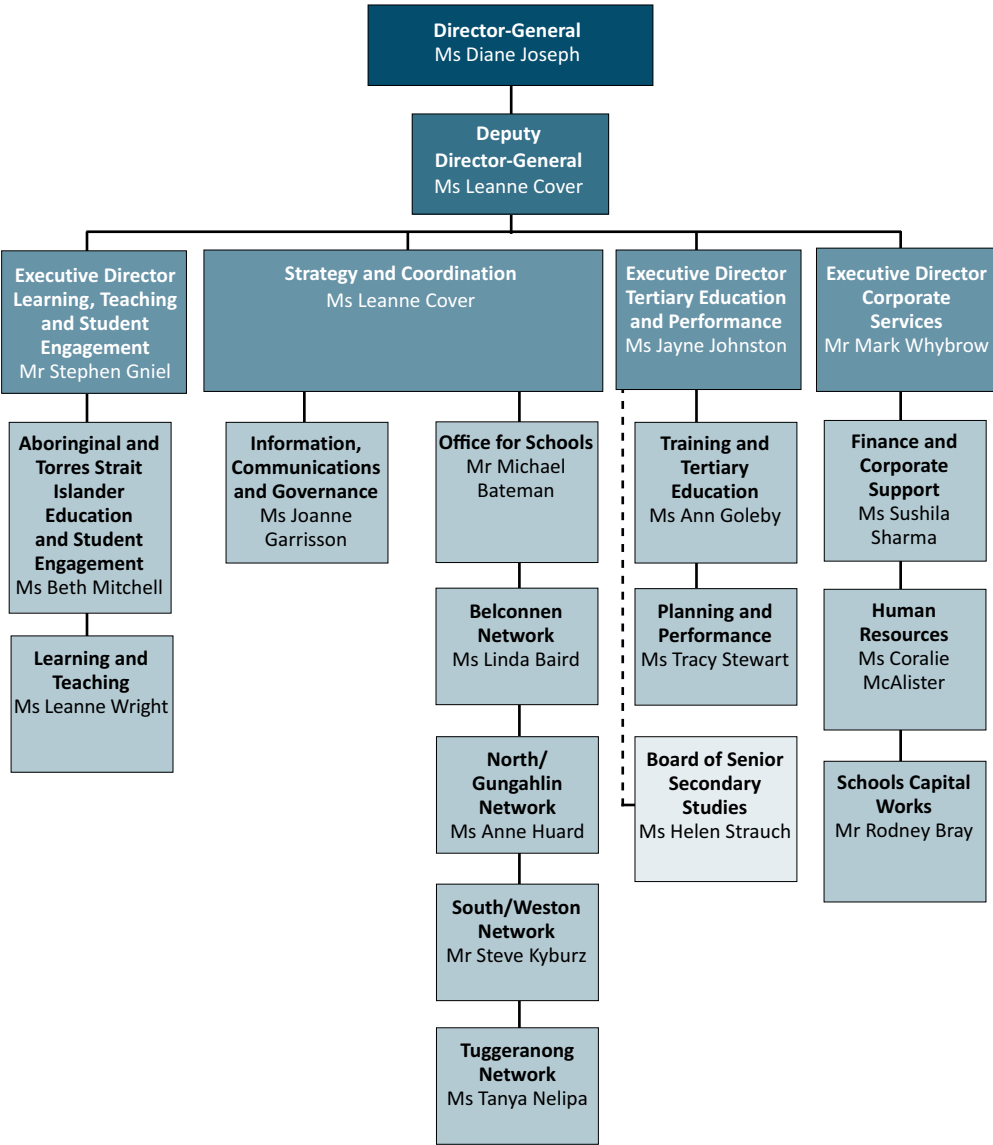
(02) 6205 7661

C5 Internal accountability

Organisational structure

The organisational structure of the Directorate is shown in Figure C5.1 below.

Figure C5.1: The Directorate structure at 30 June 2012



Source: Human Resources Branch

Note: The Board of Senior Secondary Studies is a statutory authority resourced by the Directorate.

Senior executives

Director-General

Ms Diane Joseph

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

Deputy Director-General

Ms Leanne Cover

The Deputy Director-General, together with the Director-General, is responsible for the implementation of government commitments to education and training. The Deputy Director-General oversees key strategic planning and coordination activities across the Directorate, manages a range of national and whole of government initiatives and responds to issues at ministerial, intergovernmental and key stakeholder levels. The Deputy Director-General has responsibility for the newly established Office for Schools which promotes initiatives for school improvement and autonomy in public schools.

Executive Director, Learning, Teaching and Student Engagement

Mr Stephen Gniel

The Executive Director, Learning, Teaching and Student Engagement has responsibility for the delivery of educational support services in public schools. These services support areas of curriculum, student welfare and transitions, Aboriginal and Torres Strait Islander programs, early childhood and special education programs.

Executive Director, Corporate Services

Mr Mark Whybrow

The Executive Director, Corporate Services has responsibility for the planning and coordination of the human, financial and physical resources of the Directorate. The Executive Director, Corporate Services is responsible for finance and corporate support, human resources and schools capital works; building new schools and maintaining existing schools infrastructure; and managing budget and finances of the Directorate.

Executive Director, Tertiary Education and Performance

Ms Jayne Johnston

The Executive Director, Tertiary Education and Performance has responsibility for implementing the ACT commitments arising from the local and national agenda for tertiary education. The Executive Director is responsible for the coordination of the national assessment programs, performance reporting and the assessment of educational programs through the management of a range of data collections, and the coordination of the Directorate's international education program.

Directorate committees

The Directorate committee structure is designed to improve the effectiveness of decision-making and to ensure that decisions align with delegations and accountability and deliver on the commitments of the Strategic Plan. Individual committee performance and terms of reference are reviewed annually and reported to the Senior Executive Team. The committees and their membership at 30 June 2012 are discussed below.

Senior Executive Team

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

Table C5.1: Senior Executive Team at 30 June 2012

Member	Position
Ms Diane Joseph	Director-General (chair)
Ms Leanne Cover	Deputy Director-General
Mr Mark Whybrow	Executive Director, Corporate Services
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance

Source: Planning and Performance Branch

Corporate Executive

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

Table C5.2: Corporate Executive at 30 June 2012

Member	Position
Ms Diane Joseph	Director-General (chair)
Ms Leanne Cover	Deputy Director-General
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Mr Mark Whybrow	Executive Director, Corporate Services
Mr Michael Bateman	Director, Office for Schools
Mr Rodney Bray	Director, Schools Capital Works
Ms Joanne Garrisson	Director, Information, Communications and Governance
Ms Beth Mitchell	Director, Aboriginal and Torres Strait Islander Education and Student Engagement
Ms Linda Baird	School Network Leader, Belconnen
Ms Anne Huard	School Network Leader, North/Gungahlin
Ms Tanya Nelipa	School Network Leader, Tuggeranong
Mr Steve Kyburz	School Network Leader, South/Weston
Ms Tracy Stewart	Director, Planning and Performance
Ms Leanne Wright	Director, Learning and Teaching
Ms Coralie McAlister	Director, Human Resources
Ms Ann Goleby	Director, Training and Tertiary Education
Ms Sushila Sharma	Director, Finance and Corporate Support

Source: Planning and Performance Branch

School Network Reference Group

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

Table C5.3: School Network Reference Group at 30 June 2012

Member	Position
Ms Leanne Cover	Deputy Director-General (chair)
Mr Michael Bateman	Director, Office for Schools
Ms Linda Baird	School Network Leader, Belconnen
Ms Anne Huard	School Network Leader, North/Gungahlin
Ms Tanya Nelipa	School Network Leader, Tuggeranong
Ms Steve Kyburz	School Network Leader, South/Weston
Ms Robyn McLean	Principal, Narrabundah Early Childhood School
Ms Wendy Cave	Principal, Macquarie Primary School
Ms Sue Jose	Principal, Gold Creek School
Mr Ian Copland	Principal, Woden School
Ms Julie Murkins	Principal, Birrigai Outdoor School
Ms Francis Dowling	Principal, Charnwood-Dunlop School
Mr Murray Bruce	Principal, Gordon Primary School
Mr Stephen Gwilliam	Principal, Hawker College

Source: Planning and Performance Branch

Information and Communication Technology Committee

The Information and Communication Technology (ICT) Committee assists the Director-General through developing and implementing ICT policies, programs and strategies. The committee makes recommendations to Corporate Executive about ICT strategic directions, policies and proposals for system-wide ICT initiatives.

Table C5.4: Information and Communication Technology Committee at 30 June 2012

Member	Position
Ms Leanne Cover	Deputy Director-General (chair)
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Ms Sushila Sharma	Director, Finance and Corporate Support
Ms Leanne Wright	Director, Learning and Teaching
Ms Joanne Garrisson	Director, Information, Communications and Governance
Mr Mark Huxley	Manager, Information and Knowledge Services
Ms Karen Carlton	Manager, Education and Training ICT (Shared Services)

Source: Planning and Performance Branch

School Planning Committee

The School Planning Committee provides advice about priority placement areas and makes recommendations to Corporate Executive about strategic directions, policies and proposals for system-wide planning initiatives. The committee responds to issues arising from school audits, external validation, reviews and reports. The committee also investigates, reviews and advises on any issues referred to it by the Director-General or Corporate Executive.

Table C5.5: School Planning Committee at 30 June 2012

Member	Position
Ms Leanne Cover	Deputy Director-General (chair)
Mr Mark Whybrow	Executive Director, Corporate Services
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Tracy Stewart	Director, Planning and Performance
Mr Rodney Bray	Director, Schools Capital Works
Ms Sushila Sharma	Director, Finance and Corporate Support

Source: Planning and Performance Branch

Security and Emergency Management Committee

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

Table C5.6: Security and Emergency Management Committee at 30 June 2012

Member	Position
Mr Mark Whybrow	Executive Director, Corporate Services (chair)
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Coralie McAlister	Director, Human Resources
Mr Rodney Bray	Director, Schools Capital Works
Ms Sushila Sharma	Director, Finance and Corporate Support
Mr Michael Bateman	Director, Office for Schools
Ms Joanne Garrisson	Director, Information, Communications and Governance
Ms Wendy English	Manager, Corporate Support
Mr Dougal Wilson	Manager, Risk Management and Audit

Source: Planning and Performance Branch

Establishment Committee

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

Table C5.7: Establishment Committee at 30 June 2012

Member	Position
Ms Leanne Cover	Deputy Director-General
Mr Mark Whybrow	Executive Director, Corporate Services (chair)
Ms Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Ms Coralie McAlister	Director, Human Resources
Ms Sushila Sharma	Director, Finance and Corporate Support

Source: Planning and Performance Branch

Audit Committee

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

Table C5.8: Audit Committee at 30 June 2012

Member	Position
Ms Jenny Morison	External Member (chair)
Ms Diane Fielding	External Member
Ms Leanne Cover	Deputy Director-General
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Mr Mark Whybrow	Executive Director, Corporate Services

Source: Planning and Performance Branch

Remuneration for senior executives

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

The Tribunal through a determination in June 2010 increased the remuneration for the Director-General and executives by 3.25 percent with effect from 1 July 2010.

Corporate and operational plans

Strategic plan

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

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

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

- Learning and Teaching
- School Environment
- Student Pathways and Transitions
- Leadership and Corporate Development.

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

The *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013* was in its second year of implementation. The plan provides clear direction for closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students.

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

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

Reporting on strategic goals and outcomes is primarily done through the Directorate's annual report. For the last four years, the Directorate's Annual Report has won awards from the ACT Division of the Institute of Public Administration Australia:

- Silver Award for the 2008-2009 Annual Report
- Bronze Award for the 2007-2008 and 2009-2010 Annual Reports
- Highly Commended Award for the online versions of the 2009-2010 and 2010-2011 Annual Reports.

Operational Plan

The operational plan supports the Strategic Plan and provides detail on how the Directorate plans to achieve the strategic goals and priorities by listing key activities for each year. The *Operational Plan 2012* links performance measures from the Strategic Plan. Progress towards the achievement of key activities listed in the operational plan is reported regularly to senior executive.

Business planning

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

The school plan is a blueprint that outlines how the school will achieve improved levels of performance. In addition, an annual internal operating plan sets out how the school plan will be progressed in that year. Individual school plans are available to school communities and published on school websites.

Branch business plans are internal operational plans which document the activities each branch will undertake to achieve the annual operational plan and the strategic plan priorities. Branches report their progress quarterly to senior executive on achievements against priorities in business plans.

For more information contact:

Director

Planning and Performance

(02) 6205 5511

C6 Human resources performance

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

A number of national partnerships initiatives directly influenced human resources operations during 2011-12. The Smarter Schools, Literacy and Numeracy and Teacher Quality National Partnerships facilitated a close working relationship with the ACT public, independent and Catholic systemic schools.

Empowering ACT schools

In response to the School Based Management review in 2010, the Directorate looked to strengthen schools' capacity to allocate and redistribute resources in relation to school staffing and finances. Following this, *empowering ACT schools* (eACT) was initiated in 2011 and complemented the Australian Government's broader school reform initiative, the *Empowering Local Schools National Partnership*. eACT aims to build on the commitment to give schools greater decision-making in the selection, development and management of staff and build greater transparency and flexibility in school resource allocation.

The purpose of eACT is to give principals and school boards the information, tools and flexibility to manage their schools in innovative ways to achieve continuous improvement in teaching and learning. During the second half of 2011 a group of eight partner schools continued the first implementation phase. In 2012, another 15 schools joined the second phase. Throughout 2011-12 schools were supported to select and develop the best staff for their individual setting and have contributed to the development of new models to increase the transparency of resource allocation to schools. School leadership teams have been engaged throughout the year trialing, refining and providing feedback on newly developed processes.

Enterprise agreement (teaching staff)

The *ACT Public Service Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014* came into effect in April 2012 following endorsement by an employee vote and Fair Work Australia approval.

The agreement delivered initial pay increases of five percent, to be followed by total increases of seven percent in subsequent years. For most classroom teachers this translated to an increase of nearly 15 percent over the life of the agreement.

Other key achievements of the agreement included:

- introduction of new Executive Teacher (Professional Practice) positions in identified schools focused on modelling best practice and capacity building in classroom practice
- reduced teaching hours for first year teachers to facilitate enhanced support
- accelerated incremental progression for outstanding classroom teachers
- enhanced support for school counsellors.

Classroom teacher transfer

The classroom teacher transfer and placement round conducted during October and November 2011 for positions commencing in the 2012 school year resulted in the placement of 193 primary and middle schooling permanent officers and 174 secondary staff. In addition, 288 teachers in the primary and middle schooling sector and 105 in the secondary sector were extended in existing placements.

New processes for access to transfer opportunities for permanent officers, and arrangements for placement of newly recruited officers, were piloted in 2012 as part of the enterprise agreement.

Respect, Equity and Diversity

The Directorate's implementation of the ACT Public Service RED Framework continued throughout 2011-12. Delivery of Respectful Workplaces training to over 400 employees demonstrated the Directorate's commitment to reducing the risk of psychological injury to employees, as required under the *Workplace Safety Act 2008* and *Workplace Health Strategic Plan 2008-12*.

Respect, Equity and Diversity Contact Officers (REDCOs) have been identified within the four divisions of central office and in all schools. In March, newly appointed REDCOs attended the REDCO training that was delivered by CIT Solutions. REDCOs promote respect, equity and diversity in the workplace and offer support, guidance and information to workers experiencing bully or discrimination at workplace. The REDCOs also participate in the ongoing quarterly network and training program.

The development of a management plan and toolkit to complement the ACT Public Service RED Framework was published in July 2011. This toolkit was supported with the training of 12 conflict coaches.

Workplace health and safety

The *Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012* is the Directorate's framework for improving performance in the areas of occupational health and safety and in managing injured employees. A number of initiatives were undertaken in line with the strategy including policy review and amendments to the workplace health and safety reference manual to reflect changes in the *Work Health and Safety Act 2011*. Workplace health and safety training delivered by the Directorate during the reporting period for building service officers included: sharps training; height safety training; risk management register training; respectful workplaces training; asbestos awareness training; critical incident management; and First Aid.

In support of a 'one service' approach to client management, the Directorate's Injury Management team moved to Shared Services in April 2012. The move allowed injury management expertise and resources to be deployed to the areas of greatest need across the ACT Public Service.

The Directorate also oversaw a review of sharp instruments in schools during the reporting period. Stage 1 of this review consisted of a survey of all ACT public schools to gather data on how schools stored, monitored and accounted for student behavior around sharp instruments. This data will inform future Directorate activity, which will comprise analysis of survey data and site visits to schools by a workplace health and safety officer. The purpose of this review was to ensure safety within our schools.

The Employee Complaints and Disputes Resolution Toolkit

The Directorate developed the *Employee Complaints and Disputes Resolution Toolkit*, available on the Directorate's website. The toolkit complemented the RED Framework, providing practical guidance and strategies to help employees understand the circumstances of the conflict situation and to effectively manage complaints, disputes and other workplace issues that may impact on wellbeing.

More broadly the toolkit promotes a positive organisational culture towards complaints and dispute management by focusing on the productive benefits that an effective resolution can bring to a workplace. A number of training workshops were held in the reporting period.

Peer conflict coaching initiative

Twelve officers from across the Directorate were trained as conflict coaches. This initiative provides an opportunity for the early resolution of conflict and disputes. Conflict coaching is a concept that combines dispute resolution and coaching principles. It is a one on one confidential and voluntary process in which coaches work with individual employees to help them resolve disputes and prevent unnecessary ones.

