



Education and Training

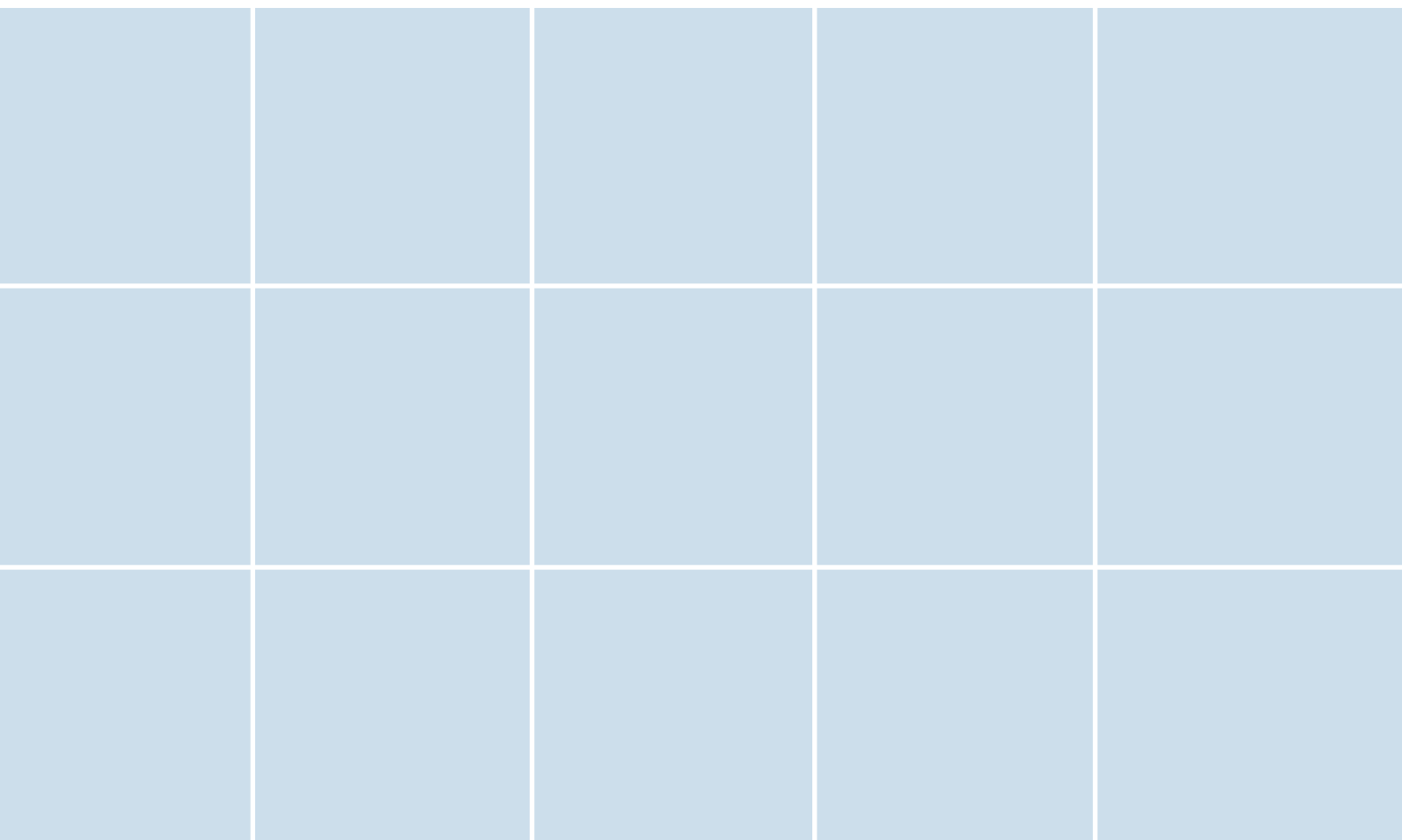
# High Standards in ACT School Education

## A Report on the Consultation for an ACT Schools Standards Authority



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# Executive Summary

The community consultation process on the formation of an ACT School Standards Authority commenced with the Minister for Education and Training releasing the consultation paper, *High Standards in ACT School Education—A Consultation Paper for an ACT School Standards Authority*, on 2 June 2008. The consultation period concluded on 30 September 2008.

The consultation process included media advertising, website information and online access to the paper and feedback form, departmental presentations to stakeholder groups and focus group sessions facilitated by an external consultant.

Presentations were provided to key stakeholder groups prior to the commencement of the focus group process. Five focus groups were conducted by M[o]Z Consulting during August 2008 and 22 written submissions were received during the consultation.

