ACT Government

Education and Training

Annual Report 2012/2013

Education and Training Directorate

Annual Report 2012/2013

Education and Training Directorate

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ISBN: 978-0-642-60616-7

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Cover design

Our cover design for the Annual Report 2012-2013 continues our theme portraying the visual metaphor for the Directorate's *Strategic Plan 2010-2013: Everyone matters*. 'Ripples in the pond' portrays the visual metaphor for the Plan, that schools are interconnected systems like ripples in a pond (Andy Hargreaves and Dean Fink).

Acknowledgement

The Directorate acknowledges the work of the Planning and Performance Branch in the preparation of the annual report.

Publication No 13/1124

Transmittal letter

ACT Government
Education and Training

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

This Report has been prepared under section 5(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the annual report by the Education and Training Directorate.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Education and Training Directorate during the period 1 July 2012 to 30 June 2013 has been included.

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

The Annual Reports of the following are included in this report:

- Board of Senior Secondary Studies
- Government Schools Education Council
- Non-government Schools Education Council
- ACT Teacher Quality Institute.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within three months of the end of the financial year.

Yours sincerely

Diane Joseph
Director-General
25 September 2013

GPO Box 158 Canberra ACT 2601 | 220 Northbourne Ave, Braddon ACT 2612 | phone: 6207 5111 | www.det.act.gov.au

In a snapshot

The role of the Education and Training Directorate is to ensure access to a high quality education for all and to position the ACT to lead the nation in educational outcomes for students.

The Directorate has responsibility for public schools and early intervention education programs, the regulation of early childhood education and care services, the registration of non-government schools and home education and the planning and coordination of vocational education and training.

We are committed to ensuring that every child, young person and adult benefits from a high quality, accessible education, care and training system. We strive to ensure that all people in education, care and training will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.

By setting challenging goals, the Directorate will continue to lead the nation in education, care and training and ensure that our highly educated and skilled community will contribute to the economic and social prosperity of our city and the nation.

Our delivery of education, care and training outcomes is underpinned by our commitment to the ACT Government's values of respect, integrity, collaboration and innovation.

We will ensure student success through:

- quality teaching that engages students and supports the development of capabilities for life
- ensuring all ACT public schools provide positive and success-oriented learning environments
- providing learning pathways for students resulting in an educated and skilled workforce that meets the present and future needs of the ACT and region
- ensuring that the Directorate is recognised as a responsive, innovative and high achieving organisation that delivers on its commitments.

Our achievements

Our achievements in 2012-13 included:

- in the National Assessment Program – Literacy and Numeracy (NAPLAN) 2012, ACT students across all year levels and domains achieved mean scores higher than the Australian average
- the proportion of Aboriginal and Torres Strait Islander students in the ACT above the national minimum standard was higher than the proportion of Aboriginal and Torres Strait Islander students in Australia above the national minimum standard in all tests and all year levels in NAPLAN 2012
- 88.3 percent of public school year 12 students achieved a Year 12 Certificate in 2012
- 93.5 percent of 2011 public school year 12 graduates were employed or studying in 2012
- the attendance rate of public school students in years 1 to 10 in 2012 was 91.4 percent
- 91.0 percent of year 10 public school students in 2012 proceeded to public colleges in 2013
- 86.2 percent of Aboriginal and Torres Strait Islander students in public schools achieved a Year 12 Certificate in 2012
- 80.8 percent of students and 86.0 percent of parents and carers were satisfied with the education at public schools in 2012
- 100 percent of parents were satisfied with the learning and developmental progress of their child attending an early intervention program in 2013
- 591 visits to licensed education and care services were conducted in 2012-13 to meet requirements of the *National Quality Framework for Early Childhood Education and Care*
- 13.5 percent increase in the number of apprentices and trainees in training in the ACT in 2012, compared with a national increase of 1.6 percent
- 85.2 percent of ACT VET graduates were employed after training compared with 77.8 percent nationally
- 93.9 percent of staff were retained by the Directorate during 2011-12.

Our business

In 2012-13, our business featured:

- $656.9 million in expenditure
- $2,058.3 million in assets including school buildings and infrastructure
- 5,997 staff including 4,185 school teachers and leaders
- 4,673 female staff, equating to 77.9 percent of the total workforce
- 40,879 students ranging from preschool to year 12 in 86 public schools.

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Reader's guide

This report provides information on the achievements, issues, performance, outlook and financial position of the Directorate for the financial year ending 30 June 2013.

The report is organised in the following five sections.

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Director-General's overview

The 2012-13 year has been a significant period for education and training in the ACT, and for Australia. In May 2013 the ACT Government signed the National Education Reform Agreement with the Australian Government. The agreement incorporates the National Plan for School Improvement and facilitates the implementation of national and local initiatives to improve educational outcomes for children and young people.

In addition to this important milestone for school education, the ACT continues to work with the Australian Government in a number of key reform areas covering early childhood education (the *National Partnership Agreement on Universal Access and the National Quality Framework for Early Childhood Education and Care*), teacher quality (the *National Partnership Agreement on Improving Teacher Quality*) and vocational education and training (the *National Partnership on Skills Reform*). Our progress in implementing reform in early childhood education and care, schools and vocational education and training is outlined in this *Annual Report 2012-13*.

In moving forward with our important reform agenda, I will shortly be releasing our new strategic plan. The plan will outline our vision for the next four years, and the strategies to ensure that the ACT leads the nation in educational achievement and outcomes for our children and young people.

Following the ACT election in 2012, there was a change in ministerial arrangements with the appointment of Ms Joy Burch MLA as Minister for Education and Training, replacing Dr Chris Bourke MLA. I would like to thank Dr Bourke for his support and leadership in the education and training portfolio. Minister Burch brings a wealth of experience to the education and training portfolio and her experiences in the community services portfolio will serve to strengthen our existing relationships with other government agencies to deliver quality education and support programs to the ACT community.

At the same time, the ACT Government established a new ministerial portfolio, for Higher Education. It is led by ACT Chief Minister, Katy Gallagher MLA. The new ministry reflects the importance of higher education to the ACT economy and for regional development.

In 2013 enrolments at ACT public schools grew. In February 2013, there were 40,879 students enrolled in 86 schools. There were 30,068 students in vocational education and training (VET) programs. It was pleasing to see a growing and vibrant education and training system, and one that continues to provide support in a wide variety of ways.

ACT students continued to be among the highest performing students in Australia, with mean scores placing our students top or equal top across 16 of the 20 areas tested in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students in the ACT continued to excel in reading as the highest performing jurisdiction in Australia – a position we have held every year since 2008. Participation in assessment programs including the Trends in Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS) showed that our students continued to perform well in relation to other Australian and international students.

The ongoing support and encouragement for high performing students throughout the reporting period saw achievements in a range of areas, including science and languages, with students from our schools competing against other Australian students as well as against students from the Asian and South Pacific regions.

Throughout 2012-13 the Directorate continued implementation of strategies to support all students, particularly those students from low socio-economic and English as a second language or dialect backgrounds, Aboriginal and Torres Strait Islander students and students with a disability. Strong relationships with parents and carers and other members of school communities through workshops and networks contributed to sharing of information and the development of responses for the children and young people in our schools.

The establishment in August 2012 of the Minister's Student Congress provided opportunities for students to network and develop their leadership skills. The overall aim of the Congress is to give students a voice in their education and to provide their point of view directly to the Minister. The Congress had its second meeting in May 2013 and has taken on the role of acting as a student reference group for major initiatives affecting ACT public schools.

In 2012, the Directorate commenced the first year of implementation of the teaching staff Enterprise Agreement. Under this agreement, classroom teachers in their first year of teaching had reduced teaching hours to allow for the provision of enhanced coaching and mentoring support. In 2013, the Directorate successfully completed the public service Enterprise Agreement 2011-2013 which covered all Directorate staff other than teachers.

The work commenced in the 2011-12 period of empowering local schools and continued throughout 2012-13. Empowerment is about further enabling principals to make informed decisions about the best use of available resources, support and infrastructure that will deliver the best outcomes for students. Ongoing work will continue in this area in 2013-14.

I would like to thank the staff of the Directorate, in our schools and central office for their innovation and hard work throughout 2012-13; evidenced by significant achievements during the year. I would also like to thank our Ministers – Joy Burch MLA, Chris Bourke MLA and Chief Minister Katy Gallagher MLA, for their leadership and vision.

Finally, I would like to acknowledge all our stakeholders, including students, families and carers, registered training organisations, education and care providers, other government agencies and higher education providers for the open and collaborative way in which they have worked with us in 2012-13 to ensure the best outcomes for our children and young people.

Diane Joseph
Director-General
September 2013

SECTION A

PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

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A1 The organisation

Our vision and values

All children and young people in the ACT learn, thrive and are equipped to lead fulfilling, productive and responsible lives. We aim to position the ACT as the education capital of Australia, leading the nation in all areas of academic performance and student outcomes. Our vision relates to all phases of education and training, from early childhood education and care, through schooling and into training and education beyond school.

We are committed to improving individual achievement, increasing individual well-being and ensuring every young person progresses to meaningful and productive destinations whilst making a contribution to the economic and social wellbeing of the ACT. In achieving excellent outcomes for all children and young people in the ACT, it is our philosophy that *Everyone Matters*.

Fulfilment of our vision is supported by the Directorate's commitment to the shared ACT Public Service values of respect, integrity, collaboration and innovation. Our belief in these values is fundamental to our educational practice which ensures our children and young people aspire to, and achieve, their potential.

Box A1.1: ACT Chief Minister's ANZAC Spirit Prize 2013

On 17 April 2013, year 9 Campbell High School student, Beth Downing, travelled to Gallipoli on a 12 day study tour as one of two winners of the ACT Chief Minister's ANZAC Spirit Prize 2013. The Prize was inaugurated by the Chief Minister Katy Gallagher in recognition of Canberra's centenary in 2013 and the increasing interest in the approaching centenary in 2015 of the Gallipoli landing. Students were required to submit a creative response interpreting the ANZAC spirit. Beth attended the 2013 Dawn Service at ANZAC Cove followed by the Australian Service at Lone Pine. The two students and teachers who accompanied them also undertook educational activities at battlefield sites on the Gallipoli Peninsula and in Istanbul.

Our role

The role of the Education and Training Directorate is to ensure access to a high quality education for all and to position the ACT to lead the nation in educational outcomes for students.

The Directorate has responsibility for the provision of public schools and early intervention education programs, the regulation of early childhood education and care services, the registration of non-government schools and home education, and the planning and coordination of vocational education and training.

We are committed to ensuring that every child, young person and adult benefits from a high quality, accessible education, care and training system. We strive to ensure that all people in education, care and training will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.

By setting challenging goals, the Directorate will continue to lead the nation in education, care and training and ensure that our highly educated and skilled community will contribute to the economic and social prosperity of our city and the nation.

Our delivery of education, care and training outcomes is underpinned by our commitment to the ACT Government's values of respect, integrity, collaboration and innovation.

We will ensure student success through:

- quality teaching that engages students and supports the development of capabilities for life
- ensuring all ACT public schools provide positive and success-oriented learning environments
- providing learning pathways for students resulting in an educated and skilled workforce that meets the present and future needs of the ACT and region
- ensuring that the Directorate is recognised as a responsive, innovative and high achieving organisation that delivers on its commitments.

In 2013, consistent with recent years, there was growth in enrolments at ACT public schools. The February census in 2013 showed 40,879 students attending 86 public schools (Table A1.1), an increase of 805 students (2.0%) from 2012. This number included 2,035 students with special needs and 1,379 Aboriginal and Torres Strait Islander students.

The number of school leaders and teachers increased to 4,185 in 2013. The Teaching Staff Enterprise Agreement in operation from 2012 until expiry in 2014 introduced a number of incentives to attract, recruit and retain high performing teachers in ACT public schools.

Table A1.1: Enrolments in ACT public schools, 2009 to 2013

	2009	2010	2011	2012	2013
Total students	38,280	38,853	39,010	40,074	40,879
Students with special needs	1,783	1,869	1,848	1,890	2,035
Aboriginal and Torres Strait Islander students	1,082	1,208	1,283	1,337	1,379

Source: ACT Education and Training Directorate, *School Census February 2013*

With the opening in 2013 of Neville Bonner Primary School and Franklin Early Childhood School, the Directorate has responsibility for 86 public schools:

- 49 preschool to year 6 schools (including four Koori preschools)
- nine year 7 to 10 high schools
- eight year 11 and 12 secondary colleges
- six early childhood schools (preschool to year 2)
- four specialist schools
- seven preschool to year 10 schools (including one Koori preschool)
- one kindergarten to year 10 school
- one year 6 to 10 school
- one year 7 to 12 school.

In addition to these public schools, educational facilities providing specialist programs to students include Birrigai Outdoor School, the Murrumbidgee Education and Training Centre and the Instrumental Music Program.

The Instrumental Music Program, based at the University of Canberra High School Kaleen, enhances the education of children through the provision of quality music programs, including support of the Directorate's concert band and ensemble programs.

In November 2012 the Directorate assumed responsibility from the Community Services Directorate for the regulation of over 300 education and care services. This included centre-based services for children preschool age and under; out of school care services for school age children; government preschools; playschools for children preschool age and under and 8 family day care services.

In 2012-13 the Directorate was responsible for the regulation of 44 non-government schools with enrolments of 27,946 students. The number of students in non-government schools in 2013 increased from 27,462 in 2012, up 1.8 percent. The Directorate also registered more than 166 students for home education during the reporting period, and approved and supported more than 450 full-fee paying international students.

The Directorate develops strategic policy for vocational education and training in the ACT. In 2012 there were 30,068 students undertaking vocational education and training in the ACT. Of these, 851 were Aboriginal and Torres Strait Islander students (up from 729 in 2011) and 1,889 were students with a disability (up from 1,871 in 2011).

Following the ACT election in 2012, a Ministry for Higher Education was established, led by the ACT Chief Minister. The Directorate supports the Minister for Higher

Education with advice on local higher education issues, including the development of a more integrated tertiary education sector and growth in the tertiary international student program.

Our structure

The Directorate is structured around four divisions, namely: Learning, Teaching and Student Engagement; Strategy and Coordination; Tertiary Education and Performance; and Corporate Services.

The DirectorGeneral, Ms Diane Joseph (centre), the Deputy DirectorGeneral, Ms Leanne Cover (second from the right) and three Executive Directors Mr Stephen Gniel (far right), Ms Jayne Johnston (second from the left), and Mr Mark Whybrow (far left) form the Senior Executive Team.

The Learning, Teaching and Student Engagement Division comprises Aboriginal and Torres Strait Islander Education and Student Engagement and Learning and Teaching Branches. The major responsibilities of the Division are:

- development of policy, strategic planning and management of school support for Aboriginal and Torres Strait Islander students
- delivery and coordination of disability education, student wellbeing and behaviour support
- provision of early intervention programs, curriculum support and professional learning
- support for quality teaching and literacy and numeracy
- support for early childhood, early intervention and Koori preschool programs
- delivery and coordination of the Arts programs and performances through music.

The Strategy and Coordination Division includes the Information, Communications and Governance Branch and the Office for Schools. The major responsibilities of the Division are:

- provision of strategic advice to the Minister and the Directorate
- support effective communication and links with internal and external partners and the broader community
- deployment of information and communication technology (ICT) into learning environments
- administration of audit, risk and records management functions
- provision of legal advice to schools and other internal stakeholders, and,

through the Office for Schools:

- implementation of ACT Government policy on school education for all school age students
- leadership and management to drive continuous improvement in the delivery of early childhood, primary and secondary education in ACT public schools.

The Tertiary Education and Performance Division includes the branches of Planning and Performance and Training and Tertiary Education, as well as the Children's Policy and Regulation Unit and the International Education Section.

The primary responsibilities of the Division are:

- collection, management, reporting and dissemination of a large range of Directorate data, and data relating to education and training in the ACT
- development of corporate strategic plans and associated planning processes
- administration of local, national and international assessment programs
- provision of advice on school planning and development
- coordination and planning of vocational education and training services in the ACT
- implementation of local and national reforms in skills and workforce development
- support to, and liaison with, the tertiary education sector in the ACT
- promotion and management of international education students in public schools
- regulation of early childhood education and care services in the ACT to ensure that they meet the requirements of the National Quality Framework, including the Education and Care Services National Law, and the Education and Care Services National Regulations.

Finance and Corporate Support, Human Resources and Schools Capital Works are branches in the Corporate Services Division. The primary responsibilities of the Division are:

- the overall management of the Directorate's budget, including financial policy development, financial reporting and financial services
- to lead and build a sustainable and highly skilled workforce capability
- to ensure the safety of our workforce and proactively intervene for positive outcomes for individuals and workplaces
- the provision of innovative, inspiring and safe learning environments through the management of new capital works, capital upgrades, environmental sustainability and repairs and maintenance of schools.

Our clients and stakeholders

Our relationship with our clients and stakeholders is essential in shaping our future education system. We support the contribution of all stakeholders to create, enhance and regulate the ACT education and training system. By investing in an educational experience that is personal, valuable and meaningful, we create an environment in which learners can flourish and achieve their aspirations.

We work with and enable collaboration between students, parents and families, teachers, school leaders, non-government organisations, registered training organisations, education and care providers and tertiary education organisations to design and implement an integrated system for all learners. These partnerships are based on honesty and transparency, where voices are heard and opinions are valued.

By fostering genuine partnerships with families, our system is responsive to the needs of children, young people, families and the community. Families are given a voice in decision making and the skills and experience of parents is drawn upon. The system is inclusive of different family structures and recognises the value of strengthening families and community connectedness.

Our clients include over 68,000 school students and approximately 30,000 VET learners, along with their families; over 160 registered training organisations who are delivering vocational education and training in the ACT; and more than 300 centre-based education and care services. The views and involvement of our clients and stakeholders are vital to the achievement of our vision.

The building of connections and relationships with the ACT Aboriginal and Torres Strait Islander community, with the non-government education sector and with parents and students with a disability are critical components in the enhancement of positive outcomes for all students and young people in the ACT.

The Directorate engaged with clients and stakeholders through a number of regular meetings with groups such as: ACT Council of Parents and Citizens Associations, the Minister's Student Congress, the Australian Education Union, the ACT Principals' Association, the Aboriginal and Torres Strait Islander Education Consultative Group and the Disability Education Reference Group.

There was also a strong commitment to community engagement as reflected in consultation on the development and refurbishment of a number of new and existing schools. Within the early childhood education and care sector the Directorate engaged with key stakeholders to progress the regulation of services.

Box A1.2: Partnership between Hawker College, Kangara Waters and the YMCA Early Learning Centre

Pictured (left to right) Jodie Moore, Executive Manager of Children's Services at YMCA Canberra, Peter Sollis, Principal Hawker College and Christine Williams, General Manager South – IRT.

Under a new partnership arrangement between Hawker College, Kangara Waters and the YMCA Early Learning Centre Belconnen, the three organisations have agreed to collaborate and support each other to improve educational outcomes for students from Hawker College.

Key objectives of the partnership are to provide work experience and structured workplace learning placements for Hawker College students, promote aged care and child care as attractive working environments for students and to facilitate students' interests in working in these two sectors.

The Training and Tertiary Education Forums, the Government Schools Education Council and the Non-government Schools Education Council provide opportunities for stakeholders to participate in the formulation of education policy or provide input to specific initiatives.

A full report on consultation and engagement activities in 2012-13 is provided in Section B1.

A2 Overview

Our performance in summary

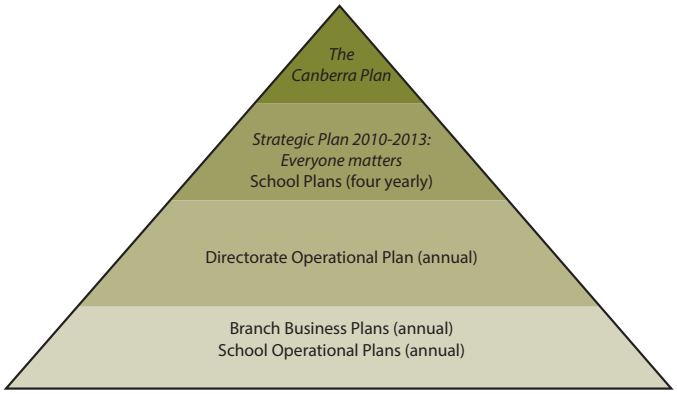
- In NAPLAN 2012, the mean scores for ACT students were top or equal top across 16 of the 20 areas tested. The ACT continued to excel in reading, as the highest performing jurisdiction in Australia every year since 2008 and significantly ahead of the national mean.
- The proportion of Aboriginal and Torres Strait Islander students in the ACT at or above the national minimum standard was higher than the proportion of Aboriginal and Torres Strait Islander students in Australia at or above the national minimum standard. This applied to all tests and all year levels in NAPLAN 2012.
- 86.2 percent of eligible Aboriginal and Torres Strait Islander students enrolled in public schools achieved a Year 12 Certificate in 2012.
- 88.3 percent of public school year 12 students achieved a Year 12 Certificate in 2012.
- 93.5 percent of 2011 public school year 12 graduates were employed or studying in 2012, which exceeded the target of 92.0 percent.
- The attendance rate of public school students in years 1 to 10 in 2012 was 91.4 percent.
- 91 percent of year 10 public school students in 2012 proceeded to public colleges in 2013.
- 80.8 percent of students and 86.0 percent of parents and carers were satisfied with the education provided at their public school in 2012.
- 100 percent of parents were satisfied with the learning and developmental progress of their child attending an early intervention program in 2012.
- In 2012-13, 591 visits to licensed education and care services were conducted to meet requirements of the National Quality Framework for Early Childhood Education and Care.
- The number of apprentices and trainees in training in the ACT increased by 13.5 percent in 2012, compared with a national increase of 1.6 percent.
- The number of ACT VET students from non-English speaking backgrounds rose by 45.8 percent in 2012, compared with 6.6 percent nationally.
- In 2012, 92.2 percent of ACT VET graduates were employed or in further study after training, compared with 88.0 percent nationally, the highest rate of any jurisdiction.
- The ACT target for the number of funded training hours has been exceeded consistently over a number of years and in 2012-13 was exceeded by 8.6 percent.
- 93.9 percent of staff were retained by the Directorate during 2011-12.

Our performance is discussed in more detail in Sections A8, A9, B and C.

Our planning framework and direction setting mechanisms

The Directorate's vision, priorities and performance measures are expressed in the *Strategic Plan 2010-2013: Everyone matters*. Priorities in the Strategic Plan are derived from the higher level education and training objectives contained in *The Canberra Plan: Towards Our Second Century* and the associated underpinning plans. *The Canberra Plan* provides a basis for achievement against these important government objectives. The hierarchy of the Directorate's planning framework is presented in Figure A2.1.

Figure A2.1: Planning framework



Source: Planning and Performance Branch

Our Strategic Plan is underpinned by key organisational planning documents. The work program for the period 2012-13 was contained in the operational plans for 2012 and 2013 which provided details of key priorities and activities for the Directorate for each of the calendar years.

The operational plans broadly outline activities for the year and link performance measures from the Strategic Plan against these activities. There is regular reporting against the activities to the senior executive. Activities in the operational plans are translated into priorities and activities for business areas of the Directorate through annual business plans. Schools also address the priorities of the Strategic Plan and the operational plans through annual school plans. *School Improvement in ACT Public Schools: Directions 2010-2013*, together with the operational plans, guide school planning processes. School plans, endorsed by school boards, are published on school websites.

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

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

Our organisational environment

The work of the Directorate is aligned with the *Canberra Plan: Towards Our Second Century* which places the ACT school system in a forward looking context. With one of the plan's seven strategic themes being 'excellent education, quality teaching and skills development', the Directorate's role is integral to achieving the *Canberra Plan's* overall vision.

Box A2.1: Fred Hollows awards

The ACT is the first education jurisdiction in Australia to introduce the Fred Hollows Awards program into schools. The Award encourages primary school students to follow in the late humanitarian's footsteps by making positive contributions at school and in their community.

The founding director of the Fred Hollows Foundation, Gabi Hollows, joined the ACT Minister for Education and Training, Dr Chris Bourke MLA for a special presentation ceremony on Wednesday 29 August 2012.

Ms Hollows congratulated 240 primary school students from across the ACT for the contribution they made to the life of their school and community throughout 2012. Dr Bourke acknowledged the Fred Hollows Foundation for the important role it has played in improving communities across Australia.

The Directorate continued to work with the Australian Government through the *National Education Agreement*, the *National Agreement for Skills and Workforce Development,* the *National Quality Framework on Early Childhood Education and Care* and associated national partnerships in implementing national policy within local practice. In particular, the Directorate maintained strong working relationships with the Department of Education, Employment and Workplace Relations and the Department of Industry, Innovation, Science, Research and Tertiary Education.

Initiatives under the *National Partnership Agreement on Skills Reform* commenced in earnest following the endorsement of the ACT Implementation Plan by the Commonwealth in December 2012. This plan will guide reforms in the VET sector for the next four years. The four key areas of reform under the Agreement are quality, transparency, access and equity, and efficiency. The implementation plan illustrates that objectives of the *National Partnership* align with goals of the ACT population through high quality training through a well-regulated training sector.

In May 2013 the ACT Government signed an agreement with the Australian Government to move to the next phase of education reform in the ACT. The *National Education Reform Agreement* incorporates the *National Plan for School Improvement* and includes both national and local initiatives to improve educational outcomes for children and young people.

The Directorate maintained strong collaborative relationships with a number of national and local organisations supporting the delivery of education and training. The Directorate worked with the Australian Curriculum, Assessment and Reporting Authority in the further development of the Australian Curriculum, in the development of standards and reporting for student achievement and in the administration of national assessment and reporting programs.

The Directorate supported the work of the ACT Teacher Quality Institute and the Australian Institute for Teaching and School Leadership to raise the standard of the teaching profession in the ACT and strengthen the quality and sustainability of the teaching workforce.

Close working relationships were maintained with a number of national authorities and regulators, to ensure high standards of education and training in the ACT. The Australian Skills Quality Authority (ASQA) is the national regulator for the vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. The Australian Children's Education and Care Quality Authority (ACECQA) has a national role to ensure that the *National Quality Framework on Early Childhood Education and Care* is implemented consistently and reliably, and worked with the Directorate as the local regulator on this basis.

In 2012-13, the Directorate continued to work closely with the ACT Board of Senior Secondary Studies, the authority responsible for the development of policy to ensure certification of senior secondary school studies in public and non-government schools in the ACT.

To enhance the likelihood of successful student transitions through the school system and beyond, the Directorate has developed strong links with the Canberra Institute of Technology (CIT), the Australian National University (ANU), the Australian Catholic University and the University of Canberra (UC). Collaboration with CIT delivered innovations such as the incorporation of Flexible Learning Centres in Gungahlin College. The ANU Secondary College program is a collaboration between the Directorate and the ANU to provide an enhanced learning experience for year 11 and year 12 students in ACT schools and colleges. In 2012 and 2013 courses were provided in Conservation Biology, Chemistry, Japanese, Specialist Mathematics and Physics. From 2014 the ANU Extension Program will offer secondary students the opportunity to enrol in an ANU academic award program that will articulate into their tertiary studies.

Box A2.2: ACT student wins gold at national WorldSkills competition

In August 2012 a 15 member ACT team competed against thousands of competitors from across Australia in the WorldSkills national finals in Sydney. Three ACT students won medals, including Luke Wray (gold, wall and floor tiling), Timothy Knight (silver, carpentry) and Ryan Spiteri (bronze, restaurant service). Luke Wray (pictured) went on to represent Australia at the WorldSkills International Competition in Germany.

Luke Wray's passion and dedication for tiling is obvious and he attributes much of his success to his mentors and trainers, most of whom he works with.

When he completed year 10, Luke realised that higher education was not the right choice for him, and with that decision in mind, he set out to land himself an apprenticeship. His initial choice was to take the path of building and construction, however circumstances led him down a different path and he secured a tiling apprenticeship.

Luke's decision to take on a career in tiling is one he has never looked back on, "it is satisfying to know that I am learning a unique skill. Every day I am doing something different, be it designing, using different skills, meeting new clients… it always makes for a very diverse and interesting day and it keeps me motivated," says Luke.

(Photo and story courtesy WorldSkills Australia)

Similarly, the UC Accelerate Program (UCAP), an initiative of the UC Schools Collaboration Partnership, provides opportunities to extend advanced year 11 and year 12 ACT students. In 2012 the program delivered the first two of its planned suite of courses. These courses were in Accounting and Design Foundation. The joint Steering Committee approved funding for another four courses to be developed in 2012, for delivery through UCAP in 2013. These courses were Creative Writing, Information Technology, Economics and Discrete Mathematics, with UC planning to offer four more courses in 2013.

The partnership between the Directorate and UC has provided professional learning and practice opportunities at the University of Canberra High School Kaleen and the University of Canberra Senior Secondary College Lake Ginninderra. Through this partnership, pre-service teachers have access to the classroom environment to develop their teaching skills. Similarly, teachers and students from the school and the college have access to the University's learning environment and resources. These opportunities have ranged across health, youth and justice studies, speech pathology and other professional areas.

The Minister for Education and Training represented the ACT on the Standing Council on School Education and Early Childhood and the Standing Council on Tertiary Education, Skills and Employment. The Directorate is represented on senior official committees and working groups to support these Councils.

The *Education Act 2004* requires that each public school has a school board as a way of sharing authority between the school and the local school community. The role of boards included establishing the strategic direction and priorities for the school and developing strong relationships between the school and the community.

Our close proximity to regional NSW provides opportunities for efficient service delivery to the wider community. The 2011 Memorandum of Understanding signed by the ACT Chief Minister and the Premier of New South Wales resulted in greater collaboration in the planning and delivery of essential services. Education and training was one of the priorities to progress under the memorandum. The Directorate joined with the Australian Bureau of Statistics and the Chief Minister and Treasury Directorate in supporting a cross-border utilisation project with the primary objective of collation of data and reporting of service provision across a number of ACT Directorates.

The Directorate worked in partnership with all other ACT Government Directorates in 2012-13 on the delivery of a broad range of services and programs to the ACT community. This included work with the Health Directorate to enhance the health and wellbeing of students in the public education system.

To plan for future schooling needs and advise on appropriate use of land adjacent to school environments, the Directorate collaborated with the ACT Environment and Sustainable Development Directorate and the Economic Development Directorate. Close working relationships were also maintained with the Community Services Directorate, to support children under care and protection orders.

Response to significant organisational change and revision to administrative arrangements

Ms Joy Burch MLA was appointed the Minister for Education and Training in November 2012 following the ACT Government election. Ms Burch replaced Dr Chris Bourke MLA who was Minister from November 2011 until the appointment of Ms Burch in 2012.

The Directorate experienced stability in the composition of the senior executive team in 2012-13, with the team remaining unchanged from the previous year. As at 30 June 2013 the team comprised: Ms Diane Joseph, Director-General; Ms Leanne Cover, Deputy Director-General; Mr Stephen Gniel, Executive Director, Learning, Teaching and Student Engagement; Ms Jayne Johnston, Executive Director, Tertiary Education and Performance; and Mr Mark Whybrow, Executive Director, Corporate Services.

Role in administration of legislation

The Directorate has responsibility for the following ACT legislation:

- *ACT Teacher Quality Institute Act 2010*
- *Board of Senior Secondary Studies Act 1997*
- *Building and Construction Industry Training Levy Act 1999*
- *Canberra Institute of Technology Act 1987*
- *Children and Young People Act 2008, chapter 20*
- *Education Act 2004*
- *Education and Care Services National Law (ACT) Act 2011*
- *Training and Tertiary Education Act 2003*
- *University of Canberra Act 1989*

Amendments and updates to the legislation are discussed in Section B4.

A3 Highlights

Noteworthy operational achievements and progress against key outputs

The *Strategic Plan 2010-2013: Everyone matters* and the *2012-13 Priorities* provided the key organisational directions in 2012-13. The four priority areas identified in the Strategic Plan were: Learning and Teaching; School Environment; Student Pathways and Transitions; and Leadership and Corporate Development.

Learning and Teaching

Strengthening curriculum practices

ACT schools continued to lead the nation in implementing the Australian Curriculum.

- In 2013, all ACT schools from kindergarten to year 10 implemented the Phase 1 Australian Curriculum learning areas: English, mathematics, science and history.
- ACT schools implemented reporting student progress in the Phase 1 Australian curriculum learning areas using the national Achievement Standards from kindergarten to year 9 for the 2013 school year.
- ACT teachers accessed the latest Education Services Australia interactive multimedia learning objects and digital curriculum resources to support the delivery of the Australian Curriculum.
- The ACT continued to actively participate in Australian Curriculum Phase 2 (languages, geography and the arts) consultations with the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Learning and Teaching

Raising standards in literacy and numeracy

In 2012-13, the Directorate continued development of teaching and leadership capacity in public schools to deliver high quality literacy and numeracy programs.

- Specialist literacy and numeracy field officers provided expert support in literacy and/or numeracy teaching and learning.
- Literacy and numeracy coordinators were identified at each public primary, high and preschool to year 10 school. Literacy and numeracy coordinators provided specialist support to teachers to build on their knowledge and capacity to improve literacy and numeracy.
- On 21 December 2012, the ACT Government signed the *National Partnership Agreement on Improving Literacy and Numeracy* to continue working towards improving student outcomes in literacy and numeracy.

Closing the learning and achievement gap for Aboriginal and Torres Strait Islander students

ACT schools continued to build connections and relationships with Aboriginal and Torres Strait Islander families and communities, with a focus on school attendance.

Pictured: The Wanniassa Junior School boys didgeridoo club. Thirty boys from kindergarten to Year 6 were involved in learning the history and significance of the didgeridoo.

- Aboriginal and Torres Strait Islander high achieving students were involved in the Student Aspirations Program. The Student Aspirations Program works with high achieving Aboriginal and Torres Strait Islander students to support them in reaching their potential through successful completion of secondary school and progression to further education, training and employment options.

- Fifty Aboriginal and Torres Strait Islander students graduated in 2012 with a year 12 certificate, five more students than in 2011.

- A Student Engagement Officer and a Family Support Worker were engaged to work with Aboriginal and Torres Strait Islander families to support disengaged students to re-engage them with school and their learning.

- Aboriginal and Torres Strait Islander Education Officers in high schools worked to improve attendance and transition support and to strengthen relationships between schools and Aboriginal and Torres Strait Islander families.

- Aboriginal and Torres Strait Islander Education Workers in primary schools continued to offer individual classroom support.

- Twelve students were supported with scholarships to pursue teacher education studies.

Learning and Teaching

Improving teaching standards

Improving teaching standards remained a strategic focus for the Directorate. A number of initiatives were implemented to enhance teaching quality in public schools.

Pictured: ACT finalists in the 2012 Australian Awards for Outstanding Teaching and School Leadership. Left to right: Gina Nugent, Nina McCabe, Karin Wetselaar, Robert Pastor, Colleen Matheson, Martin Hine, Director-General Diane Joseph and Hon Peter Garrett AM MP.

- Executive Teacher (Professional Practice) positions were established in public schools to retain outstanding teachers in the classroom to coach and mentor other teachers.
- An ACT Teacher Mentor program was developed which articulates into a Masters of Education program at both the University of Canberra and the Australian Catholic University. More than 300 teachers from across ACT schools were involved in the five day program during 2012.
- Developing stronger partnerships among teachers, school leaders and Aboriginal and Torres Strait Islander community members, through initiatives such as reconciliation action plans, was a focus. The partnerships aim to design an integrated system for all learners.

School Environment

Building excellence in disability education

Building excellence in disability education continued to be a priority, with the Directorate putting in place local initiatives to drive improvement, and being actively involved in national improvement initiatives.

- The Directorate provided professional learning for Disability Education Coordinators in every school, supporting schools to develop the capacity to meet the needs of students with a disability and providing opportunities for ongoing networking and development.

- The development and delivery of innovative projects and programs occurred in support of improving social and learning outcomes for students with disability.

- In 2012-13 networking and workshopping sessions for families and carers related to disability education were held. The sessions included *Moving to School* and *Positive Partnerships,* both for families/carers as well as an information work shop for Special Needs Transport bus drivers and carers.

- Internationally recognised online learning modules in speech, language, dyslexia and learning difficulties were introduced and implemented. Over 30 teachers were certified as tutors for these programs and approximately 400 teachers completed one or more programs to date.

School Environment

Improving school environments to support contemporary teaching and learning

The new Franklin Early Childhood School (pictured) opened at the start of the 2013 school year.

- Franklin Early Childhood and Neville Bonner Primary Schools opened for 2013 school year. The schools will provide for the education needs of more than 700 children in Gungahlin.
- Construction of the Red Hill Primary School expansion, the Canberra College Performing Arts Centre and the Malkara School hydrotherapy pool were completed during 2012-13.
- Significant progress was made in installing solar panel systems at public schools. Solar panel systems are an important step towards carbon neutral schools.
- Gungahlin College won the Educational and Facilities Award in the new construction and overall project categories in 2012 of the Council of Educational Facility Planners International Australasian region.

School Environment

Engaging students

Excellent and engaging ACT public schools for all students is a Directorate priority.

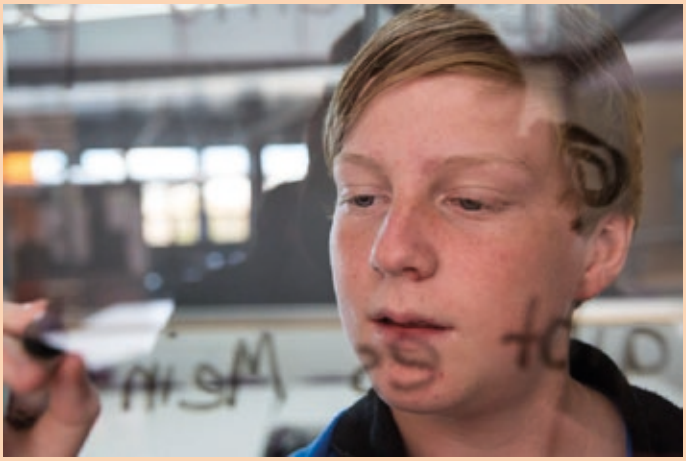
- The Directorate commenced development of the Engaging Schools Framework. The Framework's focus is on four key areas of good practice – strengthening relationships; valuing, understanding and having high expectations of every student; enriching connections with communities; and building engaging school cultures.

- The Minister's Student Congress was an initiative established by the Minister in August 2012 to seek advice on educational issues important to students. It provides an avenue for students to network and develop their leadership skills. At the 2012 Congress students discussed the importance of student voice and empowerment.

- New Directorate initiatives in 2012-13 included Student Engagement Teams and Targeted Support Teams working with each school network in providing wrap-around multidisciplinary services for students.

Student Pathways and Transitions

Improving secondary education in ACT public schools



In order to continue to progress the Directorate's focus on quality secondary education in ACT public schools, specific projects were progressed through school and network improvement priorities.

- INSPIRE associates conducted research and delivered professional development programs for teachers across the system. The professional learning was grounded in contemporary practice and promoted innovation in learning and teaching.
- Seventy-one high school students received statements of attainment for completing vocational and educational training programs at Canberra Institute of Technology. The first Structured Workplace Learning placement from The Woden School occurred.
- The Directorate continued to operate a number of alternative programs. Alternative Programs provided a flexible option for students to remain engaged with education and training and achieve, or partially achieve a nationally recognised certificate qualification.

Student Pathways and Transitions

Supporting successful transitions for all students

The Directorate continued strengthening the engagement of students and parents in transition planning processes.

Pictured: Students from Melba Copland Secondary School and Erindale College who participated in the Asia Pacific Young Student Leaders Convention 2013. The Convention included students from China, the United States, Canada, Indonesia and other Asia Pacific countries.

- Pathways planning for young people aged 11 to 18 years of age was implemented, enabling young people to consider options for their future. A Transitions and Careers website was developed. This website enabled all young people to access their pathways plans at any time from a range of electronic devices.

- There were over 3,000 work experience and nearly 1,000 structured workplace learning placements arranged, enabling students to develop workplace skills and knowledge.

- The CareersXpo organised in partnership with Rotary Club of Canberra City was held in August 2012. Approximately 8,000 people attended. CareersXpo provided students, parents, teachers and career advisors with access to nearly 100 exhibitors from universities, training organisations, professional institutes and employers, including government departments. It included a seminar program and Try' a Trade exhibition.

Student Pathways and Transitions

Improving skills and workforce development

Continuous development of skills and workforce is critical for sustaining growth and productivity in the ACT. The Directorate implemented a range of initiatives to drive reform of the tertiary and training sectors.

Pictured: Recipients of the 2012 ACT Training Excellence Awards – Rhys Godfrey, Sarah Alderson and Daniel Helson

- Registered training organisations were funded to provide vocational education and training to the ACT community under the Priorities Support Program. The Program assisted disadvantaged and marginalised people who found it difficult to access, or be successful in, vocational training ranging from statement of attainment to Certificate III levels.

- The Directorate commenced work towards implementation of a national entitlement to a training place. Under the *National Partnership Agreement on Skills Reform,* the national training entitlement will be an entitlement to access a government subsidised training place to a minimum of a Certificate III qualification for all working age Australians without a Certificate III or higher qualification.

- Partnerships were fostered with employers to improve the commencement, retention and completion of Australian Apprenticeships.

Leadership and Corporate Development

Strengthening leadership and system support

Strong leadership and system processes are pivotal in managing a high performing education system in the ACT. The Directorate enhanced the Leadership Framework and implemented improved data and human resource management systems.

- The *National Professional Standard for Principals* was incorporated into the Directorate's Leadership Framework. The *Standard* sets out what principals are expected to know, understand and do to achieve excellence in their work.

- The Directorate's leadership conference - *Engaging Schools: ACT Public Schools Leadership Conference* was held in May 2013. The Leadership Conference provided leaders in the Directorate with an opportunity to focus and reflect on the key elements essential to developing an engaging school. ACT school leaders used their conference experience to articulate action and direction at an individual, network and system level to ensure that engaging schools continue to be a hallmark of education in the ACT.

- Throughout 2012-13 all schools were supported to select and develop the best staff for their individual setting, with less centralised selection of school staff occurring.

- New models of resource allocations to schools were developed to improve transparency and enable greater decision making by schools.

Leadership and Corporate Development

Strengthening culture and values

Pictured from left to right: Director-General Diane Joseph, Leanne Wright, Michael Battenally and Irene Lind at the launch of the second Reconciliation Action Plan.

Promotion of positive culture and values lifts the workplace's productivity. Leadership teams at all levels modelled the ACT public service values.

- The ACT Public Service *Values and Signature Behaviours* were incorporated in a strategic and planned manner to ensure consistency of message and action. The adoption and promotion of the values contribute to further strengthening workplace culture throughout the Directorate.

- The second *Reconciliation Action Plan* was launched in December 2012 in partnership with Reconciliation Australia. The plan reflects the Directorate's ongoing commitment to productive relationships with Aboriginal and Torres Strait Islander peoples.

- Delivery of the leadership program *Accepting the Challenge – Improving learning outcomes of Aboriginal and Torres Strait Islander students* continued. The aim of the program is for school leaders to learn, share and reflect on their role and responsibility for leadership in Aboriginal and Torres Strait Islander education.

- Respect, Equity and Diversity Framework and respectful workplaces training were delivered throughout 2012-13. The training supports a whole of Government initiative to promote respect, equity and diversity in the workplace.

Leadership and Corporate Development

Fostering productive partnerships with families and key stakeholders

Pictured: Step into Limelight Art Exhibition - a partnership with Australian National University School of Art. The 2013 exhibition displayed the work of more than 150 students from 26 different public school settings. It included work from preschool students right through to Year 12 in a variety of media. It showcased some pieces from the highly successful Artists in Schools program.

Productive relationships with families and key stakeholders ensure the Directorate delivers programs resulting in community benefit. We continued to strengthen community partnerships to support student learning and to encourage community input into public education and training.

- Parent representation on key Directorate committees such as the Disability Education Reference Group was an important mechanism for ensuring that the Directorate remained in touch with family and community issues and needs.

- Social media was effectively used to engage with stakeholders. Key events and announcements were communicated via Twitter and Facebook. As well as broadening the Directorate's communication base with stakeholders, they allowed for real time feedback from the community.

- The Aboriginal and Torres Strait Islander Education Consultative Group were consulted in developing the Aboriginal and Torres Strait Islander Employment Strategy.

Major challenges

The Directorate successfully managed a number of challenges in delivering an ambitious program of educational reforms during 2012-13.

Emerging national reforms agenda

The Directorate values excellence in learning and teaching, in order to continually improve the learning experiences and outcomes of all children and young people. In 2012-13 the emerging national reform agenda was supported, with the National Education Reform Agreement signed by the ACT Government on 30 May 2013. The agreement seeks to introduce reforms that will see Australia as a high quality and high equity education system and placed in the top five countries by 2025 in terms of student performance in reading, numeracy and science. It delivers a total of $190 million funding over six years for ACT public and non-government schools. The funding will provide financial support to all ACT schools to ensure world best educational services are provided for all students, including focussed support to students from low socioeconomic and Aboriginal and Torres Strait Islander backgrounds.

Sustaining smart schools

Information and communications technology (ICT) is crucial in delivering high quality learning. The Directorate received $10 million over four years from the 2013-14 Budget to meet the challenges of ICT upgrades and additional ICT infrastructure in public schools.

The Directorate undertook the following steps during 2012-13 to provide the latest ICT equipment in public schools for an enhanced learning environment for all learners:

- new interactive whiteboards were installed in primary schools
- computers older than four years were replaced
- plasma devices were installed in public preschool units.

Workforce sustainability

A highly developed and capable workforce is the backbone of any organisation, particularly for an education and training system for which inspirational teaching is a strategic focus. There were 4,185 teachers and school leaders employed by the Directorate as at the last payday in 2012-13, compared with 4,100 as at the last payday in 2011-12.

Implementation of the Executive Teacher (Professional Practice) positions and 15 hours of preschool education across all public schools with preschool units has demonstrated the Directorate's commitment to enhancing teaching standards and early childhood education for a stronger start to the educational journey of ACT children.

A4 Outlook

The Directorate delivers high quality, accessible education, care and training to all children, young people and adults in the ACT so that they learn, thrive and are equipped to lead fulfilling, productive and responsible lives.

We have high expectations of ourselves, and of our students. We aim to deliver increased participation and success in education and training at every level for every student. We are setting ambitious targets so that our students are competitive with the best in the world and our education and training system is highly regarded locally, nationally and internationally.

The *National Education Reform Agreement* will be a key element in setting our directions for school education over the next six years. In partnership with the Australian Government, under the Agreement the ACT Government has articulated a number of significant reforms and ambitious targets to improve education outcomes for all students, regardless of background or the school they attend.

We value the role of stakeholders in shaping the future of education and training in the ACT. We will continue to find ways to enable the involvement of all stakeholders - students, parents and families, teachers, school leaders, non-government organisations, registered training organisations, education and care providers, tertiary education organisations and the community - to design and implement an integrated system for learners. We will continue to listen to feedback that our stakeholders provide about education and training needs and issues, and to incorporate this feedback into our decision making. To meet the needs from the *National Partnership Agreement on Skills Reform* the new ACT Vocational Education and Training Administration Records System (AVETARS), was developed to support greater transparency through enhanced data and reporting.

The Directorate's new responsibility for early education and care services provides new opportunities for improved educational transitions and co-location of new and existing services.

The Directorate also recognises the new opportunities arising from the creation of the Ministry of Higher Education. The increased focus on the importance to the ACT of the higher education sector, and the linkages with school education and training, will continue to strengthen the ability of the ACT Government to ensure meaningful and successful transitions for our students. In May 2013 *StudyCanberra* was announced, a partnership between ACT tertiary education providers, the ACT Government and the business community to capitalise on the substantial economic and social benefits of education and training in the ACT.

The Directorate's 2014-17 Strategic Plan will outline the priorities for the work we will undertake in each of four focus areas:

- quality learning
- inspirational teaching and leadership
- high expectations, high performance
- business innovation and improvement.

Strategic and operational initiatives to be pursued in 2013-14 include:

- providing quality early childhood education and care consistent with national and local legislation and frameworks
- further developing school networks to foster collaboration between schools and sectors with a focus on identifying and sharing best practice
- recruiting, developing and retaining quality teachers in our classrooms
- implementing the Australian Curriculum
- raising standards in literacy and numeracy in all schools
- further developing provision of vocational education and training in schools to better align with student, school and employer requirements
- ensuring each school has a plan for year on year improvement, with annual plans and reports in alignment with the School Improvement Framework
- strengthening principal responsibility, delegations and accountabilities, including for the use of resources, in improving student outcomes
- providing safe, supportive and engaging schools consistent with the National Safe Schools Framework
- implementing the Disability Standards for Education to provide reasonable adjustments for students with a disability to access the curriculum
- closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students
- encouraging excellence and meeting the needs of high performing students
- strengthening and supporting engagement with parents and the community
- increasing qualifications and skill levels in the ACT through reforming the vocational education and training system to enhance productivity.

Likely trends and changes in the operating environment

The most significant change in the operating environment is the signing by the ACT Government of the *National Education Reform Agreement*. Over the next six years, the Directorate will implement the reforms outlined in the Agreement within the vision of high quality education for all students. The Agreement contains reform initiatives under the priority areas of Quality learning; Quality teaching; Empowered school leadership; Meeting student need; and Transparency and accountability – priorities that are closely aligned with the Directorate's strategic directions.

Strong population growth, greenfield developments, urban infill and renewed interest in public education will continue to increase demand on public schooling. In 2013, enrolments in ACT schools increased by 1.9 percent (1,289 students) compared with 2012. For public schools, the increase in enrolments was 2.0 percent. Population growth in the ACT continues to exceed growth nationally, with growth of 2.3 percent in the ACT in the twelve months ended 31 December 2012. This was above the national growth rate for the same period of 1.8 percent and greater than the growth rate in the ACT for the previous twelve months, of 1.8 percent.

Figure A4.1: Population growth, ACT and Australia, 2002 to 2012 (percent)

Source: Australian Bureau of Statistics, *Australian Demographic Statistics, December 2012* (Cat. No. 3101.0)

Assessment of significant risks and issues facing the Directorate in the future

National reform agenda

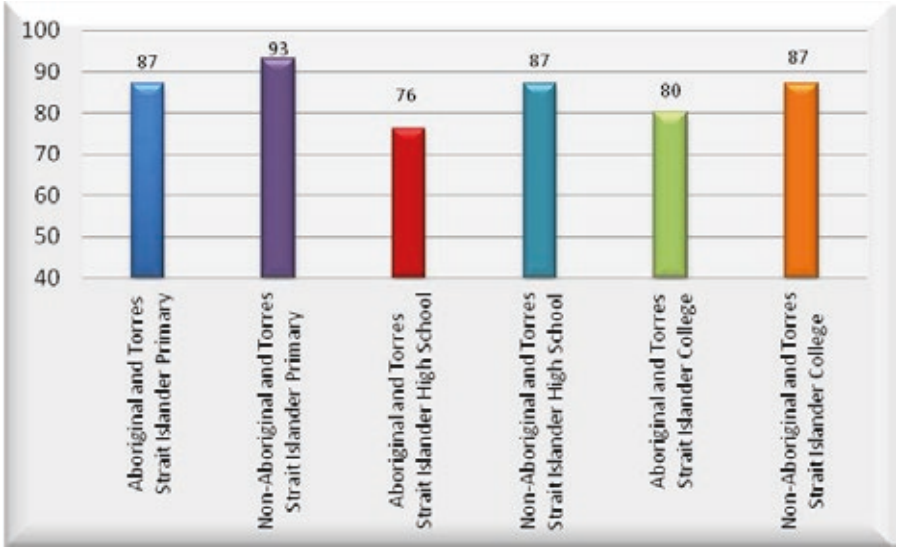
The Directorate has an extensive and ambitious national reform agenda to deliver in future years. The *National Education Reform Agreement* for school education, the *National Agreement for Skills and Workforce Development* in the training sector, and the *National Quality Framework on Early Childhood Education and Care,* as well as associated national partnerships, will require significant leadership and focus over 2013-14 and beyond. Our vision for the ACT to lead the nation in educational outcomes, to enable meaningful and successful transitions and to ensure well-being for all children and young people is achievable. It will be achieved by strong leadership across the Directorate, and by ensuring we continue to have high quality staff who share our values and commitment.

