

## SECTION B

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### PERFORMANCE REPORTING

Director-General's reflection

B1 Organisational overview

B2 Performance analysis

B3 Community engagement and support

B4 Ecologically sustainable development



## Director-General's reflection



It is a privilege to work in education.

Each year when I endorse the Education and Training Annual Report it has been an opportunity for me to reflect on the honour we have as educators and education administrators to shape the lives of those seeking to learn and achieve.

We are lucky to be in a position in the ACT to have many things to celebrate. ACT students have been high achievers, both nationally and internationally, for many years and the 2013-14 year has been no exception. It is from this benchmark that we strive for even better outcomes.

We are always looking for new ways to teach, inspire and connect. This vision has been articulated through the release of *Education Capital: Leading the Nation*, the ACT Education and Training Directorate's strategic plan for 2014 to 2017.

It is through *Education Capital: Leading the Nation* that we have committed to:

- increasing the number of high performing students;
- reducing the number of students who are not achieving;
- increasing the number of children who benefit from early childhood education and care; and
- increasing the qualification levels of the ACT community.

The ACT education and training community is extensive. Our schools, teachers and leaders, together with our parents, stakeholders and partners have a tradition of striving for excellence to ensure that every individual benefits from a high quality education system, from beginning to end.

I make a concerted effort to visit as many school communities as I can to experience for myself the excitement of learning and the achievements of our future leaders. Everything I see, from kindergarten students discovering new concepts to the awesome talent of emerging visual and dramatic artists, inspires me to push for better outcomes.

This year has been important for celebrating our successes, understanding our current strengths and defining how we will address our challenges.

The *Education and Training Directorate Annual Report 2013-14* highlights the combined effort of the Directorate to unequivocally lead the nation. I warmly acknowledge the contribution of our employees, in our schools and in our central office, on their contributions to the outcomes shared in this report. These outcomes belong to the Directorate and to the students, families and education community.



It is through collaboration and dedication that we have an important story to tell. Everyone has a stake and a contribution to make.

Education is the key to our future and I am proud to share with you our achievements and ambitions as Australia's *Education Capital*.

Diane Joseph  
Director-General  
Education and Training Directorate

# B1 Organisational overview

## The organisation

The Education and Training Directorate is a dynamic organisation, focused on improving the provision of quality education and training in the ACT. Our work is strengthened by the partnerships we build with students, their families and the broader community.

## Our mission

The Directorate's mission is delivered by ensuring the best start for every child through high quality education and care in the early years; progress for every student every day; great teachers and leaders in great schools; and that every Canberran is set for life through access to quality further education and training.

The Directorate's intent is that:

- every child, young person and adult will benefit from a high quality and accessible education, childcare and training system;
- every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives; and
- our highly educated and skilled community will contribute to the economic and social prosperity of our city and the nation.

## Our priorities

The Directorate's *Strategic Plan 2014-17: Education Capital: Leading the Nation* describes our priorities so we can achieve our intent:

- **QUALITY LEARNING:** We will ensure all learners have access to powerful and relevant learning experiences.
- **INSPIRATIONAL TEACHING AND LEADERSHIP:** We will build the capacities of our teachers and leaders – by design, not by chance.
- **HIGH EXPECTATIONS, HIGH PERFORMANCE:** We have high expectations for all and will meet the learning needs of every student.
- **CONNECTING WITH FAMILIES AND THE COMMUNITY:** We will partner with families and engage with the community to build meaningful relationships.
- **BUSINESS INNOVATION AND IMPROVEMENT:** We will support innovation, improve our business systems and be open and accountable for our decisions.

## Our values

The Directorate takes pride in having values that are aligned with the ACT Public Service values and behaviours. These values and behaviours underpin our service delivery to the community:

- **Respect:** We take pride in our work and value the contribution of others.
- **Integrity:** We take responsibility for our decisions and actions.
- **Collaboration:** We work openly, seek out the views of others and welcome feedback.
- **Innovation:** We seek to continuously improve our services and are open to change and new ideas.



Australian Council for Educational Leaders (ACEL) Awards

Directorate recipients of ACEL leadership awards were honoured at an awards ceremony at the Canberra Convention Centre.

Left to right: Ms Diane Joseph, Director-General (recipient of ACEL Fellowship); Ms Jennie Holder, teacher, Melrose High (recipient of Keith Tronc Award for Outstanding Teacher Leadership 2013); and Ms Kerrie Blain, Principal, Telopea Park School (recipient of ACEL Fellowship).

## Our role and stakeholders

The Directorate is responsible for the provision of early childhood education and care, school education and coordination of training and higher education in the ACT. Our clients and stakeholders include:

- students and their families;
- children accessing childcare and their families;
- registered training organisations.

- childcare providers;
- community organisations; and
- peak representative groups.

### Audit Committee

The Directorate acknowledges Ms Jenny Morison for 11 years service as both a member and the chair of the Directorate's Audit Committee. Ms Morison significantly contributed to increasing the Directorate's accountability and awareness of best practice governance models. Recent examples include the Legislative Compliance Framework, grants administration risk summary reporting, and continuous improvements to the Directorate's audit, risk management and compliance functions.

### Government Schools Education Council

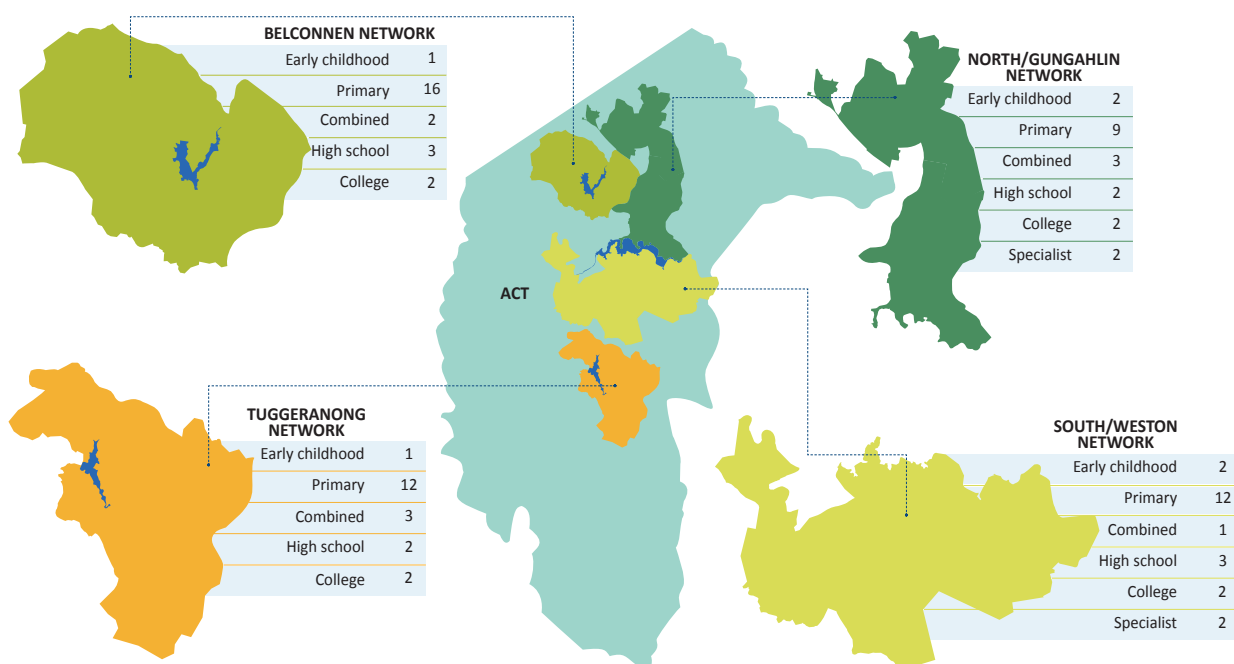
The Directorate acknowledges Ms Dianne Kerr, who served on the Government Schools Education Council from 2007 to 2013. Ms Kerr's extensive education career allowed her to bring a valuable depth of knowledge and understanding to the Council. She also made a significant contribution as the ACT representative on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Board from 2008 to 2014.

## DISTRIBUTION OF ACT PUBLIC SCHOOLS

The ACT public education system has four networks:

Belconnen, North/Gungahlin, South/Weston and Tuggeranong.

Schools in each network are led by a Network Leader.



Notes:

- Jervis Bay School is included in the Belconnen Network.
- Cranleigh School is included in the North/Gungahlin Network

The Directorate has responsibility for the planning and coordination of early childhood education and care and is committed to increasing the participation of children in these services.

### **A snapshot of early childhood education in the ACT**



Number of preschool students

**5,582**



Number of public preschool sites

**79**



Number of public preschool students

**4,683**



Number of early childhood schools

**6**

### **Support for all ACT students and schools**

During the reporting period, the Directorate was responsible for the regulation of 44 non-government schools, with enrolments of 28,349 students.

The Directorate also registered 177 students for home education during the reporting period, and approved and supported 502 international students.

The Directorate is responsible for the oversight and promotion of quality vocational education and training in the ACT. Its role is to provide a skilled workforce that meets the current and future needs of the economy.

### **A snapshot of vocational education and training in the ACT**



Number of vocational education and training students

**28,473**



Number of VET students with language background other than English

**4,521**



Number of female vocational education and training students

**12,735**



Number of Aboriginal and Torres Strait Islander VET students

**948**



Number of male vocational education and training students

**15,680**



Number of VET students with a disability

**2,071**

Number of students sex unidentified

**58**



Number of registered training organisations

**81**



## Our organisational structure



Left to right: Ms Meg Brighton, Ms Diane Joseph, Mr Stephen Gniel, Ms Leanne Cover.

The Directorate is accountable to the ACT Minister for Education and Training, Ms Joy Burch MLA and the Minister for Higher Education, Ms Katy Gallagher MLA.

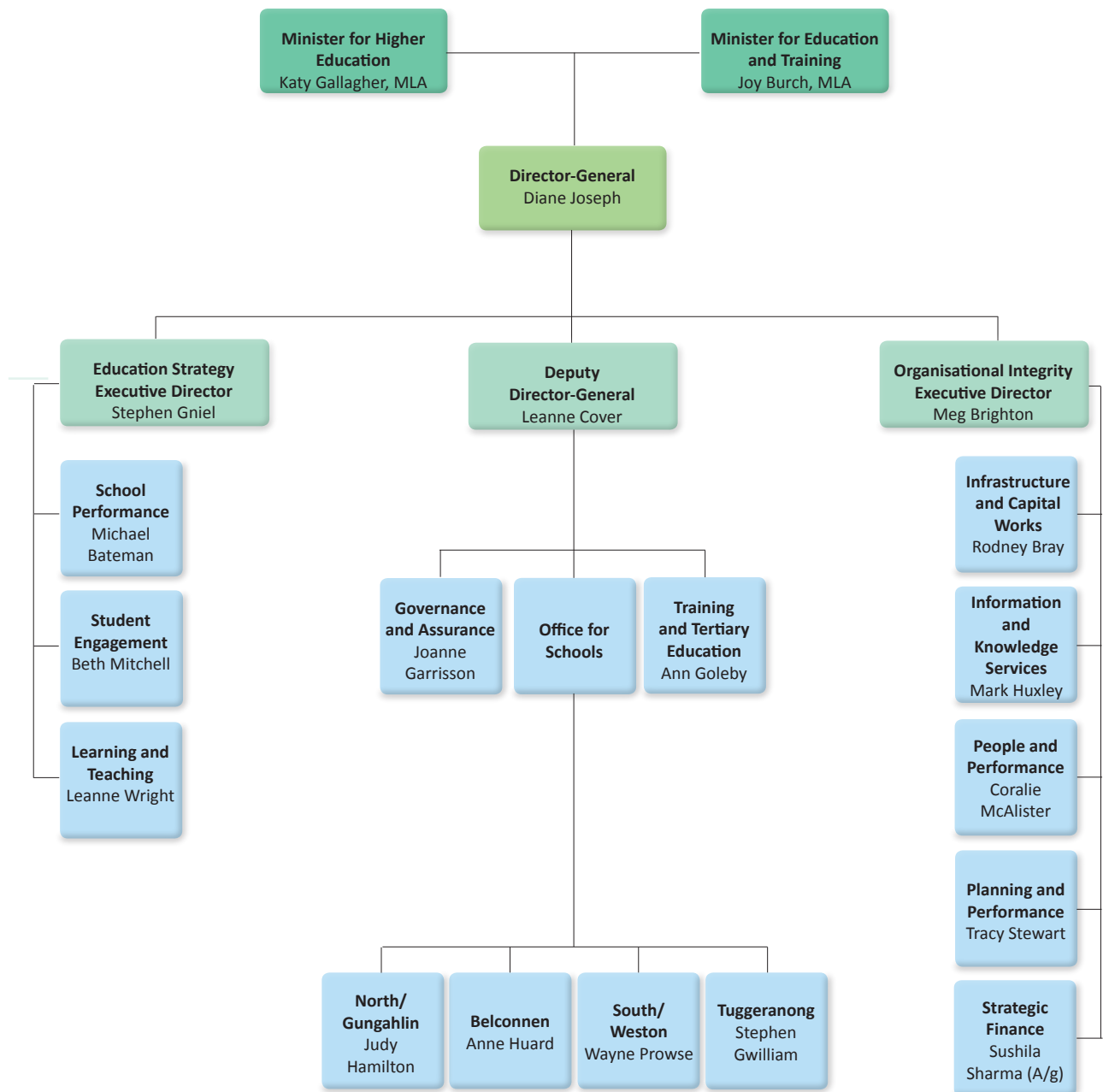
Our Senior Executive Team comprises the Director-General, Ms Diane Joseph; the Deputy Director-General, Ms Leanne Cover; Executive Director Organisational Integrity, Ms Meg Brighton and Executive Director Education Strategy, Mr Stephen Gniel.

The divisions supporting the Director-General under the responsibility of the Senior Executive Team are:

- Deputy Director-General including Governance and Assurance; Office for Schools; and Training and Tertiary Education branches;
- Education Strategy including School Performance; Student Engagement; and Learning and Teaching branches; and
- Organisational Integrity including Strategic Finance; Infrastructure and Capital Works; People and Performance; and Planning and Performance branches; and Information and Knowledge Services Section.

## Organisational structure

The organisational structure of the Directorate at 30 June 2014.

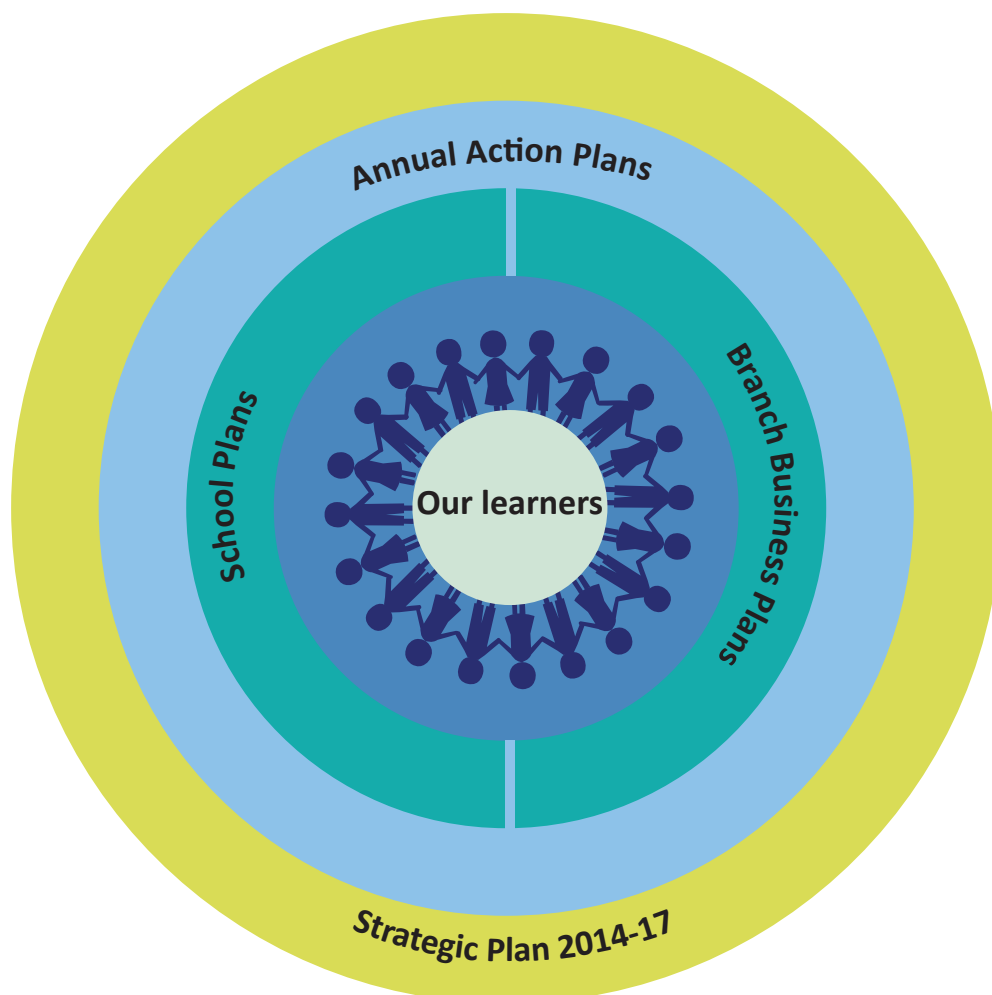




## Our planning framework and direction setting mechanisms

The Directorate's vision, priorities and performance measures are expressed in the *Strategic Plan 2014-17: Education Capital: Leading the Nation*. Priorities in the Strategic Plan are reflected in annual Action Plans, which detail specific initiatives to be undertaken to progress the Directorate's strategic priorities. Each business unit (branch and school) develops an annual plan to articulate specific actions.

Learners are at the centre of all that we do.



The Directorate's Strategic Plan is underpinned by key planning documents. The work program for the period 2013-14 was articulated in the 2013 and 2014 annual Action Plans which provided details of key priorities and activities for the Directorate for each of the calendar years.

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



School plans, endorsed by school boards, are published on school websites.

The Directorate designed internal controls to monitor and manage risk in delivering the Strategic Plan. The Internal Audit program and the *Risk Management Framework* are the primary risk management tools to manage, monitor and report on the Directorate's risk management and audit functions.

More information on the Directorate's governance arrangements, including risk management and the audit program, is provided in Sections C1 to C5.