Graduate and trainee programs

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

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

In addition, the Directorate employed a trainee through the ACT Government's *Employment Strategy for People with Disability*.

Staff induction

The Directorate has integrated feedback from participants to further improve induction programs targeting the specific needs of staff new to the central office.

Central office and school support staff also benefited from more interactive induction sessions informed by client feedback. Twenty central office and 26 school support staff attended induction during 2011-12.

In July 2011 and January 2012 induction sessions were delivered to teaching staff with 49 staff attending the July 2011 session and 288 participating in the January 2012 session. Attendees were formally welcomed to the Directorate, provided with information on their conditions of employment and advised of their ethical and legal obligations as ACT Public Service employees.

For more information contact:

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C7 Staffing profile

The number of staff employed by the Directorate increased by 160, from 5,694 in 2010-11 to the 21 June 2012 level of 5,854. A majority of these staff were employed in schools to meet the increase in student enrolments in 2012.

The ratio of female to male staff (3.4:1) remained consistent for the last four financial years. The average length of service increased slightly from 8.5 years to 8.6 years during 2011-12. The average age of the workforce also remained constant at just under 44 years of age.

The information presented in this section is for paid headcount and full-time equivalent (FTE) staff as at 21 June 2012. The figures were provided by Shared Services, Treasury Directorate.

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

Table C7.1: Headcount and FTE by gender

	Female	Male	Total
FTE by gender	3,737.1	1,190.7	4,927.8
Headcount by gender	4,526	1,328	5,854
Percentage of workforce (headcount)	77	23	100

Table C7.2: Headcount by classification and gender

Classification group	Female	Male	Total
Administrative Officers	1,291	161	1,452
Disability Officers	2	0	2
Executive Officers	9	4	13
General Service Officers and equivalent	2	112	114
Health Professional Officers	3	0	3
Information Technology Officers	5	24	29
Professional Officers	15	3	18
School Leaders	530	204	734
Senior Officers	80	42	122
Teachers	2,589	777	3,366
Trainees and apprentices	0	1	1
Total	4,526	1,328	5,854

Table C7.3: Employment category by gender

Employment category	Female	Male	Total
Casual	592	169	761
Permanent full-time	2,212	865	3,077
Permanent part-time	1,053	91	1,144
Temporary full-time	269	126	395
Temporary part-time	400	77	477
Total	4,526	1,328	5,854

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

Length of service (years)	Pre-Baby Boomers ¹		Baby Boomers ²		Generation X ³		Generation Y ⁴		Total	
	F	M	F	M	F	M	F	M	F	M
0-2	8	4	148	67	293	88	390	150	839	309
2-4	5	3	166	72	253	68	261	82	685	225
4-6	10	1	146	36	226	49	163	61	545	147
6-8	16	12	285	64	242	58	120	33	663	167
8-10	14	3	197	33	168	50	65	10	444	96
10-12	6	3	168	33	152	45	8	3	334	84
12-14	3	2	82	19	57	27	0	0	142	48
14+ years	27	10	642	181	205	61	0	0	874	252

Notes:

1. Born prior to 1946
2. Born 1946 to 1964 inclusive
3. Born 1965 to 1979 inclusive
4. Born from 1980 and onwards

Table C7.5: Average length of service by gender

Gender	Average length of service (years)
Female	8.6
Male	8.5
Total	8.6

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

Age	Female	Male	Total
<20	22	17	39
20-24	201	65	266
25-29	513	161	674
30-34	520	181	701
35-39	482	170	652
40-44	563	140	703
45-49	583	119	702
50-54	642	153	795
55-59	536	152	688
60-64	329	116	445
65-69	102	40	142
70+	33	14	47
Total	4,526	1,328	5,854

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

Division	FTE	Headcount
Director-General	4.0	4
Deputy Director-General	10.0	12
Corporate Services	111.8	120
Strategy and Coordination	4,510.6	5,391
Tertiary Education and Performance	46.6	48
Learning, Teaching and Student Engagement	244.7	279
Total	4,927.8	5,854

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

Division	Permanent	Temporary	Casual	Total
Director-General	3	1	0	4
Deputy Director-General	6	4	2	12
Corporate Services	87	27	6	120
Learning, Teaching and Student Engagement	244	32	3	279
Strategy and Coordination	3,842	799	750	5,391
Tertiary Education and Performance	39	9	0	48
Total	4,221	872	761	5,854

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

Equity and diversity group	Number of employees	Percentage of total employees
Aboriginal and Torres Strait Islander (A)	40	0.7
Culturally and linguistically Diverse background (B)	541	9.2
People with disability (C)	73	1.2
The number of employees who identify in any of the equity and diversity groups (A, B, C) ^a	645	11.0
Women	4,526	77.3

Note:

a. Employees who identified in more than one equity and diversity group were counted once.

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C8 Learning and Development

Learning and development activities are crucial for generating new and innovative ideas. The Directorate maintained a strategic approach to learning and development to build capability of the workforce.

In 2011-12, professional learning was provided to staff at the Hedley Beare Centre for Teaching and Learning, Stirling and through partnerships with institutions such as the University of Canberra and various other providers.

Directorate staff also received professional learning through the ACT Government's Shared Services division and the Chief Minister and Cabinet Directorate as part of their whole of government professional learning programs. These programs and number of participants are listed in Table C8.1.

Table C8.1: Participants in whole of government professional learning initiatives, 2011-12

Initiative	Number of participants
ACT Public Service Graduate Program	2
Future Leaders Program	1
Executive Development Program	1
Public Sector Management Program	1

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

A number of training programs were made available to Directorate staff through the ACT Public Service (ACTPS) Training Calendar. Directorate staff were able to access study assistance through grants and time allowance. The number of participants and the associated cost is shown in Table C8.2.

Table C8.2: Participants and cost for ACTPS training and study assistance program, 2011-12

Program	Number of participants	Cost
ACTPS Training Calendar	105	\$33,082.80
Study Assistance	43	\$19,158.96

Source: Shared Services, Treasury Directorate

The Directorate delivered a number of learning and development programs: Respectful Workplaces training; Induction; Career development for school support and administrative staff; Professional development for teachers and principals; New Educator Support Program; and Leadership development.

Respectful Workplaces

A total of 20 training sessions were delivered to over 400 staff as part of the ongoing delivery of the Respectful Workplaces training. The sessions were attended by principals, central office managers and senior officers (Grade C). This training forms the cornerstone of the Directorate's implementation of the RED Framework and its commitment to reducing the risk of psychological injuries in the workplace.

Induction programs

A number of induction sessions were held for teachers, school-based and central office staff and newly appointed or promoted and acting principals. A total of 337 teachers, 26 school-based and 20 central office staff attended induction sessions. The training focused on the following topics:

- ethics, professional conduct and entitlements
- workplace health and safety
- information management
- professional learning
- conditions of service.

Induction training for principals provided orientation to support strategic management and leadership initiatives in schools. The training focused on:

- financial and human resources management
- governance and legal matters (duty of care, complaints, family law and privacy)
- school improvement (using data for school planning and reporting)
- leading instructional practice
- Aboriginal and Torres Strait Islander education, student engagement and support
- reflection, evaluation and planning.

Career development for school support and administration staff

Training and professional development for school support and administration staff (SSAS) was offered in-house and through private providers such as CIT on a range of topics. Non-government school administrative support staff were also invited to participate in some sessions offered by the Directorate. Professional learning programs were offered in areas such as: ICT; safety training; library management; and records management.

In semester 2, 2011, 17 courses were offered with 245 participants. In semester 1, 2012, 13 courses were delivered with 112 SASS attending these courses. On 31 January 2012, a conference for SSAS was held with 583 participants attending a total of 41 workshops on a range of professional topics. Table C8.3 provides information on traineeships offered to SSAS in children's services and education support.

Table C8.3: School support and administration staff attendance at traineeships with CIT, 2011-12

Program	Courses offered	Number of participants
Traineeships with CIT – semester 2 2011	Cert III in Children's Services	18
	Cert IV in Education Support	12
Traineeships with CIT – semester 1 2012	Cert III in Children's Services	27
	Cert IV in Education Support	9

Source: Learning and Teaching Branch

A handbook of training events for SASS was developed and distributed to schools in early 2012. The handbook provided information on learning opportunities available through the Directorate's Professional Learning and Events Calendar such as: Height Safety Training; Sharps Handling; Clicker 5 Learning Books; Photoshop; iPads in Special Education; Records Management; Prevention of Bullying; and Job Interview Panel Scribing.

Professional learning for teachers and principals

The Directorate values professional learning of teachers and principals to enhance their effectiveness and performance for better outcomes for all students in public schools. There were two funds in place to achieve this objective: the Teacher Professional Learning Fund (TPLF) and the Principal Professional Learning Fund (PPLF).

The TPLF provided funding of \$1.25 million to facilitate teacher professional learning identified as a priority. Part of this funding (\$250,000) was specifically allocated as scholarships for teachers undertaking academic study.

A range of scholarships were available to teachers to undertake study in personal capability building or targeted areas. In 2011-12, the following scholarships were awarded:

- 28 teachers were awarded individual scholarships in early childhood education
- 18 teachers were awarded individual scholarships in Teachers of English to Speakers of Other Languages (TESOL)
- 21 teachers were awarded individual scholarships, with total funding of \$74,000. Scholarships were offered in a range of areas including: Masters in Education; Educational Leadership; Teacher Librarianship; Psychology; Second Language Acquisition; and Health Promotion. Seven teachers withdrew prior to commencing study due to other commitments
- 23 teachers were awarded targeted scholarships for the Graduate Certificate in Early Childhood Education, with total funding of \$105,800.

The PPLF provides funding equivalent to 1 percent of the total of principal salary costs (approximately \$170,000) to build capability of principals, whether in schools or central office.

In 2011-12, a number of principals benefited from professional learning and development opportunities:

- eight principals attended Harvard University courses covering aspects of leadership for educational improvement
- three principals attended an International Baccalaureate Conference in Singapore
- two principals attended a seven day study tour to the Chinese National Training Centre for Secondary School Teachers at East China Normal University in Shanghai
- 10 principals attended the International Confederation of Principals Conference in Canada.

New Educator Support Program

The New Educator Support Program provides every newly appointed teacher with 15 days release from classroom teaching for professional learning in first three years of service. Each school term, an intensive professional learning program was offered to teachers from early childhood, primary and high schools and colleges. The program focused on curriculum and quality teaching, literacy and numeracy, ICT and student management. A total of \$60,000 (including funding from TPLF) was allocated to support the development of new educators.

Table C8.4: Attendance at New Educator Support Program sessions, 2011-12

Program	Session	Attendance
Quality Teaching with ICT	Term 3, 2011	133
Reflection and the Way Forward	Term 4, 2011	114
You and Your Core Business	Term 1, 2012	129
Essential Skills for Classroom Teachers	Term 2, 2012	128

Source: Learning and Teaching Branch

A mentor training program was conducted for mentors of new teachers and teacher coordinators in 2011. Training that focused on the National Professional Standards for Teachers was organised in conjunction with the University of Canberra, the Australian Catholic University and the ACT Teacher Quality Institute. The training was delivered in 2012 to mentors in public, Catholic and independent schools.

Leadership development

The Directorate's *School Leadership Strategy* was launched on 11 April 2012. The strategy is underpinned by the National Professional Standards for Principals. To support the implementation of the standards, mentoring programs were conducted for teachers in school leadership teams: principals; deputy principals; and heads of school departments.

A leadership conference for 297 executives from schools and the central office was held from 9 to 11 May 2012. The conference focussed on three themes: Leading, learning and teaching; Developing self and others; and Leading improvement, innovation and change. The themes comprised the first three practice areas of the National Professional Standards for Principals.

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C9 Workplace health and safety

The Directorate is dedicated to improving workplace health and safety across schools and the central office. The *Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012* (the Strategy) provides a planned, documented and quantifiable approach for injury prevention and management. The Strategy was a requirement under the *ACTPS Workplace Health Strategic Plan 2008-2012* and was due to be reviewed. The review was in line with the implementation on 1 January 2012 of the *ACT Work Health and Safety Act 2011* and the new one service approach to injury prevention and management implemented on 10 April 2012. The review of the strategy was anticipated for completion in August 2012. The Strategy will continue to provide the basis for improved injury prevention and early intervention performance against the new Key Performance Indicators (KPIs) set out in the *ACTPS Worker's Compensation and Work Safety Improvement Plan* (the Plan).

The Plan is designed as a holistic approach to improving the health and return to work outcomes of ACTPS injured workers. The Plan outlines a one service approach with the co-location of injury management services for whole of government and joint responsibilities for the Directorate and Shared Services in improving outcomes against KPIs. These KPIs will form the basis of reporting for the 2012-13 reporting period.

The Implementation of the *Work Health and Safety Act 2011* on 1 January 2012 and the associated changes to regulations and codes of practice led to a comprehensive review of the Directorate's safety management system and workplace health and safety policy and procedures. New initiatives were developed including site based risk registers to support the role of 'Officer' with their due diligence obligation and to assist the Directorate in achieving legislative compliance.

Investigations

The Directorate works in close partnership with WorkSafe ACT in responding immediately to any issue relating to safety on our sites. In the reporting period, the Directorate had three Prohibition Notices (P643, P644 and P646). These notices were issued in relation to non-compliance under the *Work Safety Act 2008* for asbestos related risks. Notices P643 and P644 were issued in October 2011 and related to an asbestos risk in a transportable building at Jervis Bay School. P643 was issued on Monday 17 October 2011 and resolved immediately. On 27 October 2011, a further notice was issued on the transportable building, the Directorate isolated the building immediately. The owner of the structure (the Australian Government) removed the structure in April 2012. Notice P646 was issued on 4 November 2011 in relation to asbestos management processes undertaken during maintenance works. This notice was withdrawn after further consultation evidenced an appropriate system for the management of this risk.

The Directorate had one Improvement Notice (AD11/001) issued on 20 September 2011 in relation to bullying and harassment. This notice was incorrectly issued and was withdrawn.

A total of 484 staff Accident/Incident Reports were received during 2011-12, a decrease from the previous year's figure of 533. There were 11 staff notifiable incidents reported under section 38 of the *ACT Work Safety Act 2008* and one under the *Work Health and Safety Act 2011*.

The Directorate received 964 student Accident/Incident Reports and 31 third party Accident/Incident Reports. This was an increase from the previous reporting period, which recorded a figure of 986 (this number is inclusive of both student and third party reports). All student and third party reports are notifiable under section 38 of the *Work Health and Safety Act 2011* and were reported to WorkSafe ACT.

Worker consultation arrangements and health and safety representatives

As required under the *ACT Work Health and Safety Act 2011*, the Directorate consulted with employees regarding Worker Consultation Units. A total of 85 Worker Consultation Units were formed during 2011-12. The Directorate had 88 health and safety representatives and 54 deputy health and safety representatives undertaking their responsibilities. To support the health and safety representatives, training was delivered to over 66 newly elected health and safety representatives in March and May 2012. Quarterly network meetings for representatives were conducted in August and November 2011 and March and June 2012. These contact points ensured up-to-date health and safety information was disseminated throughout the Directorate.

Injury Prevention and Management Policy Committee

The Injury Prevention and Management Policy Committee is the key consultative committee for the Directorate's workplace health and safety matters. The Committee has overseen the development of new and existing health and safety initiatives such as:

- *Safety and Wellbeing Core Principle Commitment Statement*
- risk register development
- bin lifter project
- contractor arrangements review
- Building Service Officer (BSO) duties risk register and standard operating procedures
- manual handling project in specialist schools
- Workplace Health and Safety Training Calendar
- *Workplace Health and Safety Reference Manual*
- policy and procedure review.

Injury prevention and management programs

In 2011-12, a range of programs were implemented throughout the Directorate to ensure the safety and welfare of staff including:

- ongoing implementation of the Strategy
- transition to the new 'one service' approach to injury management outlined in the Plan

- development of the Directorate's *Workplace Health and Safety Reference Manual* and ongoing Index review to improve access to workplace health and safety information
- participation in the Shared Services Health and Safety Manual Handling Project which delivered targeted training to specialist schools in manual handling, risk assessment and procedures
- continuation of the Employee Assistance Program which is an independent, confidential, short term, solutions-focused counselling service for staff and their immediate families. The service offers counselling assistance for both work and non-work related matters. The average utilisation rate during 2011-12 was 6.74 percent. This has decreased from the 2010-11 period (7.85 percent). This utilisation rate included staff attendance at Employee Assist and Trauma Assist services
- delivery of the Flu vaccinations program to over 2,424 employees and HEP A/B to over 32 targeted employee groups including BSOs, First Aid officers, early childhood staff and learning support assistants
- ongoing Respectful Workplaces training to assist in the management and reduction of the risk of psychological injury for employees. Training commenced in March 2012 and was delivered to over 400 staff in leadership positions and various employee groups, including business managers and BSOs
- development of the BSOs Duties Risk Register and Standard Operating Procedures to assist them in managing risks associated with daily tasks
- Site Specific Risk Register development to raise awareness of local risk and assist with the application of appropriate management controls.

Box C9.1: Melrose High School - a MindMatters school



Melrose High School became the first ACT public school to be accredited by MindMatters. MindMatters, a leading national mental health initiative for secondary schools, is managed by Principals Australia Institute and funded by the Australian Government Department of Health and Ageing.