This report summarises the key themes and issues raised by participants during the consultation process to provide input into Government considerations on the establishment of a Schools Standards Authority (The Authority). Through the focus group and the written submission processes, respondents were asked:

- How might an ACT School Standards Authority add value to ACT school education?
- To comment on the proposed function and if there were additional functions that could be considered.
- What are the advantages and disadvantages of the proposed models? Which model is the most appropriate for the ACT?
- For suggestions on governance and Board membership.
- For further comment on how the Government might move forward to establish an ACT School Standards Authority by 2011.

There was a diverse range of views and ideas put forward during the consultation phase which are summarised in the report. On balance, five key themes emerged from the community and stakeholder consultations.

1. Strong support for an authority based on Model 2 – i.e. no registration functions, and a P-12 curriculum and assessment focus.

2. Strong support for a separate teacher registration authority.
3. The need to provide adequate resource allocations to any authority and not simply merge Board of Senior Secondary Studies (BSSS) and Department of Education and Training (Department) functions and current resources.
4. The need for ongoing consultation.
5. The need for further exploration of development of the governance arrangements.

The inclusion of the non-government school registration and review function into an Authority was generally supported. This support extended to further investigating the registration of all schools through a process similar to the public school validation process.

Throughout the consultation process, there was also a desire for more detail on the Board and committee structure, staffing, resourcing and governance arrangements for the proposed models. The development and scope of schooling standards also need greater clarity.

# Background

The original discussion paper, *High Standards in ACT School Education*, was released in February 2008. It proposed the establishment of an Authority to provide independent advice on educational outcomes on a cross-sectoral, whole of jurisdiction basis. It proposed consolidating in one body, a number of activities that are currently undertaken by the Board of Senior Secondary Studies (BSSS) or by the Department of Education and Training (the Department), and would provide assurance on the quality of schools and curriculum in the ACT. Community responses to this discussion paper supported, in principle, the establishment of an independent Authority, and supported further community consultation on the proposed functions of such an Authority.

A further paper, *High Standards in ACT School Education – A Consultation Paper for an ACT School Standards Authority*, was released in June 2008 and a second phase of wider consultation commenced with the aim of encouraging debate on the preferred functions and an operational model of an ACT Authority. A series of stakeholder presentations and community focus group sessions were held during August 2008. M[o]Z Consulting was engaged to conduct the focus group process. Stakeholders and community members were also invited to provide written submissions or to respond directly via a community response form by 1 September 2008.

Minister Barr's introduction in the consultation paper described the rationale for the Authority as:

*Children and young people deserve the best teaching and a curriculum that supports lifelong learning and citizenship. All students deserve to feel safe at school and supported in their learning at every stage of their school life. Strong partnerships between schools and their communities are also needed to support students' progress.*

*The prime goal of any educational change is to strengthen student learning, progress and achievement. An ACT School Standards Authority would support this goal through establishing and monitoring school educational standards. The Authority's scope could extend to standards in curriculum, student achievement, teaching, school registration, home education and schooling generally. It is envisaged that a School Standards Authority would provide independent, objective advice on the achievement of agreed standards in the ACT.*

This report summarises the key themes and issues raised by participants during the consultation.

# Methodology

The paper, *High Standards in ACT School Education—A Consultation Paper for an ACT School Standards Authority*, included a Community Response Form. The purpose was to seek views on:

- how such an authority might improve ACT school education, across the public and non-government sectors
- what functions the authority should undertake and what operational model should be adopted.

The form was also available from the Department's website with all responses due to be received by 1 September 2008.

## Community submissions

Written submissions were received from 22 individuals and groups (Appendix A).

The Community Response Form sought views on the following:

The goal of an ACT School Standards Authority would be to improve student learning through establishing and monitoring standards across a range of functions.

*How do you think an ACT School Standards Authority might add value to ACT school education?*

The consultation paper discusses five possible functions an ACT School Standards Authority could undertake: curriculum and assessment; certification; registration of non-government schools and home education; teacher registration; and schooling standards.

*Do you have any comment on one or more of these specific functions?*

*Are there any additional functions you would like to propose for an ACT School Standards Authority?*

The consultation paper proposes three models for an ACT School Standards Authority.

*What are the advantages and disadvantages of the models?  
Which model do you think is the most appropriate for the ACT?  
(Respondents were invited to propose a variation to one of the models or develop another option.)*

*What suggestions do you have for governance and Board membership?  
Do you have any further comment on how the Government might move forward to  
establish an ACT School Standards Authority by 2011?*

## Presentations to Stakeholder Groups

Several presentations were made to key stakeholder groups including the Government Schools Education Council (GSEC), the Non Government Schools Education Council (NGSEC), the Catholic Education Office (CEO), the Association of Independent Schools ACT (AISACT), the BSSS and the ACT Council of Parents' & Citizens' (P&C) Associations.

These presentations were made by the Department's Chief Executive and Director for Human Resources, and were intended to deliver information and encourage considered conversation that would lead to submissions being made from the groups as well as individual members.

All presentations included time for a question and answer session and participants were encouraged to attend or send representatives to the focus groups to promote significantly considered responses.