# PERFORMANCE HIGHLIGHTS 2013-14

The Annual Report measures the Directorate's performance against the Strategic Plan. The Strategic Plan sets out the vision for the Directorate as well as strategic objectives for the Directorate to follow, linked to the 2014 Action Plan.

PRIORITIES	PRIORITY 1	PRIORITY 2
		
<p>The Strategic Plan contains priorities to be achieved over a four year period</p>	<p><b>Quality learning</b> (refer to pages 16-21)</p>	<p><b>Inspirational teaching and leadership</b> (refer to pages 22-27)</p>
<p><b>MAJOR ACHIEVEMENTS IN 2013-14</b></p>	<ul style="list-style-type: none"> <li>• All public preschools offered 15 hours of preschool education to their students.</li> <li>• Student progress for years 1 to 10 was reported using National Achievement Standards for Phase 1 Curriculum subjects.</li> <li>• 2014 Australian Curriculum Implementation Plan guided continued introduction of Australian Curriculum across all ACT schools.</li> <li>• First stage of the \$8.1m Tuggeranong Sustainable Learning Trade Training Centre was opened.</li> <li>• Met all milestones for 2013 under the National Partnership on Skills Reform.</li> </ul>	<ul style="list-style-type: none"> <li>• Refocused induction program provided to more than 470 new teachers.</li> <li>• Five additional graduates recruited under the Teach for Australia program.</li> <li>• Classroom teacher contracts were issued to 314 new staff.</li> <li>• Forty-six teachers promoted to Executive Teacher (Professional Practice) positions.</li> <li>• Twenty-six scholarship students were awarded Certificate III in Early Childhood Education and Care.</li> </ul>
<p><b>Results</b></p>	<ul style="list-style-type: none"> <li>• <b>ACT students topped the nation in NAPLAN.</b></li> <li>• <b>89% of students graduated with a Year 12 Certificate.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>95% of staff retained in the Directorate.</b></li> <li>• <b>89% of school staff satisfied with public school education.</b></li> </ul>
<p><b>OUR CHALLENGES IN 2013-14</b></p>	<ul style="list-style-type: none"> <li>• A national review of the Australian Curriculum commenced in 2014. The Directorate remains committed to the Australian Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• A proposal for a Centre for Teaching and Learning at the University of Canberra was not progressed following the 2014 Federal Budget.</li> </ul>

## PRIORITY 3



### High expectations, high performance (refer to pages 28-33)

- Eight scholarships worth \$5,000 for Aboriginal and Torres Strait Islander students in years 11 and 12 awarded.
- Implementation of the recommendations from the report of the Minister's Taskforce on Students with Learning Difficulties.
- Modelling undertaken to ensure government subsidies for training aligned with ACT skills needs.

- 92% of year 12 graduates employed or studying after leaving school.
- 80% of apprentices satisfied with their training.

- Progress in closing the achievement gap for Aboriginal and Torres Strait Islander students.
- Transition to new program arrangements as a result of the National Disability Insurance Scheme (NDIS), with the Directorate providing support to families.

## PRIORITY 4



### Connecting with families and the community (refer to pages 34-39)

- *Preschool Matters* website launched to increase engagement and involvement of parents in preschool.
- *A Parent's Guide to Enrolment* was published.
- The *School Volunteer Program* attracted 115 volunteers.
- *Gifted and Talented Students Policy* launched.
- Commenced *Progressing Parental Engagement in the ACT* project.

- Preschool enrolments in public schools increased by 9%.
- 83% of parents and carers satisfied with public school education.

- Work to increase access to school facilities by community organisations being progressed.
- Clearer communication with families and an easing of 'red tape' was identified as an area for action.

## PRIORITY 5



### Business innovation and improvement (refer to pages 40-45)

- Quality performance data was reported at the national level.
- Upgrade to Taylor Primary School completed.
- Work well progressed on the \$14m CCCares facility at Canberra College.
- Plans for a new primary school in Coombs announced in the ACT budget.
- New arrangements implemented to streamline school budgets and staffing.

- Taylor Primary, Duffy Primary and Holder Early Childhood Centre nominated for ACT Master Builders Award.
- Three schools received ACTSmart Schools 'Five Star Accreditation' for sustainable management of energy.

- Asbestos remediation, including removal of damaged sheet, window caulking, pipe lagging and reinstatement with new material, was completed without incident at a number of sites.
- The average age of school facilities is 40 years with 65% of schools between 30 and 50 years old.





Student work on display at Dickson College





# Priority 1: Quality Learning

We will ensure all learners have access to powerful  
and relevant learning experiences





## Our major achievements

The Directorate is committed to continuing to lead the nation in student performance in literacy and numeracy. Activities to improve educational outcomes have been developed and achievements have been made.

- Student progress in Phase 1 of the Australian Curriculum learning areas was reported using nationally agreed Achievement Standards from kindergarten to year 10.
- The 2014 *Australian Curriculum Implementation Plan* was developed with non-government schooling sectors to support the phased implementation of the kindergarten to year 10 Australian Curriculum in all ACT schools.
- NAPLAN testing was carried out in May 2014 with more than 18,000 students in ACT schools participating.
- The *ACT Standards for Delivery of Training* and the associated *Compliance Guide* were introduced. These benchmark documents outline the mandatory standards for the management and delivery of government funded vocational education and training in the ACT. The *Audit Guide for Training Providers in the ACT* has been developed to assist registered training organisations in meeting their compliance obligations.
- Construction of the Tuggeranong Sustainable Learning Trade Training Centre progressed, with the opening of the first stage of the \$8.1m facility. The Centre will ensure students have local access to trade training and assistance in determining vocational learning pathways.
- The *Tutorial Support Scheme* continued to provide funding to high schools and colleges for extension opportunities and additional tutoring for Aboriginal and Torres Strait Islander students to improve literacy and numeracy skills.
- Public schools continued to excel in the delivery of science education. Calwell High School engaged its students in the CSIRO CREST program. Student experiments were entered into the ACT Science Fair, with two progressing to the BHP Billiton National Science Awards. The Inter-Academics Executive Committee of the Academy of Science Primary Connections Program was hosted at Fadden Primary School. Students at Isabella Plains Early Childhood School learnt about sustainability and life cycles through programs run on their school farm.
- Wrap-around services, work placements and foundation skills funded under the Priorities Support Program were provided to support disadvantaged learners to remain engaged in, and complete, their training.
- The ACT met all milestones for 2013 under the National Partnership on Skills Reform, and was on track for agreed training outcomes to be met by 2017.





Student library at Garran Primary

- All public schools in the ACT offered access to 15 hours of preschool in 2014, ensuring children had access to high quality preschool services.
- The *National Quality Framework* for education and care services was implemented, with nearly half of education and care services in the ACT undertaking assessment and being rated.
- The Greek-Australian Preschool and Child Care Centre in Yarralumla was opened. The Centre is an important contribution to cultural diversity within the Canberra community and the educational sector.
- A record 12,452 students participated in the 2013 Chief Minister's Reading Challenge. The program encourages a love of reading and helps students improve their literacy skills – with each other, their teachers and parents.
- A *Human Rights Education Forum* was coordinated by the Directorate to provide principals and teachers with strategies to lead human rights education in their schools and to assist schools to implement the Australian Curriculum, Civics and Citizenship.

## Our challenges

- The Student Identifiers Bill 2014 went through Federal Parliament in June 2014, delaying implementation to 1 January 2015.
- As a result of a registered training organisation ceasing delivery of training, the Directorate ensured support was provided to approximately 300 Australian apprentices to enable them to continue training for their future career.
- A national review of the Australian Curriculum commenced in 2014. The ACT remains committed to ongoing development and implementation of the Australian Curriculum in 2015 and beyond.
- Changes to Australian Government funding of school education beyond 2017 impacted on long-term planning for both the public and non-government sectors. The Directorate continued with work to implement a needs based funding model from 2015.



## Our plans for the next 12 months

- The Directorate's focus on the successful implementation of the Australian Curriculum in kindergarten to year 10 across all ACT schools will continue. The Directorate will continue the development of work sample portfolios for publication on the Australian Curriculum website.
- The ACT Implementation Schedule for 2015 will be finalised, with a focus on Phase 2 and 3 of the Australian Curriculum.
- A new Student Reporting Policy will be developed and implemented, as will a common report template for A - E reporting.
- Teachers will be given additional support, through the development and provision of readily accessible high quality online curriculum resources. The development of curriculum-linked, accessible and high quality online resources will support teachers to deliver the curriculum.
- Intensive reading intervention strategies will be emphasised to engage and develop students in the early years to achieve desired learning outcomes.
- The Directorate will implement strategies to improve the quality, transparency, efficiency, access and equity of the ACT vocational education and training system to support all students in training programs.
- The Trades Skills Centre in Belconnen will be established to provide local students with ready access to support and training in their transition to career pathways.
- A review of the ACT Year 12 Certificate will be completed, with a particular focus on English as mandatory to year 12, to enhance students' level of achievement in the college years.
- New governance arrangements will be implemented to give greater autonomy to CIT and allow CIT to remain strong in an increasingly competitive environment.





## Fast Facts

	2012-13	2013-14	Change	% change
Number of schools	130	130	-	-
Number of public schools	86	86	-	-
Number of students enrolled in public schools	40,879	42,211	1,322	3.3%
Number of Aboriginal and Torres Strait Islander students enrolled in public schools	1,379	1,564	185	13.4%
Number of students with special needs enrolled in public schools	2,035	2,180	145	7.1%
Number of preschool students enrolled in public schools	4,371	4,683	312	7.1%
Number of approved childcare service providers	305	313	8	2.6%
Number of children aged 0-5 years attending approved childcare services	13,045	14,389	1,344	10.3%
Number of registered training organisations enrolling government funded students	105	81	-24	-22.9%
Number of government funded students undertaking vocational education and training (VET) programs	30,068	28,473	-1,595	-5.3%
Number of average hours of attendance at centre based long day care	29.1	29.7	0.6	2.1%
Number of students participating in NAPLAN	17,587	18,015	428	2.4%





# Priority 2: Inspirational Teaching and Leadership

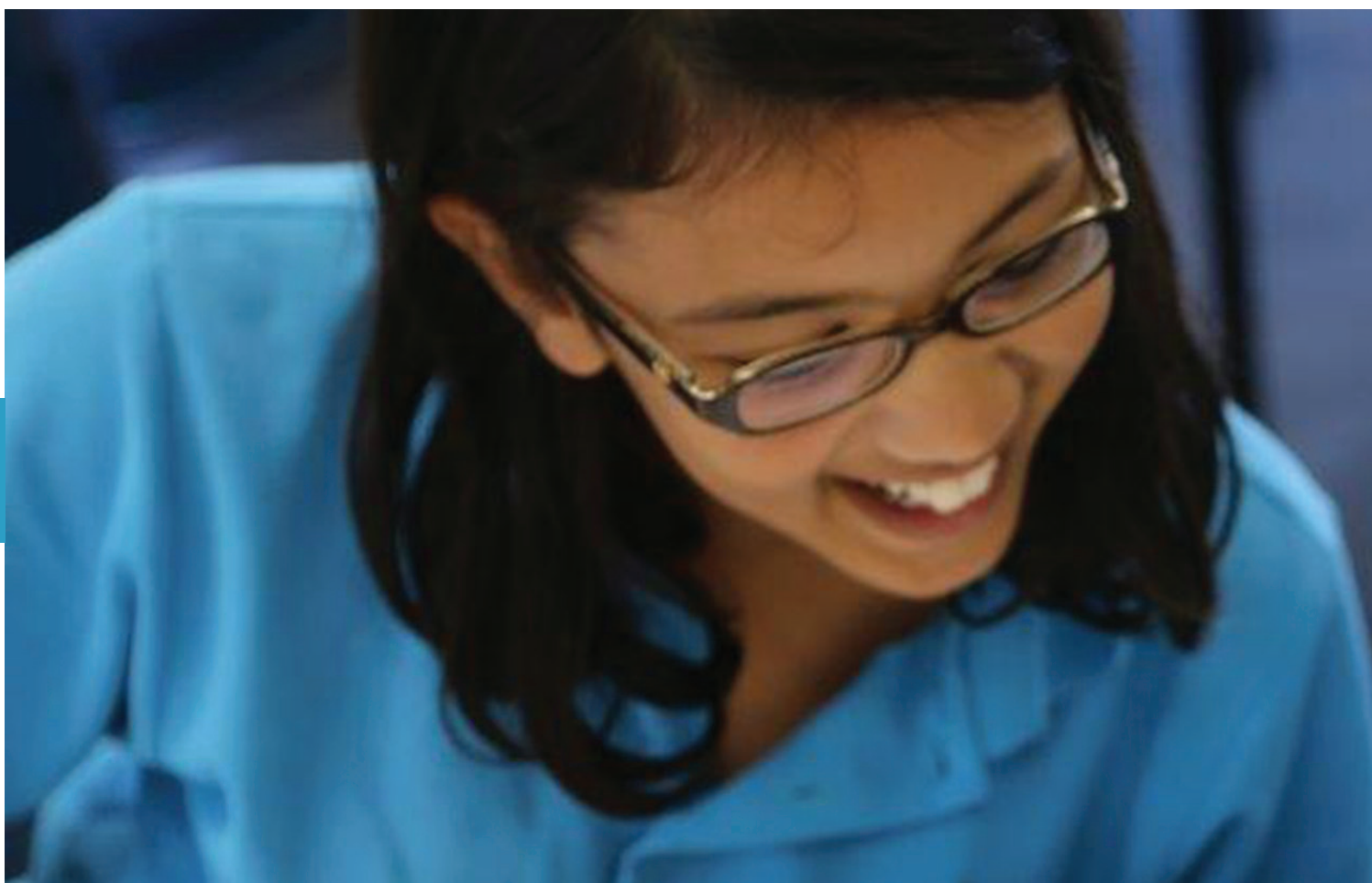
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**We will build the capacities of our teachers and leaders  
- by design, not by chance** *Hargreaves and Fullan, 2012*

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## Our major achievements

The Directorate demonstrated its commitment to the importance of great teachers being the foundation of our public education system by building the capacity of our teachers and leaders.

- Classroom teacher contracts were issued for 314 new staff. This number comprised 31 classroom teachers located in early childhood schools, 176 classroom teachers in primary school settings, 80 classroom teachers in high school settings and 27 classroom teachers in colleges.
- The acceleration of outstanding classroom teachers was implemented through a rigorous three stage assessment program. Classroom teachers were assessed in alignment with the Australian Professional Standards for Teachers.
- A suite of professional learning tools was developed to support teachers in their understanding of the needs of students with learning difficulties.
- Language Teaching Assistants were selected and recruited to support the achievement of student learning outcomes in language education programs.
- A further five high quality graduates were recruited under the *Teach for Australia* (TFA) program. This brings the total number of TFA Associate Teachers in the ACT over the last three years to 22.
- The Australian Professional Standards were integrated into ACT teachers' Annual Professional Discussions.
- Online learning modules covering Health and Safety, the Respect Equity and Diversity (RED) Framework, the Teachers' Code of Professional Practice and Mandatory Reporting were made available.
- The *Accepting the Challenge* ongoing leadership program continued to improve the educational outcomes of Aboriginal and Torres Strait Islander students through the raising of cultural awareness.
- Three Aboriginal and Torres Strait Islander tertiary scholarships were awarded to teaching students at the University of Canberra and the Australian Catholic University.
- Alfred Deakin High School focused on further roll-out of the 2012 Quality Teaching Rounds pilot study, which ran in conjunction with the University of Newcastle. Twelve additional facilitators were trained by the Behaviour Support Partner and all teachers participated in a quality teaching round, during which they observed and provided feedback on each other's lessons.
- The Disability Standards for Education e-learning package was completed by 528 teachers from 59 schools. The online learning linked classroom practices with the framework.



- The Literacy and Numeracy Field Officer program was delivered to 21 schools to support best practice in literacy teaching and learning.
- *Count Me in Too* and the *Middle Years' Mental Computation* professional learning for teachers further developed teacher capability.
- The *Aboriginal and Torres Strait Islander Employment Action Plan 2014-2017* was launched, outlining plans for achieving the goals in the ACT Public Service *Aboriginal and Torres Strait Islander Employment Strategy 2011-2015*. The plan focuses on cultural competency, registration for casual employment and identified positions.
- The Aboriginal and Torres Strait Islander Staff Network provided opportunities for staff to connect across roles and professions and provide input into strategic directions for Aboriginal and Torres Strait Islander employment, retention, career pathways and leadership opportunities.
- Coaching and mentoring was provided to teachers through the Executive Teacher (Professional Practice) program, with opportunities for staff to observe and apply successful strategies to achieve best practice.
- A refocused induction program was provided for new teachers. More than 470 teachers attended an introduction to teaching in ACT public schools at the start of the 2014 school year. As part of the new program, four online learning modules were developed to meet compliance requirements.
- Twenty-six students were recipients of scholarships and were awarded a Certificate III in Early Childhood Education and Care.
- Forty-six teachers were promoted to Executive Teacher (Professional Practice) positions during 2012 to 2014 and were placed in schools across Canberra. These positions provide an alternative career opportunity for teachers, with a focus on exemplary classroom teaching and capacity building in teaching practice through mentoring.
- Teacher development benefited from connections with local, national and international educators. This included Maquarie Primary School working with Amanda Burrell of *Cativus*, to explore how the school's guiding principles were embedded in practice; and Dr Barry Bennet, Associate Professor at the Ontario Institute for Studies in Education at the University of Toronto, who assisted the executive staff in framing the role of the Executive Teacher (Professional Practice) position.
- High quality teacher professional learning was delivered to meet the specific needs of gifted and talented students, students with learning difficulties and students for whom English is an Additional Language or Dialect.



## Our challenges

- The Directorate's challenge is to provide our students with staff trained in the development of cultural competency and in the application of respect, equity and diversity in our workplaces, reflecting the diversity of the ACT community.
- During the reporting period the Directorate has undertaken a strategic analysis of capability development requirements by identifying 5 key cohorts of employees. The challenge continues to be the sourcing of high quality capability development opportunities.
- A proposal for a Centre for Teaching and Learning at the University of Canberra was not progressed following the 2014 Federal Budget.