Closing the gap

A continuing issue for the ACT, and for all education jurisdictions in Australia, is to lift the performance of Aboriginal and Torres Strait Islander students. Improving education outcomes for Aboriginal and Torres Strait Islander students is a focus of both local initiatives and the national reform agenda. Nationally, 'Closing the Gap' targets have been set in literacy and numeracy, year 12 completion and the completion of vocational education and training qualifications.

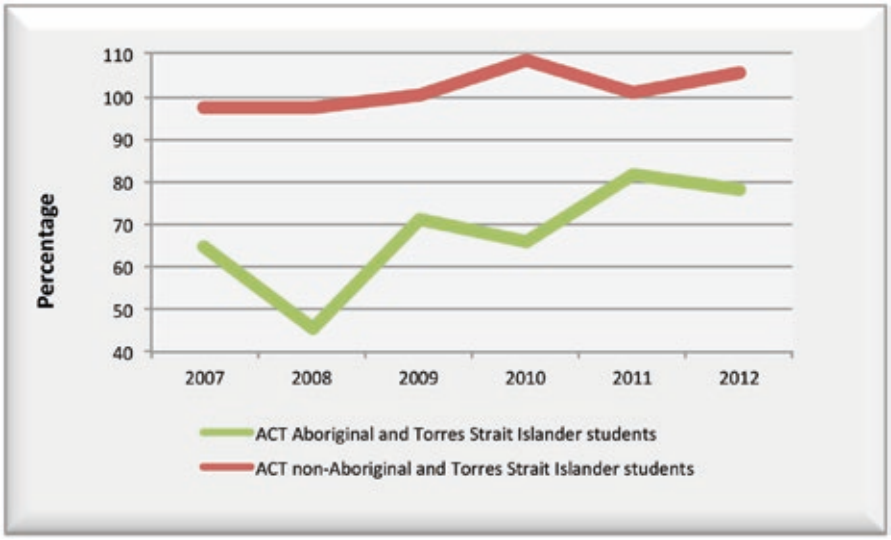
To support the outcome and attainment goals being achieved, the participation of Aboriginal and Torres Strait Islander students needs to be equitable with other students. In two important areas – attendance and retention – a gap in engagement remains.

Figure A4.2: Attendance rates of ACT public school students, Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students, by level of schooling, 2012



Source: Planning and Performance Branch

Figure A4.3: Apparent retention rate of Aboriginal and Torres Strait Islander students and nonAboriginal and Torres Strait Islander students in ACT public schools, 2007 to 2012



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

Sustaining smart schools

The Directorate has worked over a number of years to ensure that ACT public schools, and public school students, are equipped with a level of access to information and communication technology (ICT) that supports quality learning and teaching. This goal has been achieved through the provision of devices (including computers, tablets and laptops), infrastructure (for example, servers, wireless access points and display units such as interactive whiteboards) and software to all public schools.

Maintaining a current and reliable ICT infrastructure in our schools will:

- increase the number of students graduating from ACT Public Schools with relevant, contemporary ICT skills
- increase the number of users of Australian Digital Curriculum content
- increase the quantity of Australian Digital Curriculum content used across schools
- increase the number of devices in utilisation across the network to support learning and teaching
- improve student attainment in national and international ICT and 21st century skills testing.

The Directorate received funding in the 2013-14 ACT Budget to maintain and replace existing ICT infrastructure and devices. The Directorate continues to strengthen its governance of ICT through the ICT Working Group to provide greater oversight and strategic alignment of ICT to achieving business priorities.

The increased availability of external internet-based services to schools has highlighted challenges in sharing student and school data online. The Directorate has balanced user expectations for access to services with the privacy and security requirements through the provision of appropriate systems and timely advice to schools.

During 2012-13 ACT public schools moved to the initial phase of the central ICT network, SchoolsNET. SchoolsNET amalgamates the previous separate student networks and the single teacher network onto a single education network for all schools. SchoolsNET will improve the reliability and access to ICT across all schools and is the culmination of ICT investments since 2006-07. Full implementation of SchoolsNET will occur for the start of the 2014 school year.

SchoolsNET will be the largest ICT network in the ACT Government with over 40,000 users, and 18,000 devices spread over 87 locations. It will include:

- device ratios of 1:1 interactive whiteboards for all primary school classrooms K-6
- 1:6 ratio of computers to students in years kindergarten to 6
- 1:1 ratio of computers to students in years 9 to 12
- high speed fibre to all schools kindergarten to year 12
- ICT infrastructure upgrades (cabling, switches and wireless in all schools)
- a library management system for all schools
- learning management system and web conferencing
- year 12 online reporting system.

ACT and surrounding New South Wales

The ACT and NSW Governments have a close relationship as a result of unique cross-border circumstances. The physical location of the ACT in the centre of the south-eastern NSW region creates strong community interest for residents who live, work and access services, including education, on a daily basis in a cross-border setting.

Regional collaboration by the ACT and NSW Governments facilitates joint planning for sustainable regional growth, optimising future economic prospects and meeting the needs of the community.

In December 2011, the ACT and NSW Governments signed the ACT-NSW Memorandum of Understanding (MoU) for Regional Collaboration. The MoU strengthens collaboration between the two jurisdictions to optimise regional outcomes and service delivery to the ACT and surrounding NSW region. Closer collaboration will allow for a regional approach in the areas of health, education, transport, emergency services, justice, tourism, planning and economic development.

The ACT and NSW Governments agreed that the priority actions are integrated service planning, initially focusing on the health and education sectors.

The Directorate and the NSW Department of Education and Communities met in 2012 to discuss opportunities in relation to the MoU. With legislated responsibilities for student attendance, both jurisdictions are seeking to understand cross border movement of students and shared opportunities for student engagement. There are also efficiencies to be gained by the jurisdictions working together to improve planning for new schools and the expansion of existing schools, as well as more coordinated transport for students.

A similar engagement is underway in the provision of vocational education and training services in the ACT and the surrounding NSW region. In November 2012, Technical and Further Education (TAFE) NSW Illawarra Institute and the Canberra Institute of Technology (CIT) formalised their working relationship through the signing of a MoU.

The CIT/TAFE MoU covers a range of mutually beneficial activities. Collaboration in the planning of education and training includes developing new models of delivery, the identifying of training gaps and opportunities, identifying opportunities for obtaining joint funding, developing a common dialogue for the public provision of education and training to mitigate regional competitive pressures and collaborating on public relations and media opportunities.

A8 Strategic indicators

In a snapshot

- The ACT had a higher proportion of year 12 attainment than the national average.
- The percentage of year 12 public school students who received a Year 12 Certificate increased from 88.0 percent in 2011 to 88.3 percent in 2012.
- Over the past four years satisfaction of parents and carers with education at ACT public schools has been at a high level. Satisfaction levels have improved from 83.3 percent in 2011 to 86.0 percent in 2012.
- The staff retention rate of 93.9 percent in 2012 continued to be above target.

The Directorate launched its *Strategic Plan 2010-2013: Everyone matters* in January 2010. The Strategic Plan guides the organisation, and informs its clients and stakeholders about key priorities. The Plan identifies four priority areas: Learning and Teaching; School Environment; Student Pathways and Transitions; and Leadership and Corporate Development.

Performance indicators have been identified in each of these priority areas to allow for monitoring of progress over time.

Learning and Teaching

To ensure students succeed through quality teaching that engages them and supports the development of capabilities for life.

Year 12 attainment

Attainment of a year 12 or equivalent qualification is recognised as a key to better employment outcomes and social inclusion. It is a strategic target identified by the Council of Australian Governments (COAG) for education reform in Australia.

Box A8.1: Year 12 attainment

The proportion of the 20-24 year-old population having attained at least a year 12 or equivalent qualification (Australian Qualifications Framework certificate II or above) is calculated as the number of 20-24 year olds who self-identify as having attained a year 12 or equivalent qualification divided by the estimated population aged 20-24 years.

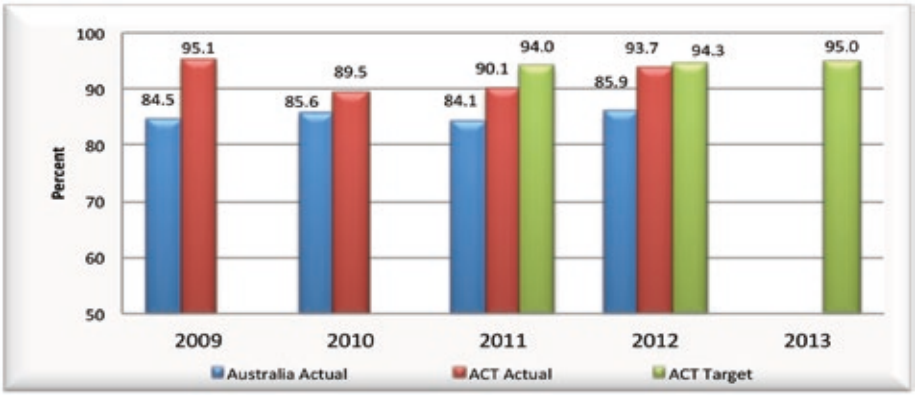
The proportion of the 20-24 year-old population having attained at least a year 12 or equivalent qualification was obtained from the ABS Survey of Education and Work (SEW). The 2012 SEW was conducted in May 2012 and released in November 2012.

However, the measurement of this indicator at the ACT level using the SEW is to be discontinued in this report in the future due to the inability of the SEW to reliably measure change year on year at the jurisdiction level. As a result, caution is urged in the interpretation of this measure.

A data quality statement on this measure can be obtained on page B.35 in Part B, Childcare, Education and Training sector overview in the *Report on Government Services 2013* on the Productivity Commission Website.

The ACT had the highest proportion of year 12 attainment in Australia. Figure A8.1 shows that for the last four years, the proportion of 20-24 year olds in the ACT who attained a year 12 or equivalent qualification remained higher than the national average.

Figure A8.1: Proportion of young people aged 20-24 who have attained a Year 12 Certificate or equivalent or Certificate II or above



Source: Australian Bureau of Statistics, Survey of Education and Work 2012

Year 12 completion

An alternative measure of the achievement of the population in completing a secondary school qualification is the proportion awarded a Year 12 Certificate.

Box A8.2: Year 12 completion

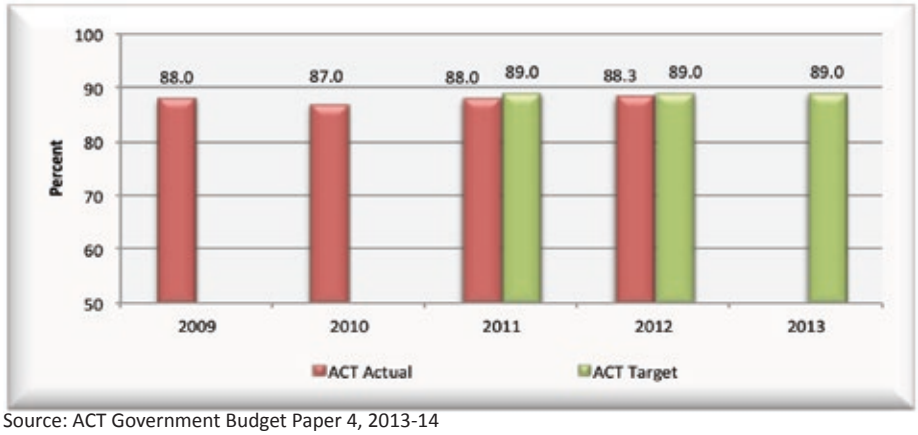
Year 12 completion is the number of students who meet the requirement of a Year 12 Certificate expressed as a percentage of year 12 enrolments. Data is obtained from the Board of Senior Secondary Studies and the Directorate's School Census undertaken in February.

Estimates are calculated based on the number of students completing the requirements of the ACT Year 12 Certificate divided by the number of year 12 students as at the ACT School Census, February of the reference year.

Further information on the quality of this measure can be obtained by emailing to ETDAnnualReport@act.gov.au

Figure A8.2 shows that the ACT public school completion rate for year 12 was 88.3 percent in 2012, an improvement from 88.0 percent in 2011. There is no comparative data at the national level.

Figure A8.2: Percentage of year 12 public school students who received a Year 12 Certificate



Source: ACT Government Budget Paper 4, 2013-14

School Environment

To meet each student's academic, social, emotional and physical needs by ensuring all ACT public schools provide positive and success-oriented learning environments.

Student attendance

Attendance at school is essential for learning and for enabling students to benefit from the full range of educational programs offered at school.

Box A8.3: Student attendance

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

Attendance is recorded for the first semester in the reporting year.

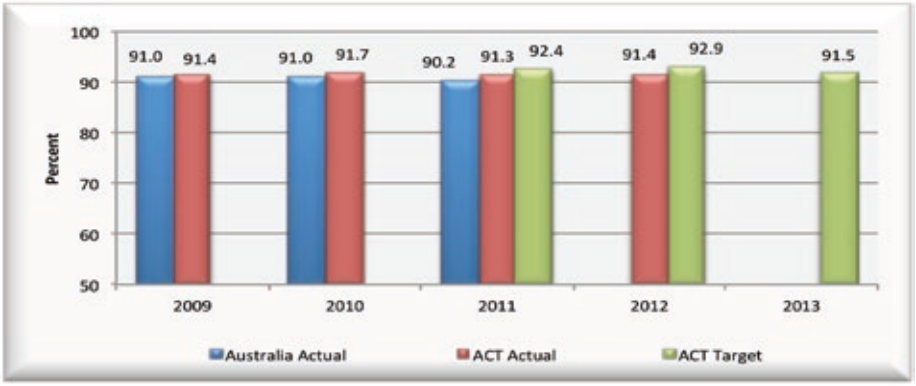
Attendance data are collected through the electronic school management system at the school. For primary school attendance data, teachers record student attendance daily (to the level of half day attendance). High school attendance data are recorded at each teaching period and entered into the electronic school management system. Absence data are aggregated at the end of each term and entered in the school management system.

A data quality statement on this measure can be obtained from Report on Government Services page on the Australian Productivity Commission website.

The attendance rate of public school students from years 1 to 10 was 91.4 percent in 2012, compared with 91.3 percent in 2011 (Figure A8.3). The Directorate has set in place strategies to increase the attendance and engagement of students, particularly at high schools and colleges.

The national attendance rate for public schools in 2011 (latest available data) was 90.2 percent, compared with 91.0 percent in 2010, lower than the attendance rate for ACT public school students.

Figure A8.3: Attendance rate of public school students in year 1 to year 10



Source:

1. ACT Government Budget Paper 4, 2013-14
2. Productivity Commission, Report on Government Services 2011, Table 4A.135 for 2009 data, Report on Government Services 2012, Table 4A.110 for 2010 data and Report on Government Services 2013, Table 4A.114 for 2011 data

Note:

Australian rate is an average of states and territories' years 1 to 10 average. The indicator was adopted as an accountability indicator for 2013-14 with a revised target of 91.5 percent.

Student satisfaction

Student satisfaction is an important indicator of student engagement, leading to positive learning outcomes.

Box A8.4: Student satisfaction

Student satisfaction is based on a survey of students from years 5 to 12 at ACT public schools, excluding students at specialist schools. The survey is conducted in May and June each year. Reponses are sought from primary and high school students to 35 items and to 37 items for college students.

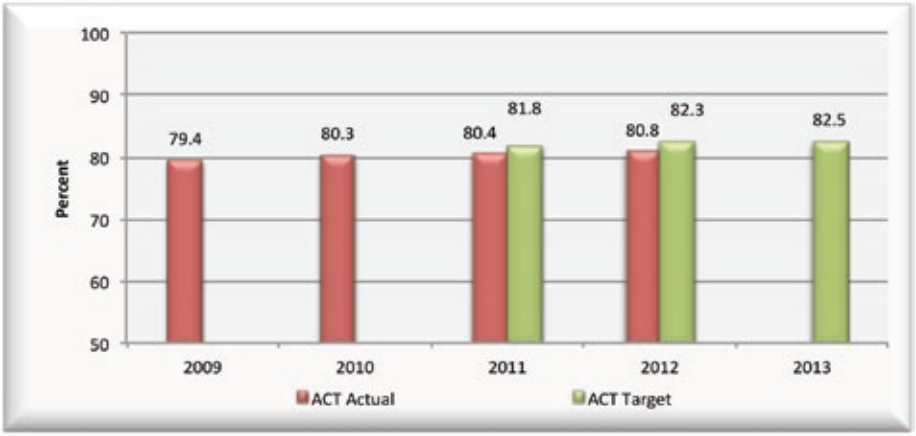
In determining overall student satisfaction, the question 'Overall I am satisfied I am getting a good education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate overall satisfaction rates.

In 2012, 13,163 students responded to the survey.

Further information on the quality of this measure can be obtained by emailing to ETDAnnualReport@act.gov.au

From 2009 to 2012, overall student satisfaction (across primary, high and college sectors) with the quality of the education received at public schools increased (Figure A8.4). There is no comparative data at the national level.

Figure A8.4: Overall student satisfaction with the education at their public school



Source: ACT Government Budget Paper 4, 2013-14

Student Pathways and Transitions

To provide learning pathways for students resulting in an educated and skilled workforce that meets the present and future needs of the ACT and region.

Student destination

The proportion of year 12 graduates engaged in study or employment six months after completing year 12 reflects performance of the educational system in preparing students for further study and employment.

Box A8.5: Student destination post-school

Destination data is based on a survey of graduates who successfully complete year 12 in the ACT. Graduates from the previous year are surveyed in May of the reference year.

The survey frame is drawn from the Board of Senior Secondary Studies administrative records and the population of interest is defined as those graduates who were awarded a Year 12 Certificate from an ACT college, school or the Canberra Institute of Technology. The population excludes graduates who were full-fee paying international students.

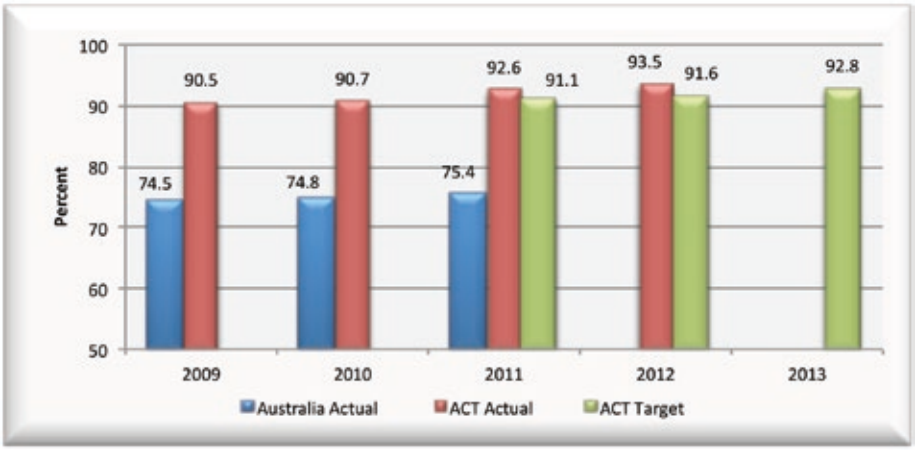
There were 4,086 year 12 graduates in 2011. Of these 3,628 graduates were contacted for the survey. Contact was made from 7 May 2012 to 4 June 2012. There were 2,811 graduates who completed the survey, a response rate of 77 percent.

Further information on the quality of this measure can be obtained by emailing to ETDAnnualReport@act.gov.au.

As shown in Figure A8.5, the percentage of year 12 public school graduates engaged in study or employment increased from 92.6 percent in 2011 to 93.5 percent in 2012.

Nationally, the latest available data was for 2011. The percentage of 2010 year 12 graduates who were studying or employed full-time in 2011 was 75.4 percent. The ACT continued to maintain high levels of success with 90.0 percent or more of graduates engaged in study or employment over the last four years.

Figure A8.5: Percentage of public school year 12 graduates employed or studying six months after completing year 12



Source:

1. ACT Government Budget Paper 4, 2013-14
2. Productivity Commission, Report on Government Services 2011, Table 4A.133, Report on Government Services 2012, Table 4A.108 and Report on Government Services 2013, Table 4A.112

Note:

Australian rate is for 15-24 years old engaged in full-time study or employment in May 2009, 2010 and 2011 after finishing year 12 in 2008, 2009 and 2010 respectively.

Leadership and Corporate Development

To ensure that the Directorate is recognised as a responsive, innovative and high-achieving organisation that delivers on its commitments.

Parent and carer satisfaction

The satisfaction of parents and carers with education in public schools shows the confidence of stakeholders in the educational policies and performance of the Directorate.

Box A8.6: Parent and carer satisfaction

Parent and carer satisfaction is based on a survey of parents and carers of students attending ACT public schools. The survey is conducted in May and June each year. Responses are sought from parents and carers to 17 questions.

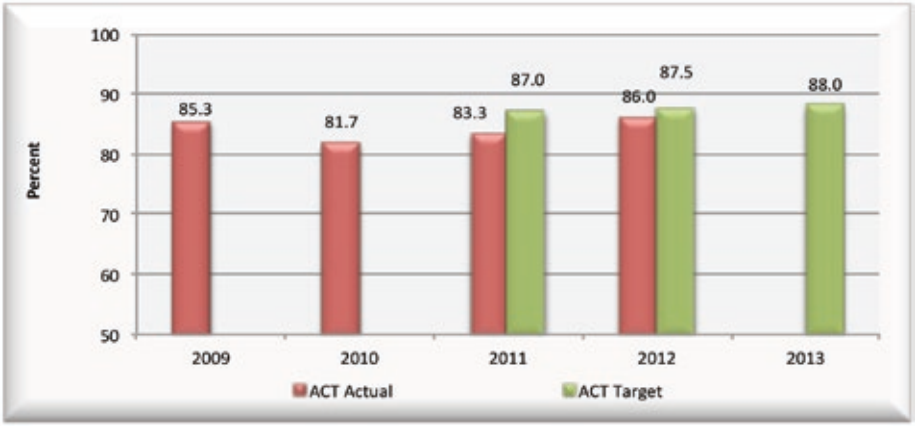
In determining overall parent and carer satisfaction, the question 'Overall I am satisfied with my child's education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' being used to calculate overall satisfaction rates.

In 2012, 7,480 parents and carers of students responded to the survey.

Further information on the quality of this measure can be obtained by emailing to ETDAnnualReport@act.gov.au

Figure A8.6 indicates that there was a high level of parent and carer satisfaction with education at public schools over the last four years. Satisfaction levels improved from 83.3 percent in 2011 to 86.0 percent in 2012. There is no comparative data at the national level on parent and carer satisfaction.

Figure A8.6: Overall satisfaction of parents and carers with the education provided at their public school



Source: ACT Government Budget Paper 4, 2013-14

Staff retention

Staff retention is an indicator of the satisfaction of the workforce of an organisation, including satisfaction with management and commitment to achieving corporate goals. While some turnover of staff is important to ensure the organisation is generating new ideas and skills, stability is essential to maintain corporate knowledge and culture. The Directorate has set its staff retention target at 92.0 percent to adequately balance these competing needs of new ideas and stability.

Box A8.7: Staff retention

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

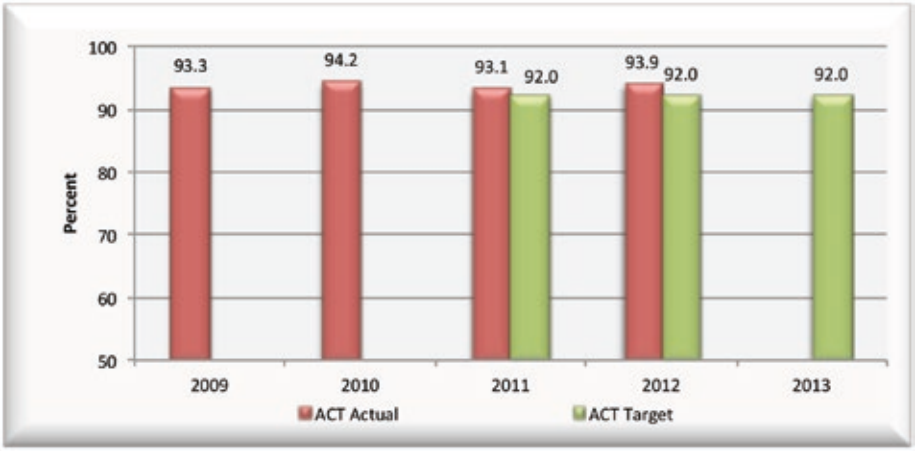
The rate is calculated by dividing the number of permanent staff employed at the last pay day in June of the preceding year plus the number of commencements during the financial year, minus the number of separations in the same financial year, by the number of staff at the last pay day of the preceding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

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

Further information on the quality of this measure can be obtained by emailing to ETDAnnualReport@act.gov.au

The Directorate has historically maintained a high staff retention rate. The retention rate of 93.9 percent in 2012 was similar to previous years and close to the target (Figure A8.7). There is no comparative data at the national level.

Figure A8.7: Staff retention rate



Source: ACT Government Budget Paper 4, 2013-14

A9 Analysis of agency performance

The Directorate made significant progress towards achieving strategic and operational priorities identified in the *Strategic Plan 2010-2013: Everyone matters* and the *2012-13 Priorities*. There were four priority areas identified in the Strategic Plan and the Priorities: Learning and Teaching; School Environment; Student Pathways and Transitions; and Leadership and Corporate Development.

Learning and Teaching

Strengthening curriculum practices

In 2012-13 our key action areas were to:

- implement the Australian Curriculum in identified learning areas
- assess and report student progress using the Australian Curriculum Achievement Standards
- implement the National Quality Framework for Early Childhood in all preschools
- personalise learning by differentiating the curriculum and using flexible curriculum delivery
- provide student-centred, inclusive and industry standard vocational education and training programs.

In 2012, the Directorate worked closely with selected ACT public primary and secondary lead schools to produce exemplar assessment tasks and work samples in all phase 1 learning areas for publication by ACARA. The assessment tasks and work samples guide teacher judgement on assessing student achievement.

ACT teachers and curriculum officers continued to be involved at all levels of Australian Curriculum consultation and development. In 2013 all ACT K-10 public schools were teaching and assessing the phase 1 Australian Curriculum: English, mathematics, history and science learning areas.

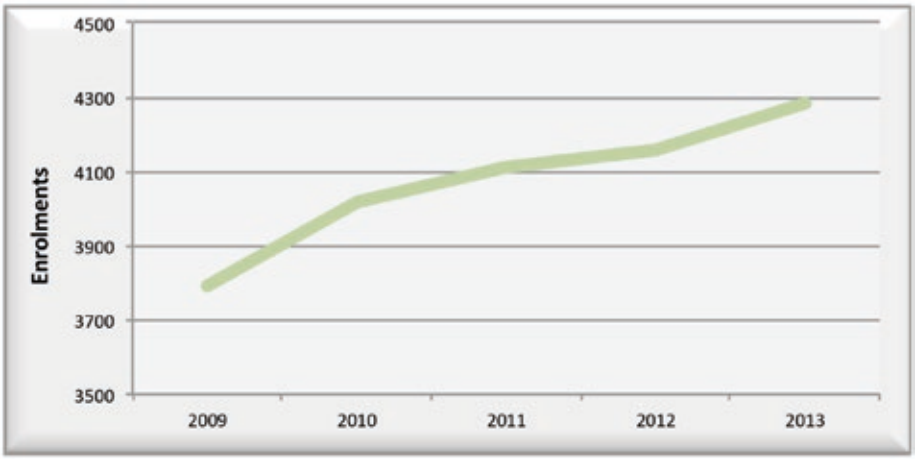
For the first time all ACT K-10 public schools assessed and reported student progress using the Australian Curriculum Achievement Standards associated with each of the phase 1 learning areas in 2013. This included the development of a new system reporting template and brochure explaining changes to parents and carers.

In 2013 the Directorate in collaboration with the Catholic and Independent education sectors released a revised ACT Australian Curriculum Implementation Plan. The plan anticipated publication of the phase 2 Australian Curriculum: Chinese, Italian and Geography learning areas.

In 2013, all ACT public preschools offered 15 hours of education per week, in the year before formal schooling in line with the *National Partnership Agreement on Universal Access to Early Childhood Education*.

Public schools experienced consistent growth in preschool enrolments from 2009 to 2013 (Figure A9.1).

Figure A9.1: Preschool enrolments in public schools, 2009 to 2013



Source: ACT Education and Training Directorate, February census 2009-2013

To support the rollout of universal access to preschool education, the Directorate provided scholarships for teachers to upgrade their qualifications and prioritised the recruitment of qualified early childhood teachers in preschools. From 2009 to April 2013, 92 teachers were offered teacher scholarships in early childhood education.

All preschool units completed an annual Quality Improvement Plan to conduct self-assessment against the National Quality Framework for early childhood education and care. Preschool units in ACT public schools adopted a more transparent approach to delivering preschool education, creating opportunities for rich collaboration with children, families and the community. This approach supports and promotes the sustained delivery of high quality early childhood education in all public preschools.

The initial eight ACT public school preschool units completed the 20 week assessment and rating process between March 2012 and April 2013. Those preschool units were: Lyons and Narrabundah Early Childhood Schools, North Ainslie Preschool, Hackett Preschool, Harrison Preschool, Calwell Preschool, Hawker Preschool and Kingsford Smith Preschool. Five preschool units were rated at *Exceeding National Quality Standard,* one preschool unit rated at *Meeting National Quality Standard* and two preschool units rated at *Working Toward National Quality Standard*.

The Directorate developed differentiated and flexible learning options for students. The Directorate developed an online Virtual Learning Academy as a flexible learning space. The Directorate also established a Gifted and Talented Liaison Officers Network across ACT public schools and provided 15 teacher scholarships in the Certificate of Gifted Education.

The success of language programs offered or supported by the Directorate in schools is reflected in a steady increase in student enrolments in the four priority Asian languages since 2009. Similar trends have occurred in French, Italian, Spanish and German.

A number of public schools participated in the 2013 Languages Perfect World Championship in order to provide their students an opportunity to practice Asian and European language skills.

Box A9.1: Amaroo School wins the 2013 Language Perfect World Championship in the ACT

Amaroo School students learning French and Japanese in years 6 to 10 competed in the Language Perfect World Championship in May 2013. The Championship is an online vocabulary competition that aims to improve students' language skills by practising and increasing their vocabulary. It also gives students an opportunity to compete against other schools both locally, nationally and internationally.

Amaroo School won the Championship in the ACT and also placed ninth globally for French out of 833 schools.

In 2013, 70 students from years 9 and 10 enrolled in vocational education and training CIT Short Courses. The courses provide an introduction into different vocational pathways. Courses included:

- Introduction to Hairstyling
- Caring for your Pets
- Start Your Engines – Introduction to Engineering and Automotive
- Avatars and Animation – Basic games design.

In 2013, 40 vocational education and training teachers were fully funded to undertake the Certificate IV in Training and Assessment at the CIT.

In 2013, all ACT public school preschool units implemented 15 hours of preschool education.

Raising standards in literacy and numeracy

In 2012-13 our key action areas were to:

- use data to identify student need and implement targeted programs to improve student learning
- further strengthen literacy and numeracy leadership
- use coaching and mentoring to increase teacher capability.

The *Literacy and Numeracy Strategy 2009-2013* continued to guide the development of teaching and leadership capacity in public schools. The use of data to support decision-making has delivered high quality literacy and numeracy programs. Twenty-one specialist literacy and numeracy teachers worked as field officers to support teachers to improve student outcomes in literacy and numeracy across ACT public schools.

The Directorate delivered financial literacy professional development to 507 teachers across the public and non-government sectors under the ACT 2012 – 2013 *Helping Our Kids Understand Finances – Professional Learning and MoneySmart Schools National Partnership.* Four public and two non-government schools became *MoneySmart* lead schools under the agreement, adopting units of work provided by the Australian Securities and Investments Commission.

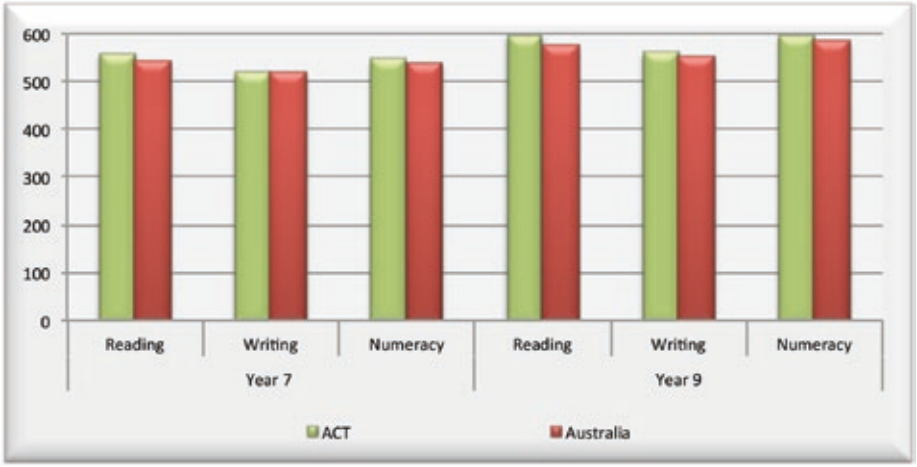
On 21 December 2012, the ACT Government signed the *National Partnership Agreement on Improving Literacy and Numeracy* that replaced the previous *National Partnership Agreement on Literacy and Numeracy*. The new *National Partnership on Improving Literacy and Numeracy* will contribute to the effective use of evidence-based approaches to improve the performance of students in participating schools. This includes Aboriginal and Torres Strait Islander students and students from disadvantaged backgrounds who are falling behind in literacy and/or numeracy development.

In 2013, there are 17 public, 14 Catholic and four independent schools participating in the *National Partnership on Improving Literacy and Numeracy*. The National Partnership will facilitate achievement of the following outcomes:

- improved student performance in target groups in literacy and/or numeracy in participating schools
- monitoring and analysis of student performance to facilitate the identification of areas where support is needed and where improvement has occurred in participating schools
- improved capability and effectiveness of literacy and/or numeracy teaching in participating schools.

ACT students continued to demonstrate improved results in literacy and numeracy across all year levels and domains in NAPLAN 2012. On average ACT years 7 and 9 students' achievement was approximately 12 months ahead of national results for the same year groups in numeracy (Figure A9.2).

Figure A9.2: Mean scale score in reading, writing and numeracy for years 7 and 9, NAPLAN 2012



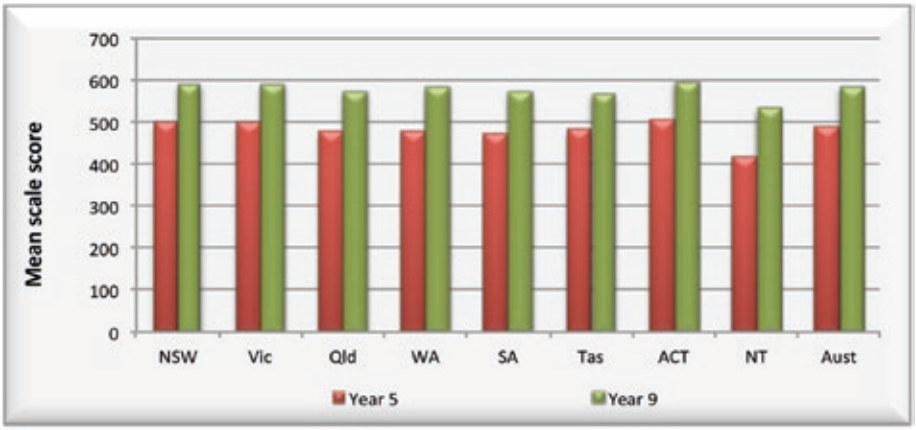
Source: Australian Curriculum, Assessment and Reporting Authority, 2013, National Assessment Program - Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy National Report 2012

ACT students in years 5 and 9 achieved higher mean scores in reading and numeracy than students in other jurisdictions (Figures A9.3 and A9.4).

Figure A9.3: Mean scale score in reading for years 5 and 9 by jurisdiction, NAPLAN 2012

Source: Australian Curriculum, Assessment and Reporting Authority, 2013, National Assessment Program - Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy National Report 2012

Figure A9.4: Mean scale score in numeracy for years 5 and 9 by jurisdiction, NAPLAN 2012



Source: Australian Curriculum, Assessment and Reporting Authority, 2013, National Assessment Program - Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy National Report 2012

ACT students continued to demonstrate improved results in literacy and numeracy across all year levels and domains in the National Assessment Program – Literacy and Numeracy 2012.

Closing the learning and achievement gap for Aboriginal and Torres Strait Islander students

In 2012-13 our key action areas were to:

- use personalised learning strategies for all Aboriginal and Torres Strait Islander students
- increase pathway opportunities and year 12 completion rates of Aboriginal and Torres Strait Islander students with particular focus on transition planning
- support and promote Aboriginal and Torres Strait Islander students to participate in post-school education and training
- strengthen data systems and analysis to further improve Aboriginal and Torres Strait Islander student achievement and attendance.

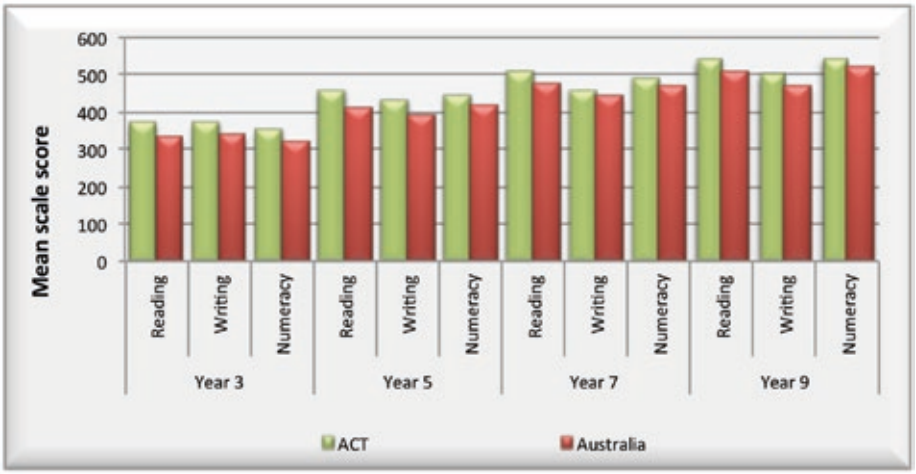
The Directorate continues to be committed to personalised learning for every student and undertook a number of initiatives to improve educational outcomes of Aboriginal and Torres Strait Islander students. Throughout 2012, the Directorate distributed information and resources to schools and delivered information sessions about the implementation of personalised learning plans. Schools have reported greater collaboration and consultation with Aboriginal and Torres Strait Islander parents and students when developing personalised learning plans.

While the NAPLAN results for Aboriginal and Torres Strait Islander students in the ACT were higher than the national NAPLAN results (Figure A9.5), there remains a gap between Aboriginal and Torres Strait Islander students and their non-Aboriginal

and Torres Strait Islander peers. The 2012 NAPLAN data indicates an increase in the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standards in year 7 and year 9 writing and numeracy compared to 2011.

The Directorate acknowledges there is still work to do to close the gap in learning outcomes between Aboriginal and Torres Strait Islander students and their non-Aboriginal and Torres Strait Islander peers.

Figure A9.5: Mean scale scores of Aboriginal and Torres Strait Islander students in reading, writing and numeracy for years 3, 5, 7 and 9 in the ACT and Australia, NAPLAN 2012



Source: Australian Curriculum, Assessment and Reporting Authority, 2013, National Assessment Program - Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy National Report 2012

The Student Aspirations Program Coordinators worked with Aboriginal and Torres Strait Islander students to support them to reach their potential through successful completion of secondary school and progression to further education, training and employment options. As of May 2013, a total of 137 students were participating in the program. In 2012 the Directorate conducted interviews with 124 Aboriginal and Torres Strait Islander students from year 9 to year 12 to explore their post school options.

Each year, high schools and colleges can apply for funding under the Directorate's Tutorial Support Scheme. The purpose of the funding is to support schools in their implementation of programs designed to enhance Aboriginal and Torres Strait Islander student engagement with learning, improve literacy and numeracy skills, provide extension or enrichment activities, and support students to complete assessment tasks. In 2012, $226,500 was allocated to public high schools and colleges for tutorial support.

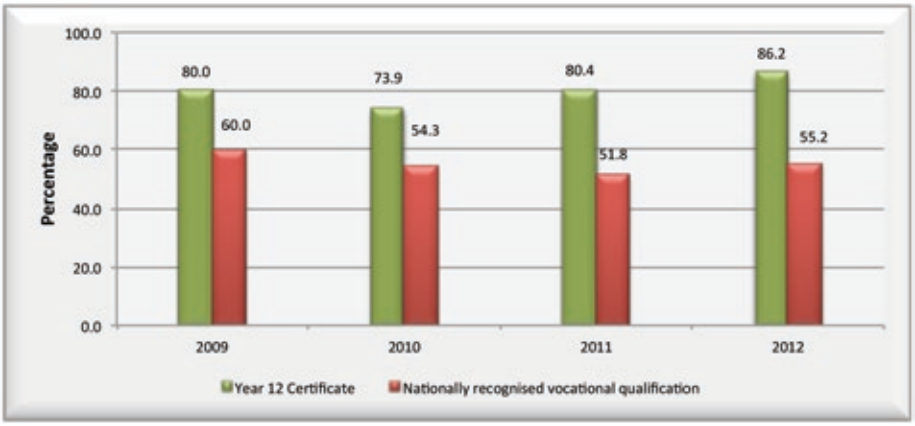
Schools can apply for supplementary funding to support students from kindergarten to year 6 who are at risk of disengaging from school. Schools use this funding to provide additional support in the classroom.

The Directorate continued to deliver the leadership program, *Accepting the Challenge – Improving learning outcomes for Aboriginal and Torres Strait Islander students.* This leadership program is for principals, deputy principals and aspiring leaders and is designed to increase the capacity of school leaders to improve outcomes for Aboriginal and Torres Strait Islander students and strengthen the understanding of issues impacting their engagement with education. In 2012, a total of 133 principals, deputy principals and school executives participated in workshops

The Directorate continued to build connections and relationships between schools and Aboriginal and Torres Strait Islander families and communities with a focus on school attendance. To assist in this, the Directorate has undertaken the development and implementation of improved attendance reporting systems for all Aboriginal and Torres Strait Islander students from year 7 to year 12.

There has been improvement in year 12 attainment rates for Aboriginal and Torres Strait Islander students in ACT public schools (Figure A9.6). The percentage of Aboriginal and Torres Strait Islander students achieving a Year 12 Certificate in 2012 was 86.2 percent, compared with 80.4 percent in 2011. The percentage of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification in 2012 was 55.2 percent compared with 51.8 percent in 2011.

Figure A9.6: Percentage of Aboriginal and Torres Strait Islander students receiving a Year 12 Certificate and a nationally recognised vocational qualification



Source: Board of Senior Secondary Studies, ACT Education and Training Directorate

The proportion of Aboriginal or Torres Strait Islander students completing school with a Year 12 Certificate in 2012 was 86.2 percent, compared with 80.4 percent in 2011.

Improving teaching standards

In 2012-13 our key action areas were to:

- support all schools to use the National Professional Standards for Teachers for feedback and reflection on performance
- enhance teacher capability to adopt new ways of teaching and learning including the use of new technologies
- build teacher understanding and capability in responding to the learning needs of students from diverse cultural backgrounds.

Improving teacher quality is a priority for the Directorate. In the reporting period, the Directorate introduced enhanced strategies to support whole of career continuous improvement through the development of a revised leadership framework.

Continual development in the three domains of the National Professional Standards for Teachers – professional knowledge, professional practice and professional engagement – is included in expectations of performance for all classroom teachers. During the Annual Professional Discussion, the principal reviews performance and development in these three domains with each teacher individually. The Standards are used to identify teachers demonstrating outstanding performance in the three domains. If successful, a teacher is awarded an additional pay increment.

During the reporting period, teachers participated in trialling certification processes for the Highly Accomplished Teacher and Lead Teacher Standards, undertaken by the Teacher Quality Institute. This rigorous evidence based process relied upon the National Professional Standards for Teachers to articulate excellent practice.

The Standards are integrated into the selection process for a newly created, classroom based promotional position in schools. Executive Teacher (Professional Practice) is a promotional position for teachers with a focus on modelling exemplary classroom practice, coaching and mentoring teachers and leading professional learning programs to build teaching practice. The rigorous selection process for these positions involves assessment of applicants' portfolios of evidence for exemplary classroom practice resulting in improved student outcomes, observations in the classroom and an interview with a focus on school leadership capabilities.

Under the improved pathways into teaching reform, ACT public schools recruited associates from the Teach for Australia Program in 2011, 2012 and 2013. These associates were placed at Erindale, Canberra, Hawker and Lake Tuggeranong Colleges, Calwell, Belconnen, Lanyon and Melrose High Schools and Kingsford Smith School.

The Directorate recruited applicants through the Teach Next program in 2012 and 2013. Amaroo School, Lanyon, Stromlo and Melrose High Schools and Lake Tuggeranong College each received a Teach Next participant to fill areas of teacher shortage in physics, chemistry, general science, technology and LOTE.

The Directorate implemented improved teacher workforce planning and management processes through reforms to the classroom teacher salary scale. The current Enterprise Agreement also facilitated increased school-based

decision-making in staffing processes. To further enhance school-based resource management, procedures were developed in partnership with 23 public schools implementing school autonomy through participation in the Empowering Local Schools National Partnership.

As part of the national reform of early childhood education and care and to promote higher quality services for children and families, the Directorate offered employment in early childhood settings to appropriately qualified staff only.

The Directorate is centralising ICT for all schools to ensure reliable access to ICT to support the adoption of new technologies in every school. All ACT teachers have single sign on to Australian Digital Curriculum content repositories that include over 17,000 pieces of digital curriculum content as well as best practice examples of integrating ICT into teaching and learning. The InSPIRE associates program identified five leading teachers in ICT integration across P-12 and developed their capabilities to share and promote the uptake of ICT across schools. ICT workshops were coordinated with both Microsoft and Apple to develop best practice in the use of mobile technologies and applications in the classroom. The Directorate has also invested in access to an online ICT skills program that provides just in time access to all public school teachers and students to ICT self help videos across a wide range of software and devices including iPads, Interactive Whiteboards, Adobe and Microsoft.

The Directorate promotes a whole school approach to addressing the needs of students with English as an Additional Language or Dialect (EALD), and to developing teachers' awareness of the needs to take into account the cultural and linguistic needs of students.

Companion House continues to provide schools with information and support for students with refugee backgrounds.

EALD students' English language proficiency levels are assessed and this is used by schools to plan for individuals and whole school approaches to meeting the needs of students from diverse cultural backgrounds.

The Directorate implemented improved teacher workforce planning and management processes to enhance teaching standards.

School Environment

Building excellence in disability education

In 2012-13 our key action areas were to:

- build teacher capability to develop and implement individualised learning plans for all students with a disability
- provide professional learning that targets cooperative and collaborative team approaches to supporting students with disabilities
- ensure students with a disability have a clear support strategy in place at all transition points
- support and promote people with a disability to participate in post-school options, including vocational education and training.

The Directorate provided an early intervention program to 392 students experiencing developmental delays and disabilities from 2 years of age until entry into kindergarten. The percentage of parents and carers satisfied with their children's progress in early intervention placements was 100 percent in 2012-13. Ninety-eight percent of ACT public school students with disability accessing special education in mainstream and specialist schools had individual learning plans developed.

The Directorate has introduced a series of Disability Education Online Learning Programs for teachers. These six modules are internationally recognised as supporting leading practice and utilise a 'train the tutor' model which will lead to self-sustainability. Two of the modules have been rolled out to school leaders and Disability Education Coordinators with 24 trainers facilitating training to 90 staff in the 'Dyslexia and Significant Reading Difficulties' and the 'Speech, Language and Communications Needs' modules.

A Service Agreement between the Directorate and Therapy ACT established in 2011 continued to provide Therapy Assistants in schools in the reporting period. The Directorate commenced the development of a Service Agreement with the Health Directorate to support the medical needs of students in schools. A new model, 'Healthcare Access at School' was developed and is being trialled.

The Directorate continued implementation of two initiatives under the *More Support for Students with Disability National Partnership*:

- professional learning for Disability Education Coordinators continued to build the capacity of schools to meet the needs of students with disability
- development of the online training package for all school staff on the *Disability Standards for Education 2005* continued in partnership with the University of Canberra.

In 2013, the Directorate developed the Transition Action Plan. This Plan provides teachers with guidelines that can be used to support students with disability and their families to transition from one education setting to another. House With no Steps continued to provide students with disability in years 9 and 10 the opportunity to participate in either Work Experience or a non-vocational social placement. This program provides students and their families with an understanding of career

pathways and choices, social options and an opportunity to relate their school learning to life experience.

These initiatives were priorities under the *Excellence in Disability Education in ACT Public Schools Strategic Plan 2010-2013*.

The Directorate successfully developed a number of partnerships (including through Positive Partnerships and Therapy ACT) to coordinate workshops for families of students with disability. The workshops will be an ongoing initiative. The Directorate and Therapy ACT Governance Group was established to consider improving ways to work collaboratively to support families, students and schools.

One hundred percent of parents and carers expressed satisfaction with their children's progress in early intervention placements.

Improving school environments to support contemporary teaching and learning

In 2012-13 our key action areas were to:

- implement a single education network (SchoolsNET) in all ACT public schools
- support students to use their personal mobile technologies to enhance their learning
- design, construct and upgrade schools by:
  - opening Franklin Early Childhood School and Bonner Primary School
  - completing the expansion of Red Hill, Majura, Macgregor and Duffy Primary Schools
  - completing the upgrade of fire protection at every school
  - completing the installation of solar powered generation systems at all schools
  - completing the Tuggeranong Sustainable Living Trade Training Centre.

The Directorate supported student learning through the provision of learning technology and personal learning devices including improved computer access for students in primary schools and interactive white boards in all teaching spaces. In addition, web conferencing training and support was delivered (including webcams and headsets) to principals and staff from over 65 schools. A new library system 'Oliver' was implemented across all schools.

Stage 3 of the connected learning communities (cLc), the Directorate's virtual learning environment was trialled during term 2, 2013 in a small number of schools. The trial resulted in the development of an enhanced website, MyLearning that provides a collection of teaching and learning resources to improve learning outcomes and communication with students.

Advancement of personalised learning through differentiating the curriculum and using flexible curriculum delivery was a priority during the reporting period. To achieve this, a year 7 and year 8 Virtual Learning Academy in the physical sciences

was established. The Academy is designed to improve differentiation for high academic ability students across ACT public schools. Work was also undertaken in preparation for a year 9 and 10 Virtual Learning Academy in a semester 1, 2013 pilot in the general sciences across four schools.

Franklin Early Childhood School and Neville Bonner Primary School were opened for the start of the 2013 school year. Franklin Early Childhood School comprises early childhood education and care services for children aged from birth to 3, with preschool to year 2 primary provision. The school is able to provide childcare services for 120 children and cater for 300 preschool to year 2 students. The school caters for children across the Gungahlin region.

Neville Bonner Primary School is a preschool to year 6 school catering for students in the north Gungahlin suburbs of Forde and Bonner. The school has been named after Sir Neville Bonner and includes Aboriginal and Torres Strait Islander people's artworks in the school landscape and school buildings. An Aboriginal and Torres Strait Islander Cultural and Learning Centre has been provided as part of the school.

The expansion and upgrade of Red Hill Primary School was completed and ready for use in term 4, 2012. Expansion and upgrade works are continuing at Macgregor, Majura and Duffy Primary Schools and are scheduled to be completed for the 2014 school year.

MyLearning website was developed to provide teaching and learning resources for use in schools.

Engaging students

In 2012-13 our key action areas were to:

- maximise opportunities for students to participate in and influence their learning programs
- implement whole school approaches to student wellbeing and positive school cultures
- strengthen data systems and analysis to improve participation, attendance and retention of disengaged and at risk students.

The Directorate promoted opportunities for students to participate in and influence their learning programs through the completion of the initial phase of aligning individual learning plans and personalised learning plans with *Pathways Planning.* Students in years 6, 9 to 12, were engaged in the *Pathways Planning* process.

The second Student Congress was held on 28 May 2013 at the Hedley Beare Centre for Teaching and Learning. The focus of the congress was building a safe and supportive school environment from a student's perspective. At this meeting the congress also presented the Minister for Education and Training with the first Congress Executive Report. The Student Congress Executive also spoke at the Directorate's Leadership Conference. They focused on their vision for ACT public schools and contribution to the improvement of education in public schools.