The Department supplied information to the Home Educators Network Canberra and Southern Tablelands (HENCAST) and the Christian Home Educators in Canberra (CHEC) for their consideration.

## Focus Group Approach

Focus group sessions were conducted during August 2008 and included:

- a joint session involving GSEC and NGSEC on 5 August 2008
- three stakeholder focus groups held on 5, 7 and 12 August 2008
- one community focus group session held on 14 August 2008.

The methodology used at the focus group session mirrored the outline and content of the Consultation Paper. The Consultation Paper discussed a range of possible functions an ACT Authority could undertake:

- curriculum and assessment
- certification
- registration of non-Government schools and home education
- teacher registration
- schooling.

Focus group participants were asked to consider each of the proposed functions and to provide comments on any of the specific functions proposed, and particularly their relationship with an Authority. Participants were also asked to comment on any additional functions that might be considered for an Authority.

Participants were asked to comment on the three operational models for an Authority, outlined in the Consultation Paper:

- Model 1—teacher registration, development and learning, with a focus on curriculum and policy development, subject to Authority resourcing
- Model 2—no teacher registration and with a Preschool–Year 12 (P-12) curriculum and assessment focus
- Model 3—primary focus on curriculum and assessment elements.

Participants were asked to comment on the advantages and disadvantages of the models proposed and to indicate which model they considered the most appropriate for the ACT. Views and suggestions were also sought on possible variations to the operational models, and alternative models that could be considered. Organisational governance arrangements and options for Board composition and membership were also explored.



# **Outcomes of the consultation**

# How a School Standards Authority might add value to ACT school education

A consistent theme emerging from the consultation process was that of **support** and **collaboration**. It was generally agreed that an Authority would add value to ACT school education by:

- strengthening quality education by enhancing shared language, understanding and collaboration across the ACT education system
- supporting greater consistency in assessment of standards and accountability across sectors
- supporting efficiency and effectiveness across sectors through streamlining of accreditation and registration processes
- supporting cross-sector work on programs for students with special needs and for students with a disability
- fostering greater collaboration in the development of curriculum frameworks—building on the previous success of collaborative efforts, such as *Every Chance to Learn*, which provides an ACT framework while supporting school based curriculum and decision making
- supporting curriculum developments with a Kindergarten–Year 12 (K-12) focus and providing clear transition pathways to the vocational and tertiary education sector.

**Monitoring** and **uniformity** of standards were areas identified where an Authority could add value by:

- setting and monitoring of standards in Years 7-10 and standardising the requirements for Year 10, including attendance and completion requirements for the Year 10 certificate at all schools in the ACT
- moderation of Year 10 to make the Year 10 certificate a more valuable document
- setting minimum capability and knowledge standards for subject teachers in key disciplines, including mathematics and science
- enhancing consistency of Years 7-10 curriculum, certification and reporting across sectors and schools.

Other ways identified that an Authority could add value to ACT

school education included:

- provide an aspirational dimension to our education system through uniform structures and schooling standards across the sectors in support of higher education standards
- provide a dedicated focus and resources for curriculum and assessment framework development, which should support knowledge sharing across sectors and schools
- provide greater opportunity to upgrade the profile and resourcing of the teaching profession
- provide a level of independence across sectors that would address potential and/or perceived conflict of interest with respect to the Department overseeing public and non-government schooling standards whilst running a public school system
- ensure independent dimension of registration of home-based education separate to school registration and provide an opportunity to develop greater understanding of home-based education
- an increased cost effectiveness and work efficiency and funding for key cross sectoral initiatives and creative projects
- the registration of preschools in line with national strategic policy directions, support to natural synergies in many independent and public schools providing early childhood education
- an opportunity to streamline and strengthen accountability requirements.

# Proposed functions of a School Standards Authority

## Curriculum and Assessment

### **Continuity of learning (P-12)**

The development of greater consistency in what is taught in schools and information reported in terms of student performance was seen to be an important aspiration for the ACT education system. An Authority that could provide a dedicated focus and increased resources for curriculum and assessment framework development was seen to be beneficial and would support knowledge sharing across sectors and schools.

Curriculum development was acknowledged as a particularly resource intensive activity within the ACT education system. The *Every Chance to Learn* P-10 curriculum framework was considered a successful model of collaboration across sectors and could provide a sound model for ongoing activities and operations of the Authority. It was commented, however, that as it was early days it was yet to be seen how the curriculum framework would be implemented and supported at the school level. It was hoped that this earlier work, combined with a P-12 curriculum development focus of the Authority, would assist transition and student pathways from K-12.

Others commented that further moves towards a standardised curriculum and assessment framework may be seen as limiting choice and diversity, particularly for the home education sector. There was a strong preference to retain the status quo regarding curriculum flexibility for home-based education as provided under Chapter 5 of the legislation. There was also some uncertainty regarding the role and place of certification and assessment processes and outcomes developed under an Authority and how they would impact on home-based educators.