## Our plans for the next 12 months

- The Directorate will maintain its focus on recruitment, development and retention of quality teachers in our classrooms to provide the highest level of learning experiences for our students.
- The Directorate will put in place processes to ensure public school teachers have high quality literacy and numeracy skills.
- The Directorate will continue to utilise the Australian Institute for Teaching and School Leadership (AITSL) frameworks to further build excellence in school leadership and in public school teachers.
- School workforce profiles will be developed in collaboration with school leaders to allow schools greater decision-making in the selection of staff. This will further develop high performing teaching and support teams in public school classrooms.








## Fast Facts

	2012-13	2013-14	Change	% change
Number of staff in the Directorate	5,997	6,170	173	2.9%
Number of school leaders and teachers in public schools	4,185	4,249	64	1.5%
Number of female teachers	2,664	2,693	29	1.1%
Number of male teachers	768	786	18	2.3%
Number of Aboriginal and Torres Strait Islander employees	57	64	7	12.3%
Number of staff with more than 10 years service	478	488	10	5.7%
Number of teacher contracts issued	294	316	22	7.5%
Average years of service of Directorate staff	8.7	8.8	0.1	1.1%



# Priority 3: High Expectations, High Performance

We have high expectations for all and will meet the learning needs of every student





Science learning space at Gungahlin College





Reading corner at Franklin Early Childhood School

## Our major achievements

The Directorate expects that every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.

- Aboriginal and Torres Strait Islander students from years 5-12 displaying high academic achievement, leadership potential and consistent engagement in their schooling were assisted through the *Student Aspirations Program*. One hundred and sixty-four students were linked with Student Aspirations Coordinators. New *Student Aspirations Program* scholarships were awarded to students in years 11 and 12, comprising seven teaching scholarships and one health scholarship.
- The student leadership body, the Minister's Student Congress, focussed on student voice in prevention of bullying, as well as developing and running the conference on the National Day of Action against Bullying and Violence. Through the National Day of Action against Bullying and Violence Conference, the ACT was the only Australian jurisdiction that brought together students from public, independent and Catholic schools to discuss and develop strategies to ensure student voice to address bullying back at their schools.
- Learning of languages was prominent in public schools in 2013 and 2014. Amaroo School competed in the Language Perfect World Championships, placing 8th in their school size category. The school also had five finalists in the George Vincent French Reading and Speaking Competition.
- Music was the focus at many schools. Students from Aranda Primary School participated in several school choirs which performed at community events. The choirs were possible due to the large number of students at the school (more than 200) participating in the after-school Arts and Music program. School choir was also a highlight at Arawang Primary School, with the senior choir winning the National Eisteddfod in the under 12 years age group.



- The *CHANCES Program* provided training programs for students through funding provided from the Priorities Support Program, in order to respond to disadvantage.
- Modelling was undertaken to develop a tool to ensure that government subsidies for training were aligned with the skills needs for the ACT.
- The *Qualification Pricing Review* was released to determine the efficient total cost of qualifications delivered in the ACT.
- The 2014 Priorities Support Program piloted aspects of the ACT Entitlement to Training model. For example, the funding allocation was informed by the *ACT Skills Needs List* and provided foundation skills and wrap-around services to participants. The Program enabled access to government subsidised training for Certificate I and II level qualifications where there was a clear pathway to a higher level qualification.
- Thirty-seven public schools received grants to support school-based learn to swim programs to enable ready availability for students to develop water safety skills.
- Students at University of Canberra Senior Secondary College Lake Ginninderra participated in the 2020 Youth Parliament on Sustainability, where green papers prepared by the students were selected for use in developing a white paper to advise government on what the youth of Canberra saw as priorities for the sustainable future of the ACT.
- ACT primary schools participated in a trial of *Monkey in My Chair* program to ensure that students facing long term illness maintain their presence in the classroom.
- Participation in creative arts was facilitated and encouraged in schools. Turner School held an Artists' and Writers' Festival, which included transforming the school into a magical place for creations and setting the scene for eight days of author and artist's visits, writing, illustrating, Indigenous stories, whole-school read alouds, cartooning and the special "Poems in your Pocket" event.



## Our challenges

- The rollout of the National Disability Insurance Scheme (NDIS) will change the provision of some programs and services delivered to students with a disability or developmental delay. The Directorate has put in place a range of communication strategies, including information updates, to ensure families and school communities have the information they need about NDIS.

The Directorate is supporting families, students and schools as they transition to the new model of service delivery under the NDIS.



## Our plans for the next 12 months

- The Directorate will provide increased opportunities for Aboriginal and Torres Strait Islander students to excel through personalised learning, increased year 12 opportunities, together with post-school education and training.
- Public school communities will further demonstrate respect, equity and diversity through additional awareness raising and professional development.
- The Directorate will implement *Skilled Capital*, a \$21m initiative, and increase the levels of contestability within the ACT vocational education and training market. The Directorate will engage more than 2,000 Canberrans in *Skilled Capital* funded training to address the ACT's highest skills needs.
- School leaders will have access to additional professional development in order to support gifted and talented students.
- To address ACT skills needs as part of the ACT Entitlement to Training under the *National Partnership Agreement for Skills Reform*, a new evidence based funded training initiative will be implemented.
- Recommendations from the Taskforce on Students with Learning Difficulties will continue to be implemented.
- The Directorate will work to put in place programs to ensure that all students have access to a water safety program by the time they leave primary school.
- Key policies including *Outdoor Education and Physical Education and Sport*, *ACT Public Schools Food and Drink* and *Safe and Supportive Schools*, will be reviewed.




## Fast Facts

	2012-13	2013-14	Change	% change
Number of students enrolled in specialist schools	416	440	24	5.8%
Number of children attending Koori preschool programs	44	72	28	63.6%
Number of students enrolled in Introductory English Centres	259	288	29	11.2%
Number of international students in public schools	476	522	44	9.6%
Number of Aboriginal and Torres Strait Islander students participating in the Student Aspirations program	128	164	36	28.0%
Number of Australian School Based Apprenticeships	415	377	-71	-21.0%
Number of year 12 graduates completing the post-school destination survey	3,238	3,348	110	3.3%
Number of students completing the School Satisfaction Survey	13,163	14,295	1,132	8.6%







# Priority 4: Connecting with Families and the Community

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We will partner with families and  
engage with the community to  
build meaningful relationships

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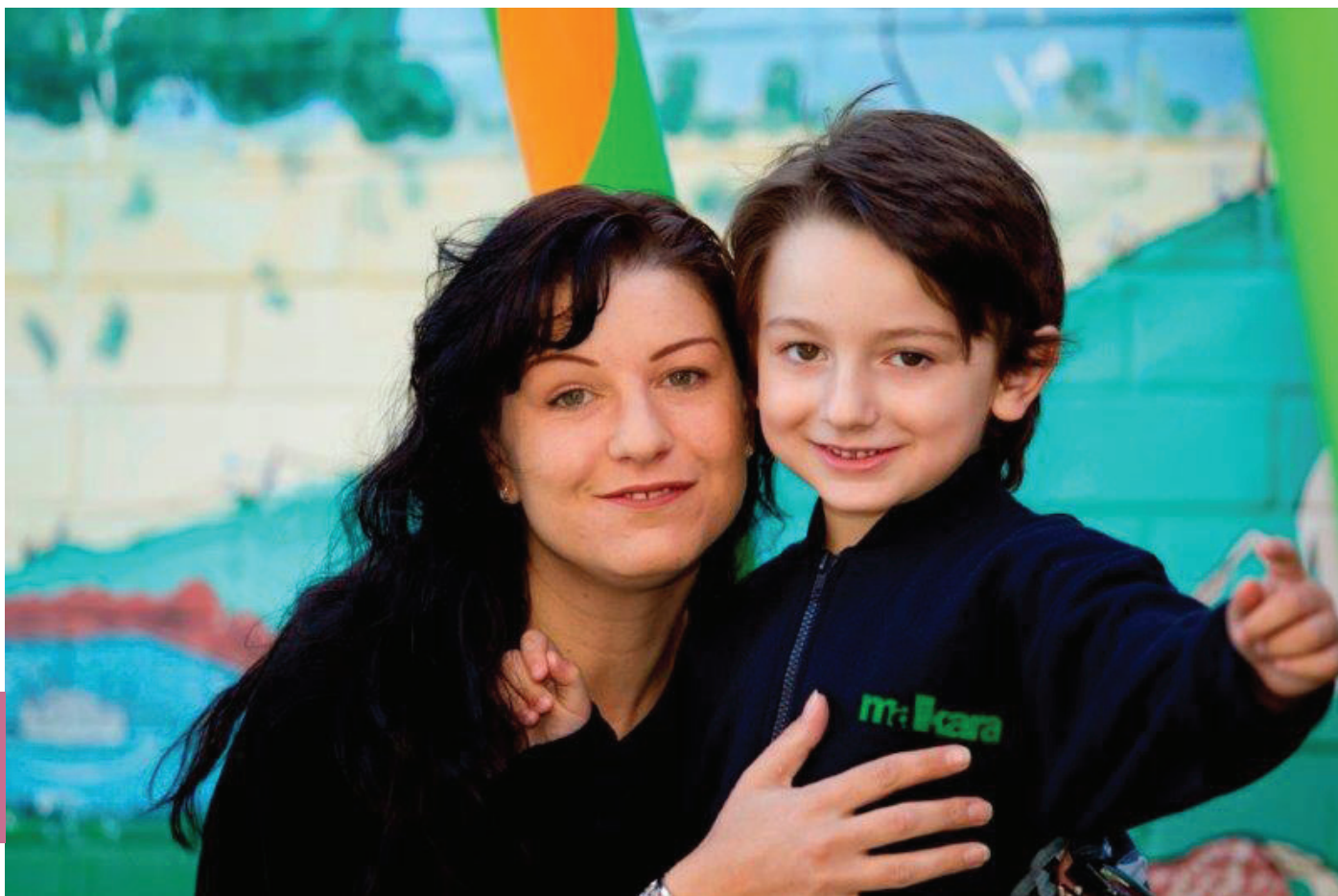
## Our major achievements

Significant activities undertaken by the Directorate to partner with families and engage with the community to build meaningful relationships included:

- The Australian Research Alliance for Children and Youth was engaged for *Progressing Parental Engagement in the ACT*. The project is designed to strengthen parental engagement across all education sectors in the ACT.
- A *Parents' Guide to Enrolment* was published to provide information on enrolment procedures and clarify priority enrolment areas to assist parents when enrolling their children in public schools.
- Online enrolment was implemented across all public schools. The system simplified enrolment processes for families.
- The *ACT Careers and Transitions* website was released. Developed to provide young people with online assistance with their Pathways Planning, the site provided career development and transition education discussions to occur with students, parents and carers.
- Network Student Engagement Teams and Disability Education Partners strengthened parent/school relationships. The *Transition Action Plan* supported students with disabilities and their families to transition across school sectors.
- The *Gifted and Talented Students Policy 2014* was released to ensure the support of gifted and talented students in ACT public schools through tailored, high quality educational opportunities designed to encourage them to realise their potential.
- Taylor Primary School celebrated the reopening of their refurbished school in January 2014 with a Community Open Day. The reopening also celebrated the expansion of the childcare centre with new learning spaces for the children. The redeveloped school was recognised at the Australian Institute of Architects Awards (ACT Chapter). The architects on the project took out the Education Prize for their work on the redesign incorporating colourful and engaging learning spaces, and were shortlisted for the national prize.
- Building effective community, corporate and academic partnerships was a focus at Black Mountain School. The school, assisted by the parent body, took on many worthwhile enterprises, such as producing commissioned artwork for community organisations, running school canteens at other public schools, and contributing to the productivity of Canberra through a weekly horticulture crew at the Yarralumla Nursery.



- The Directorate's *Inclusive Technologies to Support Students with Learning Difficulties* workshop was attended by 42 parents. The workshop provided assistance and information on opportunities provided by inclusive technologies for parents to improve outcomes for their children.
- Flexible Learning Options (FLOs) are designed to support and engage vulnerable young people in quality vocational learning in a range of formal and informal settings. Eleven FLOs were successfully delivered in the first half of 2014, providing 178 students with a nationally recognised qualification or skill set.
- The four Re-engaging Youth Network Boards worked in partnership with the Chamber of Commerce and Industry to encourage and re-engage students. Their development of relevant and effective projects to increase student engagement was enhanced by funding of \$200,000.
- The ACT *School Volunteer Program* attracted 115 volunteers mentoring and supporting students in 33 schools and two colleges.
- The *Preschool Matters* website was launched to encourage parental engagement and involvement in early childhood education. Both the website and supporting publications provided information to parents and carers about ACT education and support services for preschool aged children. Funding to support parental engagement was provided through \$500 grants to 20 preschool organisations.
- The 2013 Training Excellence Awards were held to identify, reward and promote the achievements of apprentices, trainees, vocational students, trainers, employers, schools and registered training organisations committed to vocational education and training in the ACT. The Awards demonstrated the ACT Government's commitment to building a trained, skilled and flexible workforce to meet current and emerging employment needs.



## Our challenges

- Work to increase access to school facilities by community organisations will be completed in 2014-15. The work examines a broad range of possible uses of school facilities and how these can be accommodated.
- Clearer communication with families and an easing of 'red tape' was identified as an area for action in order to enhance community engagement in public schools.
- Formal liaison with the broader education and training community was a focus given local and community reforms. In 2014-15 two new field officers will work directly with local vocational education and training stakeholders to improve reputation, awareness, engagement and connections.

## Our plans for the next 12 months

- The Directorate focuses on maximising opportunities for families to have positive involvement in supporting the education of their children. Engagement with parents and carers through school/community partnerships will be explored.
- Opportunities for regular communication and collaboration between vocational education and training stakeholders will continue to be enhanced. The Directorate will collaborate with industry to share and gather evidence to inform skills and training policy directions and implementation.
- The *Progressing Parental Engagement Project* will continue throughout 2014-15, with the Australian Research Alliance for Children and Youth working with key stakeholders to develop a technical and plain-language definition of parental engagement. A survey to measure levels of parental engagement will be developed and trialled in 2015. Development of online resources and strategies to support high quality parental engagement in ACT schools will commence in 2015.



## Fast Facts

	2012-13	2013-14	Change	% change
Number of online enrolments received	926	12,034	11,108	1200.0%
Number of Facebook followers	850	1,102	252	29.7%
Number of Twitter followers	800	1,460	660	82.5%
Number of parents and carers completing the School Satisfaction Survey	7,480	7,639	159	2.1%



Students performing at Step into the Limelight, 2013

A photograph of five children in school uniforms posing in front of a wall made of large, colorful rectangular panels in shades of orange, green, and grey. The children are smiling and waving. Two girls are standing on a raised platform with a metal railing, while three other children are standing on the ground in front of them.

# Priority 5: Business Innovation and Improvement

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We will support innovation, improve our business systems and  
be open and accountable for our decisions

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New classrooms at Duffy Primary School



## Our major achievements

The Directorate has an ongoing commitment to providing high quality learning environments for students through facility upgrades and expansions. Increasing accountability and transparency of school performance has occurred with high quality data to monitor and drive improvement.

- ACT school satisfaction surveys were revised in 2013 to provide consistency with other states and territories in nationally agreed terminology.
- The Australian School Climate Measurement Tool Survey was used by all public schools to assist in determining future school directions.
- Quality performance data was reported at the national level on several occasions, including in National Partnerships, to showcase the quality of education, care and training provided in the ACT.
- All schools developed an Annual Operating Plan.
- Twenty-three schools took part in the system's external validation process. This process provides a mechanism to support schools' self-evaluation and improvement planning. The process produces a report that includes an overview of the validated schools and recommendations at a system level.
- The SchoolsNET ICT network was implemented in 85 public schools.
- The Digital Backpack was developed and introduced to provide single sign-on access to the content and resources of the Australian Curriculum, to support teachers in its implementation in public schools.
- Innovative teaching and learning was highlighted through the trial by eight schools of Microsoft and Google devices and platforms.
- An e-Book distribution system was trialled to provide schools with greater access to available resources.





- The Forecasting of Industry Needs and Entitlement (FINE) modelling tool to identify the skills needs of the ACT was developed through consultation with industry, employers, training providers and members of the wider community. FINE identifies areas of skills needs within the ACT and the vocational education qualifications typically required for employment. The draft *ACT Skills Needs List* was publicly released in July 2013.
- Major work was undertaken to upgrade and develop learning environments across educational settings in the ACT. Education facilities were developed at the Tuggeranong Sustainable Learning Trade Training Centre and preliminary design work for the primary school at Coombs was completed.
- New arrangements were implemented to streamline school budgets and staffing.
- The Holder Early Childhood Centre was shortlisted in the 2014 Master Builders and Cbus Excellence in Building Awards. The impressive building provided 124 childcare places with extensive landscaped areas and facilities. The Centre catered for all areas of Weston Creek and the developing Molonglo suburbs.
- Work commenced to extend Latham Preschool to provide two additional preschool rooms.
- Work was well progressed on the \$14m Canberra College Cares facility.
- The Directorate's Disability Education Life Page was developed to further build a supportive community of learners across the ACT by recording and sharing ideas and examples of best practice in schools.
- The development of the Injury Management Toolkit supported principals and managers to undertake their roles and responsibilities in managing the return to work of staff members.

## Our challenges

- A number of school sites required hazardous material remediation, including removal of damaged sheet, window caulking, pipe lagging and reinstatement with new material. The work in 2013-14 was completed without incident, ensuring the safety of staff and students. A Hazardous Material Survey and Management Plan is updated every three years for all schools and includes an annually updated Asbestos Register.
- As school enrolments change over time, the challenge is to design new schools to meet the longer-term enrolment projections and to use relocatable classrooms to meet peak enrolment demand. With existing schools, the challenge is to avoid redundant spaces as enrolments decrease and to identify alternative community uses for those spaces.
- The ACT Government has set an aspirational target for ACT public schools to be 'carbon neutral' by 2017. This sets the challenge for schools to reduce energy and water consumption and to maintain environmentally sustainable landscapes.
- The Directorate is currently preparing a Strategic Asset Management Plan to inform medium and long term decisions on facility management.

## Our plans for the next 12 months

- The Directorate will continue to respond to the need for development and improvement of facilities in schools by developing a school modernisation program. The Directorate will also invest in the development and improvement of early childhood education and care and vocational training facilities. This will include school facilities at Belconnen High School, Tuggeranong Introductory English Centre (at Wanniasa Hills Primary School), Canberra College Cares, Belconnen Trade Skills Centre and Coombs Primary School.
- Post-occupancy evaluations will be conducted at Neville Bonner Primary School and Franklin Early Childhood School.
- The ACT Vocational Education and Training Administration Records System, the new web-based vocational education and training administration system with an interactive portal for students, employers and registered training organisations will be implemented in 2015.
- The Latham preschool upgrade will be completed as will the upgrades of childcare centres at Totom House, Forrest (extension), Gungahlin, Appletree House and Treehouse in the Park.