Box A9.2: CareersXpo 2012

In August 2012, approximately 8,000 students from across the ACT and surrounding region attended the CareersXpo at Exhibition Park in Canberra. Students were able to access more than 150 exhibitors to obtain information about a diverse range of career options. The CareersXpo sponsored by the Directorate plays an instrumental role in career planning for secondary students.

Twenty-one students in years 7 and 8 were enrolled at three achievement centres in semester 1, 2013. Achievement Centres support students at risk of disengaging from learning through a focus on intensive academic and social skills to build their confidence and competence.

Thirty-three year 9 and 10 students were enrolled in the CONNECT10 program at Dickson College, Lake Tuggeranong College and University of Canberra College Lake Ginninderra in semester 1, 2013. The program supports students to re-engage with schooling and to explore training or work options.

The Directorate employed a Student Engagement Officer and a Family Support Officer to enhance engagement of Aboriginal and Torres Strait Islander students and families with education across ACT public schools.

The Directorate supported a number of other initiatives such as The Cottage, Anglicare Youth Education Program and Galilee Day Program through funding or staffing the programs.

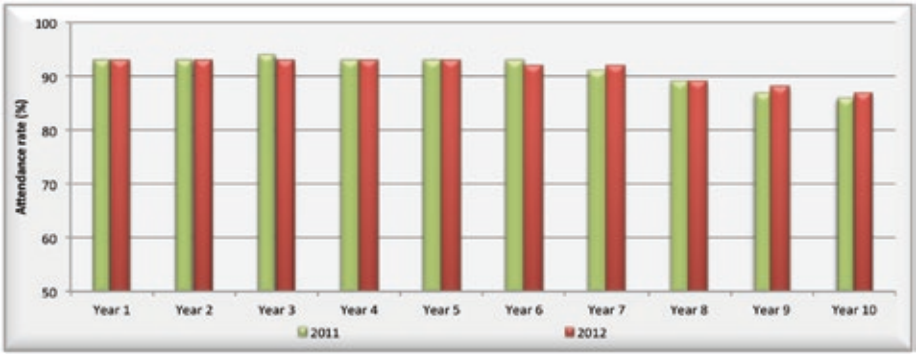
The Directorate is developing an Engaging Schools Framework that will:

- provide a common language and shared frame of reference for all stakeholders who play a part in supporting schools to engage all students in the ACT (including teachers, schools, community organisations and government)
- identify, promote and share examples of good practice and effective strategies drawn from international research and the practical experiences of public schools in the ACT
- support the development of an approach to guide schools and their communities to implement good practices.

The framework identifies four areas of good practice within schools that create an engaging school environment. These areas are: Strengthening relationships; Valuing, understanding and having high expectations of every student; Enriching connections with communities; and Building engaging school cultures. The Directorate will work with schools and external stakeholders in 2013-14 to develop responses to the framework.

ACT public schools continued work on increasing attendance of student with improved attendance rates of students in years 9 and 10 achieved during 2012 compared with 2011 (Figure A9.7).

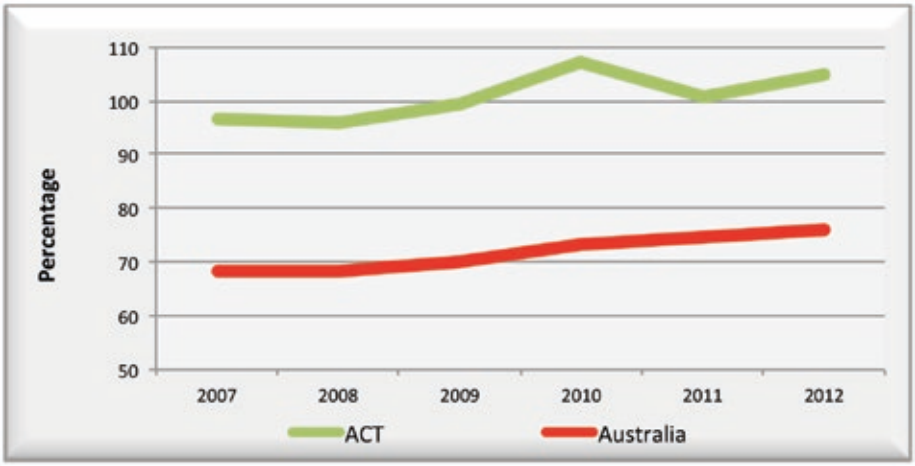
Figure A9.7: Student attendance rates, 2011 to 2012



Source: ACT Education and Training Directorate, unpublished data

Engagement strategies in public schools have seen a steady increase in the apparent retention rate of students from year 7 to year 12 from 2007 compared with the Australian trend (Figure A9.8).

Figure A9.8: Apparent retention rate from year 7 to year 12 of ACT and Australian students in public schools, 2007 to 2012



Source: Australian Bureau of Statistics: National School Statistics Collection Table 64a

Achievement centres and Connect10 program continued to re-engage students with their learning programs and explore training or work options.

Student Pathways and Transitions

Improving secondary education in ACT public schools

In 2012-13 our key action areas were to:

- Review and refine the School Improvement Strategy to take into account the specific context of secondary school environments
- Support innovative teaching in classrooms and across schools through the sharing of best practice.

The *School Improvement in ACT Public Schools Directions 2010-2013* continued to guide the network approach to school improvement and strengthen the current *School Improvement Framework* during the reporting period. The ACT incorporated the National School Improvement Tool within our *School Improvement Framework* in 2013. The tool was developed by ACER and endorsed by all jurisdictions to introduce a nationally consistent set of elements for the evaluation of teaching and learning practices.

In order to continue the Directorate's focus on improving secondary education in ACT public schools, specific projects were progressed through school and network improvement priorities. Projects included the development of secondary school partnerships to improve student access to online learning in literacy, numeracy and Indonesian language.

The *Secondary Schooling Innovation Fund* provided three rounds of seed funding for 10 projects to support secondary schools to develop innovative approaches under the *Excellence and Enterprise, Advancing Public Schools of* Distinction framework. Each network received seed funding for projects such as:

- The Tuggeranong Network Big Picture Academy
- South/Weston Network Inspirational Science and Mathematics Project
- the Year 10 Science, Mathematics and Related Technologies (SMART) Program
- the Belconnen Connected Project.

Project Leaders from round one funding shared their programs with the Directorate at the *ACT Public Schools Innovation* Showcase held on 3 September 2012. Projects showcased included:

- The Year 10 SMART Program
- South/Weston Languages Hub
- Gungahlin Connected
- Belconnen Connected and the
- Tuggeranong Network Big Picture Academy.

ACT public colleges provided creative and innovative learning environments and projects to their students. Dickson College students undertook an innovative project whereby students designed and developed an unmanned airborne vehicle for which they won the award from the Australian Computer Society.

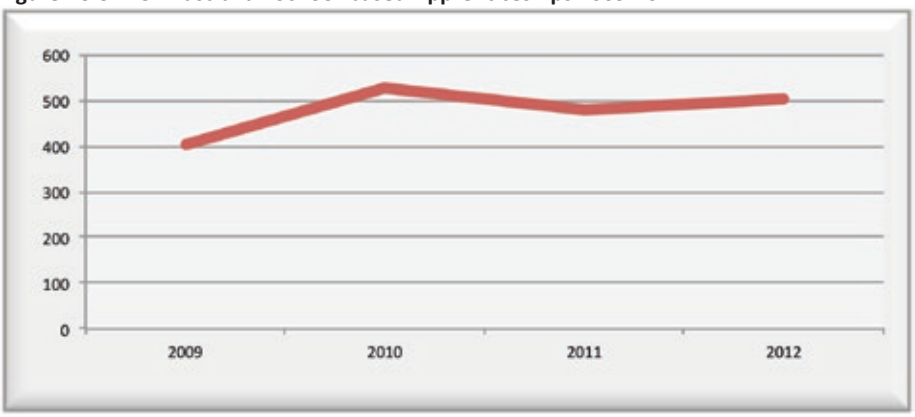
Box A9.3: Dickson College wins award for the Unmanned Airborne Vehicle program

Dickson College was recognised for the work students undertook in the Unmanned Airborne Vehicle program. The award, presented by the Australian Computer Society, recognises the innovative and engaging way that students are applying knowledge to an information technology and engineering project. Students had the opportunity to learn about robotics and autonomous systems through the development of aeroplanes and trucks that can fly and drive by themselves. The Unmanned Airborne Vehicle program integrates a wide range of disciplines, including aerospace, computers, business development, mathematics, physics and communication skills. The award was presented at the Australian Computer Society's annual awards night held at the Boathouse Restaurant in Canberra in November 2012.

In the reporting period, six new INSPIRE associates were selected from across ACT public schools to conduct research and deliver professional development programs for teachers across the system. The professional learning was grounded in contemporary practice and promoted innovation in learning and teaching across the Directorate.

ACT public schools hosted 105 Australian School Based Apprentices (ASBAs) in 2012, exceeding the target set by the 100 ASBAs in the Education and Training Directorate initiative. ASBAs achieve a nationally recognised vocational qualification by combining paid work and training as part of their education program. Along with ACT public schools, the number of ASBAs continued to grow in the ACT Government Directorates from 400 in 2009 to 500 in 2012 (Figure A9.9).

Figure A9.9: ACT Australian School-based Apprenticeships 2009-2012



Source: Training and Tertiary Education, ACT Education and Training Directorate

The number of apprentices in ACT public schools exceeded the 2012 target of 100.

Supporting successful transitions for all students

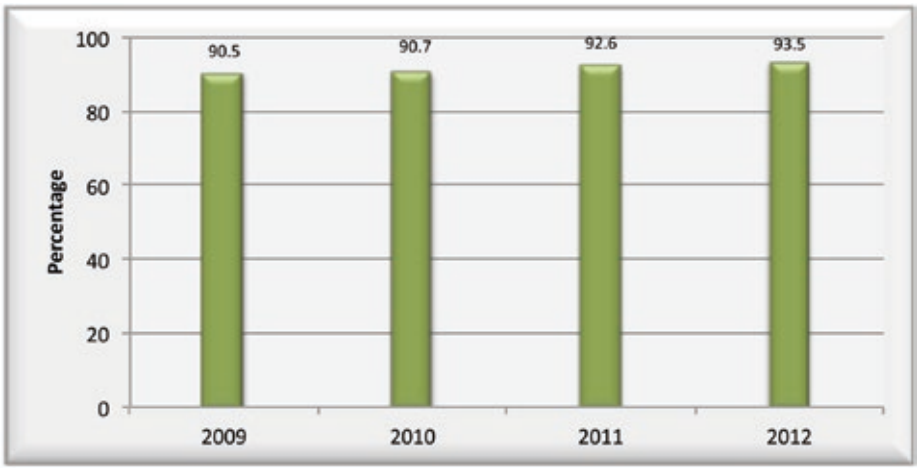
In 2012-13 our key action areas were to:

- strengthen the engagement of students, parents and carers in transition planning
- develop and deliver a case management approach for young people at risk to increase retention and attendance in education
- support the Re-engaging Youth Network Boards to develop partnerships
- improve school and system monitoring and analysis of student participation and attendance.

To support successful transitions for all students, the Directorate provided a number of initiatives for ACT public schools. Examples of these include the Work Experience program, Alternative education programs, Careers Advisors, Transitions and Careers Officers and the CareersXpo and Post School Options Xpo.

The proportion of year 12 graduates employed or studying after year 12 has been steadily increasing over the years. In 2012, 93.5 percent of 2011 year 12 graduates were studying or employed compared with 92.6 percent of 2010 graduates studying or employed in 2011 (Figure A9.10).

Figure A9.10: Percentage of year 12 graduates employed or studying, 2009 to 2012



Source: Budget paper No. 4 2012-2013

The Directorate also developed the *Career Education* policy to support improved access to career education and guidance. Collaboration with the Career Advisors Association NSW and the ACT and Career Development Association of Australia occurred to provide professional learning for careers advisors and teachers. The Deanne Reynolds Career Development award for excellence in the provision of career advice in schools was established and Career Advisors participated in the Career Advisors Mentoring program.

The Directorate continued to sponsor two Aboriginal and Torres Strait Islander trainees in connection with the construction works for Neville Bonner Primary School and Franklin Early Childhood School. The trainees were engaged through an external registered training organisation and were placed in the Directorate's central office and with the construction manager for the Neville Bonner Primary School project.

The proportion of year 12 graduates employed or studying after completing year 12 has been steadily increasing.

Improving skills and workforce development

In 2012-13 our key action areas were to:

- strengthen our relationship with all training providers through improved management systems
- implement skills reform initiatives to ensure greater quality, transparency, efficiency and access to training in the ACT
- develop an evidence-based forecasting model to ensure flexible and responsive management of VET
- support the Learning Capital Council to provide timely advice to government on tertiary education
- implement the VET in Schools Strategic Plan
- improve access to career education and guidance.

The Directorate continued skilling the workforce through initiatives under the *National Partnership Agreement for the Productivity Places Program* (PPP). In the ACT in 2012-13, approximately 1,173 qualifications were successfully completed. As of 30 June 2013, 875 participants continued working towards completing their qualifications.

The ACT continued to lead the nation in the proportion of the working age population with a non-school qualification. The ACT had the highest proportion of vocational education and training (VET) graduates who were employed or in further study after training in 2012 at 92.2 percent. This compared with the national average of 88.0 percent.

From December 2011 to December 2012 there was a 13.5 percent increase in the number of apprentices and trainees in training in the ACT. This increase compared with a 1.6 percent increase nationally for the same period. ACT's excellence in training was recognised nationally with the ACT Apprentice of the Year winning the Australian Apprentice of the Year award in 2012.

Box A9.4: ACT Apprentice of the Year wins the Australian Apprentice of the Year Award 2012.

The ACT Training Excellence Awards are held annually to honour some of Canberra's leading apprentices, organisations, training providers and individuals for their outstanding contributions to the ACT vocational education and training sector.

Sara Bourke won the ACT Apprentice of the Year 2012 award. Sara went on to represent the ACT at the national level where she continued her success by being named *Australian Apprentice of the Year* at a ceremony in Melbourne in November 2012.

During 2012-13, the Directorate made significant progress in the development of the ACT Vocational Education and Training Administration Records System (AVETARS). Upon implementation, the new system will streamline processes for all stakeholders of funded VET initiatives in the ACT. In addition, the new system will support greater transparency through enhanced data collection, management and reporting on VET activity.

During the reporting period the Directorate developed stage 1 of a modelling and analytical tool known as the FINE (Forecasting of Industry Needs and Entitlement) model. This model will help inform the evidence-base of the ACT Skills Needs List, combining the various quantitative and qualitative components to identify skill needs in the ACT.

The Directorate continued to support the Learning Capital Council to provide advice to the ACT Government on tertiary education. In 2012, the Council presented a paper to the ACT Government proposing a comprehensive strategy to attract national and international students to Canberra. The *StudyCanberra* initiative has been developed and funded by the ACT Government to support the growth of the Territory's international education sector, recognising the key role of all providers across the sector in cementing Canberra's reputation as the learning capital of Australia. This new initiative will see enhanced collaboration between tertiary education providers, business and government. *StudyCanberra* will be implemented from 2013-14 and will be managed by the Chief Minister and Treasury Directorate.

With the development of *StudyCanberra* a large part of the role of the Learning Capital Council has been completed. It has ceased meeting and has been replaced by a series of Vice Chancellors' Forums. These forums are chaired by the Chief Minister with the first being held on 7 June 2013.

The proportion of apprentices and trainees in training in the ACT increased by more than 10 percent over the national figure for the 2012 calendar year.

Leadership and Corporate Development

Strengthening leadership and system support

In 2012-13 our key action areas were to:

- use the National Professional Standard for Principals for feedback and reflection with school leaders
- strengthen induction, coaching and mentoring for school leaders and managers
- advance improvement in management and use of data
- further develop transparency in school funding
- support school leaders to implement new human resource processes.

The Directorate continued to prioritise development of leadership capability for school leaders and managers through the incorporation of the *National Professional Standard for Principals* into the Directorate's *Leadership Framework.* The Framework is used for all school leadership selection processes.

The Directorate improved the integrity of data in the school administration system, MAZE. Change management procedures were established and a formal approval process for change implemented. Protocols for regular checking of user access rights were also developed and implemented.

Data quality statements and metadata for Directorate data were developed and provided to users of data as part of data dissemination activities. Examples included data submissions for the 2013 *Report on Government Services* and the 2013 release of the *MySchool* website.

The Directorate continued to improve school-based human resource processes. All 23 partner schools in the *empowering ACT schools* worked collaboratively to build, trial and refine human resourcing models. This included schools engaging in local teacher selection and refined teacher transfer processes. Approximately 300 staff were trained for school-based selection panels. Procedures were developed to implement new human resource procedures for all schools in 2013.

In 2013, all public schools implemented the same human resource procedures for the selection and recruitment of staff developed during Phase 1 of the *empowering ACT schools* initiative in 23 schools in 2011 and 2012. In 2012, professional learning for new and acting principals focussed on aligning new and existing tools for staff development and feedback.

The Directorate continued efforts on improving school-based human resource management.

Strengthening culture and values

In 2012-13 our key action areas were to:

- support all staff in their development
- ensure every employee receives effective, continuous and constructive feedback
- support and promote respect, equity and diversity in our workplaces
- support all staff to further develop cultural competency.

The Directorate incorporated the ACT Public Service *Values and Signature Behaviours* into the Directorate work environment. The values are integrated into the Directorate's new *Strategic Plan* developed in 2013. The adoption and promotion of the values contributed to further improving workplace cultures throughout the Directorate.

In 2012, The Directorate provided a range of professional development for principals and teachers focusing on Aboriginal and Torres Strait Islander education and cultural competency.

The Directorate, in partnership with Reconciliation Australia, launched its second *Reconciliation Action Plan 2012 – 2014* in December 2012. This second plan builds on achievements of the inaugural plan, launched in 2010. The plan reflects the Directorate's ongoing commitment to reconciliation and continuing respect for the

custodians of the land in which we teach and learn, the Ngunnawal people, their ongoing culture and contribution to the ACT community.

Implementation of the *Respect, Equity and Diversity Framework* across the Directorate continued during the reporting period. This included ongoing induction training for new Respect, Equity and Diversity Contact Officers who were identified in all schools and within central office. Twelve trained Conflict Coaches continued to be a resource for the early detection and support of workplace conflict.

Guided by a culture of continuous improvement and valuing staff, the Directorate supported professional development through initiatives such as:

- mentoring of staff and provision of access to appropriate professional development
- a focus on timely and relevant professional guidance in response to expressed need
- regular team meetings to plan efficient utilisation and prioritisation of resources
- formal and informal opportunities for performance management direction including written feedback to coincide with performance management meetings
- incorporation of ACT Public Service values into meetings and performance review conversations.

ACT Public service values and behaviour adopted and used to support the Directorate's core business.

Fostering productive partnerships with families and key stakeholders

In 2012-13 our key action areas were to:

- strengthen opportunities for parents and carers to influence their children's learning programs and contribute to education more broadly
- engage with business and community partners, government agencies and other education providers to expand educational and training opportunities
- increase opportunities for Aboriginal and Torres Strait Islander people to contribute to decision making in education and training.

The Directorate continued to strengthen community partnerships in order to support student learning and to encourage broad community input into public education and training. Strategies included parent representation on key Directorate committees, including the Disability Education Reference Group and the Safe Schools Taskforce. The Directorate also held regular meetings with representatives of the Aboriginal and Torres Strait Islander Education Consultative Group and the ACT Council of Parents and Citizens' Associations throughout the reporting period.

In progressing the *ACT Public Service Employment Strategy for Aboriginal and Torres Strait Islander People,* the Directorate targeted an increase in Aboriginal and Torres Strait Islander staff within the school assistant classification.

Ongoing partnerships across all sectors of the Directorate continue to support student learning.

SECTION B

CONSULTATION AND SCRUTINY REPORTING

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B1 Community engagement

The Directorate values partnerships with students, parents, carers, teachers, school leaders, tertiary education providers and other institutions to design an integrated system for learners.

A successful extension to the Directorate's community engagement and communications processes has been the increased use of social and online media. Community members are able to access updates about school and Directorate events quickly and easily through a range of platforms in addition to the Directorate website. Individuals are able to respond to updates as well as requesting information. Many schools are now using specific mobile phone applications allowing direct communication with parents and carers.

The Directorate provides updates on public school activities, programs and services via Facebook and Twitter, has a LinkedIn page and has established a presence on Pinterest and Google+. The ACT Public Schools Facebook page was launched in mid-2009. The number of people who follow the page has continued to grow to more than 850. Since the last Annual Report the number of followers of the Directorate's @ACTEducation Twitter site has more than doubled to 800. The addition of these communication channels has proved a positive and useful tool in promoting school and Directorate events locally and internationally.

The Directorate implemented a new 'responsive design' website design to improve the accessibility of information to people with a disability and also to be adaptable to viewing on mobile devices. School websites are progressively being updated to more accessible template designs.

Major advisory groups and consultations

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

Government and Non-government Schools Education Councils

The Government Schools Education Council and the Non-government Schools Education Council advise the Minister for Education and Training, or when asked by the Minister, inquire into and give advice on any aspect of their respective schooling.

Community and education members representing significant stakeholder groups form the membership of both councils. The Directorate provides secretariat support for these councils including compilation of their annual reports which are annexed to this report.

Non-government school proposals for development

The Education and Training Directorate informs the community of all applications relating to the in-principle approval and registration of non-government schools in the ACT.

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

Where the application is for provisional registration, registration of a provisionally registered school, or registration of an existing school at an additional campus or additional educational levels the community is informed of the application through a notice published in the Community Noticeboard of the Canberra Times and by posting the information on the Directorate's website.

Where the application is for the renewal of registration of an existing school the community is informed through a posting on the Directorate's website.

The community is informed of the Minister for Education and Training's decisions regarding applications for in-principle approval and registration through a posting on the Directorate's website.

During the 2012-13 reporting period the community was:

- invited to comment on the Canberra-Goulburn Catholic Education Office's application for in-principle approval for additional educational levels at Good Shepherd Primary School's John Paul College campus
- notified of Brindabella Christian College's application for registration at an additional campus
- notified of 13 registration renewal processes scheduled for 2013
- notified of the Minister for Education and Training's decisions regarding:
    - the in-principle approval for Brindabella Christian Education Ltd to apply for registration of Brindabella Christian College Lyneham at an additional campus in Charnwood (kindergarten to year 4)
    - the in-principle approval for Canberra Muslim Youth Incorporated to apply for provisional registration of At-Taqwa Islamic School (a new school - kindergarten to year 4) in northern Canberra
    - the in-principle approval for Archdiocese of Canberra and Goulburn Catholic Education Office to apply for registration of Good Shepherd Primary School at an additional (secondary) campus (to be called: John Paul College campus - years 7 and 8) in the district of Gungahlin
    - the in-principle approval for Seventh Day Adventist Schools Southern NSW Ltd to apply for registration of Canberra Christian School Mawson at an additional campus (kindergarten to year 6) in East Molonglo region
    - the in-principle approval for Archdiocese of Canberra and Goulburn Catholic Education Office to apply for registration of Good Shepherd Primary School at additional educational levels (years 9 and 10) at the John Paul College campus
    - the renewal of registration of nine non-government schools
    - the registration Good Shepherd Primary School (kindergarten – year 6) at an additional (secondary) campus (John Paul College for years 7 & 8) on a temporary site in Harrison.

Aboriginal and Torres Strait Islander Education Consultative Group

The Aboriginal and Torres Strait Islander Education Consultative Group (the Group) meets with ACT Aboriginal and Torres Strait Islander communities, groups and organisations and provides advice to the ACT and Commonwealth governments on education and training programs and initiatives under the *National Aboriginal and Torres Strait Islander Education Action Plan*. Priorities of the Group include community consultation and engagement and education and training partnerships.

Five new members were appointed to the Group and an induction session was held in November 2012. There are currently six members who continue to provide valuable advice and leadership in Aboriginal and Torres Strait Islander education across the ACT.

Throughout 2012, the Group contributed to policy and curriculum development. The Group participated in:

- the ACARA Aboriginal Languages and Torres Strait Island Panel
- AITSL Teacher Professional Development in Indigenous Education Course Executive Group
- ACT Human Rights Forum: The New Rights to Education
- Neville Bonner Primary School Art Project
- scholarship discussions with Radford College and Trinity College
- partnership discussions with Reconciliation Australia, Tuggeranong Child and Family Centre, the ANU and Tjabal
- a community forum at St Edmunds College.

Four community meetings were held to provide information and receive feedback on local and national policies and programs. These meetings were held at various educational establishments including a specialist school, a university, an independent school, and a public primary school. The Group also met with the Minister for Education and Training as well as Commonwealth Ministers and the ACT Aboriginal and Torres Strait Islander Elected Body.

Work continued throughout 2012 to establish stronger links with education and training providers. Two cross-sector meetings were held. The Directorate and the Catholic Education Office have committed to identifying opportunities for collaborative professional development for teachers.

The partnership between the Directorate and the Group continued to provide an excellent mechanism for collaboration and consultation with local Aboriginal and Torres Strait Islander communities. Regular meetings were held to discuss ways for the Group and the Directorate to work together, share best practice and information.

Aboriginal and Torres Strait Islander Consultation

During the reporting period, the Directorate consulted with Aboriginal and Torres Strait Islander communities through the United Ngunnawal Elders Council, the Aboriginal and Torres Strait Islander Education Consultative Group and the Aboriginal and Torres Strait Islander Elected Body.

Consultations included:

- the Directorate's Aboriginal and Torres Strait Islander Employment Strategy
- Closing the Gap Project
- local level school based initiatives
- Literacy and Numeracy Plans
- Personalised Learning Strategies
- Student Aspirations Program
- Accepting the Challenge Leadership Program
- the development of the Directorate's updated *Reconciliation Action Plan.*

Minister's Student Congress

The Minister's Student Congress is a peak student leadership body established in August 2012. It provides ACT public school students the opportunity to discuss educational issues important to them directly with the ACT Minister for Education and Training. The Congress consists of two students from every ACT public school and has an elected Executive comprising two students from each school network.

The Terms of Reference for the Congress are to:

1. provide advice to the Minister on issues of interest and concern to students in their Networks
2. discuss matters raised by the Minister and report back to the Minister through an Executive
3. act as a reference group for major initiatives affecting ACT public schools.

The Congress Executive provided the first report to the Minister, on behalf of the Congress, in April 2013. The Executive Report recommended that the Congress continue to be used as a way to empower youth, to allow youth to create leadership networks in Canberra and to continue as a way to give students a vision of what they can achieve in their schools.

Key achievements for Congress members throughout the reporting period included presenting at the Engaging Schools: ACT Public Schools Leadership Conference, supporting the National Children's Commissioner Big Banter national listening tour and facilitating workshops for the Directorate's National Day of Action Against Bullying and Violence, Respectful Relationships Conference.

The Disability Education Reference Group

The Disability Education Reference Group (DERG) is a community consultative group convened by the Executive Director, Learning, Teaching and Student Engagement and provides the opportunity for the community to provide advice to the Directorate on the education of students with disability in ACT public schools.

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

The DERG continued to meet once a term through the reporting period and offered advice on the Directorate's *More Support for Students with Disability National Partnership* programs which included:

- the identification of a Disability Education Coordinator in every ACT public school who receives significant professional learning and support in the area of disability education
- the investment in a range of innovative projects and programs in schools to support students with disability
- the development of a series of online learning modules on the *Disability Standards for Education.* This enables staff in every school to develop an understanding of the Standards and their implications for teaching and learning
- the introduction of online learning programs in the areas of *Speech and Language*, and *Dyslexia and Learning Difficulties*.

The DERG was a significant contributor to the development of the *Parent Information Guide*. The guide is a comprehensive information and reference guide for parents of students with disability on the Directorate's Disability Education processes and the services available.

The DERG will continue providing input to the following Directorate projects:

- implementation of the Nationally Consistent Collection of Data for School Students with Disability to be initiated later in 2013
- the development of a suite of accessible documents for schools and families relating to transitions, Individual Learning Plans and disability education placement processes
- the formation of a joint Directorate and Therapy ACT committee to ensure ongoing communication and collaboration
- the development of an online professional learning and professional sharing portal relating to disability education for Directorate staff.

The Minister's Taskforce on Students with Learning Difficulties

The Minister's Taskforce on Students with Learning Difficulties was formed in September 2012 by the then Minister for Education and Training Dr Chris Bourke. Ms Irene Lind was appointed by the Minister to chair the Taskforce.

The Taskforce was established to consider how to improve assessment and support for children and young people in ACT public schools with learning difficulties, including but not limited to students experiencing: language disorders, comprehension and processing disorders, dyslexia related issues and significant difficulties in general numeracy and literacy.

The Taskforce met on several occasions through the reporting period and prepared a Final Report which was presented to the Minister in July 2013. The recommendations to be considered in the Report provide a direction to build on the already high standard of professional practice in ACT public schools.

ACT Safe Schools Taskforce

The ACT Safe Schools Taskforce (the Taskforce) was originally formed in 2007 to provide a forum to receive feedback on the development of the Safe Schools suite of policies.

A key project of the Taskforce was providing support for the Directorate's Respectful Relationships Conference opened by Minister Burch on 15 March 2013. The Conference was a forum for ACT schools in support of the National Day of Action against Bullying and Violence.

At the Conference teachers and students from public and non-government schools came together to gain a greater understanding of the impact of violence on relationships with a particular focus on girls and women. Teachers and students participated in workshops to develop strategies for implementation in schools.

School boards

The *Education Act 2004* (the Act) requires each public school to have school board as a way of sharing authority and responsibility with the local school community. The Act caters for general school boards and boards for schools with a different structure such as the early childhood schools.

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

The Act details the functions of public school boards including establishing the strategic direction and priorities for the school; monitoring and reviewing school performance; oversight of curriculum, educational, financial and

resource-related policies; developing relationships between the school and the community; encouraging parent participation in student learning; and developing recommendations to the Director-General.

During the reporting period, the Directorate provided training and support in the establishment and operation of school boards in accordance with the requirements of the Act. Specific training and networking opportunities were provided for school board chairs.

During the reporting period the Directorate supported the establishment of school boards at two new public schools: Neville Bonner Primary School and Franklin Early Childhood School.

Training and Tertiary Education Consultation

Vocational education and training (VET) forums

The Directorate consulted with the community through quarterly VET Forums. The VET Forums provided opportunities for face-to-face engagement between Directorate staff and VET stakeholders in the ACT. The VET Forums provide information to VET stakeholders on policy, program and business processes. During the reporting period, four forums were held with approximately 100 participating stakeholders attending each. Participants included representatives from Registered Training Organisations (RTOs), group training organisations, Australian Apprenticeships Centres and members of industry and training sector organisations.

In addition, dedicated consultations were conducted with VET stakeholders on key developments such as:

- the emerging training and tertiary environment within the context of national reform, including the Unique Student Identifier, Total VET Activity and AVETMISS7
- the new standards for the regulation of VET and standards for Training Packages
- the *National Partnership Agreement on Skills Reform including* new funding training initiatives and updates to existing funded program requirements.

During the reporting period the Directorate developed stage 1 of modelling and analytical tool referred to as the FINE (Forecasting of Industry Needs and Entitlement), in consultation with industry. This model will inform the evidence base of the Skills Needs List, which identifies VET qualifications needed to address skills needs and priorities in the ACT.

Canberra CareersXpo

The Rotary Club of Canberra City coordinates the CareersXpo in term 3 each year. The Directorate supports the CareersXpo by organising school visits.

In 2012, approximately 8,000 students from the ACT and regional NSW visited the CareersXpo held at Exhibition Park in Canberra. More than 100 exhibitors represented universities, employer groups, registered training organisations, apprenticeships, trades, private providers, disability services and government agencies including the Department of Defence.

The CareersXpo also incorporated an evening session where international keynote speaker, Mr Sam Cawthorn presented on building career resilience.

'Try'aTrade', was also available to students who wanted to try their hand at a multitude of trades ranging from plastering to hospitality.

Seminars were presented by the Australian National University, University of Canberra, Canberra Institute of Technology, University of Sydney, University of NSW, the University Admissions Centre, Macleay College, International Working Adventures, and Southern Tablelands Group Training.

ACT Training Excellence Awards

The ACT Training Excellence Awards is the premier Vocational Education and Training (VET) community event in the ACT. The 2012 awards were held on 6 September to reward and recognise the outstanding achievements of apprentices, trainees, school students, employers, colleges, registered training organisations and industry within the VET sector. The Vikings Group continued its partnership with the Directorate by supporting the awards financially and through the provision of the venue and staff. Two ACT winners, the Apprentice of the Year Sara Burke and Vocational Student of the Year Gloria Davison were subsequently named national winners in their categories.

Re-engaging Youth Network Boards

To advance the ACT Youth Commitment, four Re-engaging Youth Network Boards (RYNB) were established to assist businesses, training providers, government and non-government agencies to work together to keep young people engaged in education, training or work.

The inaugural Engaging Communities Engaging Students Expo was held on 9 May 2013. This Expo was organised by the Belconnen Re-engaging Youth Network Board, with endorsement from the other three Boards. The Expo provided the opportunity for the Directorate, school staff and stakeholders to connect and build relationships with community and business providers whose services support students who are disengaged or at risk of disengaging to improve engagement with their learning.

Schools capital works

During the reporting period, the Directorate continued stakeholder consultation on the planning, design and construction of capital works projects for new and existing schools and childcare centres. Consultations included Design User Groups and Design Working Groups for new schools, school communities, school executives and childcare service providers where works are planned at existing schools and childcare centres. The Directorate consulted stakeholders on the following capital works projects:

- Neville Bonner Primary School
- Franklin Early Childhood School
- Molonglo (Coombs) Primary School
- Tuggeranong Sustainable Living Trade Training Centre
- Canberra College Performing Arts Centre
- Red Hill Primary School expansion
- Majura Primary School expansion
- Macgregor Primary School expansion
- Duffy Primary School expansion
- Taylor Primary School rectification works
- Belconnen High School
- Holder Early Childhood Centre
- Civic Early Childhood Centre feasibility study
- Canberra College Cares (CCCares) Program
- Malkara School hydrotherapy pool
- Yarralumla Primary School
- Hughes Primary School
- Cranleigh School masterplan
- Preschool and childcare centre expansions and upgrades
- Car parks and traffic safety program
- School toilet upgrades
- School roof replacement program
- School and childcare centre capital upgrades and repairs and maintenance programs
- Environment – Solar School: 27 schools in round two and 34 schools in round 3
- Carbon neutral schools program
- Artificial grass surfaces (five schools)
- Landscape Improvements – high school frontages

These projects are discussed in detail in Section C14.

Major partnerships

The Directorate has a range of specific partnerships with business and community groups. These partnerships are based on honesty and transparency, where voices are heard and opinions are valued.

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

Capital Chemist awarded scholarships of $500 each to two year 10 students from each public high school for their demonstrated commitment to academic endeavour and citizenship in 2012. The scholarships provide assistance to students with the completion of their senior secondary education. A total of 45 scholarships were awarded, valued at $22,500.

Box B1.1: Capital Chemist Awards

The 2012 Capital Chemist Scholarships were awarded as part of a commitment by the Capital Chemist Group to the Directorate to support public high school students entering college. Pictured are the recipients of the scholarships, Brodie Carnegie (graduate of University of Canberra High School Kaleen) and Teagan Pyne, (graduate of Melba Copland Secondary School) who each received a scholarship worth $500 to support their ongoing academic and citizenship endeavours.

The Academy of Interactive Entertainment Canberra offers in house study scholarships to year 12 students from ACT public senior secondary colleges. Successful recipients can use the scholarships to off-set costs of attending the first year of any of the four selected courses provided by the Academy. Further, the Academy provides a one off cash grant towards IT equipment as well as cash prizes to be awarded to selected students attending colleges. The scholarships and prizes acknowledge the hard working and talented students at the colleges, providing them with opportunities, especially in the fields of computer games, special effects and software development. In 2013, a total of nine scholarships, 20 prizes and two grants were awarded by the Academy of Interactive Entertainment, valued at $115,300.

The Country Women's Association awarded scholarships of $350 to students commencing year 12 in 2013. The students (from public and non-government schools) were selected on the basis of their aptitude and commitment to completing their schooling in the face of adversities. A total of eight scholarships were awarded, valued at a total of $2,800.

Paperchain Bookstore Manuka supported, through a contribution of book vouchers to the value of $10,000, the 2012 Chief Minister's Reading Challenge. Book vouchers were awarded to participating schools from public and non-government sectors. Seventy schools registered for the Challenge, with more than 10,000 students completing the Challenge.

Paperchain Bookstore Manuka also supported the 2012 Year 10 Excellence Awards with a $5,000 contribution. A total of 46 awards were presented to students.

The inaugural Fred Hollows Award was launched exclusively in the ACT in 2012. Inspired by late Fred Hollows (1929 - 1993), the (non-monetary) awards acknowledge the positive contributions and small acts of kindness to peers made by public and non-government primary school students, whether as groups or individuals. A total of 22 awards were presented.

Canberra Refugee Support presented scholarships of $250 to students at the Directorate's and CIT's Introductory English Centres. The scholarships recognise the outstanding achievements of refugee students and offer encouragement for the pursuit of personal and educational goals. A total of 18 scholarships were awarded, valued at a total of $4,500.

Binutti Construction Pty Ltd, Hawker Brownlow Education and Teachers Mutual Bank provided both financial and in-kind support for the 2012 Public Education Award.

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

The Directorate was again proud to be a financial sponsor of ACT Children's Week, 20-28 October 2012, providing an opportunity to identify, raise awareness and celebrate the requirements, rights and achievements of children and young people in our community. The ACT Children's Week Committee provides small grants and awards to people 'making a difference' in the lives of children and young people. ACT schools hosted a range of activities during the week and several teachers received awards for their contribution.

Based on a partnership, the Woden Valley Returned Services Club held its annual Combined ANZAC and Peace Ceremony on 10 April 2013, inviting all Woden Valley primary schools to participate, with over 500 students and teachers attending Eddison Park, Woden. The ceremony included an essay writing competition based on an ANZAC theme with three cash prizes being awarded to students.

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

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

For more information contact:

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B2 Internal and external scrutiny

The Directorate's activities are subject to scrutiny through a range of processes. These include internal corporate governance and auditing processes and through parliamentary committees, courts, administrative tribunals, the ACT Auditor-General's Office, the ACT Ombudsman, the Human Rights Commission and the Privacy Commissioner.

Internal scrutiny

The Directorate has implemented strong governance and financial controls to ensure appropriate levels of internal scrutiny and to support its legislative functions, objectives and performance targets.

Core governance arrangements including management accountability processes are supplemented by internal audit and risk management functions and the role of the Senior Executive Responsible for Business Integrity Risk (SERBIR).

Each of these aspects of security is discussed in other sections of this annual report as detailed below:

- corporate governance framework in Section C5
- fraud control and management in Section C2
- internal audit and risk management in Section C1
- financial reporting and accountabilities in Section A6.

Complaints resolution

The Directorate's Liaison Unit welcomes and values feedback from the community relating to public schools. The Liaison Unit provides parents and the community with assistance regarding their concerns, ensuring that matters are dealt with in a proactive and timely manner.

Complaints made by members of staff about employment related matters are addressed through procedures outlined in industrial agreements; complaints about early learning are managed according to the Education and Care Services National Law.

External scrutiny

External reviews, appeals and complaints

The Directorate's Legal Liaison Section coordinates responses to complaints made under a range of administrative law and human rights provisions. These include:

- *Ombudsman Act 1989* (ACT) regarding administrative actions
- *Human Rights Commission Act 2005* (ACT) regarding the provision of education services
- *Discrimination Act 1991 (ACT)*
- *Disability Discrimination Act 1992 (Commonwealth)*

- *Human Rights and Equal Opportunity Act 1986 (Commonwealth)*
- *Privacy Act 1988 (Commonwealth).*

Current reporting period: 2012-13

During the reporting period the Directorate received nine new inquiries under these legislative provisions as follows:

ACT Human Rights Commission

Six inquiries were received from the ACT Human Rights Commission. Of these, three were resolved to the Commission's satisfaction, one was withdrawn, one was closed by the Commission following successful conciliation of the matters raised by the complainant and one was closed by the Commission on the basis that conciliation was unlikely to succeed.

ACT Ombudsman

The Directorate responded to one matter from the ACT Ombudsman during the reporting period. The matter has not been finalised.

Australian Human Rights Commission

One inquiry was received from the Australian Human Rights Commission, which was withdrawn by the complainant following receipt of information provided by the Directorate to the Commission.

Office of the Australian Information Commissioner

One inquiry was received from the Office of the Australian Information Commissioner. The Commissioner closed the matter following information provided by the Directorate, deciding no further investigation was warranted.

Previous reporting periods

Six matters that had remained unresolved from previous reporting periods were finalised in the current reporting period as follows:

ACT Human Rights Commission

Four matters were referred by the ACT Human Rights Commission. Three matters were resolved to the satisfaction of the Commission and the fourth was resolved through conciliation.

ACT Ombudsman

Two matters referred by the ACT Ombudsman were finalised during the current reporting period under s15(4) of the *Ombudsman Act 1989* (ACT).

Applications to ACT Civil and Administrative Tribunal

Five applications were lodged with the ACT Civil and Administrative Tribunal during the reporting period relating to decisions made by the Directorate across different areas of the Directorate's responsibilities. One application was withdrawn and one was discontinued following mediation. Three matters are continuing.

Protection orders

One application for a workplace protection order was made on behalf of a school to the Magistrate's Court during 2012-13.

External audits

The Auditor-General's Office (Audit Office) is an observer on the Directorate's Audit Committee. During the year, the Audit Office provided regular reports to the Audit Committee.

The Directorate participated in audits conducted by the Audit Office on Australian Capital Territory Public Service Recruitment Practices and the annual Financial Statements and Statement of Performance Audit. The audit reports are available on the Auditor General's website.

The Audit Office issued an unqualified audit report on the Directorate's 2011-12 Financial Statements, and an unqualified Report of Factual Findings on the 2011-12 Statement of Performance.

Australian Capital Territory Public Service Recruitment Practices (Report No. 8/2012)

The Report was tabled in the Assembly on 25 October 2012. The Audit Office recommended:

- improvement of recruitment timeliness by identifying potential opportunities for efficiencies
- reasons for delays in actual recruitment processes be clearly identified and documented
- improvement of records management and documentation for recruitment processes.

The Directorate agreed with the recommendations and the need to implement changes in response.

2011-12 Financial Audits (Report No. 10/2012)

The Report was tabled on 21 December 2012. The recommendations and the responses are given in Table B2.1.

Table B2.1: Recommendations and responses to the 2011-12 Financial Audits Report specific to the Education and Training Directorate

Recommendations/outcome of inquiry	Response to the outcome of inquiry
The Audit Office recommended improvements to: • develop and approve formal policy for the review of audit logs for the MAZE system and data • implement regular reviews of audit logs for the MAZE system and data • change management processes for MAZE • recover overpayments of salaries • receipting of goods and services • approval and testing of its Business Continuity Plan • ICT strategic planning • ICT policy • project management for ICT systems • the review of salary break-up reports in schools and central office • major variance explanations in Financial Statements and Statement of Performance.	The Directorate agreed with recommendations and: • initiated the process to develop policy for the review of MAZE • the change management process for MAZE is nearly completed and will be reviewed every two years • has commenced action to recover the overpayment of salaries • introduced new procedures for the receipting of goods and services • completed approval and testing of its Business Continuity Plan • approved the Information and Knowledge Framework 2012-17 • developed ICT policy • implemented a project management policy for information systems • has fully implemented a process of fortnightly salary reviews in schools and central office.

Source: Information, Communications and Governance Branch

The Directorate partially agreed with:

- implementing regular reviews of MAZE
- improving the level of detail for major variance explanations in future reports.

For more information contact:

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B3 Legislative Assembly committee inquiries and reports

The Standing Committee on Education, Training and Youth Affairs (the Standing Committee) and the Select Committee on Estimates (the Select Committee) conduct inquiries and prepare reports on issues relevant to operational and strategic functions of the Directorate.

The Standing Committee of the Seventh Assembly finalised and tabled two reports relating to the 2010-11 financial year. Report 9 *Annual and Financial Reports (Education, Training and Youth Affairs) 2010-2011* and *Report 10 Inquiry into the Accommodation needs of Tertiary Education Students in the ACT were tabled in the Legislative Assembly in August 2012.*

The ACT Government responded to both reports in February 2013.

The Standing Committee of the Eighth Assembly finalised and tabled Report 1 *Report on Annual and Financial Reports 2011-2012* in May 2013. The Government response is being prepared and will be tabled in the Legislative Assembly during the next reporting period.

ACT Government responses to the Committee reports are available at *http://www.parliament.act.gov.au.*

Standing Committee on Education, Training and Youth Affairs

Report 9: Annual and Financial Reports (Education, Training and Youth Affairs) 2010–2011

The Government response to Report 9 (Seventh Assembly) was tabled on 12 February 2013. The Committee made eight recommendations. The Directorate had responsibility for three. Details of the recommendations and their implementation are provided in Table B3.1. Details of the ACT Government response to the recommendations for which other agencies have responsibility will appear in those agencies' annual reports.

Table B3.1: Recommendations and implementation of Report 9

Recommendation	Response	Implementation
4. The Committee recommends that the results of the ACT student satisfaction survey results be published in the Education and Training Directorate Annual Report.	Agreed	The Directorate publishes student satisfaction survey results in Section A8 of its Annual Report each year. Data includes the most recent available survey along with results for the previous two years.

Recommendation	Response	Implementation
5. The Committee considers the provision of teacher-librarians to schools is one of considerable importance and recommends that information on library support staff be monitored and that a summary of library support, and particularly teacher-librarian numbers and distribution in schools be provided in future annual reports.	Noted	Staffing of libraries is a component of school based decision making by individual principals under existing school based management arrangements. The Directorate does not monitor or collect data on the outcomes of these decisions and it would be difficult to track the specific data.
6. The Committee recommends that a more focussed and public program of professional development be undertaken by the Education and Training Directorate and that details of how the program is being taken up be provided in the next Annual Report.	Agreed in principle	In 2012-13, the Directorate undertook to review existing programs and practices in the context of future priorities in order to create an integrated plan to address the professional learning and training needs for all Directorate staff. As a result of this process the Workforce Capability Group (WCG) was established. The key focus of the WCG is to set strategic directions, improve strategic planning, ensure alignment and provide governance for the Directorates' professional learning and training activities. The WCG is currently implementing a number of approaches to improve access and the visibility of professional learning and training across the Directorate.

Report 10: Inquiry into the Accommodation needs of Tertiary Education Students in the ACT

The Government response to Report 10 (Seventh Assembly) was tabled on 28 February 2013. The Committee made 10 recommendations. The Directorate had responsibility for seven. Details of the recommendations and their implementation are provided in Table B3.2. Details of the ACT Government response to the recommendations for which other agencies have responsibility will appear in those agencies' annual reports.

In responding to the Committee, the Government noted that several of the actions recommended by the Committee aligned well with the scope of work identified by the Learning Capital Council (LCC). In its response, Government tasked the LCC with actioning recommendations three, four, six, and eight, and reporting on its findings in a single report to the Government and the Legislative Assembly. The LCC was also tasked with actioning recommendation nine.

On 20 May 2013 the LCC was dissolved to allow the Government to pursue alternative methods of consultation with the tertiary education sector.

StudyCanberra, a key initiative developed by the LCC, was funded in the 2013-14 ACT Government Budget and is the responsibility of the Chief Minister and Treasury Directorate (CMTD). The initiative was established to promote Canberra as Australia's education destination of choice for local, national and international students, and aims to increase capacity of ACT tertiary education for research and innovation and to capitalise on the contribution of education to the ACT economy. With the development of *StudyCanberra* a large part if the work of the Learning Capital Council was completed. On 20 May 2013 the Learning Capital Council was dissolved and has been replaced by a series of Vice Chancellor's Forums hosted by the Chief Minister. The Directorate is in discussion with the CMTD to ensure an appropriate report to Government is made in response to the recommendations previously referred to the Learning Capital Council.

Table B3.2: Recommendations and implementation of Report 10

Recommendation	Response	Implementation
3. The Committee recommends that the ACT Government explore developing student co-operative models, along the lines of the Sydney University model, with ANU or UC and report to the Legislative Assembly on this matter.	Agreed in part	The Community Services Directorate, through Housing ACT, has partial carriage of this recommendation. The Government response noted during 2012, Housing ACT assisted Canberra Student Housing Cooperative to establish itself in a seven bedroom unit at Havelock which has expanded to four multi-bedroom units occupied by 22 students. The Government response noted that individual tertiary education providers would be best placed to lead the development of student co-operative models. Information on institution-led student cooperative models of accommodation will be provided as part of a report to Government.
4. The Committee recommends that the ACT Government facilitate a student survey in the ACT to inform and assist identification of student experience and expectations of accommodation and other related factors in the ACT. The survey results should be used by the Learning Capital Council to advise the ACT Government on student housing needs and solutions.	Agreed in part	The Government response noted that data on student experience, including of student accommodation, is already collected through surveys conducted by tertiary education providers. Local tertiary education providers will be approached to provide available data on the student accommodation experience to report to Government.

Recommendation	Response	Implementation
6. The Committee recommends that the Learning Capital Council approach tertiary institutions in the ACT to provide details of their strategies for student accommodation and support to the Learning Capital Council to incorporate into their reports to the ACT Government.	Agreed	The Government response indicated that information will be sought from all ACT tertiary education providers on their planning for student accommodation, to be presented to Government. Following the dissolution of the LCC, this task is subject to discussion across Government to ensure appropriate actions are undertaken.
7. The Committee recommends that in Annual Reports, the ACT Government include updates on the activities and initiatives set out in the Commonwealth-Territory higher education arrangements and agendas on the level of support and planning to respond to the demands from the implementation of those initiatives.	Agreed	The ACT will engage with the Commonwealth on any initiatives for higher education student accommodation under a Commonwealth-Territory partnership. The Commonwealth did not offer any such initiatives during this reporting period.
8. The Committee recommends that the Government provide a report to the Legislative Assembly on how student accommodation will be dealt with as part of the strategic planning required by the Commonwealth initiatives including for low socioeconomic status students.	Agreed in part	The Government response indicated that tertiary education providers would be approached for information related to strategic planning for student accommodation to support Commonwealth initiatives, including for low socio-economic status students. This information will be collated and presented to Government.
9. The Committee recommends that the ACT Government request advice from the Learning Capital Council on the best strategies for planning student accommodation in the ACT as part of its reporting and advice requirements.	Agreed	The Government response indicated the ACT Government would seek advice from tertiary education providers through the LCC on strategies for planning student accommodation. Following the dissolution of the LCC, this task is subject to discussion across Government to ensure appropriate actions are undertaken.

Recommendation	Response	Implementation
10. The Committee recommends that the ACT Government consult with all tertiary institutions in the ACT, particularly in relation to available funding and support.	Agreed	The Minister for Higher Education and Minister for Education and Training routinely meet with the Vice Chancellors of the Australian National University and University of Canberra and the Chief Executive of Canberra Institute of Technology. The ACT Government also consults with the broader group of tertiary education providers in regard to issues that impact on their operations. These consultations include consideration of funding and support for student accommodation.

Select Committee on Estimates 2012-13

Inquiry into the Appropriation Bill 2012-13 (Seventh Assembly)

The Government response to the report of the Select Committee on Estimates 2012-2013 on the *Inquiry into the Appropriation Bill 2012-2013* was tabled on 22 August 2012.

The Report made 151 recommendations on a range of issues, three of which contained two parts for which separate recommendations have been provided, making a total of 154 recommendations. The ACT Government response agreed to 37 recommendations, agreed in principle to 31 recommendations, noted 63 recommendations and did not agree to 23 recommendations.

The Directorate had responsibility for seven recommendations. Details of the recommendations and their implementation are provided in Table B3.3. Details of the ACT Government's response to the recommendations for which other directorates have responsibility will appear in those directorates' Annual Reports.