Melrose was one of 17 schools and colleges from across all states and territories to be recognised at the

National MindMatters ceremony held on 9 December 2011 in Adelaide.

Melrose High School project leader, Ms Crystal Mahon, along with a wide team of staff, developed and implemented a whole school approach to mental health and wellbeing resulting in a greater connectedness to school and improved outcomes for young people. Jill Pearman from MindMatters said that Melrose High School had done a great job and achieved significant outcomes impacting on the mental health and wellbeing of young people.

Injury prevention and management targets

The Directorate worked towards improving workplace health and safety performance through the:

- completion of stage 2 action outlined in the Strategy
- review of the Strategy in line with the *Work Health and Safety Act 2011* and the KPIs outlined in the Plan
- transition to the new one service approach to the provision of injury management services.

The Directorate has continued to address and maintain the timeliness of reporting. These include appropriate referrals to return to work coordinators, Preferred Provider Panel and the Redeployment Network Panel.

The 2011-12 insurance premium rate for the Directorate was 2.79 percent. This was a slight deterioration compared with the 2010-11 result (2.75 percent) but compares favourably with the whole of government result of a 13.4 percent increase for the same period. There was a decrease in the number of claims reported with 123 claims accepted for compensation. The early intervention focus adopted by the Directorate saw a sustained improvement in meeting the performance for targets on the number of workplace injuries reaching five days incapacity and average time lost (average number of weeks off for workers' compensation per 1,000 employees). The Directorate is required to report on its performance against these national improvement targets, which also form part of the *ACT Public Service Workplace Health Strategic Plan 2008-2012*.

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

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

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Number of new five day claims	72	101	92	89	98	101	80	85	80	74	70
Rate per 1,000 employees	17.3	23.5	20.5	19.7	23.4	22.8	18.0	19.6	17.5	16.1	15.1
Directorate target	17.3	16.6	15.9	15.2	14.5	13.8	13.1	12.4	11.8	11.1	10.4
ACTPS number of new five day claims	412	472	449	441	459	379	291	330	333	355	322
Rate per 1,000 employees	25.3	27.4	25.9	25.9	26.4	21.9	16.3	17.9	17.9	18.0	16.3
ACTPS target	25.3	24.3	23.3	22.2	21.2	20.2	19.2	18.2	17.2	16.2	15.2

Source: Human Resources Branch

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

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

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

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

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Weeks incapacitated	2,002	2,287	2,224	2,220	2,544	2,275	2,129	2,399	2,104	2,071	2,159
Rate per 1,000 employees	481	533	495	491	608	514	478	552	467	449	464
Directorate target	481	461	442	423	404	384	365	346	327	308	288
ACTPS target	801	769	737	705	672	641	609	577	545	513	481

Source: Human Resources Branch

For more information contact:

Director

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C10 Workplace relations

Staff Enterprise Agreement

During the reporting period the Directorate successfully negotiated the current *ACT Public Service Education and Training Directorate Enterprise Agreement 2011-2013* (Staff Enterprise Agreement). The Staff Enterprise Agreement replaced the *ACT Department of Education and Training Staff Enterprise Agreement 2010-2011* and covered all Directorate staff other than teachers.

Following endorsement by an employee vote in November-December 2011 and subsequent Fair Work Australia approval, the Staff Enterprise Agreement came into operation on 22 December 2011. The Staff Enterprise Agreement nominally expires on 30 June 2013.

The first pay increase and back adjustments were paid to eligible employees on the pay day of 19 January 2012.

Highlights of the Staff Enterprise Agreement include:

- the creation of a new School Assistant 4 classification for future employment of Youth Support Workers and Aboriginal and Torres Strait Islander Education Officers to better meet the operational requirement of the school
- provisions to enable the appointment of temporary employees who have worked an extended period of two years continuously without a further merit process, enhanced support for preschool assistants
- enhance conditions for temporary school assistants in relation to incremental progression process and payment between school years
- a revised BSO classification structure
- a commitment to implementing agreed outcomes of the Business Managers Classification Review from the beginning of the 2012 school year.

A joint Directorate and Union(s) implementation committee was established to oversee the implementation of the Staff Enterprise Agreement.

In response to a recommendation of the Business Managers Classification/Work Value Review, all permanent Administrative Service Officer Class 4 (ASO4) business manager positions were reclassified to the ASO5 classification in accordance with section 58(4) of the *Public Sector Management Act 1994*. The reclassification pay increase was paid from 30 January 2012 as agreed in the Staff Enterprise Agreement. The reclassification is an agreed outcome of the review and recognises the vital role business managers play in providing innovative, inspiring and safe learning environments in our schools.

The Directorate has implemented a new School Assistant 4 (SA4) classification for the future employment of Youth Support Workers and Aboriginal and Torres Strait Islander Education Officers. Current Youth Support Workers and Aboriginal and Torres Strait Islander Education Officers are classified as Administrative Service Officer Class 4 and have been given the option to transfer in the new classification. The SA4 classification employment conditions are designed to more appropriately match the school environment they work in.

The revised BSO classification structure includes a new BSO2 and BSO3 classification. A working group has been established to develop duty statements and selection criteria for the new classifications.

Teaching Staff Enterprise Agreement

During the reporting period the Directorate and employee representatives including the Australian Education Union (AEU) continued bargaining for the *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014* (Teachers' Enterprise Agreement). Following endorsement by an employee vote in March-April 2012 and subsequent Fair Work Australia approval, the Teachers' Enterprise Agreement came into operation on 27 April 2012. The Teachers' Enterprise Agreement nominally expires on 30 September 2014.

The Teachers' Enterprise Agreement delivered initial pay increases of five percent, to be followed by total increases of seven percent in subsequent years. For most classroom teachers this translated to an increase of nearly 15 percent over the life of the Agreement. The initial pay rises, effective from 1 October 2011, including back pay adjustments were implemented for all permanent, temporary and casual employees during May and June 2012.

Other highlights of the Teachers' Enterprise Agreement include:

- introduction of new Executive Teacher (Professional Practice) positions in identified schools focused on modelling best practice and capacity building in classroom teaching
- reduced teaching hours for first year teachers to facilitate enhanced support
- accelerated incremental progression for outstanding classroom teachers
- enhanced support for school counsellors.

A joint Directorate-AEU Implementation Committee oversees the implementation of the Teachers' Enterprise Agreement.

Special Employment Arrangements and Australian Workplace Agreements

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

Table C10.1: The number of Special Employment Arrangements

Description	The number of individual SEAs	The number of group SEAs	Total employees covered by group SEAs	Total employees covered by SEAs
	A	B	C	(A+C)
The number of SEAs as at 30 June 2012	7	1	58	65
The number of SEAs entered into during the reporting period	7	1	58	65
The number of SEAs terminated during the reporting period	3	0	0	3
The number of SEAs providing for privately plated vehicles as at 30 June 2012	0	0	0	0
The number of SEAs for employees who have transferred from AWAs during the reporting period	0	0	0	0

Source: Human Resources Branch

Australian Workplace Agreements (AWA) made prior to the introduction of the *Fair Work Act 2009* will continue to operate until terminated. The number of AWAs as at 30 June 2012 was three. No new AWAs were made during the reporting period. No AWA was terminated/lapsed due to formal termination or staff departure in 2011-12.

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

	Classification range	Remuneration as at 30 June 2012
Individual and group SEAs	Senior Officer Grade C to Senior Officer Grade A and Classroom teacher to Principal	\$105,272 - \$135,638 \$70,350 - \$134,485
AWAs	Senior Officer Grade B to Senior Officer Grade A	\$133,595 - \$136,804

Source: Human Resources Branch

For more information contact:

Director

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C11 Human Rights Act 2004

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

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

Staff education, training and resources

Respect, Equity and Diversity Contact Officers (REDCOs) have been designated in each of the nine central office branches with more than 86 officers designated in schools and the central office. REDCOs provide information and raise awareness among staff about bullying, harassment and discrimination. REDCOs also support staff who feel that they may be experiencing bullying, harassment or discrimination in the workplace. REDCOs participate in ongoing quarterly network meetings and training sessions.

The Directorate's Respect, Equity and Diversity (RED) Consultative Committee met quarterly to provide strategic advice on equity and diversity issues. The Directorate is committed to reducing the risk of psychological injuries in the workplace as required under the *Work Health and Safety Act 2011* and *Workplace Health and Safety Strategic Plan 2008-2012*.

A number of initiatives were implemented to support human rights education for staff.

- Respectful Workplaces training: ongoing delivery of training for employees is a key part of the Directorate's commitment to workplace health and safety and implementation of the ACT Public Service RED Framework.
- *Employee Complaints and Disputes Resolution Toolkit*: the toolkit was developed to assist with efficient dispute resolution and was endorsed and published on the Directorate's website.
- Peer Conflict Coaching initiative: the initiative provided an opportunity for the early resolution of conflict and disputes. Twelve officers from across the Directorate were trained as conflict coaches.

Liaison on human rights issues

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

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

Box C11.1: Diversity united



A group of staff and students from Stromlo High rallied together to battle homophobia and discrimination, and inspired a surge of action both interstate and in schools from across the capital.

The group, 'Diversity United', set up a 'safe space' in the school for lunchtime meetings designed to give students a place to work on homework, chat with

each other and staff, access local services for under 25s, and have discussions about homophobia, diversity and respect within the school. Executive teacher Matthew Noonan said the response from students had been surprising to all.

"Even I was surprised when the students launched their meetings and plans, that some staff would also see it as a safe way to be themselves, to have the confidence to open up to others, and to be able to support students," Mr Noonan said. "Many teachers need to know they can talk, access resources, and be supported as much as our students! I have had interest from both ACT and interstate schools asking me to visit to share how we easily took the initiative to form working groups and action plans with staff and student leaders to create real support, change and education in our school. Now we have staff professional development programs in place, and new units for various classes which the students themselves led."

Classrooms are now decorated with anti-homophobia posters, teachers are being trained in supporting same-sex attracted youths and some students have drafted their own anti-discrimination videos.

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C12 Strategic Bushfire Management Plan

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

In 2011-12 the Directorate, in consultation with ACT ESA, further refined school emergency protocols in relation to the declaration of elevated fire danger ratings ('extreme' or 'catastrophic'). These protocols complement the ACT Elevated Fire Danger Plan and identify the temporary closure of seven public and 14 non-government schools when the ACT ESA declares an elevated fire danger rating.

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

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

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

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

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

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

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

The Tidbinbilla Nature Reserve Bushfire Operation Plan managed by the Territory and Municipal Services Directorate covers the operations of the Birrigai Outdoor School.

For more information contact:

Director

Finance and Corporate Support

(02) 6205 9108

C13 Strategic asset management

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

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

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

Issues managed by the Directorate include:

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

Assets managed

As at 30 June 2012, the Directorate managed assets with a total net book value of \$1,878.3 million (Table C13.1).

Table C13.1: Assets and their values at 30 June 2012

Asset class	Value (\$ million)
Land and building (including improvements thereon) for schools and preschools	1,836.8
Leasehold improvements	2.0
Property, plant and equipment	39.5
Total	1,878.3

Source: Finance and Corporate Support Branch

During 2011-12 the significant assets added to the Directorate's asset register are given in Table C13.2.

Table C13.2: Assets added to the asset register during 2011-12

Assets	Value (\$ million)
Capital works - Harrison School	45.4
Capital works - Namadgi School, Gungahlin College and Calwell High School Performing Arts Centre	7.0
Capital works - various school and preschool sites	28.8
Capital initiatives – various ICT projects at various school sites	7.4
Total	88.6

Source: Finance and Corporate Support Branch

The Directorate assessed that in 2011-12 the total value of impairment to property, plant and equipment was \$9.0 million due to the temporary closure of Taylor Primary School in March 2012 for rectification work. As a result, asset values have been reduced by this amount.

Asset transfers

During 2011-12, responsibility for the French Australian Preschool at Red Hill Primary School was transferred to the Economic Development Directorate and responsibility for the Narrabundah Preschool (Nimbin Street) was transferred to the Community Services Directorate. The total value of the assets transferred was \$2.2 million.

Asset maintenance and upgrade

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

The importance of maintenance and major refurbishment is a priority for the Directorate given the increasing average age of school facilities.

Asset maintenance

In the 2011-12 year, the Directorate received \$11.945 million for school repairs and maintenance. The repairs and maintenance program included:

- a program of works for all primary and secondary level schools, based on the annual rolling program

- an allocation for unforeseen maintenance such as vandalism, fire and flood damage
- high priority works arising from school building condition assessment reports
- a schedule of maintenance for preschools.

In addition, capital funding was allocated in the 2011-12 ACT Budget to undertake a program of fire system upgrades across all ACT public schools (\$2.56 million over two years) and a program for hazardous materials removal works at priority schools (\$3.4 million over two years).

Building condition assessments of all schools (including preschools) are conducted on a three-year rolling program and cover buildings, services and grounds. During 2011-12, building condition assessments were conducted at 37 schools. The results of these reports are taken into account in preparing the Directorate's annual school repairs and maintenance program.

Tree assessment audits are conducted at each school on an annual basis. The 2011-12 year was the third year of annual audits with 87 audits conducted. The outcomes are included in the Directorate's tree maintenance program.

In line with the *Dangerous Substances Act 2004*, the Directorate completed the program of inspections to prepare Hazardous Materials Survey Management Plans (HMSMP) for each school. These plans are comprehensive and include all potentially hazardous materials (asbestos containing materials, lead-based paint, synthetic mineral fibres, polychlorinated biphenyls and ozone depleting substances). The HMSMP is updated every three years, with the Asbestos Register which is included in the HMSMP updated annually.

Copies of HMSMP and the Asbestos Register are accessible at each school for inspection by staff, parents, carers and tradespeople. In addition, plans showing areas of known asbestos in schools were mounted in entry areas to all ACT school sites during 2011-12.

The drought conditions and water restrictions in recent years have had an impact on the school grounds and play areas. Reduced water availability has contributed to the poor condition of many grassed play areas and has contributed to tree distress. To assist with the efficient use of water (e.g. connection to toilets, irrigation of gardens etc), rainwater tanks were installed at all ACT public early childhood, primary and secondary schools during the 2010-11 and 2011-12 years. Further water tanks will be installed at four colleges in 2012-13.

In addition to installing non-potable water supplies to schools, pilot sustainable landscapes were constructed at two schools – Giralang and Aranda Primary Schools – with works being finalised at Gowrie Primary, Red Hill Primary and Stromlo High Schools.

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

As part of the fire systems upgrade program, fire detection and evacuation systems (including emergency lighting, emergency egress, fire indicator panels, smoke and thermal detectors and emergency warning intercom systems) were upgraded at 24 schools in 2011-12. A further 56 schools will be upgraded during the 2012-13 ensuring all ACT public schools have high quality systems.

Stage 2 of the hazardous materials removal program was commenced and substantially progressed during the 2011-12 year. This follows the stage 1 works undertaken in 2008-09 and 2009-10. In the reporting period, asbestos removal works was undertaken at 38 ACT public schools.

During 2011-12, the Directorate undertook the following further specific works:

- major works at Curtin and Farrer Primary Schools to improve sub-floor ventilation to address mould issues identified at those schools
- asbestos removal works at Jervis Bay School, including the removal of the 'Seaspray' transportable building.

In addition to the planned school asset maintenance and upgrade programs managed and delivered by the central office, schools are also funded to undertake repairs and minor works tasks.

Major asset upgrades

Funding of \$12.878 million was provided in the 2011-12 Budget for capital upgrades at schools and preschools. In addition, upgrade projects totalling \$2.823 million were carried forward from the 2010-11 year.

The following projects were undertaken in 2011-12.

Older school upgrades

A major upgrade at Torrens Primary School was completed during the reporting period. Planning for major upgrade works at Hughes and Yarralumla Primary Schools was also progressed in 2011-12 with works to be undertaken in the 2012-13 year.

Major landscape and car park improvement works were progressed at Red Hill Primary School during the reporting period. These works were undertaken in conjunction with the school extension works.

New school facilities

The new four classroom teaching pod at Ngunnawal Primary School was completed early in the 2011-12 year. This project was jointly funded through the More Teachers, Lower Class Sizes and capital upgrades programs.

School refurbishments and improvements

Works were completed at 21 ACT public schools in the 2011-12 year, including:

- front entry upgrades at Forrest Primary School, Gold Creek School (junior campus) and Malkara School
- schools administration area upgrades at Arawang and Farrer Primary Schools
- classroom upgrades at Malkara School, Macquarie Primary School, Calwell High School, Wanniasa School (senior campus) and Canberra and Hawker Colleges

- library upgrades at Charnwood-Dunlop School and Maribyrnong Primary School
- canteen upgrades at Jervis Bay School, Calwell High School and Macquarie Primary School
- a new learning support unit at Gold Creek School (senior campus)
- interactive white boards installed in all primary school 'home' classrooms
- virtual learning spaces trialled at Ngunnawal Primary School, Alfred Deakin and Campbell High Schools and Telopea Park School
- a new lift at Stromlo High school
- toilet upgrades at Arawang, Charles Conder, Hawker and Wanniasa Hills Primary Schools
- specialised play area at Black Mountain School and playground and equipment improvements at Kaleen, Latham and North Ainslie Primary Schools and Cranleigh School
- a new shade structure at North Ainslie Primary School
- landscape improvements at Cranleigh School
- bin lifting machines installed at nine schools, to assist with the transfer of waste from wheelie bins into recycling and land fill skips.