## Fast Facts

	2012-13	2013-14	Change	% change
Value of Directorate assets including school buildings	\$1,965.8m	\$1,834.0m	-\$131.8m	-6.7%
Value of capital works	\$90.2m	\$64.3m	-\$25.7m	-28.5%
Square metres of public school space	583,639	583,639	0	0.0%
Kilowatt hours of electricity used in public schools	25,939,779	25,866,818	-72,961	-0.3%
Kilolitres of water used in public schools	330,605	357,641	27,036	8.2%
Tonnes of greenhouse gas emissions in public schools	34,455	34,933	478	1.4%
Kilometres travelled in office based vehicles	187,050	202,160	15,110	8.1%
Reams of paper purchased for central office use	8,183	7,725	-458	-5.6%
Litres of paper recycled within central office	202,080	198,640	-3,440	-1.7%
Wireless access points in public schools	1,670	1,850	180	10.8%

## B2 Performance analysis

The Directorate launched the *Strategic Plan 2014-17: Education Capital: Leading the Nation* in October 2013. The Strategic Plan guides the organisation and informs its clients and stakeholders about key priorities of the Directorate. The Plan identifies five priority areas for the four-year period:

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

Performance against these priorities in the reporting period is discussed in this section.

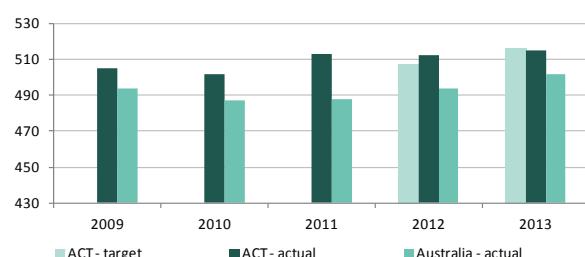
### 1. Quality Learning

*We will ensure all learners have access to powerful and relevant learning experiences.*

Quality learning is the core element of the Directorate's service provision. It can be measured through the performance of students in national and international assessments.

Figure B2.1 shows that the mean achievement score of year 5 students in reading in the National Assessment Program - Literacy and Numeracy (NAPLAN) increased from 505 in 2009 to 515 in 2013, close to the target of 516 for 2013. The average performance of ACT students was well above that of Australian students over the last five years and above the target in 2012.

**Figure B2.1: Mean achievement score of all year 5 public school students in reading in NAPLAN, 2009 to 2013**



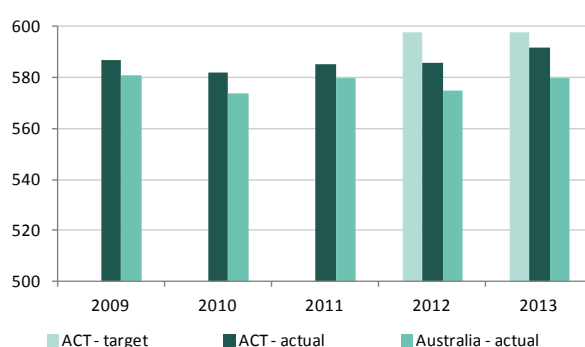
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2009 to 2013.

NAPLAN is conducted in all states and territories in May each year. Students in years 3, 5, 7 and 9 are tested in reading, language conventions, numeracy and writing.

More detailed information regarding NAPLAN can be found at <http://nap.edu.au>.

Literacy performance of year 9 students was also strong, with an increase in the mean achievement score in reading by five points, from 587 in 2009 to 592 in 2013 (Figure B2.2). There was some room for improvement in year 9 reading to achieve the target, however the gap closed between 2012 and 2013. Compared with national trends, the ACT performed very well in reading. ACT year 9 students outperformed Australian students by achieving higher mean scores in NAPLAN assessments from 2009 to 2013.

**Figure B2.2: Mean achievement score of all year 9 public school students in reading in NAPLAN, 2009 to 2013**

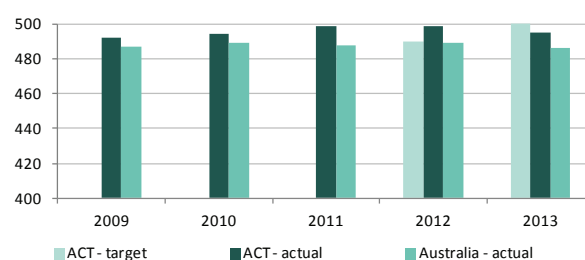


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2009 to 2013.

The performance of ACT public school students in years 5 and 9 in numeracy was stable over the last five years.

All year 5 students in the ACT had the highest mean scale score in numeracy along with Victoria and New South Wales in 2013. Year 5 students in public schools achieved the target in 2012. The mean score was slightly below the target for 2013 but well above the mean score for all Australian students (Figure B2.3). The trend of ACT year 5 students performing above Australian students in numeracy from 2009 to 2013 was also well established.

**Figure B2.3: Mean achievement score of all year 5 public school students in numeracy in NAPLAN, 2009 to 2013.**

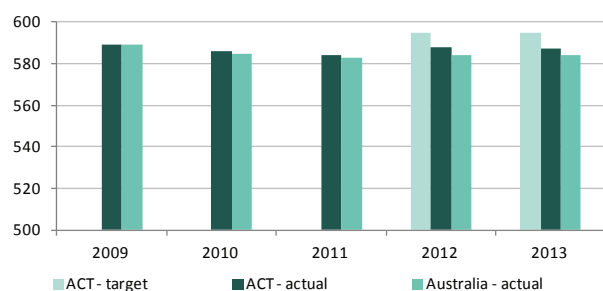


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy, 2009 to 2013



The results for all ACT year 9 students were also the highest in the nation, along with Victoria, New South Wales and Western Australia. The ACT had the equal highest proportion of year 9 (with NSW) students in the top two performance bands in numeracy in 2013. Mean scores of year 9 students in ACT public schools showed a declining trend but were still above Australian students' mean scores from 2009 to 2013 (Figure B2.4).

**Figure B2.4: Mean achievement score of all year 9 public school students in numeracy in NAPLAN, 2009 to 2013**

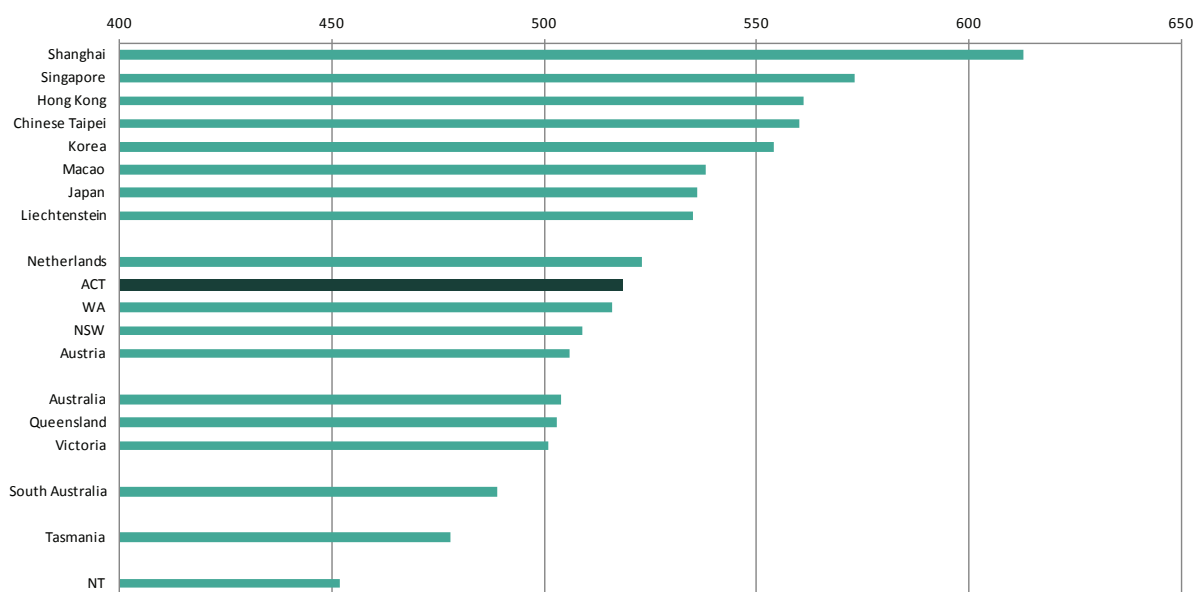


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy, 2009 to 2013.

ACT students performed well in the international Programme for International Student Assessment (PISA). Average scores of ACT students were above those of students in other jurisdictions in 2012. PISA assessed students' competencies in three core domains (reading, numeracy and science), with the focus on mathematical literacy in 2012.

In mathematical literacy, the ACT average score was significantly above the OECD average. The ACT ranked 10th (Figure B2.5) when compared to all countries, equivalent to the average performance of students in a group of countries including the Netherlands, Canada and Austria. Sixty-four percent of ACT students performed at or above level three (nationally agreed proficiency standard) on the mathematical literacy scale, compared with 59 percent for Australia.

**Figure B2.5: PISA mathematical literacy mean score, 2012**



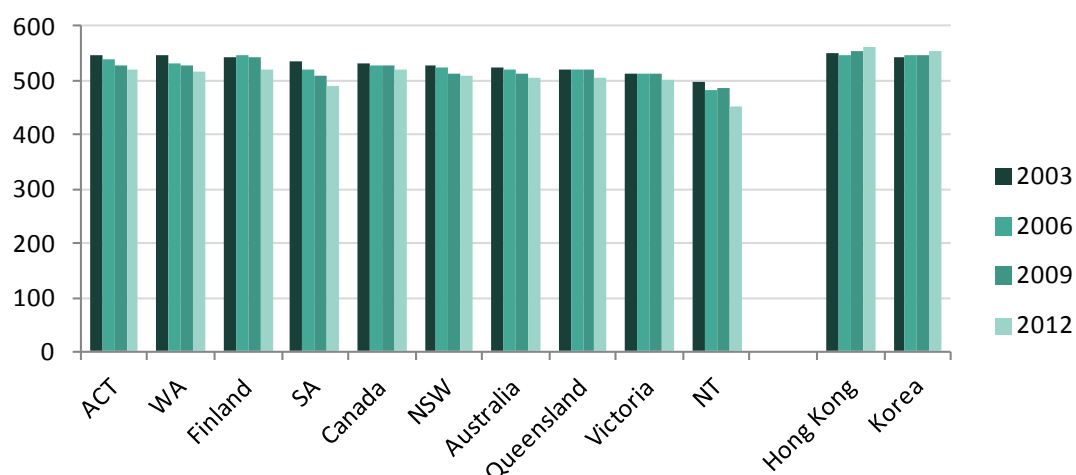
Source: Australian Council for Educational Research, PISA 2012: *How Australia Measures Up*

In reading literacy, the average performance of students in the ACT was statistically similar to students in Western Australia and Victoria, and significantly above students in all other jurisdictions. The ACT performance in reading literacy ranked sixth when compared with all countries, equivalent to Finland and Ireland.

In scientific literacy, the ACT average was significantly higher than the Australian average, and statistically similar to the performances of Western Australia and New South Wales.

Over time, results in mathematics in PISA for both ACT and Australian students have been falling. In mathematical literacy, results for ACT students fell from 548 in 2003 to 518 in 2012. This trend of declining results was seen in all Australian states and territories and many western countries around the world, including Finland and Canada. By contrast, results in Asian countries, including Korea and Hong Kong, showed improvement over the same period (Figure B2.6).

**Figure B2.6: PISA mathematical literacy mean scores, 2003 to 2012**



Source: Australian Council for Educational Research, various PISA reports: *How Australia Measures Up*

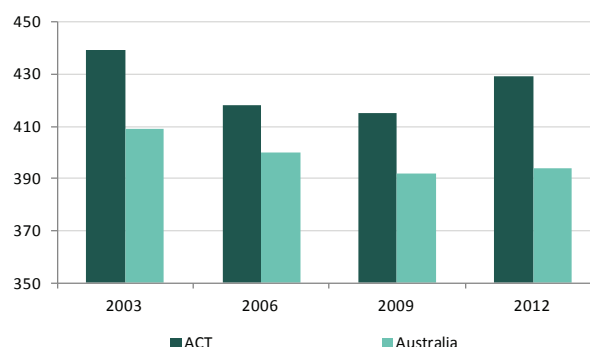
The Programme for International Student Assessment (PISA) is conducted on a three-year cycle, assessing students aged 15 years in reading, mathematical and science literacy. It is conducted worldwide by the Organisation of Economic Cooperation and Development. Further information regarding PISA can be found at: <http://www.oecd.org/pisa/keyfindings/pisa-2012-results.htm>.

ACT year 6 students performed the best in the nation in the 2012 National Assessment Program - Science Literacy (NAP Science). The ACT maintained its number one position in 2012, similar to the previous three assessments in 2003, 2006 and 2009 (Figure B2.7).

NAP Science is a triennial assessment which tests year 6 students' scientific literacy and inquiry skills. The ACT had the highest proportion of boys (67%) and girls (64%) performing at or above the proficient standard. This compared with the national results of 52 percent for boys and 51 percent for girls. The proficient standard is a challenging level of performance with students demonstrating a high level of scientific inquiry skills.

Despite a marginal decline in results from 2003 to 2009, the ACT mean score rose in 2012. (Figure B2.7).

**Figure B2.7: Mean scores of ACT and Australian year 6 students in science literacy, 2003 to 2012**



Source: National Assessment Program - Science Literacy Year 6 Reports, 2006 and 2012

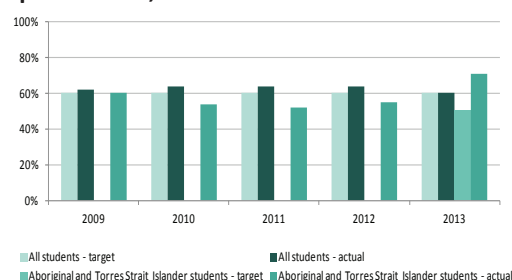
The NAP Science is a national sample assessment of primary students' science literacy skills. It assesses students' understanding of science, natural phenomena and scientific issues to make sense of the world. Students in year 6 in a sample of schools across Australia take part.

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



The performance of ACT students in vocational education and training was stable over the last five years (Figure B2.8). From 2009 to 2013, at least 60 percent of all year 12 students in public schools achieved a nationally recognised vocational qualification. A smaller percentage (between 52% and 60%) of Aboriginal and Torres Strait Islander students received a nationally recognised vocational qualification between 2009 and 2012. In 2013, however, 71 percent of year 12 Aboriginal and Torres Strait Islander students in public schools received a nationally recognised vocational qualification, surpassing the achievement of all students (60%).

**Figure B2.8: Percentage of year 12 students who received a nationally recognised vocational qualification, 2009 to 2013**



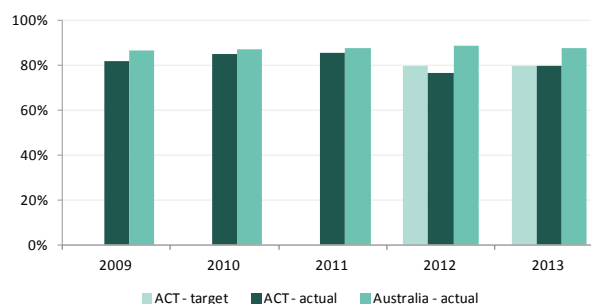
Source: Education and Training Directorate

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

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

The quality of vocational education and training in the ACT was rated highly by apprentices undertaking Australian Apprenticeships. Over the five year period from 2009 to 2013, apprentices reported around 80 percent satisfaction with their apprenticeship (Figure B2.9). Satisfaction levels for ACT students were slightly below satisfaction levels for all apprentices in Australia.

**Figure B2.9: Percentage of apprentices satisfied with their training under Australian Apprenticeships, 2009 to 2013**



Source: National Centre for Vocational Education Research, Student Outcomes Survey

Apprentices satisfied with their training is obtained from the annual Student Outcomes Survey of the National Centre for Vocational Education Research. The annual survey seeks to measure apprentices' and vocational education and training students' satisfaction with training and post-training employment outcomes.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

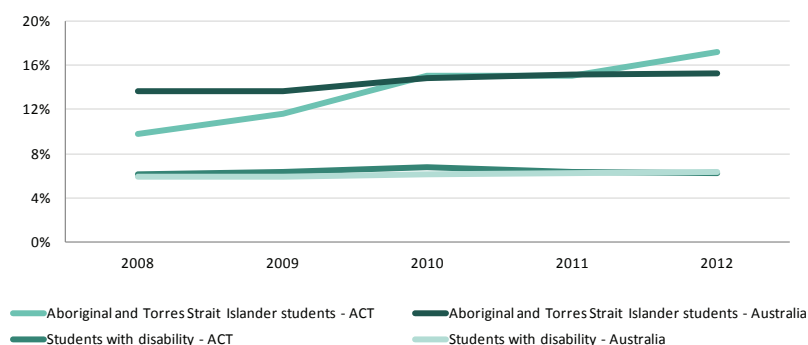
Participation in vocational education and training by students from disadvantaged backgrounds increased. Participation by students with a disability increased slightly (1.1%) from 2008 to 2012. There was a 75.5 percent increase in the participation rate of Aboriginal and Torres Strait Islander students (Figure B2.10).

The participation rate of students with a disability in the ACT was similar to that for Australia. For Aboriginal and Torres Strait Islander students, the ACT participation rate exceeded the Australian rate for 2011 and 2012.

Vocational education and training participation rates are calculated by dividing the population aged 15 to 64 by the number of students engaged in vocational education and training.