Table B3.3: Recommendations and implementation of the Appropriation Bill 2012- 13

Recommendation	Response	Implementation
68. The Committee recommends that the ACT Government provides to the Legislative Assembly further information on how the Government is assured that it will be able to meet the budgeted employee expense targets in the forward estimate years of the ACT Budget 2012-2013.	Noted	Funding provided through the 2012-13 Budget is sufficient to meet the employee costs associated with the current enterprise agreements. Future pay increases will be determined based on negotiations with relevant parties and the impact of these negotiations will be considered as part of future budget processes.
69. The Committee recommends that the ACT Government ensures that funding for special needs transport is maintained at current levels, at a minimum, plus increased for growth in the Consumer Price Index, and that the arrangements for the provision of this transport are advised to parents prior to the end of the 2012 school year.	Noted	The 2013-14 Budget includes $1.6m for transport funding. The Special Needs Transport renewal process was undertaken and parents were informed of transport provision at the end of 2012. Renewal for 2014 will commence in October 2013.
70. The Committee recommends that the ACT Government ensures that the savings initiatives required of the Education and Training Directorate are not directed at teaching numbers or school resourcing.	Noted	The Directorate has managed 2012-13 operations within budget constraints without adversely affecting schools.
71. The Committee recommends that the ACT Government consider models of targeted funding and support for students with dyslexia, similar to that provided in NSW.	Agreed	The ACT signed the Heads of Agreement with the Australian Government on 30 May 2013. The agreement incorporates the National Plan for School Improvement. As part of the Plan, both governments will also adopt consistent needs-based funding arrangements. The 2013-14 Budget provided funding in this area.

Recommendation	Response	Implementation
72. The Committee recommends that greater consultation occurs with the local community and the Duffy Primary School Parents and Citizens Association about the nature of the temporary measures and the longer term strategy for public schooling in the Weston Creek–Molonglo area.	Noted	The Directorate consulted with Duffy Primary School community and the project has now been completed. Current enrolment pressure in Weston Creek public primary schools will be alleviated by the opening of Coombs Primary School. Planning is also underway for a P-10 school in Molonglo Stage 2 and an early childhood school/college development in the Molonglo group centre. Enrolments in primary schools in Weston Creek are being closely monitored and out of area enrolments are limited to ensure that there is sufficient capacity for local children.
73. The Committee recommends that the ACT Government report to the Legislative Assembly on the strategy and reporting regime for carbon neutrality in ACT schools during this Assembly.	Noted	All ACT public schools are included in the whole of government Carbon Neutral Framework led by the Environment and Sustainable Development Directorate. Information is provided to the Environment and Sustainable Development Directorate upon request.
74. The Committee recommends that non-government schools are provided with ongoing recurrent funding to support students with disabilities.	Noted	The 2013-14 Budget provides ongoing funding from 1 July 2013. The National Education Reform Agreement which the ACT signed in July 2013, incorporates new needs-based funding arrangements to apply to all ACT schools from 2014 to 2019. This arrangement will provide extra funding for students with disability.

For more information contact:
Director
Information, Communication and Governance
(02) 6205 9382

B4 Legislation report

The Directorate is identified against the following pieces of legislation in the Administrative Arrangements.

Minister for Higher Education

- *Training and Tertiary Education Act 2003* (except those provisions relating to vocational education and training)
- *University of Canberra Act 1989*

Minister for Education and Training

- *ACT Teacher Quality Institute Act 2010*
- *Board of Senior Secondary Studies Act 1997*
- *Building and Construction Industry Training Levy Act 1999*
- *Canberra Institute of Technology Act 1987*
- *Children and Young People Act 2008* (Chapter 20)
- *Education Act 2004*
- *Education and Care Services National Law (ACT) Act 2011*
- *Training and Tertiary Education Act 2003* (except those provisions relating to higher education)

An amendment was made to the *Training and Tertiary Education Act 2003* in 2012-13.

For more information contact:

Director

Information, Communications and Governance

(02) 6205 9328

SECTION C

LEGISLATIVE AND POLICY BASED REPORTING

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C1 Risk management and internal audit

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

Through both the 2012-13 business planning process and the *2011 Assurance Plan* risks are identified and mitigated through the Directorate's internal governance controls including:

- *Risk Management Framework*
- *Strategic Risk Profile*
- *2012 and 2013 School Audit Program*
- *Fraud & Corruption, Prevention & Response Plan 2011-2013*
- Internal Audit Program
- detailed financial policies and controls, such as the Director-General's Financial Instructions and the School Management Manual
- detailed financial operating procedures and practices
- risk identification and analysis by executive directors, directors and managers.

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

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

The senior executive and the Audit Committee assist with the allocation of resources and timeframes to ensure appropriate mitigation and monitoring strategies are implemented.

Monitoring and reporting on risk management occurs through:

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

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

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

Audits conducted in 2012-13 included:

- February 2013 school census
- Director-General's Financial Instructions: Goods and Services Tax and Fringe Benefits Tax
- physical Education, Sport and Outdoor Adventure Excursions
- nine comprehensive financial and administrative school audits.

Ten financial acquittals were conducted in 2012-13.

The Audit Committee met seven times during 2012-13. The Committee membership and attendance are displayed in Table C1.1.

Table C1.1: Audit Committee membership and meetings in 2012-13

Members	Title	Meetings attended
Ms Jenny Morison	Chairperson (external)	6
Ms Diane Fielding	External member	7
Ms Jayne Johnston	Internal member	7
Ms Leanne Cover	Internal member	6
Mr Mark Whybrow	Internal member	5

Source: Manager, Risk Management and Audit

For more information contact:

Manager

Risk Management and Audit

(02) 6207 1974

C2 Fraud prevention

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

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

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

The Internal Audit Program for 2012-13 included audits of integrity risks designed to ensure that identified controls were working effectively and efficiently. During the year, audits were conducted on expenditure and procurement practices, funding agreements and receipting.

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

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

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

During the year, two incidents of potential fraud were reported but investigations found none constituted fraud. There were no reported incidents of fraud in the 2012-13 financial year. One incident from the previous financial year has been subject to continued investigation.

For more information contact:
Director
Information, Communications and Governance
(02) 6205 9328

C3 Public interest disclosure

The *Public Interest Disclosure Act 2012* (the Act) was passed by the Legislative Assembly in August 2012 and replaces the *Public Interest Disclosure Act 1994*. The Act came into effect on 1 February 2013. It improves on the previous legislation by broadening and clarifying the types of wrongdoing that fall within the definition of disclosable conduct; establishes a clear reporting pathway for the receipt and handling of disclosures; and provides specific circumstances under which a disclosure can be made to a third party.

Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

- is illegal
- misuses or wastes public money or resources
- is misconduct
- is maladministration
- presents a danger to the health or safety of the public
- presents a danger to the environment.

The Commissioner for Public Administration has made *Guidelines* about the way in which the ACT Public Service and other public entities covered by the Act should handle public interest disclosures (PIDs). The Guidelines were notified on 6 June 2013 and are divided into two parts:

- Part One is relevant to all readers. It looks at who and what is covered and provides general information about making a disclosure and the PID framework established by the Act.
- Part Two is about the coordination and handling of disclosures and PIDs. It has been written with an internal focus and aims to assist those with responsibility for managing disclosures and PIDs.

Under the Act, these Guidelines serve as a foundation for all ACT public sector entities which must develop their own internal procedures relating to the handling of PIDs. The Directorate is currently developing these procedures.

No disclosures were received in the 2012-13 reporting period.

For more information contact:
Director
Information, Communications and Governance
(02) 6205 9328

C4 Freedom of information

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

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

The Directorate is required to prepare statements under sections 7, 8 and 79 of the FOI Act. The Section 7 Statement is about the publication of information concerning functions and documents of the Directorate.

The Section 8 Statement refers to documents in the possession of the Directorate that are available for inspection and purchase and is available on the Directorate's website.

The Section 79(2) statement is about the number of applications (initial requests) to access documents handled during the reporting year.

Section 7 Statement

In accordance with the requirements of section 7 of the FOI Act, the following statement is correct as at 30 June 2013.

Organisational functions and powers

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

Public participation in decision-making

Arrangements for public participation in decision-making include:

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

Categories of documents

The Directorate holds several categories of documents including those:

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

Information about contracts executed by the Directorate with a value of $25,000 or more, may be found on the ACT Government Shared Services website at http://www.procurement.act.gov.au/contracts

Documents available on request and without charge

Documents within this category include publications produced by the Directorate on various aspects of its activities. These publications are often distributed from public schools throughout the ACT and are usually available on the Directorate's website http://www.det.act.gov.au. Other documents within this category include discussion papers, information pamphlets, census data and annual reports.

Documents of other kinds that may be available under the FOI Act

Such documents may include:

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

Facilities for access

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

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

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

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

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

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

Section 8 Statement

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

Section 79(2) Statement

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

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

Requests for access

Nine requests were carried over from 2011-12. In 2012-13, the Directorate processed a total of 28 new requests for access to documents. This compared with 38 requests for 2011-12.

Table C4.1: Freedom of information requests, 2012-13

Requests	Number
New requests	28
Requests from previous year not finalised	9
Total	37

Source: Information, Communications and Governance Branch

Table C4.2 outlines the access decisions made for these requests.

Table C4.2: Freedom of information decisions, 2012-13

Decisions	Number
Full release	0
Partial release	23
Technical refusal (no documents)	1
Entire exemption	0
Transferred	1
Withdrawn	6
Incomplete at 30 June 2013	6
Requests handled outside the Act	0
Total	**37**

Source: Information, Communications and Governance Branch

Internal Review and ACT Civil and Administrative Tribunal applications

Two applications for a review of a decision under section 59 of the FOI Act were received in 2012-13. One application resulted in additional information being provided to the applicant and one application was withdrawn.

One application was made to the ACT Civil and Administrative Tribunal for a review of a decision. The matter is ongoing.

Fees and charges

The Directorate did not collect any fees in relation to the processing of requests in 2012-13.

Amendment of personal records

The Directorate did not receive any requests under section 48 of the FOI Act for the amendment of personal records in 2012-13.

For more information contact:

Director

Information, Communications and Governance

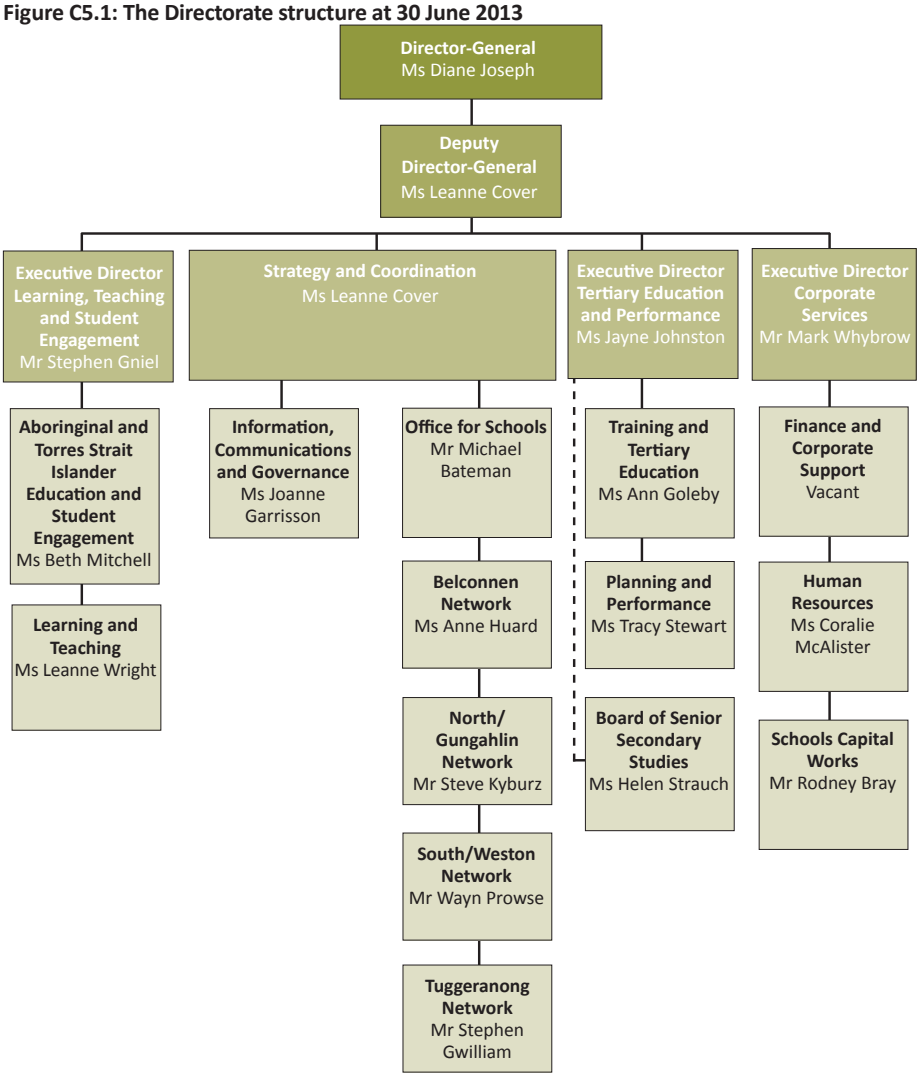
(02) 6205 9328

C5 Internal accountability

Organisational structure

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

Figure C5.1: The Directorate structure at 30 June 2013



Source: Human Resources Branch
Note: The Board of Senior Secondary Studies is a statutory authority resourced by the Directorate. Children's Policy and Regulation Unit reports to the Executive Director, Tertiary Education and Performance.

Senior executives

Director-General, Ms Diane Joseph

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

Deputy Director-General, Ms Leanne Cover

The Deputy Drector-General oversees key strategic planning and coordination activities across the Directorate, manages a range of national and whole of government initiatives and responds to issues at ministerial, intergovernmental and key stakeholder levels. The Deputy Director-General has responsibility for the Office for Schools and the Information, Communications and Governance Branch.

Executive Director, Learning, Teaching and Student Engagement, Mr Stephen Gniel

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

Executive Director, Corporate Services, Mr Mark Whybrow

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

Executive Director, Tertiary Education and Performance, Ms Jayne Johnston

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

Directorate committees

The Directorate committee structure is designed to improve the effectiveness of decision-making and to ensure that decisions align with delegations and accountability and deliver on the commitments of the Strategic Plan. Individual committee performance and terms of reference are reviewed annually and reported to the Senior Executive Team. The committees and their membership at 30 June 2013 are discussed below.

Senior Executive Team

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

Table C5.1: Senior Executive Team at 30 June 2013

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

Source: Planning and Performance Branch

Corporate Executive

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

Table C5.2: Corporate Executive at 30 June 2013

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

Source: Planning and Performance Branch

School Network Reference Group

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

Table C5.3: School Network Reference Group at 30 June 2013

Member	Position
Ms Diane Joseph	Director-General (chair)
Ms Leanne Cover	Deputy Director-General
Mr Michael Bateman	Director, Office for Schools
Ms Anne Huard	School Network Leader, Belconnen
Mr Steve Kyburz	School Network Leader, North/Gungahlin
Mr Stephen Gwilliam	School Network Leader, Tuggeranong
Mr Wayne Prowse	School Network Leader, South/Weston
Mr Peter Sollis	Principal, Hawker College
Ms Wendy Cave	Principal, Macquarie Primary School
Ms Julie Cooper	Principal, Franklin Early Childhood School
Mr Ian Copland	Principal, Woden School
Ms Chris Pilgrim	Principal, Forrest Primary School
Ms Fran Dawning	Principal, Neville Bonner Primary School
Ms Julie Murkins	Principal, Lake Tuggeranong College
Mr Murray Bruce	Principal, Gordon Primary School

Source: Planning and Performance Branch

Information and Communication Technology Working Group

The Information and Communication Technology (ICT) Working Group assists the DirectorGeneral through developing and implementing ICT policies, programs and strategies. The working group makes recommendations to Corporate Executive about ICT strategic directions, policies and proposals for system-wide ICT initiatives.

Table C5.4: Information and Communication Technology Working Group at 30 June 2013

Member	Position
Ms Leanne Cover	Deputy Director-General (chair)
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Mr Mark Whybrow	Executive Director, Corporate Services
Ms Leanne Wright	Director, Learning and Teaching
Ms Joanne Garrisson	Director, Information, Communications and Governance
Ms Tracy Stewart	Director, Planning and Performance
Ms Ann Goleby	Director, Training and Tertiary Education
Mr Stephen Gwilliam	School Network Leader, Tuggeranong
Mr Mark Huxley	Chief Information Officer
Mr Christopher Norman	Director, Customer Service, Shared Services - ICT

Source: Planning and Performance Branch

School Planning Working Group

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

Table C5.5: School Planning Working Group at 30 June 2013

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

Source: Planning and Performance Branch

Security and Emergency Management Committee

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

Table C5.6: Security and Emergency Management Committee at 30 June 2013

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

Source: Planning and Performance Branch

Audit Committee

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

Table C5.7: Audit Committee at 30 June 2013

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

Source: Planning and Performance Branch

Establishment Committee

The Establishment Committee operated in 2012 to assist the Director-General in relation to staffing policies, programs and strategies. The committee monitored staffing trends and issues arising from school audits, external validation, reviews and reports. The committee considered all proposals to fill existing positions in central office or to create new positions. In 2013 the functions of the Establishment Committee were undertaken by Human Resources branch.

Table C5.8: Establishment Committee at 21 December 2012

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

Source: Planning and Performance Branch

Workforce Capability Working Group

The Workforce Capability Working Group assists the Director-General to create a networked learning organisation by developing the workforce capability of all staff. The focus of this group is to set strategic directions, improve strategic planning, ensure alignment and provide governance for the Directorates' professional learning and training activities. The Workforce Capability Group supports the development of staff and their practices by building a workforce responsible and empowered to drive their professional learning and training needs and committed to improving business productivity and learning outcomes for students.

Table C5.9: Workforce Capability Working Group at 30 June 2013

Member	Position
Ms Leanne Cover	Deputy Director-General (chair)
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Ms Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Mr Michael Bateman	Director, Office for Schools
Ms Coralie McAlister	Director, Human Resources
Ms Joanne Garrisson	Director, Information, Communications and Governance
Ms Leanne Wright	Director, Learning and Teaching

Source: Planning and Performance Branch

Remuneration for senior executives

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

The Tribunal through a determination in May 2013 increased the remuneration for the Director-General and executives by two percent with effect from 1 July 2013.

Corporate and operational plans

Strategic plan

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

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

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

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

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

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

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

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

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

- Silver Award for the 2008-2009 Annual Report
- Bronze Award for the 2007-2008, 2009-2010 and 2011-2012 Annual Reports
- Highly Commended Award for the online versions of the 2009-2010, 2010-2011 and 2011-2012 Annual Reports.

Operational plan

The operational plan supports the Strategic Plan and provides detail on how the Directorate plans to achieve the strategic goals and priorities by listing key activities for each year. The *2012-13 Priorities* links performance measures from the Strategic Plan. Progress towards the achievement of key activities listed in the operational plan is reported regularly to senior executive.

Business planning

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

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

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

For more information contact:

Director

Planning and Performance

(02) 6205 5511

C6 Human resources performance

The Directorate implemented a range of initiatives during 2012-13 to build a performance culture with a focus on the development, recognition and rewarding of high quality teaching to improve student outcomes in ACT public schools. The following initiatives are to attract and retain quality teachers in ACT public schools.

Annual professional discussion

Introduced under the previous enterprise agreement, the annual professional discussion gained prominence during 2012-13 as a key planning tool for principals in managing their school workforce and building high performing teams. The annual professional discussion is a forum for each classroom teacher and the principal and/or supervisor to reflect on and discuss the teacher's current performance and professional responsibilities and to plan opportunities for continuing improvement and professional growth. It enables the principal to give the teacher constructive feedback on achievements and areas for development and, where required, work through any performance issues. Incremental progression, where applicable, is discussed in relation to expectations of performance and professional responsibilities for the teacher's career stage. Opportunities are explored for the teacher to undertake professional responsibilities within the school to further their career development. The principal plans with the teacher the optimum time for placement in the school and opportunities for transfer.

Enhanced support for beginning teachers

Targeted support is a key aspect of attracting, retaining and developing early career teachers in order to build quality teaching across the public education system. The Directorate introduced a new provision to support beginning teachers in July 2012. Teachers in their first year of teaching have reduced face-to-face teaching hours in order to access coaching and mentoring programs designed to meet their developmental needs. For secondary beginning teachers the reduction of one hour per week in the face-to-face teaching load (from 19 hours to 18 hours) provides an allocation of 40 hours over their first year of teaching. For primary beginning teachers the reduction of one and a half hours per week in the face-to-face teaching load (from 21.5 hours to 20 hours) provides an allocation of 60 hours over their first year of teaching. This provision is in addition to the existing allocation of 15 days over three years to each beginning teacher for professional learning and support.

Accelerated progression through the salary scale for outstanding classroom teachers

Movement through the classroom teacher incremental scale is based on performance and is in recognition of competence, developing expertise and the assumption of broader professional responsibilities.

Accelerated incremental progression, introduced in June 2013, provides additional recognition and financial reward for classroom teachers in their second to seventh year of teaching experience who demonstrate outstanding performance. A rigorous assessment process by a central panel includes evaluation of a portfolio of evidence presented by the teacher, classroom observation and discussion with relevant colleagues, supervisor and principal. The process may be repeated each year by a classroom teacher continuing to demonstrate outstanding performance at the relevant career stage until the top increment is reached.

Box C6.1: ACT public school teachers top the class in the National Excellence in Teaching Awards

The National Excellence in Teaching Awards (NEiTA) is a community initiative of the Australian Scholarship Group (ASG) to promote public recognition of the teaching profession. Each year the ASG provides communities with the opportunity to encourage, recognise, honour and reward their dedicated, innovative and inspiring teachers by nominating them for the National Excellence in Teaching Awards for Inspirational Educators. Parents, student representative councils, school boards/councils and community organisations are invited to nominate local teachers for the national awards.

The theme for the 2012 awards was *'great teaching: great students'* and resulted in 18 teachers from 10 (2 non-government and 8 government) schools across Canberra chosen as the ACT finalists.

Four teachers from ACT public schools were selected to receive NEiTA 2012 Australian Scholarship Group Inspirational Teaching State and Territory Awards. The four recipients are: Gerard Clementine, Curtin Primary School; Roz Lambert, Arawang Primary School; Andrew Buesnel, Wanniassa School; and Allison Edmonds, Harrison School.

Pictured are finalists, Roz Lambert, Tina Wilson, Amy Clark, Laura Bond, Kate Williams, Amy Kovaks-Thomas and Lynne Kowalik of Arawang Primary School.

Executive Teacher (Professional Practice)

Newly created Executive Teacher (Professional Practice) positions provide an alternative career and leadership opportunity for teachers with a focus in the classroom. Roles and responsibilities of these promotional positions include:

- modelling exemplary classroom teaching
- coaching and mentoring teachers, interns and student teachers
- leading professional learning to build teaching practice
- actively participating in school based development and implementation of curriculum, pedagogy and assessment.

Teachers are selected through a merit process, involving presentation of a portfolio of evidence for teaching practice, classroom observation and interview and were matched to 21 identified centrally funded positions in schools commencing in 2013 and a further 19 positions commencing in 2014. Schools are also able to self fund Executive Teacher (Professional Practice) positions filled through the same merit process.

Respect, Equity and Diversity

Respect, Equity and Diversity Contact Officers (REDCOs) are identified in schools and central office. REDCOs promote respect, equity and diversity in the workplace and offer support, guidance and information to workers experiencing bullying, harassment or discrimination in the workplace. In March 2013, 42 newly appointed REDCOs undertook training in their role which was delivered by CIT Solutions. REDCOs also participate in the quarterly network meetings where opportunities are provided to develop their skills and knowledge in the role to enable them to facilitate a positive work culture. There are currently 92 REDCOs in schools and 12 in central office.

Box C6.2: Respect, Equity and Diversity (RED) Day

Following the success of initiatives implemented at Stromlo High School in 2011 to battle homophobia and discrimination, students and staff were joined by Melrose High School and Telopea Park School to hold a Respect, Equity and Diversity (RED) Day at Tuggeranong Town Park in term 4, 2012.

Conflict Management Coaching

Conflict Management Coaching combines dispute resolution and coaching principles in a confidential and voluntary process to assist employees to resolve disputes in the workplace. The Directorate currently has 13 trained Conflict Management Coaches. During 2012-13, there have been 44 formal conflict management coaching sessions, resulting in fewer disputes requiring formal resolution. An additional 12 Conflict Management Coaches will be trained in 2013.

Performance improvement

Guidelines for managing performance improvement have been developed to assist principals, managers and supervisors to effectively support employees where areas for improvement have been identified. These guidelines provide a clear step-by-step process to follow in accordance with the relevant enterprise agreements.

Revised Building Service Officer classification structure

The Directorate implemented a revised Building Service officer (BSO) classification structure at the beginning of the 2013 school year. The new structure provides a career path for BSOs and supports the attraction and retention of skilled and experienced personnel in this role.

There are now four classifications of BSO, including:

- BSO1 [General Service Officer (GSO) 3/4]
- BSO2 (GSO6)
- BSO3 (GSO8)
- Facilities Manager (GSO10).

Classroom teacher transfer

The annual classroom teacher transfer round supports staff to gain a broad experience in a range of schooling structures and to contribute to renewal of school communities through incorporation of new perspectives.

In the 2012 classroom teacher transfer and placement round, a total of 293 classroom teachers transferred to new settings or were provided with their initial permanent placement, effective from January 2013. Of this number, 155 were in the primary sector, 39 in P-10 settings, 45 in high schools, 39 in colleges, nine in specialist schools and six in specific system programs such as Instrumental Music or Student Support.

In addition, a total of 615 teachers continued in existing placements. This comprised 294 in the primary sector, 108 in middle schooling, 192 in secondary settings and 21 in specialist schools.

Continuations provide consolidation for staff initially appointed to one year positions or contract teachers who gain permanency during the year; facilitate succession planning; support parenting provisions and transition to retirement arrangements.

Workplace health and safety

The Directorate is dedicated to improving workplace health and safety across schools and central office. Key actions for the reporting period included:

- the ongoing review of the Directorates Safety Management System (SMS) and Workplace Health and Safety (WHS) policy and procedures
- the development and implementation of new and ongoing initiatives outlined in the *Workplace Health and Safety and Injury Management Improvement Plan 2009-2012 and the Health, Safety and Wellbeing Strategic Plan 2013-2015*. These include the development of site based risk registers and programs to address the three highest mechanisms of injury for the Directorate: Slips, Trips and Falls; Being Hit by Moving Objects; and Body Stressing
- the *ACT Education and Training Directorate Work Health Safety Audit project* undertaken from October 2012 to April 2013 will provide key focus areas for SMS improvement.

The Directorate continued to support the holistic, 'one service' approach to improving the health and return to work outcomes of ACTPS injured workers outlined in the ACTPS Workers' Compensation and Work Safety Improvement Plan (The ACTPS Plan).

Graduate and trainee programs

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

The Directorate continued participating in the Aboriginal and Torres Strait Islander Traineeship program. Two trainees are participating in the program, one trainee has been placed in a school and one trainee in central office.

For more information contact:

Director

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C7 Staffing profile

The number of staff employed by the Directorate increased from 5,854 in 2011-12 to 5,997 at 26 June 2013. The majority of these staff were employed in schools to meet an increase in student enrolments in 2013.

The ratio of female to male staff (3.5:1) remained consistent for the last four financial years. The average length of service increased slightly from 8.6 years to 8.7 years during 2012-13. The average age of the workforce is 44 years old.

The information presented in this section is for paid headcount and full-time equivalent (FTE) staff as at 26 June 2013. The figures were provided by Shared Services.

The statistics exclude board members, staff not paid by the ACT Public Service and people on leave without pay. Staff members who had separated from the ACT Public Service prior to the 26 June 2013 but received a payment in this pay period have been included.

Table C7.1: Headcount and FTE by gender

	Female	Male	Total
FTE by gender	3,823.3	1,203.8	5,027.1
Headcount by gender	4,673	1,324	5,997
Percentage of workforce (headcount)	77.9	22.1	100

Table C7.2: Headcount by classification and gender

Classification group	Female	Male	Total
Administrative Officers	1,336	159	1,495
Disability Officers	2	0	2
Executive Officers	10	4	14
General Service Officers and equivalent	1	116	117
Health Professional Officers	4	0	4
Information Technology Officers	4	21	25
Professional Officers	20	2	22
School Leaders	544	209	753
Senior Officers	87	45	132
Teachers	2,664	768	3,432
Trainees and apprentices	1	0	1
Total	**4,673**	**1,324**	**5,997**

Table C7.3: Employment category by gender

Employment category	Female	Male	Total
Casual	660	159	819
Permanent full-time	2,242	882	3,124
Permanent part-time	1,155	98	1,253
Temporary full-time	294	129	423
Temporary part-time	322	56	378
Total	**4,673**	**1,324**	**5,997**

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

Length of service (years)	Pre-Baby Boomers[1]		Baby Boomers[2]		Generation X[3]		Generation Y[4]		Total	
	F	M	F	M	F	M	F	M	F	M
0-2	3	4	146	52	322	76	442	139	913	271
2-4	3	1	118	54	237	66	280	90	638	211
4-6	7	2	172	53	242	57	202	67	623	179
6-8	11	4	137	37	175	38	111	35	434	114
8-10	18	8	274	55	235	52	97	25	624	140
10-12	5	3	170	38	165	53	37	7	377	101
12-14	3	0	103	13	103	38	0	0	209	51
14+ years	24	9	604	174	227	74	0	0	855	257

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

Table C7.5: Average length of service by gender

Gender	Average length of service (years)
Female	8.6
Male	8.8
Total	**8.7**

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

Age group	Female	Male	Total
<20	34	12	46
20-24	207	59	266
25-29	544	154	698
30-34	559	201	760
35-39	484	171	655
40-44	641	144	785
45-49	570	123	693
50-54	607	156	763
55-59	550	148	698
60-64	331	92	423
65-69	111	51	162
70+	35	13	48
Total	**4,673**	**1,324**	**5,997**

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

Division	FTE	Headcount
Director-General	3.0	3
Deputy Director-General	2.0	2
Corporate Services	104.2	111
Learning, Teaching and Student Engagement	233.3	264
Office for Schools	4,547.4	5,474
Strategy and Coordination	41.4	44
Tertiary Education and Performance	86.9	89
Total	**5018.3**	**5,987**

Table C7.8: Employment by administrative units of the Directorate by categories (head-count)

Division	Permanent	Temporary	Casual	Total
Director-General	2	1	0	3
Deputy Director-General	1	1	0	2
Corporate Services	88	19	4	111
School Improvement	1	0	0	1
Learning, Teaching and Student Engagement	238	24	2	264
Office for Schools	3,934	728	811	5,473
Strategy and Coordination	38	6	0	44
Tertiary Education and Performance	67	21	1	89
Teacher Quality Institute	8	1	1	10
Total	**4,377**	**801**	**819**	**5,997**

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

Equity and diversity group	Number of employees	Percentage of total employees
Aboriginal and Torres Strait Islander (A)	57	1.0
Culturally and linguistically diverse background (B)	606	10.1
People with disability (C)	74	1.2
The number of employees who identify in any of the equity and diversity groups (A, B, C)[1]	726	12.1
Women	4,673	77.9

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

For more information contact:
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C8 Learning and development

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

In 2012-13, the Directorate reviewed existing programs and practices in the context of future priorities in order to create an integrated plan to address the professional learning and training needs for all Directorate staff. As a result of this process the Workforce Capability Working Group was established. The focus of this group is to set strategic directions, improve strategic planning, increase alignment and provide governance for the Directorate's professional learning and training activities.

The Workforce Capability Working Group is currently developing priorities and commitments for 2013-15 for all Directorate staff.

Targeted investment in professional learning and training has been prioritised across four focus areas:

1. Learning and Teaching: improving teacher standards through strengthening quality contemporary teaching and curriculum practices
2. School Environment: supporting students by creating engaging learning and teaching environments
3. Student Pathways and Transitions: building staff capability to enhance opportunities for student success at all phases
4. Leadership and Corporate Development: improving leadership, culture and values through a focus on partnerships, standards and business practices.

The Directorate is committed to empowering all school leadership teams to make local decisions about the professional development and training opportunities that best meet the needs of their staff and achieve each school's performance targets and priorities.

The Directorate provides central courses to complement school based professional development and training. In 2012-13, the Professional Learning and Events Calendar had 261 registered events for professional learning and training with a total of 7,659 attendees.

In 2012-13 there were two funds to achieve professional learning priorities for teachers and principals; the Teacher Professional Learning Fund (TPLF) and the Principal Professional Learning Fund (PPLF). Expenditure within the TPLF (including teacher scholarships committed) in 2012-13 was $1,014,782. Expenditure within the PPLF was $163,836.

Box C8.1 2013 International Forum for Secondary School Principals

Quality teaching and leadership is one of the strategic objectives of the Directorate. To broaden awareness of school leadership styles in 2013, the Directorate awarded scholarships to four ACT public sector principals to attend the 2013 International Forum for Secondary School Principals and undertake a brief study tour in China from 2 to 11 April 2013.

Throughout the forum and study tour, the group informed their Chinese and international colleagues of learning and teaching practices in Australian schools especially the use of digital technology in teaching and the emphasis on creative thinking in learning. Their discussions generated a great amount of interest among Chinese teachers and students to embrace Australian learning and teaching practices. A large number of students expressed their interest in studying at Australian schools.

Since their return, the principals have shared their knowledge with their colleagues through the schools network model.

Pictured, left to right; Michael Hall, Michael Battenally and Richard Powell.

Examples of the learning and development programs facilitated or delivered by the Directorate included the New Educator Support Program; the ACT Teacher Scholarship Program; leadership opportunities such as coaching and the school leaders conference; and career development for administrative and support staff.

New Educator Support Program

The New Educator Support Program (NESP) is an intensive professional learning program offered to teachers from early childhood, primary and high schools and colleges and complements school based programs. In 2012–13, the program focused on curriculum, quality teaching, literacy, numeracy, information and communication technology and student management. A summary of the programs provided in 2012–13 is in Table C8.1.

In addition to the NESP, resources are provided directly to schools for new educator support over the first three years of service. This provides newly appointed teachers with 15 days release from classroom teaching (six days in the first year of service, five days in the second and four days in the third). In 2012-13, the total funds committed to schools for the release were approximately $2,250,000. School leadership teams are responsible for the professional learning and development of their staff and the manner in which the days provided contribute to the development of new educators. The purpose of these resources is to support new educators as part of an individual development program that may include

observations; coaching and mentoring; co-planning; evaluation and reflection and attendance at additional professional learning.

Table C8.1: Attendance summary for the New Educator Support Program, 2012–13

Session	Number of participants
Term 3, 2012 (information and communication technology)	123
Term 4, 2012 (reflection and way forward)	75
Term 1, 2013 (behaviour management)	116
Term 2, 2013 (literacy and numeracy)	87

Source: Learning and Teaching Branch

Executive coaching for school leaders

The Directorate's *School Leadership Strategy* identifies coaching and mentoring as key professional learning strategies. In 2012–13, 125 school leaders participated in an intensive executive coaching program. Participants could select from a one-day or three-day program to improve and develop coaching skills to achieve improved student learning outcomes. All participants rated the program as very good or excellent overall. Staff will have opportunities to continue this professional learning and participate in a program to gain a nationally recognised certification in coaching in the workplace in 2013–14.

ACT School Leadership Conference: Engaging Schools

A leadership conference for 328 executives from schools and central office was held from 23 to 25 May 2013. The conference focused on the theme of engaging schools: engaging students, staff and the community. The themes aligned with the Directorate's *School Leadership Strategy.*

The ACT Teacher Scholarship Program

The ACT Teacher Scholarship Program provided Directorate teachers with support to undertake further study, training and/or research leading to improved student learning outcomes. Under the guidelines established for professional learning, the Directorate in consultation with the ACT branch of the Australian Education Union allocated resources for teacher scholarships. In 2012–13, the priority areas for teacher scholarships were English as an Additional Language/Dialect, early childhood education and teacher librarianship. A summary of the scholarships awarded in 2012–13 is provided in Table C8.2.

Table C8.2: Teacher scholarships awarded, 2012–13

Focus area	Number of scholarships awarded
Teaching English to Speakers of Other Languages (TESOL)	6
Early childhood education	11
Teacher librarianship	3
Community counselling	1
Disability education	4
Other	31
Total	**56**

Source: Learning and Teaching Branch

Career development for administrative and support staff

Training and professional development for administrative and support staff was offered in-house and through external providers such as the Canberra Institute of Technology on a range of topics. Professional learning programs were offered in areas such as information and communication technology, safety training, administration, management and education support.

In January 2013 a conference for school administrative and support staff was held with 550 participants attending a total of 43 workshops on a range of professional learning topics.

In 2012-13, traineeships or diploma opportunities were offered in management, education support and children's services. Table C8.3 provides information on traineeships or diploma opportunities completed by administrative and support staff in 2012-13.

Table C8.3: Administrative and support staff completion of traineeships or diploma qualifications, 2012-13

Program	Number of participants
Certificate III in Children's Services	42
Certificate IV in Education Support	13
Diploma of Management	14

Source: Learning and Teaching Branch

Training programs were made available to Directorate staff through the ACT Public Service (ACTPS) Training Calendar. Directorate staff were able to access study assistance through grants and time allowance. The number of participants and the associated cost is shown in Table C8.4.

Table C8.4: Participants and cost for ACTPS training and study assistance program, 2012-13

Program	Number of participants	Cost
ACTPS Training Calendar	131	$47,720.89
Study Assistance	46	$15,037.23

Source: Commerce and Works Directorate

Whole of government learning and development initiatives are listed in Table C8.5 and includes the number of participants in each program.

Table C8.5: Participants in whole of government professional learning initiatives, 2012-13

Initiative	Number of participants
ACTPS Graduate Program	1
Young Professionals Network	20
Future Leaders Development Program	1
Executive Leadership Development Program	1
Executive Master of Public Administration	1

Source: Chief Minister and Treasury Directorate

For more information contact:

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C9 Workplace health and safety

The Directorate is dedicated to improving workplace health and safety across schools and central office. Key actions for the reporting period included:

- the ongoing review of the Directorate's Safety Management System (SMS) and Workplace Health and Safety (WHS) policy and procedures
- the development and implementation of new and ongoing initiatives outlined in the *Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012* and the *Health Safety and Wellbeing Strategic Plan 2013-2015.* These include the development of site based Risk Registers and programs to address the three highest mechanisms of injury for the Directorate: Slips, Trips and Falls; Being Hit by Moving Objects; and Body Stressing
- the *ACT Education and Training Directorate Work Health Safety Audit* project undertaken from October 2012 to April 2013 will provide key focus areas for SMS improvement.

The Directorate continues to support the holistic, 'one service' approach to improving the health and return to work outcomes of ACTPS injured workers outlined in the *ACTPS Workers' Compensation and Work Safety Improvement Plan* (ACTPS Plan). Key actions for the reporting period included:

- the development of enhanced injury management performance reporting tools for Directorate leaders
- the review of current injury management support materials and processes including the clarification of injury management roles to assist principals to manage non-compensable injuries and return to work processes at their site in line with the transition to empowering ACT schools.

Investigations

In the reporting period the Directorate was issued with three Improvement Notices 5818, 5819, 5820. These notices were issued under the *ACT Work Health and Safety Act 2011* (WHS Act), in regard to an electrical incident at a school. These related to:

- 5818 - failure to ensure non-disturbance of site
- 5819 - failure to ensure the regulator was notified immediately after becoming aware of the incident
- 5820 - failure to provide immediate access to health professionals.

A review of the Accident/Incident reporting process, electrical equipment policy and risk management processes including the WHS issues identified in the Improvement Notices was completed. The Improvement Notices were revoked on 3 October 2012.

In the reporting period, 11 Notifiable Incidents were reported to WorkSafe ACT and followed up by Health Safety and Wellbeing (HSW) section of the Directorate. These incidents related to asbestos, falls, student injury and two incidents with potential to cause injury.

HSW investigated 65 incidents reported via Accident/Incident Reporting and/or requests to visit schools to assess WHS issues and provide advice. Shared Services Safety Support Team provided support to the Directorate with the follow up of nine WHS issues.

A total of 696 staff Accident/Incident Reports were received during 2012-13, up from the previous year's figure of 484. There were 16 notifiable incidents reported under the WHS Act.

The Directorate received 1,575 student Accident/Incident Reports and 28 third party Accident/Incident Reports. Following the issuing of the three Improvement Notices the comprehensive accident reporting system was reviewed and new procedures implemented. This included a requirement to report all accidents including those requiring minor first aid to ensure all accidents were reported. The increase of reported student Accident/Incident Reports from the previous reporting period of 1,481 can be attributed to this change in process. All student and third party reports are notifiable under section 38 of the WHS Act and were reported to WorkSafe ACT.

Worker consultation arrangements and health and safety representatives

As required under the WHS Act, the Directorate consulted with employees regarding Worker Consultation Units. A total of 88 Worker Consultation Units were formed during 2012-13. The Directorate had 90 Health and Safety Representatives (HSR) and 58 Deputy Health and Safety Representatives undertaking their responsibilities. To support representatives, training was delivered to newly elected HSRs in August 2012 and quarterly network meetings for representatives were conducted in August and November 2012 and March and June 2013. These contact points ensured up-to-date health and safety information was disseminated throughout the Directorate.

Injury prevention and management

Injury Prevention and Management Policy Committee

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

- ongoing review of the *Workplace Health and Safety Reference Manual*
- policy and procedure review of electrical and first aid policies
- contractor arrangements review
- a Sharp Instruments Survey in schools
- participation in the Shared Services Health and Safety Manual Handling project.

Injury prevention and management programs

In 2012-13, a range of programs were implemented throughout the Directorate to ensure the safety and welfare of staff including:

- ongoing implementation of the Directorate's *Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012*
- ongoing development of the Directorate's *Workplace Health and Safety Reference Manual* and ongoing review of the Intranet site: Index to improve access to workplace health and safety information
- the relocation of the Directorate's Injury Management team in August 2012 to complete the transition into the whole of government model for provision of injury management services
- continuation of the Employee Assistance Program which is an independent, confidential, short term, solutions-focused counselling service for staff and their immediate families. The service offers counselling assistance for both work and non-work related matters. The average utilisation rate during 2012-13 was 5.69 percent compared to 6.90 percent in 2011-12. This utilisation rate includes staff attendance at Employee Assist and Manager Assist services. This variance is attributed to an adjustment in staff numbers, and does not accurately reflect actual usage. Actual usage was stable during both periods: 330 cases in 2011-12 and 333 in 2012-13
- delivery of the Flu vaccination program to over 2,270 employees and HEP A/B to over 26 targeted employee groups including BSOs, First Aid Officers, early childhood teachers and learning support assistants
- ongoing Respectful Workplaces training to assist in the management and reduction of the risk of psychological injury for employees. Training was delivered to 40 staff in leadership positions and various employee groups including business managers and BSOs during the reporting period.

Injury prevention and management targets

The Directorate is working towards improving workplace health and safety performance through:

- the completion of actions outlined in the Directorate's *Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012*
- the development of the *Health Safety and Wellbeing Strategic Plan 2013-15* in line with the WHS Act and the targets outlined in the *Australian Work Health and Safety Strategy 2012-22*
- the development of prevention programs to address the Directorate's risk profile including the three highest mechanisms of injury: Slips, Trips and Falls; Being Hit by Moving Objects; and Body Stressing
- continuing to address the timeliness of reporting and appropriate referrals to Shared Services Injury Management.

The 2012-13 insurance premium rate for the Directorate was 3.17 percent. This is an increase compared to the 2011-12 result of 2.79 percent and compares favorably against the whole of government result of 4.1 percent for the same period. There were 159 claims accepted for the calendar year ending December 2012 (149 for 2011).

Target 2: Reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 percent

There has been a reduction in claims requiring one or more weeks off work through early intervention and ongoing risk assessment of all accident/incident reporting and the provision of specialist advice to prevent reoccurrence and further injury. This was achieved through the provision of:

- workplace assessment and advice
- workstation assessments
- ergonomic assessments.

Table C9.1: Reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 percent

	Baseline[1]	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of new five day claims-Directorate	69.3	60									
Rate per 1,000 employees	15.20	12.62									
Directorate target	15.20	14.74	14.28	13.83	13.37	12.92	12.46	12.00	11.55	11.09	10.64
Number of new five day claims-ACTPS	304.3	274									
Rate per 1,000 employees	15.66	13.87									
ACTPS target	16.66	15.19	14.72	14.25	13.78	13.31	12.84	12.37	11.90	11.43	10.96

Source: Human Resources Branch
Note:
1. The baseline is an average of the three financial years: 2009-10, 2010-11, and 2011-12.

Target 3: Reduce the incidence rate of claims for musculoskeletal disorders (MSDs) resulting in one or more weeks off work by at least 30 percent

The early intervention focus adopted by the Directorate has seen a reduction in MSDs.

The ACTPS Manual Handling Program provides support for teachers and workers responsible for special needs students through:

- provision of support and advice to the Directorate Health, Safety and Wellbeing Team regarding manual handling
- delivery of training to specialist schools
- review and advice on equipment/procedures/training.

The Directorate is required to report on its performance against these national improvement targets, which also form part of the ACT Public Service Workplace Health Strategic Plan.

Table C9.2: Reduce the incidence rate of claims for MSDs resulting in one or more weeks off work by at least 30 percent [a, b]

	Baseline[c]	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
The number of new five day claims - Directorate	34.0	28									
Rate per 1,000 employees	7.45	5.89									
Directorate target	7.45	7.23	7.00	6.78	6.56	6.33	6.11	5.89	5.66	5.44	5.22
The number of new five day claims – ACTPS	154.7	114									
Rate per 1,000 employees	7.96	5.77									
ACTPS target	7.96	7.72	7.48	7.24	7.00	6.76	6.53	6.29	6.05	5.81	5.57

Source: Human Resources Branch

Note:

a. The report includes accepted claims only

b. Dates are based on those claims received by Comcare in each financial year

c The baseline is an average of the three financial years: 2009-10, 2010-11, and 2011-12.

For more information contact:

Director

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C10 Workplace relations

Teaching staff enterprise agreement

The *ACT Public Service Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014* came into operation on 27 April 2012 and nominally expires on 30 September 2014.

Implementation highlights during 2012-13 included:

- reduced teaching hours for first year teachers to facilitate enhanced coaching and mentoring support
- a review of principal salary structure
- the second pay increase of three percent for all teaching classifications
- new Executive Teacher (Professional Practice) positions in identified schools focused on modelling best practice and capacity building in classroom teaching
- a review of the policy and mandatory procedures for managing employee absences
- accelerated incremental progression for outstanding classroom teachers.

Staff enterprise agreement (all staff other than teachers)

During the reporting period, the Directorate successfully completed the implementation of the *ACT Public Service Education and Training Directorate Enterprise Agreement 2011-2013*. This agreement covers all Directorate staff other than teachers.

Implementation highlights during 2012-13 included:

- the appointment of over 155 temporary school assistants under new provisions for Extended Temporary Employment, in which an eligible temporary employee who has worked continuously for an extended period of at least two school years is appointed without a further merit process. This supports permanent employment and job security for employees within the Directorate
- a new School Assistant 4 (SA4) classification for the future employment of Youth Support Workers and Aboriginal and Torres Strait Islander Education Officers. This classification was created to better meet the operational requirements of schools and create employment conditions matched to the school environment. The SA4 classification has been well received by schools and employees. Twenty-one of the 31 current Youth Support Workers and Aboriginal and Torres Strait Islander Education Officers have been transferred into the new SA4 classification
- a revised BSO classification structure was implemented at the beginning of the 2013 school year.

The agreement expired on 30 June 2013 and bargaining notices were issued for the new agreement during the reporting period. An updated agreement structure based on employment streams has been proposed for all ACT government employees.

Australian Workplace Agreements and Special Employment Arrangements

Australian Workplace Agreements (AWAs) made prior to the introduction of the *Fair Work Act 2009* will continue to operate until terminated. No new AWAs have been made. The number of AWAs remained three during the reporting period. No AWA was terminated/lapsed due to formal termination or staff departure in 2012-13.

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

Tables C10.1 and C10.2 provide data on SEAs, and classifications and remuneration for officers on SEAs and AWAs, respectively.

Table C10. 1: Special Employment Arrangements

Description	Number of individual SEAs	Number of group SEAs	Total employees covered by group SEAs	Total employees covered by SEAs
	A	B	C	A+C
The number of SEAs as at 30 June 2013	6	2	59	65
The number of SEAs entered into during the reporting period	1	2	59	60
The number of SEAs terminated during the reporting period	1	0	0	1
The number of SEAs providing for privately plated vehicles as at 30 June 2013	0	0	0	0
The number of SEAs for employees who have transferred from AWAs during the reporting period	0	0	0	0

Source: Shared Services

Table C10.2: Classification and remuneration for officers on SEAs and AWAs

	Classification range	Remuneration as at 30 June 2013
Individual and group SEAs	School Counsellor to School Leader A	$25,128 - $183,276
Individual and group SEAs	Senior Officer Grade C to Senior Officer Grade A	$96,809 - $123,208
AWAs	Senior Officer Grade A to Senior Professional Officer Grade A	$138,270 - $144,854

Source: Shared Services

For more information contact:

Director

Human Resources

(02) 6205 9202

C11 Human Rights Act 2004

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

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

The *Human Rights Amendment Act 2012* introduced a right to education commencing on 1 January 2013.

Staff education, training and resources

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

The Directorate's Respect, Equity and Diversity (RED) Consultative Committee met quarterly during the reporting period to provide strategic advice on equity and diversity issues.

The Directorate is committed to reducing the risk of psychological injuries in the workplace as required under the ACT *Work Health and Safety Act 2011* and *Workplace Health and Safety Strategic Plan 2008-2012.*

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

- Respectful Workplaces training: ongoing delivery of training for employees is a key part of the Directorate's commitment to workplace health and safety and implementation of the ACT Public Service RED Framework.
- Employee Complaints and Disputes Resolution Toolkit: the toolkit, which was published on the website in the previous reporting year, has been used extensively in all Directorate workplaces to assist in resolving workplace issues.
- Peer Conflict Management Coaching: The coaching continues to support employees to reach early resolution of conflict and disputes.

Liaison on human rights issues

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

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

For more information contact:

Director

Information, Communications and Governance

(02) 6205 9328

C12 Strategic Bushfire Management Plan

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

In 2012-13 the Directorate, in consultation with ACT ESA, further refined school emergency protocols in relation to the declaration of elevated fire danger ratings ('extreme' or 'catastrophic'). These protocols complement the ACT Elevated Fire Danger Plan and identify the temporary closure of seven public and 14 non-government schools when the ACT ESA declares an elevated fire danger rating.

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

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

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

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

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

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

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

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

For more information contact:

Director

Information, Communications and Governance

(02) 6205 9328

C13 Strategic asset management

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

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

The Directorate is responsible for 86 public schools including preschool sites. The Directorate also became responsible for 33 early childhood and childcare centres transferred from the Community Services Directorate following the 16 November 2012 Administrative Arrangement Orders.

To ensure directorate facilities are kept at standards suitable for delivering quality educational programs the Directorate has a maintenance program for urgent and minor repairs, planned maintenance, and repair of vandalised and damaged facilities. In the case of early childhood and childcare centres the Directorate shares the responsibility for maintenance and repair with the responsible management organisations who are responsible for minor and ongoing maintenance. The Directorate also has an ongoing capital works program for the upgrade of school, preschool, early childhood and childcare centre facilities.

Issues managed by the Directorate include:

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

Assets managed

As at 30 June 2013, the Directorate managed assets with a total net book value of $1,965.8 million (Table C13.1).

C13.1: Assets and their values at 30 June 2013

Asset class	Value ($ million)
Land and building (including improvements thereon) for schools, preschools, early childhood and childcare centres	1,934.9
Leasehold improvements	1.5
Property, plant and equipment	27.5
Community and Heritage Assets	1.0
Intangible Assets	0.9
Total	**1965.8**

Source: Finance and Corporate Support Branch

During 2012-13 the significant assets added to the Directorate's asset register are given in Table C13.2.

Table C13.2: Assets added to the asset register during 2012-13

Assets	Value ($ million)
Capital works – Franklin Early Childhood School and Neville Bonner Primary School	66.1
Capital works – Canberra College Performing Arts Centre, Red Hill Primary School Expansion, Malkara School Hydrotherapy Pool Refurbishment	18.2
Capital asset transfer – Transfer of 33 early childhood and childcare centres from the Community Services Directorate	33.3
Capital works - Various school, preschool and childcare centre sites	30.3
Capital initiatives – Various ICT and other projects	4.1
Total	**152.0**

Source: Finance and Corporate Support Branch

Asset transfers

During 2012-13, the Directorate became responsible for 33 early childhood and childcare centres transferred from the Community Services Directorate following the 16 November 2012 Administrative Arrangement Orders. The total value of the assets transferred in 2012-13 was $33.3 million.