In addition, improvement and upgrade works were completed at Charnwood, Garran, North Ainslie, Taylor, Theodore and Torrens Preschools.

Office accommodation

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

Staff census of schools conducted in February 2012 recorded 4,671 full-time equivalent staff employed in non-office environments at ACT public school sites. Staff located at these sites included teachers, school leaders, office administrators, general service officers and building service officers.

Table C13.3: Central Office sites, staff numbers (headcount) and space occupied, as at 30 June 2012^{a, b}

Building and location	Staff Numbers	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 Northbourne Avenue, Braddon	211	3,303	16
Hedley Beare Centre for Teaching and Learning, Stirling	160	2,514	16
Maribyrnong Primary School, Kaleen	35	727	21 ^c
Total	406	6,544	16

Source: Finance and Corporate Support Branch

Notes:

- a. Staff Numbers have been calculated based on occupied workstations at 30 June 2012.
- b. The Board of Senior Secondary Studies, a statutory authority, based at Lyons Education Centre, is not included in this table.
- c. Average area includes Student Services (Vision Support Team and Hearing Support Team).

For more information contact:

Director
Schools Capital Works
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C14 Capital works

The Directorate's capital works management program for 2011-12, detailing the completed projects and works still in progress at the year end is shown in Table 14.1.

Overview

In 2011-12, the Directorate again delivered a large capital works program, totalling \$92.3 million, following on from the \$187.5 million program in 2010-11 and \$204.1 million program delivered in 2009-10. This was part of the ACT Government's \$683 million capital investment in ACT public schools.

A highlight for the year was the opening of the secondary section of Harrison School. All major projects were either completed or on target to be delivered by the scheduled completion date.

Significant capital works

New schools

Harrison School

The secondary section of Harrison School opened on 3 February 2012 ready for the start of the 2012 school year, catering for students in years 6 to 8. The school will cater up to year 10 from the start of the 2014 school year.

Harrison School commenced operation in 2008 catering for students from preschool to year 6. The school now includes the secondary school campus on the same site, which includes the middle school (years 6 to 8) and high school (years 9 and 10) facilities. The school has an enrolment capacity of 1,200 students.

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

The secondary school section includes specialist teaching areas for performing arts, technology, science and arts. The project design also incorporates a range of environmentally sustainable design features and the school was certified by the Green Building Council of Australia as a 5 Green Star design-rated school campus.

The construction manager, St Hilliers Group, commenced construction on the secondary school section in early 2010 with the works program arranged to allow the progressive completion and handover of school buildings during 2011 with all of the works completed ready for the start of the 2012 school year.

Stage 1 of the secondary school section, comprising the middle school classrooms and gymnasium, was completed and handed over to the school early in September 2011. These facilities were officially opened on 26 September 2011 by the Member for Ginninderra, Dr Chris Bourke MLA.

The secondary section of Harrison Secondary School was the winner of the 2012 ACT Master Builders and Boral *Excellence in Building Awards* in the major project (commercial building over \$20 million) category.

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

Franklin Early Childhood School

The final designs for the Franklin Early Childhood School were completed during the reporting period, with construction of the new school commenced in January 2012. The school will provide facilities for children from birth to eight years of age, and will accommodate 120 childcare places and cater for 300 preschool to year 2 students.

The Franklin Early Childhood School is the first purpose built early childhood school in the ACT and follows the successful operation of early childhood schools in the suburbs of Isabella Plains, Lyons, Narrabundah, O'Connor and Scullin (Southern Cross).

The construction manager, Joss Constructions, commenced work on 23 January 2012 with works programmed to deliver the Stage 1 facilities (childcare and preschool) by the start of the 2013 school year. The Stage 2 facilities, which comprise the kindergarten to year 2 teaching and learning spaces, school administration, library and canteen buildings and community hall are programmed to be ready for the start of term 2 in the 2013 school year.

The total budget for the Franklin Early Childhood School is \$44.1 million, including \$1.4 million for forward design and \$42.7 million for construction works. The budget includes works to separate the land site into the school block, community use blocks and community open space, together with the service road and carparking.

Bonner Primary School

The final designs for the Bonner Primary School were also completed during the reporting period, with construction of the new school also commenced in January 2012. The school will provide facilities for students from preschool to year 6, and will support residents in the north Gungahlin suburbs of Forde and Bonner. The school will cater for 560 students.

The construction manager, St Hilliers Group, commenced construction on 30 January 2012 with works programmed to deliver the Stage 1 facilities (preschool and kindergarten to year 2 teaching and learning spaces, together with the school administration, library and canteen buildings) by the start of the 2013 school year. The stage 2 facilities, which comprise the year 3 to 6 teaching and learning spaces, multi-purpose hall and environment centre, are scheduled to be handed over to the school for the start of term 3 in the 2013 school year.

During the reporting period the construction manager went into voluntary administration and a major sub-contracting company, Hastie's Group, went into receivership. These actions delayed progress on the school's construction, however

negotiations to revise the project programming ensured that the stage 1 facilities would be ready by the start of the 2013 school year.

The land remediation works to stabilise the soil and undertake early earth works were completed during the reporting period prior to the commencement of the school construction works.

A significant element in the school designs is the inclusion of Aboriginal and Torres Strait Islander peoples artworks into the school landscape and school buildings. The school has also been designed to achieve a 5 Green star design-rating from the Green Building Council of Australia.

The project designs also include the proposed school/community Aboriginal and Torres Strait Islander peoples Learning and Cultural Centre, with the stage 1 environment centre facilities being constructed as part of the school construction project. The design for the centre is unique reflecting Aboriginal and Torres Strait Island culture and learning, with planned linkages to regional and remote locations across Australia to support shared teaching and learning. Adjoining land has been set aside for the stage 2 community-based facilities for the centre.

The total budget for the Bonner Primary School is \$64.4 million, including \$1.8 million for forward design, \$2.33 million for land remediation works and \$60.27 million for construction works.

Coombs Primary School

The preparation of designs for the new Coombs Primary School in the district of Molonglo was completed to the Final Sketch Plan stage during the reporting period. The school design caters for 903 students from preschool to year 6 and will include an environment centre and shared school/community hall. The design also allows for schools buildings to be flexibly converted to alternative community uses as initial enrolment demand decreases in later years.

This school will be the first school in the Molonglo district.

Gungahlin College

The Gungahlin College was constructed in the Gungahlin Town Centre and opened to year 11 students from the start of the 2011 school year. The College catered for year 11 and 12 students in 2012. The College has an enrolment capacity of 950 students.

The Gungahlin College was the winner of the 2012 Council of Educational and Facilities Planners International (Australasia) in the new construction and overall projects categories.

During the reporting period, the Directorate managed the building defects and undertook additional post-occupancy works to ensure that the building facilities meet the College's educational service needs.

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

Namadgi School – Kambah

The new Namadgi School was constructed on the site of the former Kambah High School and opened to preschool to year 7 students from the start of the 2011 school year. The school will cater for preschool to year 10 students from the 2014 school year. The school has an enrolment capacity of 900 students.

During the reporting period, the Directorate managed the building defects and undertook additional post-occupancy works to ensure that the building facilities meet the school's educational service needs.

The total budget for Namadgi School was \$58.1 million, including initial funding of \$54 million, \$2.5 million allocated through the More Teachers, Lower Class Sizes program and \$1.55 million in supplementary funding.

School improvements

Canberra College Performing Arts Centre

Construction of the new Performing Arts Centre at the Woden campus of the Canberra College commenced in June 2011 and was significantly progressed to 'lock up' stage by the end of the 2011-12 reporting period. Final works, as well as landscape works, will be completed early in the next reporting period, with the new centre to be handed over to the College ready for term 4, 2012 school year.

This centre follows the new performing arts theatre at Gungahlin College and new performing arts centres at Lyneham and Calwell High Schools. It will be the largest performing arts centre to be constructed at an ACT public school.

Canberra College Cares (CCCares) program

Planning and consultation works with the Canberra College and the College community were undertaken during the reporting period, allowing a detailed scope of works and functional design brief to be prepared for design tenders. A design consultant (architect) was engaged in July 2012.

The new facility will enable students and their children attending the CCCares program to transfer from the College's Weston campus and to be integrated into the College's Woden campus. The new facility will provide teaching and learning spaces for students as well as childcare and health facilities for their children.

Red Hill Primary School extension

Following the completion of works to establish the French Australian Preschool as a separate stand alone facility, this site was transferred to the French Australian Preschool Association during the reporting period. Construction and civil works to extend Red Hill Primary School commenced in September 2011, with refurbishment works in the junior wing and extensions and improvements to the school entry completed and handed over to the school during the reporting period. Construction work for the new school carpark was well progressed ready to be handed over to the school at the start of term 3, 2012 school year. The new classroom wing together with the landscape works were also on track to be handed over to the school for the start of term 4, 2012.

Malkara School hydrotherapy pool

Design and construction work for a new hydrotherapy pool at Malkara School were commenced during the reporting period. Works were well advanced, with the pool and new facility on track to be handed to the school ready for the start of term 4, 2012 school year.

Initial funding had been allocated to undertake major refurbishment works to the previous pool at the school. However, a specialist consultant's report identified concerns about the condition of the pool and non-compliance with current building standards and recommended the replacement of the pool. Additional capital funding was allocated to allow the demolition of the previous pool and to construct a new hydrotherapy pool suitable for school and community use.

Majura Primary School extension

Planning and consultation works with the school and the school community were undertaken during the reporting period, allowing a detailed scope of works to be prepared for design tenders. A design consultant (architect) was engaged in November 2011, with designs completed to Preliminary Sketch Plan stage by the end of the reporting period.

Construction tenders were called in June 2012, with a project manager to be appointed early in the 2012-13 year. Works are programmed to be completed by June 2013.

This project will extend Majura Primary School to a full four-stream school (i.e. four classes in each year group from kindergarten to year 6).

Macgregor Primary School extension

Planning and consultation works with the school and the school community were undertaken during the reporting period, again allowing a detailed scope of works to be prepared for design tenders. A design consultant (architect) was engaged in November 2011, with designs completed to Preliminary Sketch Plan stage by the end of the reporting period.

Concurrent with the Majura Primary School expansion project, construction tenders were called in June 2012, with a project manager to be appointed early in the 2012-13 year. Works are programmed to be completed by June 2013.

This project will extend Macgregor Primary School to a full four-stream school (i.e. four classes in each year group from kindergarten to year 6).

Preschool expansions

This project will expand nine existing preschools to meet COAG requirements under the National Quality Framework for early childhood education and care. The nine preschool sites are Ainslie (Baker Gardens), Deakin, Downer, Griffith (Bannister Gardens), Hackett, Lyneham, Red Hill, Reid and Watson Preschools.

Design and construction/refurbishment works were at varying stages at the end of the reporting period with all works completed at Red Hill Preschool, Final Sketch Plans completed ready for construction tenders at seven preschools and Preliminary Sketch Plans completed at Deakin Preschool.

In addition, works were undertaken at the Narrabundah Early Childhood School to establish a second preschool classroom.

Duffy Primary School extension

Preliminary planning and consultation work with the school and the school community commenced during the reporting period, with detailed design and construction/installation work to be undertaken during the 2012-13 and 2013-14 years.

This project will extend Duffy Primary School to a full three-stream school (i.e. three classes in each year group from kindergarten to year 6).

Taylor Primary School rectification

Preliminary planning and consultation work with the school and the school community commenced during the reporting period. A construction manager was engaged in June 2012 to undertake a trial wall and roof reconstruction project to determine the extent of work required across the whole school site. Detailed design and rectification/upgrade work will be undertaken during the 2012-13 and 2013-14 years.

This project involves the rectification and upgrade of Taylor Primary School following the temporary closure of the school on 14 March 2012. The project will include asbestos removal, installation of a new external cladding material, roof upgrade and internal refurbishment.

Trade Training Centre – Tuggeranong Network

The Australian Government approved a grant in December 2011 to establish the Tuggeranong Sustainable Living Trade Training Centre. This project will involve works at four high schools (Calwell and Lanyon High Schools and Caroline Chisholm and Wanniasa Schools) and two colleges (Erindale and Lake Tuggeranong) across the Tuggeranong School Network.

Initial concept designs were prepared as part of the grant submission process with full project scoping and detailed design works commenced during the reporting period.

Other new capital works projects

Artificial grass surfaces

A design consultant (landscape architect) was engaged in January 2012, with detailed design specifications completed for five schools during the reporting period: Telopea Park School (two sites) and Calwell, Theodore, Torrens (two sites) and Weetangera Primary Schools.

Landscape improvements

A program of pilot landscape improvement projects was commenced during the reporting period with works at Giralang and Aranda Primary Schools completed and works at Gowrie Primary School and Stromlo High School well advanced. Further major landscape works were commenced in the reporting period at Red Hill Primary School and will be completed early in the 2012-13 year along with the school's extensions.

Planning and consultation work on school frontage improvements at six high schools – Belconnen, Calwell, Lyneham and Stromlo High Schools and Telopea Park and Wanniasa Schools – commenced at the end of the reporting period. A design consultant (landscape architect) was appointed in June 2012.

Public schools – water tanks

Works were completed under this program during the reporting period, with non-potable water supplies now available at all ACT public early childhood, primary and high school sites. Separate works will be undertaken at four colleges to install non-potable water supplies during the 2012-13 year.

Environment – solar schools

Photovoltaic (solar panel) systems were installed at 19 ACT public schools during the reporting period. This is in addition to existing solar panel systems installed at new schools (Namadgi School and Gungahlin College), trial sites (Kingsford Smith School and Evatt Primary School) and projects connected with the Building the Education Revolution initiative (Gold Creek School and Gordon and Theodore Primary Schools).

Contracts were also issued during the reporting period to install roof mounted solar panels at a further 27 ACT public schools.

Approval was given in July 2011 to ACT public schools receiving the maximum tariff under the ACT's feed-in tariff scheme for small-scale solar power generation systems.

In addition to the installation of solar panel systems, a contract to install pulse (smart) meters at schools was commenced during the reporting period, with meters to be installed at the 19 schools where solar panel systems have been installed. The meters will record and digitally display – for business management and curriculum learning – electricity, gas and water consumption and solar power generation information.

Carbon neutral schools

Planning was commenced at the end of the reporting period for work to improve the energy efficiency and reduce the carbon 'footprint' at 10 schools.

Car parks and traffic improvements

Construction works under this program were completed at a further five schools in the reporting period: Southern Cross Early Childhood School, Charnwood-Dunlop School and Chapman, Latham and Taylor Primary Schools. Carpark modifications were also completed at four schools: Florey, Maribyrnong and Mawson Primary Schools and Melba-Copland Secondary School (Melba campus).

Tenders were also called for construction works at Fraser Primary School with design work commenced on the final carpark improvement projects at Curtin and Weetangera Primary Schools.

Security fences

Installation works were completed at eight schools during the reporting period – Lyons and Southern Cross Early Childhood Schools, and Latham, Macquarie, Palmerston District and Torrens Primary Schools, Wanniasa School (junior campus) and Black Mountain School.

School toilet upgrade program

Upgrade works were completed at three schools during the reporting period – Red Hill, Campbell and Wanniasa Hills Primary Schools. Scoping work was undertaken for upgrade works at a further 18 schools. A project manager was appointed during the reporting period to undertake the further upgrade works, with construction works to be undertaken in the 2012-13 year.

School roof replacement program

Scoping work was undertaken for refurbishment works at four schools, including two full replacements. Works will include improvements to roof structure designs, the installation of roof insulation to improve energy efficiency as well as the replacement of failing roofing materials. A project manager was appointed during the reporting period to undertake the upgrade works, with installation works to be undertaken in the 2012-13 year.

Jervis Bay School

Work to establish two additional classrooms in the main school building was undertaken during the reporting period. These classrooms replaced two rooms lost following the removal of the 'Seaspray' transportable classrooms.

More Teachers, Lower Class Sizes program

Construction of the final projects under this program at Ngunnawal and Torrens Primary Schools was completed during the reporting period.

Calwell High School Performing Arts Centre

The new Performing Arts Centre at Calwell High School was handed over to the school in February 2011. The Directorate managed defects and additional post-occupancy works during the reporting period.

Older schools upgrade program

Major upgrade works were completed at Torrens Primary School during the reporting period. Planning and designs for further major upgrade works at Hughes and Yarralumla Primary Schools were well advanced during the reporting report. A project manager was appointed to undertake the design and construction works for the Hughes and Yarralumla Primary Schools.

Schools infrastructure refurbishment program

This was a five year program to refurbish older ACT public schools undertaken over the period 2006-07 to 2010-11. The full program of works included new gymnasiums, integrated early childhood centres, new performing arts centres as well as general upgrades and refurbishments concentrating on schools more than 12 years old.

The Directorate finally completed this program in the 2011-12 reporting period. The list of schools and projects where school improvement, refurbishment and upgrade works were undertaken during the five year period 2006-07 to 2010-11 can be accessed on the Directorate's website at www.det.act.gov.au/school_education/schools_renewal

Building the Education Revolution initiative

The environment centre at Gold Creek was certified by the Green Building Council of Australia as a 6 Greenstar design-rated facility during the reporting period. This was the first 6 Greenstar design-rated facility at an Australian primary or secondary school.

This centre was also a Finalist in the United Nations Association of Australia 2012 World Environment Day Awards, in the Green Building Award category.