Further information this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

**Figure B2.10: Participation in vocational education and training by student type, ACT and Australia, 2008 to 2012**



Source: Productivity Commission, National Agreement for Skills and Workforce Development, National Agreement Performance Information, 2011 and 2012

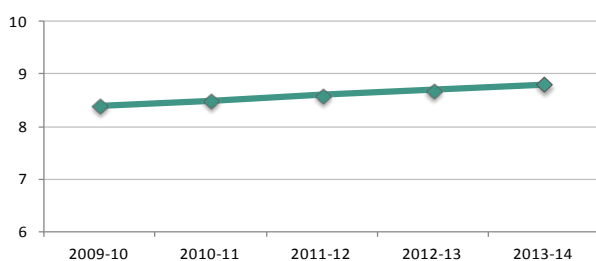
## 2. Inspirational teaching and leadership

*We will build the capacities of our teachers and leaders – by design, not by chance.*

Quality learning flows from inspirational teaching and school leadership. In 2014 the Directorate employed 3,479 teachers and 770 school leaders.

The average number of years of employment in the Directorate steadily increased from 8.4 years in 2009-10 to 8.8 years in 2013-14 (Figure B2.11). The average length of employment was a sign of a staff friendly organisational environment and flexible work-life balance employment arrangements.

**Figure B2.11: Average number of years of employment with the Directorate, 2009-10 to 2013-14**



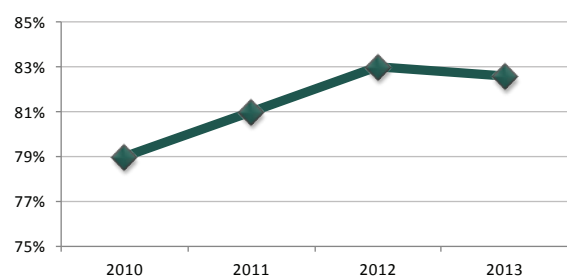
Source: Education and Training Directorate

Average number of years of employment of employment is the total number of years of employment of all employees divided by the total number of employees of the Directorate, based on the headcount of all permanent school and office-based staff in all classification streams as at the last pay day in the financial year. Staff on long service leave are excluded from these counts.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

In the last four years, an increasing proportion of teachers in public schools employed the use of learning technologies as part of their teaching practice. Figure B2.12 shows the proportion of teachers using technologies in classroom increased from 79.0 percent in 2010 to 82.6 percent in 2013.

**Figure B2.12: Proportion of teachers using learning technologies, 2010 to 2013**



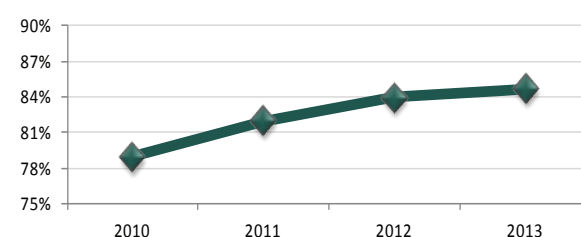
Source: Education and Training Directorate, satisfaction Surveys 2010 to 2013

The proportion of teachers using learning technologies is based on a survey of teachers in ACT public schools conducted in August each year. In determining the proportion, the question 'The use of learning technologies is an integral part of learning and teaching in my classroom' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate the result.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

The percentage of school teachers and leaders encouraging and practicing innovation in their teaching practice increased from 79.0 percent in 2010 to 84.7 percent in 2013 (Figure B2.13).

**Figure B2.13: Proportion of teachers and school leaders modelling innovative practice, 2010 to 2013**



Source: Education and Training Directorate, Satisfaction Surveys 2010 to 2013

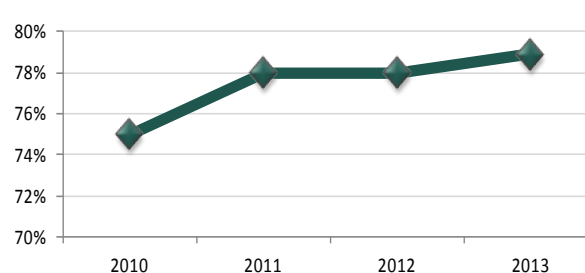
The proportion of teachers and school leaders modelling innovative practice is based on a survey of teachers in ACT public schools conducted in August each year. In determining the proportion, the question 'Innovative practice is encouraged' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate the result.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

A high performing school system encourages the development of leadership capacities of school teachers and leaders for the continuation of quality learning and teaching.

The proportion of public school teachers and leaders who reported participation in decision-making opportunities rose from 75.0 percent in 2010 to 78.9 percent in 2013.

**Figure B2.14: Proportion of teachers and school leaders participating in decision-making, 2010 to 2013**



Source: ACT Education and Training Directorate, Satisfaction Surveys 2010 to 2013



The proportion of teachers and school leaders participating in decision-making is based on a survey of teachers in ACT public schools conducted in August each year. In determining the proportion, the question 'I have opportunities to participate in decision-making' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate the result.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

The ACT Public Service is committed to more than doubling the number of Aboriginal and Torres Strait Islander employees by 2015. The number of Aboriginal and Torres Strait Islander employees was around 40 during 2009-10 to 2011-12, before rising to 57 in 2012-13 (Figure B2.15). There was a 12.3 percent increase in the number of Aboriginal and Torres Strait Islander employees from 2012-13 (57 employees) to 2013-14 (64 employees).

**Figure B2.15: Number of Aboriginal and Torres Strait Islander employees, 2009-10 to 2013-14**



Source: Education and Training Directorate

The number of Aboriginal and Torres Strait Islander employees is based on the headcount of employees identifying themselves as Aboriginal and Torres Strait Islander people as at the last payday in the financial year.

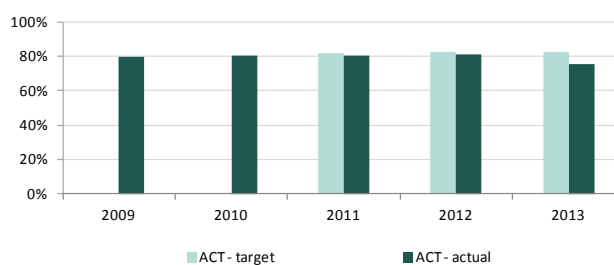
Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

### 3. High expectations, high performance

*We have high expectations for all and will meet the learning needs of every student.*

From 2009 to 2012, overall student satisfaction (across primary, high and college sectors) with the quality of the education received at public schools remained stable around 80 percent, with a slight drop from 2012 to 2013 (Figure B2.16). There were changes in the administration and content of the survey in 2013, in order to ensure consistency with the national approach, which may have impacted on the slightly lower result.

**Figure B2.16: Overall student satisfaction with education at public schools, 2009 to 2013**



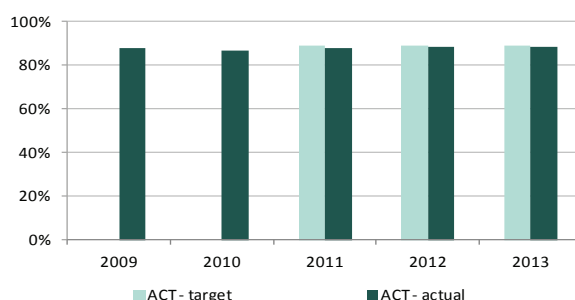
Source: Education and Training Directorate, Satisfaction Surveys, 2009 to 2013

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

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

The ACT public school certification rate for year 12 was 88.7 percent in 2013, an improvement from 88.0 percent in 2009 as shown in Figure B2.17.

**Figure B2.17: Percentage of year 12 public school students who received a Year 12 Certificate, 2009 to 2013**



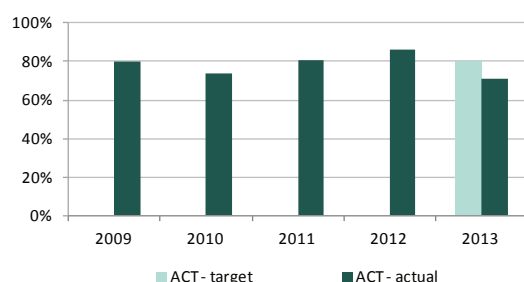
Source: Education and Training Directorate

Year 12 certification is the number of students who meet the requirements of a Year 12 Certificate, expressed as a percentage of year 12 enrolments. Data is obtained from the Board of Senior Secondary Studies and the Directorate's School Census undertaken in February. Estimates are calculated based on the number of students completing the requirements of the ACT Year 12 Certificate divided by the number of year 12 students as at the ACT School Census.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

The certification rate for year 12 Aboriginal and Torres Strait Islander students in public schools increased from 80.0 percent in 2009 to 86.2 percent in 2012, and then dropped to 70.9 percent in 2013 (Figure B2.18). In 2013 there were 55 Aboriginal and Torres Strait Islander students enrolled in year 12 in ACT public colleges. Of these, 39 students graduated with a Year 12 Certificate, falling short of the target of 44 students (80%). The Directorate has a number of programs in place to continue to improve results for Aboriginal and Torres Strait Islander students completing year 12 studies.

**Figure B2.18: Percentage of year 12 Aboriginal and Torres Strait Islander public school students who received a Year 12 Certificate, 2009 to 2013**

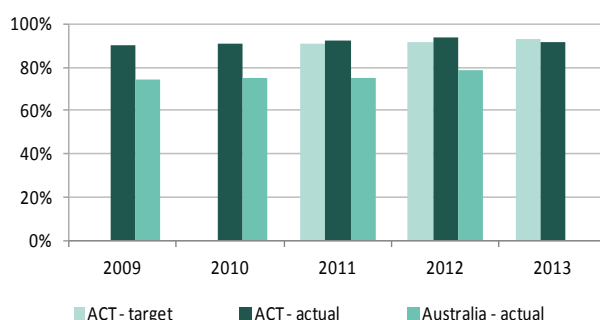


Source: Education and Training Directorate

As shown in Figure B2.19, the percentage of year 12 public school graduates engaged in study or employment increased from 90.5 percent in 2009 to 91.7 percent in 2013. There was a slight fall in results in 2013.

The percentage of ACT graduates engaged in further study or employment remained substantially higher than the Australian percentage from 2009 to 2012.

**Figure B2.19: Percentage of public school year 12 graduates studying or employed six months after completing year 12, 2009 to 2013**



Sources: Education and Training Directorate - Where are they now; and Productivity Commission, Report on Government Services (RoGS) 2011 to 2014.

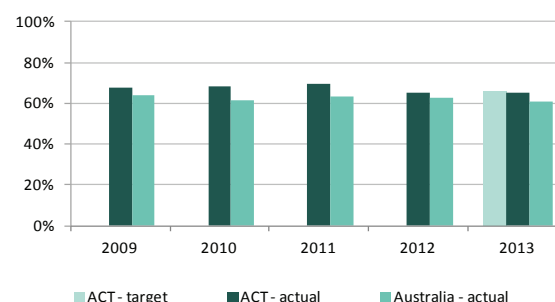
ACT destination data are based on a survey of graduates who successfully complete an ACT year 12 certificate. Graduates from the previous year are surveyed in May of the reference year. The survey frame is drawn from the ACT Board of Senior Secondary Studies administrative records.

The Australian rate is for 15-24 year-olds engaged in full-time study or employment in May of the reference year after finishing year 12 the previous year.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

Over the five year period from 2009 to 2013, the proportion of graduates with improved employment status after training declined slightly, however remained well above the national results (Figure B2.20).

**Figure B2.20: Proportion of graduates with improved employment status after training, 2009 to 2013**



Source: National Centre for Vocational Education Research, Student Outcomes Survey 2013

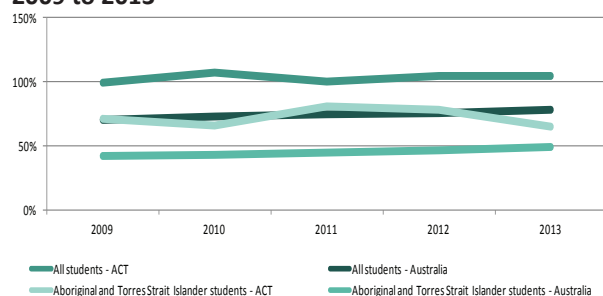
Proportion of graduates with improved employment status is defined as graduates aged 20-64 years with an improved employment status after training divided by the total graduates aged 20-64 years. The data are derived from the annual Student Outcomes Survey of the National Centre for Vocational Education Research. The annual survey seeks to measure apprentices' and vocational education and training students' satisfaction with training and post-training employment outcomes.

Further information on this measure can be obtained from [www.ncver.edu.au](http://www.ncver.edu.au).

The apparent retention rate for all students from year 7 to 12 was 99.5 percent in 2009 and increased to 104.4 percent in 2013 (Figure B2.21). The higher than 100 percent result was due to enrolments of NSW students in public schools.

The apparent retention rate for Aboriginal and Torres Strait Islander students from year 7 to 12 was 71.4 percent in 2009 however decreased to 65.2 percent in 2013 (Figure B2.21).

**Figure B2.21: Apparent retention rate from year 7 to year 12, public school students, ACT and Australia, 2009 to 2013**



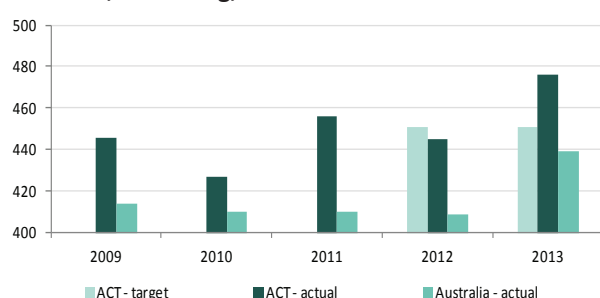
Source: Australian Bureau of Statistics *Schools, Australia 2013*

The apparent retention rate is an indicative measure of the number of students who have stayed in school, as at a designated year level. It is the percentage of the respective cohort group that those students would be expected to have come from assuming an expected progression of one grade per year.

Further information on this measure can be obtained from [www.abs.gov.au](http://www.abs.gov.au).

The mean scores in reading and numeracy for NAPLAN Aboriginal and Torres Strait Islander year 5 students in public schools improved from 2009 to 2013. The reading mean score increased by 30 score points (Figures B2.22). Mean scores of Aboriginal and Torres Strait Islander students were subject to large variation due to a relatively small number of students undertaking the assessments in the ACT. The performance of Aboriginal and Torres Strait Islander year 5 students in the ACT was significantly higher than that of Aboriginal and Torres Strait Islander students at the Australian level.

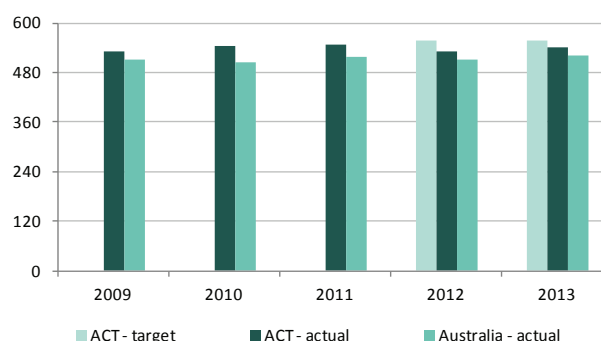
**Figure B2.22: Mean achievement score of Aboriginal and Torres Strait Islander year 5 public school students, in reading, 2009 to 2013**



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program-Literacy and Numeracy, 2009 to 2013

The mean score in reading for Year 9 Aboriginal and Torres Strait Islander students improved from 530 points in 2009 to 542 points in 2013 (Figure B2.23). The results remained below the target in 2012 and 2013, but significantly above results for all Aboriginal and Torres Strait Islander students in Australia.

**Figure B2.23: Mean achievement score of Aboriginal and Torres Strait Islander year 9 public school students, reading, 2009 to 2013**



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program-Literacy and Numeracy 2009 to 2013

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

For ACT Aboriginal and Torres Strait Islander students this difference equated to approximately 18 months to two years of schooling.

The number of Aboriginal and Torres Strait Islander enrolments in preschool in public schools increased over the last five years. The number of enrolments of Aboriginal and Torres Strait Islander preschool students increased by 21 percent from 2009 to 2013 (Figure B2.24).

**Figure B2.24: Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools, 2009 to 2013**



Source: Education and Training Directorate, August census, 2009 to 2013

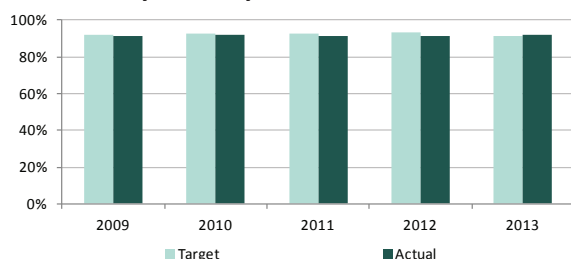
The number of preschool enrolments of Aboriginal and Torres Strait Islander students in public schools includes students who were attending a preschool program at a specialist school and as an early entry student.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).



The attendance rate of students in ACT public schools was above 91 percent during 2009 to 2012. The attendance rate exceeded 92 percent for 2013 and was above the target for the first time (Figure B2.25).

**Figure B2.25: Attendance rate of public school students in year 1 to year 10, 2009 to 2013**



Source: Education and Training Directorate

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

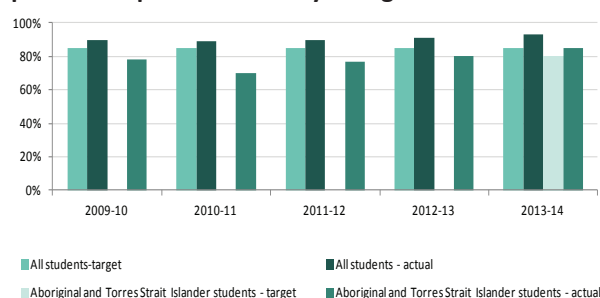
A data quality statement on this measure can be obtained from Report on Government Services page on the Australian Productivity Commission website at [www.pc.gov.au](http://www.pc.gov.au).

#### 4. Connecting with families and the community

*We will partner with families and engage with the community to build meaningful relationships.*

An indicator of stakeholder confidence in public education is the retention of year 10 students in public schools to year 11 in public colleges. The results have been around 90 percent over the last five years, with 93 percent in 2013-14. Similarly, a high proportion (85%) of Aboriginal and Torres Strait Islander students also proceeded to study year 11 at public colleges in 2014. Although this was slightly lower than for all students, the proportion increased over time, from 78 percent in 2009-10 (Figure B2.26).

**Figure B2.26: Percentage of year 10 students who proceed to public secondary college education**



Source: Education and Training Directorate

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

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

Figure B2.27 indicated that there was a high level of parent and carer satisfaction with education at public schools over the last five years. Satisfaction levels improved from 85.3 percent in 2009 to 86.0 percent in 2012 before dropping to 83.1 percent in 2013.