Asset maintenance and upgrade

The Directorate undertakes maintenance and upgrades to schools in consultation with schools and their communities. The Directorate prepared annual repairs and maintenance plans for each school on the basis of information from building condition assessments, requests from schools and information gained from other sources such as consultant reports and site visits. Works were subsequently undertaken, at a local level by schools and through the Directorate's Schools Capital Works branch, with larger and more significant works included in the Directorate's capital works program in priority order within the available funds.

The maintenance of childcare facilities is undertaken by the Directorate in conjunction with the service providers who are responsible for ongoing and minor maintenance. Larger and more significant works are undertaken through the Directorate's maintenance and capital works programs.

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

Asset maintenance

In 2012-13, the Directorate expended $14.131 million on school repairs and maintenance. The repairs and maintenance program included:

- a program of works for all primary and secondary level schools, based on the annual rolling program
- an allocation for unforeseen maintenance such as vandalism, fire and flood damage
- high priority works arising from school building condition assessment reports
- a schedule of maintenance for preschools.

In addition, capital funding was available in the 2012-13 Budget to complete the second year of a program of fire system upgrades across all ACT public schools ($2.56 million over the two years) and to complete a program of hazardous materials removal works at priority schools ($3.4 million over the two years).

During 2012-13, the Directorate became responsible for a repairs and maintenance budget of $0.220 million to undertake planned and unforeseen maintenance works at childcare centres.

Building condition assessments of all schools (including preschools) and childcare facilities are conducted on a three-year rolling program and cover buildings, services and grounds. During 2012-13, building condition assessments were conducted at 28 schools and were commenced at 10 childcare centres. The results of these reports are taken into account in preparing the Directorate's annual repairs and maintenance programs.

In line with the Dangerous Substances Act 2004, the Directorate completed the program of inspections to prepare Hazardous Materials Survey Management Plans (HMSMP) for each school (including preschool) and childcare facility. These plans are comprehensive and include all potentially hazardous materials (asbestos containing

materials, lead-based paint, synthetic mineral fibres, polychlorinated biphenyls and ozone depleting substances). The HMSMP is updated every three years, with the asbestos materials component updated annually and to be issued as a separate report titled "Re-inspection of Asbestos Containing Material Report".

Copies of HMSMP and the Asbestos Register are accessible at each school (including preschool) and childcare centre for inspection by staff, parents, carers and trades people with plans showing areas of known asbestos containing materials mounted in entry areas of all schools (including preschools).

Tree assessment audits are conducted at each school on an annual basis. The 2012-13 year was the fourth year of annual audits with 88 audits conducted. The outcomes are included in the Directorate's tree maintenance program.

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

As part of the fire systems upgrade program for all schools commenced in 2011-12, fire detection and evacuation systems (including emergency lighting, emergency egress, fire indictor panels, smoke and thermal detectors and emergency warning intercom systems) were upgraded. The fire systems at the remaining 56 schools were completed in 2012-13. Fire systems upgrades were also undertaken at two childcare centres in 2012-13.

Stage 2 of the hazardous materials removal program was concluded in 2012-13. In the reporting period, asbestos removal work was undertaken at 50 ACT public schools.

During 2012-13, the Directorate also undertook the following major specific works:

- asbestos containment removal works at Turner School and Narrabundah College
- ceiling and lighting replacement works at Chapman Primary School
- upgrade of areas of roofing at Calwell High School and Ngunnawal Primary School
- sewer relining and repair works at Macquarie Primary School and Lyneham High School, the latter also included stormwater line works.

In addition to the planned school asset maintenance and upgrade programs managed and delivered by central office, schools are also funded to undertake repairs and minor works tasks. Childcare centre service providers are responsible for ongoing and minor repairs and maintenance to childcare facilities.

Asset upgrades

In the 2012-13 Budget, funding of $13.2 million was provided for capital upgrades at schools and preschools and $0.4 million was provided for capital upgrades at childcare centres. The following projects were undertaken in 2012-13.

Older school upgrades

Major upgrade works were completed at Melba Copland Secondary School (Melba campus) in 2012-13. Major upgrade works at Hughes and Yarralumla Primary Schools were commenced during 2012-13 and will be completed in the 2013-14 reporting period.

New school facilities

An upgrade of the Fraser Primary School's transportable building to provide four classrooms and a wet area was completed for the commencement of the 2013 school year.

School refurbishments and improvements

Works were completed at 23 ACT public schools in 2012-13, including:

- glazing compliance upgrades were completed at various schools
- disability access improvements to Alfred Deakin High School and Lake Ginninderra College were completed for the start of the 2013 school year and works at Red Hill Primary School were completed in June 2013
- learning support units were created at Bonython Primary School, Stromlo and Canberra High Schools ready for the beginning of term 1, 2013
- global learning classrooms at Farrer Primary School and Melba Copland Secondary School (Melba campus) were completed during term 1, 2013
- preschool shade shelters over sand pits and play equipment were completed at various sites
- lifts were completed at the Melba Copland Secondary School (Melba campus) and Lanyon High School in January 2013 and February 2013, respectively

Childcare refurbishments and upgrade

Works were completed at various childcare centres in the 2012-13 year, including:

- outdoor play area improvements including installation of shade sails and softfall replacement covering nine centres
- electrical system safety, security and fire system upgrades at various centres
- roofing upgrades to various centres
- improvements to thermal comfort in a number of centres
- replacement floor coverings and upgrades to joinery at various centres.

Office accommodation

During the year, central office staff were located at 220 Northbourne Avenue in Braddon, the Hedley Beare Centre for Teaching and Learning in Stirling, Lyons Education Centre and Maribyrnong Primary School in Kaleen (Table C13.3).

Staff census of schools conducted in February 2013 recorded 3,640 full-time equivalent staff employed in non-office environments at ACT public school sites. Staff located at these sites included teachers, school leaders, office administrators, general service officers and building service officers.

Table C13.3: Central office sites, staff numbers (head count) and space occupied, as at 30 June 2013[a,b, c, d]

Building and location	Staff numbers	Approximate area occupied (m^2)	Average area occupied per employee (m^2)
220 Northbourne Avenue, Braddon	227	3,303[c]	14.5
Hedley Beare Centre for Teaching and Learning, Stirling	153	2,601[d]	17.0
Maribyrnong Primary School, Kaleen	34	727[b, c]	21.4
Lyons Education Centre	12[e]	713	59.4
Total	**426[a]**	**7,344**	**17.2**

Source: Finance and Corporate Support Branch

Notes:

a. Staff numbers have been calculated based on occupied workstations at 30 June 2013.
b. Space occupied by Student Services (Vision Support Team and Hearing Support Team).
c. Includes meeting rooms.
d. Now includes 10 staff in mezzanine level. Excludes meeting rooms.
e. Space occupied by the Board of Senior Secondary Studies, includes 202 m^2 for meeting rooms and secure storage.

For more information contact:

Director

Schools Capital Works

(02) 6205 3173

C14 Capital works

Overview

- In 2012-13, the Directorate delivered a large capital works program, totalling $90.2 million, following on from the $92.3 million program in 2011-12 and $187.5 million program delivered in 2010-11.
- Highlights for the year were the opening of the Neville Bonner Primary School and Franklin Early Childhood School.
- All major projects were either completed or are on target to be delivered by the scheduled completion date.

New schools

Franklin Early Childhood School

The new Franklin Early Childhood School opened on 4 February 2013 ready for the start of 2013 school year. The childcare service was able to commence on 14 January 2013. The school provides facilities for children from birth to eight years of age, and will accommodate 120 childcare places and cater for 300 preschool to year 2 students.

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

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

The total budget for the Franklin Early Childhood School was $44.1 million, including $1.4 million for forward design and $42.7 million for construction works. The budget included works to separate the land site into the school block, community use blocks and community open space, together with the service road and carparking. Project construction savings of $14.0 million were returned to the ACT Government.

Neville Bonner Primary School

The new Neville Bonner Primary School also opened on 4 February 2013 ready for the start of the 2013 school year. The school provides facilities for students from preschool to year 6, and will support residents in the north Gungahlin suburbs of Forde and Bonner.

The construction manager, St Hilliers Group, commenced construction on 30 January 2012 and delivered the stage 1 facilities (preschool and kindergarten to year 2 teaching and learning spaces, together with the school administration building) by the start of the 2013 school year. The stage 2 facilities, which comprise the library, canteen, years 3 to 6 teaching and learning spaces and multi-purpose

hall, were delivered in May 2013 with the environment centre delivered early in the 2013-14 reporting period.

A significant element in the school design is the inclusion of Aboriginal and Torres Strait Islander peoples artworks into the school landscape and school buildings. These works will be completed early in the 2013-14 reporting period. The school was designed to achieve the 5 Green Star design-rating from the Green Building Council of Australia.

The total budget for the Bonner Primary School was $64.4 million, including $1.8 million for forward design, $2.33 million for land remediation works and $60.27 million for construction works. Project construction savings of $14.0 million were returned to the ACT Government.

Coombs Primary School

The preparation of designs for the new Coombs Primary School in the district of Molonglo was completed to the Final Sketch Plan stage in the 2011-12 reporting period. Redesign work for a smaller school to reflect revised demographic projections was commenced in the 2012-13 reporting period.

The 2013-14 Budget provided an additional $0.55 million for the completion of the design in 2013-14. This school will be the first public school in the Molonglo district.

Trade Training Centre – Tuggeranong Network

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

Tender ready design documentation was completed during the reporting period with construction managers (builders) appointed to construct the hospitality services extension and cafe at Erindale College and the construction services workshop at Lake Tuggeranong College. Work on these projects commenced in July 2013 and are programmed to be completed during the 2013-14 reporting period. A project manager was also appointed in June 2013 to manage the refurbishment works at Lake Tuggeranong College and the four high schools.

Gungahlin College

The Gungahlin College was constructed in the Gungahlin Town Centre and opened to year 11 students from the start of the 2011 school year.

The Gungahlin College was the winner of the 2012 Council of Educational and Facilities Planners International (Australasia) in the new construction and overall projects categories. During the current reporting period, the college received certification from the Green Building Council of Australia as a 5 Green Star design school.

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

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

Namadgi School – Kambah

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

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

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

Harrison School

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

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

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

School improvements

Canberra College Performing Arts Centre

Construction of the new Performing Arts Centre at the Woden campus of the Canberra College was completed in August 2012 ready for the start of term 4 in the 2012 school year.

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

Canberra College Cares (CCCares) program

Designs for the new Canberra College Cares (CCCares) facility to be constructed on the Woden campus of Canberra College were completed to the Final Sketch Plan

stage during the reporting period. Final design documentation to tender ready stage will be completed early in the 2013-14 reporting period.

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

This project is scheduled to be completed ready for the start of the 2015 school year.

Childcare centres

Early childhood and childcare centres transferred to the Education and Training Directorate from the Community Services Directorate following the 16 November 2012 Administrative Arrangements Orders.

Since the transfer, construction and refurbishment works have been completed at four centres – Black Mountain, Cooinda, Greenway and Campbell Cottage. Construction work was also commenced at the Narrabundah Children's Cottage and a construction manager (builder) appointed to undertake works at the Nimbin Childcare Centre. Tender ready designs were also completed for the Forrest and Fyshwick Early Childhood Centres during the reporting period.

Tender ready designs were completed during the reporting period and a construction manager (builder) was appointed in June 2013 to construct the new Holder Early Childhood Centre. Site early earthworks were also completed during the reporting period ready for the commencement of construction work. The new centre is programmed to be completed in 2014. This will be the first purpose-built early childhood centre in the ACT under the National Quality Framework for early childhood education and care.

A consultant was appointed in May 2013 to undertake the feasibility study to review the Civic Early Childhood Centre. The review report will be delivered during the 2013-14 reporting period.

Duffy Primary School extension

Planning and consultation works with the school and the school community were undertaken during the reporting period. A design consultant (architect) was engaged in September 2012 to prepare designs for a relocatable classroom building. Full design documentation was completed during the reporting period.

A construction manager (builder) was appointed in June 2013 to arrange the off-site manufacture and on-site assembly of the new classrooms. Works are programmed to be completed by the end of 2013.

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

Malkara School hydrotherapy pool

Construction of the new hydrotherapy pool at Malkara School was completed in February 2013, ready for the start of 2013 school year. Works included the construction of a new 14 metre hydrotherapy pool, change rooms and toilet

facilities for students. The new facilities are also available for community use outside of school hours.

Majura Primary School extension

Construction work to extend Majura Primary School commenced in November 2012. Stages 1 and 2 refurbishment works to the kindergarten and year 1 classrooms were completed during the reporting period, with final works now programmed to be completed by the end of 2013.

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

Macgregor Primary School extension

Construction work to extend Macgregor Primary School also commenced in November 2012. Stages 1 and 2 refurbishment works to the kindergarten, year 1 classrooms and staff room were completed during the reporting period, with final works now programmed to be completed by October 2013. Construction of the new year 5 and 6 wing commenced in April 2013 and is also programmed to be completed by the end of 2013.

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

Preschool expansions

This project expands existing preschools to meet requirements under the National Quality Framework for early childhood education and care. Construction and refurbishment works were completed at seven preschool sites during the reporting period – Ainslie (Baker Gardens), Downer, Griffith (Bannister Gardens), Hackett, Lyneham, Red Hill and Reid Preschools.

The Watson Preschool extension works were completed during the reporting period with refurbishment works now scheduled to be completed early in the 2013-14 reporting period. The Deakin Preschool project involves a 'knock down/rebuild' with demolition work completed in March 2013. Construction of the new preschool buildings commenced in April 2013 and is programmed to be completed by the end of 2013.

Red Hill Primary School extension

Construction and civil works to extend Red Hill Primary School were completed in September 2012. Works included the refurbishment of the junior wing, a new classroom wing (with six classrooms and two shared learning spaces), a new school carpark and landscape works.

Works to separate the French Australia Preschool (FAPS) facilities were completed during the 2010-11 reporting period. The FAPS site was transferred to the Economic Development Directorate during the reporting period, in preparation for sale to the FAPS Association.

Taylor Primary School rectification

Rectification works were commenced in the reporting period with the asbestos removal works completed in March 2013 and the new external wall frames and cladding completed in June 2013. Roofing replacement and internal refurbishment works are programmed to be completed by the end of 2013, ready for the start of the 2014 school year. A 65 place childcare centre is also being integrated into the school site.

Tuggeranong Introductory English Centre

Preliminary work was undertaken in the reporting period to transfer the Tuggeranong Introductory English Centre to the Wanniassa Hills Primary School site for the commencement of the 2013 school year.

Artificial grass surfaces

Construction work to install artificial playing surfaces was completed at five schools during the reporting period – Calwell Primary School (sportsfield), Telopea Park School (sportsfield), Theodore Primary School (play space), Torrens Primary School (play space) and Weetangera Primary School (sportsfield).

Landscape improvements

Works were completed at Giralang and Aranda Primary Schools with further landscape improvement projects completed at three schools during the current reporting period – Gowrie Primary School, Red Hill Primary School and Stromlo High School.

Designs for high school frontage improvements were completed at three schools during the reporting period: Calwell High School, Lyneham High School and Telopea Park School. Construction works were commenced at Calwell High School and will be completed early in the 2013-14 reporting period. The Lyneham High School and Telopea Park School projects will also be completed in the 2013-14 reporting period.

Work to reinstate the natural grass sportsfield at Farrer Primary School was commenced in the reporting period and will be completed early in the 2013-14 reporting period.

Environment – solar schools

Photovoltaic (solar panel) systems were installed at 19 ACT public schools during the 2011-12 reporting period. This is in addition to existing solar panel systems installed at new schools (Namadgi School and Gungahlin College), trial sites (Kingsford Smith School and Evatt Primary School) and projects connected with the Building the Education Revolution initiative (Gold Creek School, Gordon Primary School and Theodore Primary School).

Solar panel systems were installed at a further 55 schools during the reporting period, including Harrison School and Franklin Early Childhood School. Installations at the final six schools are programmed to be completed early in the 2013-14 reporting period.

In addition to the installation of solar panel systems, pulse (smart) meters are being installed at schools with 33 installations completed in the reporting period.

The meters will record and digitally display – for business management and curriculum learning – electricity, gas and water consumption and solar power generation information.

Carbon neutral schools

Scoping work and investigations for lighting upgrades and insulation was progressed during the reporting period for 10 schools. Carbon audits were also conducted for Canberra High School and Theodore Primary School which have been identified as the full carbon neutral trial schools.

Security fences

Installation works were completed at Ngunnawal Primary School in the reporting period. Designs for further security fences at Red Hill Primary School, Mt Rogers Primary School, Macgregor Primary School, Maribyrnong Primary School and Wanniassa School (senior campus) were also completed in the reporting period.

Car parks and traffic improvements

Construction works under this program were completed at Fraser Primary School in the reporting period. Construction works at Weetangera Primary School and Southern Cross Early Childhood School were commenced in the reporting period and will be completed in the 2013-14 reporting period. Designs were completed in the reporting period for further carpark upgrades at Curtin Primary School and South Curtin Preschool.

School toilet upgrade program

Upgrade works were completed at three schools during the 2011-12 reporting period with works completed at a further 14 schools during the current reporting period. Upgrade works at Forrest Primary School will be completed early in the 2013-14 reporting period.

School roof replacement program

Roof replacement works were completed at Curtin Primary School, Southern Cross Early Childhood School and Wanniassa School (senior campus) in the reporting period. Works at Chapman Primary School will be completed early in the 2013-14 reporting period.

Digital front sign

A trial digital front sign was installed at The Woden School and Franklin Early Childhood School in the reporting period. Further trial signs will be installed at Canberra, Dickson and Narrabundah Colleges, Stromlo High School and Namadgi School in the 2013-14 reporting period.

Older schools upgrade program

Major upgrade works were completed at Melba Copland Secondary School (Melba campus) in the reporting period. Major upgrade works at Hughes and Yarralumla Primary Schools were commenced during the reporting period and will be completed in the 2013-14 reporting period.

Capital works schedules

The Directorate's capital works management program for 2012-13, detailing the completed projects and works still in progress at the year end is shown in Table C14.1.

Table C14.1: Capital works management 2012-13

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Finance 2012-13	Actual Expenditure 2012-13	Total Expenditure to Date	Estimated completion date	Actual completion date	Project Approval Year
	$'000	$'000	$'000	$'000	$'000	$'000			
NEW CAPITAL WORKS									
Duffy Primary School Expansion	2,800	2,800	-	313	315	315	Dec-13		2012-13
Carbon Neutral Schools – Stage 1	3,500	3,500	-	155	176	176	Jun-16		2012-13
Rectification and Upgrade of Taylor Primary School	12,930	12,930	-	5,395	6,256	6,256	Dec-13		2012-13
Childcare Centre Improvements	-	900	-	-	-	-	Jun-14		2012-13
Civic Childcare Centre (Feasibility)	350	350	-	10	18	18	Dec-13		2012-13
CAPITAL UPGRADES									
Older School Upgrades	4,250	2,268	97	2,356	2,371	2,468	Jun-13	Jun-13	2012-13
Excellence and Enterprise – High School Frontages	2,000	2,000	-	392	766	766	Jun-13	Jun-13	2012-13
New School Facilities	500	500	-	422	485	485	Jun-13	Jun-13	2012-13

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Finance 2012-13	Actual Expenditure 2012-13	Total Expenditure to Date	Estimated completion date	Actual completion date	Project Approval Year
School Infrastructure Improvements	2,980	2,980	-	3,480	3,367	3,367	Jun-13	Jun-13	2012-13
Building Compliance Upgrades	760	760	-	1,075	1,077	1,077	Jun-13	Jun-13	2012-13
School Security Improvements	500	500	-	438	438	438	Jun-13	Jun-13	2012-13
School Safety Improvements	1,100	1,100	-	1,438	1,416	1,416	Jun-13	Jun-13	2012-13
Environmentally Sustainable Design Initiatives	1,060	1,060	-	1,165	1,165	1,165	Jun-13	Jun-13	2012-13
BER - Additional Works	50	50	-	51	14	14	Jun-13	Jun-13	2012-13
Childcare Facilities	-	390	-	63	95	95	Jun-13	Jul-13	2012-13
Total New Works	**32,780**	**32,088**	**97**	**16,753**	**17,959**	**18,056**			
WORK IN PROGRESS									
COAG Universal Access to Preschools – Stage 1 Expansion Works	6,200	6,200	179	2,888	3,017	3,196	Apr-14		2011-12

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Finance 2012-13	Actual Expenditure 2012-13	Total Expenditure to Date	Estimated completion date	Actual completion date	Project Approval Year
West Macgregor Development – Macgregor Primary School Expansion	5,650	5,650	79	1,613	2,106	2,185	Oct-13		2011-12
North Watson Development – Majura Primary School Expansion	4,400	4,400	107	1,166	1,405	1,512	Oct-13		2011-12
Canberra College Cares (CC Cares) Program (Design)	1,400	1,400	47	515	515	562	Jun-13		2011-12
School Roof Replacement Program – Stage 1	2,800	2,800	189	2,591	2,591	2,780	Sep-13		2011-12
Molonglo (Coombs) Primary School (Design)	1,950	1,950	1,208	109	101	1,309	Dec-15		2010-11
Trade Training Centres – Tuggeranong	10,207	8,301	13	432	438	451	Apr-14		2011-12
Upgrade of Early Childhood Facilities	-	7,236	-	2,136	2,143	2,143	Dec-13		2011-12
Holder Early Childhood Centre	-	7,189	-	721	734	734	May-14		2011-12
Total Work In Progress	**32,607**	**45,126**	**1,822**	**12,171**	**13,050**	**14,872**			
Projects Completed									

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Finance 2012-13	Actual Expenditure 2012-13	Total Expenditure to Date	Estimated completion date	Actual completion date	Project Approval Year
Fire Systems Upgrade Program	2,560	2,560	942	1,898	1,898	2,840	Jun-13	Jun-13	2011-12
Installation of Artificial Grass Surfaces – Stage 1	2,300	2,570	127	2,289	2,299	2,426	Apr-13	Apr-13	2011-12
Franklin Early Childhood School	42,700	28,700	6,747	18,350	17,726	24,473	Dec-13 (stage 1) Mar-13 (stage 2)	Mar-13	2011-12
Bonner Primary School2	60,270	46,270	9,808	28,249	26,284	36,092	Dec-13 (stage 1) Mar-13 (stage 2)	Jul-13	2011-12
School Toilet Upgrade Program – Stage 1	2,000	2,000	53	1,907	1,907	1,960	Jun-13	Jul-13	2011-12
Malkara School – Hydrotherapy Pool Refurbishment	1,830	3,050	1,185	2,332	1,868	3,053	Jan-13	Feb-13	2011-12
Hazardous Materials Removal Program – Stage 2	3,400	3,400	2,875	525	524	3,399	Jun-13	Jun-13	2011-12
Car Parks and Traffic Safety Program	1,250	1,250	666	579	600	1,266	Jun-13	Jun-13	2010-11
Red Hill School Expansion	5,300	5,600	5,183	1,056	417	5,600	Sep-12	Sep-12	2010-11
Harrison Secondary School	43,500	47,370	45,204	1,237	1,237	46,441	Dec-11	Dec-11	2009-10
Canberra College Performing Arts Theatre	7,600	9,560	7,676	2,568	1,884	9,560	Sep-12	Aug-12	2009-10
Environment – Solar Schools	2,000	2,000	878	1,121	1,122	2,000	Jun-13	Jun-13	2009-10

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Finance 2012-13	Actual Expenditure 2012-13	Total Expenditure to Date	Estimated completion date	Actual completion date	Project Approval Year
Namadgi P-10 School	50,000	55,550	54,478	1,114	996	55,474	Jan-11 (stage 1) and April-11 (stage 2)	Apr-11	2007-08
Gungahlin College	60,700	74,407	73,577	801	414	73,991	Mar-11	Apr-11	2007-08
Total Projects Completed	285,410	284,287	209,399	64,026	59,176	268,575			
TOTAL CAPITAL WORKS PROGRAM 2012-13	**350,797**	**361,501**	**211,318**	**92,950**	**90,185**	**301,503**			

Source: Finance and Corporate Support Branch

Table C14.2: End-of-year reconciliation schedule, 2012-13

Reconciliation of total current year financing	2012-13 $'000
Total current year capital works financing	93,598
Add: Financing of other capital initiatives	6,891
Capital Injection from Govt. per Cash flow statement	**100,489**
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	92,165
Total current year capital initiatives expenditure	4,758
Add: Net Impact of accruals between financial years	4,388
Less: Net impact of assets purchased outside of Capital Injection	(822)
Capital Injection from Govt. per Cash flow statement	**100,489**
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	92,165
Add: Capital Initiatives	4,758
Add: Other asset purchases outside of capital works program	1,870
Add: Net Impact of accruals between financial years	4,388
Less: works in progress transferred through administrative arrangement orders	(2,435)
Purchase of Property, Plant and Equipment as per Cash Flow Statement	**100,745**

Source: Finance and Corporate Support Branch

For more information contact:

Director
Schools Capital Works
(02) 6205 3173

C16 Community grants, assistance and sponsorship

- The ACT Government has funded the Adult and Community Education (ACE) grants program provision since 1998, with an annual budget of $250,000.
- The Program is administered by the Directorate and funding recipients are selected via a competitive application process.
- Grants under the ACE program provide access to critical training for people in the community who may be marginalised from formal education and training, as well as supporting those who need opportunities for the development of foundation skills.

Adult and Community Education grants

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

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

ACE supports the re-engagement of marginalised individuals and people from disadvantaged backgrounds in learning and work and is a key component in supporting the ACT Government's social inclusion agenda outlined in *The Canberra Plan: Towards Our Second Century* and the *Canberra Social Plan 2011* and various ACT Government strategic plans, including the *ACT Strategic Plan for Positive Ageing 2010-2014* and *the ACT Multicultural Strategy 2010-2013.*

The Directorate funded a number of ACE courses delivered in formal and informal settings using flexible and learner centred activities. Details of ACE courses for 2013, their providers, expected outcomes and grant amounts are provided in Table C16.1.

Table C16.1: ACE courses, providers, expected outcomes and grants, 2013

Provider	Course	Outcomes	Amount ($)
Belconnen Arts Centre Incorporated	Starting Point	The workshops are targeted towards 40 percent of the population in the Belconnen region who are senior or retired, suffer disadvantage and are interested in taking the first step in creative visual arts education.	6,290
Canberra Institute of Technology	Job Prep For Men	The project offers disengaged men who face disadvantage such as long term unemployment, lack of qualifications and social isolation, including asylum seekers, the opportunity to re-engage with society, gain an introduction to employability skills, improve their language, literacy and numeracy skills and experience vocational trades. The project also provides assistance to transition into further training or employment. Participants gain a White Card.	15,000
Canberra Blind Society	Let Your Senses Lead The Way	The Braille Literacy project responds to the needs of people who are blind or have low vision. The project assists these people to acquire Braille literacy skills to enable them to read and write. The course addresses the specific needs of each individual adjusting to adventitious blindness or low vision.	15,000

Table C16.1: ACE courses, providers, expected outcomes and grants, 2013

Provider	Course	Outcomes	Amount ($)
College of Transformation, Education and Training	Re-Invent Yourself Programme (Confidence Building, Personal Presentation and Workforce Induction)	Drawing on personal presentation, training and an image make-over, participants are assisted to make the transition into employment and further education opportunities. Resume and interview preparation and role play scenarios will equip participants with the tools to achieve vocational employment opportunities.	15,000
	The Community IT Connection Project	The project creates a bridge with information technology (IT) for disabled and aged care residents to learn basic computer skills which will improve access to loved ones via IT sources (i.e. Facebook, email, and webcam).	15,000
Community Connections Incorporated	Inclusive Drama	Inclusive Drama uses drama as a tool to develop and practice positive communication strategies and self-expression.	13,600
Migrant and Refugee Settlement Services of the ACT Incorporated	English for living program	Functional literacy for day to day life and for finding employment, continuing study or attending appointments.	15,000
	Home tutor program	Designed to assist migrants and refugees learn English language and gain knowledge of Australia.	15,000
Pakistan Australian Friendship Association Incorporated	Digital literacy for adults and people from non-IT background	Information technology skills and experience, provided through digital literacy workshops conducted in Hindi and Urdu. These skills will assist participants to access online information regarding government services, research, apply for jobs online and participate within social media applications.	8,000

Table C16.1: ACE courses, providers, expected outcomes and grants, 2013

Provider	Course	Outcomes	Amount ($)
Southside Community Services Incorporated	Links to learning in 2013	Literacy program for socially disadvantaged ACT residents who have low language and literacy or numeracy proficiencies.	15,000
	Onwards and upwards in 2013	Vocationally based, language, literacy and numeracy (LLN) assistance to participants studying vocational courses throughout the ACT.	15,000
Support Asian Women's Friendship Association Incorporated	Learning workplace English and basic computer skills for CALD backgrounds adult learners	The participants will learn workplace English and basic computer skills. At the end of the project, participants will attend a trial assessment in preparation for attending formal assessments by registered training organisations next year or in the future. The course is aimed at adult learners, workers or people seeking work who are from culturally and linguistically diverse backgrounds (CALD) who have limited English and very little to no computer skills.	15,000
	Stepping Up - learning computer skills and English in other languages	The course will enable participants to increase their language and computer skills which will provide a pathway to employment and further study in the future. The project also focuses on the use of a personal computer and production of simple Microsoft Word documents. It is aimed at people from culturally and linguistically diverse backgrounds.	14,896
Tuggeranong Community Arts Association	ART UP: community arts education program	A range of arts based community programs to engage the full spectrum of adult groups in the community.	15,000

Table C16.1: ACE courses, providers, expected outcomes and grants, 2013

Provider	Course	Outcomes	Amount ($)
Vietnam Veterans and Veterans Federation ACT Incorporated	Metal Manglers and Old Soldiers and Computers (Continuing Programs)	The projects are delivered by veterans to veterans. In some cases, this project offers veterans their first learning experience in 30 years. The confidence gained from participation has prompted many participants to seek further learning opportunities. Examples include: going to university as mature age students and studying to become volunteer advocates or welfare officers to help others. Some members have also expressed an interest in mental health education.	11,800

Source: Training and Tertiary Education Branch

For more information contact:

Director

Training and Tertiary Education

(02) 6205 2683

C17 Territory records

The Directorate continues its commitment to delivering good governance and compliant records management practices in accordance with the *Territory Records Act 2002* and related standards.

Records Management Program and Procedures

The Directorate's Records Management Program review has been a focus this year. The revised document has been drafted in line with the Territory Records Office Model Records Management Program and is divided into four sections: Introduction, Policy, Procedures and Business systems. The process is in its final stages with the policy submitted for endorsement, business systems identified, procedures expanded from nine to 19 and consultations with stakeholders underway. The new program will be much easier to read and provide better records management support to staff. Until the endorsement of the new program, the current program is available to all staff via the Directorate's Intranet and is further supported by regular records management training.

Storage Arrangements

The Directorate has a contract with the offsite storage provider Grace Records Management. This arrangement supports the Directorate in meeting its legislative requirements regarding compliant records storage standards as defined in *the Territory Records Standard - Number 7: Physical Storage of Records*. Work is underway to vary the contract to allow for a one year extension so that the Directorate is covered until an anticipated whole of government tender takes place.

Records Management Training

The Directorate continues to offer two comprehensive records management training workshops per month and regular records presentations have been conducted at Business Managers and School Psychologist forums. Workshops were attended by 111 staff during the reporting period. Other initiatives that are being explored are compulsory training for new employees, inclusion of records management in the biannual School Compliance Report and improved records references available for staff.

Records Management Practices

Best practice records management remains a focus for the Directorate. The number of records registered as files has increased significantly in the 2012-13 financial year resulting in over 70,000 records created. The final figure for 2011-12 was 42,793. This is a record for the Directorate. The high number is due to greater staff awareness of records management obligations coupled with the results of the Student Records Archiving Project. The Student Records Archiving Project commenced to reduce the quantity of records held on-site at schools. Through the project schools are offered records management assistance and support in the capture and management of records before movement to offsite storage facilities.

Fifty percent of schools have completed the project resulting in 24,258 records registered as files and archived.

Work continues to identify and preserve records relating to people of Aboriginal and Torres Strait Islander descent so that people can establish links with their heritage. Specific inclusion in the records management policy and procedures as well as training workshops has been made to ensure greater awareness of the Directorate's need to conservatively manage these records. All staff must let the Records Management Section know if a record establishes links. The Records Management Section will subsequently make a note on the Directorate's records management system (TRIM) that the registered file is not to be destroyed and contains Aboriginal and Torres Strait Islander heritage information as per *Territory Records (Records Disposal Schedule for preserving records containing information that may allow people to establish links with their Aboriginal or Torres Strait Islander heritage) Approval 2011 (No 1).*

Public Access

Since July 2008, the Access to Records provisions of the *Territory Records Act 2002* has provided public access to records older than 20 years. Directorate records that are older than 20 years were identified and assessed. Requests are lodged with Archives ACT through a website and records viewed in joint-funded facilities, within the Woden Library. The Directorate received seven public access requests in 2012-13.

Records Disposal

The *Administrative Arrangements 2012 (No2)* included the transfer of the childcare services and regulation function from the Community Services Directorate to the Education and Training Directorate. The Records Disposal Schedule – Children, Youth and Family Support Records now applies to Directorate records as a result.

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

Name	Effective	Number
Territory Records (Records Disposal Schedule – Territory Administrative Records Disposal Schedules – Community Relation Records) Approval 2011 (No 1)	8 March 2011	NI2011-84
Territory Records (Records Disposal Schedule – Compensation Records) Approval 2012 (No1)	11 April 2012	NI2012-183
Territory Records (Records Disposal Schedule – Children, Youth and Family Support Records) Approval 2007 (No 1)	8 October 2007	NI2007-317
Territory Records (Records Disposal Schedule - Equipment and Stores Records) Approval 2012 (No 1)	13 April 2012	NI2012-186
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Establishment Records) Approval 2009 (No 1)	11 September 2009	NI2009-437
Territory Records (Records Disposal Schedule - Financial Management Records) Approval 2011 (No 1)	2 September 2011	NI2011-482
Territory Records (Records Disposal Schedule - Fleet Management Records) Approval 2012 (No 1)	13 April 2012	NI2012-187
Territory Records (Records Disposal Schedule - For preserving records containing information that may allow people to establish links with their Aboriginal and Torres Strait Islander heritage) Approval 2011 (No 1)	25 March 2011	NI2011-162
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Government Relations Records) Approval 2011 (No 1)	8 March 2011	NI2011-88
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Industrial Relations Records) Approval 2011 (No 1)	8 March 2011	NI2011-90
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Information Management Records) Approval 2011 (No 1)	8 March 2011	NI2011-92
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Legal Services Records) Approval 2009 (No 1)	11 September 2009	NI2009-443

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

Source: ACT legislation register.

For more information contact:

Director

Information, Communications and Governance

(02) 6205 9328

C18 Commissioner for the Environment

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

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

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

For more information contact:

Director
Schools Capital Works
(02) 6205 3173

C19 Ecologically sustainable development

The Directorate's strategic priorities for ecologically sustainable development, outlined in its Resource Management Plan, align with the ACT Government's commitments to waste minimisation, water efficiency, transport efficiency and greenhouse gas (GHG) reductions. Communication and behaviour change are also an identified priority area of the Directorate's approach to ecologically sustainable development.

Sustainable Schools Initiative

The Directorate continued to work in close partnership with the Australian Sustainable Schools Initiative (AuSSI) during the reporting year to promote and support the implementation of sustainable behaviours in ACT schools. AuSSI is a partnership between the Australian Government and states and territories to help schools achieve a sustainable future. In the ACT, AuSSI is managed by the Environment and Sustainable Development Directorate (ESDD) and is supported by the Directorate, ACT public schools and non-government schools.

The program of energy and water audits, which commenced in the 2010-11 reporting year, continued during 2012-13 in order to accredit schools in the sustainable management of energy and water. This program was expanded in the 2011-12 reporting year to include waste auditing and accreditation. At the end of 2012-13, a total of 31 public schools have been awarded the AuSSI accreditation for the sustainable management of energy, 45 for sustainable water management and 22 for sustainable waste management.

The Directorate and AuSSI also continued to provide all public schools with assistance to integrate the National Solar Schools Program (NSSP) into student learning. Schools that received photovoltaic panel systems through the NSSP in 2012-13 were offered a teacher professional development workshop covering photovoltaic systems, smart metering and the sustainable management of energy in schools. Two energy workshops were held during the reporting year and a total of 67 public school staff, representing 50 schools, attended. AuSSI also delivered workshops for ACT schools on the Australian Curriculum Sustainability Priority, sustainable water management, establishing a Food Garden and writing a School Environmental Management Plan.

School-based sustainability

Information on a range of sustainability indicators for 2011-12 and 2012-13 for all public schools is summarised in Table C19.1 and was calculated with the assistance of ESDD.

Table C19.1: Information on school-based sustainability indicators, 2011-12 and 2012-13

Indicator	Unit	2011-12	2012-13
Occupancy – students and staff[a]	Fulltime equivalent (FTE)	41,883	42,853
Area school space	Square metres	571,259	583,639
Stationary energy			
Total electricity use (including renewable)	Kilowatt hours	28,434,879	27,636,768
Renewable energy use (Greenpower)[b]	Kilowatt hours	6,984,903[c]	nil
Percentage of renewable energy used	Percentage	24.2	nil
Natural gas use[d]	Megajoules	145,072,497	34,602,022
Total energy use	Megajoules	247,060,020	34,311,305
Intensities[e]			
Energy use per FTE	Megajoules	5,908	5,463
Energy use per square metre	Megajoules	433	401
Water			
Water use[f]	Kilolitres	283,537	339,206
Intensities			
Water use per FTE	Kilolitres	6.77	7.92
Water use per square metre	Kilolitres	0.50	0.58
Greenhouse gas emissions[g]			
Total stationary energy greenhouse gas emissions (all scopes)	Tonnes CO_2-e	27,695	32,944
Intensities			
Greenhouse gas emissions per FTE	Tonnes CO_2-e	0.66	0.77
Greenhouse gas emissions per square metre	Tonnes CO_2-e	0.05	0.06

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

Notes:

a. Figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools counted based on FTE at final pay period (26) of the reporting year.

b. Percentage of Greenpower from whole of government electricity supply contract (0%).

c. Percentage of 2011-12 Greenpower adjusted to reflect actual percentage consumed by public schools (24.2%).

d. Headley Beare CTL (HBCTL) gas consumption removed from 2011-12 school-based results. Consumption is reported in office-based sustainability indicators in Table C19.2.

e. Figure is skewed as gas consumption data for Franklin and Bonner was not available at time of reporting

f. HBCTL water consumption removed of 2011-12 school-based results. Consumption is reported in office-based sustainability indicators in Table C19.2. Updated figures for Red Hill PS and Melba Copland Secondary School (high school campus) included in 2011-12 total.

g. The 2011-12 report used the GHG Protocol and NGA Factors methodology to calculate the CO_2-e emissions. The Directorate has since been advised to use the methodology outlined in the ACT's Climate Change and Greenhouse Gas Reduction (Greenhouse Gas Emissions Measurement Method) Determination 2012 to more accurately represent the ACT. The figures for 2011-12 have been updated in this report to reflect this methodology.

During the reporting period, energy and water consumption was recorded for a full year for Harrison School. Energy consumption was recorded for half year for the new Franklin Early Childhood School and Neville Bonner Primary School. In total, energy consumption is shown for 86 schools in the 2012-13 year compared to 84 schools in the 2011-12 year.

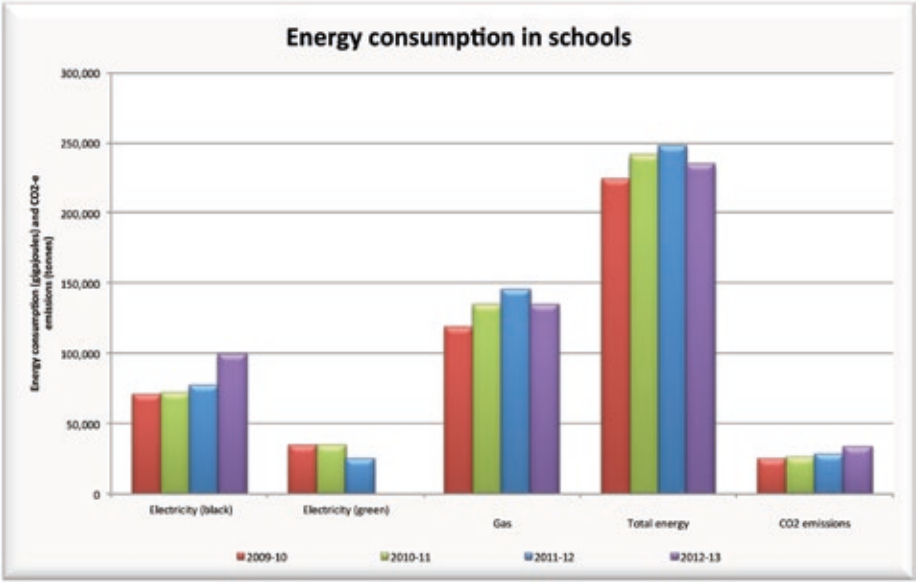
Energy consumption and GHG Emissions

Energy consumption across all public schools in 2012-13 totalled 234.3 million Megajoules (MJ) which is a decrease of 5.31 percent from the previous reporting year. Electricity consumption totalled approximately 27.6 million kilowatt hours (kWh) and is a decrease of 2.59 percent and gas consumption totalled 134.6 million MJ and decreased by 7.22 percent from 2011-12.

GHG emissions for the reporting year were 32,944 tonnes of CO_2. Despite the decrease in total energy consumption, GHG emissions increased by 18.95 percent in the reporting year. This increase is attributable to a decrease in the purchase of Greenpower as renewable energy is deemed to have zero GHG emissions. Greenpower and GHG emissions figures reported in Table C19.1 have also been amended for the 2011-12 reporting year as more accurate data became available and indicated that schools consumption of Greenpower in 2011-12 was 24.2 percent.

Energy consumption and emissions are graphed in Figure C19.1 for four financial years from 2009-10 to 2012-13. For information on energy efficiency and GHG emission reduction strategies implemented in the reporting year refer to Section C20.

Figure C19.1: Energy consumption in public schools 2009-10 to 2012-13

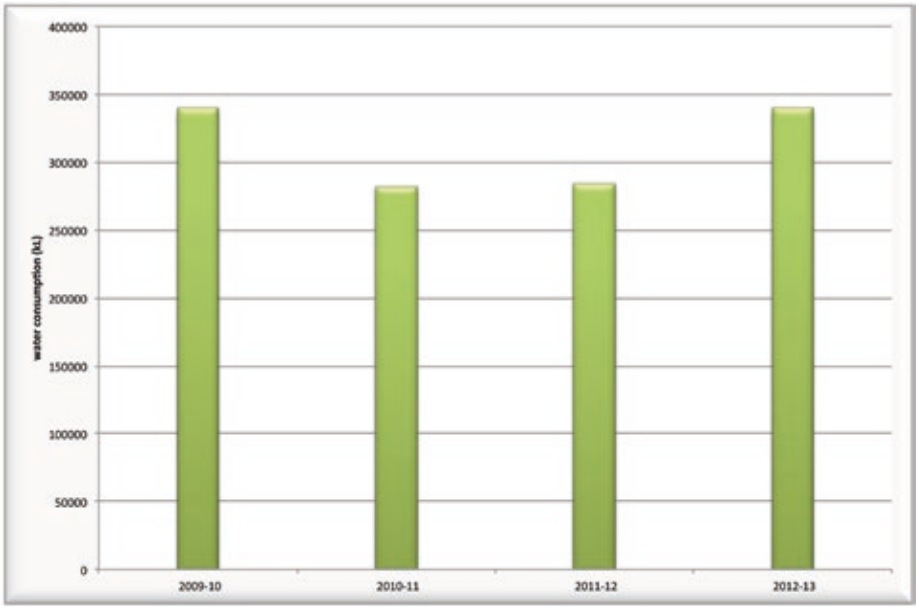


Source: Schools Capital Works Branch

Water consumption

Water consumption across all public schools in 2012-13 totalled 339,206 kilolitres which was an increase of 19.65 percent. This increase is due to the easing of water restrictions and schools re-activating irrigation systems for play areas. The Directorate has completed the planning and construction of projects in the reporting year which aim to reduce the use of potable water for irrigation, including environmentally sustainable landscapes, connections to the urban waterway and artificial grass surfaces. Water consumption data for the four financial years from 2009-10 to 2012-13 is graphed in Figure C19.2.

Figure C19.2: Water consumption in public schools, 2009-10 to 2012-13



Source: Schools Capital Works Branch

Environmentally sustainable landscapes

Environmentally sustainable landscapes, designed to improve water quality and minimise irrigation demands, are incorporated into all new school designs as well as landscape and high school frontage improvement capital works. The landscapes use drought tolerant plant species and are designed to maximise surface water retention through the use of passive technologies such as porous pavement and swales. Section C14 outlines the scope of works undertaken in the reporting year.

Urban waterways connections

Scoping and design works to connect Lyneham Primary School, Lyneham High School and Dickson College irrigation systems to the Northside Urban Waterway system were undertaken in the reporting year. The connection of these three schools to the waterway will be completed in the 2013-14 reporting period.

Artificial grass surface

The Directorate completed construction works to install artificial grass areas at five schools in the reporting period. These artificial playing surfaces lower water usage requirements for irrigation and provide safe, consistent surfaces for students to use all year round. The new spaces include play areas at Torrens and Theodore Primary Schools and new artificial sports fields at Telopea Park School (junior school) and Calwell and Weetangera Primary Schools.

Water audits

The partnership with AuSSI to conduct water audits and provide water efficiency reports to all public schools was continued with seven public schools receiving a water audit in 2012-13, bringing the total to 82 schools. Each of these schools received a report recommending water saving initiatives based on the audit findings. To support the implementation of these water saving initiatives and to raise awareness of the range of relevant educational programs on offer to schools, a professional development workshop for teachers on water was offered this reporting year. Twenty-seven participants representing 15 public schools attended the workshop.

Resource efficiency and waste

To support waste removal and recycling programs at public schools, the construction of two bin enclosures was completed at Black Mountain School and Chapman Primary School in the reporting year. Bin lifters were also purchased for 11 schools (Bonython, Hughes, Ngunnawal, Palmerston District and Wanniassa Hills Primary Schools, Stromlo High School, Harrison School, Canberra and Erindale Colleges, Narrabundah Early Childhood School and Telopea Park School) to mitigate occupational health and safety risks relating to the emptying of bins.

A review of schools waste contracts is planned for the 2013-14 reporting period. The objective is to achieve both a reduction in costs for schools as well as improved recycling by schools.

Water refill stations

In conjunction with the Health Directorate, the Directorate installed water bottle refill stations at public schools to support the ACT Government's 'Investing in Healthy Canberra Kids' initiative. Refillable water bottles were supplied for each student.

Refill stations were installed at five trial public school sites during the reporting period (Hawker College, Campbell and Alfred Deakin High Schools, Ngunnawal Primary School and Namadgi School). As part of construction works, additional water refill stations were also installed at Harrison School and Duffy, Macgregor and Majura Primary Schools.

Transport

Ride or Walk to School is an initiative managed by the Health Directorate which aims to encourage active travel in ACT schools. The *Ride or Walk to School* initiative provides an opportunity for school communities to work together to reduce their ecological footprint by being active on the way to school. Ten public schools signed up to the program in the reporting year and another nine public schools will join the program in 2013-14. The Directorate is collaborating with the Health Directorate to remove physical infrastructure barriers hindering active travel to school. An audit of the ten schools' bike facilities was conducted in the reporting year and preliminary guidelines for the provision of bicycle storage facilities at schools has been drafted.

AuSSI ACT is also supporting the initiative through the delivery of a 'greenhouse gas emissions component' in three trial schools over a 12-month period in 2013-14. The three trial schools are Melrose High School, Harrison School and Palmerston District Primary School. These schools are evaluating the change in their GHG emissions through their participation in the *Ride or Walk to School* program. Preliminary scoping has been completed on the development of the evaluation methodology in the reporting year. Data will be collected and reported in 2013-14.

Designs for a Learn to Ride facility were completed for Southern Cross Early Childhood School in the reporting year. The facility will be constructed in 2013-14 along with the design and construction of another Learn to Ride facility at the Franklin Early Childhood School.

Green Star

Gungahlin College was certified as a 5 Star Green Star - Education Design v1 by the Green Building Council of Australia during the reporting year bringing the total number of Green Star certified projects in public schools to four.

Applications for 5 Star Green Star - Education Design v1 certifications for Namadgi School and Neville Bonner Primary School continued to be progressed during the reporting period and outcomes are expected in the 2013-14 reporting year.

Office-based sustainability

The information on a range of sustainability indicators for 2012-13 from two main central office sites (Braddon and Stirling) is given in Table C19.2. It does not include non-office (school) data (see Table C19.1).

Fyshwick and Higgins sites which were previously used for central office accommodation are no longer in use. Costs for the Lyons and Maribyrnong sites are met by the schools and are supported through School Based Management payments. Therefore, these four sites are not reported on for the purposes of Table C19.2.

The information in Table C19.2 has been calculated using data provided by ActewAGL, Territory and Municipal Services Directorate, SITA Environmental Solutions, Sgfleet, Recall, Remondis, Cleanaway, JJ Richards Waste Services, Able Organic Recycling and Office Max. The details for office greenhouse gas emissions and transport gas emissions have been calculated with the assistance of the ESDD.

The Directorate's central office at 220 Northbourne Avenue, Braddon, is a 2013 accredited recycler under the ACT SmartOffice recycling program. The Directorate is working with ESDD for ACT SmartOffice accreditation at the Hedley Beare Centre for Teaching and Learning (Fremantle Drive, Stirling). Commitment to the Program has increased the levels of recycling and increased the accuracy of measuring waste to landfill, paper recycling, co-mingled and organic waste.

The Directorate is working with the ESDD to develop a Resource Management Plan. The plan provides a basis for monitoring and evaluating resource efficiency measures against specific targets in relation to the management of water,

electricity, gas and transport fuel consumption, waste production and recycling, and greenhouse gas emissions. The Plan will support the Directorate's compliance with the ACT Government's climate change strategy.

Table C19.2: Information on office-based sustainability indicators, 2011-12 and 2012-13

Indicator as at 30 June	Unit	2011-12	2012-13
Occupancy - Staff full time equivalent (FTE)	Number (FTE)	334	346
Area office space - Net lettable area	Square metres (m^2)	6,600	6,631
Stationary energy			
Electricity use	Kilowatt hours	1,192,674	1,002,417
Renewable energy use (Greenpower & EDL land fill gases)	Kilowatt hours	437,185	45,155 a
Percentage of renewable energy used	Percentage	36.7	4.5 a
Natural gas use	Megajoules	2,941,076	1,702,501
Total energy use	Megajoules	7,234,710	5,311,202
Energy intensity per FTE	Megajoules/ FTE	21,660.81	15,350
Energy intensity per square metre	Megajoules/ m^2	1,096.17	913
Transport			
Total number of vehicles	Numeric	19	19 b
Total vehicle kilometers travelled	Kilometres (km)	198,721	187,050
Transport fuel (Petrol)	Kilolitres	8.64	3.1
Transport fuel (Diesel)	Kilolitres	8.34	12.0
Transport fuel (LPG)	Kilolitres	0	0
Transport fuel (CNG)	Kilolitres	0	0
Total transport energy use	Gigajoules	617.41	569
Water			
Water use	Kilolitres	2,961	2,500 c
Intensities			
Water use per FTE	Kilolitres/FTE	8.87	7.2
Water use per square metre	Kilolitres/m^2	0.45	0.38
Resource efficiency and waste			
Reams of paper purchased	Reams	8,152	8,183

Indicator as at 30 June	Unit	2011-12	2012-13
Recycled content of paper purchased	Percentage	51	93
Estimate of general waste	Litres	675,00	477,000
Estimate of co-mingled material recycled	Litres	36,300	58,320 d
Estimate of paper recycled	Litres	239,520	202,080
Estimate of organic material recycled	Litres	313	1,179
Greenhouse gas emissions			
Total stationary energy greenhouse gas emissions (All scopes)	Tonnes CO_2-e	977.68	1,131.58
Total transport greenhouse gas emissions (All scopes)	Tonnes CO_2-e	46	42.77
Intensities			
Greenhouse gas emissions per person	Tonnes CO_2- e/ FTE	2.93	3.3
Greenhouse gas emissions per square metre	Tonnes CO_2- e/ m^2	0.15	0.2
Transport greenhouse gas emissions per person	Tonnes CO_2- e/ FTE	0.14	0.1

Source: Finance and Corporate Support Branch

Notes:

a. In August 2012 the ACT Government agreed to the Carbon Neutral ACT Government Framework and to reallocate ACT Government GreenPower purchase commitments for the period 2012-13 to 2018-19. A reduction in GreenPower purchase commitments from 37.5% to five per cent of the Government's electricity consumption will support the Carbon Neutral Fund http://www.environment.act.gov.au/climate_change/actgov_ops/carbon_neutral_government_loan_fund and energy efficiency projects across ACT Government

b. Includes fuel vehicles used at the Instrumental Music Program in Kaleen and the Lyons Education Centre as well as the two main central office sites.

c. The reduction of water consumption in 2012-13 compared with 2011-12 is due to the Higgins and Fyshwick sites no longer being used for central office accommodation.

c. The results for the "estimate of co-mingled material" (based on bins collected) are significantly higher due to increased results in co-mingled recycling for 220 Northbourne Avenue (an ACT SmartOffice accredited recycler in 2013) and the Hedley Beare Centre for Teaching and Learning (ACT Smart Office accreditation pending).

