

PART C — MANAGEMENT OF THE ORGANISATION

C.1 Managing our people

C.1.1 Human Resources performance and analysis

Managing the workforce

The department's human resource management practices are aligned with the *ACT Public Service HR Strategy 2003–05*. The department's *Strategic Plan 2003–05* incorporated an aim to build a capable, sustainable and innovative workforce.

The department's *Human Resources Management Plan 2005–06* under the 2005 Ownership Agreement reported on the development of a *People Development and Management Plan*. The Plan details three strategies:

- developing our people
- developing our work culture
- the way we work.

These strategies will assist the department to build the skills and capabilities of staff and to expand a sustainable culture, and adapt to demographic issues such as retention of staff, succession management and the ageing workforce.

Key achievements for human resource management for 2004–05 against these strategies include:

- Senior administrative staff were involved in whole of government leadership programs. Five members of the Executive participated in the Executive Leadership Development Program; and fifteen Senior Officer Grade A and Senior Officer Grade B staff participated in the *Take the Lead Program*.
- The leadership seminar for executives, managers and principals *Addressing Challenging Injury Prevention and Management (IPM) Issues* influenced a culture of continuous improvement in our Safety Management Systems and reinforced strategies

to prevent injuries and encourage early intervention.

- The department assumed the role of a central payroll centre for an additional three agencies, the Emergency Services Authority, the Department of Justice and Community Safety and the Office for Children, Youth and Family Support. Additionally the department has expanded its successful salary packaging services to 15 agencies across ACT Government.
- Remuneration, entitlements and conditions provided for teachers through the *Teaching Staff Certified Agreement 2004–06* are the most generous offered in Australia.
- A draft Code of Professional Practice specifically for teaching staff is being developed and is scheduled for release in September 2005.

Aligning the workforce

The ageing of the workforce continues to influence recruitment programs, particularly for teachers, creating the need to attract high levels of new staff. The average age of a teacher (excluding casuals) as at June 2005 is 42.3 years. This is a reduction from the year 2000 average of 43.4 years. While the department recruits teachers from all age groups the pool of recruits is largely from a younger cohort. Over the last few years an increase in the younger age groups and loss of older staff has contributed to lowering the average age of teachers. The average age of classroom teachers appointed during the year was 32.9 with 49 percent in the 20–29 year age range. (Reported from *InfoHRM Cube for June 2005 — pay period 2005/27*.)

Recruitment staff made 44 visits to universities across Australia targeting high quality graduates. This resulted in more than 1 300 applications for classroom teacher positions. Permanent appointment was offered to and accepted by 288 classroom teachers. One hundred and twenty four teaching contracts were issued for the 2005 academic year. Using the new principal capability framework process there were 13 promotions and two appointments to principal positions.

C.1.2 Staffing profile

Staff profile by organisational unit

Reported from InfoHRM Cube for June 2005 — pay period 2005/27

All figures are end of period Full Time Equivalents (FTE)

Organisational Unit	Female	Male	Total
Government schooling (ex. preschools)	2 996.19	976.33	3 972.52
Non-government schooling	3.00	1.00	4.00
School education	127.34	32.00	159.34
Resource management	154.83	120.66	275.49
Training and adult education	42.22	12.00	54.22
Preschools	175.07	1.43	176.50
Chief Executive	2.00	0.00	2.00
All Classifications	3 500.7	1 143.4	4 644.1



The literacy and numeracy team at Lyons Primary School

Part C — Management of the organisation

Breakdown of staffing profile by classification and employment status (permanent and temporary)

Reported from InfoHRM Cube for June 2005 — pay period 2005/27

All figures are end of period Full time Equivalents (FTE)

Classification Group	Perm female FTE	Perm male FTE	Perm total FTE	Temp female FTE	Temp male FTE	Temp total FTE	Total female FTE	Total male FTE	Total FTE
Administrative Service Officer 1	1.00	0.00	1.00	1.00	1.00	2.00	2.00	1.00	3.00
Administrative Service Officer 2	5.00	4.00	9.00	5.53	1.56	7.09	10.53	5.56	16.09
Administrative Service Officer 3	27.30	1.00	28.30	4.98	0.94	5.92	32.28	1.94	34.22
Administrative Service Officer 4	135.05	11.00	146.05	4.50	2.22	6.72	139.55	13.22	152.77
Administrative Service Officer 5	31.00	11.00	42.00	1.00	0.00	1.00	32.00	11.00	43.00
Administrative Service Officer 6	73.63	13.00	86.63	3.10	1.76	4.86	76.73	14.76	91.49
Administrative Service Officer (WM 1–3)	25.29	14.00	39.29	3.87	4.45	8.32	29.16	18.45	47.61
Administrative Manager 1 (Professional)	0.00	2.00	2.00	0.00	0.00	0.00	0.00	2.00	2.00
Administrative Manager 2 (Professional)	3.00	4.00	7.00	0.00	0.00	0.00	3.00	4.00	7.00
Administrative Manager 3 (Professional)	1.00	0.00	1.00	0.00	0.00	0.00	1.00	0.00	1.00
Administrative Senior Officer A	1.00	3.00	4.00	0.00	0.00	0.00	1.00	3.00	4.00
Administrative Senior Officer B	8.00	9.00	17.00	0.40	0.00	0.40	8.40	9.00	17.40
Administrative Senior Officer C	32.00	20.00	52.00	0.00	2.00	2.00	32.00	22.00	54.00
Admin School Assistant 2	232.23	21.66	253.89	32.55	2.50	35.05	264.78	24.16	288.94
Administrative SA2—Special Teach Assist	133.98	5.10	139.08	88.66	11.72	100.38	222.64	16.82	239.46
Administrative Casual SA2	0.00	0.00	0.00	108.45	17.65	126.10	108.45	17.65	126.10
Executive	1.00	0.00	1.00	8.00	4.00	12.00	9.00	4.00	13.00
Graduate Administrative Assistant	2.00	3.00	5.00	0.00	0.00	0.00	2.00	3.00	5.00
Admin / ACTPS Trainee	0.00	0.00	0.00	1.00	7.00	8.00	1.00	7.00	8.00
Building Services Officer 1	0.00	74.70	74.70	0.00	18.93	18.93	0.00	93.63	93.63
Building Services Officer 2	0.00	13.00	13.00	0.00	2.65	2.65	0.00	15.65	15.65
General Services Officer 3–4	0.00	4.00	4.00	0.00	0.00	0.00	0.00	4.00	4.00
General Services Officer 5–6	0.00	1.00	1.00	0.00	0.49	0.00	0.00	1.49	1.49
Info Technology Officer 1	4.00	13.90	17.90	0.00	1.60	1.60	4.00	15.50	19.50
Info Technology Officer 2	3.00	8.00	11.00	0.00	0.00	0.00	3.00	8.00	11.00
Senior Info Technology Officer B	1.00	1.00	2.00	0.00	0.00	0.00	1.00	1.00	2.00
Senior Info Technology Officer C	3.00	6.00	9.00	0.00	1.00	1.00	3.00	7.00	10.00
Cook Gr 1–2	0.00	0.00	0.00	3.04	0.55	3.59	3.04	0.55	3.59
Caretaker (Other)	0.00	2.00	2.00	0.00	0.00	0.00	0.00	2.00	2.00
Information Technology Trainee	0.00	0.00	0.00	3.08	8.04	11.12	3.08	8.04	11.12
Professional Officer 1	1.00	0.00	1.00	0.00	0.00	0.00	1.00	0.00	1.00
Professional Officer 2	2.00	0.00	2.00	0.00	0.00	0.00	2.00	0.00	2.00
Senior Professional Officer A	0.00	2.00	2.00	0.00	0.00	0.00	0.00	2.00	2.00
Senior Professional Officer B	1.00	0.00	1.00	0.00	0.00	0.00	1.00	0.00	1.00
Senior Professional Officer C	1.00	0.00	1.00	0.00	1.00	1.00	1.00	1.00	2.00
Teacher Level 1 Classroom Teacher	1 734.30	500.05	2 234.35	180.13	71.13	251.26	1 914.43	571.18	2 485.61
Teacher Level 2 School Leader C	289.30	112.00	401.30	0.00	0.00	0.00	289.30	112.00	401.30
Teacher Level 3 School Leader B	78.00	31.00	109.00	0.00	0.00	0.00	78.00	31.00	109.00
Teacher Level 4 School Leader A	75.00	46.00	121.00	0.00	0.00	0.00	75.00	46.00	121.00
Teacher—Casual (all levels)	0.65	0.00	0.65	145.66	44.82	190.48	146.31	44.82	191.13
All Classifications	2 905.7	936.4	3 842.1	595.0	207.0	802.0	3 500.7	1 143.4	4 644.1

*Breakdown of staffing profile by classification and attendance type (full time, part time and casual)
Reported from InfoHRM Cube for June 2005—pay period 2005/27
All figures are end of period Full time Equivalents (FTE)*