Regional Development Australia Fund

The Directorate had submitted two proposals for capital funding under the Australian Government's Regional Development Australia Fund in May 2011. The Directorate was informed during the current reporting period that these proposals were not successful.

Table C14.1: Capital works management, 2011-12

Project	Original project value	Revised project value	Prior year expend	Actual finance 2011-12	Actual expend 2011-12	Total expend to date	Estimate of completion date	Actual completion date	Project approval year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
NEW WORKS									
Fire Systems Upgrade Program	2,560	2,560	0	942	942	942	Jun 2013		2011-12
Installation of artificial grass surfaces – Stage 1	2,300	2,300	0	127	127	127	Nov 2012		2011-12
Franklin Early Childhood School	42,700	42,700	0	6,735	6,747	6,747	Dec 2013		2011-12
Bonner Primary School	60,270	59,770	0	7,811	9,808	9,808	Dec 2013		2011-12
Bonner Primary School – land Remediation	2,330	2,330	0	2,330	2,330	2,330	Dec 2011		2011-12
COAG Universal Access to Preschools – Stage 1 Expansion Works	6,200	6,200	0	182	179	179	Jun 2013		2011-12
West Macgregor Development – Macgregor Primary School Expansion	5,650	5,650	0	79	79	79	Jun 2013		2011-12
Canberra College Cares (CC Cares) Program (Design)	1,400	1,400	0	47	47	47	Jun 2013		2011-12
School Toilet Upgrade Program – Stage 1	2,000	2,000	0	53	53	53	Jun 2013		2011-12
Majura Primary School Expansion	4,400	4,400	0	107	107	107	Jun 2013		2011-12
Malkara School – Hydrotherapy Pool Refurbishment	1,830	3,050	0	719	1,185	1,185	Sep 2012		2011-12

Project	Original project value	Revised project value	Prior year expend	Actual finance 2011-12	Actual expend 2011-12	Total expend to date	Estimate of completion date	Actual completion date	Project approval year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
School Roof Replacement Program – Stage 1	2,800	2,800	0	189	189	189	Jun 2013		2011-12
Hazardous Materials Removal Program – Stage 2	3,400	3,400	0	2,875	2,875	2,875	Jun 2013		2011-12
Capital upgrades									
Older School Upgrades	4,441	6,423	0	4,983	4,968	4,968	Jun 2012	Jun 2012	2011-12
New School Facilities	1,794	1,794	0	1,640	1,578	1,578	Jun 2012	Jun 2012	2011-12
School Infrastructure Improvements	2,580	2,580	0	3,586	3,716	3,716	Jun 2012	Jun 2012	2011-12
Building Compliance Upgrades	1,830	1,830	0	2,106	2,106	2,106	Jun 2012	Jun 2012	2011-12
School Security Improvements	854	854	0	1,106	1,106	1,106	Jun 2012	Jun 2012	2011-12
School Safety Improvements	275	275	0	145	145	145	Jun 2012	Jun 2012	2011-12
Environmentally Sustainable Design Initiatives	854	854	0	972	978	978	Jun 2012	Jun 2012	2011-12
Excellence and Enterprise – High School Frontages	150	150	0	152	152	152	Jun 2012	Jun 2012	2011-12
BER – Additional Works	100	100	0	170	208	208	Jun 2012	Jun 2012	2011-12
Total new works	150,718	153,420	0	37,056	39,624	39,624			
WORKS IN PROGRESS									
Harrison High School	43,500	46,668	23,906	21,309	21,298	45,204	Dec 2011		2009-10
Canberra College (Woden Campus) Performing Arts Centre	7,600	9,350	644	6,348	7,032	7,676	Sep-2012		2009-10
Car Parks and Traffic Safety Program	1,250	1,250	112	608	554	666	Jun-2013		2010-11
Coombs Primary School (Design)	1,950	1,950	37	1,166	1,171	1,208	Dec 2014		2010-11

Project	Original project value	Revised project value	Prior year expend	Actual finance 2011-12	Actual expend 2011-12	Total expend to date	Estimate of completion date	Actual completion date	Project approval year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
Red Hill Primary School Expansion	5,300	5,300	754	3,617	4,429	5,183	Sep 2012		2010-11
Environment – solar schools	2,000	2,000	351	529	527	878	Jun 2013		2009-10
Gungahlin College	60,700	74,407	69,871	3,654	3,706	73,577	Dec 2010		2007-08
Namadgi School	50,000	55,550	52,378	1,992	2,100	54,478	Jan 2011		2007-08
Trade Training Centres	10,207	7,370	0	10	13	13	Dec 2013		2011-12
Total work in progress	182,507	203,845	148,053	39,233	40,830	188,883			
PROJECTS COMPLETED									
Public Schools – water tanks	2,000	2,375	1,991	386	384	2,375	Jun 2012	Dec 2011	2009-10
More Teachers, Lower Class Sizes	6,000	6,000	4,700	1,300	1,300	6,000	Jun 2012	Jun 2012	2009-10
Calwell High Performing Arts Centre	5,000	4,700	3,524	1,179	1,176	4,700	Dec 2011	Feb 2011	2008-09
Erindale Leisure Centre redevelopment	3,000	3,000	2,985	16	16	3,001	Oct 2009	Oct 2009	2008-09
Schools Infrastructure Refurbishment	90,000	86,000	85,975	51	26	86,001	Jun 2011	Feb 2011	2006-07
Harrison School – Second Gymnasium Court	2,000	2,000	0	2,000	2,000	2,000	Sep-2011	Sep-2011	
Bonner Primary School (Design)	1,800	1,800	689	1,117	1,111	1,800	N/A	N/A	2010-11
Franklin Early Childhood School (Design)	1,400	1,400	301	1,105	1,099	1,400	N/A	N/A	2010-11
Building Refurbishment and Upgrades (Prior Year Capital Upgrades)	12,565	11,115	6,349	5,285	4,766	11,115	Jun 2012	Jun 2012	2010-11
Total projects completed	123,765	118,390	106,514	12,439	11,878	118,392			
Total expenditure for 2011-12	456,990	475,655	254,567	88,728	92,332	346,899			

Source: Finance and Corporate Support Branch

Table C14.2: End-of-year reconciliation schedule, 2011-12

Reconciliation of total current year financing	Amount (\$'000)
Total current year capital works financing	89,499
Add: Financing of other capital initiatives	7,197
Capital injection from government per cash flow statement	96,696
Reconciliation of total current year actual expenditure against financing	\$'000
Total current year capital works expenditure	92,626
Total current year capital initiatives expenditure	7,768
Net impact of accruals between financial years excluding cash funded items	(3,698)
Capital injection from government per cash flow statement	96,696
Reconciliation of total current year actual expenditure	\$'000
Total current year capital works expenditure	92,626
Add: Capital initiatives	7,768
Add: Other asset purchases outside of capital works program	1,820
Net impact of accruals between financial years including cash funded items	(4,500)
Purchase of property, plant and equipment as per cash flow statement	97,713

Source: Finance and Corporate Support Branch

For more information contact:

Director

Schools Capital Works

(02) 6205 3173

C16 Community grants, assistance and sponsorship

Adult and Community Education grants

Grants under the ACT Adult and Community Education (ACE) program provide access to critical training for people in the community who may be marginalised from formal education and training, as well as supporting those who need opportunities for the development of foundation skills.

The Directorate recognises the value of ACE in developing social capital, building community capacity, encouraging social participation and enhancing social cohesion through educational and labour market participation.

Training funded by ACE offers supportive pathways into further education, training and work. Participation in quality learning opportunities promotes self-esteem, motivation and the confidence of individuals, enabling them to move into further education and training or employment.

ACE supports the re-engagement of marginalised individuals and people from disadvantaged backgrounds in learning and work and is a key component in supporting the ACT Government's social inclusion agenda outlined in *The Canberra Plan: Towards Our Second Century* and the *Canberra Social Plan 2011*.

The Directorate funded a number of ACE courses delivered in formal and informal settings using flexible and learner centred activities. Details of ACE courses for 2012, their providers, expected outcomes and grant amounts are provided in Table C16.1.

Table C16.1: ACE courses, providers, expected outcomes and grants, 2012

Provider	Course	Outcomes	Amount (\$)
Belconnen Arts Centre Incorporated	Arts for seniors	Creative arts education for people who are senior citizens, retired or suffer disadvantage.	6,180
Canberra Institute of Technology	Access to skills for parents and carers	Literacy, language and numeracy and information communication and technology skills for parents and fulltime carers of children of families from low socioeconomic backgrounds including: refugees, non-English speaking, single parent, unemployed and grandparents who are sole carers.	10,400
	Preparation for work through work experience	Skills for women seeking to re-enter the workforce and/or undertake further training, but lack the self-confidence and skills to do so.	14,900

Provider	Course	Outcomes	Amount (\$)
Canberra Multicultural Community Forum Incorporated	Interpreter training and mentoring for emerging languages	To promote community capacity to support and complement professional interpreter services for community members who are disadvantaged.	15,000
Communities@Work Ltd	Men@work	To build the capacity of men in low socioeconomic circumstances through the promotion of emotional wellbeing and the establishment of clear life goals.	15,000
Community Programs Association Incorporated	Autism spectrum disorders (ASD) and social media	Vocational training and social skills development to increase employment skills and social connectedness for adults with ASD and developmental disabilities.	15,000
Community Programs Association Incorporated	Pedal your wares	Retail training and vocationally focused retail experience for people with a disability to gain skills and build their capacity to seek work in the retail sector.	15,000
Migrant and Refugee Settlement Services of the ACT Incorporated	English for living program	Functional literacy for day to day life and for finding employment, continuing study or attending appointments.	15,000
	Home tutor program	Designed to help learn English language and Australian knowledge for people who are migrants and refugees.	15,000
Music For Everyone Incorporated	Music for people with disabilities classes	Hands on, activity-based music education for adults with disabilities.	15,000
Nican Incorporated	Know before you go	Support for people with disabilities to develop confidence for social participation.	14,500
Sexual Health and Family Planning ACT Incorporated	Capacity building for parents and primary carers of children and young people with a disability	Train parents and carers of children and young people with disabilities with tools to support them in engaging with their children and young people on social safety, relationships, sexuality information and education.	11,000

Provider	Course	Outcomes	Amount (\$)
Southside Community Services Incorporated	Links to learning in 2012: The year of reading	Literacy program for socially disadvantaged ACT residents who have low language and literacy/numeracy proficiencies.	15,000
	Onwards and upwards in 2012: The year of reading	Promote a love of reading in child care centres in 2012: the year of reading.	15,000
Support Asian Women's Friendship Association Incorporated	First step – learning English and computer skills in other languages	Teaching people from culturally and linguistically diverse (CALD) backgrounds particularly Asian backgrounds, English and computer skills in their first language, employing adult learning techniques.	13,216
	Learning workplace English for adults from CALD backgrounds	A pilot program employing adult learning techniques with learners from CALD backgrounds to learn workplace English skills with the assistance of a worker and volunteer whose first language is English.	10,666
Tuggeranong Community Arts Association	ART UP: community arts education program	A range of arts based community programs to engage the full spectrum of adult groups in the community.	15,000
Vietnam Veterans and Veterans Federation ACT Incorporated	Dovetails for diggers and metal manglers (continuing programs), Old soldiers and computers (new program)	Break down the barriers to learning and skills in wood and metal and with computers taught by a veteran for veterans.	14,800
Total funding			245,662

Source: Training and Tertiary Education Branch

For more information contact:
 Director
 Training and Tertiary Education
 (02) 6205 2683

C17 Territory records

The Directorate maintains its commitment to delivering good governance and compliant records management practices. During the reporting period the Directorate continued to meet its obligations under the *Territory Records Act 2002* and related standards.

Records Management Program and Procedures

A review of the Directorate's Records Management Program was commenced during 2011-12. The review will ensure the program maintains best records management practices in accordance with legislative and regulatory requirements. In support of, and parallel to, the updated Records Management Program, the Directorate will review and update its Records Management Procedures. The current Records Management Program and Procedures are available on the Directorate's Intranet and are further supported by regular training.

Storage arrangements

The Directorate's outsourced arrangement with Grace Records Management for the provision of records storage is now in its second year. This arrangement assisted the Directorate to meet legislative requirements regarding compliance with records storage standards, as defined in the *Territory Records Standard Number 7 – Physical Storage of Records*. The Directorate plans to review the contract prior to its expiry in 2013 to ensure the contract delivered a quality service and value for money.

Record keeping practices

Improving operational record keeping practices across the Directorate remains a priority. The Directorate has a records management component in the induction program for new employees and continued to offer two comprehensive records management training sessions per month. Over the reporting period 116 staff were trained in records management. Increased awareness has contributed to a significant improvement in record keeping practices. In 2010, 23,138 files were created, this figure more than doubled to 47,299 in 2011.

The Student Records Archiving Project commenced in late 2011 to help reduce the quantity of records held on-site in schools. The project was coordinated across all schools, with schools receiving one-on-one records management support to assist in the capture and management of records and in archiving older records to off-site storage.

Records identified in the School Closures Project were transferred to off-site storage for ongoing records management.

Work continued with the identification and preservation of records relating to people of Aboriginal and Torres Strait Islander descent. This initiative has been undertaken to assist people to establish links with their cultural heritage.

Public access

Since July 2008, the Access to Records provisions of the *Territory Records Act 2002* provided public access to records older than 20 years. Directorate records that are older than 20 years were identified and assessed. Requests for access to records are lodged with Archives ACT. Records are available for viewing at a jointly-funded facility within the Woden Library. The Directorate received six public access requests in 2011-12.

Records disposal

The Territory Administrative Records Disposal Schedules (TARDiS) was superseded by a whole of government approach to record keeping during the reporting period. All schedules were subsumed into the whole of government approach. The content of the schedules remains the same and therefore does not impact on current Directorate records management practices.

Table C17.1: Records disposal schedules used by the Directorate

Name	Effective	Number
Territory Records (Records Disposal Schedule – Territory Administrative Records Disposal Schedules – Community Relation Records) Approval 2011 (No 1)	8 March 2011	NI2011-84
Territory Records (Records Disposal Schedule – Compensation Records) Approval 2012 (No 1)	11 April 2012	NI2012-183
Territory Records (Records Disposal Schedule - Equipment and Stores Records) Approval 2012 (No 1)	13 April 2012	NI2012-186
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Establishment Records) Approval 2009 (No 1)	11 September 2009	NI2009-437
Territory Records (Records Disposal Schedule - Financial Management Records) Approval 2011 (No 1)	2 September 2011	NI2011-482
Territory Records (Records Disposal Schedule - Fleet Management Records) Approval 2012 (No 1)	13 April 2012	NI2012-187
Territory Records (Records Disposal Schedule - For preserving records containing information that may allow people to establish links with their Aboriginal and Torres Strait Islander heritage) Approval 2011 (No 1)	25 March 2011	NI2011-162
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Government Relations Records) Approval 2011 (No 1)	8 March 2011	NI2011-88
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Industrial Relations Records) Approval 2011 (No 1)	8 March 2011	NI2011-90

Name	Effective	Number
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Information Management Records) Approval 2011 (No 1)	8 March 2011	NI2011-92
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Legal Services Records) Approval 2009 (No 1)	11 September 2009	NI2009-443
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Occupational Health and Safety (OH&S) Records) Approval 2009 (No 1)	11 September 2009	NI2009-444
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Personnel Records) Approval 2011 (No 1)	8 March 2011	NI2011-97
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Property Management Records) Approval 2009 (No 2)	11 December 2009	NI2009-625
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Publication Records) Approval 2009 (No 1)	11 September 2009	NI2009-450
Territory Records (Records Disposal Schedule - Schools Management Records) Approval 2009 (No 1)	11 September 2009	NI2009-451
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Strategic Management Records) Approval 2009 (No 1)	11 September 2009	NI2009-453
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Technology and Telecommunications Records) Approval 2009 (No 1)	11 September 2009	NI2009-454
Territory Records (Records Disposal Schedule - Transfer of Custody and Ownership Personal Security Files) Approval 2011 (No 1)	25 March 2011	NI2011-169

Source: ACT Legislation Register

For more information contact:

Director

Information, Communications and Governance

(02) 6205 9328

C18 Commissioner for the Environment

Section 23 of the *Commissioner for Environment ACT 1993* requires the disclosure of:

- requests for staff to assist in the preparation of the State of the Environment Report
- assistance provided in the response to such a request
- investigations carried out by the Commissioner of any activities performed by the Directorate
- recommendations made by the Commissioner following an investigation of the Directorate's activities, and any actions taken in response to those recommendations.

No reporting requirements under this section were applicable to the Directorate during the reporting period.

For more information contact:

Director

Schools Capital Works

(02) 6205 3173

C19 Ecologically sustainable development

Sustainable Schools Initiative

The Australian Sustainable Schools Initiative (AuSSI) is a partnership between the Australian Government and states and territories to help schools achieve a sustainable future. In the ACT, AuSSI is managed by the Environment and Sustainable Development Directorate (ESDD) and is supported by the Directorate and non-government schools. AuSSI is now being implemented in all 128 ACT schools.

The partnership previously developed between ESDD and the Directorate to conduct water audits and provide water efficiency reports to all ACT public schools was continued this reporting year with nine public schools receiving a water audit in 2011-12, bringing the total to 75 schools. Each of these schools received a report recommending water saving initiatives based on the audit findings.