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Director

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C20 Climate change and greenhouse gas reduction policies and programs

Carbon neutrality in public schools

The Directorate's priorities in climate change and greenhouse gas reduction are informed by the strategic pathway outlined in *AP2: A new climate change strategy and action plan for the Australian Capital Territory*. The Directorate continues to pursue initiatives aimed at delivering the ACT Government's objective for public schools to be carbon neutral by 2017.

Photovoltaic (solar panel) systems

The Directorate established contracts with six solar panel supply and installation companies in 2010-11 to install roof mounted photovoltaic [(PV), (solar)] systems at all public schools. Systems were installed at 55 schools in the reporting year bringing the total number of schools with a solar panel system to 80. The installation of solar panel systems for the final six schools will occur early in the 2013-14 year.

A feasibility study for the installation of 175kW systems at the Hedley Beare Centre for Teaching and Learning was completed in the 2011-12 reporting year. Feasibility studies for the expansion of the PV systems at Franklin Early Childhood School and Neville Bonner Primary School were commenced late in the reporting year and are expected to be completed in 2013-14.

Feed-in-Tariff

Public schools were approved in the previous reporting year for the maximum tariff rate (45.7 cents/kWh) under the ACT Feed-in-Tariff scheme for small-scale systems. The collective size of solar panel installations at public schools approved under this scheme was 1,192kW. Fifty-one solar panel systems installed during 2011-12 and 2012-13 generated Feed-in-Tariffs during the reporting year. The income generated by these solar panel systems will be used by schools to implement further sustainability measures. To support schools, financial reporting guidelines and Feed-in-Tariff investment guidelines were developed in the reporting year. These guidelines will be finalised and distributed to all schools in 2013-14.

Pulse (smart) meters

The Directorate continued to roll out the installation of smart meter technology at all public schools to capture electricity, gas and water consumption and solar energy generation. These meters provide schools with 'real time' data on consumption and energy generation which will support both the management of energy and water use by schools and through a web-based interface, the development of curriculum studies for students. The web-based interface is publicly accessible at www.watergroup.com.au/actschools.

Installation and commissioning of the pulse meters for electricity, water and solar energy generation were completed at 32 schools during the reporting period bringing the total number of completed schools to 51. Scoping work was completed for all remaining schools and the installations will be completed in the first quarter of 2013-14. Scoping work was also completed in the reporting year for gas pulse meters at all schools. An installation procedure has been developed and is awaiting final approval from the relevant regulatory authorities. Installation of the gas smart meters will be completed in 2013-14.

Energy efficient lamp retrofits

Reducing energy consumption in 2012-13 was an ongoing priority for schools. Lighting in all refurbished areas in public schools continued to be upgraded to energy efficient fittings as part of the standard works of capital upgrades.

A Light Emitting Diode (LED) lighting trial was completed at Caroline Chisholm School (junior campus) in the reporting year. The project involved retrofitting existing T8 fluorescent lamps with energy efficient LED T8 lamps. Pre-retrofit energy data was collected from the lighting electrical circuits as well as lighting (lux) levels. Post-retrofit data will be collected in the 2013-14 reporting year.

External solar lighting

The installation of two external solar powered lights was trialed at Palmerston District Primary School in the reporting year. Scoping work for the provision of four outdoor solar powered lights at the Canberra College Performing Arts Centre was completed in the reporting year and installation of the lights will be completed in 2013-14.

Carbon Neutral Schools

Stage 1 of the Carbon Neutral Schools project continued to be rolled out by the Directorate in the reporting year. Stage 1 of this project involved the installation of high efficiency internal lighting and high rating roof insulation at 10 selected schools. Two schools have been identified as full carbon neutral trial sites and additional works will be undertaken where feasible. These include upgrades to improve heating efficiency, replacement of windows in high use rooms with thermal resistant glass, provision of window furnishings and the construction of covered and secure bike shelters to promote and encourage active travel to school. The 10 schools are:

- Theodore Primary School: full carbon neutral trial site
- Canberra High School: full carbon neutral trial site
- Arawang Primary School
- North Ainslie Primary School
- Alfred Deakin High School
- Evatt Primary School
- Fadden Primary School
- Weetangera Primary School

- Stromlo High School
- Caroline Chisholm School.

The following works were completed in the reporting year:

- design and documentation for lighting and ceiling insulation upgrades at 10 schools
- scoping studies for wall insulation at the two carbon neutral trial schools
- carbon inventories at the two carbon neutral trial schools
- initial testing of wall cavity infill insulation options at Canberra High School in May and June 2013. Measuring and monitoring devices have been fitted in order to assess effectiveness and suitability of the options being trialed.

PC Power Management

Following a successful trial of PC Power Management software at five schools in the 2010-11 reporting year, the Directorate purchased 16,756 Verismic Power Manager licences to be deployed by Shared Services ICT across all public schools. Software design and testing work was completed in the reporting year and the software will be rolled out in 2013-14 alongside the deployment of SchoolsNET. An equivalent number of free home-use licences will also be distributed to students in 2013-14.

Carbon Neutral Government Loan Fund

The ESDD administers the Carbon Neutral Government Loan Fund (the Fund) announced in the 2012-13 ACT Budget. The Fund provides loan support to ACT Government agencies to undertake larger scale energy and resource efficiency projects to reduce greenhouse gas emissions.

The Directorate was successful in its application to the Fund for $1,528,168 (GST exclusive) to replace existing T8 lamps with LED lamps at 10 public schools and for $72,704 (GST exclusive) for the provision of a new solar hot water system for Erindale College (including the Leisure Centre). Preliminary scoping work for both of these projects was completed in the reporting year. Design, documentation and installation of both projects will be completed in 2013-14.

Each school that participates in the loan program will use the annual financial savings generated from these energy efficiency measures to repay the loan. The payback period for both projects has been calculated to be on average six years. However, financial savings are anticipated to continue beyond the six year payback period as the life span of the technologies implemented extends well beyond the six year loan payback period. A measurement and verification of savings plan will be implemented, informed by the International Performance Measurement and Verification Protocol, to measure the actual versus anticipated energy savings from these projects.

Other initiatives

As capital works are undertaken at public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency of these spaces. This includes solar passive design, natural ventilation and thermal comfort, lighting upgrades, solar tubes and roof insulation. Details of capital works completed in the 2012-13 reporting year are found in Section C14.

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C21 Aboriginal and Torres Strait Islander Reporting

The Directorate remains committed to accelerating improvements in the educational outcomes of Aboriginal and Torres Strait Islander children and young people. These commitments are underpinned by the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* and the Directorate's *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013.*

During the reporting period the following were the major highlights in Aboriginal and Torres Strait Islander education:

- 128 Aboriginal and Torres Strait Islander students, from years 5 to 12, participated in the Student Aspirations program
- nine students were supported with high school scholarships of $5,000 in 2012 and three students with tertiary scholarships of $20,000 to pursue a career in teaching
- 54 years 11 and 12 students undertook a tertiary package
- 34 years 9 and 10 students expressed their interest in pursuing a tertiary package
- the second *Accepting the Challenge: Leadership in Aboriginal and Torres Strait Islander education* workshop was held on 3 August 2012 focusing on school leader Cs
- five teachers completed the Stronger Smarter training program in Queensland
- four officers attended the Stronger Smarter Summit.

Early years learning

The Directorate continued to implement the Australian Government's *National Agenda for Early Childhood Reform* by providing children with access to 15 hours of preschool each week for the school year. Preschool placements in the ACT are offered to children aged four years on or before 30 April in the school year.

Aboriginal and Torres Strait Islander children may apply for early entry into preschool six months prior to their preschool year.

The February 2013 school census reported 188 Aboriginal or Torres Strait Islander children enrolled in public preschools across ACT compared to the February 2012 school census which reported a total of 199 children. This is a decrease of 11 children or 5.5 percent.

The Koori Preschool program continued to provide early childhood education for Aboriginal and Torres Strait Islander children from birth to five years of age. Children under three can attend with a parent or carer. The program has the capacity for 100 children across the five school sites:

- Ngunnawal Primary School
- Kingsford Smith School
- Narrabundah Early Childhood School

- Richardson Primary School
- Wanniassa School.

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

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

School	August 2012	February 2013
Kingsford Smith School	9	7
Narrabundah Early Childhood School	9	9
Ngunnawal Primary School	10	3
Richardson Primary School	17	15
Wanniassa School	20	10
Total	**65**	**44**

Source: ACT Public School Census August 2012 and February 2013

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

The Koori Preschool program is delivered by qualified early childhood teachers who are supported by school assistants. During this reporting period, three Koori Preschool programs were supported by a school assistant who identified as an Aboriginal and/or Torres Strait Islander person.

The Koori Preschool program continued to provide children with regular opportunities to engage in authentic cultural experiences that promoted Aboriginal and Torres Strait Islander perspectives and identity. Partnerships with families and communities within the Koori Preschool program ensured the delivery of high quality, relevant and engaging curriculum for Aboriginal and Torres Strait Islander children.

Enrolment

Since 2009 there has been a steady increase in the number of Aboriginal and Torres Strait Islander students enrolling in ACT public schools as shown in Table C21.2

Table C21.2: Aboriginal and Torres Strait Islander student enrolments in ACT public schools, 2009 to 2013

Year level	2009	2010	2011	2012	2013
Preschool-year 6	820	833	816	839	882
Years 7-10	275	312	299	312	327
Years 11-12	95	107	144	161	146
Specialist schools	17	21	21	25	24
Total	**1,207**	**1,273**	**1,280**	**1,337**	**1,379**

Source: ACT Education and Training Directorate, February School Census, 2009 to 2013

Attendance

Attendance rates for Aboriginal and Torres Strait Islander students in Australian Capital Territory government schools were lower than attendance rates for non-Aboriginal and Torres Strait Islander students in each year of schooling. Attendance rates for all students were highest throughout the primary years. During secondary years, attendance rates for all students fell. The fall in attendance was more significant for Aboriginal and Torres Strait Islander students. The gap between the attendance rates for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students fluctuated between five percentage points in Year 4 and 14 percentage points in Year 8.

Table C21.3: Attendance rate of Aboriginal and Torres Strait Islander students in ACT public schools, 2007 to 2012

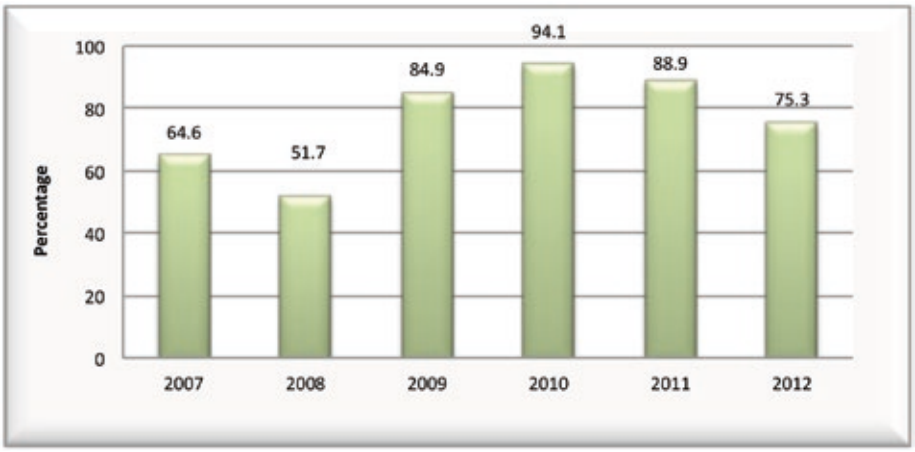
Year level	2007	2008	2009	2010	2011	2012
Preschool – year 6	87.5	87.4	86.4	84.6	88.6	87.1
Years 7-10	77.7	76.6	76.0	75.2	76.4	79.1
Years 11-12	84.8	84.9	78.5	77.3	79.2	80.2

Source: Planning and Performance Branch (unpublished)

Retention

Whilst Aboriginal and Torres Strait Islander students are staying at school longer, the retention rate from year 10 to 12 has declined when compared with the figure for 2011.

Figure C21.1: Apparent retention rate of Aboriginal and Torres Strait Islander students from year 10 to 12 in ACT public schools, 2007 to 2012



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

The Directorate worked closely with high schools and colleges to identify student needs and allocated funding on a per capita basis to allow schools to deliver quality tutorial support to students in years 7-10 and years 11-12. Ongoing implementation of the Student Aspirations program supported students through the successful completion of year 12 and beyond.

Literacy and Numeracy

Improving literacy and numeracy outcomes of Aboriginal and Torres Strait Islander students remains a key focus for the Directorate. Literacy and Numeracy field officers and coordinators were employed to support programs to improve literacy and numeracy outcomes of students.

All ACT schools provided school-based initiatives to support Aboriginal and Torres Strait Islander students. These were designed to meet individual student need and local community expectations.

Additional resources were allocated to schools to target student literacy and numeracy learning. Schools used these resources to establish multi-disciplinary approaches to target at risk and underperforming students as well as high achievers. As part of this approach, data was collected; student progress was monitored; and appropriate support was provided.

During this reporting period, five Tuggeranong high schools completed the *Literacy Excellence Project for Aboriginal and Torres Strait Islander Students.* The project focused on the development of a culturally responsive environment to improve student engagement and implementing literacy strategies through working with leadership teams, students and class teachers.

Participating students made gains in literacy skills, with the greatest improvement recorded in reading and spelling. The key literacy teaching strategies developed during the project were shared with ACT schools through the school based literacy

coordinator network. The project also developed key information and strategies for the development of a culturally responsive environment. Both of these strategies will be shared nationally through the *Teach, Learn, Share* website.

Ongoing professional learning for leaders and teachers was provided to promote best practice strategies for literacy and numeracy. Endorsed courses such as *Count Me In Too*, *The Middle Years Mental Computation Program and First Steps Reading and Writing* were undertaken by school staff as a means of building consistency of practice across classrooms.

School leadership in Aboriginal and Torres Strait Islander Education

A major initiative operating under the Accepting the Challenge banner is the Action Inquiry project. The aim of this project is to inform schools on ways to improve learning outcomes for Aboriginal and Torres Strait Islander students by engaging teachers and school leaders in an inquiry cycle approach of planning, data collection, reflection, and action. In 2012, 12 public schools completed the project. One high school project involved the development and implementation of a student-teacher mentoring program. Two primary schools conducted their projects around personalised learning strategies and another primary school ran a buddy reading program in which year 5 students were matched with younger children. All project reports including recommendations were included in a resource for use within all areas of the Directorate.

In 2013, 16 schools commenced participation in the Action Inquiry project including the 11 schools in the *Investing in Focus Schools* initiative. Emeritus Professor Tony Shaddock is providing the academic guidance for the program. Accepting the Challenge project officers continued to support schools with professional learning and guidance about progressing projects.

The North Canberra/Gungahlin Schools Network continued to undertake the Transitions Planner project under the banner of Accepting the Challenge. The work which began in 2011 proved to be a useful and popular tool and was complemented by parent or student surveys and destination surveys. The school Transition Coordinators meet once a term to share strategies and work collaboratively across the network to meet the needs of the students.

There are 31 ACT primary schools including Jervis Bay Primary School participating in the Focus Schools initiative. Schools receive funding to implement programs and strategies that address one or more of the following domains of *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014:*

- readiness for school
- engagement and connections
- attendance
- literacy and numeracy
- leadership, quality teaching and workforce development.

Established in 2012, the Focus School Principals Network met each school term to increase understanding of the responsibilities of Focus Schools and to provide an informal forum for the sharing of successes, ideas and challenges.

Support for Aboriginal and Torres Strait Islander students

A Student Engagement Officer and a Family Support Worker were employed in central office to add another dimension to the support offered to Aboriginal and Torres Strait Islander students and their families across school networks.

Aboriginal and Torres Strait Islander Education Officers continued to work in high schools to improve attendance and transition support and to strengthen relationships between schools and Aboriginal and Torres Strait Islander families. Aboriginal and Torres Strait Islander Education Workers continued to offer individual classroom support in primary schools.

Pathways to training, employment and higher education

Since 2010, the Directorate has provided a program of Australian School-based Apprenticeships (ASBAs) specifically designed to target Aboriginal and Torres Strait Islander students and delivered by the Indigenous Social Inclusion Company (now known as the Aboriginal Corporation for Sporting and Recreational Activities). The program has been highly successful with 15 Aboriginal and Torres Strait Islander students completing ASBAs in the reporting period: 12 in Certificate II level qualifications and three in Certificate III level qualifications. During the same period, 38 Aboriginal and Torres Strait Islander students commenced an ASBA, with 76 percent in Certificate III level qualifications.

The Priorities Support Program (PSP) continued to provide funding to enable access to quality vocational education and training for target groups including Aboriginal and Torres Strait Islander peoples. In the reporting period, the Directorate provided $119,293 of PSP funding for delivery of the CHANCES program for Aboriginal and Torres Strait Islander people. The program presented a range of positive training opportunities for participants in a flexible and supportive environment including: improving individual education and employment opportunities; creating a sense of community and social inclusion; and providing access to a nationally recognised qualification. Outcomes included achievement of Certificate I in Work Preparation and achievement of Statements of Attainment in Certificate I in Business, with 77 percent of participants completing qualifications.

Cultural competency

The Directorate continued to present workshops at the request of schools and to coordinate professional learning for schools and clusters. Since July 2012 the professional learning events included:

- presentations at six school staff meetings
- a workshop on the Aboriginal and Torres Strait Islander Histories and Cultures Priority of the Australian Curriculum at Ainslie Primary School

- an all-day program at the National Museum of Australia for Latham Primary School staff. The program was based on the theme - Building a More Culturally Responsive School
- professional learning for front office staff at Red Hill and Forrest Primary Schools and Narrabundah Early Childhood School. Workshop sessions focused on developing cultural understanding and planning for more consistent approaches to enrolment and transitions across this cluster of schools
- a professional learning session for all staff at Melrose High School and Mawson, Torrens and Farrer Primary Schools. Sessions included presentations by Reconciliation Australia, a questions and answers panel and workshops focused on curriculum, developing cultural understanding, literacy and numeracy and reconciliation.

Box C21.1: Jervis Bay School Dance Group perform for One Very Big Day

Ghudinjah djaadjawan gadhu - children of the sand and the sea: Jervis Bay School Dance Group (pictured left) performed at Canberra's Centenary celebrations on the 11 March 2013. The group were coached by Beverley Ardler, Aboriginal Education Worker and supported by Sharon Roberts, Learning Support Assistant, both based at the school.

Parents, Elders and other community members from Jervis Bay and the Wreck Bay Aboriginal community accompanied students and staff to the Canberra Centenary celebrations held outside Parliament House.

Links to national plans and policy

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

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

The national *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* articulates clear targets for closing the learning achievement gap for Aboriginal and Torres Strait Islander students. The plan also outlines key actions that are required at the national, state and territory and local school level for the period 2010-2014.

In December 2012, the Directorate launched its refreshed Reconciliation Action Plan (RAP) 2012-2014 *Reconciliation Matters.* The plan identifies actions and targets to improve relationships, increase respect and further the opportunities for Aboriginal and Torres Strait Islander staff and students. In addition, 15 schools have RAPs and 17 schools have School Community Partnership Agreements in place.

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

Partnerships and collaboration

During the reporting period, the Directorate administered the Industry and Indigenous Skill Centres (IISC) program on behalf of the Australian Government Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education. The objectives of the program are to facilitate an increase in the numbers of Aboriginal and Torres Strait Islander people undertaking and completing nationally recognised vocational education and training courses, assisting in closing the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

The Project Agreement for the Industry and Indigenous Skill Centres Program is administered by the Directorate. The output of this project is that industry and/or Aboriginal and Torres Strait Islander community organisations are assisted to purchase, construct, fit out or refurbish capital infrastructure intended for the delivery of vocational education and training. In the reporting period, the Gugan Gulwan Youth Aboriginal Corporation was allocated funding for the refurbishment of their existing education and training facilities.

For more information contact:

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C22 ACT Multicultural Strategy 2010-2013

The ACT Government developed the *Multicultural Strategy 2010-2013* to promote multicultural harmony in the ACT.

The Directorate continued to support the strategy through a number of activities under its six focus areas:

- Languages
- Children and young people
- Older people and aged care
- Women
- Refugees, asylum seekers and humanitarian entrants
- Intercultural harmony and religious acceptance.

Languages

The *Curriculum Requirements in ACT public schools P-10* policy requires all public schools to provide a mandatory languages program for a minimum specified time, to all students from years 3 to 8 in one of the eight priority languages:

- Chinese
- French
- German
- Indonesian
- Italian
- Japanese
- Korean
- Spanish.

Implementation of this policy has seen an increase in the number of students learning a language in public schools from 11,091 students in 2008 to 23,625 in 2013.

The Directorate's Languages Support Plan aims to improve the quality of language delivery by providing targeted programs of professional development to develop teachers' language and teaching skills.

The Directorate's Language Pathway Plan has been developed to ensure continuity of the language pathways in school network clusters, through each primary, high school and college.

A number of events are held on an annual basis to support student engagement with languages. This includes the annual Primary Schools Japanese Fun Day and Speech Contest, Korea Day at the Korean Embassy, a range of embassy events and several language specific speaking competitions and awards. The Directorate also supports a number of language assistants in the areas of Japanese, Mandarin and Spanish.

Growth of Asian languages

The Directorate supports eight priority languages in public schools including four Asian languages: Chinese, Japanese, Indonesian and Korean from pre-school to year 10. There has been a steady increase in student numbers learning an Asian language from 2009 to 2013, as a result of the Languages Implementation Plan.

Community support

The Directorate values and encourages students learning a language other than English and recognises that an additional language studied through a community language school and associated extra-curricular activities, assists to build the knowledge of students and improve literacy skills, cultural awareness and understanding of other cultures.

The ACT Government is committed to enhancing languages education by providing support to the ACT Community Language Schools Association, working with stakeholder groups, community networks and increasing links with embassies, tertiary institutions and cultural institutions for both student engagement and teacher professional learning. The Directorate contributed financial support to the National Community Language Schools Conference 'Supporting and Celebrating Community Language Schools' to be held in Canberra in October 2013.

Leading the teaching of languages

The teaching of languages in ACT schools is supported by professional learning opportunities, professional networks and education initiatives and programs for teachers, schools and students.

To support student learning ACT teachers accessed a wide range of high quality resources and programs offered by national organisations. Education Services Australia (ESA) assisted schools in the delivery of national priorities and initiatives through curriculum resources, online services and the promotion of e-learning. The Asia Education Foundation (AEF) supported teachers, principals, education leaders and school communities to implement the Australian Curriculum cross curriculum priority of Asia and Australia's engagement with Asia. The AEF also offered programs, workshops, study tours and tools for teachers to lead Asia literacy in their schools.

Two ACT schools will participate in the Asia Education Foundation's Leading 21st Century Schools: Engage with Asia Program for 2013-2014. The program will provide the opportunity for school principals to act as system leaders in implementing the Australian Curriculum Asia and Australia's Engagement with Asia Cross Curriculum Priority and the Intercultural Understanding General Capability.

Children and young people

Introductory English Centres

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

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

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

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

In 2012-13, there were four primary IECs and one secondary IEC in the ACT:

- Belconnen IEC at Charnwood-Dunlop School
- Northside IEC at North Ainslie Primary School
- Southside IEC at Hughes Primary School
- Tuggeranong IEC at Wanniassa Hills Primary School
- Secondary IEC at Dickson College.

Tuggeranong IEC was relocated from Namadgi School to Wanniassa Hills Primary School from the start of the 2013 school year.

In 2012-13, 482 new students were enrolled in the IEC programs: 363 in the primary program and 119 in the secondary program.

The Refugee Bridging Program

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

Box C22.1: Refugee bridging through learning the guitar

Refugee students at Dickson College learn guitar playing from Jake Lang of Fret Vision Guitar Tuition, who volunteers his time once a week to teach guitar to groups of students from refugee backgrounds.

Beti, a 19-year-old who arrived in Australia from Ethiopia two years ago, is one student learning guitar. 'We don't know how to play music language, so he writes and then we remember and then he explains for us. I love it! I've never played. It's interesting and now I am getting good' she said.

Beti and other refugee students are participating in the *Refugee Bridging Program*[*] at Dickson College, of which learning to play the guitar is one element. Fret Vision Tuition donated six guitars to the college which means that students are able to take the instruments home and practice their new skills. Jake said one of the most satisfying things about the guitar program was seeing students learning and improving.

Older people and aged care

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

Women

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

Refugees, asylum seekers and humanitarian entrants

The Directorate funded a number of courses for refugees, asylum seekers and humanitarian entrants under the AEP program. Details of these courses are given in Section C16.

During the reporting period a number of courses were funded under the Priority Support Program for skills development of people from refugee and asylum seeker backgrounds.

The Work Experience and Support Program (WESP) of the ACT Government aims to help people from culturally and linguistically diverse backgrounds who have difficulty gaining employment because they lack Australian work experience. The WESP aims to equip these people with office skills training and voluntary work placements usually within the ACT Public Service. The Directorate hosted four WESP participants during 2012-13.

The one secondary and four primary Introductory English Centres and the Dickson College Refugee Bridging Program* continue to be the first school for refugees, asylum seekers and humanitarian entrants, including 50 students enrolled under the Department of Immigration and Citizenship's expanded residence determination (community detention) program.

Directorate representatives contributed to the identification of refugee issues through the Refugee, Asylum Seeker and Humanitarian (RASH) Coordination Committee, the Multicultural Youth Advocacy Network (MYAN) and the Migrant and Refugee Settlement Services.

The Directorate supported initiatives by local settlement service providers that celebrate World Refugee Week, including the nomination of 14 students for the Canberra Refugee Support Scholarships.

Schools continued to access the services of Companion House for advice and support for survivors of trauma and torture.

Intercultural harmony and religious acceptance

Intercultural harmony

A key dimension of the Australian Curriculum is intercultural understanding, associated with the study of belief systems, values and practices associated with people from diverse backgrounds throughout history.

Public school students are provided with opportunities to learn about, appreciate and celebrate their own cultures, languages and beliefs, and those of others, and this permeates all aspects of school life. In particular, the teaching of languages in ACT public schools recognises both the importance of developing students' capacity to communicate in another language, and an understanding and appreciation of different cultures.

Religious acceptance

Many schools offer courses in comparative religions where students are able to study belief systems from around the world with no specific focus on a single religion. Additionally, public schools may provide for instruction in a particular religion in cooperation with the community of parents and carers, and religious groups.

Section 29 of the *Education Act 2004* provides for the inclusion of religious education in public schools under certain conditions.

If parents of a child at a public school ask the principal for their child to receive religious education in a particular religion, the principal must ensure that reasonable time is allowed for the child's education in that religion.

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

For more information, contact:

Director

Learning and Teaching

(02) 6205 9205

C23 ACT Strategic Plan for Positive Ageing 2010-2014

The ACT Government identifies a whole of government approach to support senior Territorians in the *ACT Strategic Plan for Positive Ageing 2010-2014*. The Directorate recognises the need for training to support information and communication technology (ICT) skills so that seniors can more easily access information, services and social contacts. The Directorate also recognises the importance of providing educational and recreational opportunities for older people, be they in full-time, part-time or casual paid employment, volunteer work or simply seeking to update their skills.

The plan identifies actions grouped under a number of priority areas. The priority focus areas relevant to Directorate activities are Information and Communication (Priority 1) and Work and Retirement (Priority 7). Directorate progress against relevant actions is below.

Information and Communication

The Directorate administered three funded training initiatives during 2012-13 for which seniors aged 60 years and over are eligible:

- Australian Apprenticeship;
- Priorities Support Program (PSP); and
- ACT Adult and Community Education (ACE) grants program.

In 2012-13 under various training initiatives, 11 training programs available for adults of all ages, including seniors, were specific information technology programs or included basic ICT skills. Basic ICT skills include operating a personal computer and sending and retrieving information using the internet and email.

Under PSP, 13 seniors enrolled in ICT specific courses or ones that included competency in basic ICT skills.

Work and Retirement

In 2012-13, 33 seniors accessed nationally accredited vocational education and training under PSP.

In 2012-13, 62 seniors commenced an Australian Apprenticeship. In order of popularity, the top Australian Apprenticeships undertaken by seniors in this period were in the industry areas of child care, warehousing and business.

Under the ACE program in 2013, seniors are eligible to access 15 courses that received grants totalling over $204,000. These ACE courses aim to deliver quality community-based learning opportunities in a range of formal and informal settings using flexible and learner centred activities.

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

C24 ACT Women's Plan 2010-2015

The *ACT Women's Plan 2010-2015* provides a whole of government approach to improving the status of women and girls in the ACT.

The plan identifies economic, social, and environmental themes as the areas where progress is required to be made.

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

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

Progress against economic indicators

Pathways in education and training

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

The Directorate recognises the importance of ensuring equal access for women and girls to work-related training and lifelong learning. In 2012-13, the Directorate administered a number of vocational education and training (VET) programs aimed at providing easily accessible, relevant training to women.

The Directorate administered the Australian School-based Apprenticeships (ASBA) program which recognises the importance of providing pathways for girls to enter vocational occupations. The program aimed to increase the number of well prepared individuals having the option of transitioning to a full apprenticeship or traineeship upon leaving school. In the 2012 school year, 47 percent of students commencing an ASBA were female.

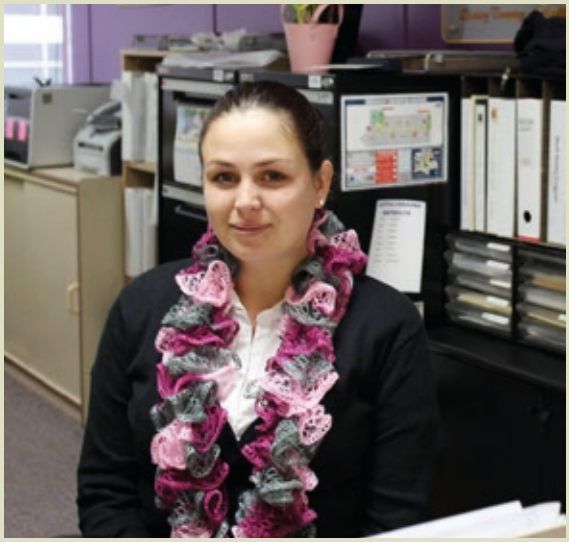
Under the Australian Apprenticeships program in 2012-13, 18 percent of participants commencing a traditional apprenticeship were women. Of the participants commencing a traineeship, 61 percent were women.

The Productivity Places Program (PPP) provided training from Certificate II to Diploma for job seekers wishing to gain qualifications to increase their chances of gaining paid employment or self-employment. Qualifications take up to two years to complete. While this agreement concluded in June 2012, participants in the program will continue to be funded until 31 May 2014, enabling them to complete their training. As at 31 December 2012, there have been 2,278 job seeker commencements over the life of the program – of which 48 percent were women.

The Priorities Support Program (PSP) aims to increase the access and participation in VET of disadvantaged learners. In 2012-13, 55 percent of participants commencing

in PSP were women. Of the participants completing qualifications or statements of attainment during this period, 55 percent were women.

Box C24.1: Vocational training helps a young Aboriginal and Torres Strait Islander woman gain employment



Leah Theobald (pictured) participated in the CHANCES program offering a range of positive training opportunities in a flexible and supportive environment. Leah said CHANCES was a great opportunity as she could bring her children along. While she studied, the children were provided with help with their homework by two very talented teachers who made learning fun.

Leah took comfort in knowing her children were always at arm's length and they were enjoying themselves. She said "the kids loved it and they were more than happy to help each other". She said the course being free was also a great incentive to undertake training. Leah said she was always comfortable, always felt welcome and was never made to feel incapable.

Leah had enough confidence at the end of the course to speak at the CHANCES graduation ceremony alongside another participant. She said she was very nervous but managed to complete her speech and is so happy and proud of what she achieved. Leah says the course "changed my life". She is now employed as a trainee by a high-profile mortgage company while she completes her Certificate III in Business Administration. Leah's experience also encouraged others to undertake the program.

Increased opportunities for advancement in the workforce

PPP provided funding for the training of existing workers in VET qualifications ranging from Certificate III to Advanced Diploma. The funding of nationally recognised work-related training for existing workers through the PPP aimed to increase the productivity of the full-time ACT workforce and increase the number of better skilled casual or part-time workers seeking to participate fully in the workforce. As of 31 December 2012 there have been 4,821 existing worker commencements over the life of PPP – of which 51 percent were women. Qualifications take between 12 months to three years to complete. Of the existing workers completing, or continuing to study towards a qualification under PPP in the reporting period, 53 percent were women.

Increased decision making opportunities in economic leadership

During the reporting period, women were well represented at senior decision-making levels in the Directorate.

- Three of the Directorate's five senior executives and seven of the 13 executives were women, noting one executive position was vacant, as at 30 June 2013.
- In 86 ACT public schools, 57 principals (66 percent) were women, as at 30 June 2013.
- Every public school has a school board with the board chairperson elected by the members of the board. Thirty-nine ACT public school board chairpersons were women (44 percent), as at 30 June 2013.

Progress against social indicators

Recognition of contributions to the community

An annual breakfast function was held by the Directorate to celebrate International Women's Day and the achievements of female staff in education and the community. More than 120 staff attended the event held on 6 March 2013. The keynote speaker was Executive Director of United Nations Women Australia, Ms Julie McKay. Female college student representatives attended the event and held Master of Ceremonies roles and a number of Women of Achievement Awards were presented to staff at the breakfast.

Increased community leadership and decision-making opportunities

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

Affordable and accessible gender and culturally sensitive services

The Directorate provided a model of support and welfare services based on a range of professionals working together to support students. The model was aimed at providing an effective service, committed to a focus on promotion, prevention and early intervention to ensure students' wellbeing.

The Network Student Engagement Teams, Targeted Support Teams, school psychologists, School Youth Health Nurse program and Disability Support Officers contributed towards supporting affordable and accessible gender and culturally sensitive services. Every high school had a pastoral care coordinator whose role was to provide a personalised approach to student wellbeing and support.

Each school is required to have a male and female Anti-Sexual Harassment Officer. The officers are trained to address sexual harassment in an accessible and sensitive manner.

The Cultural Competency training program which raises awareness and respect for Aboriginal and Torres Strait Islander cultures and diversity continued. This program was available to school leaders and upon request to all public school staff.

Aboriginal and Torres Strait Islander Student Scholarships

In term 1, 2013, two year 11 students were awarded $5,000 Aboriginal and Torres Strait Islander Student Scholarships.

The recipients were from Caroline Chisholm School and Melrose High School and will provide a mentoring role to younger Aboriginal and Torres Strait Islander students, developing their leadership and teaching skills as well as providing positive role models for other young Aboriginal and Torres Strait Islander students.

Pathways for women experiencing disadvantage, social exclusion and isolation

The ACT Implementation Plan for the *National Partnership Agreement on Training Places for Single and Teenage Parents* was agreed by the ACT Government in April 2012 and signed by the Australian Government Minister for Tertiary Education, Skills, Science and Research in May 2012. The Agreement allocated $929,000 of Commonwealth funding to the ACT over a four year period (from 2011-12 to 2014-15) to provide training places for single and teenage parents at the Certificate II level and above. The training aims to improve the job readiness of single and teenage parents through participation in training with a view to increasing their workforce participation. Training places are as flexible as possible to meet the needs of parents, providing an opportunity to gain the skills and confidence needed when it comes time to consider returning to the workforce.

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

Respect, Equity and Diversity Contact Officers (REDCOs) are located in schools and in central office. REDCOs participate in the quarterly network meetings where opportunities are provided to develop skills and knowledge for their role in contributing to positive work cultures. REDCOs share the information from meetings and raise awareness among staff about bullying, harassment and discrimination. REDCOs also support staff who feel that they are experiencing bullying, harassment or discrimination. There are currently 92 REDCOs in schools and 12 in central office.

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

The Directorate hosted the Respectful Relationship Conference on preventing violence against women and girls on the National Day of Action Against Bullying and Violence on 15 March 2013. The Directorate invited teachers and student leaders in public, Catholic and independent schools to this event. The purpose of the conference was to effect change in schools by using education as a primary prevention approach to respectful relationships and promoting gender equality. Teachers and students developed strategies to reduce bullying and violence towards women and girls at their schools.

Progress against environmental indicators

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

The Directorate has input to whole of government urban and transport planning. Four women from the Planning and Performance Branch had regular input to whole of government committees, reference groups, meetings, workshops and forums in relation to urban planning and transport matters relating to education and training.

The Directorate's School Planning Working Group provides advice to senior executive about strategic directions, policies and proposals for system-wide planning initiatives. The Working Group comprises eight members, four of whom are women.

In an effort to provide high level input into whole of government planning matters, the Director-General and the Executive Director Tertiary Education and Performance have been invited to join the Directors-General Land Supply Steering Group and the Executive Director Land Supply Group. Both of these senior executive participants are women.

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

The Directorate assisted schools with the installation of security fences and electronic security systems to provide additional security for students, staff and visitors to school sites. These measures improved the entry and control of people onto school sites. Designs for new schools and new school facilities took into account 'Crime Prevention Through Environmental Design' principles. Landscape improvement works undertaken at trial school sites and high schools also addressed safety issues.

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

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

C25 Model Litigant Guidelines

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

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

For more information contact:

Director

Information, Communications and Governance

(02) 6205 9328

C26 Notices of non-compliance

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

For more information contact:

Director

Human Resources

(02) 6205 9202

C27 Property Crime Reduction

The *ACT Property Crime Reduction Strategy 2012-15 Canberra: A Safer Place to Live* is a comprehensive and collaborative response to reducing property crime in the ACT. It builds on the success of the previous ACT Property Crime Reduction Strategy 2004-2007 and a range of activities across government in the intervening years. The three objectives of the strategy are:

1. stopping the cycle of offending – justice reinvestment
2. engaging the disengaged – the role of early intervention
3. creating a safer, more secure community – supporting victims of crime, making buildings and public places safer and ensuring cars are secure.

The Directorate reports annually to the Justice and Community Safety Directorate against the actions of the three objectives in the Strategy. This information is included in a whole of government Annual Report on the Strategy.

Objective 1 – stopping the cycle of offending – justice reinvestment

Action 1.9 Establish and implement the priorities outlined in the Blueprint for Youth Justice in the ACT

Target - Through the Youth Justice Taskforce group implement the priorities outlined in the Blueprint for Youth Justice in the ACT

The Directorate participates in the Youth Justice Blueprint Implementation Group which is a high level, cross government and community group that oversees the implementation of priorities from the Blueprint including educational, training and transition priorities relating to Bimberi Youth Justice Centre.

Action 1.10 Enhance the Bimberi Youth Justice Centre educational and training programs

Target - Form a high level, cross government, strategic reference group to oversee the development and provision of effective educational and training programs at Bimberi and their successful transition of young people back into schooling and training options in the community

The Directorate participates in the Youth Justice Blueprint Implementation Group which is a high level, cross government and community group that oversees the implementation of priorities from the Blueprint including educational, training and transition priorities relating to Bimberi Youth Justice Centre.

Objective 2 – engaging the disengaged - the role of early intervention

Action 2.5 Work towards the ACT Youth Commitment goals

Target - Increase the number of students in Alternative Programs accessing VET qualifications

Alternative Education Programs allow young people to access vocational training and to achieve nationally accredited vocational qualifications. In 2011, 187 Vocational Certificates were completed or partially completed through Alternative Education Programs. In 2012 this number increased to 209.

Action 2.6 Increase school participation and attainment rates

Target - Increase the proportion of 20-24 year olds with a year 12 or equivalent vocational qualification to 94.3 percent

The proportion of the 20-24 year old population having attained at least a year 12 or equivalent qualification is calculated as the number of 20-24 year olds who self-identify as having attained a year 12 or equivalent qualification divided by the estimated population aged 20-24 years. The data is obtained from the ABS Survey of Education and Work (SEW). The 2012 SEW was conducted in May 2012 with the results released in November 2012. The 2012 outcome was 93.7 percent.

The measurement of this indicator at the ACT level using the SEW is to be discontinued nationally in the future due to the inability of the SEW to reliably measure change year on year at the jurisdiction level.

Action 2.7 Ensure that young people in schools at major transition points have a Pathways Plan

Targets:

- by 2014 all ACT students in years 6-12 will have or be engaged in pathways planning
- by 2014 all Canberra Institute of Technology (CIT) students under the age of 17 will have or be engaged in pathways planning
- by 2014 community agencies will use pathway plans with young people between the ages of 11-16 years

Pathways Planning encourages a cohesive approach to supporting the career development and transitions of young people across sectors. By the end of 2012, all students from years 6 to 12 in ACT schools, public and non-government, were engaged in the Pathways Planning process to support the transition through primary and secondary schooling. CIT students under the age of 17 have a Pathways Plan. Pathways Plans are also used by community agencies in the youth sector and by alternative educational settings.

Action 2.8 Enhance and develop schooling options for students who have difficulty engaging in regular secondary school settings

Target - Provide individualised program support to vulnerable secondary school aged students to engage with education and support students to transition to future schooling, training or work

The Directorate's support for high school students at risk has evolved and new models from 2012-2013 include a focus by Student Engagement at the network and school level.

Schools are working more closely within their local communities and new initiatives in 2012 and 2013 reflect this change. These new initiatives include Network Student Engagement Teams and Targeted Support Teams working with each school network in providing wrap around multidisciplinary services. These also include the flexible learning options run by the Directorate's Transitions and Careers Section under National Partnership funding.

Action 2.9 Provide Murrumbidgee Education and Training Centre in Bimberi Youth Justice Centre (ages 10-21)

Target - Provide ongoing education and training for all remand (for at least 5 days) and sentenced young people in Bimberi including programs that deliver a range of social, emotional and health objectives

Murrumbidgee Education and Training Centre provides a range of education and training options for young people in the Bimberi Youth Justice Centre. Students participate in literacy and numeracy skill development, art, woodwork, music and horticulture. Students also receive individual tutoring to support their literacy and numeracy skills. Students can also participate in vocational certificates depending on their interests. In 2012, 22 vocational certificates were awarded to students in the areas of business, fitness, horticulture and hospitality. Four students achieved a Year 10 Certificate and one student gained early entry to university. All students participated in the Respectful Relationships Program which provides a framework and explicit feedback for helping students to understand the impact of their behaviours on themselves, others and the environment.

Action 2.10 Provide the Youth Education Program

Target - Continue the provision of funding of Youth Education Program

The Directorate continued to fund the Youth Education Program for young people aged 15 to 19 years who have often experienced homelessness, family breakdown and trauma. The program provides an opportunity to gain a Year 10 and/or a Year 12 Certificate in an alternative education environment.

Action 2.11 Provide CCCares program for young carers, young mothers and young fathers

Target - Deliver alternative individualised programs enabling young carers, and young mothers and fathers to get year 10 and year 12 certification or vocational training for a better future for those who are at risk of not completing Year 10

The Canberra College Cares (CCCares) continues to run in partnership with ACT Health to provide education and support to young carers, parents and pregnant students in the ACT and surrounding districts. The CCCares program offers students year 12 certification, goal-oriented learning packages, online learning, vocational education and employability skills within a mainstream college context.

Action 2.12 Provide the Cottage to 12-18 year olds

Target - Deliver a therapeutic educational setting for young people with moderate to severe mental health issues

The Directorate provided a fulltime classroom teacher for the Cottage program located at Calvary Hospital. The Cottage is a day mental health facility run by ACT Health for adolescents with medium to severe mental health issues.

Objective 3 – creating a safer, more secure community – supporting victims of crime, making buildings and public places safer and ensuring cars are secure

Action 3.6 Promote property crime based safety and security awareness in schools

Targets:

- provide principals a school bulletin to coincide with school holidays and provide appropriate school staff with training on the use of electronic security systems
- provide reports to ACT Policing on school security incidents
- develop and establish awareness for school Business Managers on the new Security Incident Reporting policy and reporting requirements relating to property crime
- maintain incident management reporting through MAZE

To continue to promote property crime-based safety and security awareness, the Directorate implemented a number of initiatives for schools. Principals are provided with a school security checklist at the end of each school term and staff are trained in the use of the electronic security system provided by the Directorate's security monitoring provider (ADT). School Business Managers were made aware of the Security Incident and Reporting policy during 2012 and all security incidents in ACT public schools are reported directly to ACT Policing by the individual schools. Critical incidents that disrupt the operations of the school are also recorded in MAZE.

Action 3.7 Provide security patrols to schools

Target:

- schedule the targeted Holiday Patrol Program for each school holiday period
- identify the number of schools participating in the Targeted Holiday Patrol Program

The Directorate established School Holiday Targeted Patrol Programs to provide participant schools with random security patrols. In July 2012, 34 schools participated. In September-October this number increased to 35. Twenty-six schools participated in the December-January 2012-13 School Holiday Program.

Action 3.8 Review school security standards and improve school security through installation of new security measures or upgrades of existing measures

Target:

- review minimum Standards for School Security annually
- report annually on the number of schools that have had lighting, security fencing and security systems installed and/or upgraded

All schools have an operating security system and any improvements to school security infrastructure is reported in the Annual Report through the Directorate's capital works management program.

Action 3.9 Improve data integrity and collection to determine the level of property crime in schools

Target:

- report on property crime in the ACT public schools submitted to the Directorate's Security and Emergency Management Committee
- provide reports to ACTP on school security incidents

To improve property crime data collection and integrity the Security and Emergency Management Committee receives a report on property crime in each ACT public school at each scheduled meeting. The Directorate liaises closely with ACT Policing to discuss significant security incidents in schools, school security and crime prevention strategies.

For more information contact

Director

Aboriginal and Torres Strait Islander Education and Student Engagement

(02) 6205 9325

SECTION D

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ANNEX REPORTS

BOARD OF SENIOR SECONDARY STUDIES

AUSTRALIAN CAPITAL TERRITORY

BOARD OF SENIOR SECONDARY STUDIES

ACT Government

BSSS

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear ~~Minister~~ Joy

I am pleased to submit the Annual Report of the Board of Senior Secondary Studies for the year ending 30 June 2013.

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

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

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Board of Senior Secondary Studies during the period 1 July 2012 to 30 June 2013 has been included and that it complies with the Chief Minister's Annual Report Directions.

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

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

I commend the Annual Report to you.

Yours sincerely

Rosemary Follett

Rosemary Follett AO
Chair

Lyons Education Centre, 67 Launceston Street LYONS ACT 2606 GPO Box 158 CANBERRA ACT 2601 Ph: 6205 7181 Fax: 6205 7167

Board of Senior Secondary Studies Annual Report 2012-2013

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

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

The key functions of the Board are to:

provide students with Year 12 Certificates, Tertiary Entrance Statements and vocational certificates

- maintain the credibility and acceptance of courses through a regular accreditation program
- monitor and support the validity of assessment in years 11 and 12
- improve the comparability of standards across the Territory through moderation procedures
- gain the widest possible recognition for the credentials awarded by the Board
- service the information needs of the community.

The Board is committed to:

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

The Board delivers year 12 certification services to 24 ACT colleges and five schools located in Papua New Guinea, Indonesia and Fiji. These are listed in Appendix C. The Woden School commenced delivery of Board accredited year 11-12 courses in February 2013.

A2 Overview

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

- all young adults to achieve a Year 12 Certificate or equivalent vocational qualification
- high levels of achievement in literacy and numeracy

- improving educational outcomes for disadvantaged students
- effective transitions from school to post-school pathways.

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

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

A3 Highlights

- During 2012-13, the Board continued to provide advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the senior years' Australian Curriculum and to discuss with ACARA implementation of the curriculum in the ACT. Following Ministerial endorsement of the senior years' English, mathematics, history and science courses by states and territories at the end of 2012, the Board has been working towards a trial implementation of ACT year 11-12 courses embedding the Australian Curriculum. This is currently planned to occur in a few colleges on a voluntary basis from 2014.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Tuesday 18 December 2012 for distribution to students. Over 11,000 certificates were produced by the Board for students in year 12 and over 1,000 vocational qualifications were issued for students in year 10.

A4 Outlook

The Board is on track to complete the remaining actions in its 2011-2013 strategic plan by the end of 2013, and is consulting on key focus areas for its 2014-16 strategic plan. Areas currently identified include ACT implementation of Australian Curriculum in the senior years, and addressing new developments in vocational education and training (VET), including the introduction of a Unique Student Identifier (USI) for students seeking VET qualifications.

A9 Analysis of agency performance

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

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in workshops and videoconferences, consultation and membership of national working parties.

In September 2012, an ACARA representative discussed developments in the Australian Curriculum with ACT teachers at a BSSS Forum and in March 2013, the ACARA CEO met with officers of the Board to discuss integration of the senior secondary Australian Curriculum into ACT courses.

The Board has established working groups to provide advice on ACT implementation of Australian Curriculum in English, mathematics, history and science, and in June 2013 the Board approved new Course Frameworks as the basis for developing courses in these four subject areas for trialling in 2014.

The Board has provided feedback on the proposed National Trade Cadetships for year 11/12 students and the Board's VET Curriculum Officer has been appointed to an ACARA working group advising on the initiative. In 2013, the Board's Executive Officer was appointed to an ACARA working party to provide advice on the national reporting of senior secondary outcomes at the school and system level.

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

In 2012-13, course frameworks in Fashion and Textiles, Design and Technology, and Latin have been revised and endorsed by the Board. Eighteen courses were approved for delivery to year 11/12 students from 2013 and 18 teams are currently developing courses for implementation from 2014. These courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community, which provide advice on accreditation to the Board. A list of the panels that met to consider courses in 2012-13 is included as Appendix B.

The Board has continued its focus on enhancing assessment in colleges. In December 2012, the Board endorsed a set of common curriculum elements to assist teachers in developing high quality assessment tasks. Feedback on the quality and effectiveness of school-based assessment and consistency in application of grade achievement standards has continued to be provided to colleges through system-wide moderation. Over 1,000 senior secondary teachers participated in each of the Moderation Days in August 2012 and February 2013.

Redevelopment of the Board's assessment and certification software to accommodate changes in the VET area has continued throughout 2012-13 and is expected to be completed in the second half of 2013 for implementation from 2014.

Year 12 outcomes 2012

In 2012, 4,484 students met the requirements for an ACT Year 12 Certificate. This included 4,355 students enrolled in ACT colleges, including CIT Vocational College, and 129 students enrolled in overseas colleges. In the ACT, this represented 92.3 percent of year 12 students compared with 92.4 percent in 2011. There was a significant increase in the percentage of males and a small decrease in the percentage of females achieving a Year 12 Certificate from 2011 to 2012.

Of the Year 12 Certificate receivers, 2,884 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,786 students enrolled in ACT colleges and 98 students enrolled in overseas colleges.