Classification Group	Full time female FTE	Full time male FTE	Full time total FTE	Part time female FTE	Part time male FTE	Part time total FTE
Administrative Service Officer 1	2.00	1.00	3.00	0.00	0.00	0.00
Administrative Service Officer 2	7.00	5.00	12.00	1.00	0.00	1.00
Administrative Service Officer 3	29.00	1.00	30.00	2.30	0.00	2.30
Administrative Service Officer 4	136.00	12.00	148.00	3.55	0.00	3.55
Administrative Service Officer 5	32.00	11.00	43.00	0.00	0.00	0.00
Administrative Service Officer 6	72.00	13.00	85.00	4.73	0.00	4.73
Admin Service Officer (WM 1–3)	22.00	17.00	39.00	6.09	0.93	7.02
Administrative Manager 1 (Professional)	0.00	2.00	2.00	0.00	0.00	0.00
Administrative Manager 2 (Professional)	3.00	4.00	7.00	0.00	0.00	0.00
Administrative Manager 3 (Professional)	1.00	0.00	1.00	0.00	0.00	0.00
Administrative Senior Officer A	1.00	3.00	4.00	0.00	0.00	0.00
Administrative Senior Officer B	8.00	9.00	17.00	0.00	0.00	0.00
Administrative Senior Officer C	30.00	21.00	51.00	2.00	0.00	2.00
Administrative School Assistant 2	0.00	1.85	1.85	264.01	22.31	286.32
Administrative SA2 —Special Teach Assist	0.00	0.00	0.00	222.64	16.82	239.46
Administrative Casual SA2	0.00	0.00	0.00	0.00	0.00	0.00
Executive	9.00	4.00	13.00	0.00	0.00	0.00
Graduate Administrative Assistant	2.00	3.00	5.00	0.00	0.00	0.00
Administrative / ACTPS Trainee	1.00	7.00	8.00	0.00	0.00	0.00
Building Services Officer 1	0.00	84.40	84.40	0.00	1.87	1.87
Building Services Officer 2	0.00	15.65	15.65	0.00	0.00	0.00
General Services Officer 3–4	0.00	4.00	4.00	0.00	0.00	0.00
General Services Officer 5–6	0.00	1.00	1.00	0.00	0.00	0.00
Info Technology Officer 1	4.00	14.00	18.00	0.00	0.90	0.90
Info Technology Officer 2	3.00	8.00	11.00	0.00	0.00	0.00
Senior Info Technology Officer B	1.00	1.00	2.00	0.00	0.00	0.00
Senior Info Technology Officer C	3.00	7.00	10.00	0.00	0.00	0.00
Cook Gr 1 – 2	0.00	0.00	0.00	0.00	0.00	0.00
Caretaker (Other)	0.00	2.00	2.00	0.00	0.00	0.00
Information Technology Trainee	1.00	3.00	4.00	0.00	0.00	0.00
Professional Officer 1	1.00	0.00	1.00	0.00	0.00	0.00
Professional Officer 2	2.00	0.00	2.00	0.00	0.00	0.00
Senior Professional Officer A	0.00	2.00	2.00	0.00	0.00	0.00
Senior Professional Officer B	1.00	0.00	1.00	0.00	0.00	0.00
Senior Professional Officer C	1.00	1.00	2.00	0.00	0.00	0.00
Teacher Level 1 Class Room Teacher	1 687.01	545.00	2 232.01	227.42	26.18	253.60
Teacher Level 2 School Leader C	283.00	112.00	395.00	6.30	0.00	6.30
Teacher Level 3 School Leader B	78.00	31.00	109.00	0.00	0.00	0.00
Teacher Level 4 School Leader A	75.00	46.00	121.00	0.00	0.00	0.00
Teacher — Casual (All Levels)	0.00	0.00	0.00	0.65	0.00	0.65
All Classifications	2 495.0	991.9	3 486.9	740.7	69.0	809.7

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Casual female FTE	Casual male FTE	Casual total FTE	Total staff FTE
0.00	0.00	0.00	3.00
2.53	0.56	3.09	16.09
0.98	0.94	1.92	34.22
0.00	1.22	1.22	152.77
0.00	0.00	0.00	43.00
0.00	1.76	1.76	91.49
1.07	0.52	1.59	47.61
0.00	0.00	0.00	2.00
0.00	0.00	0.00	7.00
0.00	0.00	0.00	1.00
0.00	0.00	0.00	4.00
0.40	0.00	0.40	17.40
0.00	1.00	1.00	54.00
0.77	0.00	0.77	288.94
0.00	0.00	0.00	239.46
108.45	17.65	126.10	126.10
0.00	0.00	0.00	13.00
0.00	0.00	0.00	5.00
0.00	0.00	0.00	8.00
0.00	7.36	7.36	93.63
0.00	0.00	0.00	15.65
0.00	0.00	0.00	4.00
0.00	0.49	0.49	1.49
0.00	0.60	0.60	19.50
0.00	0.00	0.00	11.00
0.00	0.00	0.00	2.00
0.00	0.00	0.00	10.00
3.04	0.55	3.59	3.59
0.00	0.00	0.00	2.00
2.08	5.04	7.12	11.12
0.00	0.00	0.00	1.00
0.00	0.00	0.00	2.00
0.00	0.00	0.00	2.00
0.00	0.00	0.00	1.00
0.00	0.00	0.00	2.00
0.00	0.00	0.00	2 485.61
0.00	0.00	0.00	401.30
0.00	0.00	0.00	109.00
0.00	0.00	0.00	121.00
145.66	44.82	190.48	191.13
265.0	82.5	347.5	4 644.1

*Staffing profile by classification group
Reported from InfoHRM Cube for June 2005—pay period 2005/27
All figures are end of period Full Time Equivalents (FTE)*

Classification Group	Total female	Total male	Total staff
Administrative Service Officer 1	2.00	1.00	3.00
Administrative Service Officer 2	10.53	5.56	16.09
Administrative Service Officer 3	32.28	1.94	34.22
Administrative Service Officer 4	139.55	13.22	152.77
Administrative Service Officer 5	32.00	11.00	43.00
Administrative Service Officer 6	76.73	14.76	91.49
Admin Service Officer (WM 1–3)	29.16	18.45	47.61
Admin Manager 1 (Professional)	0.00	2.00	2.00
Admin Manager 2 (Professional)	3.00	4.00	7.00
Admin Manager 3 (Professional)	1.00	0.00	1.00
Administrative Senior Officer A	1.00	3.00	4.00
Administrative Senior Officer B	8.40	9.00	17.40
Administrative Senior Officer C	32.00	22.00	54.00
Administrative School Assistant 2	264.78	24.16	288.94
Administrative SA2–Special Teach Assist	222.64	16.82	239.46
Administrative Casual SA2	108.46	17.65	126.11
Executive	9.00	4.00	13.00
Graduate Admin Assistant	2.00	3.00	5.00
Admin / ACTPS Trainee	1.00	7.00	8.00
Building Services Officer 1	0.00	93.63	93.63
Building Services Officer 2	0.00	15.65	15.65
General Services Officer 3–4	0.00	4.00	4.00
General Services Officer 5–6	0.00	1.49	1.49
Info Technology Officer 1	4.00	15.50	19.50
Info Technology Officer 2	3.00	8.00	11.00
Senior Info Technology Officer B	1.00	1.00	2.00
Senior Info Technology Officer C	3.00	7.00	10.00
Cook Gr 1–2	3.04	0.55	3.59
Caretaker (Other)	0.00	2.00	2.00
Information Technology Trainee	3.08	8.04	11.12
Professional Officer 1	1.00	0.00	1.00
Professional Officer 2	2.00	0.00	2.00
Senior Professional Officer A	0.00	2.00	2.00
Senior Professional Officer B	1.00	0.00	1.00
Senior Professional Officer C	1.00	1.00	2.00
Teacher Level 1 Class Room Teacher	1 914.43	571.18	2 485.61
Teacher Level 2 School Leader C	289.30	112.00	401.30
Teacher Level 3 School Leader B	78.00	31.00	109.00
Teacher Level 4 School Leader A	75.00	46.00	121.00
Teacher—Casual (All Levels)	146.31	44.83	191.14
All Classifications	3 500.7	1 143.4	4 644.1

Volunteering at Charnwood Primary School

Due to unforeseen circumstances, Charnwood Primary School was left without a pianist. When the request went to air on the radio, Mandy summoned up her courage and answered the call. She loves playing the piano but was very nervous in front of an audience. However volunteering at the school has been fantastic for her confidence.

'Playing for the choir has been wonderful. The thanks go both ways. I can use my talent to assist people. The audience focuses on the choir so it helps to overcome my nerves. I am impressed with Charnwood Primary School and love the way the kids treat me as someone special, rushing to get a chair for me and saying hello outside school as well. Playing for the choir has given me a sense of community.

'My daughter, Jenny, learnt to play the drums after school and on several occasions she played with me at Charnwood Primary School's concerts. It was a wonderful opportunity for the two of us to play together, and the school children loved having Jenny there as well.

'It is wonderful to be a volunteer.'



Craft activities at a Canberra preschool

*Staff age profile by classification in 5 year cohorts
Reported from InfoHRM Cube for June 2005—pay period 2005/27
All figures are end of period head count*

Classification group	Age cohorts				
	<20	20–24	25–29	30–34	35–39
Administrative Service Officer 1	2	2	1	0	0
Administrative Service Officer 2	2	7	0	1	0
Administrative Service Officer 3	0	3	1	0	3
Administrative Service Officer 4	0	13	11	8	6
Administrative Service Officer 5	0	5	7	4	1
Administrative Service Officer 6	0	3	6	4	5
Administrative Service Officer (WM 1–3)	1	9	2	10	6
Administrative Manager 1 (Professional)	0	0	0	0	0
Administrative Manager 2 (Professional)	0	0	0	0	0
Administrative Manager 3 (Professional)	0	0	0	0	0
Administrative Senior Officer A	0	0	0	0	1
Administrative Senior Officer B	0	0	1	1	2
Administrative Senior Officer C	0	0	3	3	7
Administrative School Assistant 2	0	2	4	9	22
Administrative SA2 — Special Teachers' Asst	1	9	14	12	31
Admin Casual SA2	8	41	14	27	56
Executive	0	0	0	1	0
Graduate Admin Assistant	0	1	2	1	0
Administrative / ACTPS Trainee	8	0	0	0	0
Building Services Officer 1	0	1	1	3	5
Building Services Officer 2	0	0	0	0	0
General Services Officer 3–4	0	0	0	1	1
General Services Officer 5–6	0	0	0	0	0
Information Technology Officer 1	1	8	3	1	0
Information Technology Officer 2	0	2	2	2	1
Senior Information Technology Officer B	0	0	0	0	0
Senior Information Technology Officer C	0	0	0	2	1
Cook Grade 1–2	0	1	0	0	2
Caretaker (Other)	0	0	1	0	0
Information Technology Trainee	23	2	0	0	0
Professional Officer 1	0	0	0	0	0
Professional Officer 2	0	0	0	1	0
Senior Professional Officer A	0	0	1	0	0
Senior Professional Officer B	0	0	0	0	1
Senior Professional Officer C	0	0	0	1	0
Class Room Teacher	0	168	468	379	269
School Leader C	0	0	25	50	49
School Leader B	0	0	0	11	13
Teacher—Casual (All Levels)	0	13	22	21	33
All Classifications	46	290	589	556	515

Part C — Management of the organisation

40-44	45-49	50-54	55-59	60-64	65+	Total
0	1	0	0	0	0	6
5	4	1	1	0	1	22
3	10	11	3	1	1	36
18	37	36	24	9	0	162
4	7	11	4	2	0	45
7	24	26	15	4	1	95
6	9	9	2	1	1	56
0	1	1	0	0	0	2
0	0	3	2	2	0	7
0	0	1	0	0	0	1
0	0	1	2	0	0	4
3	7	3	0	1	0	18
7	10	12	9	5	0	56
70	95	84	59	23	4	372
61	72	55	33	10	2	300
63	52	28	14	6	4	313
0	3	3	6	0	0	13
0	1	0	0	1	0	6
0	0	0	0	0	0	8
8	12	10	30	18	14	102
1	3	6	2	0	2	14
1	1	0	0	0	0	4
0	0	1	1	0	0	2
2	1	1	1	0	1	19
1	3	0	0	0	0	11
0	1	1	0	0	0	2
3	2	2	0	0	0	10
0	2	2	1	0	0	8
1	0	0	0	0	0	2
0	0	0	0	0	0	25
0	0	1	0	0	0	1
0	1	0	0	0	0	2
0	0	1	0	0	0	2
0	0	0	0	0	0	1
0	0	1	0	0	0	2
296	392	458	286	108	12	2 836
46	81	92	46	19	1	409
13	26	38	11	1	0	123
30	33	39	78	59	38	366
655	919	994	652	278	82	5 576

C.1.3 Culture and values

Public service culture and values continue to be strengthened across the department with a range of information on ethics delivered to all staff in 2004 and 2005 through a variety of media, online and face to face training.