### **National curriculum and assessment agenda**

There was general support for the overall responsibility for ACT participation in the National Assessment Program as part of

the suite of functions for the Authority. An Authority could provide a degree of consistency of application and interpretation of National Assessment Program data across sectors and schools in the ACT. It was acknowledged that the ACT education system needed to access aggregate data regarding ACT education system performance from the National Assessment Program, although there was some concern expressed regarding the reporting of relative performance of schools and sectors, particularly if this were to move toward a 'league table' of schools. The home education group was seeking assurance that their participation in national assessment would remain voluntary.

There was general consensus on the potential impact of national curriculum development agendas and that an Authority could present an opportunity for a consistent and influential voice for the ACT covering all elements of the ACT education system. The Authority would need to have this as a specific part of its charter to influence and engage with the national education agenda and debate more broadly. Some concerns were expressed around the direction and developments at the national level regarding assessment and reporting and it was felt that the ACT education system needed to maintain a strong watching brief on specific issues such as the interpretation of data and use of results. There was a need to engage in professional dialogue regarding the alignment of the national curriculum directions with implementation at the local level. To this end an Authority could:

- offer an additional source of advice and expertise to the ACT Minister for Education and Training and government of the day, and provide a stronger and more influential voice for the Territory at Ministerial Council levels
- scope and develop transitional arrangements which supported agreed national positions while honouring the key principles and philosophy of the ACT education system
- monitor implementation of national initiatives across the Territory.

There was a need expressed to support consistency of A–E grades and standards across sectors and schools in the ACT education system as there was a perception that currently the gradings were not meaningful or helpful for students, parents or teachers. Many considered it was important to define what each level of A–E student achievement 'looks and feels like' at each year level as this would provide a map for teachers and students regarding desired standards for student achievement. There was support for consistency in frameworks and parameters regarding student achievement in key learning areas, although some concern was expressed that this could lead to an unnecessary level of uniformity and lead to a lack of diversity within the ACT education system. Further moves towards moderating of A–E grading for primary and high school levels also drew some concern and would need to link curriculum with assessment to enhance understanding for both parents and students.

## **Other assessment functions**

Feedback reflected that a P-12 focus for curriculum and assessment was generally supported as currently the link between Years 7–10 and 11–12 curricula was seen to be very poor. There was a clear need for more opportunities to collaborate and share across sectors and schools. There was, however, uncertainty as to what would be the future role of the Department in terms of curriculum and assessment, and the likely implications for curriculum development at a school level.

## **Certification**

### **Year 12 qualifications**

There was general support for the inclusion of a certification function as part of an Authority, if the Authority were to be established. The BSSS was seen as a successful model for moderating achievement standards and scaling tertiary entrance results for senior years of schooling. Some felt there was a need for comparability of Year 10 student achievement and certification across ACT schools and sectors, along with the existing Year 11–12 achievement and certification processes. Others argued that any Year 10 moderation type process across schools would be resource intensive and involve considerable additional workload within schools and may add little value if Year 10 is purely seen as a stepping point to senior years education.

### **Year 10 certificates**

There was considerable debate in the focus group sessions about the ongoing value and significance of Year 10 certification and references to developments in this regard in other jurisdictions. Many believed an Authority would provide an opportunity to increase clarity, consistency and independence of certification processes and outcomes across sectors and schools. Some were supportive of increasing the value of the Year 10 certificate as a summative point in education and recognition of transition point to higher level schooling and/or vocational education sector by enhancing the consistency of standards across schools and sectors. There was consideration that it was important for the ACT to monitor developments in other jurisdictions regarding future directions for Year 10 certification and adjustments to school leaving age.

An Authority was seen as potentially being able to streamline and reduce duplication between the Accreditation and Registration Council role in accrediting Vocational Education and Training (VET) courses and BSSS processes that currently accredit some VET courses and ideally reduce workload for college teachers in this area.

# Registration of Non-Government Schools and Home-Based Education

## School Registration

During the consultation process it became evident that greater clarity was required regarding how an Authority registration pathway and appeal process for non-government school registration and home-based education registration would operate. There was a strong preference for the final point of approval and appeal to be with the ACT Minister for Education and Training.

There was support for school registration of all schools to be included as part of the Authority. It was considered the registration of home educators and all schools, both public and non-government, would demonstrate to the community that the Authority was fair and even-handed.

There was also the view expressed that if an Authority was to take on a registration function for non-government schools and home-based education, it would need to have the power and willingness to deregister schools and educators, if required, where requirements and standards were not met. Home educators were seeking appropriate resourcing for an Authority to provide required levels of support in the inspecting and support role for home-based education.