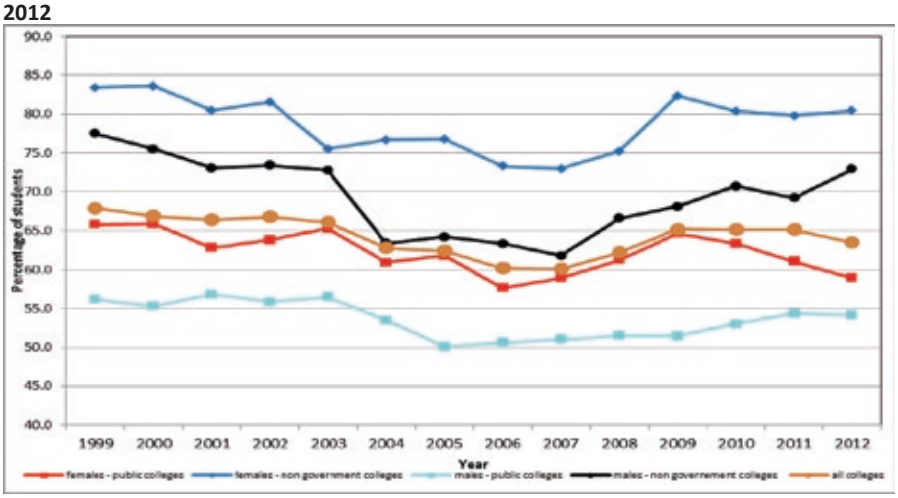
Ninety-nine students (48 females, 51 males) from 18 colleges completed an H course through the Australian National University Secondary College in 2012. Of these students, 17 completed a course in Mathematics, 12 in Physics, 30 in Chemistry, 20

in Conservation Biology and 20 in Japanese. Sixty two students (62.6 per cent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Year 12 Certificate, students are required to study a minimum of 17 standard units, which form at least three accredited courses from different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2012, 79.1 percent of Year 12 Certificate receivers (Standard Package) completed 20 or more standard units and 77.7 percent of Year 12 Certificate receivers completed five or more accredited courses from different course areas. These percentages have increased by 0.5 percent and 1.5 percent respectively when compared to 2011.

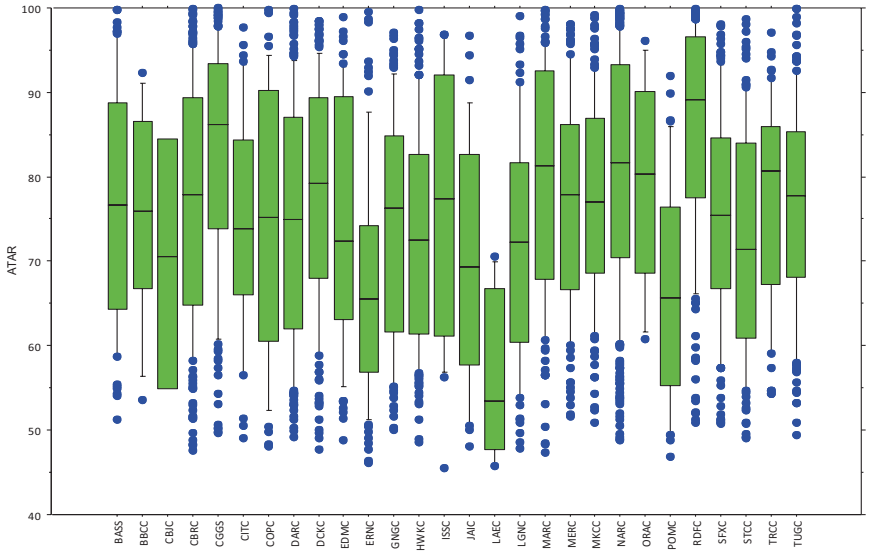
Figure BSSS 1 displays the percentage of Year 12 Certificate receivers achieving a TES from 1999 to 2012. In 2012, 63.5 per cent of ACT students receiving a Year 12 Certificate also received a TES. This is slightly lower than in 2010 and 2011. Figure BSSS 2 illustrates the range of ATARs across colleges for 2012. Of the students in the ACT who achieved an ATAR, 76.4 percent were at or above the University of Canberra main round general ATAR cut off of 65.00.

Figure BSSS 1: Year 12 Certificate receivers with a Tertiary Entrance Statements, 1999 to 2012



Source: ACT Board of Senior Secondary Studies
Note: From 2006 students classified as Mature Age are included in the data

Figure BSSS 2: Australian Tertiary Admission Ranks by college, 2012



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges shown are listed in Appendix C.
2. The central line in the box represents the median score.
3. The block indicates the spread of 50 percent of the scores.
4. The single vertical line indicates the spread of the next 15 percent of scores.
5. Circles represent individual results in the top 10 percent and bottom 10 percent of scores.

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

Table BSSS 1: Selected courses on Year 12 Certificates and Tertiary Entrance Statements, 2012 and 2011

Course Area	Percentage of Year 12 Certificate receivers in the ACT who completed a course in the area		Percentage of TES receivers in the ACT who completed a course in the area	
	2012	2011	2012	2011
English/English as a second language (ESL)	97.3	97.9	99.7	99.0
Mathematics	92.4	91.8	94.5	91.3
Information Technology	11.3	12.3	11.2	12.7
Sciences	44.1	44.7	58.1	56.8
History	14.6	16.7	18.4	20.8
Languages	15.8	15.9	20.5	21.4

Source: ACT Board of Senior Secondary Studies

Whilst the minimum number of courses from different course areas required for an ACT Tertiary Entrance Statement is two T and/or H courses, 66.3 percent of ACT students used scaled course scores from four different course areas in the

calculation of their ATAR. This is an increase of 2.7 percent from the 2011 cohort.

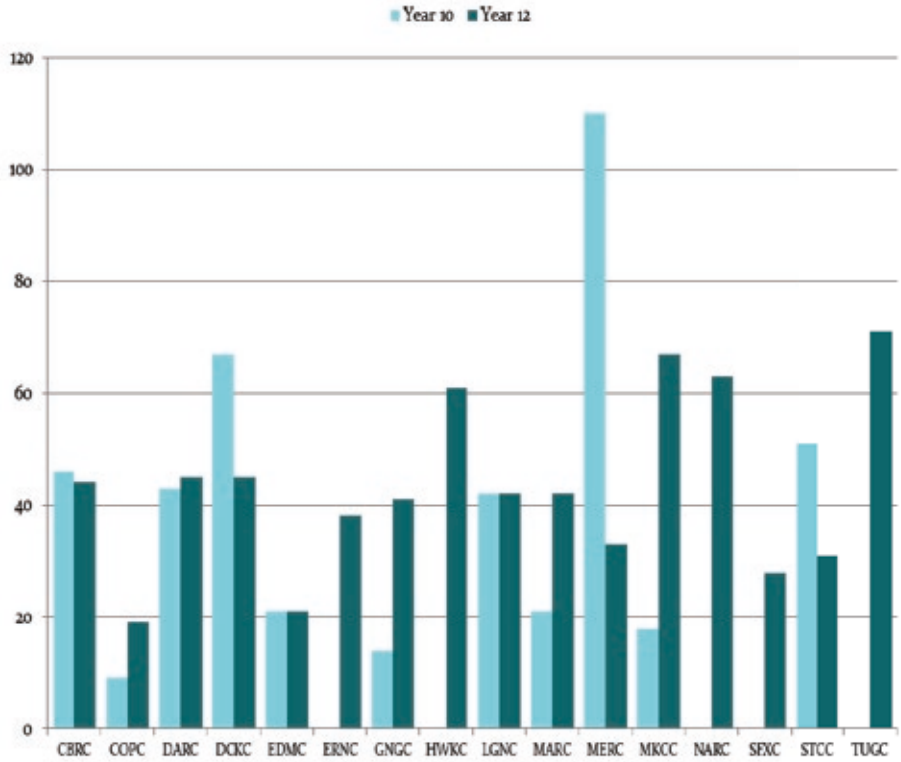
There are no compulsory courses in the ACT, however, the above data shows that 97.3 percent of ACT Year 12 Certificate receivers and 99.7 percent of TES receivers completed a course in English/ESL, and 92.4 percent of ACT Year 12 Certificate receivers and 94.5 percent of TES receivers completed a course in Mathematics.

The Board recognises on a student's Year 12 Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2012, 1,368 students received such recognition under Recreational Activities, 1,128 students received recognition under Community Involvement and 332 students received recognition under Recognition of Outside Learning.

The Board issues vocational certificates to years 10 and 12 students who have completed vocational qualifications through colleges as Registered Training Organisations (RTOs). In 2012, this included 468 year 10 students and 967 year 12 students. Of these students, 34 completed an Australian School-based Apprenticeship with their college as the RTO.

The following figure displays the number of students receiving vocational certificates issued by the Board for each RTO by year level in 2012. It should be noted that students may have received more than one vocational certificate.

Figure BSSS 3: Number of students receiving vocational certificates, 2012 by college and year level



Source: ACT Board of Senior Secondary Studies
Note: The names of the colleges shown are listed in Appendix C.

In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Year 12 Certificate. In 2012, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Year 12 Certificate as an E course. In 2012, five students were awarded an E course. The E courses were in the areas of business, children's services, construction and hairdressing.

In 2012:

- 483 year 12 students achieved a vocational qualification through an external RTO, which was recognised on their Year 12 Certificate
- this is a significant increase compared to 2011 of 179 students.

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

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B1 Community engagement

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

The Board encourages and welcomes both positive and negative feedback and is committed to responding to complaints in a timely and positive manner. This enables staff, students, parents and community members to contribute to the Board's continuous improvement strategy. The Board's Feedback and Complaints policy is available on its website. The Board received 16 formal complaints in 2012-13, all relating to disruption caused by the ringing and use of a mobile phone by a supervisor during the AST exam at one college. All complaints were resolved and the Board has amended its policy on the use of mobile phones by exam supervisors.

SECTION C: LEGISLATIVE AND POLICY BASED REPORTING

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

C5 Internal accountability

Board membership

The BSSS Act (s8) creates a board with a broad membership of 14 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education and Training Directorate, are appointed by the Minister for Education and Training for a period of up to three years. Members can be reappointed if they are eligible. Six new members were appointed to the Board in January 2013 and two members were reappointed. The new Director, Learning and Teaching in the Education and Training Directorate, became the Director-General's delegate to the Board from July 2012. The ANU nominee appointed from 2010-2012 resigned in March 2012 and a new nominee from that organisation was appointed from 2013.

Remuneration for Board members

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

Ethical standards

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

Table BSSS 2: Board membership as at 1 July 2012

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2012
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2014	4/4
Ms Carolyn Grayson	Canberra Institute of Technology	17 May 2011	31 December 2013	3/4
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2013	3/4

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2012
TBA	Australian National University			
Professor Louise Watson	University of Canberra	29 January 2010	31 December 2012	4/4
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2014	4/4
Ms Jan Bentley	ACT Branch, Australian Education Union	29 January 2010	31 December 2012	3/4
Mrs Alison Jeffries	Catholic Education Commission	29 January 2010	31 December 2012	3/4
Mr Martin Watson	ACT Principals' Association	29 January 2010	31 December 2012	3/4
Ms Josephine Dixon	ACT Council of Parents & Citizens Associations	29 January 2010	31 December 2012	3/4
Ms Kirsten Wilkinson	Association of Parents & Friends of ACT Schools	25 June 2009	31 December 2013	3/4
Dr Christopher Peters AM	ACT and Region Chamber of Commerce and Industry	15 January 1998	31 December 2012	4/4
Mr Peter van Rijswijk	ACT Trades and Labour Council	29 January 2010	31 December 2012	1/4
Ms Leanne Wright	Delegate of the Director –General, Education and Training Directorate	July 2012	Ongoing	4/4

The Board has six scheduled meetings each calendar year. The Board met on four occasions from July-December 2012, including an extraordinary meeting in December.

Details of Board members in 2012

Ms Rosemary Follett AO

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

Qualifications: BArts (Administration)

Ms Carolyn Grayson

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

Qualifications: BArch(Hons), BSci(Hons), Dip Ed, MEd, GradCertBusAdmin

Ms Louise Mayo

Ms Mayo is a Director at Bull&Bear Special Assignments P/L and was a founding Director of the Australian Business Academy. She was a member of the ACT Accreditation and Registration Council from 2005 to 2012, a Steering Committee member for the Australian College of Educators, and Chair of the Board of Governors at the McGrath Institute of Business & Technology since 2009.

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

Professor Louise Watson

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

Qualifications: BA(Hons), MA, PhD

Ms Rita Daniels

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

Qualifications: BA, DipEd, MEd

Ms Jan Bentley

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

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

Mrs Alison Jeffries

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

Qualifications: BEd(Dist), MEd, MCathEd, GradCertEdLaw, Cert IV Assessment and Workplace Training

Mr Martin Watson

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

Qualifications: BA, GradDipEd

Ms Josephine Dixon

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

Qualifications: BA CompStudies, MEd, GradDipInformSc, Workplace Assessor

Ms Kirsten Wilkinson

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

Qualifications: BEd, DipTeach

Dr Christopher Peters AM

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

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

Mr Peter van Rijswijk

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

Qualifications: BEd, CertIV Assessment and Workplace Training, CertIV Entertainment

Ms Leanne Wright

Ms Wright is Director of Learning and Teaching in the Education and Training Directorate with responsibility for curriculum support, professional learning, literacy and numeracy, and early childhood education. She is Chair of the ANU Secondary College Operational Sub-committee. She has had considerable experience as a primary school principal and teacher in the ACT.

Qualifications: BEd, BTeach

Table BSSS 3: Board membership as at 30 June 2013

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2013
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2014	3/3
Ms Carolyn Grayson	Canberra Institute of Technology	17 May 2011	31 December 2013	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2013	3/3
Professor Richard Baker	Australian National University	1 January 2013	31 December 2015	3/3
Professor Robert Fitzgerald	University of Canberra	1 January 2013	31 December 2015	2/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2014	3/3
Ms Lynne Bean	ACT Branch, Australian Education Union	1 January 2013	31 December 2015	3/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2015	3/3
Mr Martin Watson	ACT Principals' Association	29 January 2010	31 December 2015	2/3

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2013
Mr Hugh Boulter	ACT Council of Parents & Citizens Associations	1 January 2013	31 December 2015	3/3
Ms Kirsten Wilkinson	Association of Parents & Friends of ACT Schools	25 June 2009	31 December 2013	2/3
TBA	ACT and Region Chamber of Commerce and Industry			
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2015	3/3
Ms Leanne Wright	Delegate of the Director-General, Education and Training Directorate	July 2012	Ongoing	1/3

The Board has met on three occasions from January to June 2013.

Details of Board members in 2013

Six members are the same as for 2012. Dr Chris Peters was reappointed to the Board from 1 January 2013. Dr Peters passed away in February 2013 and a new nominee of the ACT and Region Chamber of Commerce and Industry has been sought. Details of the new members are provided below.

Professor Robert Fitzgerald

Professor Fitzgerald is Director of the Inspire Centre and Associate Dean Education Innovation in the Faculty of Education, Science, Technology and Mathematics at the University of Canberra. He has been a leader and innovator in the field of Information and Communication Technology Education for over 20 years working with schools, universities and community groups.

Qualifications: BEd(Primary), BEd(Secondary Mathematics), MEd(Hons), PhD

Professor Richard Baker

Professor Baker is Pro Vice-Chancellor Student Experience at the Australian National University. His main research interests are in the fields of environmental education, community participation in environmental planning and management, Indigenous land management issues, and university teaching methods. He has a number of awards for university teaching.

Qualifications: BA(Hons), PhD

Mr Angus Tulley

Mr Tulley has been Principal of St Francis Xavier College since 2003. Prior to that he held Assistant and Deputy Principal/Headmaster positions at several ACT catholic colleges. He has taught mathematics and religious education in secondary schools for over 30 years and was a member of the BSSS Religious Studies Accreditation Panel from 1994-2001 (Chair from 1999-2001).

Qualifications: BSc, GradDipEdMaths, GradDipRE, MEdAdmin, GradCert Education Law

Ms Lynne Bean

Ms Bean is an Executive Teacher, Assessment and Certification at Dickson College. She has over 30 years experience in teaching sciences and mathematics in colleges and high schools, and has been involved in ACT and national curriculum development. Assessment and moderation have been key areas of focus in her work in colleges.

Qualifications: BSc, DipEd, GradDip(Geology)

Mr Martin Watson

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

Qualifications: BA, GradDipEd

Mr Hugh Boulter

Mr Boulter is a 30 year career banker with a wide range of business experience. He is currently a District Manager and Team Leader for the Suncorp Metway Bank Limited. He is Treasurer of the ACT Council of Parents and Citizens Associations and was President of the Miles Franklin P&C. In 2013 he was appointed a member of the ACT Government Schools' Education Council. He was a member of the Board's Vocational Education and Training Committee and recently appointed Chair of the Discipline Committee.

Ms Judy van Rijswijk

Ms van Rijswijk is the Executive Teacher, Humanities, ESL and Languages at the Canberra College and has worked in colleges and high schools since 1980. Her key interests are in English and humanities curriculum and quality teaching. She has been an AEU Councillor since 2000.

Qualifications: BEd, GradCertEduc, MEdLeadership

Standing Committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below. Membership of these committees in 2012 and 2013 is included in Appendix B.

Table BSSS 4: Board Standing Committees and their roles

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

Board Secretariat

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

C21 Aboriginal and Torres Strait Islander reporting

The Board is committed to encouraging Aboriginal and Torres Strait Islander students to complete their senior secondary education and to aspire to high levels of achievement. At the end of each year, the Board recognises the excellent achievements of year 12 Aboriginal and Torres Strait islander students through a special award. To be eligible for this award, students must have demonstrated a sustained high level of achievement across all courses studied in years 11 and 12; and/or have made a significant contribution during years 11 and 12 to life in their college or the broader community. Twelve year 12 students received an Aboriginal and Torres Strait Islander Award at the Board's Recognition of Excellence Ceremony in December 2012.

C22 ACT Multicultural Strategy 2010-2013

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

Table BSSS 5: Progress against the focus areas of the strategy, 2012-13

Focus Area	Progress
Languages	Four European languages (French, German, Italian and Spanish) and five Asian languages (Japanese, Chinese, Korean, Hindi and Indonesian) are accredited for delivery in colleges. The Board has registered the Polish Language School, The Australian School of Contemporary Chinese, the Spanish Language and Culture Program in Australia, and the ANU Secondary College (Japanese) for the delivery of language programs that can contribute to year 12 certificates. The Board also recognises other year 11-12 languages studied by ACT students through the Open High School, NSW, towards year 12 certificates.
Children and Young People	The Board has approved courses specifically designed for English as a Second Language students undertaking programs at the Secondary Introductory English Centre (Dickson College) and in other colleges. The Board develops a modified version of the ACT Scaling Test to address the needs of students from culturally and linguistically diverse backgrounds.
Refugees, Asylum Seekers and Humanitarian Entrants	The Board has flexible approaches to certification for students in the Refugee Bridging Program at Dickson College and has approved courses specifically designed to meet the needs of these students.

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

Appendix A: Sections not covered elsewhere in this report

Section	Reporting
A5 Management discussion and analysis	Funding for the Board is provided and managed through the Directorate. See Appendix 1 in the Directorate report.
A6 Financial performance	Covered within Directorate report. See Appendix 2 in that report.
A7 Statement of performance	Not applicable.
A8 Strategic indicators	Not applicable.
A10 Triple bottom line report	Covered within Directorate report. See Appendix 4 in that report.
B2 Internal and external scrutiny	Covered within Directorate report. See section B2 in that report.
B3 Legislative Assembly committee inquiries and reports	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2012-2013.
B4 Legislative report	The Board of Senior Secondary Studies Act 1997 is identified against the Directorate in the Administrative Arrangements.
C1 Risk management and internal audit	Covered within Directorate report. See section C1 in that report.
C2 Fraud prevention	Covered within Directorate report. See section C2 in that report.
C3 Public interest disclosure	Covered within Directorate report. See section C3 in that report.
C4 Freedom of information	Freedom of Information requests are processed through the Directorate. See section C4 in that report. The Board received no Freedom of Information requests in 2012-13.
C6 Human resources performance	Covered within Directorate report. See section C6 in that report.
C7 Staffing profile	Covered within Directorate report. See section C7 in that report.
C8 Learning and development	Covered within Directorate report. See section C8 in that report.
C9 Workplace health and safety	Covered within Directorate report. See section C9 in that report.

Section	Reporting
C10 Workplace relations	Covered within Directorate report. See section C10 in that report.
C11 Human Rights Act 2004	Covered within Directorate report. See section C11 in that report.
C12 Strategic Bushfire Management Plan	Not applicable.
C13 Strategic asset management	Not applicable.
C14 Capital works	Not applicable.
C15 Government contracting	Covered within Directorate report. See Appendix 5: section C15 in that report.
C15 Government grants, assistance, sponsorship	The Board provided no government grants or assistance/sponsorship in the reporting period.
C17 Territory records	Covered within Directorate report. See section C17 in that report.
C18 Commissioner for the Environment	Not applicable.
C19 Ecologically sustainable development	Covered within Directorate report. See section C19 in that report.
C20 Climate change and greenhouse gas reduction policies and programs	Covered within Directorate report. See section C20 in that report.
C23 ACT Strategic Plan for Positive Ageing 2010-2014	Covered within Directorate report. See section C23 in that report.
C24 ACT Women's Plan 2010-2015	Covered within Directorate report. See section C24 in that report.
C25 Model Litigant Guidelines	Covered within Directorate report. See section C25 in that report.
C26 Use of terrorism powers	Not applicable.
C27 Property crime reduction	Covered within Directorate report. See section C27 in that report.

Appendix B: Board committees that operated in 2012-2013

Curriculum Advisory Committee 2012	
Mr Martin Watson	Chair
Mr Reijer Hilhorst	Education and Training Directorate
Mr John Alston-Campbell	ACT Principals' Association
Ms Gina Galluzzo	Catholic Education Office
Ms Peggy Mahy	Association of Independent Schools of the ACT
Ms Charuni Weerasooriya	Association of Parents & Friends of ACT Schools
Mr Denis O'Dea	ACT Council of Parents & Citizens Associations
Mr Trevar Chilver	ACT and Region Chamber of Commerce and Industry
Mr Philip Roberts	University of Canberra

Assessment and Certification Committee 2012	
Ms Rita Daniels	Chair
Mr Ken Gordon	Education and Training Directorate
Mr Peter Clayden	ACT Principals' Association
Mr Michael Lee	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Rebecca Jarman	ACT Council of Parents & Citizens Associations
Ms Helen Strauch	Co-opted member
Ms Lyn Mernagh	Co-opted member

Vocational Education and Training Committee 2012	
Ms Carolyn Grayson	Chair
Ms Belinda Muir	Catholic Education Office
Ms Meredith Joslin	Association of Independent Schools of the ACT
Ms Helen Grant	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Elizabeth Nair	Canberra Institute of Technology

Mr Mike Fitzgerald	ACT Trades and Labour Council
Ms Jo Powell	ACT and Region Chamber of Commerce and Industry
Ms Kerrie Sollis	ACT Teachers in Vocational Education Association
Ms Ann Goleby	Education and Training Directorate
Mr Hugh Boulter	ACT Council of Parents & Citizens Associations

Curriculum Advisory Committee 2013	
Mr Martin Watson	Chair
Ms Clare Byrne	Education and Training Directorate
Mr John Alston-Campbell	ACT Principals' Association
Ms Gina Galluzzo	Catholic Education Office
TBA	Association of Independent Schools of the ACT
Ms Anne Anastasi	Association of Parents & Friends of ACT Schools
Mr Denis O'Dea	ACT Council of Parents & Citizens Associations
Mr Trevar Chilver	ACT and Region Chamber of Commerce and Industry
Mr Philip Roberts	University of Canberra

Assessment and Certification Committee 2013	
Ms Rita Daniels	Chair
Mr Ken Gordon	Education and Training Directorate
Mr Peter Clayden	ACT Principals' Association
Mr Michael Lee	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Rebecca Jarman	ACT Council of Parents & Citizens Associations
Ms Helen Strauch	Co-opted member
Ms Lyn Mernagh	Co-opted member

Vocational Education and Training Committee 2013	
Ms Carolyn Grayson	Chair
Ms Belinda Muir	Catholic Education Commission
Ms Meredith Joslin	Association of Independent Schools of the ACT
Ms Helen Grant	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Skye Blomfield	Canberra Institute of Technology
Mr Mike Fitzgerald	ACT Trades and Labour Council
Ms Jo Powell	ACT and Region Chamber of Commerce and Industry
Ms Kerrie Sollis	ACT Teachers in Vocational Education Association
Ms Ann Goleby	Education and Training Directorate
TBA	ACT Council of Parents & Citizens Associations

Accreditation Panels 2012-2013

Accreditation Panel	Panel Chair	School
Chinese	Ms Peng Siong Howell	Narrabundah College
Tourism and Hospitality	Ms Kaeren Sutherland	Hawker College
Contemporary Transitions	Ms Marie Uren	the Canberra College
Physics	Mr David James	Daramalan College
Information Technology	Mr Eric Roussel	Canberra Girls' Grammar School
Physical Education/ Recreation	Ms Jenny Hall	Canberra Girls' Grammar School
Business and Finance	Ms Kerry McDonnell	Merici College
Cultural Studies	Ms Melissa Planten	UCSSC, Lake Ginninderra
Economics	Ms Kylie Roberts	Radford College
Mathematics	Mr Bruce Macdonald	Radford College
Business Services	Ms Jan Dudley	Daramalan College

Appendix C: Institutions delivering courses certificated by the Board

Public colleges	Code
the Canberra College	CBRC
Melba Copland Secondary School	COPC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
University of Canberra Senior Secondary College Lake Ginninderra	LGNC
Narrabundah College	NARC
Lake Tuggeranong College	TUGC
The Woden School (first certification, December 2013)	WODS

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

Other ACT institutions	Code
CIT Vocational College	CITC
Australian National University (ANU) Secondary College	ANUC
University of Canberra	UNCC
International schools	Code
Sekolah Cita Buana, Jakarta	CBJC
International School, Suva	ISSC
Australian International School, Jakarta and Bali	JAIC
Coronation College, Lae	LAEC
Port Moresby International School	POMC

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

ANNEX REPORTS

GOVERNMENT SCHOOLS EDUCATION COUNCIL

Government Schools Education Council

www.gsec.act.edu.au

GSEC
GPO Box 158
CANBERRA ACT 2601

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I submit the Annual Report of the Government Schools Education Council for 2012–2013.

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

I hereby certify the attached Annual Report is an honest and accurate account and all material information on the operations of the Government Schools Education Council during the period 1 July 2012 to 30 June 2013 has been included and that it complies with the Chief Minister's Annual Report Directions.

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

I commend the Annual Report to you.

Yours sincerely

Wendy Cave

Ms Wendy Cave
Deputy Chair

Government Schools Education Council Annual Report 2012-2013

A1 the Council

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

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

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

- a chairperson
- six people who, in the Minister's opinion, have experience in one or more of the areas of business and commerce, public policy, early childhood care, education, the special needs of young people and teacher education (the community members)
- 10 people who, in the Minister's opinion, represent the views of public school education (the education members), including:

two education members chosen from nominations of the peak organisation representing principals

- two education members chosen from nominations of the government teacher union
- two education members chosen from nominations of the peak organisation representing parent associations of public schools
- two education members chosen from nominations of the peak organisation representing students
- one education member chosen from nominations of organisations representing school boards
- one education member chosen from nominations of organisations representing preschool parents.

A2 Overview

The council met six times between 1 July 2012 and 30 June 2013.

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

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

A3 Highlights

- The Council identified the following goals to be achieved during the 2012-13 year:
- Continue discussions with the ACT Education and Training Directorate (the Directorate) around the implementation of major Directorate initiatives.
- Continue to monitor the achievements of students in public education in the National Assessment Program – Literacy and Numeracy (NAPLAN)
- Continue to seek input from Council membership constituencies concerning all matters pertaining to public schooling
- Continue to meet with the Non-government Schools Education Council
- Continue to maintain a close interest in the funding of government schooling for all students and particularly for students with disabilities, those for whom English is an additional language or dialect and those who are disengaged from schooling.
- Continue to provide advice to the Minister and engage in discussion on bridging the gap between Aboriginal and non-Aboriginal students in ACT government schools

The Council sought and received information from the Directorate on:

- progress towards Empowerment in ACT Public Schools
- Disability Education
- Student engagement
- National Assessment Program – Literacy and Numeracy (NAPLAN)
- National School Improvement Framework

The Council also celebrated the success of staff and volunteers who demonstrated excellence, innovation and talent in their service to ACT Public Education by the attendance of council members at the 2013 ACT Public Education Excellence Awards held in June 2013.

A4 Outlook

The Council remains very keen to continue to bring a range of views and perspectives on public education matters to the Directorate. It identified the following areas of focus in the next reporting period:

- 2013-14 ACT Budget initiatives, including the University of Canberra's new Quality and Teaching Learning Centre
- the ongoing implementation of the Australian curriculum
- development of a needs based funding model for ACT government schools.

A5 Management discussion and analysis

Budget 2013-14 recommendations

In March 2013, the Council responded to an invitation to participate in the Treasury Budget Consultation. The Government Schools Education Council budget submission was tabled in the Legislative Assembly by the Minister for Education and Training, Joy Burch MLA on 9 April 2013.

The Government Schools Education Council identified three main areas where budget commitments need to be made or sustained:

- provision of additional specialist officers for literacy and numeracy support
- provision of support for EALD students
- provision of support for students living in poverty.

GSEC also identified other Initiatives for consideration:

- renovation and upgrading of public schools
- continued investigation into IT trends
- professional development of teachers in the implementation of the Australian Curriculum

A6 Financial report

Remuneration for the chairperson is determined by the ACT Remuneration Tribunal in accordance with section 10(1) of the *Remuneration Tribunal Act 1995*. The current determination took effect on 1 November 2012. The chairperson is the only member to receive remuneration.

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

A7 Statement of performance

Not applicable

A8 Strategic indicators

Not applicable

A9 Analysis of council performance

Not applicable

B1 Community engagement

Not applicable

B2 Internal and external scrutiny

Not applicable

B3 Legislative Assembly Committee inquiries and reports

Not applicable

B4 Legislation report

Not applicable

C1 Risk management and internal audit

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

C2-C6

Not applicable

C7 Staffing profile

Ms Di Kerr (Chair)

Ms Kerr Chaired the council for six years, her most recent period expired in March 2013. She has 20 years of teaching experience in ACT public schools and 12 years at senior management level in ACT and Western Australian education departments. She also has extensive experience in curriculum development at the national, state and school level and is Curriculum Advisor to Education Services Australia. Ms Kerr holds a Bachelor of Arts and a Diploma of Education.

She is a Fellow of the Australian College of Educators and the ACT Minister's nominee on the Board of the Australian Curriculum, Assessment and Reporting Authority.

Ms Wendy Cave (Deputy Chair)

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

Ms Jill Burgess

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

Reading and Language Education and a Master of Education (special needs education).

Ms Diane Joseph

Ms Joseph commenced with the Directorate in January 2010 and is the current DirectorGeneral.

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

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

Mrs Jane Tullis

Mrs Tullis has been an education member representing the ACT Council of P&C Associations. Mrs Tullis has many years of community volunteering experience including terms with the Holt Primary School P&C Association, Ginninderra District High School Board and P&C Association, and Copland College P&C Association. Mrs Tullis currently holds the positions of Vice President, ACT Council of P&C Associations; President, Melba Copland P&C Association; and Vice President Australian Council of State School Organisations. Ms Tullis resigned from GSEC in December 2012.

Mr Roger Amey

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

Mr Remy Chadwick

Mr Chadwick has been a student representative on the Council and currently attends UCSSC. Mr Chadwick has been accepted into the Excellence Program of UCSSC and was part of the leadership team that attended the Global Leadership conference. Mr Chadwick previously lived in France for 12 years with his family. Mr Chadwick's term expired in August 2012.

Ms Trish Keller OAM

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

Ms Alexandra Tolmie

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

Mr Denis O'Dea

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

Mr Shane Gorman

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

Mr John Darcy

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

Ms Misty Adoniou

Ms Adoniou is a community member of the Council. She was educated in Canberra's Government schools, and has completed further education at the University of Canberra. She has taught in Canberra's public schools for 15 years and has worked internationally in the education sector. In addition she has educated teachers in the ACT at the University of Canberra for the past 10 years. Ms Adoniou is a passionate advocate for public education and believes that a quality public school system is a requisite cornerstone of an equitable and fair society. Her PhD research has focused particularly on teacher education, and its role in the development of excellent school systems.

Ms Deborah Evans

Ms Evans is a community member of the Council. She is an experienced senior manager with a strong background in Instructional design, Adult Education and the development of Individual Education Plans for students from Pre-school to late adulthood. Ms Evans is an experienced teacher and workplace trainer, providing client support, staff development programmes and has designed programmes for accreditation including the design of resources for such programmes. She has a Bachelor of Education Studies.

Mr Hugh Boulter

Mr Boulter has over 30 years experience in the financial services industry, government policy and administration and over 15 years experience as a company director mainly in the NFP sector and statutory organisations. For more than 15 years Hugh has been a company director, board and or executive member for a range of significant not for profit organizations. and an educational statutory authority.
Mr Boulter was Chairman of the Miles Franklin Primary School P&C 2007-12 and is the Treasurer of the ACT Council of P&C Associations. He is an education member representing the ACT Council of Parents and Citizens Association

Ms Nadia Osman

Ms Osman was a community member of the Council. She has a Master in Teaching, specialising in early childhood, from Macquarie University. Ms Osman understands the theoretical knowledge in an emergent curriculum teaching style, which she puts into practice working as an early childhood teacher at a not-for-profit organisation in the ACT. Ms Osman resigned from the Council in August 2012.

The Council met six times between 1 July 2012 and 30 June 2013.

Table GSEC 1: Membership of the Council for 2012-13

Members	Position/representation	Number of meetings eligible to attend	Number of meetings attended
Ms Di Kerr	Chairperson	5	4
Ms Wendy Cave	Deputy Chair, Education member Australian Education Union	6	6
Mr Roger Amey	Education member Australian Education Union	6	3
Ms Jane Tullis	Education member ACT Council of P&C Associations	4	4
Mr Hugh Boulter	Education member ACT Council of P&C Associations	1	1
Mr Denis O'Dea	Education member ACT Council of P&C Associations	6	3

Members	Position/representation	Number of meetings eligible to attend	Number of meetings attended
Mr Remy Chadwick	Education member ACT public schools student network	2	0
Ms Trish Keller OAM	Education member ACT Principals' Association	6	4
Mr Shane Gorman	Education member ACT Principals' Association	6	4
Ms Alexandra Tomie	Community member	6	4
Ms Jill Burgess	Community member	6	5
Ms Misty Adiniou	Community member	4	4
Ms Deborah Evans	Community member	4	4
Ms Nadia Osman	Community member	3	1
Mr Diane Joseph	Director-General	6	3
Mr John Darcy	Education member Canberra Preschool Society	6	3

Source: Government Schools Education Council

C8-C24

Not applicable

For more information contact:

The secretariat or the Chairperson for the Government Schools Education Council (GSEC):

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

ANNEX REPORTS

NON **GOVERNMENT SCHOOLS EDUCATION COUNCIL**

Narelle Hargreaves
Chair

NON-GOVERNMENT SCHOOLS EDUCATION COUNCIL

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the *2012-13 Annual Report of the Non-government Schools Education Council*.

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

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

I hereby certify that the attached annual report is an honest and accurate account and all material information on the operations of the Non-government Schools Education Council during the period 1 July 2012 to 30 June 2013 has been included and it complies with the Chief Minister's Annual Report Directions.

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

I commend the annual report to you.

Yours sincerely

Narelle Hargreaves

Narelle Hargreaves OAM; JP.
Chairperson
0 June 2013

Non-government Schools Education Council Annual Report 2012-13

A1 The council

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

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

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

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

A2 Overview

During the reporting period, the Council met seven times between 1 July 2012 and 30 June 2013 including a joint meeting with the Government Schools Education Council.

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

A3 Highlights

The Council identified the following goals to be achieved in the 2012-13 year:

- to meet and advise the Minister about issues related to non-government schooling in the ACT
- to monitor the Risk Management Plan

- to liaise with the Government Schools Education Council on matters of common interest relating to schools in the ACT
- to clarify the role and articulate the strategic vision for non-government schools in terms of the education portfolio in the ACT.

The key issues considered by NGSEC in 2012-13 were as follows:

- Strategic Directions
- Approval and registration processes for ACT non-government schools
- ACT Government Budget 2013-14
- My School – Australian Curriculum; Education and Reform Agenda; National Partnerships
- Australian Government Report on the Review of Funding for Schools (Gonski).

The Council appreciated Minister Burch's advice and contribution when she attended the 2 May 2013 meeting of the Council.

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

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

- registration of an additional campus at Brindabella Christian College
- in-principle approval for additional educational levels at additional campus (secondary) of Good Shepherd Primary School.

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

The Minister for Education and Training has advised Council that the Government will continue to make every effort to ensure Council is kept informed of current initiatives, programs and processes affecting all educational sectors in the ACT.

A4 Outlook

The Council continued to monitor the Strategic Directions for Non-government School Education in the ACT. This position paper was presented to the Minister for consideration during the 2013-14 budget process.

A5 Management discussion and analysis

In 2012, the Council responded to an invitation to participate in the Treasury Budget Consultation. A copy of the Council's submission was also provided to the then Minister for Education and Training as Council's submission for the ACT Government 2013-14 Budget Process.

A6 Financial report

Remuneration for the chairperson is determined by the ACT Remuneration Tribunal in accordance with section 10(1) of the *Remuneration Tribunal Act 1995*. The current determination took effect on 1 November 2012. The chairperson is the only member to receive remuneration.

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

A7 Statement of performance
Not applicable

A8 Strategic indicators
Not applicable

A9 Analysis of council performance
Not applicable

B1 Community Engagement
Not applicable

B2 Internal and external scrutiny
Not applicable

B3 Legislative Assembly Committee inquiries and reports
Not applicable

B4 Legislation report
Not applicable

C1 Risk management and internal audit

The Risk Management Plan was reviewed by the Council during 2012 and monitored by the Council throughout 2012-13.

C2-C6

Not applicable

C7 Staffing profile

Mrs Narelle Hargreaves OAM - Chair

Mrs Hargreaves was appointed as Chair to the inaugural council and re-appointed in May 2011. Mrs Hargreaves was awarded an Order of Australia Medal in 2008.

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

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

Mrs Hargreaves is a member of the *Sing Australia Choir*.

Dr William Maiden PSM – Community member and Deputy Chair

Dr Maiden was appointed as a community member to the inaugural council. Dr Maiden began his teaching career in 1969 and was principal of a number of ACT public schools until his retirement in 2012. He holds a Teaching Certificate, Bachelor of Arts, Master of Letters (Education), Master of Educational Administration, Doctorate of Philosophy (Education), and is a Fellow of the Australian College of Educators and a Fellow of the Australian Council for Educational Leaders (ACT). Dr Maiden has been awarded a Public Service Medal.

Mr Andrew Wrigley – Education member

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

Mrs Catherine Rey – Education member

Mrs Rey was nominated by the Canberra – Goulburn Catholic Education Office to represent Catholic systemic schools. Mrs Rey is Principal of Good Shepherd Primary School's John Paul College campus. She holds a Graduate Certificate in Education (Religious Education), and Master of Arts (French Literature), a Diploma of Education (Foreign Languages) and a Bachelor of Arts (First class French) degree. Mrs Rey was appointed to the Council in July 2011.

Mrs Mary Dorrian – Education member

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

Mr Peter Fullagar – Education member

Mr Fullagar represents the Catholic Independent Colleges of Canberra. Mr Fullagar is Principal of St Edmunds College Canberra. He holds a Masters of Educational Leadership and a Bachelor of Education and has over 30 years experience as an educator in the Catholic Independent and public education sectors. Mr Fullagar was first appointed to the Council in August 2009 and was re-appointed in February 2013.

Mrs Lyn Caton – Education member

Mrs Caton was nominated by the Independent Education Union to represent the non-government school union. Ms Caton is an Industrial Organiser in the ACT Office of NSW/ACT Independent Education Union. She holds a Diploma of Arts, Graduate Diploma of Education and a Graduate Certificate of Religious Education. Mrs Caton has 25 years of teaching experience in the non-government and public education sectors. Mrs Caton was first appointed to the Council in June 2009 and was re-appointed in August 2012.

Mr George Gamkrelidze – Education member

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

Dr Janet Smith – Community member

Dr Smith is an Associate Professor of Education and Deputy Director of *The Education Institute* at the University of Canberra, where she has taught Educational Leadership and Teacher Education for the past 20 years, and has occupied a wide range of leadership positions, including Associate Dean Education and Discipline Head. In addition to her work at UC, Dr Smith also works an Education Consultant, focusing on facilitation, leadership and educational research. Dr Smith was appointed to the Council in August 2012.

Ms Prue Clarke OAM – Community member

Ms Clarke is a highly experienced and respected educator with a history in public education, Catholic education and teacher education through the University of Canberra. Ms Clarke was awarded the Order of Australia Medal in 2007. She is a Fellow of the Australian College of Education and the Australian Council of Education Leaders. Ms Clarke was appointed to the Council in February 2013.

Mr Paul Sykes – Community member

Mr Sykes has a background in the legal profession, working most recently as a senior lawyer with the Australian Government Solicitor Canberra. He has also had significant involvement in the non-government school sector, having been a member of the Parents and Friends associations of both Merici and Daramalan College, and an office bearer in the Association of Parents and Friends ACT. Mr Sykes was appointed to the Council in February 2013.

Member name	Role	Number
Mrs Narelle Hargreaves OAM	Chairperson	7/7
Dr William Maiden PSM	Community member and Deputy Chairperson	7/7
Mr Andrew Wrigley	Education member	7/7
Mrs Mary Dorrian	Education member	5/7
Mrs Catherine Rey	Education member	3/7
Mrs Lyn Caton	Education member	5/7
Mr Peter Fullagar	Education member	2/2
Mr George Gamkrelidze	Education member	6/7
Dr Janet Smith	Community member	4/7
Ms Prue Clarke OAM	Community member	2/2
Mr Paul Sykes	Community member	2/2

C8-C26

Not applicable

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

ANNEX REPORTS

ACT TEACHER QUALITY INSTITUTE

ACT Government | TQI Teacher Quality Institute

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

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

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

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2012 and 30 June 2013 has been included.

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

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within 3 months of the end of the financial year.

Yours sincerely

Professor Denis Goodrum
Board Chair
ACT Teacher Quality Institute
23 July 2013

Anne Ellis
Chief Executive Officer

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

ACT Teacher Quality Institute Annual Report 2012-13

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of ACT teachers and enhance the community's confidence in the teaching profession through professional regulation and teacher quality initiatives.

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

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

Our vision and values

TQI is a key enabler of a high-quality teaching workforce in the ACT.

TQI values as set out In TQI's *Strategic Plan 2011-2014* are:

- Respect
- Integrity
- Collaboration
- Excellence
- Innovation.

Our role

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

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

Our structure

TQI came into effect on 1 January 2011. TQI is governed by a cross-sectoral Board comprising members from key ACT education stakeholders, the teaching profession and the community.

TQI is headed by the Chief Executive Officer, Ms Anne Ellis and is supported by a small staff of 7.4 FTE.

A2 Overview

TQI completed its second full financial year of operations on 30 June 2013.

Significant progress has been made to implement the key priorities under the five strategic goals identified in the TQI's *Strategic Plan 2011 – 2014*:

- establish TQI and implement governance and compliance frameworks in line with legislative requirements
- implement TQI regulatory responsibilities for teacher registration and accreditation of teacher education courses
- lead the cross-sectoral implementation of the *Australian Professional Teacher Standards* to enhance quality of education for ACT students
- lead cross-sectoral collaboration in teacher quality initiatives with ACT schools and universities
- facilitate and participate in national and local research relevant to teacher professional standards and learning.

TQI relocated to new premises at the University of Canberra on Haydon Drive, Bruce which are more conveniently located for users of TQI services.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education and Training Directorate in relation to some financial accounting, and audit matters.

A3 Highlights

Principal achievements

Professional registration of ACT teachers

A key requirement of the TQI Act is that all teachers are registered with, or have been granted a permit-to-teach by TQI, before commencing employment in any ACT Public, Catholic or Independent school. This regulatory requirement is designed to ensure that all teachers employed in the ACT have appropriate qualifications, skills and experience.

TQI assesses applications under the Teacher Registration and Permit-to-Teach Policy formulated by the TQI Board. This process involves assessment against the *Australian Professional Standards for Teachers* (the Standards). To gain provisional registration, the teacher must satisfy the 'graduate' level of the Standards. To gain full registration, the teacher must satisfy the 'proficient' level of the Standards.

All new applicants must provide certified copies of academic transcripts, evidence of a full disclosure National Police Check or registration under the *ACT Working with Vulnerable People (Background Checking) Act 2011*.

Through these arrangements, TQI has brought the ACT very close to achieving the requirements for nationally consistent registration of professional teachers.

Under the transitional arrangements of the TQI Act, the registration fee for teachers who had been employed in the ACT prior to January 2011, had been covered by an initial budget allocation from the ACT Government. The transitional arrangements of the TQI Act ceased on 30 June 2012. Therefore, from the beginning of 2013, all ACT teachers are required to pay a $100 tax deductible fee as part of the renewal of their registration.

Australian Professional Standards for Teachers (the Standards)

The *Australian Professional Standards for Teachers* (formerly called the National Professional Standards for Teachers) were developed by the Australian Institute for Teaching and School Leadership (AITSL) as a key component of the *Improving Teacher Quality National Partnership*. They were endorsed by all Australian Ministers for Education in 2011, and have been incorporated as an integral part of the *National Plan for School Improvement*.

TQI has continued to work closely with ACT schools and universities to collaboratively develop implementation strategies for the Standards.

This integrated and 'shared responsibility' approach has been recognised as best practice at the national level. The Chief Executive Officer was invited by the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) to address the National Presidents of Principal Associations meeting on 6 February 2013 and subsequently presented at a workshop at the annual Federal Ministerial event 'National Conversation with Principals 2013' held in Canberra on 7 March.

Highlights of TQI's Standards projects in the reporting period were:

- co-development and implementation with AITSL and SiMMER (the National Research Centre of Science, ICT and Mathematics Education for Rural and Regional Australia) of the national pilot of Certification against the 'Highly Accomplished' and 'Lead' levels of the Standards. The pilot ran from the end of June to November 2012 and involved 70 teachers and school leaders from 40 Public, Catholic and Independent schools in the ACT. The key research topics for the pilot were the nature of applicant evidence required to demonstrate teacher professional practice at the Highly Accomplished and Lead level of the Standards and the training requirements for certification assessors. The outcomes of the pilot have significantly guided the development of national guidelines and applicant resources and the national training program for certification assessors.
- development through a joint TQI/University of Canberra project of an online professional learning module to assist high quality standards assessment of pre-service teachers. The module, 'Making Judgements' is one of four online professional learning modules developed as part of an AITSL project to provide quality and accessible professional learning to supervising teachers across Australia. The module was launched nationally by AITSL on 18 April 2013 and is published as part of the AITSL online resources for all Australian schools.

The ACT standards certification process was activated in April 2013, following the development by TQI of an online application facility and 35 initial applications were received. The 2013 assessment process is continuing at the end of the reporting period.

A draft Code of Ethical Practice has also been developed and consultation will continue through the remainder of 2013.

The Teacher Education Accreditation Committee has been established by the Board to oversee the accreditation of education programs. The initial focus of the Committee's work will be the accreditation of continuing professional learning programs.

Business system

TQI received $990,000 capital funding in the 2012-13 Budget to enable it to further enhance its business systems. The goal is to integrate TQI's online resources and its business systems to ensure efficient operations and improved quality of data and of services to users. This enhancement of the TQI business system facilitates national requirements for consistent teacher registration, the implementation of the Standards and the ACT Government's commitment to the *Improving Teacher Quality National Partnership Agreement and the National Plan for School Improvement* into the future.

Over the reporting period, $579,000 was expended on the project. The balance of the capital investment will be expended in the 2013-14 financial year.

Achievements in the reporting period include:

- delivering online application forms and supporting resources to assist teachers to progress through the Standards career stages
- enhancing the Teacher Portal to provide a personalised experience for registered teachers, with improved access to relevant resources and professional learning opportunities
- supporting a smooth and efficient online registration renewal with a renewal application fee component for the first time
- participating in national data collection and research projects – including the National Teacher Workforce Dataset and the Longitudinal Teacher Workforce Study
- providing data reporting capabilities for schools and employers to support their involvement in key activities such as registration renewal
- building the initial stages of the business system to enable accrediting of continuing professional learning programs online.

Relationships and communication

To ensure the focus of its business operations remains on all of the ACT teaching profession, TQI has continued to give priority to collaborative relationships with ACT schools and universities. The Cross-Sectoral Principal Forums have been continued, and an inaugural cross-sectoral Assistant and Deputy Principal forum was held in September 2012 and another in March 2013. These Forums are jointly planned by TQI and Principals and Deputy/Assistant Principals from Public, Catholic and Independent schools.

TQI also established two cross-sectoral networks for mentoring and professional learning. These have provided valuable input to policy development and facilitated sharing of information, tools and templates via the TQI teacher portal during 2013.

Cross-sectoral collaboration has also included interactive workshops to assist ACT teachers and school leaders use the Standards to support teacher reflection and professional conversations, prepare and assess Standards evidence and annotation at the Graduate and Proficient level and prepare for certification assessment. In the reporting period 14 workshops were presented with over 800 teachers attending.

A4 Outlook

In 2013-14 TQI will focus on strengthening the frameworks supporting the implementation in the ACT of the Standards in line with the *National Education Reform Agreement*. Continued emphasis will be given to refining processes and resources for accreditation of professional learning programs, and the recording of teachers' completion of, and reflection on, their professional learning. TQI views such endeavours as key steps in building the overall quality of the ACT teaching workforce.

A5 Management discussion and analysis

TQI staffing has been supplemented by seconded staff from schools across the sectors for specific projects but remains small (7.4 FTE). In the reporting period, the ACT Government remained the primary source of financial resources for TQI. Revenue from application fees was received for the first time from teachers renewing their registration in March 2013.

TQI now has a secure revenue base which will allow it to recruit a small number of additional staff to ensure that it progresses the business priorities identified in its *Strategic Plan 2011 – 2014*.

A6 Financial report

Summary financial report

The summary report below shows the details of income and expenses for TQI for the financial year 2012-13 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2013
		$'000
REVENUE		
Government Payment for Output	1	820
Interest		34
Other Revenue	2	779
Grants	3	250
Total Revenue		1,883
EXPENSES		
Employee Expenses		1,110
Superannuation Expenses		152
Supplies and Services	4	374
Establishment Expenses	5	173
Total Expenses		1,809
Operating (Deficit)/Surplus		**74**

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education and Training Directorate and passed to TQI.
2. Other Revenue consists of own source revenue from registration fees.
3. Grants consist of $200k grant relating to Certification Implementation and $50k grant from AITSL.

4. Supplies and Services consists of:

	2013 $'000
Property Maintenance	16
Materials and Services	229
Travel and Transport	36
Administrative	58
Financial	4
Operating Lease	31
	374

5. These expenses relate to fit out and furniture for the new office in Bruce.

The surplus in 2012-2013 is due to the delay determining equipment requirements for the TQI premises and the seasonal nature of our income.

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B4 Legislation Report

The *Working with Vulnerable People (Consequential Amendments) Act 2011* effected amendments to the *ACT Teacher Quality Institute Act 2010* on 8 November 2012.

The amendments ensure consistency between the TQI Act and the *Working with Vulnerable People (Background Checking) Act 2010.* A person applying for full or provisional registration as a teacher or a permit-to-teach will be required to hold an ACT Working with Vulnerable People registration.

Requirements of the *ACT Teacher Quality Institute Act 2010*

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

a. a copy of any direction given by the Minister under section 25 of the Act – no directions were given during the reporting period
b. a statement by TQI about the action taken to give effect to a direction – not required
c. the number of new approved teachers – a total of 735 applications were approved during the reporting period. During this period, 512 registered teachers did not renew their registration. The number of approved teachers increased in the reporting period by a net 223.
d. the education programs available for the professional learning and development of teachers - a Teacher Education and Accreditation Committee (TEAC) was established by the TQI Board at its meeting on 2 November 2012 to advise and make recommendations to the Board on teacher professional learning and development. As noted in section A4, this work will continue to receive emphasis

in the 2013-14 reporting period.

e. the current assessment and certification standards that are required to be met by teachers – the eligibility standards for each of 'full registration', 'provisional registration', and 'permit-to-teach'; are at Attachment 2.

SECTION C: LEGISLATIVE AND POLICY BASED REPORTING

C4 Freedom of Information

The *ACT Freedom of Information Act 1989* (the FOI Act) aims to extend, as far as possible, the right of the community to access information in the possession of the ACT Government. As an ACT Government authority, the FOI Act applies to TQI.