In line with the *Security of Information — Internal Audit Report 2004*, the department has commenced training for principals and managers on ethics, including their responsibilities as public servants. Information and access to the *Public Sector Management Act 1994* (the Act) and *Whole of Government Code of Ethics* booklet was placed on the web and intranet in early 2005.

This is underpinned by presentations on the obligations of public employees to schools, probationary teachers, school staff conferences and induction programs.

The current *Teaching Staff Certified Agreement 2004–06* provides for the development of a Code of Professional Practice for Teaching staff by September 2005. The Professional Performance Working Party and Reference Group has overseen this process and a Code of Professional Practice for Teachers has been drafted. This Code reflects the general obligations of employees under the Australian Public Service Code of Ethics.

The Employee Relations area of the department is the area responsible for receiving and handling serious potential breaches of section 9—Obligations of Public Employees, of the *Public Sector Management Act 1994*. Allegations of potential breaches of the Act by teachers and administrative staff are managed in accordance with discipline provisions outlined in the Act and relevant certified agreements. The department conducted 14 formal investigations into potential breaches of the Act during 2004–05.

Further information may be obtained from:

Director
Human Resources
Telephone (02) 6205 9203

C.1.4 Workplace diversity

The department continues to promote an environment that accepts cultural and social change through its *Equity and Diversity Plan 2003–05* (available at www.det.act.gov.au/policies/pdf/Equ&Div.pdf).

There are more than 90 Staff Equity Contact Officers in the department providing information and support regarding discrimination and harassment issues. The Equity and Diversity Consultative Committee meets quarterly and provides advice and support on equity and diversity issues within the department.

The three key areas identified in the *Equity and Diversity Plan* against which achievements are measured are:

- work/life balance
- diversity and inclusivity
- Aboriginal and Torres Strait Islander people's employment.

Work/life balance

Objectives

- To raise awareness and understanding of the benefits of permanent part time work.
- To establish and support programs and initiatives to assist employees achieve work/life balance.

Key achievements

- The development and distribution of a work/life balance poster summarising initiatives in the *Teachers Certified Agreement 2004–06* to all schools, to assist staff and managers to understand and achieve work/life balance.
- The department has been able to assist 310.5 (FTE) employees work toward a better work life balance through part time employment.

Diversity and inclusivity

Objectives

- To increase employment opportunities for people with a disability.
- To strengthen the capacity of our workforce to understand and respond to the diverse needs of people with a mental illness.

Key achievements

- The department has continued to offer the School Based New Apprentice Program (SNAP) to secondary students with disabilities.
- Mental Health First Aid Training was delivered to 60 school principals in May/June 2005 in line with the department's Equity and Diversity Plan. The training will be extended to managers and Staff Equity Contact Officers in the second half of 2005.
- Two workplace harassment training workshops were organised through the department's Employee Assistance Program to improve the capabilities of supervisors and contact officers in the prevention and management of workplace harassment and discrimination. A workshop on emotional resilience to assist in handling pressures in the working environment was also held.
- The department had the highest representation at the Disability WORKS Australia (DWA) employment briefing with over 160 staff attending the sessions in accordance with the *ACT Public Service Employment Framework for People with a Disability*.
- Arrangements were made to provide DWA with information on vacant positions to bring to the attention of potential applicants in line with the *ACT Public Service Employment Framework for People with a Disability*.

This has been covered in the new *Administrative Staff Selection Guidelines* and the *School Leader Selection Guidelines* available on the staff intranet.

Aboriginal and Torres Strait Islander people's employment

Objectives

- To increase employment opportunities for Indigenous Australians.
- To develop the capacity of our workforce to understand and respond to the cultural, educational and social needs of Indigenous Australians.

Key achievements

- Two Charles Perkins Scholarships to assist Indigenous students meet some of the costs of their studies, valued at \$2 000 each, were awarded in 2004. Another two scholarships have been awarded in 2005. The department and the University of Canberra have signed a memorandum of understanding extending these scholarships until 2007.
- The department has continued its commitment to recruiting Aboriginal and Torres Strait Islander employees through targeted advertising of departmental vacancies in the *National Indigenous Times* and the *Koori Mail*.
- There are currently 40 Indigenous employees in the department.

Further information may be obtained from:

Director
Human Resources
Telephone (02) 6205 9203

*Staff profile by identified equity and diversity categories
 Reported from InfoHRM Cube for June 2005—pay period 2005/27
 All figures are end of period head count*

Classification Group	ATSI	CLDB	PWD	Female	Total
Administrative Service Officer 1–6	15	43	7	314	366
Administrative Service Officer (WM 1–3)	0	7	2	36	56
Administrative Senior Officer (inc. Manager— Professionals)	0	4	2	48	88
Administrative School Assistant 2	0	44	7	345	372
Administrative SA2 Spec Teach Assistant	0	29	6	279	300
Administrative Casual SA2	3	34	5	264	313
Graduate Administrative Assistant / ACTPS Trainee	0	1	0	4	14
Executive	0	0	0	9	13
Building Services Officer	0	30	5	0	116
General Services Officer	1	3	1	6	15
Information Technology Officer (All Levels)	0	9	2	11	42
Information Technology Trainee	1	1	0	7	25
Professional Officer (All Levels)	0	2	0	5	8
Teacher Level 1	6	295	36	2 221	2 836
Teacher Level 2	1	47	4	294	409
Teacher Level 3	0	11	2	80	113
Teacher Level 4	1	10	3	76	123
Teacher Casual (All Levels)	1	27	5	288	367
All Classifications	29	597	87	4 287	5 576

ATSI — Aboriginal and Torres Strait Islander

CLDB — Culturally and linguistically diverse background

PWD — Persons with a disability

The table above indicates individuals who have identified themselves in one or more equity and diversity categories, as a proportion of the total numbers in each classification. As identifying in an equity and diversity category is optional, these statistics do not necessarily reflect an accurate representation of the department's equity and diversity profile. Some classifications have been grouped together for confidentiality purposes so individuals cannot be identified from statistics.

C.1.5 Workplace health and safety

Injury prevention and management

The department strives to provide a safe, healthy and supportive work environment for staff and students. The department's injury prevention and management policies and the commitment by all levels of management to promoting, maintaining and improving health and safety enable us to work towards improving the safety, health and welfare of our staff and students.

During the year the department's Injury Prevention and Management Policy was revised and a new Injury Prevention Agreement with unions was finalised and endorsed by the Injury Prevention and Management Committee.

Committees and network meetings

The Injury Prevention and Management Policy Committee supervised the development of the department's Occupational Health and Safety (OHS) Audit Action and Maintenance Plan, Hydrotherapy Pools Policies, Working Alone Policy, Injury Prevention and Management (IPM) Policy Statement, IPM Agreement with Unions, Excursions Policy, and Student Behaviour Management Policy and Guidelines. Also developed was an Emergency Management Framework containing policy, procedures, guidelines, a flipchart and a template to assist schools to develop their own Safety Management Plans.

Designated workgroups/health and safety representatives

The department has 106 designated workgroups with health and safety representatives selected. Training under the *Occupational Health and Safety Act 1989* was provided to 22 representatives during the year. Six Occupational Health and Safety Network meetings were conducted for health and safety representatives to keep them informed of developments in the injury prevention field and share workplace experiences and information.

Emergency Management Framework

The department has developed a new Emergency Management Framework. The Framework consists of:

- emergency management policy
- emergency procedures
- emergency checklists
- electronic template for schools to develop their own site specific *Emergency Management Plan*.

The emergency checklists are reproduced as an Emergency Management Checklists flipchart, which is widely available to all staff.

Injury prevention and management programs initiated or implemented to ensure the health, safety and welfare of staff

- Free influenza vaccinations were offered to all departmental staff to minimise illness, absences and the consequent need for relief staff in schools and preschools. A total of 1,723 staff were vaccinated.
- The department conducted a 10,000 steps (10k a day) a day health and wellbeing program, which attracted 1 175 participants, over 90 worksites. Participants stated their primary reasons for joining the 10k a day program was to improve fitness and lose weight.
- A comprehensive Employee Assistance Program (EAP) is available to staff and their immediate families. Good usage was reported for a combination of work related and personal issues.
- The department has worked collaboratively with the ACT Safety First Project to build on our injury prevention and management systems and maintain a best practice approach.
- Injury prevention and management forms an integral part of staff induction programs and several education sessions. Programs conducted during the year included workplace

harassment workshops, sessions on emotional wellbeing and returning to work after a trauma, and presentations to various staff forums.

- School safety checks were undertaken throughout ACT government schools during first semester 2005 to systematically identify hazards and implement control measures.
- Pre-purchase information and guidelines for effective and safe installation and use of interactive whiteboards were developed to assist with their introduction into schools.
- Asbestos Management Guidelines were developed and information sessions held to assist staff to meet the requirements of the new *Dangerous Substances (Asbestos) Act 2004*.
- The profile of injury prevention and management has also been raised through the 'Health and Safety Matters' segment in the monthly departmental newsletter, *bluemango*.

Investigations

Staff reported 936 accidents, 47 of which were notifiable and reported to ACT WorkCover as required under the Section 204 of the *Occupational Health and Safety Act 1989*.

No improvement notices, prohibition notices or notices of non compliance were issued to the department by ACT WorkCover.

An investigation was undertaken into the concentration of chemical fumes in a secondary school chemical store. Air monitoring was conducted and no airborne concentrations of volatile organic compounds were detected.