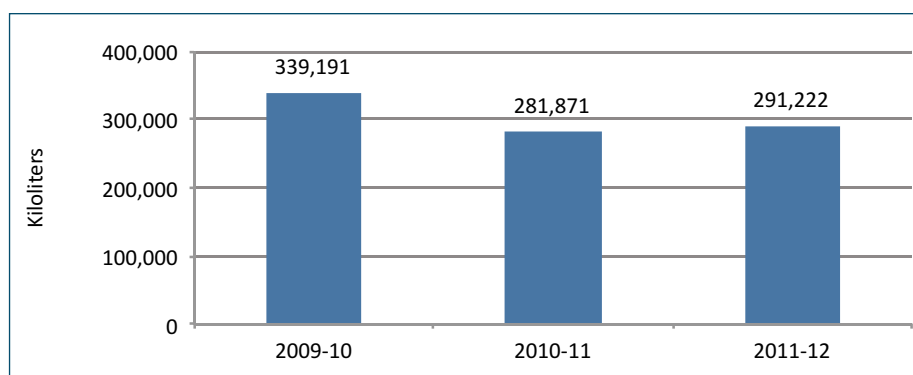
During 2010-11, the sustainability handbook '*What is a Sustainable School?*' and Sustainability Action Kit were distributed to ACT schools. During 2011-12, AuSSI ACT conducted a professional development workshop to support the introduction of the handbook and Kit.

The Directorate and AuSSI ACT also continued to work together during 2011-12 to provide all ACT public schools with assistance to reduce energy consumption and to accredit schools that demonstrated the sustainable management of energy.

Water consumption

Water consumption across all ACT public schools in 2011-12 totalled 291,222 kilolitres which was an increase of 3.3 percent. Water consumption data for the three years from 1 July 2009 to 30 June 2012 is graphed in Figure C19.1. Water reduction measures implemented by the Directorate are discussed in Section C20.

Figure C19.1: Water consumption in public schools, 2009-10 to 2011-12



Source: Schools Capital Works Branch

Energy consumption

All ACT public schools have received an energy audit. The energy audits established baseline energy performance data and identified recommendations to improve the efficiency of each school and provided schools with an analysis of electricity consumption and site specific recommendations on how to reduce the consumption.

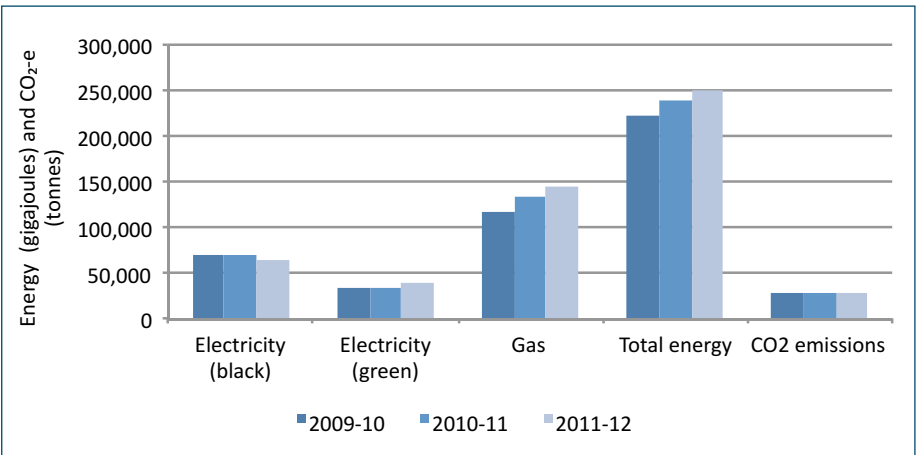
The whole of government electricity supply contract increased the amount of green power purchased to 37.5 percent by ACT agencies including ACT public schools in 2011-12. This was an increase from 32.5 percent in 2010-11.

Electricity consumption across all schools was steady, showing a slight increase of 1.7 percent. However, gas consumption increased by almost 8.3 percent compared with 2010-11. This resulted in an overall increase in energy consumption by 3.9 percent. This increase was due to the opening of new schools and new facilities under the Building the Education Revolution and ACT Government capital works programs during 2011-12. Despite the overall increase in energy consumption by schools, the higher proportion of green power energy resulted in a decrease of greenhouse gas emissions of 1,152 tonnes, which is a decrease of 3.9 percent.

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

Electricity and gas consumption are graphed in Figure C19.2 for three years from 1 July 2009 to 30 June 2012. For further energy reduction measures refer to Section C20.

Figure C19.2: Energy consumption in public schools, 2009-10 to 2011-12



Source: Schools Capital Works Branch

Office-based sustainability

The information on a range of sustainability indicators for 2010-11 and 2011-12 from four central office sites (Braddon, Stirling, Fyshwick and Higgins) is given in Table C19.1. It does not include non-office (school) data.

The information in Table C19.1 was calculated using data provided by ActewAGL, Territory and Municipal Services Directorate, SITA Environmental Solutions, Sgfleet, Recall, Thiess Services, Cleanaway, JJ Richards Waste Services, Able Organic Recycling and Office Max. The details for office greenhouse gas emissions and transport gas emissions were calculated with the assistance of ESDD.

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

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

Table C19.1: Information on office-based sustainability indicators, 2010-11 and 2011-12

Indicator	Unit	2010-11	2011-12
Occupancy - Staff	FTE	337	334 ^a
Area office space - Net lettable area	Square metres	7,808	6,600 ^a
Stationary energy			
Total electricity use (including renewable)	Kilowatt hours	1,296,406	1,192,674 ^b
Renewable energy use (Greenpower & EDL land fill gases)	Kilowatt hours	173,896	437,185 ^c
Percentage of renewable energy used	Percentage	13.4	36.7
Natural gas use	Megajoules	2,719,796	2,941,076
Total energy use	Megajoules	7,386,858	7,234,710
Intensities			
Energy use per FTE	Megajoules	21,919.46	21,660.81
Energy use per square metre	Megajoules	946.06	1,096.17
Transport			
Total number of vehicles	Number	24	19 ^d
Total vehicle kilometres travelled	Kilometres	301,657	198,721 ^d
Transport fuel (Petrol)	Kilolitres	21.49	8.64 ^d
Transport fuel (Diesel)	Kilolitres	2.59	8.34 ^d

Indicator	Unit	2010-11	2011-12
Transport fuel (LPG)	Kilolitres	0	0
Transport fuel (CNG)	Kilolitres	0	0
Total transport energy use	Gigajoules	834.97	617.41 ^{d,h}
Water			
Water use	Kilolitres	7,254	2,961 ^e
Intensities			
Water use per FTE	Kilolitres	21.53	8.87
Water use per square metre	Kilolitres	0.93	0.45
Resource efficiency and waste			
Reams of paper purchased	Number	8,259	8,152
Recycled content of paper purchased	Percentage	98	51 ^f
Estimate of general waste	Litres	690,000	675,000
Estimate of co-mingled material recycled	Litres	1,500	36,300 ^g
Estimate of paper recycled ^d	Litres	224,400	239,520
Estimate of organic material recycled ^d	Litres	Not available	313
Greenhouse gas emissions			
Total stationary energy greenhouse gas emissions (All scopes)	Tonnes CO ₂ -e	1,378.57	977.68 ^h
Total transport greenhouse gas emissions (All scopes)	Tonnes CO ₂ -e	63	46 ^h
Intensities			
Greenhouse gas emissions per FTE	Tonnes CO ₂ -e	4.09	2.93
Greenhouse gas emissions per square metre	Tonnes CO ₂ -e	0.18	0.15
Transport greenhouse gas emissions per FTE	Tonnes CO ₂ -e	0.19	0.14

Source: Finance and Corporate Support Branch

Notes:

- The results for the 'general' elements are based on the three central office sites at 220 Northbourne Avenue in Braddon, the Hedley Beare Centre for Teaching and Learning in Stirling and Higgins Primary School. The net lettable area figures are lower than last reported due to no central office staff being located at Higgins Primary School or Fyshwick Annex.
- The results for the environment elements are based on the four central office sites at 220 Northbourne Avenue in Braddon, Hedley Beare Centre for Teaching and Learning in Stirling, the former Higgins Primary School and the Fyshwick Annex.
- The results for the 'renewable energy use' are significantly higher than 2010-11 due to more comprehensive reporting in the renewable energy area required by ESDD.
- The results for the 'transport' elements are based on the central office sites which lease/operate Government vehicles. The reduction in 'transport fuel (petrol)' is due to the Directorate leasing more fuel efficient diesel vehicles.
- The results for the 'water' element are significantly lower than 2010-11 due to there being no major water/plumbing issues during 2011-12.
- Variation represents a change in methodology.

- g. The results for the 'estimate of comingled material recycled (based on bins collected)' is significantly higher than 2010-11 due to the increase in comingled recycling for 220 Northbourne Avenue in Braddon after this site became an ACT Smart Office accredited recycler in 2012.
- h. Calculated with information entered into OSCAR.

School-based sustainability

The information on a range of sustainability indicators for 2010-11 and 2011-12 for ACT public schools is given in Table C19.2

Table C19.2: Information on school-based sustainability indicators, 2010-11 and 2011-12

Indicator	Unit	2010-11	2011-12
Occupancy – Students and staff ^a	FTE	40,804	41,883
Area school space	Square metres	561,356	571,259
Stationary energy			
Total electricity use (including renewable)	Kilowatt hours	29,495,974	29,007,835
Renewable energy use (Greenpower) ^b	Kilowatt hours	9,586,192	10,877,938
Percentage of renewable energy used	Percentage	32.5	37.5
Natural gas use	Megajoules	134,465,411	145,673,636
Total energy use	Megajoules	240,650,917	250,101,842
Intensities			
Energy use per FTE	Megajoules	5,898	5,971
Energy use per square metre	Megajoules	429	438
Water			
Water use	Kilolitres	281,871	291,222
Intensities			
Water use per FTE	Kilolitres	6.91	6.95
Water use per square metre	Kilolitres	0.50	0.51
Greenhouse gas emissions			
Total stationary energy greenhouse gas emissions (all scopes)	Tonnes CO ₂ -e	29,916	28,764
Intensities			
Greenhouse gas emissions per FTE	Tonnes CO ₂ -e	0.73	0.69
Greenhouse gas emissions per square metre	Tonnes CO ₂ -e	0.05	0.05

Source: Finance and Corporate Support Branch and Schools Capital Works Branch

Notes:

- a. Figures from February census of students and staff in schools. Preschool students taken as 0.5 FTE.

b. Percentage of Greenpower from whole of government electricity supply contract.

For more information contact:

Director

Schools Capital Works

(02) 6205 3173

C20 Climate change and greenhouse gas reduction policies and programs

Carbon neutrality in ACT public schools

The Directorate continued to pursue initiatives aimed at delivering the ACT Government's objective for ACT public schools to be carbon neutral by 2017. This included:

- installation of photovoltaic (solar panel) systems at schools
- installation of pulse (smart) meters at schools
- installation of water tanks, providing a non-potable water supply to schools
- construction of sustainable landscapes at pilot sites
- designs for artificial grass areas at priority schools
- 5 Greenstar design ratings for the Harrison School and Bonner Primary School.

Photovoltaic (solar panel) systems

The Directorate established contracts with six solar panel supply and installation companies in 2010-11 to install roof mounted photovoltaic (solar) systems at all ACT public schools.

During the 2011-12 year, the Directorate completed the installation of roof mounted photovoltaic panel systems at 19 schools allocated grant funding under the Australian Government's National Solar Schools Program (NSSP). Additional funding was allocated from the ACT Solar Schools Program to assist schools to install larger solar panel systems. The rollout in 2011-12 follows the successful trial installations conducted at Evatt Primary School and Kingsford Smith School. This brought the total number of ACT public schools with functioning solar panel systems at the end of the reporting period to 25.

Arrangements were in place at the end of the reporting period for the installation of solar panel systems at a further 27 schools. These schools had also been allocated NSSP grants in the second funding round. These installations will occur in the 2012-13 year. Arrangements for the installation of solar panel systems for the final 33 schools will also occur in the 2012-13 year (including a second system at Gold Creek School).

Under a national partnership agreement, the Directorate also assisted the Australian Government Department of Climate Change and Energy Efficiency during 2011-12 with the assessment of grant applications submitted by ACT public schools under the 2011-12 and 2012-13 NSSP funding rounds.

During the reporting period, ACT public schools were approved for the maximum tariff rate under the ACT Feed-in-Tariff scheme for small-scale systems. The collective size of solar panel installations at ACT public schools approved under this scheme was 1,192 kW. The income generated by these solar panels systems will be set aside and used by schools to implement further sustainability measures.

The Renewable Energy Certificates created following the installation of the solar panel systems will be retained by the Directorate to further assist schools to offset their “carbon footprint”.

Installation of pulse (smart) meters

Following the installation of solar panel systems at ACT public schools, the Directorate is rolling out a program to install smart meter technology at schools to capture electricity, gas and water consumption and solar energy generation.

Works to develop the recording and reporting systems, together with the installation at the initial 25 schools, were substantially progressed during the reporting period with final works to be completed early in the 2012-13 year. Further installations will also occur at the remaining schools during 2012-13.

These systems will provide schools with real time data on consumption and energy generation which will support both the management of energy and water use by schools and, through a web-based interface, the development of curriculum studies for students.

Water tank program

The Directorate completed the program to install water tanks at all ACT public early childhood, primary and high schools during the reporting period. This was a three year program. The Directorate will install water tanks at four colleges during the 2012-13 year which will ensure that all ACT public schools have access to a non-potable water supply.

Where feasible, the water tanks were connected to schools for toilet flushing or to school irrigation systems and environmental landscape areas.

Sustainable landscapes

The Directorate completed pilot sustainable landscape projects at Giralang and Aranda Primary Schools and Stromlo High School during 2011-12, with works at Gowrie and Red Hill Primary Schools well progressed by the end of the reporting period. These were demonstration projects for potential future landscape works at other ACT public schools.

Sustainable landscape designs were also included in the final works for Harrison School, Bonner Primary School, Franklin Early Childhood School and for the new performing arts theatre at Canberra College.

Preliminary scoping works were also undertaken in the reporting period for school frontage improvement projects at Belconnen, Calwell, Lyneham and Stromlo High Schools and Wanniasa School (senior campus). These works, together with works at Telopea Park School, will be finalised during the 2012-13 year.

Artificial grass areas

The Directorate completed scoping and design work for artificial grass areas at priority ACT public schools. Contract negotiations for construction work were completed by the end of the reporting period with all artificial grass areas to be completed during the 2012-13 year.

The new spaces will include play areas at Torrens and Theodore Primary Schools, new artificial sports fields at Telopea Park School (junior school) and Calwell and Weetangera Primary Schools and a multi-use court at Telopea Park School (senior school).

Green star rating

The new Environment Centre at Gold Creek School was certified by the Green Building Council of Australia as a 6 Green star-design rated facility. This was the first facility at an Australian primary or secondary school to be certified at this level.

In addition, this facility was recognised as a Finalist in the United Nations Australian Association World 2012 Environment Day Awards, in the Green Building category.

The new secondary section of Harrison School, which opened at the start of the 2012 school year, was certified by the Green Building Council of Australia during the reporting period as a 5 Green star-design rated campus. This was the third Australian school campus to receive this level of certification.

Applications for 5 Green star certification for both the Gungahlin College and Namadgi School continued to be processed during the reporting period. The new Bonner Primary School has also been designed to achieve a 5 Green star rating from the Green Building Council of Australia. When certified, these school campuses will bring the total number of ACT public schools certified to the 5 Green star level to four.

Other initiatives

Preliminary planning was commenced in the reporting period on the implementation of stage 1 of the ACT Government's carbon neutral schools program. This included trial sites at Theodore Primary School and Canberra High School to achieve full carbon neutrality and lighting upgrade and insulation works at a further eight school sites.

Planning was also undertaken during the reporting period on the trial for water refill stations at five ACT public schools (Hawker College, Campbell and Alfred Deakin High Schools, Ngunnawal Primary School and Namadgi School) and the connection of three schools (Dickson College, Lyneham High School and Lyneham Primary School) to the northside urban waterway system. Planning was also progressed on the construction of bin enclosures and the purchase of bin lifters to support waste removal and recycling programs at ACT public schools.

An environment centre was opened at the new Harrison Secondary School during the 2011-12 year. This brought the total number of specialist environment centres at ACT public schools to 11.

As capital works are undertaken at ACT public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy and water efficiency of these spaces. This includes solar passive design, natural ventilation and thermal comfort, water efficient tapware, dual flush toilets, lighting upgrades and roof insulation.

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C21 Aboriginal and Torres Strait Islander reporting

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

Achievements in this reporting period included:

- an increase in the participation of Aboriginal and Torres Strait Islander children in preschool with enrolments growing from 172 children in the February 2011 census to 199 children in the February 2012 census
- an increase in the number of Aboriginal and Torres Strait Islander students enrolled in public schools with enrolments growing from 1,283 students in February 2011 to 1,337 students in February 2012
- Aboriginal and Torres Strait Islander students in the ACT continued to outperform Aboriginal and Torres Strait Islander students in other jurisdictions in literacy and numeracy achievement as measured through NAPLAN
- 51 of 71 (72%) Aboriginal and Torres Strait Islander students enrolled in year 10 in public schools in February 2011 were awarded Year 10 Certificates
- 53 of 56 (95%) Aboriginal and Torres Strait Islander students enrolled in year 12 in public secondary colleges were awarded Year 12 Certificates
- priorities contained in the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013* were embedded in network and local school plans
- six Aboriginal and Torres Strait Islander year 11 students were awarded a scholarship in March 2012 to support their successful completion of school to year 12 and gain entry to university to pursue a career in teaching.