**Figure B2.27: Overall satisfaction of parents and carers with the education provided at public schools, 2009 to 2013**



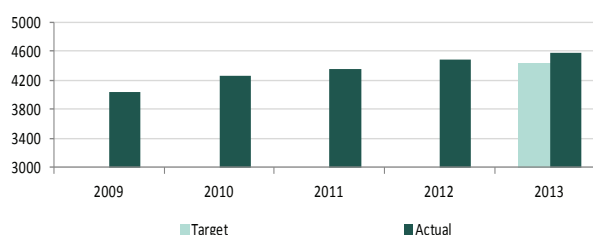
Source: Education and Training Directorate, Satisfaction Surveys, 2009 to 2013

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

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

The community's confidence in public education was reflected through an increasing number of preschool enrolments in public schools. Preschool enrolments grew by 13.6 percent from 4,033 enrolments in August 2009 to 4,583 enrolments in August 2013. The target was exceeded by 158 enrolments (Figure B2.28).

**Figure B2.28: Number of enrolments in preschool in public schools, 2009 to 2013**



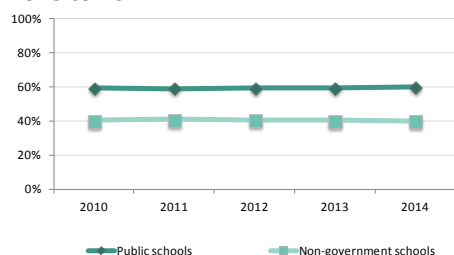
Source: Education and Training Directorate, August census, 2009 to 2013

The number of preschool enrolments in public schools in August included students who were attending a preschool program at a specialist school and as early entry students.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

Public schools continued to enrol the majority of ACT students. Public school enrolments as a proportion of overall ACT enrolments was stable from 2010 to 2014 (Figure B2.29).

**Figure B2.29: Proportion of school enrolments, 2010 to 2014**



Source: Education and Training Directorate, February census, 2010 to 2014

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

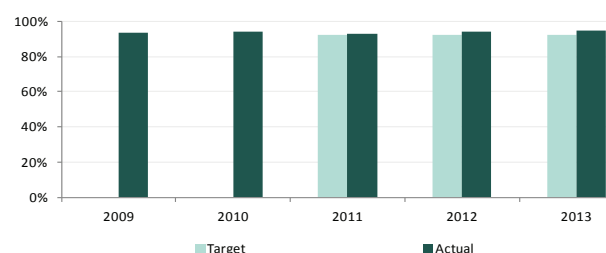
Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

## 5. Business Innovation and Improvement

*We will support innovation, improve our business systems and be open and accountable for our decisions.*

Improvement was seen in the staff retention rate in the Directorate. The Directorate has set its staff retention target at 92.0 percent. The result of 94.7 percent in 2013 was an improvement from 93.9 percent in 2012 (Figure B2.30).

**Figure B2.30: Staff retention rate, 2009 to 2013**



Source: Education and Training Directorate

The staff retention rate is expressed as a percentage of all staff retained in the financial year.

The rate is calculated by dividing the number of permanent staff employed at the last pay day in June of the preceding year plus the number of commencements during the financial year, minus the number of separations in the same financial year, by the number of staff at the last pay day of the preceding year and commencements during the financial year.

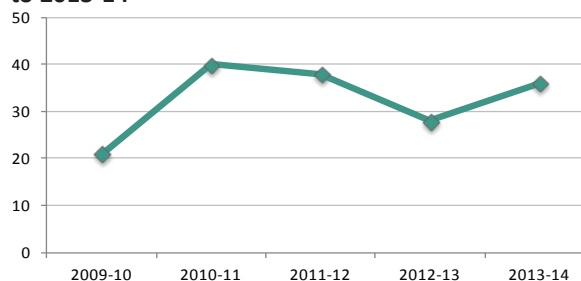
The staff retention rate is the headcount of permanent school-based and office-based staff in all classification streams. Staff on long service leave are excluded from these counts.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

The Directorate, in line with ACT Government policy, is committed to making government decisions transparent through Open Government initiatives. The freedom of information (FOI) process is a mechanism allowing the community to access information held by

the Directorate. The number of new FOI requests in a financial year increased from 21 in 2009-10 to 40 in 2010-11 and was reasonably consistent from then to 2013-14 (Figure B2.31).

**Figure B2.31: Number of new FOI requests, 2009-10 to 2013-14**



Source: Education and Training Directorate

The number of new FOI requests is the total number of requests received by the Directorate in a financial year under section 79(2) of the *Freedom of Information Act 1989*.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

A steady capital works program was undertaken to build new schools and renew existing schools. Electricity consumption dropped, resulting in increased efficiencies in resource use and environmental sustainability.

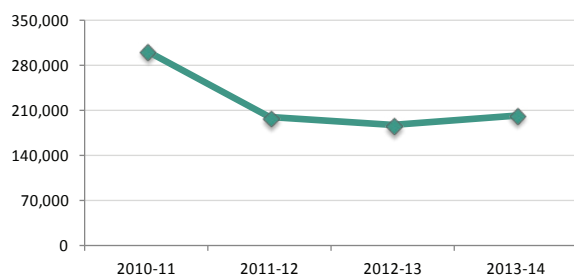
The Government allocated \$667.5 million over the last five years to build new schools and upgrade facilities at existing schools. Gungahlin College, Harrison School, Neville Bonner Primary and Franklin Early Childhood Schools opened in the last five years, meeting increasing student enrolments in north Canberra. Namadgi School was a new school in Tuggeranong, along with substantial capital works at Taylor Primary School and Canberra College (performing arts centre).

Annual capital works expenditure reduced from a high of approximately \$200 million for the 2009-10 and 2010-11 financial years to \$75 million for the 2013-14 financial year. This 2010-11 to 2011-12 reduction in annual capital works expenditure reflects the completion of projects under the Building the Education Revolution and substantial construction works at Gungahlin College and Namadgi School in 2011-12.

The Directorate is committed to ecological sustainable development through increasing energy efficiency, thereby reducing its carbon footprint.

Reduction in the carbon footprint by the Directorate's motor vehicle fleet was achieved in the last four years. The number of kilometres travelled by fleet cars reduced to 202,160 in 2013-14 from 301,657 in 2010-11, a 33 percent reduction.

**Figure B2.32: Number of kilometres travelled by fleet cars, 2010-11 to 2013-14**



Source: Education and Training Directorate

The total number of kilometres is the distance travelled by the Directorate's fleet of office based vehicles. It is measured using opening and closing odometer readings in each of the Directorate's vehicles used during the financial year.

Further information on this measure can be obtained by emailing to [ETDAnnualReport@act.gov.au](mailto:ETDAnnualReport@act.gov.au).

For further information contact:

Director

Planning and Performance

(02) 6205 5511



*Connecting with families and the community* is a key priority in the Directorate's *Strategic Plan 2014-17: Education Capital: Leading the Nation*. Associated strategies continue to strengthen parent engagement in education, and both students and their parents in careers and transition planning. As part of this priority, the Directorate strived to improve the clarity and consistency of communication with families.

The Directorate increasingly used digital communication tools to engage with key stakeholders and the community. This is consistent with the priorities of the *Digital Canberra Action Plan* 'key areas of Connected Community' with a focus on engaging with citizens through social media and Open Government to transform education services and deliver information in line with community expectations.

In addition to the Directorate and school websites, community members were able to access updates about school and Directorate events quickly and easily through a range of platforms.

The Directorate's *ACT Public Schools* Facebook page and the many individual school Facebook pages provided families and school community members with a range of information. In addition, they proved particularly useful for school communication to families out of school hours. The Directorate's Facebook page had more than 1,100 fans by the end of the year. The *@ACTEducation* Twitter site continued to double the number of followers each year and at the end of the year had more than 1,400 followers.

The Directorate undertook community consultation using the *Time to Talk* website, inviting feedback on developments relating to gifted and talented education, services for students with learning difficulties, and as part of *Preschool Matters* consultations.

The ACT Government 'responsive design' website template continued to be applied to school websites to improve the accessibility of information for people with a disability and to aid viewing on mobile electronic devices.

### Major advisory groups and consultations

The Director-General, together with other Directorate staff, met on a regular basis with the executive of the ACT Council of Parents and Citizens Associations; the Australian Education Union; the Catholic Education Office; the Association of Independent Schools; and the ACT Principals' Association to discuss key issues and progress on major initiatives.

### Government and Non-government Schools Education Councils

The Government Schools Education Council and the Non-government Schools Education Council advised the Minister for Education and Training as required on public and non-government schooling. Community and education members representing significant stakeholder groups form the membership of both councils. The Directorate provides secretariat support for these Councils.

### Review of non-government schools registration processes

During 2013, the Minister for Education and Training initiated a review of the approval and registration processes relating to non-government schools in the ACT. Eleven education stakeholder groups contributed to the review through written submissions.

An independent panel identified the key themes from the stakeholder submissions and presented to the Minister on current non-government school approval and registration processes and practices, and those that might be enhanced.

The key themes were:

- planning;
- community demand;
- communication/consultation;
- composition of panels;
- regulatory issues; and
- appeal rights.

The 2013 review will result in enhancements to the approval and registration processes for ACT non-government schools and the development of new guidelines for implementation in 2015.

The review considerations are available on the Directorate's website.

### Non-government school proposals for development

The Directorate informed the community of applications relating to the in-principle approval and registration of non-government schools in the ACT.

When an application for in-principle approval is received by the Directorate, community comment is invited on the application through a notice published in the Community Noticeboard of The Canberra Times and on the Directorate's website.

When the application is for provisional registration; registration of a provisionally registered school; registration of an existing school at an additional campus; or additional educational levels, community information on the application is provided through a

notice published in the Community Noticeboard of The Canberra Times and on the Directorate's website.

When the application is for the renewal of registration of an existing school, the community is informed through the Directorate's website.

Community information relating to the Minister for Education and Training's decisions regarding applications for in-principle approval and registration is provided through the Directorate's website.

During the 2013-14 reporting period the Directorate notified the community that:

- the Catholic Education Office was seeking to relocate Good Shepherd Primary School's John Paul College campus from Harrison to Nicholls;
- an application for Provisional Registration of the proposed At-Taqwa Islamic School was refused;
- Brindabella Christian College's application to be registered at an additional campus in Charnwood for kindergarten – year 4 students was granted;
- Covenant College proposed to change its name to Covenant Christian School; and
- registrations of the following non-government schools were renewed until 31 December 2018:
  1. Blue Gum Community School, Hackett (kindergarten – year 10)
  2. Brindabella Christian College, Lyneham (kindergarten – year 12)
  3. Holy Trinity Primary School, Curtin (kindergarten – year 6)
  4. Rosary Primary School, Watson (kindergarten – year 6)
  5. St Bede's Primary School, Red Hill (kindergarten – year 6)
  6. St Benedict's Primary School, Narrabundah (kindergarten – year 6)
  7. St Joseph's Primary School, O'Connor (kindergarten – year 6)
  8. St Michael's Primary School, Kaleen (kindergarten – year 6)
  9. St Monica's Primary School, Evatt (kindergarten – year 6)
  10. Sts Peter and Paul Primary School, Garran (kindergarten – year 6)
  11. St Thomas More's Primary School, Campbell (kindergarten – year 6)
  12. St Thomas the Apostle Primary School, Kambah (kindergarten – year 6)
  13. St Vincent's Primary School, Aranda (kindergarten – year 6).

### Aboriginal and Torres Strait Islander Education Consultative Group

The Aboriginal and Torres Strait Islander Education Consultative Group (the Group) meets with ACT Aboriginal and Torres Strait Islander communities, groups and organisations and provides advice to the ACT and Australian governments on education and training programs and initiatives under the National Aboriginal and Torres Strait Islander Education Action Plan (the Plan).

In 2013 and 2014, the Group and the Chair were actively involved in:

- forums and meetings in relation to support for students with disability and their families;
- Buunji National Aboriginal and Torres Strait Islander Education Conference with a focus on identity, diversity and sustainability;
- hosting cross-sector meetings with the Directorate, Catholic Education Office, ACT Association of Independent Schools and the Federal Departments of Education, and Prime Minister and Cabinet;
- Education and Training Aboriginal and Torres Strait Islander community forum on the Engaging Schools Framework for ACT public schools;
- developing programs and initiatives that will service young people in the ACT with the Australian Government's Budget Based Funding review, OzHelp Suicide Prevention Training, ACT Trauma Recovery Centre and Aboriginal and Torres Strait Islander Youth Justice;
- a forum of managers and executive officers of community and government agencies to contribute to the ACT Aboriginal and Torres Strait Islander Elected Body Community Plan;
- University of Technology Sydney workshop about the Bachelor of Business Administration (Indigenous); and
- the Charles Sturt University symposium on Australian Indigenous Leadership and Entrepreneurship Research.

In 2013 and 2014, the Group provided advice on local and national policy and projects. Locally, the Group participated in the development and implementation of Reconciliation Action Plans and Community Partnership Agreements, the Directorate's Engaging Schools Framework, cultural competency and cultural awareness training for teachers and school staff, and the Directorate's *Aboriginal and Torres Strait Islander Employment Action Plan 2014–2017*. They were also involved in a review of the *Engagement Protocols Booklet* for the Catholic Education Office.

Nationally, the Group contributed to the Australian Government's Budget Based Funding stakeholder review, the Learning Communities Project, the revision of the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, and the Focus Schools Next Steps initiative.

### Aboriginal and Torres Strait Islander education consultation

During the reporting period, the Directorate consulted with Aboriginal and Torres Strait Islander communities through the United Ngunnawal Elders Council, the Aboriginal and Torres Strait Islander Education Consultative Group, the Aboriginal and Torres Strait Islander Elected Body, the Ngunnawal Centre (University of Canberra), Dhara Dharamoolan (Australian Catholic University), Gudan Gulwan, and Thunderstone (Murungul Gurubung) Aboriginal Cultural and Land Management Services.

Consultation topics included:

- the Directorate's Aboriginal and Torres Strait Islander Employment Strategy;
- post-school options, pathways and tertiary scholarships;
- Student Aspirations activities;
- delivery of an introductory cultural awareness program for students; and
- use of the word 'Mura' for the Directorate's Aboriginal and Torres Strait Islander student Achievement Awards Program for students in years 4 to 10.

### Minister's Student Congress

The Minister's Student Congress (MSC) is the Directorate's peak student leadership body. It provides ACT public school students the opportunity to discuss educational issues important to them directly with the Minister for Education and Training.

In May 2014 the Congress Executive provided the second report to the Minister on behalf of the MSC. The Executive Report reflected the considerable achievements of the MSC in the previous year and recommended that the MSC continue to be used to further empower youth and provide student voice to public school students.

Key achievements for MSC members throughout the reporting period included presenting at the International Women's Day breakfast; launching the new Careers and Transitions website; facilitating workshops for the National Day of Action Against Bullying and Violence - the Student Voice in Preventing Bullying Conference; representing public school students on the Government Schools Education Council; and providing student consultation on a number of new policy documents.

### Disability Education Reference Group

The Disability Education Reference Group (DERG) is a community consultative forum convened by the Director-General. DERG provides an opportunity for the community to have a role in formulating advice on the education of students with a disability in public schools.

Membership of the DERG is comprised of principals, the Australian Education Union, parent associations and other government and community organisations involved in the support of people with disability and their families.

In the reporting period, the DERG considered a range of national and local activity. This included:

- the extension of the More Support for Students with Disability National Partnership;
- the phased approach to the Nationally Consistent Collection of Data for Student with Disability;
- the "Missing School" project/trial – supporting students with long-term illness to maintain their connection with peers and school;
- the Minister's Taskforce on Students with Learning Difficulties and the Directorate's progress in implementing the Taskforce recommendations;
- a Communities of Learners project supporting Disability Education Coordinator Officers in schools record and share good practice across the system;
- progress of the NDIS and its interface with education services;
- collaboration with Community Services Directorate on the Everyone Everyday project to raise awareness and increase understanding of disability among students;
- professional learning opportunities run by local parent organisations;
- Australian Curriculum Diversity updates;
- the new Black Mountain School COMPASS program for students with mild intellectual disability; and
- updates on early intervention programs.

### ACT Safe Schools Roundtable

The Safe Schools Roundtable (the Roundtable) was inaugurated in 2013 to provide advice to the Minister for Education and Training on matters relating to achieving the National Safe Schools Framework (NSSF) vision of: 'All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing'.



The Roundtable provided valuable cross sectoral community consultation about Safe and Supportive Schools policy development and the implementation of the NSSF in ACT public and non-government schools.

### School boards

The *Education Act 2004* (the Act) requires each public school to have a school board as a way of sharing authority and responsibility with the local school community. The Act prescribes the composition of general school boards, boards of small schools and also school-related institutions and other schools in special circumstances, which may require a different structure due to the needs of the institution or school.

Most public schools have a general school board with provision for a principal, an appointed member representing the general public, two staff members, three parents and citizens members, two student members (in high schools and colleges) and up to two board appointed members. The board appointed member positions can be used by schools to strengthen a desired skill set on the board and to ensure that all constituent groups in the school community are involved in school decision-making. All appointments, apart from board appointed members, are made by the Directorate's Returning Officer on behalf of the Director-General.

Some public schools have specially constituted school boards. The Act details the functions of public school boards. These functions include establishing the strategic direction and priorities for the school; monitoring and reviewing school performance; establishing educational, financial and resource-related policies; developing relationships between the school and the community; encouraging parent participation in student learning and making recommendations to the Director-General on issues affecting the school.

During the reporting period, the Directorate provided training and support for members of school boards.

### Schools capital works

During the reporting period, the Directorate continued stakeholder consultation on the planning, design and construction of capital works projects for new and existing schools and childcare centres. The Directorate engaged with external stakeholders on the following capital works projects:

- Taylor Primary School rectification works;
- Molonglo (Coombs) primary school;
- Civic Early Childhood Centre Feasibility Study; and
- the construction of a new dirt track for biking at Melrose High School.

Internal consultations were also undertaken with school principals, school boards and school Parents and Citizens Associations on planned works at schools and master plans, and with childcare centre operators on planned works at childcare centres.

These projects are discussed in detail in Section F3.

### Training and tertiary education consultation

The Directorate is committed to ongoing reforms of the ACT vocational education and training system that further enhance quality, responsiveness, agility, access and equity. Central to these reforms are strategies that improve community and industry engagement with the vocational education and training sector.