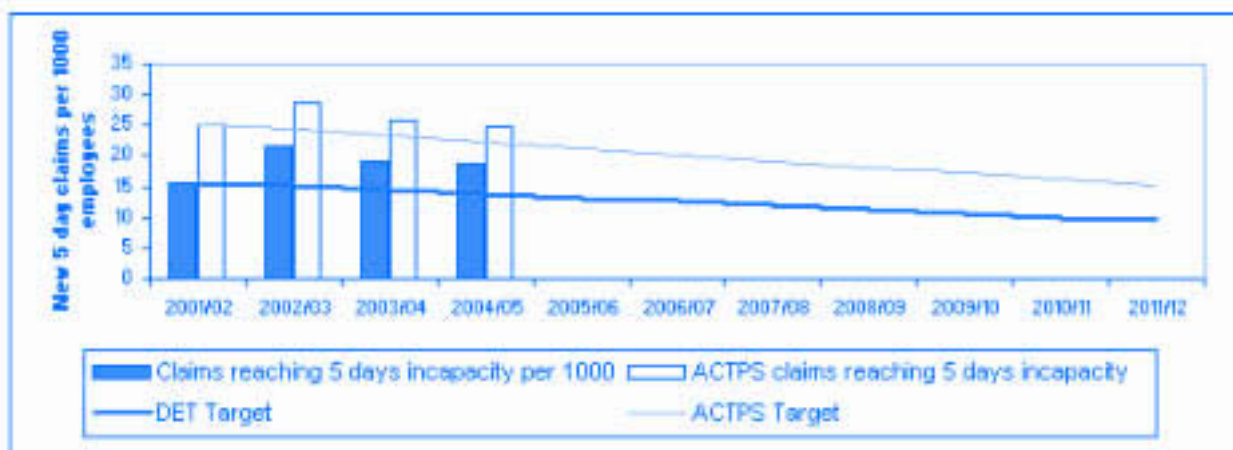
The department investigated a number of instances involving the presence of materials containing asbestos. Asbestos removal and air monitoring was undertaken as needed to ensure safety.

Injury Prevention and Management Targets

The department is committed to best practice injury prevention and management and is working to improve the Workplace Health and Safety Improvement Targets launched by the Chief Minister in February 2004.

The first target aims to achieve a 40 percent reduction in the level of workplace injuries by the year 2012. Figure 1, Target 1, indicates the incidence of workplace injuries (number of claims reaching 5 days incapacity per 1 000 employees) and reflects a downward trend in line with the target.

Figure 1: Target 1 — Reduce the number of claims reaching 5 days incapacity by 40 per cent



The second target aims to achieve zero work related fatalities by 2012. No fatalities due to workplace injuries occurred.

The third health and safety target aims to achieve a 40 percent reduction in the average lost time rate over the period 2002–12. Figure 2, Target 3, compares the department’s performance against the ACT Public Sector target trend for the average amount of time away from work due to injury.

The *Supporting Our Staff – a Manual for Managers Managing Injured Employees* assists managers,

principals and supervisors in the rehabilitation process and reflects the department’s commitment to achieving the Workplace Health and Safety Improvement Targets by 2012.

The fourth target focuses on agencies achieving a 90 percent reduction in the average time taken to initiate rehabilitation over the period 2002–12.

Figure 3, Target 4, indicates current trend for average time taken to implement formal rehabilitation under the *Safety, Rehabilitation and Compensation Act 1988*.

Figure 2: Target 3 — Reduce the average lost time rate by 40 per cent

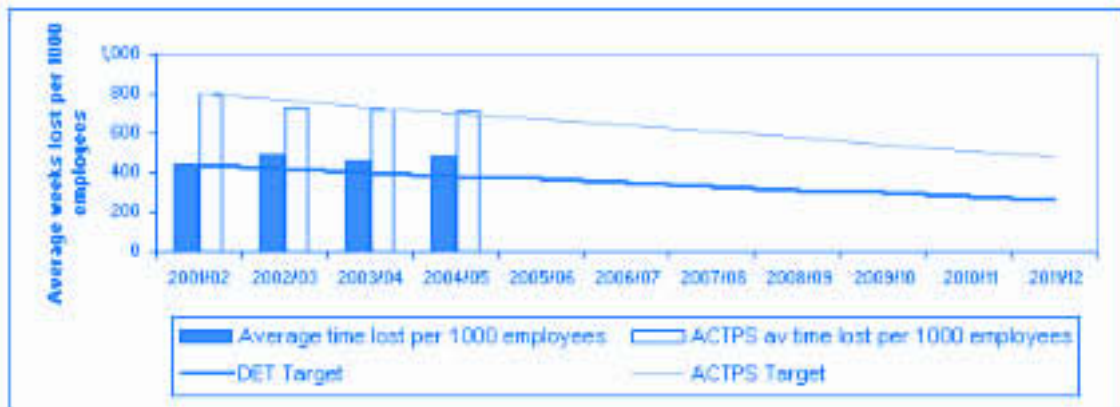
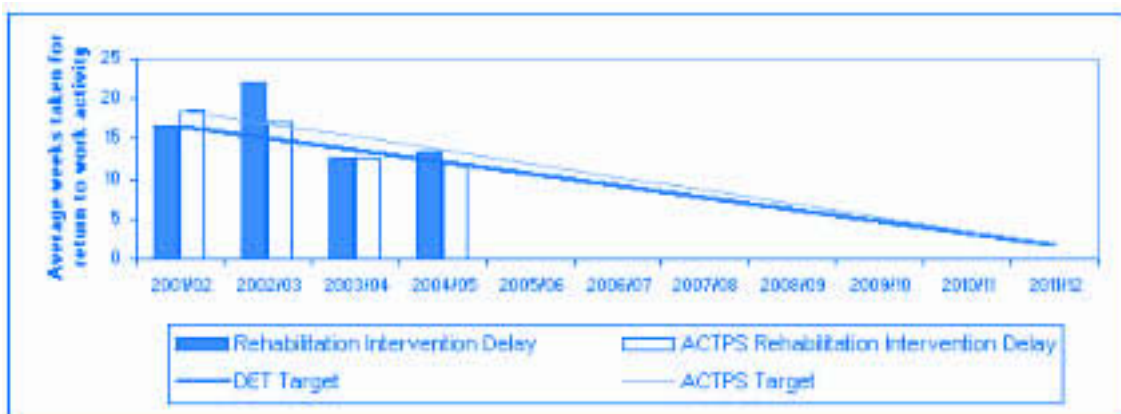


Figure 3: Target 4 — Reduce average time taken for rehabilitation intervention by 90 per cent



ACT Public Sector Workplace Health Strategic Plan

The department focuses on early intervention and the early engagement of rehabilitation providers to ensure prompt rehabilitation assistance, irrespective of liability status. There is a particular focus on high severity/impact injuries.

An external audit of the department's Safety Management System by Noel Arnold and Associates, independent occupational health and safety auditor, was conducted during the year. The department was rated as achieving 84 percent OHS management systems compliance against Australian Standards 4801 and 4804.

The audit identified strengths and weaknesses and provided recommendations for overall continuous improvement of the safety management system, which are reflected in an action plan for implementation from 2004–07.

The capacity of leaders to achieve workplace health outcomes was strengthened through participation in an inhouse leadership seminar entitled Addressing Challenging Injury Prevention and Management Issues.



Anne Huard, Principal, Amaroo School with Katy Gallagher MLA, Minister for Education and Training receiving the Occupational Health & Safety Award

The seminar was well attended and covered topics which included legislative responsibilities of the supervisor and person in charge of a workplace, organisational climate, prevention and management of psychological injuries, bullying and harrassment, and promoting a safety culture.

Awards

Amaroo School was the joint winner of the Best Health and Safety Design Solution Award in the 2004 ACT WorkCover Awards. It is the first school in the ACT to be purposely designed to address occupational health and safety, environmental and energy management issues.

Further information may be obtained from:

Director
Human Resources
Telephone (02) 6205 9203

C.1.6 Learning and development

Status of agency learning and development planning against the ACT Public Service Learning and Development Framework

The department actively supports learning and development as a means of enhancing and retaining capable and motivated staff to support the key themes of the ACT Public Service Human Resources Strategy to achieve its business goals.

The department created a Workforce Development Section in 2004 to support the learning and development of staff and commenced the development of a Learning and Development Plan. A *People Development and Management Plan* incorporating elements of the Learning and Development Plan was published on line in 2005. This plan will closely align with the Learning and Development Plan currently under development.

Participation rate in learning and development activities

Under the *Teaching Staff Certified Agreement 2004–06* and the *Staff Certified Agreement 2004–07*, all staff are required to have a Professional Development Plan in place.

Professional learning for teaching staff is agreed at school level and guided by identified system priorities. Under the *Teachers Certified Agreement 2004–06* all teachers participate in a minimum of five days per year of approved professional development. These combine a mix of school or cluster professional development days, as well as teacher choice according to their key learning areas.

During 2004–05 professional development has focussed on a range of school priorities that included:

- curriculum renewal
- literacy and numeracy

- restorative practices
- learning technologies — including the virtual learning environment.

From January 2005 the department, in line with the *Teachers Certified Agreement 2004–06*, implemented an additional support program for beginning teachers in their first three years of teaching. This program provides beginning teachers with an additional 15 days over three years in extra support.

Further, school assistants, preschool assistants and school administrative staff participate in a minimum of four days professional development to enhance personal and professional skills, meet career aspirations and conform with their individual development plans.

The department also encourages an increase in the level of skills and qualifications for building services officers and office managers. Building services officers participate in two days of professional learning as outlined in the *Staff Certified Agreement 2004–07*. Their training focuses on meeting core competencies and qualifications to allow them to progress through salary increments subject to satisfactory conduct and work performance.

Office based administrative staff undertake a wide variety of professional development initiatives in line with their goals and aspirations, their individual development plans and the department's skill requirements. It is anticipated that with the implementation of the Human Resource System Solution (HRSS)/Chris 21 training module, data will be collected and stored to monitor the level of training being undertaken by administrative staff.

Uptake of whole of government learning and development initiatives

The department has participated in a number of whole of government initiatives in the reporting year. This is consistent with the Integrated Human Resources Framework, Learning and Development Framework and Human Resources Strategy

components, which aim to provide a service wide strategic direction to human resources planning.

Take the Lead

The department has continued its participation in the whole of government program Take the Lead for Senior Officer Grade A and Senior Officer Grade B and equivalents. Fifteen employees participated in the program during 2004–05, and it is intended that the department will continue its participation next year. This program develops and enhances leadership capabilities of officers aspiring to executive roles or wishing to enhance skills in their current positions.