Early years learning

The Directorate continued implementing the Australian Government's *National Agenda for Early Childhood Reform* by providing children with access to 15 hours of preschool each week for 40 weeks per year. In the ACT, this initiative was delivered through preschool units in public schools where educators provide play-based learning experiences to foster concepts of being, belonging and becoming. Students were also provided with developmentally appropriate learning programs to support the development of literacy and numeracy skills and their capacity to engage with school.

Preschool placements in the ACT are for children who will be four years of age on or before 30 April in the school year. The February 2011 school census reported a total of 172 preschool children whose families identified as Aboriginal or Torres Strait Islander. The February 2012 school census reported 199 Aboriginal or Torres Strait Islander children enrolled in preschool – an increase of 27 children or 15.7 percent.

In the ACT, the Koori Preschool program provides early childhood education for Aboriginal and Torres Strait Islander children aged birth to five years. Children under three attend with a parent or carer. The program had capacity for 100 children across the five school sites: Ngunnawal Primary School, Kingsford Smith

School, Narrabundah Early Childhood School, Wanniasa Hills Primary School and Richardson Primary School.

Enrolment and participation figures for the Koori Preschool program across the five sites are as shown in Table C21.1.

Table C21.1: Enrolment and participation of Aboriginal and Torres Strait Islander students in the Koori Preschool program

School	July to December 2011	February to June 2012
Kingsford Smith	9	8
Narrabundah Early Childhood	13	13
Ngunnawal Primary	14	11
Richardson Primary	20	21
Wanniasa Hills Primary	20	20
Total	76	73

Source: Planning and Performance Branch

Aboriginal and Torres Strait Islander children may apply for early entry into preschool six months prior to their preschool year. Early entry is offered for the full hours in which the preschool program operates (either 12 or 15 hours per week).

Aboriginal and Torres Strait Islander children can access the Koori Preschool Program for nine hours per week. In addition to this, children who are eligible by age can access a local preschool for 12 to 15 hours per week. This gives these children access to 21 to 24 hours per week in a preschool program (nine hours in the Koori program and 12 to 15 hours in the local preschool program) over an 18 month period, prior to commencement in kindergarten.

The Koori Preschool Program is delivered by a teacher who is supported by a school assistant. During this reporting period there was only one Koori Preschool supported by a school assistant who identified as an Aboriginal person.

Literacy and numeracy

Throughout this reporting period the Literacy Excellence Project for Aboriginal and Torres Strait Islander students continued to operate in five high schools in the Tuggeranong Network in partnership with the Gugan Gulwan Youth Aboriginal Corporation. At Gugan Gulwan, project staff delivered an intensive literacy project aimed at supporting Aboriginal and Torres Strait Islander students to develop the skills to participate successfully in their regular English classes at school. The project also provided professional learning to teachers in literacy, valuing culture and ways to effectively embed Aboriginal and Torres Strait Islander perspectives across the curriculum.

The Directorate and project representatives will work with the University of Canberra to evaluate key elements of the project including student engagement,

literacy outcomes, and parent and carer engagement with the project. A summary of the evaluation will be included in the 2012-13 Annual Report.

One of the key actions outlined in the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013* was to track and monitor performance, progress and achievement of Aboriginal and Torres Strait Islander students. In this reporting period, primary and high schools provided information about the type of strategies being delivered to support Aboriginal and Torres Strait Islander students who scored at or below the national minimum standard in one or more of the strands assessed in NAPLAN. Examples of the strategies implemented included the development of Personalised Learning Plans, the allocation of Learning Support Assistants to work with individual students and scaffolded approaches to literacy tasks. This work forms phase one of a longer term approach to assist schools to target strategies and resources to improve performance and achievement of Aboriginal and Torres Strait Islander students.

School leadership in Aboriginal and Torres Strait Islander education

In November 2011, 43 deputy principals, representing 45 percent of possible participants, participated in a one-day leadership conference structured around the keynote presentation by Professor Mark Rose (Deakin University): *On the fringe of curriculum: Silent Apartheid as an element in the path of reconciliation*. Formal feedback on the program from participants was overwhelmingly positive. Ms Michele Abel, Chair, Aboriginal and Torres Strait Islander Education Consultative Group, participated in the workshop sessions throughout the day.

Forty-three participants, predominantly from the North/Gungahlin Network, attended an Aboriginal and Torres Strait Islander Transition Planning day in August 2011. Mr Brian Ralph of the NSW Department of Education and Communities facilitated the workshop and the Chair of Aboriginal and Torres Strait Islander Education Consultative Group participated in the day.

The North/Gungahlin School Network established Aboriginal and Torres Strait Islander transitions as a whole of network priority in 2011. *Accepting the Challenge* officers facilitated a whole of network approach to improving transitions in a trial conducted from term 4, 2011 to term 1, 2012. The successful trial has progressed to a pilot program involving all schools in the network from 2012-13.

The Aboriginal and Torres Strait Islander Education Section also provided strategic advice, a proposal brief and an implementation plan to the Tuggeranong Schools Network to support the implementation of a project focusing on improving the attendance of Aboriginal and Torres Strait Islander students, and other students, across the network.

In September 2011, Dr Anita Heiss presented an address on *Aboriginal identity and stereotyping through personal experiences in contemporary literature for children and young people* to 53 Directorate staff. Dr Heiss also provided participants with extensive links to curriculum resources.

Eleven schools completed the 2011 Action Inquiry Program and provided reports on their school-based inquiries. Professor Tony Shaddock from the University of Canberra and *Accepting the Challenge* project officers are working with an additional 11 schools in the 2012 program. All inquiries focus on improving an area of Aboriginal and Torres Strait Islander education through an evidence based approach.

Five school leaders were supported to attend intensive Stronger Smarter leadership training and were implementing school-based initiatives in the Dickson College cluster. The total number of Stronger Smarter trained officers in the Directorate was 13.

A network of ACT Focus Schools was established in term 2, 2012 to ensure clarity and consistency around expectations and reporting requirements and to provide leadership support. The network has committed to meeting each term.

Cultural competency

To ensure that current and future Directorate employees are provided with cultural awareness and cultural competency training, a cultural competency framework is being developed. The completed framework will provide direction for tailored training packages. The framework will include a package specifically for senior officers of the Directorate.

Eight schools participated in school-based training packages as part of their whole of staff professional development. These schools included Gilmore Primary School, University of Canberra High School Kaleen, Canberra High School and Gold Creek School.

Pathways to training, employment and higher education

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

In the reporting period the Aspirations Coordinators identified and worked with 128 Aboriginal and Torres Strait Islander students from years 5 to 12. Of these students, 76 regularly engaged with the program coordinators and attended activities. Many new students were nominated and supported by their school to participate in the Aspirations program in the first half of 2012.

The Directorate allocated funds to high schools and colleges to allow for the provision of subject specific tutorial support for Aboriginal and Torres Strait Islander students. High schools and colleges adopted a variety of approaches to provide this support, including after school study centres, employing a casual teacher to work in the school with students during the day and employing university students who have been approved to work with children.

During the reporting period four students who received the Aboriginal and Torres Strait Islander Student Scholarship, received an offer to university and one student took up employment with the view of studying in the future.

As at February 2011 census, 56 students were enrolled in year 12 in public schools/colleges excluding special schools/colleges. Fifty-three students received a Year 12 Certificate with eight of these students receiving a VET Certificate as well. Table C21.2 provides details of the results achieved.

Table C21.2: Year 12 results of Aboriginal and Torres Strait Islander students, 2011

Qualification	Students
Year 12 Certificate (only)	45
Year 12 Certificate and VET Certificate	8
VET Certificate but no Year 12 Certificate	1
Neither Year 12 nor VET Certificate	2

Source: ACT Board of Senior Secondary Studies

Since 2010, the Directorate has provided a program of Australian School-based Apprenticeships (ASBAs) specifically designed to target Aboriginal and Torres Strait Islander students and delivered by the Indigenous Social Inclusion Company. The program has been highly successful and as of April 2012 there were 46 Aboriginal and Torres Strait Islander students completing ASBAs: 21 in Certificate II in Community Recreation, and 25 in Certificate III in Community Activity.

The Priorities Support Program (PSP) funding provides access to quality vocational education and training to target groups including Aboriginal and Torres Strait Islander peoples. The funding supports vocational education and training courses which provide real opportunities for Aboriginal and Torres Strait Islander people to have their skills recognised and to move back into the workforce or to change careers. This occurs through the provision of recognition of prior learning, gap training for existing workers and up-skilling of people not currently in the workforce who may require extra skill sets to add to their previous work experience.

In 2012, the Directorate provided \$78,000 of PSP funding for delivery of the CHANCES program for Aboriginal and Torres Strait Islander people. The program presented a range of positive training opportunities for participants in a flexible and supportive environment including: improving individual education and employment opportunities; creating a sense of community and social inclusion; and providing access to a nationally recognised qualification. Outcomes include achievement of Certificate I in Work Preparation and achievement of Statements of Attainment in Certificate II in Business. Six students gained employment and four students were progressing to the Certificate II in Business.

Links to national plans and policy

The ACT Government remains committed to closing the learning achievement gap between Aboriginal and Torres Strait Islander peoples and other Australians. That commitment has been articulated in various national partnership agreements including the *National Indigenous Reform Agreement*. The agreement underpins a significant set of priorities for Aboriginal and Torres Strait Islander people and has been formulated around the following six building blocks:

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

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

The Directorate utilised the *Strategic Plan 2010-2013: Everyone matters* and the *National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* when developing a local strategy for Aboriginal and Torres Strait Islander education.

In December 2011, the Directorate presented its first report to the ACT Legislative Assembly on progress and achievements made as a result of implementing the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013*.

During the reporting period, the Directorate also reported on its achievements against the *Reconciliation Action Plan (RAP)* to Reconciliation Australia. The RAP identified measurable targets towards improving the following three focus areas:

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

Significant progress was made during the reporting period on implementing key actions outlined in the RAP. Those achievements were used to develop an updated RAP which will cover the period July 2012 to June 2014. The updated RAP will have targets and actions in the same three focus areas as the 2010-11 RAP.

Enrolment

Since 2008 there has been a steady increase in the number of Aboriginal and Torres Strait Islander students enrolling in public schools as shown in Table C21.3.

Table C21.3: Enrolment of Aboriginal and Torres Strait Islander students in public schools, 2008 to 2012

Year level	2008	2009	2010	2011	2012
Preschool-year 6	634	710	773	819	846
Years 7-10	247	261	301	299	315
Years 11-12	75	92	113	144	151
Specialist schools	17	19	21	21	25
Total	973	1,082	1,208	1,283	1,337

Source: Education and Training Directorate, February School Census, 2008 to 2012

Attendance

Attendance rates for Aboriginal and Torres Strait Islander students enrolled in ACT public schools improved slightly during the reporting period compared with the results for 2010. This was the result of an improvement in attendance for students in years 1 to 6. Attendance rates for Aboriginal and Torres Strait Islander students remain significantly lower than those for non-Aboriginal and Torres Strait Islander students.

Attendance continued to drop in later school years for all students with the decrease greater for Aboriginal and Torres Strait Islander students than for non-Aboriginal and Torres Strait Islander students.

Caution is advised in the interpretation of attendance rates for Aboriginal and Torres Strait Islander students due to the small number of students.

Table C21.4: Attendance rate of Aboriginal and Torres Strait Islander students in public schools, 2007 to 2011

Year level	2007	2008	2009	2010	2011
Preschool-year 6	87.5	87.4	86.4	84.6	88.6
Years 7-10	77.7	76.6	76.0	75.2	76.4
Years 11-12	84.8	84.9	78.5	77.3	79.2

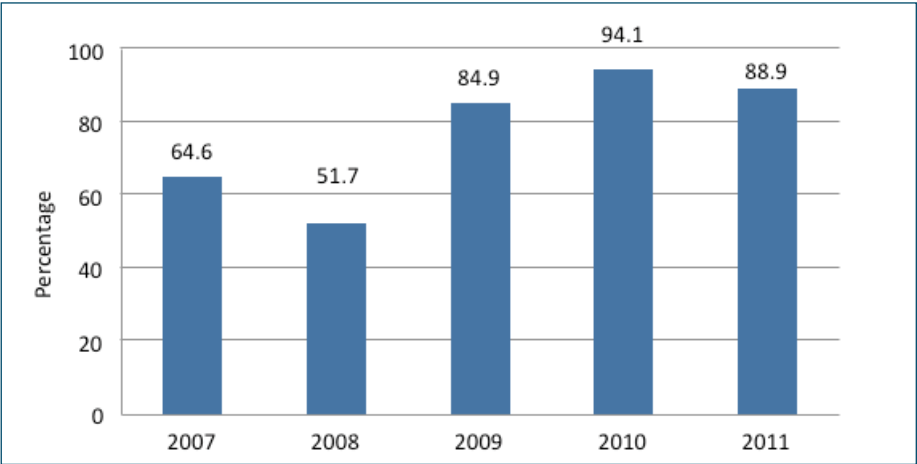
Source: Planning and Performance Branch

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

Retention

Aboriginal and Torres Strait Islander students are staying at school longer. The retention of Aboriginal and Torres Strait Islander students in public schools from year 10 to year 12 has continued to increase steadily since 2009.

Figure C21.1: Apparent retention rate of Aboriginal and Torres Strait Islander students, 2007 to 2011



Source: Australian Bureau of Statistics, Schools Australia, Table 64a

Over the reporting period the Directorate continued to deliver key programs targeted at improving attendance, retention and the successful completion of year 12. These programs included the Aboriginal and Torres Strait Islander Student Aspirations Program and the allocation of funds to high schools and colleges to allow for the provision of subject specific academic support.

Support for Aboriginal and Torres Strait Islander students

Supporting Aboriginal and Torres Strait Islander students to succeed at school is a priority for the Directorate. In the reporting period, all ACT public schools in the Tuggeranong Network focused on tracking and analysing performance data of Aboriginal and Torres Strait Islander students to better identify needs and allocate resources to support student learning.

In 2011-12, the Directorate continued its support to high schools with the allocation of seven Aboriginal and Torres Strait Islander Education Officers (ATSIEO) positions. The ATSIEOs focus on enhancing relationships between staff, Aboriginal and Torres Strait Islander students and their parents or carers. The success of these relationships impacted on positive connectedness to school, improved attendance rates and learning outcomes of students.

The schools in which the ATSIEOs were based were Calwell High School, Wanniasa School (senior campus), Melrose High School, Stromlo High School, Lyneham High School, Melba-Copland Secondary School and Telopea Park School.

In the reporting period, the Directorate continued the Aboriginal and Torres Strait Islander Education Worker program with four workers employed in the primary school sector. Workers were located at Richardson Primary School, Wanniasa Hills Primary School, Gilmore Primary School and Ngunnawal Primary School where they provided in-class support to Aboriginal and Torres Strait Islander students and their teachers.

In 2011, the Directorate established a Transition Support Officer position to support Aboriginal and Torres Strait Islander students with high level needs in their successful transition at key points in their schooling. The Transition Support Officer implemented programs to support students in preschool through to year 11, in the following school settings: Southern Cross Early Childhood School, Duffy Primary School, Hughes Primary School, Campbell High School, Dickson College, Palmerston Primary School, Ainslie School, Lyneham High School, Majura Primary School, Stromlo High School and Belconnen High School.

The Student Aspirations Program continued in 2011 with coordinators supporting identified Aboriginal and Torres Strait Islander students across all ACT public schools from year 5 through to year 12. In 2011, the coordinators supported a total of 150 students with 130 of these students regularly participating in extension programs and related activities.

Partnerships and collaboration

The Directorate worked collaboratively with a number of key government and non-government agencies to support Aboriginal and Torres Strait Islander students in their educational journeys. The Integrated Service Delivery program is a collaborative service delivery model established as a joint initiative between the Community Services Directorate, ACT Health and the Directorate. This program provided early intervention services to young Aboriginal and Torres Strait Islander people, and their families who presented with complex needs and were being supported by a number of government agencies. The program aimed to ensure that relevant education, health and family support services were delivered in a culturally competent, integrated manner. Schools with Aboriginal and Torres Strait Islander students enrolled during the reporting period were able to refer students with high level, complex needs to the Integrated Services Delivery program.

Throughout the reporting period the Directorate continued its relationship with Gugan Gulwan Youth Aboriginal Corporation to support the delivery of educational programs to Aboriginal and Torres Strait Islander students enrolled in ACT public schools. In 2011, the Directorate provided funds to allow Gugan Gulwan to broker the delivery of subject specific tutorial support for Aboriginal and Torres Strait Islander students in years 7 to 12 in Tuggeranong.

During this reporting period, the Directorate continued to work collaboratively with the Winnunga Nimmityjah Aboriginal Health Service particularly in implementing the Hearing Health in School program. This partnership resulted in increased access to hearing health services for preschool and primary school Aboriginal and Torres Strait Islander children identified as requiring hearing support and intervention.

Box C21.1: Proud ambassadors



Louis Mokak and Mitchell Baum are proud Aboriginal and Torres Strait Islander ambassadors and have been excellent mentors for other students. They are very musical and often perform at events highlighting Aboriginal and Torres Strait Islander issues. They have been good friends throughout high school and are both high achieving students with a very positive view about their future.