There was agreement that the harmonising of registration and school review processes was an area of potential focus for an Authority. Non-government school groups indicated a preference for a common registration process for all schools in all sectors, particularly as catholic schools in the local region are subject to both NSW and ACT school registration processes. Teachers within the public education sector commented however, that the current process for external validation of public schools is in early stages of implementation and needs time to consolidate this process and learnings before moving onto the introduction of another new process.

## Teacher Registration

### Options for teacher registration

Teacher registration was seen to be an urgent issue and that there was a critical need to lock in a secure future for a teacher registration body. There was strong support for an independent body to be responsible for teacher registration, with a majority view that teacher registration should not be part of a School Standards Authority.

There was agreement that there was a potential for teacher registration to be lost in the broader role and functions of the Authority. A particular concern was that registration fees levied on teachers may end up as part of a broader Authority

funding pool supporting the full range of functions and activities. It was also felt there was a risk that teacher registration processes and outcomes were likely to divert focus from other critical curriculum, assessment and standards setting functions of an Authority, particularly as there is the potential for legal action arising from any teacher deregistration process and action.

It was considered that teacher registration should be a priority and some mechanism for undertaking this process needed to be established in 2009. Teacher registration was seen to be a complex task and required its own level of autonomy and independence as it involves enhancing over time professional standards, consistency and quality assurance across sectors and jurisdictions.

It was proposed that teacher registration should also include VET recognition, however professional development should be part of an Authority's role.

A minority supported the inclusion of teacher registration as part of the Authority. They felt that teachers were integral to education outcomes and standards and should not be seen as separate to educational outcomes or from other elements of the education system.

There was a strong view that the ultimate objective of any teacher registration process was to provide the best educators for our children. While there was support for further development work relating to establishing teaching standards, some concerns were expressed about the process for setting standards and whether teaching standards would be directly related to student outcomes, particularly if part of developments nationally. There was a view that teacher standards should be set and validated separately from the employing entity.

## Schooling Standards

### Options for reviewing school standards

During the consultation, greater clarity was sought regarding the development and scope of schooling standards—a clearer definition of what they are, what they would encompass, and how they would be measured. There was a desire that the process for specifying standards would harness collective thought and engage stakeholders and the community in terms of the direction for schooling standards.

An Authority would need adequate resourcing to further develop the concept of schooling standards and to monitor their implementation once established. Concern was expressed about the use of evidence and data to validate standards and there was a hope that schooling standards would focus on whole- person development and would provide meaningful, rich, and valid measures.

Monitoring of national developments in this area was seen to be important and it was felt that an Authority may assist in determining how to influence and implement Council of Australian Government (COAG) initiatives in this area. The ACT needed a strong voice in how best to define and measure schooling standards, and would need to explore the impacts of this on student learning, and current validation and review processes. There was some concern that there may be potential negative impact for the ACT if relative performance of schools, States and Territories were monitored and reported nationally.

There was also a lack of clarity around the role of external review of schools and linkages with existing registration processes for non-government schools and home-based education, as well as with validation processes for public schools. The current public schools' school improvement framework is a three year validation and community-based school improvement process. Non-government schools have a different external review process as part of their school registration process. The Authority would need to develop a streamlined external review process which would be appropriate for schools in both sectors, and clarify linkages and implications for existing registration processes. It was, however, recognised that a potential benefit of external review was the identification and sharing of leading practice and supporting a proactive response to developments in the broader education environment.

# Governance and Models for a School Standards Authority

## Composition of the Board and Sub-committees

Stakeholders considered that there was a need to further clarify the role and core functions of the Authority Board before they could confirm their preferences regarding the composition of the Board. They believed it was also important to clarify the role and linkages of an Authority Chief Executive and executive management group with the Authority Board and with the ACT Minister for Education and Training.

There was general agreement that the Authority Board should be constituted as a 'corporate board' and be required to act in the best interests of the ACT education system as a whole. It was considered that a constituency model for Board representation would provide engagement and buy-in of key stakeholder groups and was preferred, at least in the initial phase of operation to bed down the new Authority and support ownership from key stakeholder groups. Participants believed it was important to aim for greater access and participation and to reflect diversity of stakeholder groups and views, as well as to acknowledge the role and view of smaller groups within the education system, including home-based education. It was acknowledged that there were significant access, availability and resourcing implications for volunteer representatives of key stakeholder groups with this model. Concerns were expressed that this may lead to a significant differential in input and influence within the Board, primarily due to limitations of time and availability of representatives. Some participants considered that the constituency model would support representation on the Board on a proportional basis based on student numbers across the sectors, although others expressed some concern regarding the effectiveness and equity of this representation model.

There was consensus that the Authority Board should be composed of representatives from stakeholder groups from all sectors with education experts participating on sub-committees. It was

acknowledged that an Authority must comprise experienced educators with expertise in P–12 contexts and sectors. There was a strong encouragement for an operational model to be selected for the Authority as soon as possible and then to move quickly to appoint a Chief Executive to establish the Authority and to acquire relevant expertise and resourcing. There was a suggestion that secondments from schools may be an appropriate mechanism to allow participating teachers to be part of an Authority without losing their ‘teaching’ status.