Graduate Program

There has been continued support of employee development through participation in the Graduate Program. The department employed five graduates at the ASO 5 classification after completing the 2004 program. A further five graduates are participating in the 2005 program.

Executive Leadership Development Program

Five members of the department's Executive participated in a wide range of activities offered by the Executive Leadership Development Program including:

- coaching
- networking functions
- entering into the program through formal induction.

As a further commitment to whole of government learning initiatives the department has been participating in the Wellbeing Interagency Network and introducing Working Healthier programs to staff with the purpose of promoting wellbeing in the workplace. It is anticipated in the next reporting year, health promotion programs will be further emphasised in the departmental learning and development program.

Learning development priorities for the department

An important objective of the Technical Support for Student Computing initiative was the up skilling of existing school based IT support staff. ANU College was contracted to deliver the training towards the Diploma in Network Engineering. Thirty-three staff submitted expressions of interest from which 12 were selected to enrol in the course. Further training will be provided to school based staff in the next twelve months in the form of half and full day training days through a Microsoft IT Academy arrangement.

The University of Canberra/Department of Education and Training Joint Professional Learning Program tailors specialist subjects to meet the needs of the department. The subjects are offered as special studies within the Graduate Certificate of Education (Professional Learning) or other appropriate degree. A memorandum of understanding has been entered into with the department and the University of Canberra to extend this program for an initial period of four years. There are currently 21 classroom teachers and 13 school leaders enrolled in the program.

In line with competency frameworks to support school based office staff and building service officers outlined in the *Staff Certified Agreement 2004–07*, a comprehensive program of training to meet the needs of the office and school based staff was delivered in July 2005.

Further information may be obtained from:

Director
Human Resources
Telephone (02) 6205 9203

C.1.7 Workplace relations

The *Staff Certified Agreement 2004–07* was certified on 3 November 2004 and will remain in force until 31 March 2007. The staff agreement contains a number of family friendly initiatives, improved consultation mechanisms and provides targeted training for most school based staff.

The *Teaching Staff Certified Agreement 2004–06* was certified on 20 August 2004 and will remain in force until 1 March 2006. This agreement consolidated the previous teachers' and principals' agreements and contains a number of initiatives, including providing minimum executive structures for schools and improved support for beginning teachers. This agreement placed ACT teachers amongst the highest paid teachers in Australia. Negotiations for a replacement agreement are expected to commence in September 2005.

As at 30 June 2005, nine employees have Australian Workplace Agreements (AWA). No further AWAs are being negotiated or are awaiting approval from the Office of the Employment Advocate. Over 2004–05 five AWAs were terminated. Two officers transferred from an AWA to a Special Employment Arrangement (SEA) provided for in the Staff Agreement. The salary payable under the SEA is consistent with the AWA salary classifications. No SEAs currently package a privately plated vehicle.

The department has three AWA classifications:

Salary Range

Manager 1	\$90,153	\$117,946
Manager 2		
Level 1	\$87,385	\$114,327
Level 2	\$81,638	\$106,806
Level 3	\$77,624	\$101,556
Manager 3		
Level 1	\$70,836	\$92,675
Level 2	\$65,697	\$85,951

The duration of each AWA is a maximum of three years from the date of approval by the Office of the Employment Advocate.

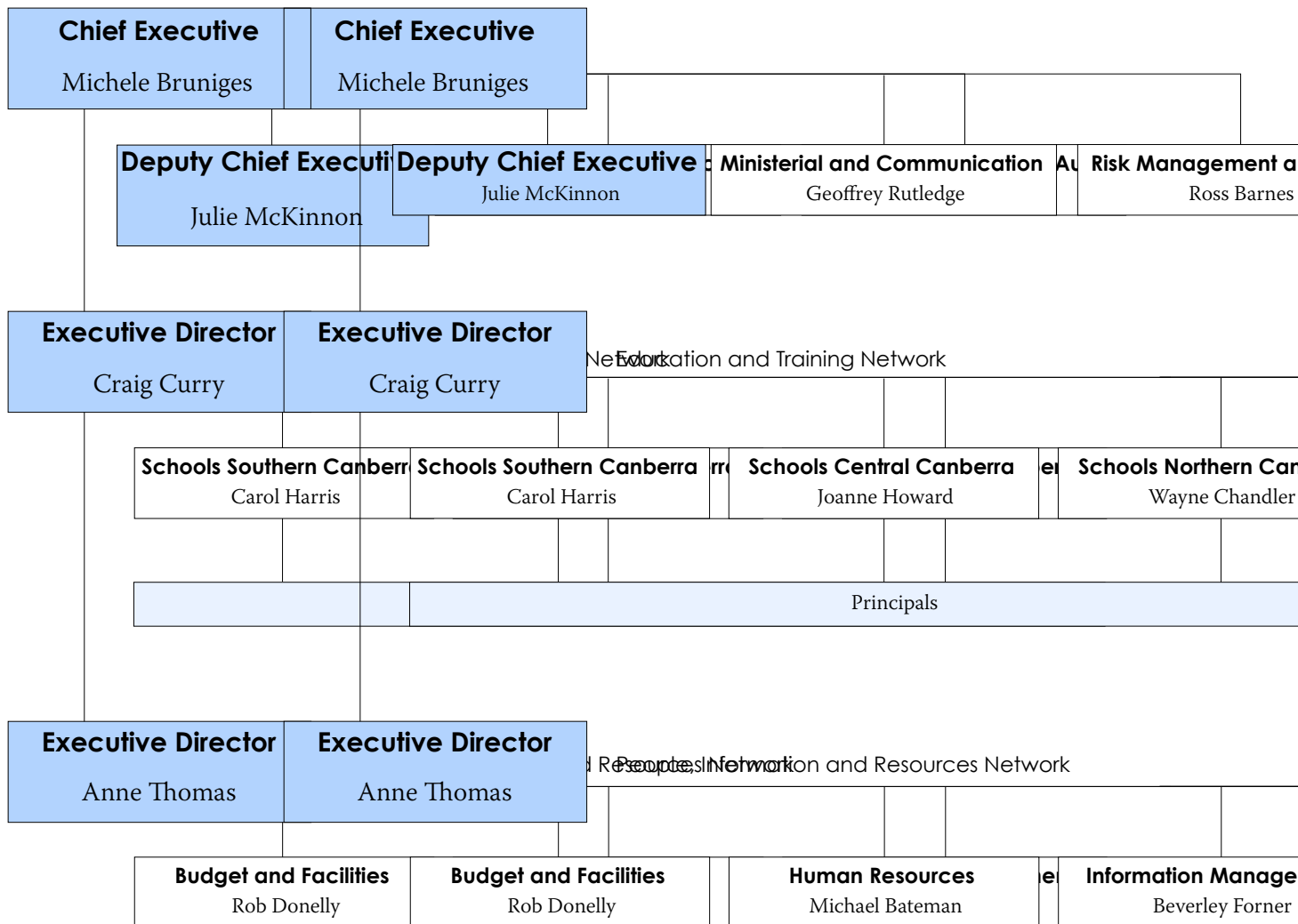
Further information may be obtained from:

Director
Human Resources
Telephone (02) 6205 9203

C.2 Governance

C.2.1 Internal accountability structures and processes

Organisation chart



Part C — Management of the organisation

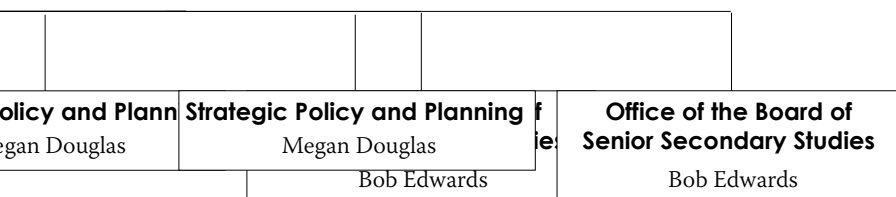
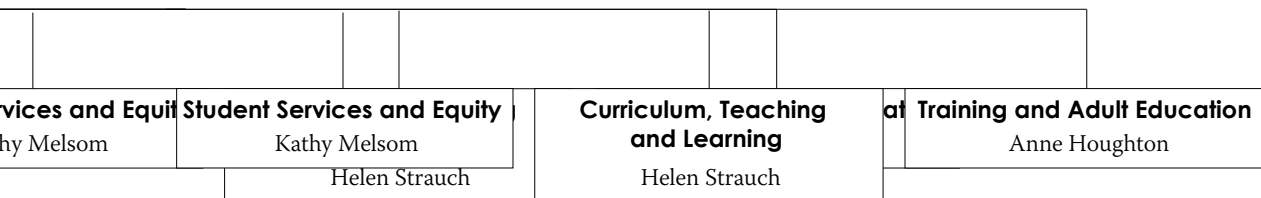


Executive team as at 30 June 2005

*Back row: (left to right)
Carol Harris, Wayne Chandler,
Megan Douglas, Rob Donnelly,
Joanne Howard, Helen Strauch,
Michael Bateman, Kathy Melsom*

*Front row: (left to right)
Craig Curry, Michele Bruniges,
Anne Thomas*

*Absent: Beverley Forner,
Anne Houghton, Julie McKinnon*



Organisation of services and contact details

There were significant changes in the senior management structure of the Department of Education and Training during the year. The role of Chief Executive was temporarily filled by a number of people during the year.

- Fran Hinton — 1 July to 8 August 2004
- Mike Zissler — 9 August to 12 December 2004
- Craig Curry — 13 December 2004 to 3 January 2005
- Julie McKinnon — 4 January to 23 January 2005
- Michele Bruniges took up the position on 24 January 2005.

Education and Training Network

The Education and Training Network is responsible for the provision of educational services in preschools, primary schools, high schools, colleges, special schools and early intervention settings. The network coordinates and purchases vocational education and training services. This network manages Statement of Performance Output Classes 1 and 3.

Please refer to section B.1 Key strategic achievements for material on the Output Classes.

Branch: Schools Southern Canberra

- Literacy and Numeracy
- School Excellence

Branch: Schools Central Canberra

- Early Childhood
- Parent and Community Partnerships

Branch: Schools Northern Canberra

- International Education
- School Review and Development

Branch: Student Services and Equity

- Student Counselling and Welfare
- Indigenous Education
- Special Education and Early Intervention
- Student Support

Branch: Curriculum, Teaching and Learning

- Professional Learning
- Curriculum Renewal
- Curriculum Support
- Assessment and Reporting

Branch: Training and Adult Education

- Program Evaluation and Planning
- Systems Management
- Tertiary Accreditation and Registration
- Career Transition
- New Apprenticeships and VET Initiatives
- Policy and Research

The Training and Adult Education Branch manages Statement of Performance Output Class 3. Please refer to section B.1 Key strategic achievements for material on the Output Classes.