In 2013-14, the Directorate continued its Training and Tertiary Education (TaTE) Quarterly Stakeholder Forums and implemented a range of new engagement initiatives, including:

- targeted industry and community consultation on the ACT Skills Needs List;
- industry liaison field officers;
- the Better Linkages between Employment and Training Initiative; and
- the ACT Vocational Education and Training Think Tank.

TaTE Quarterly Stakeholder Forums provide an opportunity for stakeholders to engage with the Directorate on current and future skills development activities. During the reporting period stakeholders attending the forums included:

- representatives from registered training organisations (RTOs) including public and non-government school RTOs;
- group training organisations (GTOs);
- industry skills councils;
- Australian Apprenticeship Centres (AACs);
- the ACT and Region Chamber of Commerce and Industry;
- Australian Council for Private Education and Training (ACPET);
- ACT Association of Providers of Training Services (APTS);
- Board of Senior Secondary Studies (BSSS);
- industry peak bodies; and
- the Australian Government.

The four forums held in 2013-14 covered a range of topics including:

- local and national reform in the skills training sector;
- ACT Vocational Education and Training Administrative Record System (AVETARS);
- Independent Industry Validation of RTO Assessment Practices Project;
- entitlement and contestability in the ACT vocational education and training market;
- applying for funded vocational education and training initiatives;
- RTO audits and compliance;
- Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS); and
- Australian Skills Quality Authority.

### Industry and community consultation on the ACT Skills Needs List

The Directorate developed the Forecasting of Industry Needs and Entitlement (FINE) model to identify areas of skills shortage within the ACT. The FINE model established priorities and levels of relative need for all ACT occupations and the vocational education and training qualifications typically required for employment in these occupations.

Between June and August 2013, the Directorate presented the FINE model at six industry consultations. At these forums, industry representatives and employers provided feedback on the model and identified issues affecting the availability of appropriate skills within their sector.

To seek broader community input, the Directorate also sought responses to its draft ACT Skills Needs List through an online survey. The survey was advertised through the Directorate's vocational education and training stakeholder communication network, the ACT Government's consultation website Time to Talk and the Canberra Business Council. The survey closed in August 2013 with 302 responses received.

### Industry liaison field officers

The implementation of skills reform in the ACT included the establishment of a specific industry liaison function in the Directorate. This function facilitates improved linkages between the ACT Government, training providers, employers, employment service providers, schools and the community.

In 2013-14, the Directorate's vocational education and training liaison function was expanded to include field officers. Directorate field officers made contact with every employment service provider and every high school and college (both public and non-government) in Canberra.

The focus of the field officers' visits was to increase awareness of, and access to, information about the range of opportunities available in the ACT vocational education and training system.

### The Better Linkages between Employment and Training Initiative

The Better Linkages between Employment and Training Initiative (Better Linkages) seeks to encourage information exchange, collaboration and innovation in service delivery to achieve better outcomes for ACT job seekers. Better Linkages projects funded in the ACT in 2013-14 facilitated improved links between RTOs, employment service providers, employers, community organisations and Centrelink.

### ACT Vocational Education and Training Think Tank

In April 2014, the Deputy Director-General established the ACT Vocational Education and Training Think Tank for consultation, collaboration and communication with vocational education and training stakeholders. The objectives of the ACT Vocational Education and Training Think Tank were to:

- identify and discuss key current and emerging strategic, policy and operational matters confronting the Training and Tertiary Education branch of the Directorate;
- provide a perspective of the ACT vocational education and training community on the ACT vocational education and training system; and
- inform strategies to strengthen interaction, communication and collaboration between the Directorate and ACT vocational education and training stakeholders.

Membership of the ACT Vocational Education and Training Think Tank included representatives from RTOs (including public and non-government school RTOs); AACs; GTOs; ACPET and APTS. During the reporting period, the ACT Vocational Education and Training Think Tank met three times to discuss initiatives to improve access, equity and quality in the delivery of vocational education and training to Canberrans.

### Canberra CareersXpo

The Rotary Club of Canberra City coordinates the CareersXpo in term 3 each year. The Directorate supports the CareersXpo by facilitating school visits, subsidising transportation to and from the venue and organising the Try'aTrade and Planning Future Pathways exhibits.

In 2013, approximately 7,500 students from the ACT and regional NSW visited the CareersXpo held at Exhibition Park in Canberra. More than 100 exhibitors represented universities; employer groups; RTOs; apprenticeships; trades; private providers and government agencies.

Part of the program for 2013 was Planning Future Pathways, an event which provided school leavers with a disability and their parents and carers with information about the services and pathways available.

'Try' a Trade' was available to students who wanted to try their hand at trades and skills ranging from plastering to hospitality. The CareersXpo also incorporated a walk through by the Minister for Education and Training and the presentation of the Deanne Reynolds Career Development Award.

In addition to international keynote speaker, Mr Sam Cawthorn, presenting throughout the day on building career resilience, other seminars were presented by the following organisations:

- Australian National University;
- University of Canberra;
- Canberra Institute of Technology;
- University of Sydney;
- University of NSW;
- Australian Defence Force; and
- Institute of Chartered Accountants Australia.

#### ACT Training Excellence Awards

The ACT Training Excellence Awards were the ACT's premier vocational education and training community event. The 2013 Awards presentation, held on 5 September, recognised the outstanding

achievements of apprentices, trainees, school students, employers, colleges, RTOs and industry within the VET sector. A new venue, the Canberra Southern Cross Club Woden, provided the venue for the 460 guests to celebrate the Awards.

#### The ACT Adult Community Education (ACE) Grants Program

The ACT Adult Community Education (ACE) Grants Program was designed to support quality adult community learning opportunities in a range of formal and informal settings using flexible and learner centred activities. The ACT Government allocates funds annually for innovative adult community learning and development activity in the ACT.

Core aims of the ACT ACE Grants Program included:

- the provision of learning that leads towards increasing participation in work and/or further study, particularly vocational education and training; and
- building the personal, social and economic capital of people who have traditionally experienced barriers to learning in mainstream programs.

Many of the organisations receiving ACT ACE Grants Program funding in 2014 provided pre-vocational, bridging, entry-level and foundation skills.

Details of recipients of ACT ACE Grants Program funding in 2014 are provided in Table B3.1.

**Table B3.1: ACT ACE Grants Program funding in 2014**

Provider	Course	Outcomes	Amount (\$)
Australian Indigenous Leadership Centre Ltd	Introduction to Diversity Mentoring	Leadership knowledge, skills and networks for Aboriginal and Torres Strait Islander participants; and skills for working more effectively with Aboriginal and Torres Strait Islander people for non-Aboriginal and Torres Strait Islander participants.	15,000.00
	Introduction to Indigenous Leadership and Governance	Leadership and governance skills for members of the Aboriginal and Torres Strait Islander community.	15,000.00
Belconnen Arts Centre Incorporated	ARTSPACE	Inclusive creative visual arts workshop for emerging artists living with a disability and mental health consumers.	8,670.00
Canberra Blind Society Incorporated	Let Your Senses Lead the Way	Braille literacy skills for people who are blind or have low vision.	15,000.00
Canberra Institute of Technology	Skill Set in Hair and Beauty	Introductory skills in hairdressing, retail make-up and skin care combined with foundation skills training enabling participants to confidently perform routine salon functions and demonstrate and sell make-up and retail skin care products.	15,000.00
Community Connections Incorporated	Inclusive Drama	Improved social competence leading to better social integration and participation.	14,200.00
Migrant and Refugee Settlement Services of the ACT Inc. (MARSS)	English for Living Program	Functional literacy helping migrants and refugees with little or no English proficiency achieve greater independence in their day-to-day life.	15,000.00
	Home Tutor Program	Improved English language skills and knowledge about Australia and the Australian way of life for migrants and refugees.	15,000.00



**Table B3.1: ACT ACE Grants Program funding in 2014 (continued)**

Provider	Course	Outcomes	Amount (\$)
Music For Everyone Incorporated	Mixed Abilities Music and Drumming Groups	Learning and social inclusion opportunities for people with a disability through a special music program.	15,000.00
Real Corporate Partners Pty Ltd	The SPARK Program	Job readiness skills coupled with either a Certificate II in Warehouse Operations or a Certificate II in Retail for unemployed/underemployed adult Aboriginal and Torres Strait Islander people.	15,000.00
Sexual Health and Family Planning ACT Incorporated	Family Friends and Lovers: a Sexuality and Relationships Education Resource for People Working with People with a Disability	'Train the Trainer' program and manual on sexuality and relationships for people who work with people with a disability.	14,900.00
Southside Community Services Inc.	Skills for Work	Foundation knowledge and skills in the participant's chosen workplace context.	15,000.00
	Links to Learning in 2014	Links to learning for socially disadvantaged ACT residents with low language and literacy/numeracy proficiencies and people from diverse backgrounds.	15,000.00
	Developing e-Learning skills program	e-Learning skills for socially disadvantaged ACT residents with low IT skills and who are participating in a vocational course that has an E-learning component.	5,549.30
Support Asian Women's Friendship Association Incorporated	Learning Basic Computer and English Skills in other Languages for CALD Backgrounds Adult Learners	Basic computer and English language skills for adult learners with limited English and limited or little knowledge of computers.	14,968.80
	Stepping Up - Learning Computer Skills and Workplace English in the Workplace for CALD Backgrounds Adult Learners	Improved English language skills and modern communication technology computer skills for adult learners with some grasp of English and some knowledge of computers.	14,911.90
Tuggeranong Community Arts Association	The Tuggeranong PATHWAY to Creativity	Engagement in creative and artistic activities that lead to further education possibilities for adult members of the community.	15,000.00
Vietnam Veterans and Veterans Federation ACT Incorporated	Metal Mangers and Old Soldiers and Computers	New skills for veterans.	11,800.00

## Major partnerships

The Directorate has a range of specific partnerships with business and community groups. These provide for an active wider involvement in the delivery of programs that support education and celebrate excellence among our schools. Major partnerships in 2013-14 included:

- Public Education Foundation;
- Capital Chemist;
- Academy of Interactive Entertainment;
- Molonglo Community Bank Group;
- Country Women's Association;
- Paperchain Bookstore Manuka;
- The Fred Hollows Foundation;
- Canberra Refugee Support;
- Rotary Club of Canberra City;
- Vikings Group;
- Binutti Construction Pty Ltd;
- Hawker Brownlow Education; and
- Teachers Mutual Bank.

An inaugural partnership was launched between the Directorate and the Public Education Foundation for the provision of scholarships for public school students, teachers and principals in the ACT.

Twelve scholarships programs covering a diverse range of opportunities were offered. Of these, one student attending Gungahlin College was successful in being awarded the Walter and Eliza Hall Trust scholarship for a student with a disability attending university in 2014, valued at \$6,000.

Capital Chemist awarded scholarships of \$1,000 each to three year 11 students from each public college for their demonstrated commitment to academic endeavour, citizenship or for special recognition. The scholarships provided assistance to students with the completion of their senior secondary education. A total of 32 scholarships were awarded, valued at \$32,000.

The Academy of Interactive Entertainment Canberra offered in-house study scholarships to year 12 students from ACT public senior secondary colleges. Successful recipients could use the scholarships to off-set costs of attending the first year of any of the four selected courses provided by the Academy. Further, the Academy provided a one-off cash grant towards IT equipment as well as cash prizes awarded to selected students attending colleges. In 2014, a total of eight scholarships, 20 prizes of \$500 each and two grants were awarded by the Academy of Interactive Entertainment, valued at \$113,500.

The Molonglo Community Bank Group Student Awards recognised citizenship and altruistic qualities of year 11 students from public and non-government schools. A total of 10 awards were presented, valued at \$1,000.

The Country Women's Association awarded scholarships of \$350 to students commencing year 12 in 2014. The students (from public and non-government schools) were selected on the basis of their aptitude and commitment to completing their schooling in the face of adversity. Six scholarships were awarded, valued at \$2,100.

Paperchain Bookstore Manuka supported, through a contribution of book vouchers to the value of \$10,000, the 2013 Chief Minister's Reading Challenge. Book vouchers were awarded to participating schools from public and non-government sectors. Seventy schools registered for the Challenge, with more than 12,000 students completing the Challenge.

Paperchain Bookstore Manuka also supported the 2013 Year 10 Excellence Awards with a \$5,000 contribution, as well as book vouchers, valued at \$3,150. A total of 63 awards were presented to students.

Inspired by the late Fred Hollows (1929-1993), The Fred Hollows Schools Award acknowledges the positive contributions and small acts of kindness to peers made by public and non-government primary school students. A total of 98 (non-monetary) awards were presented to students from 16 schools.

Canberra Refugee Support presented scholarships of \$250 to students at the Directorate's Introductory English Centres. The scholarships recognised the outstanding achievements of refugee students and offered encouragement for the pursuit of personal and educational goals. Twelve scholarships were awarded, valued at a total of \$3,000.

Other community partnerships supporting public education included ACT Children's Week, the Returned and Services League of Australia Woden Valley Sub-Branch Incorporated and the School Volunteer Program - ACT Incorporated.

The Directorate was again proud to be a sponsor of ACT Children's Week, held from 19-27 October 2013, providing an opportunity to identify, raise awareness and celebrate the requirements, rights and achievements of children and young people in our community. The ACT Children's Week Committee provides small grants and awards to people 'making a difference' in the lives of children and young people. ACT schools hosted a range of activities during the week and several teachers received awards for their contribution.

In partnership with the Directorate, the Returned and Services League of Australia Woden Valley Sub-Branch Incorporated held its annual Combined ANZAC and Peace Ceremony on 9 April 2014, inviting all Woden Valley primary schools to participate. More than 800 students and teachers attended the ceremony at Eddison Park, Woden. The ceremony included an essay writing competition based on an ANZAC theme with three cash prizes awarded to students.

The School Volunteer Program of the ACT is a registered voluntary organisation which places volunteers in ACT public schools as mentors, confidantes and communicators. In the reporting period, up to 115 volunteers mentored students in 28 primary schools and three secondary schools. In the past year, the Program contributed more than 6,000 voluntary hours in support of students.

The Directorate's *Corporate Sponsorship* policy provides guidance on corporate sponsorships, either cash or in-kind.

For further information contact:  
Director  
Governance and Assurance  
(02) 6205 9329

## ACT Training Excellence Awards 2013: Rewarding Excellence in our Territory

The 76th annual ACT Training Excellence Awards were held on Thursday 5 September 2013 at the Canberra Southern Cross Club. The Awards recognised the achievements of apprentices, trainees, vocational students, trainers, employers, schools and registered training organisations committed to vocational education and training.

The Australian Training Awards are the peak national awards for the vocational education and training sector, recognising organisations, training providers and individuals for their contribution to skilling Australia.



### Organisation winners 2013

- ACT Large Employer of the Year - UberGlobal Pty Ltd
- ACT Large Registered Training Organisation of the Year - Canberra Institute of Technology
- ACT Small Registered Training Organisation of the Year - Australian Indigenous Leadership Centre
- ACT VET in Schools Excellence Award - CCCares @ Canberra College

### Individual winners 2013

- ACT Australian School-based Apprentice Certificate II - Adam Halls - Lake Tuggeranong College - *Certificate II Information Technology*
- ACT Australian School-based Apprentice Certificate III - Maddison McDonald - Merici College - *Certificate III in Hospitality*
- ACT Vocational School Student of the Year - Nicholas Arganese - St Francis Xavier College - *Certificate II Creative Industries (Media)*
- ACT Vocational Student of the Year - Ian Goudie - Canberra Institute of Technology - *Advanced Diploma of Community Services Management*
- ACT Aboriginal and Torres Strait Islander Student, Apprentice or Trainee of the Year - Angella Martin - Canberra Institute of Technology - *Certificate II Millinery*
- ACT VET Teacher/Trainer of the Year - Colin Prest - Canberra Institute of Technology - *Automotive Technology*
- ACT Australian Apprentice (Trainee) of the Year - Thomas Whyte - Skilled Training Group - *Certificate III Telecommunications*
- ACT Australian Apprentice (Apprentice) of the Year - Mitchell Croke - Signs Letters N Lines - *Certificate III in Signage*
- Norm Fisher Award - Noel Hamey - Canberra Institute of Technology

**Congratulations to all the winners.**



## 100 Stories of Education – a Centenary of Canberra Project

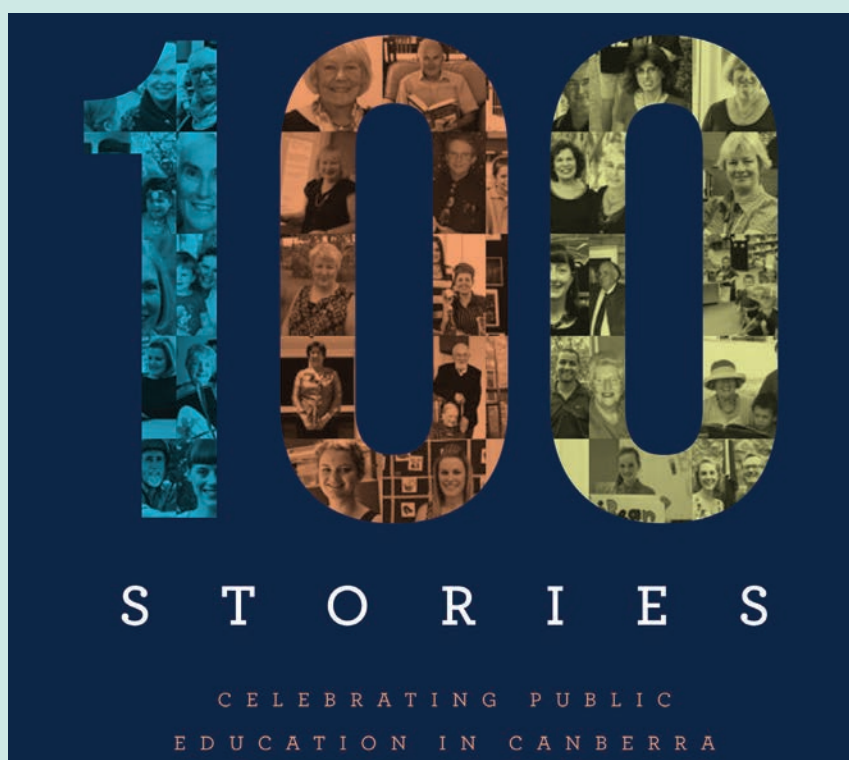
*100 Stories: Celebrating Public Education in Canberra* was launched at the National Portrait Gallery on 10 June 2014 by the Minister for Education and Training. The book was the culmination of a Centenary of Canberra project undertaken to document the rich history of ACT public schools.