Both Louis and Mitchell were surprised to learn of the COAG statistics on Aboriginal and Torres Strait Islander education published in late 2011, that showed attendance rates for Aboriginal and Torres Strait Islander students had dropped to 60 percent while academic performance had fallen by 30 percent. The two high achievers believed Australia had made significant progress in Aboriginal and Torres Strait Islander education.

They also believed that family played a major role in their success. They were grateful, to their families and teachers, for receiving such strong support throughout their schooling years.

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C22 ACT Multicultural Strategy 2010-2013

The ACT Government developed the *Multicultural Strategy 2010-2013* to promote multicultural harmony in the ACT. The strategy can be accessed at the following website: <http://www.dhcs.act.gov.au>

The Directorate continued to support the strategy through a number of activities under its six focus areas: Languages; Children and young people; Older people and aged care; Women; Refugees, asylum seekers and humanitarian entrants; and Intercultural harmony and religious acceptance.

Languages

Curriculum Requirements in ACT public schools P-10 policy required all ACT public schools to provide a languages program for a minimum specified time to all students in years 3 to 8 from 2011. This was in addition to language programs already on offer in the early years and in years 9 to 12. All primary schools provided a languages program with a minimum time allocation of 60 minutes per week for all students in years 3 to 6. All high schools taught at least one language with a minimum time allocation of 150 minutes (one line) per week for all students in years 7 and 8. A *Language Pathway Plan* was developed to ensure continuity of the language pathways in clusters through each primary and high school and college.

Eight languages were taught in ACT public schools: Japanese, Chinese, Korean, Indonesian, French, German, Italian and Spanish.

The successful implementation of mandatory languages instruction saw an increase in the number of students learning a language in public schools from 11,091 in 2008 to 21,631 in 2011: an increase of 95 percent.

The Directorate supported the involvement of public school students in a number of events to facilitate student engagement with languages and studies of Asia. These included the events organised by several embassies: Japanese Fun Day, Japanese Film Festival, Korea Day, Asia Pacific Day, Indonesian Day and Chinese and Korean language competitions. Public school students from kindergarten to year 7 participated in a French poetry competition.

Teachers from public schools attended learning events such as the two-day French language teachers' conference and a workshop for teachers of Indonesian.

The Directorate renewed memorandums of understanding with:

- Taipei Economic and Cultural Office to provide a full-time Chinese language assistant at Canberra High School for two terms in 2012
- Hanban China for a full-time Chinese language assistant to assist teachers of Mandarin Chinese at Mawson Primary School, Melrose High School and Canberra College in 2011-12.

The Directorate contributed to the living allowance, visa and health insurance cost of the assistants.

The Directorate supported the ACT Community Language Schools Association through the provision of after-hours professional learning sessions for 80 teachers in 2011. Professional learning sessions were also provided in 2012. Professional learning was well received as a means of improving the quality of languages programs. The Directorate continued to meet with the Community Languages Forum on a regular basis to support languages programs.

Children and young people

Introductory English Centres

Introductory English Centres (IECs) are a system resource co-located in mainstream schools. The short term program is designed to support newly arrived students with minimal English language skills through intensive English language teaching prior to entry into mainstream schooling.

The intensive English language program was delivered in small classes and was staffed by specially trained English as an Additional Language or Dialect (EALD) teachers and schools assistants. Transport to and from a primary IEC was provided to eligible permanent residents and some temporary residents.

EALD students in the primary IEC programs transfer to a mainstream school after two terms (20 weeks) with the possibility of an extension to three terms (30 weeks) in the IEC program.

The secondary IEC offers a three levels program based on English language proficiency: Pre-intermediate, Intermediate and Advanced. Placement in the appropriate level of the program is based on the initial assessment. Students at Pre-intermediate, Intermediate and Advanced levels attended the secondary IEC for 30, 20 and 10 weeks respectively.

In response to growth and development in the West Belconnen and Gungahlin regions, a new Belconnen primary IEC was opened at Charnwood-Dunlop School in January 2012. Between January and June 2012, 50 new students were enrolled in the program.

In 2011-12, there were four primary IECs and one secondary IEC in the ACT:

- Belconnen IEC at Charnwood-Dunlop School
- Northside IEC at North Ainslie Primary School
- Southside IEC at Hughes Primary School
- Tuggeranong IEC at Namadgi School
- secondary IEC at Dickson College.

During 2011-12, 427 new students were enrolled in the IEC programs: 114 in the secondary program and 313 in the primary programs.

The Refugee Bridging Program

The College Bridging Program at Dickson College caters for students, aged 16 and over, from a refugee background. The program was developed to support young refugees who face a range of social, cultural, English language and literacy challenges when entering the college sector. The program focuses on English language, academic support and the broader welfare of the student. To participate in the program, students are required to have a minimum standard of English but may still have significant English as a second language (ESL) and literacy needs.

Box C22.1: Refugee Bridging Program



“Water was coming on board. We had to get it out with buckets to stop from sinking.”

Young achievers from Dickson College’s Refugee Bridging Program were recognised at a special awards ceremony early in 2012. Each student received a Country Women’s Association grant of \$350 for displaying courage and determination in completing their studies.

One recipient, Mohammad Mohammadi, was grateful to all of his teachers, his principal and Australia for giving him the opportunity to learn. The 18 year-old Afghan national said he had spent most of his life fleeing religious persecution.

“Every day I walked out the front door I wondered if I will come home again that night,” he said. “Our people were getting targeted and killed, we were always at risk and we had no access to government services like hospitals and schools.”

Mr Mohammadi enrolled in Dickson College’s Refugee Bridging Program in 2011 after arriving in Australia by boat. He had spent six days and nights travelling across storm-swept oceans with 150 other people.

“On the boat, women and children had been sick, with no food or water. A big storm came in the middle of the night and water was coming on board. We had to get it out with buckets to stop from sinking.”

“When I arrived in Australia, I could not believe I had survived the risks and danger. It was like a dream,” he said. “I am so happy now that I worked hard to learn English, that I can speak, I can write and I can understand. It is such a pleasure for me to improve my studies here.”

“I hope I will complete my education and become a useful person for the society and for my family, so I can have a happy life here.”

In 2011, seven refugee students completed their Year 12 Certificate – the majority of whom had accessed the program to a great extent in their first year of college. Four of those students went to CIT for further study in aged care and childcare;

another started an auto apprenticeship; one moved interstate and another found employment. A further four students returned to attend year 12 again to improve their English and confidence.

The program worked collaboratively with a number of stakeholders and partners in 2011-12: ANU; Amnesty International; and the Australian Portrait Gallery.

Older people and aged care

The Directorate continued to support older people from multicultural backgrounds through the ACE program. Several ACE courses provided life-long learning and recreational activities for older adults. A complete list of ACE courses available to older people is given in Table C16.1 in Section C16. Directorate activities for older people are also discussed in Section C23.

Women

Directorate activities to promote wellbeing of women are discussed in Section C24.

Refugees, asylum seekers and humanitarian entrants

The Directorate funded a number of courses under the ACE program for refugees, asylum seekers and humanitarian entrants. Details of these courses are given in Section C16. In addition, intensive English language programs were offered at five IECs and at Dickson College. These programs have been discussed under the Children and young people heading.

A number of courses were funded under the Priority Support Program and Productivity Places Program for skills development of people from refugee and asylum seeker backgrounds.

The Work Experience and Support Program (WESP) of the ACT Government aims to help people from culturally and linguistically diverse backgrounds who have difficulty gaining employment because they lack Australian work experience. The WESP aims to equip these people with office skills training and voluntary work placements usually within the ACT Public Service.

The Directorate hosted nine WESP participants in 2011-12. Five of these participants were refugees from the South Sudanese community and had experienced hardships before coming to Australia.

Intercultural harmony and religious acceptance

Intercultural harmony

All students in ACT schools develop their understandings of other languages and cultures through undertaking study of a language other than English in years 3 to 8. The study of languages develops students' capacity to communicate effectively with people from different cultural and linguistic backgrounds.

Both the ACT curriculum framework P-10 and the Australian Curriculum emphasised active participation in multicultural environment and intercultural understanding. The new Australian Curriculum included *Intercultural Understanding* as a General Capability and also emphasised the importance of *Australia's engagement with Asia* as a curriculum priority for all young Australians to develop a better understanding of the countries and cultures of Asia.

Religious acceptance

Religious education is the learning of a student in a particular religion, as distinct from the study of different religions. Many schools offer courses in comparative religions where students are able to study belief systems from around the world with no specific focus on a single religion.

Section 29 of the *Education Act 2004* provides for the inclusion of religious education in public schools under certain conditions. If parents of a child at a public school ask the principal for their child to receive religious education in a particular religion, the principal must ensure that reasonable time is allowed for the child's education in that religion.

Christian religious education is the only religious education currently requested in the ACT. In 2010, 18 primary schools offered Christian religious education in the ACT. The frequency of lessons and presentation methods varied between schools.

Section 29 is enacted by all ACT public schools and is an example of religious acceptance promoted by the Directorate.

For more information, contact:
Director
Learning and Teaching
(02) 6205 9205

C23 ACT Strategic Plan for Positive Ageing 2010-2014

The ACT Government identified a whole of government approach to support senior citizens in the *ACT Strategic Plan for Positive Ageing 2010-2014*. The plan identifies actions grouped under a number of key priority areas. The two key priority areas relevant to the Directorate activity are: Information and Communication; and Work and Retirement.

Information and Communication

Under the Information and Communication priority area, the Directorate has responsibility to develop and promote ICT training services for senior citizens.

The Directorate recognises the need for ICT training and skills to enable senior citizens to easily access information, services and social contacts. The Directorate administered four funded training initiatives for which senior citizens (people aged 60 years and over) were eligible in 2011-12: Australian Apprenticeships; Priorities Support Program (PSP); Productivity Places Program (PPP); and Adult and Community Education (ACE) Program.

Under the four training initiatives, 18 training courses available for adults of all ages including senior citizens were specific ICT programs or included basic ICT skills. Basic ICT skills included operating a personal computer and sending and retrieving information using the Internet and email.

Under PSP and PPP, 20 senior citizens enrolled in ICT specific courses or courses that included competency in basic ICT skills.

Work and Retirement

Under this strategic priority area, the Directorate is required to promote educational and recreational opportunities. The Directorate understands the importance of providing educational and recreational opportunities for older people who are in full-time, part-time or casual paid employment, volunteer work or simply seeking to update their skills.

In 2011-12, 88 senior citizens accessed nationally accredited vocational education and training under PSP and PPP. In 2011-12, 49 senior citizens commenced an Australian Apprenticeship. In order of popularity, the top three Australian Apprenticeships undertaken by senior citizens in this period were in the industry areas of asset maintenance, business and childcare.

Three courses under the ACT ACE grants program specifically targeted senior citizens: Arts for Seniors; Dovetails for Diggers and Metal Manglers; and Old Soldiers and Computers.

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

C24 ACT Women's Plan 2010-2015

The *ACT Women's Plan 2010-2015* provides a whole of government approach to improving the status of women and girls in the ACT. The plan identifies economic, social, and environmental themes as the areas where progress is required to be made. The strategy can be accessed at the following website:

<http://www.dhcs.act.gov.au>

The Directorate supported the strategy through a number of activities under its three priority areas.

- Economic: women and girls equally and fully participate in, and benefit from, the ACT economy.
- Social: women and girls equally and fully participate in sustaining their families and communities and enjoy community inclusion and wellbeing.
- Environmental: women and girls equally and fully participate in planning and sharing an accessible and sustainable city.

Progress against economic indicators

Pathways in education and training

The Directorate recognises the importance of ensuring equal access for women and girls to work related training and lifelong learning. In 2011-12, The Directorate administered a number of VET programs aimed at providing easily accessible, relevant training to women and girls.

The Directorate administers the Australian School-based Apprenticeships (ASBA) program which recognises the importance of providing pathways for girls to enter vocational occupations. The program aims to increase the number of well prepared individuals having the option of transitioning to a full apprenticeship or traineeship upon leaving school. In the 2011 school year, 51 percent of students commencing an ASBA were girls.

Under the Australian Apprenticeships program in 2011-12, 19 percent of participants commencing a traditional apprenticeship were women. Of the participants commencing a traineeship, 58 percent were women.

The Productivity Places Program (PPP) provided training from Certificate II to Certificate IV for job seekers wishing to gain qualifications to increase their chances of gaining paid employment or self-employment. During 2011-12, 51 percent of job seekers commencing in the PPP were women. Qualifications take up to two years to complete.

The Priorities Support Program (PSP) aims to increase the access and participation in VET of disadvantaged learners. In 2011-12, 55 percent of participants commencing in PSP were women. Of the participants completing qualifications or statements of attainment during this period, 51 percent were women.

Increased opportunities for advancement in the workforce

The PPP also provides funding for the training of existing workers in VET qualifications ranging from Certificate III to Advanced Diploma. The funding of nationally recognised work-related training for existing workers through the PPP aims to increase the productivity of the full-time ACT workforce and increase the number of better skilled casual or part-time workers seeking to participate fully in the workforce. In 2011-12, 55 percent of existing workers commencing in the PPP were women. Qualifications take between 12 months to three years to complete. Of the existing workers completing, or continuing to study towards, a qualification under PPP in the reporting period, 51 percent were women.

Increased decision making opportunities in economic leadership

Women were well represented at senior decision-making levels in the Directorate.

- Three of the Directorate's five senior executives and 10 of the 14 executives were women as at 30 June 2012.
- In 84 ACT public schools, 55 principals (65%) were women as at 30 June 2012.
- Every ACT public school has a school board with the board chairperson elected by the members of the board. Women comprised 47 percent of ACT public school board chairpersons.
- In May 2012, two Directorate staff attended a Young Women's Leadership workshop which focused on issues of advocacy, feminism and leadership and how young women can manage the issues faced in leadership roles.

Improved financial equity

The Directorate developed and promoted the *Facilitating Part-Time Work Arrangements - Guidelines for Principals, Managers and Employees* to facilitate part-time work arrangements for women. Flexible work arrangements not only meet the work/life balance needs of employees but also provide opportunities to reorganise and reinvigorate the work environment, improve morale, develop staff and broaden career options.

Progress against social indicators

Recognition of contributions to the community

The Directorate held a breakfast function on International Women's Day (8 March 2012) to celebrate the achievements of female staff and their contribution to public schools, the Directorate and to the wider Canberra community. Female ACT college student representatives attended the event and a number of *Women of Achievement Awards* were presented to staff.

Increased community leadership and decision making opportunities

Women had considerable representation in Directorate advisory bodies and actively participated in decision-making processes. The two ministerial advisory committees, the Government Schools Education Council and the Non-government Schools Education Council, were chaired by women and had a significant number of female members.

Affordable and accessible gender and culturally sensitive services

Every school had a pastoral care coordinator whose role was to provide a personalised approach to student wellbeing and support. The Families and Schools Together program, School Youth Health Nurse program and Disability Support Officers also contributed towards supporting affordable and accessible gender and culturally sensitive services.

Each school had an Anti Sexual Harassment Officer. Targeted training was provided for these officers during the reporting period.

A Cultural Competency training program designed to raise awareness and respect for Aboriginal and Torres Strait Islander cultures and the diversity within and between them commenced.

Box C24.1: Aboriginal and Torres Strait Islander Student Scholarships



On 9 March 2012, six year 11 students were awarded \$5,000 Aboriginal and Torres Strait Islander Student Scholarships.

The recipients of the 2012 awards were from Stromlo High School, Lyneham High School, Belconnen High School, Calwell High School and Telopea Park School.

They will provide a mentoring role to younger Aboriginal and Torres Strait Islander students, developing their leadership and teaching skills as well as providing positive role models for other young Aboriginal and Torres Strait Islander students.

Pathways for women experiencing disadvantage, social exclusion and isolation

The Directorate administered and funded programs to provide the best possible means for women to participate actively in community life through schooling, vocational and community education and training.

Addressing violence against women and their children and protection and support for victims

The Directorate continued to deliver Respectful Workplace training to employees. The training focused on creating safe and respectful workplaces and provided information on preventing and managing bullying and harassment in the workplace.

Progress against environmental indicators

Available opportunities for decisions about urban planning, transport and the environment

A number of women were members of the Design Working Groups for a number of new schools. The Design Working Groups were comprised of stakeholder and school community representatives and provided input and advice to the Directorate on the design for each school.

Consideration towards safety, security and accessibility when designing, building or retrofitting public facilities

The Directorate assisted schools to implement security options such as perimeter fencing, in order to provide additional security for students. Perimeter fencing allows schools to control entry and exit points.

The Directorate continued to work closely with schools and the Australian Federal Police to assess and develop strategies to improve security and safety at school sites.

For more information contact:

Director

Planning and Performance

(02) 6205 5511

C25 Model Litigant Guidelines

The Directorate complies with the Model Litigant Guidelines. The guidelines apply to the conduct of civil claims, litigation, arbitration and other alternative dispute resolution processes involving ACT Government agencies. The guidelines require agencies to act honestly and fairly in handling claims and litigation brought by or against them.

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

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C26 Notices of non-compliance

Section 200 of the *Dangerous Substances Act 2004* requires agencies to provide a statement on the number of notices of non-compliance serviced and the matter to which each notice related. The Directorate did not receive any notices during the reporting period.

For more information contact:

Director

Human Resources

(02) 6205 9202