Contact details

The first point of contact for information about enrolment, education programs and school policies is the school. All schools are listed in the white pages telephone directory under Schools ACT Government. They can also be found on the department's website at <<http://www.det.act.gov.au/schools/schools.htm>>.

Executive Director
Education and Training
Telephone (02) 6205 9172

People, Information and Resources Network

The People, Information and Resources Network is responsible for: capital works projects; facilities management; budgeting; financial services; information management and technology; human resource management including the staffing of government schools; strategic planning and reporting and the Office of the Board of Senior Secondary Studies. The network also administers Commonwealth and Territorial grants to, and registration of, non-government schools. This network manages Statement of Performance Output Class 2. Please refer to section B.1 Key strategic achievements for material on the Output Class.

Branch: Budget and Facilities

- Facilities Management
- Financial Services
- Schools and Corporate Support

Branch: Human Resources

- Employee Relations
- Injury Prevention and Management
- Workforce Development
- Workforce Management

Branch: Information Management

- IT Business Development
- IT Operations
- IT Business Applications

Branch: Strategic Policy and Planning

- Non-government Education
- Planning and Reporting
- Policy and Intergovernmental Relations
- Governance and Legal Liaison

Office of the Board of Senior Secondary Studies

Contact details

Executive Director
People, Information and Resources
Telephone (02) 6205 5511

The section listed below reports directly to the Deputy Chief Executive:

- Ministerial and Communication

Contact details

Deputy Chief Executive
Telephone (02) 6205 9458

Senior management committees, roles and membership (as at 30 June 2005)

Senior Executive Team

Michele Bruniges
Chief Executive

Julie McKinnon
Deputy Chief Executive

Anne Thomas
Executive Director, People, Information and Resources Network

Craig Curry
Executive Director, Education and Training Network

Role

- Establish departmental priorities
- Oversee the planning and development of strategic initiatives
- Oversee the allocation of resources
- Monitor the department's performance in key areas.

Senior Management Group

Michele Bruniges
Chief Executive

Julie McKinnon
Deputy Chief Executive

Craig Curry
Executive Director, Education and Training Network

Anne Thomas
Executive Director, People, Information and
Resources Network

Anne Houghton
Director, Training and Adult Education

Megan Douglas
Director, Strategic Policy and Planning

Rob Donnelly
Director, Budget and Facilities

Michael Bateman
Director, Human Resources

Beverley Forner
Director, Information Management

Wayne Chandler
Director, Schools Northern Canberra

Carol Harris
Director, Schools Southern Canberra

Joanne Howard
Director, Schools Central Canberra

Helen Strauch
Director, Curriculum, Teaching and Learning

Kathy Melsom
Director, Student Services and Equity

Role

To facilitate an integrated approach to policy development and delivery of key government priorities through monitoring progress, sharing information and focussing on strategic policy and management issues.

Audit Committee

Michael Harris (Chair)
External member

Jenny Morison
External member

Anne Thomas
Executive Director, People, Information and
Resources

Craig Curry
Executive Director, Education and Training

Michael Bateman
Director, Human Resources

Role

Under Section 31 of the *Financial Management Act 1996*, Chief Executives are responsible for maintaining adequate internal controls including the safeguarding of the assets of the department, compliance with applicable legislation and the proper reporting of the financial results of the department. The audit committee has oversight of financial and other reporting, risk management, compliance with legislation, regulations and ethics, fraud control systems and for specific investigations requested by the Chief Executive.

Schools Resources Group

Anne Thomas (Chair)
Executive Director, People, Information and Resources

Craig Curry
Executive Director, Education and Training

Rob Donelly
Director, Budget and Facilities

Joanne Howard
Director, Schools Central Canberra

Carol Harris
Director, Schools Southern Canberra

Wayne Chandler
Director, Schools Northern Canberra

Michael Bateman
Director, Human Resources

Beverley Forner
Director, Information Management

Richard Powell
Principal, Hawker College

Michael Bradley
Principal, Erindale College

Sally Paton
Principal, Melrose High School

Jeanine Catton
Principal, Ginninderra District High School

Shane Gorman
Principal, Birrigai

Linda Neeson
Principal, Duffy Primary School

Chris Hamilton,
Principal, Calwell Primary School

Jan Day
Principal, Turner Primary School

Jurgen Lebang
Manager, Facilities Management

John Bayliss
Manager, Schools and Corporate Support

Role

- Monitoring school based management and information and communication technology initiatives
- Monitoring the school assistance program
- Setting broad direction and priorities with respect to centrally managed school operations resources and information and communication technology in schools
- Identifying significant policy issues, which may require referral either to the chief executive or areas of the central Office.

Technology in Schools Group

Anne Thomas, Co-Chair
Executive Director, People, Information and Resources

Craig Curry, Co-Chair
Executive Director, Education and Training

Beverley Forner
Director, Information Management

Joanne Howard
Director Schools, Schools Central

Carol Harris
Director Schools, Schools Southern

Wayne Chandler
Director Schools, Schools Northern

Helen Strauch
Director, Curriculum, Teaching and Learning

Dennis Flannery
Manager, Professional Learning

Dennis Yarrington
Principal, Cranleigh School

Michael Bradley
Principal, Erindale College

Michael Hall
Principal, Lanyon High School

Role

- Promote and monitor implementation of the learning technologies plan
- Recommend standards regarding equipment, software and technical performance
- Recommend strategic directions for schools ICT
- Monitor ICT costs.

Injury Prevention and Management Policy Committee

Michael Bateman (Chair)
Director, Human Resources

Pat Shaw
Manager, Injury Prevention and Management (IPM)

Ross Butlin
Representative, Primary Principals' Association

Anne Huard
Representative, Secondary Principals' Association

Jurgen Lebang
Manager, Facilities Management

John Bayliss
Manager, Schools and Corporate Support

Ross Barnes
Manager, Risk Management and Audit

Robert Franco
Assistant Manager, Injury Prevention, IPM

Barbara Crawford
Assistant Manager, Injury Management, IPM

Graeme Henderson
Manager, Governance and Legal Liaison

Barbara Locke
Policy Officer, Policy and Intergovernmental Relations

Sue Chapman
Acting Manager, Early Childhood Services

Neil Pattinson
Health and Safety Representative Northside

Bob Bannister
Health and Safety Representative Southside

Union membership

Australian Education Union (AEU)

Community and Public Sector Union (CPSU)

Australian Liquor, Hospitality and Miscellaneous Union (ALHMU)

Role

The Injury Prevention and Management Policy Committee reviews injury prevention and management policy developments, the Safety Management System implementation, injury prevention and management performance measures including statistics. The Committee has a role in the policy consultation process and advises the Chief Executive.

Remuneration

The ACT Remuneration Tribunal determines remuneration for all executive positions in the department.

C.2.2 Strategic and organisational planning

Reporting against the department's Strategic Plan 2003–05

The department's *Strategic Plan 2003–05* articulates strategic imperatives and objectives, and the measures of success. In addition, the plan sets out specific values and principles that underpin the implementation of the department's business. These values and principles guide actions and behaviours in relation to

one another and our stakeholders. The department's strategic plan is available at <http://www.det.act.gov.au/publicat/pdf/stratplan2003_2005.pdf>. Each branch has business plans which reflect their responsibilities in implementing Strategic Plan imperatives.

Strategic imperatives:

1. Building on quality education and training

Measure of success: implementation of a new School Improvement Framework

The School Improvement Framework, published in February 2004, is available in print form and online at <http://www.det.act.gov.au/publicat/pdf/school_improvement_framework.pdf>.

It provides tools and processes that schools can use to monitor and evaluate identified outcomes. The framework was used for the school improvement (school review and development) process in 2004, and provided the conceptual structure for the report *School Excellence: Improvement and Achievement in ACT Government Schools in 2004*. Schools use the four domains of schooling described in the School Improvement Framework to assess their current performance and plan for the future.

Measure of success: curriculum framework is reviewed

The curriculum review was completed in December 2004, culminating in the release of *Every Chance to Learn: Future Directions in ACT Curriculum Renewal* in February 2005 <http://activated.det.act.gov.au/learning/curri_renewal.htm>. The review findings have informed the development of a new ACT curriculum framework, which is being undertaken in three phases during 2005–07.

The first phase has identified the Principles underpinning curriculum for ACT schools and proposed 36 Essential Learning Achievements to be implemented within the curriculum for all students from preschool to year 10. The Essential Learning

Achievements have been developed through a rigorous process of research and consultation. *Every Chance to Learn, Curriculum for ACT Schools P-10: Principles and Framework (Phase 1)* was released in February 2005 <<http://activated.det.act.gov.au/learning/currenewal/EveryChanceToLearn-CurriculumForACTSchoolsP-10.pdf>>.

During 2005, the Essential Learning Achievements are being refined and markers of progress are being developed for each of the Essential Learning Achievements. These will be trialled and validated in government and non-government schools during 2006–07. The new curriculum framework will be fully implemented from 2008.

Measure of success: proportion of 15–19 year olds in education and training

There was a decline of 2.5 percent to 2 541 in the number of students receiving a Year 12 Certificate. This can be attributed to the demographic decline in the ACT age cohort. There was a decline of 8.7 percent receiving a Tertiary Entrance Statement to 1 451. This reflects, in addition to the decline in the number of students, a move away from university to vocational studies where there was an increase of 3.1 percent in the number of vocational certificates issued in 2004.

2. Increasing opportunities for all children and young people

Measure of success: percentage of year 9 students with Pathways Plans

By the end of term 3 2005, all year 9 students will have commenced a Student Pathways Plan.

While schools were asked to report on Pathway Plans for year 10 students at the end of term 1 2005, the number of year 9 students who have commenced a Student Pathways Plan focusing on identity and reflection will be reported at the end of term 3.