It was agreed that protocols for decision-making for the Board were required and generally voting was not seen as a preferred option. A number of participants also highlighted research that suggests that there is a maximum or preferred number of Board members, ranging between 9 and 12, that best support effective Board operations.

The general view was that sub-committees of the Authority Board should report to the Board and should be comprised on two to three Board members and that sub-committee membership be supplemented by additional members with subject expertise and experience to undertake relevant sub-committee functions and responsibilities. Each sub-committee would then provide recommendations to the Board for endorsement. Alternatively each sub-committee could be comprised of a subset of Board members, although the majority felt that this option was less sound.

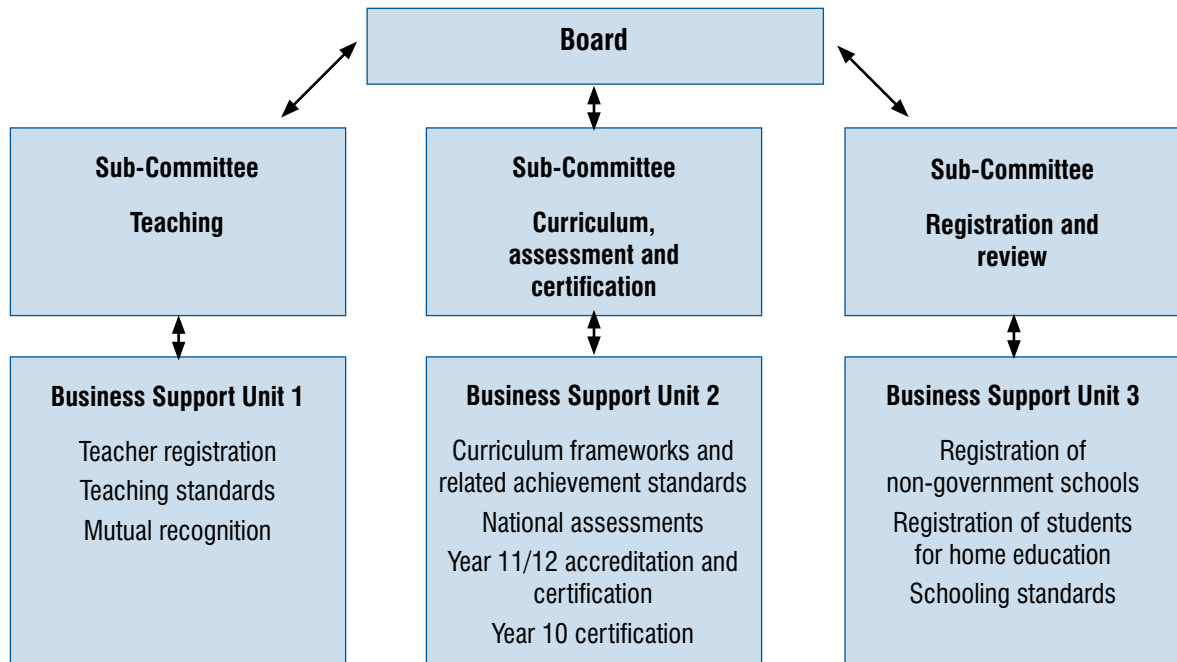
As part of the Authority Charter, the Authority would need to act in the best interests of the ACT education system and not just have a focus on implementing national decisions. In addition, it was felt that the Authority would need to be more than an expanded BSSS model and:

- must be its own unique and independent entity with resourcing to support the scope of its functions
- provide ‘independent and objective advice’ regarding student standards and achievement
- must focus on leading practice in education not just minimum education standards
- include processes for engagement with stakeholders and community on an ongoing basis.