It profiles teachers, support staff, volunteers, parents and students who

have influenced or been influenced by the schools and workplaces of the ACT public education system.

A project group comprising public school principals together with central office staff, coordinated writing, editing, design and publication of the book, which can be viewed online on the Directorate's website:

[www.det.act.gov.au/100-stories](http://www.det.act.gov.au/100-stories)



## B4 Ecologically sustainable development

B4

The Directorate's strategic priorities for ecologically sustainable development, outlined in the Resource Management Plan, align with the ACT Government's commitments to waste minimisation, water efficiency, transport efficiency, energy efficiency and greenhouse gas reductions. The Directorate's priorities are informed by the strategic pathway outlined in *AP2: A new climate change strategy and action plan for the Australian Capital Territory* and the Carbon Neutral ACT Government Framework. The Directorate continues to pursue initiatives aimed at delivering the ACT Government's aspirational target for public schools to be carbon neutral by 2017.

### School-based sustainability

Information on operational consumption of resources for 2012-13 and 2013-14 for all public schools is summarised in Table B4.1. In 2013-14, resource consumption was recorded for a full reporting year at all 86 schools, compared with 2012-13 when resource consumption was recorded for only half a year for Franklin Early Childhood School and Neville Bonner Primary School.

**Table B4.1: School-based sustainable development performance 2012-13 and 2013-14**

Indicator as at 30 June	Unit	2012-13	2013-14	Percentage change
<b>Agency staff and area</b>				
Occupancy – students and staff <sup>a</sup>	FTE	42,853	44,018	2.7
Area school space	Area (m <sup>2</sup> )	583,639	583,639	0
<b>Stationary energy usage</b>				
Electricity use	Kilowatt hours	25,949,779 <sup>b</sup>	25,866,818	-0.3
Renewable electricity use	Kilowatt hours	n/a <sup>c</sup>	n/a <sup>d</sup>	n.a.
Natural gas use	Megajoules	108,507,043 <sup>b</sup>	117,169,906	8.0
<b>Water usage</b>				
Water use	Kilolitres	330,605 <sup>b</sup>	351,641	8.2
<b>Greenhouse gas emissions</b>				
Emissions from stationary energy use	Tonnes CO <sub>2</sub> -e	34,455 <sup>b</sup>	34,933	1.4
Emissions from transport	Tonnes CO <sub>2</sub> -e	n/a	n/a	n.a.
Total emissions	Tonnes CO <sub>2</sub> -e	34,455 <sup>b</sup>	34,933	1.4

Source: Environmental Sustainability Platform and Education and Training Directorate

n/a not available

n.a. not applicable

#### Notes:

- Figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools figure is based on FTE at the February 2014 census. The FTE at this date is not indicative of average staffing during the year.
- In June 2014, the Government established an Enterprise Sustainability Platform (ESP), to provide a consistent approach to reporting sustainability data in future years. The ESP provides continuously updated, accurate and auditable water, energy (electricity and gas), and GHG emissions data and utility billing cost information for its assets and agencies, a function which has not previously been available. The ESP was used to provide data for 2012-13 and 2013-14 in this Annual Report. This results in data that is different to that published in the 2012-13 report.
- As part of its Carbon Neutral ACT Government Framework, the ACT Government committed to the purchase of five percent of ACT Government electricity consumption in GreenPower™. ACT Property Group obtained GreenPower™ on behalf of all Directorates to meet this commitment for electricity consumed in 2012-13.
- ACT Property Group purchased 7,530 megawatt hours of GreenPower™ on behalf of the ACT government, representing five percent of the ACT Government's energy consumption for 2013-14.
- As natural gas information was not available at the time of reporting, the natural gas reported in this table is for the period 1 June 2013 to 30 May 2014.
- As water billing is provided quarterly, the water data in this table is for the period 1 May 2013 to 30 April 2014.

## Energy consumption and Greenhouse gas emissions

Electricity consumption across all public schools in 2013-14 totalled 25.9 million kilowatt hours (kWh), a decrease of 0.3 percent. Gas consumption totalled 117.2 million Megajoules, an increase of 8.0 percent from 2012-13.

Greenhouse gas emissions (GHG) for the reporting year were 34,933 tonnes CO<sub>2</sub>-e.

Factors influencing the increase in gas consumption in 2013-14 included:

- replacement of a faulty natural gas meter at Canberra High School;
- reporting of a full year of operational data for Franklin Early Childhood School and Neville Bonner Primary School; and
- commissioning of a new hydrotherapy pool at Malkara school.

## Water consumption

Water consumption across all public schools in 2013-14 totalled 351,641 kilolitres, which was an increase of 8.0 percent. Part of this increase was due to a full year of reporting for water consumption at Franklin Early Childhood School and Neville Bonner Primary School for 2013-14. In addition, Taylor Primary School's grounds were substantially irrigated post-construction to restore the grounds in preparation for the 2014 school year.

## Waste management

To support waste removal and recycling programs at public schools, bin enclosures were completed at five schools during the reporting year (Bonython, Hughes, Fraser, Wanniasa Hills and Taylor Primary schools). Bin lifters were also purchased for eight schools (Chapman, Curtin, Red Hill, Taylor and Weetangera Primary schools, Black Mountain School, Dickson College and Southern Cross Early Childhood School) to mitigate workplace, health and safety risks relating to the emptying of bins.

## ACTSmart Schools

The Directorate continues to work in close partnership with ACTSmart Schools. ACTSmart Schools is the ACT Government's implementation of the Australian Sustainable Schools Initiative. The aim of the program is for all schools to reduce their environmental impact and embed sustainable management practices into everyday school operations.

At the end of 2013-14, a total of 36 schools had been awarded ACTSmart Schools accreditation for the sustainable management of energy, 46 for sustainable management of water, 32 for sustainable waste management, 13 for biodiversity and schools

grounds management, and three for sustainability in curriculum. Three public schools – Chapman, Duffy and Gilmore Primary schools – attained ACTSmart Schools 'Five Star Accreditation' during the reporting year.

Professional development and training was provided to school-based staff, including business managers, building services officers and teachers. Workshops on improving energy efficiency, waste and recycling practices were held. A network for teachers working in school environmental learning centres was also established during the reporting year, with quarterly meetings held.

## Transport

The *Ride or Walk to School* program was an initiative managed by the Health Directorate which aimed to encourage active travel to ACT schools and reduce transport related GHG emissions. Seventeen public schools signed up to the program in the reporting year, bringing the total number of participating public schools to 19. To support the uptake of active travel to school, a learn to ride facility was constructed at Southern Cross Early Childhood School and a dirt bike track installed at Melrose High School. Another learn to ride facility will be completed at Franklin Early Childhood School in August 2014.

ACTSmart Schools undertook a pilot in three schools (Melrose High School, Harrison School and Palmerston District Primary School) to evaluate the change in their GHG emissions through their participation in the *Ride or Walk to School* program. A range of educational resources were developed to help schools understand and quantify the GHG emissions of different types of transport which any school participating in the *Ride or Walk to School* program could access.

## Photovoltaic (solar panel) systems

Roof mounted photovoltaic systems were installed at the final six schools in the reporting year, completing the program to install systems at all ACT public schools.

Installation of 70 kilowatt systems at Franklin Early Childhood School and Neville Bonner Primary School commenced during the reporting period and will be completed in 2014-15. Technical studies indicated that these systems will provide 58 and 79 percent, respectively, of each site's annual energy requirement<sup>a</sup>. Solar powered external lights were also installed at the Canberra College Performing Arts Centre and Wanniasa Hills Primary School.

a. Neville Bonner was not operating at full capacity during the reporting period, therefore this percentage may drop in the future.



### Feed-in-tariff

Public schools received the maximum tariff rate (45.7 cents per kilowatt hour) under the ACT Feed-in-Tariff (FiT) scheme for small-scale systems. The collective size of solar panel installations at public schools approved under this scheme was 1,192 kilowatts. Fifty-one public schools generated FiT income for the entire reporting year and the remaining 35 schools were progressively connected to the national electricity grid between July and September 2013, generating FiT income for part of the reporting year. A total of 1,703.8 megawatt hours of solar energy was generated in 2013-14, resulting in approximately \$780,000 of income for all 86 public schools. Schools' annual solar production results in 1,806 tonnes CO<sub>2</sub>-e of avoided emissions in the national electricity grid.

### Pulse (smart) meters

The Directorate continued to roll out the installation of smart meter technology at all public schools to capture electricity, gas and water consumption and solar energy generation. Installation and commissioning of the pulse meters for electricity, water and solar energy generation was completed at 35 schools in 2013-14, bringing the total number of completed schools to 86. Installation and commissioning of the gas smart meters was completed at 25 schools in the reporting year, with the remaining 61 schools to be completed in 2014-15.

These meters provided schools with real time data on consumption and energy generation which supported both the management of resources by schools and, through a web-based interface, the development of curriculum for students. The web-based interface is publicly accessible at [www.watergroup.com.au/actschools](http://www.watergroup.com.au/actschools).

### Carbon Neutral Schools

Stage 1 of the Carbon Neutral Schools project continued to be rolled out by the Directorate in 2013-14. Designs for LED light upgrades at Canberra High School and Theodore Primary School were completed during the reporting period, with installation to be completed in 2014-15. Energy efficient fluorescent lamp upgrades were completed at seven schools in 2013-14 (North Ainslie, Evatt, Fadden and Weetangera Primary schools, Alfred Deakin and Mount Stromlo High schools and Caroline Chisholm School (senior campus)). These lamps are expected to reduce energy use for lighting by 25 percent. Post-implementation monitoring of energy use will be undertaken in 2014-15.

Detailed architectural investigations completed in 2013-14 identified four schools for potential ceiling insulation upgrades. Works will be trialled at North Ainslie Primary School in 2014-15, with lessons learnt to be applied to the other sites.

### Carbon Neutral Government Loan Fund

In 2013-14, the Directorate was successful in its application to the Carbon Neutral Government Loan Fund for \$895,000 (GST exclusive) to replace existing T8 fluorescent lamps with LED lamps at 12 public schools. This brought the total loan funding received for LED lamp upgrades to \$2,423,168 across 22 public schools. During the reporting year, works were completed at Lake Tuggeranong College and the procurement of lamps completed for eight other schools. The full program of works will be completed in 2014-15.

An application for \$93,390 (GST exclusive) for the provision of new solar hot water systems for the hydrotherapy pools at Black Mountain and Cranleigh Schools was also successful. Preliminary scoping work for the systems was completed in the reporting period. Design, documentation and installation of both systems will be completed in 2014-15. Installation and commissioning of a solar hot water system at Erindale College and Leisure Centre funded in 2012-13 was completed in the reporting year.

### Water refill stations

This initiative is linked to the ACT Government's *Towards Zero Growth: Healthy Weight Action Plan*, which incorporated the removal of vending machines from ACT public schools by the end of Term 1 2014. Water refill stations were installed at 17 ACT public schools in the 2013-14 year. A minimum of two water refill stations will be installed at all remaining ACT public schools in 2014-15, promoting water as the drink of choice. The sale of sugary drinks from all ACT public schools will be phased out by the end of the 2014 school year. Each student is provided with a re-useable water bottle to encourage tap water as the drink of choice and reduce plastic waste.

### Environmentally sustainable landscapes

Environmentally sustainable landscapes were completed at Namadgi School, Calwell High School and Melrose High School (dirt bike track planting) in 2013-14.

These landscapes, designed to improve water quality and minimise irrigation demands, are incorporated into all new school designs as well as landscape and high school frontage improvement works, as reported in Section F4.

### Urban waterways connections

Connections to the Inner North Stormwater Reticulation Network, including storage tanks and water meters, were completed at Lyneham Primary School, Lyneham High School and Dickson College in 2013-14. Irrigation systems connecting to this recycled water system were also installed at Lyneham Primary School and Lyneham High School ovals. The systems will be brought online in 2014-15.

### PC power management

PC power management software was installed on 16,756 school desktop computers in 2013-14.

### Green Star

The application for 5 Star Green Star – Education Design v1 certification for Namadgi School was progressed during the reporting period, with a final outcome expected in 2014-15.

Canberra High School was registered for the *Green Star Performance Tool (pilot)* in the reporting year. This tool focuses on identifying and implementing best practices in the daily operation and maintenance of a facility to reduce the environmental impact of the asset. Two workshop sessions were conducted in the reporting year as part of the assessment process. The application will be completed in 2014-15.

### Other initiatives

As capital works were undertaken at public schools, including new facilities, building upgrades and refurbishments, opportunities were taken to improve the energy efficiency and water conservation of these spaces. This included solar passive design, natural ventilation and thermal comfort, lighting upgrades, solar tubes and roof insulation. Details of capital works completed in 2013-14 are found in Section F3.

### Office-based sustainability

Information on operational consumption of resources for the two main central office sites (Braddon and Stirling) is provided in Table B4.2. Costs for the smaller Lyons and Maribyrnong sites were met by schools, therefore data for these sites are not reported in Table B4.2.

### Energy consumption and GHG emissions

Electricity consumption at the two sites decreased by 5.2 percent while gas consumption increased by 75.0 percent during the reporting year. This resulted in a 1.7 percent increase in GHG emissions. The increase in GHG emissions was due to the unavailability of readings for four months of 2012-13 as a result of a fault in a natural gas meter. A new meter was installed in January 2013.

Installation of a 176kW solar panel system at the Hedley Beare Centre for Teaching and Learning in Stirling commenced in 2013-14 and is expected to be completed in 2014-15. Technical feasibility studies indicate that this system will provide 27 percent of the site's annual energy requirement.

### Water consumption

Water consumption totalled 2,034 kilolitres, which was a decrease of 16.8 percent. This decrease was due to higher usage at the Stirling site in the 2012-13 reporting year, primarily due to a water leak from the hot water system.

### Waste management

The Directorate's Braddon and Stirling sites are accredited recyclers under the ACT SmartOffice recycling program. Commitment to the program increased the levels of recycling and increased the accuracy of measuring waste to landfill, paper recycling, co-mingled and organic waste.

### Transport

A Nissan Leaf electric vehicle was added to the Directorate's fleet in 2014. This initiative contributes to the ACT Government's commitment to introduce 10 electric vehicles across the ACT Government fleet.

### Resource Management Plan

The Directorate's updated Resource Management Plan was approved during the reporting period.

Table B4.2: Office-based sustainable development performance 2012-13 and 2013-14

	Unit	2012-13	2013-14	Percentage change
<b>Agency staff and area</b>	<b>Unit</b>			
Agency staff	FTE	346	375	8.4
Workplace floor area	Area (m <sup>2</sup> )	6,631	7,226 <sup>a</sup>	9.0
<b>Stationary energy usage</b>				
Electricity use	Kilowatt hours	1,139,677 <sup>b</sup>	1,080,137	-5.2
Renewable electricity use	Kilowatt hours	45,155	n/a <sup>c</sup>	n.a.
Natural gas use	Megajoules	1,806,043	3,161,454 <sup>d</sup>	75.0
<b>Transport fuel usage</b>				
Total number of vehicles	Number	19	18	-5.3
Total kilometres travelled	Kilometres	187,050	202,160	8.1
Fuel use – Petrol	Kilolitres	12.0	12.6	5.0
Fuel use – Diesel	Kilolitres	3.1	2.2	-29.0
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	0	n/a	n.a.
Fuel use – Compressed Natural Gas (CNG)	Kilolitres	0	n/a	n.a.
<b>Water usage</b>				
Water use	Kilolitres	2,445 <sup>b</sup>	2,034 <sup>e</sup>	-16.8
<b>Resource efficiency and waste</b>				
Reams of paper purchased	Reams	8,183	7,725	-5.6
Recycled content of paper purchased	Percentage	93	100	7.5
Waste to landfill	Litres	477,000	216,000 <sup>f</sup>	-54.7
Co-mingled material recycled	Litres	58,320	56,520	-3.1
Paper & Cardboard recycled (incl. secure paper)	Litres	202,080	232,080	14.8
Organic material recycled	Litres	1,179	1,548	31.3



**Table B4.2: Office-based sustainable development performance 2012-13 and 2013-14 (continued)**

Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO <sub>2</sub> -e	1,324 <sup>b</sup>	1,348	1.8
Emissions from transport	Tonnes CO <sub>2</sub> -e	43.0	42.0	-2.3
Total emissions	Tonnes CO <sub>2</sub> -e	1,367	1,390	1.7

Source: Environmental Sustainability Platform/Infrastructure and Capital Works Branch

n/a Not available

n.a. Not applicable

**Notes:**

- Increase due to refurbished office accommodation to provide Stage 6 at the Hedley Beare Centre in February 2014.
- In June 2014, the Government established an Enterprise Sustainability Platform (ESP), to provide a consistent approach to reporting sustainability data in future years. The ESP provides continuously updated, accurate and auditable water, energy (electricity and gas), and greenhouse gas (GHG) emissions data and utility billing cost information for its assets and agencies, a function which has not previously been available. The ESP was used to provide data for 2012-13 and 2013-14 in this Annual Report. This results in data that is different to that published in the 2012-13 report.
- ACT Property Group purchased 7,530 Megawatt hours of GreenPower™ on behalf of the ACT Government, representing five percent of the ACT Government's energy consumption for 2013-14.
- Natural gas consumption increased at the Stirling site due to unavailability of reading for four months of 2012-13. The natural gas meter was faulty and a new replacement meter was installed.
- As water billing is provided quarterly, the water data in this table is for the period 1 May 2013 to 30 April 2014.
- Waster to landfill decrease is due to improved sustainability practices following ACTSmart Office accreditation at the Stirling site.

For further information contact:

Director

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## Student-led sustainability management

Mawson Primary School has two student groups that drive sustainability, not just in their school but also at home. The 'Greenies Group' comprises student representatives from each class (excluding preschool classes). In addition, the 'ECO leaders' are actively involved in the school's ECO Centre, a combined classroom and outdoor area dedicated to sustainable living initiatives.

The combined activities of these groups has resulted in regular appearances at school assemblies; gardening, weeding, planting, watering and caring for animals in the ECO Centre's gardens; posters created; activities organised for national environmental events; fundraising and waste management.



ECO leaders running a meeting with the Greenies Group



Students caring for the axolotl in the ECO Centre