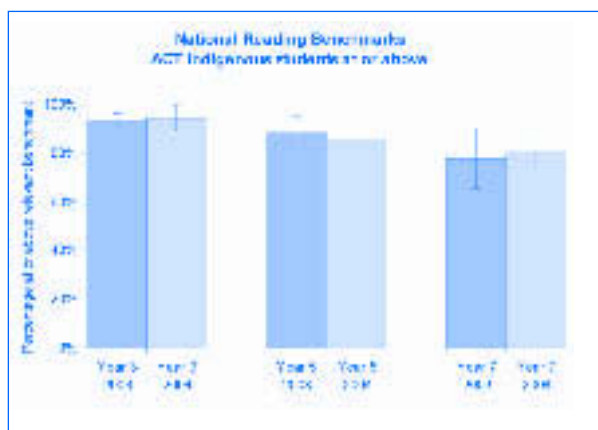
3. Improving outcomes for the most vulnerable

Measure of success: proportion of Indigenous students meeting literacy and numeracy benchmarks

ACT Assessment Program (ACTAP) 2004 results showed improvements in the proportions of ACT Indigenous students above the national benchmarks in reading, writing and numeracy in year 3, in numeracy in year 5 and in reading and numeracy in year 7. The year 3 reading and writing results were equal to those of all students.

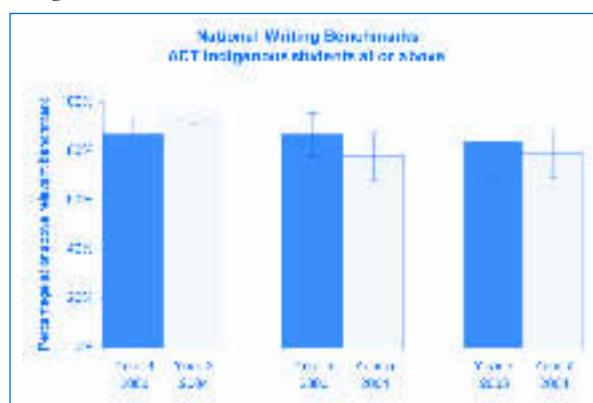
In reading 95 percent of year 3, 86 percent of year 5 and 81 percent of year 7 Indigenous students were above the benchmark. This compares with 93 percent at year 3, 89 percent at year 5 and 78 percent at year 7 in 2003 (graph 1).

Graph 1



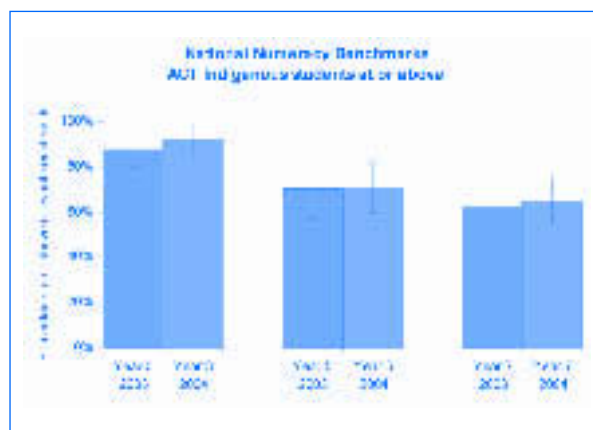
In writing 96 percent of year 3, 78 percent of year 5 and 79 percent of year 7 Indigenous students were above the benchmark. This compares with 87 percent at year 3, 87 percent at year 5 and 84 percent at year 7 in 2003 (graph 2).

Graph 2



In numeracy 92 percent of year 3, 71 percent of year 5 and 65 percent of year 7 Indigenous students were above the benchmark. This compares with 88 percent at Year 3, 70 percent at year 5 and 62 percent at year 7 in 2003 (graph 3).

Graph 3



Measure of success: proportion of Indigenous young people, aged 15–25 years, completing year 12 or equivalent or other post school training

A total of 38 students identified as Aboriginal or Torres Strait Islanders received an ACT Year 12 Certificate in 2004. Eleven of these students received a Tertiary Entrance Statement and 23 received a vocational qualification. In 2003, 46 students received an ACT Year 12 Certificate. Sixteen of these students also received a Tertiary Entrance Statement. Vocational qualifications were awarded to 32 students.

Measure of success: implementation of student centred resourcing for students with disabilities

The Student Centred Appraisal of Need process is now used to allocate resources to schools to support students with disabilities.

All schools in the ACT, government and non-government, are using the same criteria to determine eligibility for support and the Student Centred Appraisal of Need to determine the educational need of individual students with a disability.

4. Developing our people

Measure of success: performance management and learning plans in place for all staff

Both the *Teaching Staff Certified Agreement 2004–06* and the *Staff Certified Agreement 2004–07* make reference to continued professional learning and development of departmental employees. The department continues to meet the arrangements committed to in both agreements in that:

- teachers other than principals participate in Professional Pathway programs that are fully integrated into professional practice for teachers
- principals' professional appraisal continues to be undertaken across the system
- the department has developed a performance management framework for all staff employed

under the *Staff Certified Agreement 2004–07*, and this framework is currently being implemented across the department to replace existing arrangements.

Measure of success: implementation of departmental policy framework

The Policy Development Manual 2003, published internally, provides a framework to improve the quality and consistency of departmental policies by providing guidance and an agreed process for developing policy.

Measure of success: staff satisfaction ratings

The department has participated in the 2005 Best Employers survey for organisations in Australia and New Zealand, following participation in 2002. The survey results will be available in August 2005 and will help to continue to inform the development of people management policies and practices.

5. Strengthening our governance arrangements

Measure of success: corporate governance framework is articulated

The Executive has developed a corporate governance framework for the department. Material to articulate the framework to staff is being developed.

Measure of success: meeting all requirements under Territory Records Act

The department has been progressively working to meet its compliance responsibilities under the *Territory Records Act 2002* and related standards over the past year.

The department reviewed and updated its Records Management Program to include revised policy statements, a number of new procedures and updated functions in the department's thesaurus. The Chief Executive, who assumes the role of Principal Officer under the Act, has approved the program, which

has been published on the department's intranet site. Ongoing implementation and training in policy aspects of the program and records management procedures is continuing for new and existing staff.

Measure of success: implementation of new external and internal communications strategy.

The department has implemented a communications strategy to:

- better inform stakeholders about the work of the department
- improve messages to and from employees
- promote informed debate and discussion about education, children and family issues in the ACT.

In 2004–05 a review of digital communications between schools and central office was undertaken and changes made to the intranet providing more information in a cleaner and more dynamic form. The intranet has also been improved with the introduction of a search function.

In response to staff requests, a monthly bulletin of professional learning opportunities was produced, allowing for both hard copy and reading online.

Minor changes to email access allows administrative staff, whether school or office based, to receive updates on whole of government initiatives and opportunities.

Further effort has also been directed at supporting schools to promote their achievements. Individual support has been provided to each school to advance the community's knowledge of the school's successes and promote involvement in their local school.

C.2.3 Fraud prevention

The *Fraud and Corruption Prevention Plan 2004–05* was developed from the business risk assessment conducted by Minter Ellison in December 2003. This plan focusses specifically on minimising the potential for instances of fraud or corruption in departmental programs and/or activities, whether

by employees or persons external to the department. The *Fraud and Corruption Prevention Plan 2005–06* will be derived from the department's overarching *Risk Management and Audit Plan*. These plans are available to all staff on the department's intranet site. The integrity risk assessment aspect is now included in the annual strategic business risk assessment process. The department continues to be committed to minimising the incidence of fraud and corruption through identification of risk and the development, implementation and regular review of a range of integrity prevention and detection strategies.

The department has implemented a comprehensive information management process to ensure all allegations and incidences of fraud are captured and recorded in accordance with the ACT integrity policy. This information will be monitored and reviewed to assist in targeting areas of concern.

As part of the department's fraud and corruption prevention strategies, ethics training including fraud awareness is delivered to all probationary teachers and other staff via a number of forums, including initial induction training.

There were four allegations of fraud reported during the 2004–05 financial year. Upon review no cases required the attention of the Australian Federal Police or involvement of the Department of Public Prosecutions. The outcomes of the investigations included counselling the individuals concerned, reviewing existing control measures, and delivering awareness presentations to targeted groups. In three cases no direct financial loss was incurred whilst in the fourth instance recovery action has commenced to recoup the small amount of funds involved.

Further information may be obtained from:

Executive Director
People, Information and Resources
Telephone (02) 6205 5511

C.2.4 Risk management and internal audit arrangements

During the year, the department developed and implemented a comprehensive risk management framework in accordance with the Australian New Zealand risk management standard (AS/NZS 4360:2004). This framework outlines the risk assessment process to be adopted for the identification, analysis and treatment of risk exposures to the department. Fundamental to this framework is a requirement to undertake a risk assessment for all major projects, new initiatives, or where substantial changes occur within the department.

Following implementation of the framework, the department undertook a detailed strategic business risk assessment. The outcome of this assessment process was specific Risk Management Plans for the:

- People, Information and Resources Network
- Education and Training Network
- Information Management Branch and
- Training and Adult Education Branch.

An overarching *Risk Management and Audit Plan* (available to staff on department's intranet site) was compiled from the individual plans and this document includes identification of the major risk exposures to the department, allocation of responsibility for the management and monitoring of these risks and a timeframe in which the matters will be addressed.

The department has an internal audit charter which sets out the objectives of the internal auditor to provide a service to management to assist the department to meet all prescribed statutory responsibilities. The audit committee charter has recently been reviewed to increase the focus of its role on risk management as well as maintaining the current emphasis on the internal audit function.

A panel of internal audit service providers was engaged during the year to perform program reviews of activities identified by the audit committee in the 2004–05 internal audit program.

Further information can be obtained from:

Chief Executive
Telephone (02) 6205 9158

C.2.5 External scrutiny

One legal judgement commented on unsafe work practices in an industrial design workshop.

The judgement, which was related to a personal injury claim arising out of a student accident, was heard in the ACT Supreme Court in October 2004. The case involved a high school student. A Workcover inspector identified numerous unsafe work practices and machinery in the workroom. Since that time, the department has ensured that all schools are aware of, and adhere to the relevant safety policy and procedures for secondary technology programs.

Further information may be obtained from:

Director
Strategic Policy and Planning
Telephone (02) 6205 7661

Under the *Australian National Training Authority (ANTA) Agreement 2004*, the ACT is required to present to the Australian National Training Authority a comprehensive annual training plan for scrutiny to determine compliance with Australian Government prescribed conditions, as agreed to by the Minister in the annual bilateral funding agreement. Funding is conditional on meeting the terms of the agreement.

The *ACT Vocational Education and Training (VET) Plan* provides:

- details on vocational education and training activity in the Territory
- a progress report on implementing the *Annual National Priorities for the National Strategy on VET for 1998–2004*

- performance indicators for the *Annual National Priorities for the National Strategy on VET for 1998–2004*
- projections of new apprenticeship commencements.