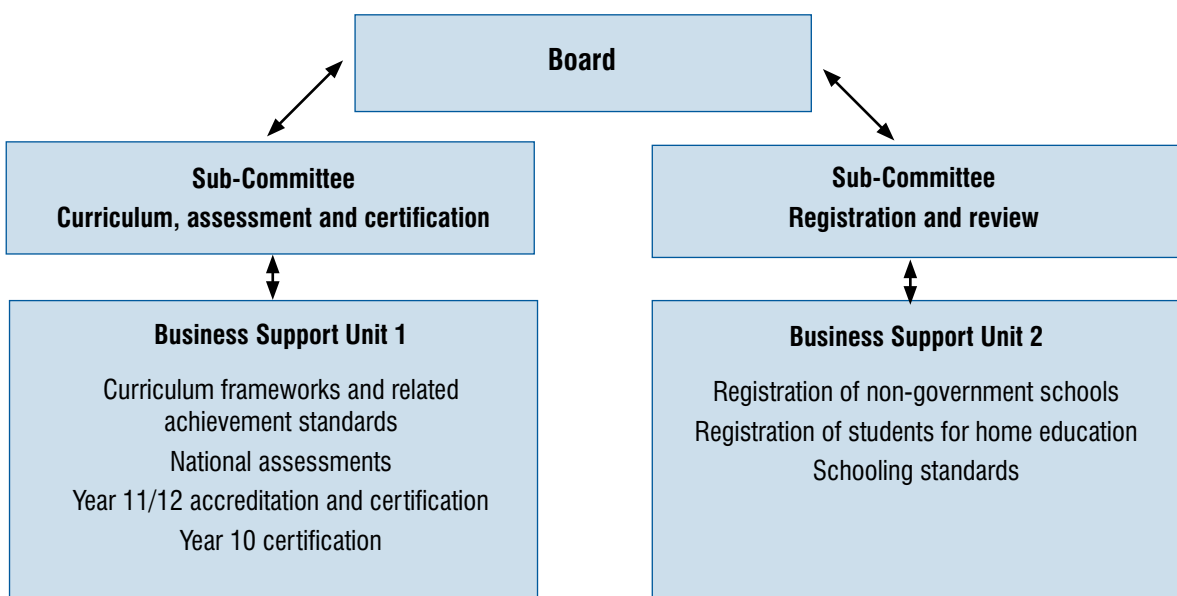
## Feedback on Proposed Models

While there was some support for all three models, the preferred model as a result of consultation, was Model 2.

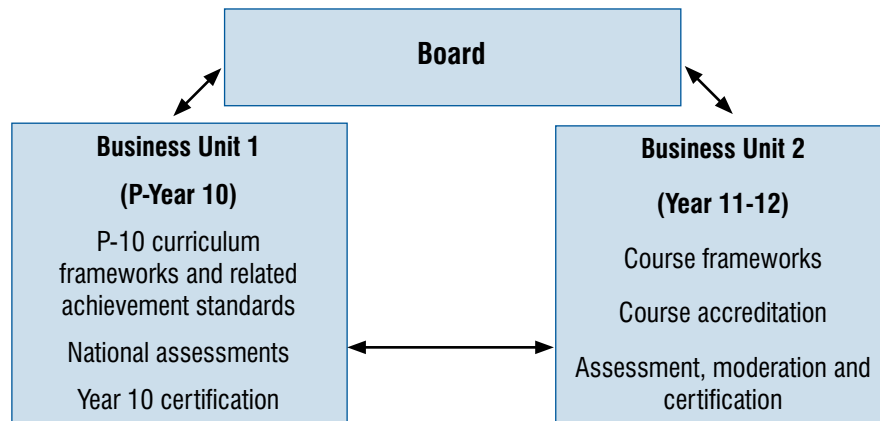
**Model 1** This model was preferred by a number of stakeholders as it was seen to provide a more holistic and whole-of-education system focus, including teacher registration, teacher development and learning. It was seen to provide the required critical mass and focus for curriculum and policy development, as long as the Authority was provided with an appropriate level of resourcing.



**Model 2** This model was generally preferred by the majority of stakeholders, as they preferred that teacher registration be handled by a separate registration entity and not as part of the Authority. There was also general agreement for the P–12 curriculum and assessment focus, along with the Authority’s role in defining a framework for schooling standards.



**Model 3** This model also attracted support as it was seen to have a primary focus on curriculum and assessment elements and on establishing standards for academic achievement at the student level.

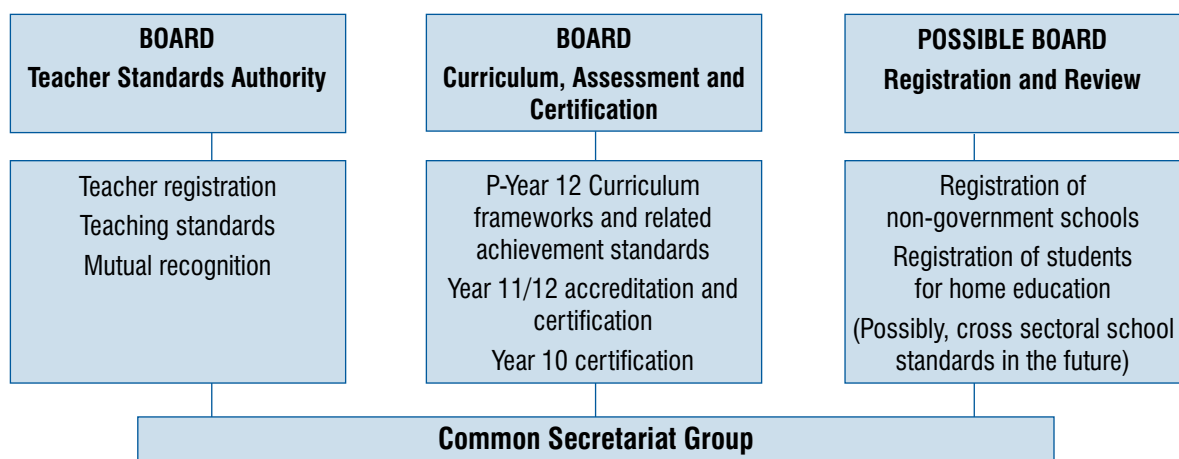


The general consensus was that whichever operational model was adopted, the Authority would require secure and independent funding and its own staffing authority to operate effectively, as well as being able to establish and focus on its own priorities.