The ANTA Agreement ceased on 1 July 2005. It is expected that a replacement for the current plan will be implemented subject to successful negotiation with the Australian Government.

Further information may be obtained from:

Director
Training and Adult Education
Telephone (02) 6205 7088

C.2.6 Reports required by legislation

Freedom of Information

The *ACT Freedom of Information Act 1989* (the Act) provides a legally enforceable right of access by citizens to all documents in the possession of the ACT Government, subject only to exemptions to protect the legitimate interests of the ACT Government, and of the third parties who deal with the ACT Government. The Act requires certain reports to be compiled and included in the agency annual report. This report comprises two sections:

- a Section 79(2) statement for the ACT Department of Education and Training
- a Section 7 statement for the ACT Department of Education and Training.

A separate Section 8 statement as required by the Act can be obtained from the department's Freedom of Information Officer or found on the department's website at <<http://www.det.act.gov.au>>.

Section 79(2) statement

Requests for access

In 2004–05 the department received a total of 30 requests for access to documents. The following tables outline the number of requests and the access decisions made for these requests.

Number of new requests	30
Number of requests carried over from previous year	4
Total	34

Access Decisions	Requests
Full release	6
Partial release	23
Technical refusal (no documents)	0
Refusal	3
Withdrawn	1
Incomplete at 30 June 2005	1
Total	34

Internal review and Administrative Appeals Tribunal applications

One application was received under Section 59 of the Act to review a decision. The request resulted in further documents being provided to the applicant. No applications were made to the Administrative Appeals Tribunal.

Fees and charges

Initial applications and internal reviews no longer attract an application fee. The department did not collect any fees in relation to the processing of requests.

Amendment of personal records

The department did not receive any Section 48 requests for the amendment of personal records.

Section 7 statement

Introduction

Section 7 of the Act requires the Minister responsible for an agency to prepare and publish a statement about particulars, functions and powers of the agency as well as certain categories of documents held by each agency and the arrangements for public participation in the formulation of policy and operations. This statement is correct to 30 June 2005 and replaces the statement published in the 2003–04 Annual Report of the ACT Department of Education and Training.

Organisation functions and powers

The organisation and functions of the department are described elsewhere in this annual report. Legislation administered by the department is published in full in the Administrative Arrangements Orders.

Public participation in decision making

Arrangements for public participation in decision making include public submissions to inquiries, discussion at public meetings, consultative committees for specific purposes, access to records through FOI requests, comments on draft documents, comments on Bills before the Assembly and contact with the Minister.

Categories of documents

The department holds several basic categories of documents:

- those that are freely available on request and without charge
- those that are exempt under the Act
- all other kinds of documents that may be available under the Act.

Documents available on request and without charge

Documents within this category include publications produced by the department on various aspects of its activities. These are distributed from the department and schools throughout the Territory and may be available on the department website <<http://www.det.act.gov.au>>. Other documents include:

- discussion papers
- information pamphlets
- census data
- annual reports.

Documents of other kinds that may be available under the Act

Such documents may include:

- internal, interdepartmental and public documents including minutes of meetings, agendas and background papers, policy statements, correspondence and administrative records:
- personnel files and records
- student records
- files on applicants, complainants
- records held on microfilm, computer or paper in connection with departmental functions
- financial and accounting records
- details of agreements, contracts and tenders
- records of government including the machinery of government.

Facilities for access

Those seeking information are encouraged to seek access by contacting the department before resorting to the more formal Freedom of Information (FOI) procedure. All Freedom of Information requests should be directed to:

The FOI Coordinator
Governance and Legal Liaison
ACT Department of Education and Training
PO Box 1584
TUGGERANONG ACT 2901
Telephone: (02) 6205 8229

The physical location is:
186 Reed Street, Tuggeranong, ACT.

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

Parking is available at the physical location, including reserved parking for people with disabilities. The barrier to the car park at the main entrance has an intercom that will allow vehicles to gain access to the car park.

Those with any concerns about accessing this location can contact the department for assistance with any specific arrangements that might be needed.

Office Manager
Telephone: 02 6205 9400

Public Interest Disclosure (PID)

Section 11 of the *Public Interest Disclosure Act 1994* encourages the disclosure of conduct in the public sector that is adverse to the public interest. The Chief Executive has made information available to staff and the community about procedures for making and handling disclosures.

Information was provided on:

- the purpose of the Act
- various contact points where disclosures can be made within and outside the department

Myclasses

Myclasses is a very useful resource. It allows me to access class assignments, homework and general information from school or home.

Patrick McCartney Year 10 student

As a science teacher at Stromlo High School, I have found Myclasses on the school's intranet a valuable tool in my teaching. Setting up each class page is very easy, and with the combination of My Desktop and My Mail, students have access both at school and at home (via the internet) to class work and submission of set tasks in homework, assignments etc. This is a new dimension in the traditional style in teaching. It also allows students to communicate 'problems' via e-mail. Setting homework and asking the students to email the work minimises the paper chase while offering the advantage of tracking when work is submitted. With lateral thinking, Myclasses can be used as the basis for online teaching and learning. Many students are totally engaged with computer based tasks, and for them it offers the chance not only to use a computer, but for the teacher to adapt traditional lessons in a style conducive to 21st century learning.

Alan Giles, Science teacher, Stromlo High School

I think Myclasses is really helpful. I have used it many times with my assignments that are close to being due in. It allows me to print of or view any assignment/assessment sheets I need so that I can do them at home if I have lost or didn't get a sheet.

Jared Lancaster Year 10 Student

Myclasses is a wonderful resource for all your classes and easy to use. I have used Myclasses for all my classes, it can be used if you lose any missing sheets or even give you helpful web sites for your studies. I give Myclasses 10 out of 10.

Scott Cook Year 10 student

- who can make a disclosure
- types of disclosures that can be made
- how to make a disclosure to the department
- protection from legal action and advice on cases of victimisation
- feedback to informants
- strategies if dissatisfied with the outcome of an investigation.

The nominated officers to receive public interest disclosures for the department were the Director, Human Resources and the Manager, Employee Relations.

The nominated contact officers for advice in relation to public interest disclosures were the Assistant Managers, Governance and Legal Liaison — telephone (02) 6205 9159 or (02) 6205 9151.

Summary of disclosures

No disclosures under the Act were received during 2004–05.

During 2003–04 two disclosures were received under the Act and action continued to be taken in 2004–05 to investigate these disclosures.

- A disclosure related to the conduct of staff employed under the *Public Sector Management Act 1994* and to the conduct of contractors. The investigation of this disclosure found it was not substantiated.
- A disclosure related to the conduct of staff employed under the *Public Sector Management Act 1994*. The investigation of this disclosure found it was not substantiated.

Further information may be obtained from:

Director
Strategic Policy and Planning
Telephone (02) 6205 7661

Territory records

The department has been progressively working to meet its compliance responsibilities under the *Territory Records Act 2002* and related standards over the past year.

The department reviewed and updated its Records Management Program to include revised policy statements, a number of new procedures and updated functions in the department's Thesaurus. The Chief Executive, who assumes the role of Principal Officer under the Act, has approved the program, which has been published on the department's intranet site. Ongoing implementation and training in policy aspects of the program and records management procedures is continuing for new and existing staff.

The Territory Administrative Records Disposal Schedule (TARDiS) has been adopted as the department's disposal schedule at this stage. Initial research has commenced on the creation of an agency-specific disposal schedule. It is expected that much of the effort in record keeping over the coming year will be directed at development of the schedule.

As part of this process, records relating to people of Aboriginal or Torres Strait Islander descent will be identified to allow heritage links to be established and relevant procedures developed to allow preservation of such records.

Further information may be obtained from:

Director
Information Management
Telephone (02) 6207 2335

C 2.7 Sustainability and the environment

Commissioner for Environment reporting

During 2004–05 the Commissioner for the Environment did not request any information from the department.

Ecologically sustainable development

The department has contributed towards ecologically sustainable development in a number of ways.

Amaroo School

Amaroo School was opened for use in January 2005 following the completion of the final stage — year 6–10 school. This part of the facility incorporates the same sustainable design principles included in previous stages and was designed using a green building approach in which emphasis was given to making the building more energy efficient, improving air quality, capturing and storing rain water for recycling and reducing greenhouse gas emissions.

Design features addressing sustainability issues include:

- central courtyard for tempered micro-climate
- natural ventilation of all buildings
- night cooling/purging by utilising differences in temperature
- hydronic slab heating by hot water from a natural gas fired heating system
- heated hot water provided by roof mounted solar water panels supplements the centralised gas fired boiler

- thermal mass construction was used to maximise the heat bank characteristics of the building
- optimisation of daylight to reduce the need for artificial light
- rainwater collection provided by large underground water storage tanks to provide water reuse for toilet flushing, plant and garden bed irrigation and paved area wash down
- low maintenance, environmentally friendly materials used in construction
- a photovoltaic array on the roof and a wind turbine to generate energy on the site
- a building management system.

Birrigai

The 2003 bushfires destroyed much of the infrastructure and facilities at Birrigai. The redevelopment of the facility has provided an opportunity to demonstrate the department's commitment to sustainable design initiatives and the design has been developed on this basis with all buildings incorporating passive solar and ventilation principles.

Design features addressing sustainability issues include:

- passive solar orientation of all buildings
- thermal mass incorporated into building structures
- natural ventilation systems using stacks, ceiling shape and variable motorised opening windows and louvres
- natural lighting to minimise the need for artificial lighting
- high levels of insulation
- hydronic slab heating using solar heated water

- solar hot water
- low water use appliances
- rainwater storage tanks
- grey water reuse.

Office based sustainability

Office based sustainability initiatives include:

- recycling of cardboard and waste paper from office areas
- examination of changes in photocopying procedures to reduce paper usage
- involvement in the development of an environmentally sustainable stationery contract across ACT Government agencies.

Strategic Bushfire Management Plan and Bushfire Operational Plans

Birrigai at Paddy's River is working with Tidbinbilla Nature Reserve to jointly develop strategic bushfire management and operational plans.

The rebuild of the school following the bushfires of 2003 is in accordance with the requirements of *Planning for Bushfire Protection 2001* (PFBP) as published by the New South Wales Rural Fire Service. Building materials, landscaping and fire protection measures have been designed to mitigate any future risk from bushfires.

Further information may be obtained from:

Director
Budget and Facilities
Telephone (02) 6205 9108



Tree planting exercise at Kambah High School