There was consensus that if the Authority were to be established by 2011 then the Department would need to establish an interim process for teacher registration. Concerns were also expressed that if a teacher registration body was established during 2009 it may well merge with the Authority in 2011 and this was not considered desirable. There was uncertainty about the timing for the commencement of an Authority, as 2011 is a critical date for national reforms to be rolled out and participants were unsure if the Authority would be in place in time to influence developments and to respond appropriately.

An alternate model was proposed by the P&C Council which included three Boards covering teacher registration, curriculum and assessment, and registration and review, which were supported by a common secretariat and organisation support arrangements. Under this model the school standards function could align with either the Curriculum and Assessment Board, or with the Registration and Review Board.

**P&C Council’s Fourth Model** Two or three separate boards rather than one ACT Schools Standards Authority



# Further Comments

Stakeholders commented on many occasions that they would have preferred greater clarity and information regarding a range of key governance and operational arrangements. This limited their feedback on the concept of the Authority. While GSEC didn't formally comment on the proposal, they supported the development of a more detailed proposal. Some were seeking greater clarity and further information on a range of issues and concepts presented in the Consultation Paper including:

- role and relationship of the Authority with GSEC, NGSEC and School Boards, and the linkages with school-based decision-making
- scope and definitions of 'schooling standards'
- process and linkages of non-government school registration process and public school external validation and schooling standards
- process, final approval and appeal pathways for registration of non-government schools and home-based educators and an explanation of the linkages with ministerial direction and accountability
- linkages and implications of the Authority for home education, particularly arrangements as set out in Chapter 5 of the legislation, including the role and place of certification and assessment processes and outcomes in home-based education
- how the future and direction for teacher registration in the ACT could be secured as a matter of urgency
- how an Authority would influence and respond to developments in the national agenda and be ready in time for 2011 rollout of national reforms
- proposed details of the Authority Charter, independent funding and staffing authority for an Authority to be reflected in its legislation
- map and details of remaining functions for the Department if any or all of the functions proposed in the Consultation Paper were transferred to the Authority.

There was a view expressed by some that it would be better for the Government to spend any additional funds within the Department, instead of setting up a separate organisation which appears to be doubling up on functions that currently rest with the Department.

There was the view expressed that most of the proposed functions were already undertaken by the Department, so there would be no real benefit in transferring these functions to an Authority. Others commented that there needs to be detailed estimates of costs and clarification of where these funds would come from before proceeding with any proposal for an Authority. It was also considered to be important that any outcomes incorporate the opinions of stakeholders and that consensus be gained on any major decisions.

Feedback from the public school sector indicated that there was a need to clarify the proposed links between an Authority, the Department and schools. Further, they were seeking clarity in terms of how schools will be measured against schooling standards, and what the implications were if a school was deemed to be below the standard. In addition, it was felt that establishment of teaching standards would require extensive research, liaison with universities, other jurisdictions and the community—autonomy and independence for the Authority would be vital to establish integrity, impartiality and community support for teaching standards. In addition, some concern was also noted that transferring BSSS functions into a bigger entity may reduce focus on Year 11-12 issues.

# Appendix A: Submissions

Submissions were received from the following:

## Groups and Associations

**ACT Council of Parents' and Citizens' (P&C) Associations**

**ACT Principals' Association (ACTPA)**

**Association of Independent Schools (AISACT) of the ACT Incorporated**

**Australian Education Union (AEU) ACT**

**Board of Senior Secondary Studies (BSSS)**

**Catholic Education Office (CEO)**

**Home Educators' Network Canberra and Southern Tablelands (HENCAST) and Christian Home Education in Canberra (CHEC)–Joint response.**

**Macgregor Primary School Board**

**Narrabundah College Board**

**Non-Government Secondary Education Council (NGSEC)**

**NSW/ACT Independent Education Union**

## Individuals

**Board Member–no details provided**

**BSSS Teacher**

**Canberra College Board Chair**

**Classroom Teacher–Ainslie College**

**Classroom Teacher–Erindale College**

**Community Member–no details provided**

**Community Member–no details provided**

**Community Member–no details provided**

**Community Member–no details provided**

**School Leader C - Melba-Copland Secondary School**

**Stromlo School Board Chair**