This right of access is limited by certain exceptions and exemptions specified in the FOI Act. These include the private and business affairs of persons in respect of whom information is collected and held by TQI. As well, the TQI Act limits access to the personal information held on individual teachers on the teachers' register maintained by TQI (see, in particular, Div 4.4 of the TQI Act).

TQI has prepared the following statements under sections 7, 8, and 79(2), of the FOI Act.

The Section 7 Statement concerns the publication of information about functions and documents of TQI. The Section 8 Statement refers to documents in the possession of TQI that are available for inspection. The Section 79(2) statement details the actual requests for access to documents under the FOI Act in the reporting period.

Section 7 Statement

Organisational functions and powers

TQI administers the TQI Act. The organisational functions and powers of TQI under that Act are described in Section A1 of this Report.

Documents available on request and without charge

Documents within this category include publications produced by TQI on various aspects of its activities.

Documents available under the FOI Act

Such documents may include:

- general records, including minutes of meetings, agendas, background papers, and policies
- administrative records including correspondence
- personnel records
- records held in connection with TQI functions
- financial records
- contracts.

People seeking information are encouraged to first contact TQI before using the more formal FOI process.

For more information contact:

ACT Teacher Quality Institute

02 6205 8870

tqi@act.gov.au

Section 8 Statement

Section 8 of the FOI Act requires TQI to make available a list of documents TQI staff use when making decisions.

The principal documents are:

- *Teacher Registration and Permit to Teach Policy*
- *Australian Qualifications Framework*
- *Australian Professional Standards for Teachers*.

Section 79(2) Statement

TQI received no FOI requests during the reporting year.

C5 Internal Accountability

Section 15(4) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board other than the Chief Executive Officer. The appointment of a member, other than the Chief Executive Officer, must be for a term of no longer than three years. The Chief Executive Officer is a non-voting member of the Board.

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

Four meetings were scheduled in the reporting period. As a quorum could not be achieved for the meeting scheduled for 15 March 2012 the meeting was cancelled. Items listed on the agenda for the 15 March 2013 meeting requiring the Board's attention before the next scheduled meeting were considered out-of-session.

Three members of the Board resigned from their positions in 2011.

- Mr Mark Hogan, the Archdiocese of Canberra and Goulburn Catholic Education Office nominee, resigned on 25 September 2012.
- Ms Penny Gilmour, the Australian Education Union nominee, resigned on 30 October 2012.
- Ms Alison Jeffries, representing the teaching profession in non-government schools, resigned on 28 November 2013.

Mr Glenn Fowler was nominated by the Australian Education Union to replace Ms Gilmour on the Board.

Ms Moira Najdecki was nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office to replace Mr Hogan on the Board.

Mr Fowler and Najdecki attended the Board meeting held on 17 May 2013 as observers as their appointments had been approved by Cabinet but had not been notified on the legislation register at that time.

Board meeting attendance as at 30 June 2013:

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

Member	Role	Number of meetings attended 2012/13
Professor Denis Goodrum	Chair	3
Ms Anne Ellis	Chief Executive Officer, ACT Teacher Quality Institute	3
Associate Professor Carolyn Broadbent	Australian Catholic University, ACT Campus	3
Ms Lyn Caton	NSW/ACT Independent Education Union	1
Ms Wendy Cave	Teaching profession in government schools	3
Ms Penny Gilmour	Australian Education Union	2
Mrs Narelle Hargreaves	Community representative	3
Mr Phillip Heath	Association of Independent Schools of the ACT	3
Mr Mark Hogan	Archdiocese of Canberra and Goulburn Catholic Education Office	1
Ms Alison Jeffries	Teaching profession in non-government schools	2
Ms Diane Joseph	Director-General, Education and Training	2
Professor Geoffrey Riordan	University of Canberra	2

Information on each Board member is at Attachment 1.

Board committees

Registration Committee

The Registration Committee was established to advise and guide the development of the teacher registration process. The members of the committee are:

Professor Denis Goodrum (Chair)

Ms Anne Ellis (CEO, TQI)

Associate Professor Carolyn Broadbent (University representative)

Ms Lyn Caton (Union representative)

Mr Mark Hogan (non-government schools representative)

Mr Michael Bateman (Government School representative)

Mr Jari Teivonen (Senior Registration Officer, TQI).

Teacher Education and Accreditation Committee

The Teacher Education and Accreditation Committee (TEAC) was established by the Board at its meeting on 2 November 2012 to advise and make recommendations to the TQI Board on teacher education courses, professional learning and development, to participate in expert accreditation committees and monitor quality assurance of accredited courses. The members of the committee are:

Mrs Narelle Hargreaves (Chair)

Ms Anne Ellis (CEO, TQI)

Ms Lyn Smith (Catholic Education Office)

Ms Coralie McAlister (Education and Training Directorate)

Ms Anne Marie Marek (Catholic Principals' Association)

Ms Jennifer Hall (Government Principals' Association)

Mr Andrew Wrigley (Association of Independent Schools)

Associate Professor Wayne Hawkins (University of Canberra)

Dr Rhonda Faragher (Australian Catholic University)

Mr Roger Amey (Australian Education Union)

Ms Berna Simpson (Independent Education Union)

Ms Wendy Cave (TQI Board member).

ICT Project Board

The ICT Project Board is responsible for the operational progress and accountability of the ICT capital expenditure project to enhance the TQI business system and associated services. This is achieved by making decisions that allow the project to progress, managing issues and risks and ensuring financial and deliverable accountability. The members of the ICT Project Board are:

Ms Robin Hutchison (Chair)

Ms Carol Rohead (TQI)

Mr Andrew Wrigley (Association of Independent Schools)

Ms Helen Casey (Catholic Education Office)

Ms Coralie McAlister (Education and Training Directorate)

Mr Terry Ryan (Dialog) (non-voting).

C17 Territory records

TQI is developing a Records Management Program required under section 16 of the *Territory Records Act 2002* which will provide a framework for the creation and management of all TQI's records. In 2012-2013 TQI worked with the Territory Records Office to develop a Records Disposal Schedule for records relating to the function of Teacher Quality. The schedule provides coverage for all records supporting core TQI business activities. A half day training session was attended by all TQI staff in the reporting period and preparation progressed towards full implementation of an electronic document records management system to support the management of TQI records.

For more information contact:

The Chief Executive Officer or the Board Chair of TQI.

Ms Anne Ellis
Chief Executive Officer
ACT Teacher Quality Institute

Professor Denis Goodrum
Board Chair
ACT Teacher Quality Institute

TQI office located at:
Ground Floor
170 Haydon Drive
Bruce ACT 2617

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

Attachment 1

Board members

Professor Denis Goodrum

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

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

Ms Anne Ellis

Ms Ellis was appointed the inaugural CEO in January 2011 and has been responsible for the establishment and the strategic operations of TQI since then. Prior to 2011 Ms Ellis had substantial senior management experience in the ACT Department of Education and Training covering the regulatory functions that preceded professional teacher registration in the ACT, as well as with the cross sectoral consultation and planning for the Teacher Quality National Partnership and other national initiatives. Ms Ellis had previously taught in the primary sector in the NSW and ACT public education systems. Ms Ellis' contribution to the advancement of the teaching profession was recognised with the award in 2013 of an Honorary Fellowship with the Australian College of Educational Leaders (ACEL).

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

Associate Professor Carolyn Broadbent

Associate Professor Carolyn Broadbent is a senior academic in the Faculty of Education at the Australian Catholic University in Canberra. She has undertaken extensive teaching, research and executive leadership roles within the higher education sector and taught in primary, secondary, special needs and adult and community education programs.

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

Ms Lyn Caton

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

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

Ms Wendy Cave

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

Qualification: B.Ed, DipEd.

Ms Penny Gilmour

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

Ms Gilmour resigned from her position on the TQI on 30 October 2012 following her resignation from the AEU.

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

Mrs Narelle Hargreaves

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

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

Qualifications: B.Ed., FACE, FACEL.

Mr Phillip Heath

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

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

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

Mr Mark Hogan

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

Mr Hogan resigned from his position on the Board on 25 September 2012 following his resignation from the Catholic Education Office.

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

Ms Alison Jeffries

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

Ms Jeffries resigned from her position on the Board on 28 November 2012 following her resignation as Principal, St Clare's College.

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

Ms Diane Joseph

Ms Joseph commenced her role as Director-General of the ACT Education and Training Directorate in August 2012, after being in the role of ACT Deputy Director-General since 2010. Ms Joseph's focus on system wide reform and improvement is underpinned by over thirty years experience in education. This has included senior positions in the Victorian Department of Education and Early Childhood Development including as a secondary school principal. Ms Joseph plays a key strategic role in shaping and influencing education policy at the local and national levels.

Qualifications: B.Sc. (Education), FACEL.

Professor Geoffrey Riordan

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

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

Attachment 2

ACT Teacher Quality Institute Act Section 26 (e)

Assessment standards required to be met by teachers.

New applicants are required to meet the following assessment standards:

Full Registration **Full registration is only available to experienced applicants who meet the criteria specified below.**	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in the previous five year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the **Proficient** level of the *Australian Professional Standards for Teachers*. If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a Principal or their delegate who can attest to the professional practice of the applicant.
Suitability to teach	TQI will use a Working with Vulnerable People (Background Checking) (WwVP) registration status or a current national police certificate, together with the information supplied in overseas criminal history checks (where applicable), declarations and any other evidence provided to TQI to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

Provisional Registration **Provisional registrants meet the qualification requirement for full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for full registration but is unable at the time to provide the relevant supporting evidence.**	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Suitability to teach	TQI will use a WwVP registration status, or a national current police certificate, together with the information supplied in overseas criminal history checks (where applicable), declarations and any other evidence provided to TQI to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

Permit to teach **A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for full or provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for full or provisional registration. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.**	
Suitability to teach	TQI will use a WwVP registration status, or a current police certificate together with the information supplied in overseas criminal history checks (where applicable), declarations and any other evidence provided to TQI to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken four full years of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

Current certification standards required to be met by teachers.

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

SECTION E

APPENDICES

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A5 Management discussion and analysis

General overview

Objectives

The Directorate works in partnership with parents and the community to ensure students are supported and engaged to achieve their full potential. The Directorate will continue to work closely with the community to position the ACT as Australia's lifelong learning capital.

Services of the Directorate include the provision of public school education, preschool and early intervention education programs, registration of non-government schools, registration for home education, regulation of education and care services and the planning and coordination of vocational education and training. The Directorate aims to ensure that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

Risk management

The development of the Directorate's annual Strategic Risk Management and Audit Plan identified risks that could impact on the Directorate's operations and objectives. The key risks provided below are medium to long-term risks that require ongoing monitoring and attention by the Directorate's executive and senior management.

Key risks include:

- The ongoing attraction and retention of high quality staff and the provision of a safe, inclusive and productive workplace remains an ongoing focus of the Directorate.
- Increasing demand for the integration of information and communication technology (ICT) systems to meet business requirements. Assessment of ICT systems take into account compatibility with existing systems, technological advances, future demands and value for money. The Directorate's ICT Steering Committee oversees strategic planning and change management implementation.
- Implementation of national educational reforms is a key priority for the Directorate. The Directorate has established governance structures to ensure engagement with key stakeholders and the delivery of reform directions.
- The integration of education and care services within the Directorate ensures ongoing compliance with legislative requirements and the independence of regulation services with service provision. The Directorate has established internal structures and governance arrangements to support this responsibility.

Accounting issues

There was no significant change in the accounting standards applicable to the Directorate's 2012-13 financial statements.

Changes from administrative structure

In November 2012, the Directorate received the regulation of education and care services from the Community Services Directorate.

As part of the Administrative Arrangement Orders, the Directorate received $2.4 million for Government Payment for Outputs and $10.2 million for Capital Injection. In addition, the Directorate also received 33 childcare centres valued at $34.5 million. Total liabilities transferred were $0.4m providing a net asset position of $34.1 million.

For the purposes of the management discussion and analysis, the original budget was amended to incorporate the impact of the new administrative arrangements.

Directorate financial performance

The Directorate has managed its operations within the 2012-13 budgeted appropriation. During the financial year, the Directorate achieved savings targets and in addition, internally managed cost pressures associated with workers' compensation and insurance premiums.

The table below provides a summary of the financial operations based on the audited financial statements for 2011-12 and 2012-13.

Table A5.1: Net cost of services

	Actual 2012-13 $m	Amended Budget 2012-13 $m [1]	Actual 2011-12 $m
Total expenditure	656.9	661.5	627.4
Total own source revenue	37.9	40.4	37.2
Net cost of services	**619.0**	**621.1**	**590.2**

Source: Education and Training Directorate Financial Statements.

Note 1: The original budget was amended to reflect the change in administrative arrangement relating to the transfer of childcare regulation and policy received in 2012-13.

In 2012-13, the Directorate's net cost of services was $2.1 million or 0.3 percent below the amended budgeted cost. The lower than anticipated costs primarily related to the timing of school-based expenditure relating to National Partnership Programs for Literacy and Numeracy, Improving Teacher Quality and Low Socio-Economic Status. This position was further reduced by the revised Commonwealth grants to be received by the Directorate in 2013-14.

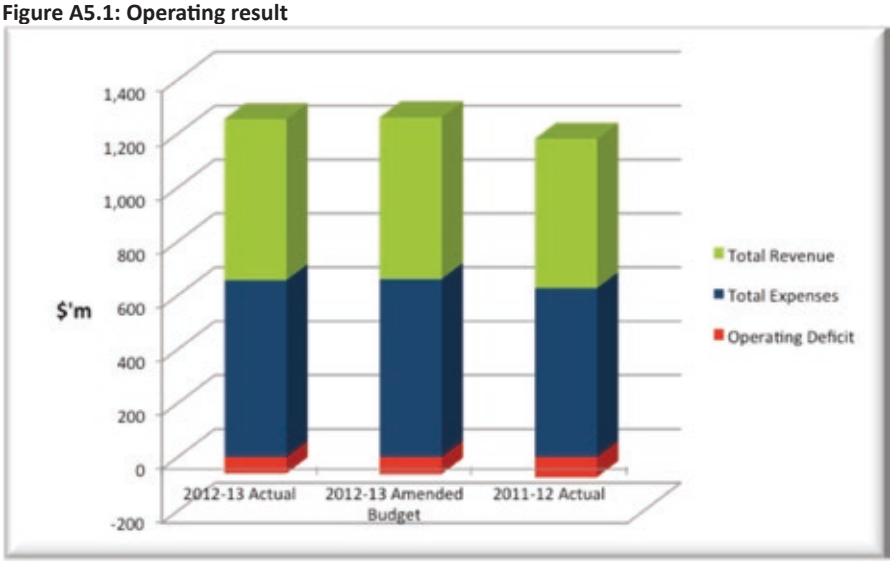
The lower than anticipated expenditure associated with the net cost of services was offset by increased depreciation associated with changes in the estimated useful lives of assets, which was understated in the 2012-13 Budget.

Net cost of services increased by $28.8 million or 4.9 percent from 2011-12, primarily relating to additional costs associated with enterprise bargaining agreements for teaching and non-teaching staff, an increase in teacher numbers to meet enrolment growth and increased depreciation associated with higher capital investment levels associated with new schools.

Operating deficit

The operating deficit for the Directorate in 2012-13 was $60.0 million and was $2.3 million or 3.6 percent lower than the amended budget and $14.2 million or 19.2 percent lower than 2011-12.

Figure A5.1: Operating result



Source: Education and Training Directorate Financial Statements.

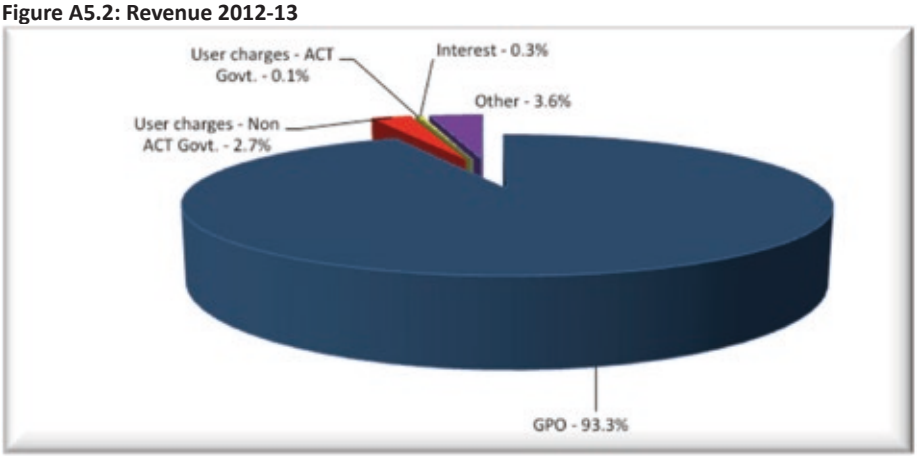
The lower than expected operating deficit against the amended budget mainly related to the timing of school-based expenditure relating to National Partnership Programs for Literacy and Numeracy, Improving Teacher Quality and Low Socio-Economic Status as well as timing of expenditure associated with schools excursions. This was partially offset by increased depreciation costs associated with changes in the estimated useful lives of assets, which was understated in the 2012-13 Budget.

The decrease from 2011-12 primarily related to employee expenses associated with the present value of long service leave. This reduction was primarily due to a significant change in the 10 year Commonwealth bond rate which was used to calculate the carrying value of employee liabilities and contributed to a lower operating deficit in 2012-13 than 2011-12. The reduction was partially offset by increased depreciation due to high capital investment levels associated with new schools.

Revenue

Directorate's revenue totalled $597.0 million, which was $1.9 million or 0.3 percent lower than the amended budget. Revenue increased by $43.7 million or 7.9 percent in comparison to the previous financial year.

Figure A5.2: Revenue 2012-13



Source: Education and Training Directorate Financial Statements.

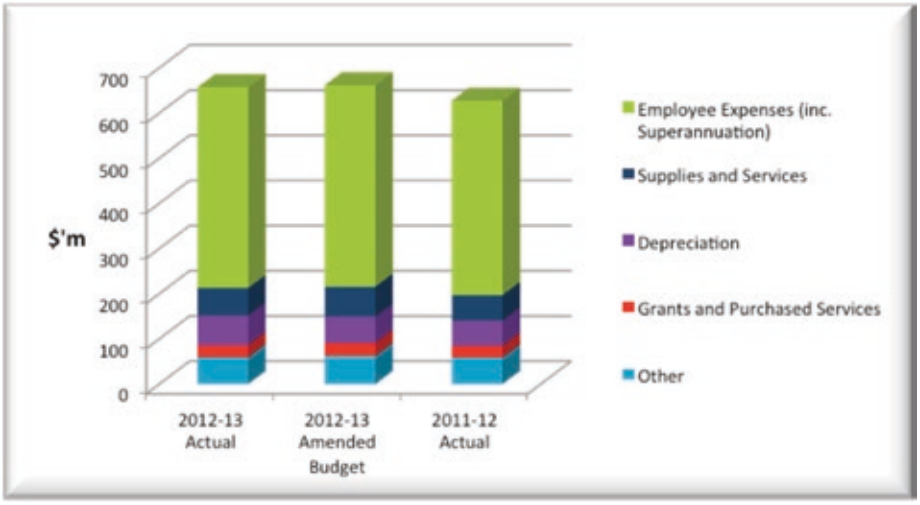
The lower than anticipated revenue of $1.9 million from the amended budget primarily related to revised Commonwealth grants associated with Improving Teacher Quality National Partnership Program funding from 2012-13 to 2013-14.

In comparison to 2011-12, the increase in funding was primarily associated with the enterprise bargaining agreements for teaching and non-teaching staff, funding transferred from 2011-12 relating to National Partnership Programs in particular relating to Productivity Places Program, Youth Attainment and Transitions, Improving Teacher Quality and Literacy and Numeracy combined with increased funding for enrolment growth. This was partially offset by savings initiatives.

Expenses

Expenditure for the Directorate totalled $656.9 million and comprised employee costs, supplies and services, grants and purchased services, depreciation, schools and borrowing costs. As shown in Figure A5.3, employee related expenses including superannuation comprise 68.0 percent of the total expenditure.

Figure A5.3: Expenses 2012-13



Source: Education and Training Directorate Financial Statements

In 2012-13, total expenditure was $4.6 million or 0.7 percent lower than the amended budget primarily due to timing of expenditure by schools mainly relating to National Partnership Programs for Literacy and Numeracy, Improving Teacher Quality and Low Socio-Economic Status and school excursions. This was partially offset by increased depreciation costs associated with changes in the useful lives of assets.

Total expenditure was $29.5 million or 4.7 percent higher when compared to the previous year. The increase mainly represented additional costs associated with new enterprise bargaining agreements for teaching and non-teaching staff, enrolment growth, higher levels of Commonwealth grants and increased depreciation due to high levels of capital investment associated with new schools.

Table A5.2: Line item explanation of significant variances from the amended budget – Directorate operating statement

Significant variances from the amended budget	Actual 2012-13 $m	Amended Budget 2012-13 $m[1]	Variance $m
Revenue			
Government Payment for Outputs [2]	559.0	560.9	(1.9)
User charges – ACT Government	0.4	0.4	0.0
User charges – non ACT Government [3]	15.6	16.6	(1.0)
Interest [4]	1.3	1.5	(0.2)
Resources received free of charge	0.3	0.2	0.1
Other revenue [5]	20.3	19.1	1.2
Expenditure			
Employee expenses [6]	385.9	387.4	(1.5)
Superannuation expenses	58.1	58.3	(0.2)
Supplies and services [7]	61.3	66.8	(5.5)
Depreciation [8]	65.3	57.8	7.5
Grants and purchased services [9]	26.1	28.3	(2.2)
Other [10]	60.1	62.8	(2.7)

Source: Education and Training Directorate Financial Statements.

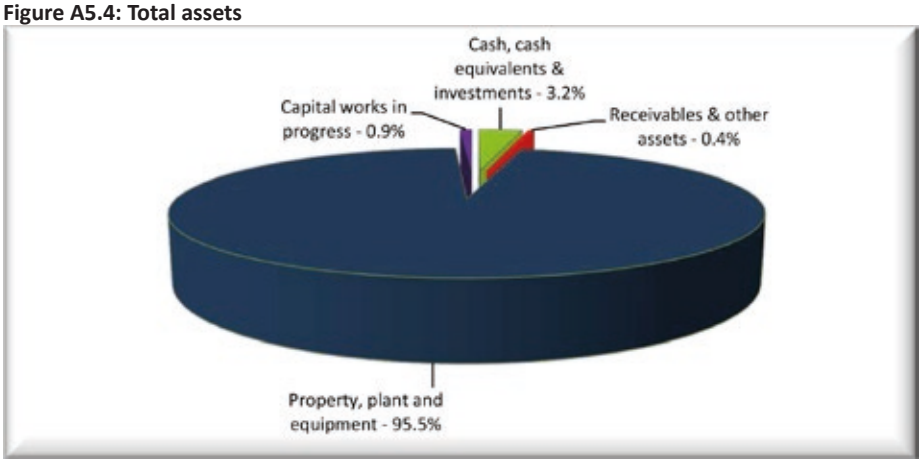
Notes:

1. The original budget was amended to reflect the change in administrative arrangement relating to the transfer of childcare regulation and policy received in 2012-13.
2. Lower than anticipated Government Payments for Outputs primarily related to the cash re-profile of the Improving Teacher Quality National Partnership Program funding from 2012-13 to 2013-14 by the Commonwealth.
3. Lower than anticipated revenue primarily related to Commonwealth Own Purpose grants relating to Industry and Indigenous Skill Centres and Joint Group Training, which have been funded as National Partnership Programs in 2012-13. Funding for these programs was provided to the Directorate as government payments for outputs.
4. Lower than anticipated interest primarily related to reduced interest rates.
5. Higher than anticipated revenue mainly related to regulatory fees collected by the Teacher Quality Institute for teacher registration. Forward budget estimates were amended for this impact.
6. Lower than anticipated expenditure primarily related to timing of filling staff positions.
7. Lower than anticipated expenditure related to Commonwealth National Partnership Programs, in particular, Improving Teacher Quality due to revised funding arrangements by the Commonwealth Government as well as transfer of funds into 2013-14.
8. Higher than anticipated depreciation mainly related to the impact associated with asset revaluation changes in useful lives. Forward budget estimates were adjusted for this impact.
9. Lower than anticipated grants and purchased services primarily related to timing of expenditure associated with the Vocational Educational and Skills Reform National Partnership.
10. Lower than anticipated expenditure mainly related to the timing of schools excursion expenditure as schools operate on a calendar year.

Total assets

The Directorate held 95.5 percent of its assets in property, plant and equipment and 4.5 percent related to cash and cash equivalents, capital works in progress, receivables and other current assets.

Figure A5.4: Total assets



Source: Education and Training Directorate Financial Statements.

The Directorate's assets totalled $2,058.3 million in 2012-13, which was $33.2 million or 2.0 percent lower than the amended budget. This was primarily due to the deferral of childcare and school expansion capital projects to 2013-14 resulting from delays with completion of scoping and design work as well as savings in the delivery of Neville Bonner Primary School and Franklin Early Childhood School.

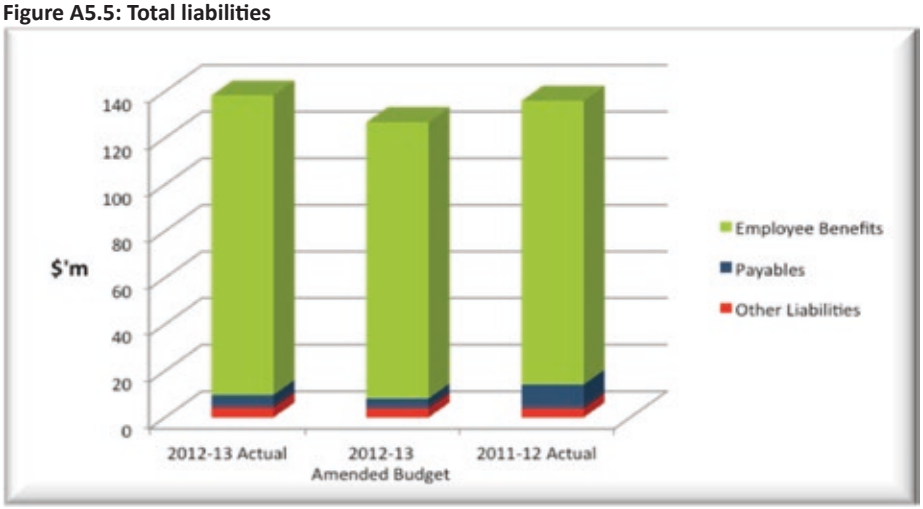
This was partially offset by increased cash due to the timing of expenditure associated with the Commonwealth Digital Education Revolution National Partnership as well as the timing of expenditure by schools primarily relating to other National Partnership Programs and school excursions.

In comparison to 2011-12, total assets increased by $78.7 million or 4.0 percent primarily due to the completion of new schools projects relating to Neville Bonner Primary School, Franklin Early Childhood School and Canberra College Performing Arts Centre. This was further combined with the transfer of childcare facilities from the Community Services Directorate as part of the administrative arrangement changes and higher levels of cash associated with timing of school-based payments.

Total liabilities

The Directorate's liabilities comprised of employee benefits, payables, finance leases and other borrowings. The majority of the Directorate's liabilities related to employee benefits (93.0 percent) and payables including other liabilities (7.0 percent).

Figure A5.5: Total liabilities



Source: Education and Training Directorate Financial Statements.

The Directorate's liabilities totalled $138.4 million as at 30 June 2013. This was $11.7 million or 9.0 percent higher than the amended budget, primarily relating to an increase in employee benefits associated with the change in the rate used to calculate long service leave.

In comparison to the same period last year, total liabilities increased by $2.4 million or 1.8 percent primarily associated with employee benefits due to the impact of teaching and non-teaching enterprise bargaining agreements partially offset by a decrease in employee benefits associated with the change in rate used to calculate long service leave. The increase was also partially offset by a reduction in capital project accruals due to the completion of significant projects, in particular relating to new schools.

Current assets to current liabilities

As at 30 June 2013, the Directorate's current assets were lower than its current liabilities. The Directorate does not consider this as a liquidity risk as its cash needs are funded through appropriation from the ACT Government on a cash needs basis.

It is important to note that the Directorate's current liabilities primarily relate to employee benefits, and while the majority are classified under a legal entitlement as current, the estimated amount payable within 12 months is significantly smaller and can be achieved within current assets. In addition, in the event of usually high termination levels requiring significant payment for leave balances, the Directorate is able to meet this through section 16A of the *Financial Management Act 1996*.

Table A5.3: Line item explanation of significant variances from the amended budget - Directorate balance sheet

Significant Variance from budget	Actual 2012-13 $m	Amended Budget 2012-13 $m [1]	Variance $m
Current assets			
Cash and cash equivalents [2]	64.2	42.1	22.1
Receivables [3]	6.7	7.1	(0.4)
Other current assets [4]	2.1	3.7	(1.6)
Non-current assets			
Investment	1.8	1.8	-
Property, plant and equipment [5]	1,965.8	1,954.3	11.5
Capital works in progress (WIP) [6]	17.6	82.6	(65.0)

Significant variance from budget	Actual 2012-13 $m	Amended Budget 2012-13 $m [1]	Variance $m
Current liabilities			
Payables [7]	5.4	4.2	1.2
Finance leases	-	0.1	(0.1)
Employee benefits [8]	116.7	107.4	9.3
Other	4.2	3.8	0.4
Non-current liabilities			
Finances leases	0.1	0.1	-
Employee benefits [8]	11.9	11.1	0.8
Other borrowings	0.1	0.0	0.1

Source: Education and Training Directorate Financial Statements.

Notes:

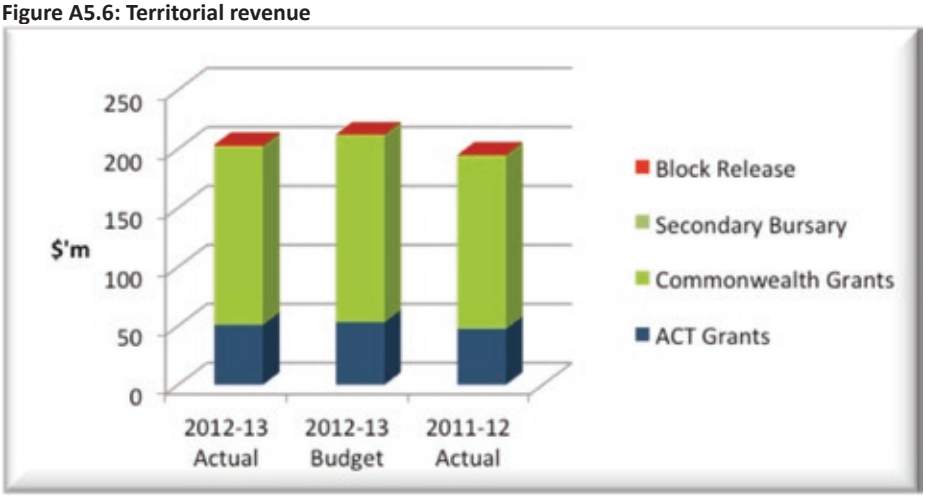
1. The amended budget was adjusted for the transfer associated with the Administrative Structure.
2. Higher than anticipated cash primarily related to the timing of expenditure associated with the Commonwealth Digital Education Revolution National Partnership and increased schools bank balances primarily relating to the timing of expenditure of National Partnerships Programs and school excursions.
3. Marginally lower than anticipated levels of receivable mainly related to the input tax credit from the Australian Taxation Office which was dependent on the level of expenditure in June.
4. Primarily related to the timing of prepayments in relation to vocational educational and training grants and copyright payments.
5. Higher than anticipated property, plant and equipment primarily related to the transfer of childcare facilities from the Community Services Directorate partially offset by savings in the delivery of Neville Bonner Primary School and Franklin Early Childhood School, combined with deferral of capital works activities relating to school expansion projects and childcare facilities due to delays in the completion of scoping and design works.

6. Lower than anticipated capital works in progress primarily related to the timing of completion of capital works projects. Projects capitalised in 2012-13 primarily related to Neville Bonner Primary School, Franklin Early Childhood School and Canberra College Performing Arts Centre. Projects currently in progress primarily relate to rectification and upgrade at Taylor Primary School, schools expansions projects, upgrade of early childhood facilities and ICT projects.
7. Higher than anticipated payables primarily related to general administration and capital works accruals due to the timing of invoice receipts.
8. Higher than anticipated employee benefits was mainly associated with the change in the rate used to calculate the estimates for long service leave.

Territorial revenue

Total income received included revenue for expenses on behalf of the Territory, primarily for the provision of grants to non-government schools.

Figure A5.6: Territorial revenue



Source: Education and Training Directorate Financial Statements.

Territorial revenue mainly comprised of funding for non-government schools from the Commonwealth and ACT Governments. It also included ACT Government funding for the Secondary Bursary Scheme and Block Release Programs.

Territorial revenue totalled $202.8 million in 2012-13, which was $9.8 million or 4.6 percent lower than the budget. The lower than anticipated revenue primarily related to actual levels of Commonwealth grants passed on to non-government schools being below original Commonwealth Budget Estimates and transfer of Interest Subsidy Funds Scheme to 2013-14.

When compared to the same period last year, total revenue increased by $7.7 million or 4.0 percent mainly due to higher levels of general recurrent grants for non-government schools reflecting the impact of indexation and enrolment growth.

Territorial expenditure

Territorial expenditure other than transfers of fees to the Territorial Banking Account comprised of grant payments to non-government schools ($202.2 million), the Secondary Bursary Scheme ($0.5 million) and Block Release grants ($0.05 million).

Lower than anticipated expenditure from the budget primarily related to the actual levels of Commonwealth grants passed on to non-government schools being below original Commonwealth Budget Estimates and the transfer of funds to 2013-14 for the Interest Subsidy Scheme.

Total expenditure increased by $7.7 million or 4.0 percent from the corresponding period last year mainly due to higher levels of general recurrent grants for non-government schools reflecting the impact of indexation and enrolment growth.

For more information contact:

Executive Director

Corporate Services

Telephone: (02) 6205 2685

Appendix 2: A6 Financial report

ACT AUDITOR-GENERAL'S OFFICE

ACT Government

A13/07

Ms Diane Joseph
Director-General
Education and Training Directorate
Level 6, 220 Northbourne Avenue
BRADDON ACT 2612

Dear Ms Joseph Diane

AUDIT REPORT – EDUCATION AND TRAINING DIRECTORATE
FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2013

The Audit Office has completed the audit of the financial statements of the Education and Training Directorate for the year ended 30 June 2013.

I have attached the audited financial statements and unqualified audit report.

I have provided a copy of the financial statements and audit report to the Minister for Education and Training, Ms Joy Burch MLA.

Yours sincerely

M. Cooper

Dr Maxine Cooper
Auditor-General
13 September 2013

c.c. Mr Mark Whybrow, Director, Finance and Corporate Support
Ms Jenny Morison, Chair, Audit Committee
Mr Dougal Wilson, Manager, Risk Management and Audit

Level 4, 11 Moore Street, Canberra City, ACT 2601 | PO Box 275, Civic Square, ACT 2608
Telephone: 02 6207 0833 | Facsimile: 02 6207 0826 | Email: actauditorgeneral@act.gov.au

ACT AUDITOR-GENERAL'S OFFICE

ACT Government

INDEPENDENT AUDIT REPORT

EDUCATION AND TRAINING DIRECTORATE

To the Members of the ACT Legislative Assembly

Report on the financial statements

The financial statements of the Education and Training Directorate (the Directorate) for the year ended 30 June 2013 have been audited. These comprise the following financial statements and accompanying notes:

- Controlled financial statements – operating statement, balance sheet, statement of changes in equity, cash flow statement and statement of appropriation.
- Territorial financial statements – statement of income and expenses on behalf of the Territory, statement of assets and liabilities on behalf of the Territory, statement of recognised income and expenses on behalf of the Territory, cash flow statement on behalf of the Territory and territorial statement of appropriation.

Responsibility for the financial statements

The Director-General of the Directorate is responsible for the preparation and fair presentation of the financial statements in accordance with the *Financial Management Act 1996*. This includes responsibility for maintaining adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and the accounting policies and estimates used in the preparation of the financial statements.

The auditor's responsibility

Under the *Financial Management Act 1996*, I am responsible for expressing an independent audit opinion on the financial statements of the Directorate.

The audit was conducted in accordance with Australian Auditing Standards to obtain reasonable assurance that the financial statements are free of material misstatement.

I formed the audit opinion following the use of audit procedures to obtain evidence about the amounts and disclosures in the financial statements. As these procedures are influenced by the use of professional judgement, selective testing of evidence supporting the amounts and other disclosures in the financial statements, inherent limitations of internal control and the availability of persuasive rather than conclusive evidence, an audit cannot guarantee that all material misstatements have been detected.

Level 4, 11 Moore Street, Canberra City, ACT 2601 | PO Box 275, Civic Square, ACT 2608
Telephone: 02 6207 0833 | Facsimile: 02 6207 0826 | Email: actauditorgeneral@act.gov.au

Although the effectiveness of internal controls is considered when determining the nature and extent of audit procedures, the audit was not designed to provide assurance on internal controls.

The audit is not designed to provide assurance on the appropriateness of budget information included in the financial statements or to evaluate the prudence of decisions made by the Directorate.

Electronic presentation of the audited financial statements

Those viewing an electronic presentation of these financial statements should note that the audit does not provide assurance on the integrity of information presented electronically and does not provide an opinion on any other information which may have been hyperlinked to or from these financial statements. If users of these statements are concerned with the inherent risks arising from the electronic presentation of information, they are advised to refer to the printed copy of the audited financial statements to confirm the accuracy of this electronically presented information.

Independence

Applicable independence requirements of Australian professional ethical pronouncements were followed in conducting the audit.

Audit opinion

In my opinion, the financial statements of the Directorate for the year ended 30 June 2013:

(i) are presented in accordance with the *Financial Management Act 1996*, Australian Accounting Standards and other mandatory financial reporting requirements in Australia; and

(ii) present fairly the financial position of the Directorate as at 30 June 2013 and the results of its operations and cash flows for the year then ended.

The audit opinion should be read in conjunction with other information disclosed in this report.

M. Cooper

Dr Maxine Cooper
Auditor-General
13 September 2013

Education and Training Directorate
Financial Statements
For the Year Ended 30 June 2013

Statement of Responsibility

In my opinion, the financial statements are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2013 and the financial position of the Directorate on that date.

Leanne Cover

A/g Director-General

Education and Training Directorate

11 September 2013

Education and Training Directorate
Financial Statements
For the Year Ended 30 June 2013

Statement by the Chief Finance Officer

In my opinion, the financial statements have been prepared in accordance with generally accepted accounting principles, and are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2013 and the financial position of the Directorate on that date.

Mark Whybrow

Chief Finance Officer

11 September 2013

EDUCATION AND TRAINING DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2013

Education and Training Directorate
Operating Statement
For the Year Ended 30 June 2013

	Note No.	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Income				
Revenue				
Government Payment for Outputs	4	559,045	558,459	516,071
User Charges – ACT Government	5	409	405	413
User Charges – Non-ACT Government	5	15,628	16,598	14,853
Interest	6	1,161	1,350	1,634
Distribution from Investments with the Territory Banking Account	7	121	195	76
Resources Received Free of Charge	8	313	249	385
Other Revenue	9	20,304	19,086	19,785
Total Revenue		596,981	596,342	553,217
Gains				
Gains on Investments	10	-	-	58
Total Gains		-	-	58
Total Income		**596,981**	**596,342**	**553,275**
Expenses				
Employee Expenses	12	385,940	386,325	376,749
Superannuation Expenses	13	58,043	58,145	53,361
Supplies and Services	14	61,347	65,630	57,392
Depreciation and Amortisation	15	65,323	57,411	55,766
Grants and Purchased Services	16	26,136	28,244	25,143
Borrowing Costs	17	7	20	13
Other Expenses	18	60,138	62,774	59,023
Total Expenses		**656,934**	**658,549**	**627,447**
Operating (Deficit)		**(59,953)**	**(62,207)**	**(74,172)**
Other Comprehensive Income				
Increase/(Decrease) in the Asset Revaluation Surplus		402	-	(9,020)
Total Other Comprehensive Income/(Deficit)		**402**	**-**	**(9,020)**
Total Comprehensive (Deficit)		**(59,551)**	**(62,207)**	**(83,192)**

The above Operating Statement should be read in conjunction with the accompanying notes.

Education and Training Directorate
Balance Sheet
As at 30 June 2013

	Note No.	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Current Assets				
Cash and Cash Equivalents	21	63,938	41,806	53,394
Receivables	22	6,736	7,121	4,609
Investments	23	260	259	259
Other Assets	27	2,098	3,653	2,648
Total Current Assets		**73,032**	**52,839**	**60,910**
Non-Current Assets				
Investments	23	1,831	1,774	1,832
Property, Plant and Equipment	24	1,964,954	1,914,581	1,878,214
Intangible Assets	25	895	150	122
Capital Works in Progress	26	17,622	77,980	38,543
Total Non-Current Assets		**1,985,302**	**1,994,485**	**1,918,711**
Total Assets		**2,058,334**	**2,047,324**	**1,979,621**
Current Liabilities				
Payables	28	5,443	4,164	10,143
Finance Leases	29	44	149	76
Employee Benefits	30	116,715	107,141	111,259
Other Liabilities	32	4,171	3,787	3,853
Total Current Liabilities		**126,373**	**115,241**	**125,331**
Non-Current Liabilities				
Finance Leases	29	60	53	27
Employee Benefits	30	11,878	11,023	10,582
Other Provisions	31	-	58	57
Other Liabilities	32	73	-	-
Total Non-Current Liabilities		**12,011**	**11,134**	**10,666**
Total Liabilities		**138,384**	**126,375**	**135,997**
Net Assets		**1,919,950**	**1,920,949**	**1,843,624**
Equity				
Accumulated Funds		907,345	899,726	831,421
Asset Revaluation Surplus	33	1,012,605	1,021,223	1,012,203
Total Equity		**1,919,950**	**1,920,949**	**1,843,624**

The above Balance Sheet should be read in conjunction with the accompanying notes.

Education and Training Directorate
Statement of Changes in Equity
For the Year Ended 30 June 2013

	Note No.	Accumulated Funds Actual 2013 $'000	Asset Revaluation Surplus Actual 2013 $'000	Total Equity Actual 2013 $'000	Original Budget 2013 $'000
Balance at the Beginning of the Reporting Period		**831,421**	**1,012,203**	**1,843,624**	**1,860,838**
Comprehensive Income					
Operating (Deficit)		(59,953)	-	(59,953)	(62,207)
Increase in the Asset Revaluation Surplus		-	402	402	-
Total Comprehensive (Deficit) Income	33	**(59,953)**	**402**	**(59,551)**	**(62,207)**
Transactions Involving Owners Affecting Accumulated Funds					
Capital Injections		100,489	-	100,489	122,318
Net Assets Transferred in as part of an Administrative Restructure	34	35,388	-	35,388	-
Total Transactions Involving Owners Affecting Accumulated Funds		**135,877**	**-**	**135,877**	**122,318**
Balance at the End of the Reporting Period		**907,345**	**1,012,605**	**1,919,950**	**1,920,949**

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

Education and Training Directorate
Statement of Changes in Equity - Continued
For the Year Ended 30 June 2013

	Note No.	Accumulated Funds Actual 2012 $'000	Asset Revaluation Surplus Actual 2012 $'000	Total Equity Actual 2012 $'000
Balance at the Beginning of the Reporting Period		**808,897**	**1,021,223**	**1,830,120**
Comprehensive Income				
Operating Deficit		(74,172)	-	(74,172)
Decrease in the Asset Revaluation Surplus		-	(9,020)	(9,020)
Total Comprehensive (Deficit)	33	**(74,172)**	**(9,020)**	**(83,192)**
Transactions Involving Owners Affecting Accumulated Funds				
Capital Injections		96,696	-	96,696
Total Transactions Involving Owners Affecting Accumulated Funds		**96,696**	**-**	**96,696**
Balance at the End of the Reporting Period		**831,421**	**1,012,203**	**1,843,624**

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

Education and Training Directorate
Cash Flow Statement
For the Year Ended 30 June 2013

	Note No.	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Cash Flows from Operating Activities				
Receipts				
Government Payment for Outputs		559,045	558,459	516,071
User Charges		15,947	17,003	16,062
Interest Received		1,163	1,350	1,634
Distribution from Investments with the Territory Banking Account		121	195	78
Schools And Other		20,319	19,086	19,495
Goods and Services Tax Received		25,547	24,491	24,356
Total Receipts from Operating Activities		**622,142**	**620,584**	**577,696**
Payments				
Employee		379,184	382,008	354,967
Superannuation		57,988	58,147	53,040
Supplies and Services		62,362	65,029	56,129
Grants and Purchased Services		26,304	28,244	23,794
Borrowing Costs		7	20	13
Schools and Other		60,644	62,978	56,446
Goods and Services Tax Paid		24,792	24,491	23,750
Total Payments from Operating Activities		**611,281**	**620,917**	**568,139**
Net Cash Inflows/(Outflows) from Operating Activities	40	**10,861**	**(333)**	**9,557**
Cash Flows from Investing Activities				
Receipts				
Proceeds from Sale of Property, Plant and Equipment		30	-	1
Payments				
Purchase of Property, Plant and Equipment		100,745	123,533	97,713
Net Cash (Outflows) from Investing Activities		**(100,715)**	**(123,533)**	**(97,712)**
Cash Flows from Financing Activities				
Receipts				
Capital Injection		100,489	122,318	96,696
Payments				
Repayment of Finance Leases		91	50	149
Net Cash Inflows from Financing Activities		**100,398**	**122,268**	**96,547**
Net Increase / (Decrease) in Cash and Cash Equivalents		**10,544**	**(1,598)**	**8,392**
Cash and Cash Equivalents at the Beginning of the Reporting Period		53,394	43,404	45,002
Cash and Cash Equivalents at the End of the Reporting Period	40	**63,938**	**41,806**	**53,394**

The above Cash flow should be read in conjunction with the accompanying notes.

Education and Training Directorate
Summary of Output Classes
For the Year Ended 30 June 2013

	Output Class 1 $'000	Output Class 2 $'000	Output Class 3 $'000	Total $'000
2013				
Total Income	559,821	3,541	33,619	596,981
Total Expenses	(622,859)	(3,663)	(30,412)	(656,934)
Operating (Deficit)/Surplus	**(63,038)**	**(122)**	**3,207**	**(59,953)**
2012				
Total Income	520,715	2,200	30,360	553,275
Total Expenses	(595,734)	(1,840)	(29,873)	(627,447)
Operating (Deficit)/Surplus	**(75,019)**	**360**	**487**	**(74,172)**

Education and Training Directorate
Operating Statement for Output Class 1 – Public School Education
For the Year Ended 30 June 2013

Description

This output contributes to the provision of preschool, primary, high, secondary and special school education in public schools to all enrolled students, early intervention services and regulation of education and care services.

	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Income			
Revenue			
Government Payment for Outputs	522,441	519,378	483,659
User Charges – ACT Government	399	404	400
User Charges – Non-ACT Government	15,360	15,841	14,825
Interest	1,149	1,347	1,612
Distribution from Investments with the Territory Banking Account	121	195	76
Resources Received Free of Charge	309	248	381
Other Revenue	20,042	19,057	19,704
Total Revenue	559,821	556,470	520,657
Gains			
Gains on Investments	-	-	58
Total Gains	-	-	58
Total Income	**559,821**	**556,470**	**520,715**
Expenses			
Employee Expenses	379,715	378,756	371,545
Superannuation Expenses	57,098	56,991	52,607
Supplies and Services	59,472	61,561	55,152
Depreciation and Amortisation	65,212	57,280	55,753
Grants and Purchased Services	1,598	1,185	1,693
Borrowing Costs	7	20	13
Other Expenses	59,757	62,658	58,971
Total Expenses	**622,859**	**618,451**	**595,734**
Operating (Deficit)	**(63,038)**	**(61,981)**	**(75,019)**

Education and Training Directorate
Operating Statement for Output Class 2 – Non-Government School Education
For the Year Ended 30 June 2013

Description

This output contributes to the maintenance of standards in non-government schools and home education through compliance and registration, accreditation and certification of senior secondary courses, support and liaison with the non-government sector, administration and payment of Commonwealth Government and Territory grants for the non-government sector and the conduct of an annual non-government schools census.

	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Income			
Revenue			
Government Payment for Outputs	3,240	3,629	2,093
User Charges – ACT Government	1	-	1
User Charges – Non-ACT Government	25	79	24
Interest	11	1	19
Resources Received Free of Charge	3	-	3
Other Revenue	261	-	60
Total Income	**3,541**	**3,709**	**2,200**
Expenses			
Employee Expenses	1,100	1,856	609
Superannuation Expenses	174	285	99
Supplies and Services	749	1,568	1,121
Depreciation	102	85	1
Grants and Purchased Services	1,512	-	-
Other Expenses	26	3	10
Total Expenses	**3,663**	**3,797**	**1,840**
Operating (Deficit)/Surplus	**(122)**	**(88)**	**360**

Education and Training Directorate
Operating Statement for Output Class 3 – Vocational Education and Training
For the Year Ended 30 June 2013

Description

This output contributes to the planning, funding, managing and reporting services for Vocational Education and Training opportunities, programs and initiatives in the ACT.

	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Income			
Revenue			
Government Payment for Outputs	33,364	35,452	30,319
User Charges – ACT Government	9	1	12
User Charges – Non-ACT Government	243	678	4
Interest	1	2	3
Resources Received Free of Charge	1	1	1
Other Revenue	1	29	21
Total Income	**33,619**	**36,163**	**30,360**
Expenses			
Employee Expenses	5,125	5,713	4,595
Superannuation Expenses	771	869	655
Supplies and Services	1,126	2,501	1,119
Depreciation and Amortisation	9	46	12
Grants and Purchased Services	23,026	27,059	23,450
Other Expenses	355	113	42
Total Expenses	**30,412**	**36,301**	**29,873**
Operating Surplus/(Deficit)	**3,207**	**(138)**	**487**

Education and Training Directorate
Controlled Statement of Appropriation
For the Year Ended 30 June 2013

	Note No.	Original Budget 2013 $'000	Total Appropriated 2013 $'000	Appropriation Drawn 2013 $'000	Appropriation Drawn 2012 $'000
Controlled					
Government Payment for Outputs	4	558,459	583,083	559,045	516,071
Capital Injections		122,318	140,377	100,489	96,696
Total Controlled Appropriation		**680,777**	**723,460**	**659,534**	**612,767**

The above Controlled Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers. This amount also appears in these financial statements, in the Cash Flow Statement.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Cash Flow Statement.

Variances between 'Original Budget' and 'Total Appropriated'

Government Payment for Outputs

The difference between the original budget and total appropriated relates to the transfer in of childcare policy and regulation services from the Community Services Directorate from November 2012 ($2.447m), increased Commonwealth grants ($1.949m) for Joint Group Training, Literacy and Numeracy and Industry and Indigenous Skills Centres national partnerships and funding transferred from 2011-12 ($20.228m). The funding transferred from 2011-12 primarily relates to the timing of course completions and associated payments under the Productivity Places Program and the receipt of Commonwealth payments for the Improving Teacher Quality and Literacy and Numeracy national partnerships in June 2013.

Capital Injections

The difference between the original budget and total appropriated relates to the transfer in of childcare policy and regulation services capital projects from the Community Services Directorate in November 2012 ($10.230m), increased Commonwealth payments for the Trade Training Centres national partnership ($6.015m) and the transfer of funds from 2011-12 ($1.814m). The transfer of funds from 2011-12 primarily relates to payments in July 2012 for the Digital Learning initiative.

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Government Payment for Outputs

The difference between the total appropriated and appropriation drawn relates to lower than budgeted Commonwealth payments ($3.295m) primarily for the Improving Teacher Quality national partnership and funds transferred to 2013-14 ($20.618m). The transfer of funds into 2013-14 primarily relates to the timing of course completions associated with the Productivity Places Program, the receipt of the first upfront Commonwealth payment for the Skills Reform national partnership and the receipt in June 2013 of Commonwealth payments for More Support for Students with a Disability and Literacy and Numeracy national partnerships.

Education and Training Directorate
Controlled Statement of Appropriation - Continued
For the Year Ended 30 June 2013

Capital Injections

The difference between the total appropriated and appropriation drawn relates to the transfer of funds to 2013-14 ($29.053m) and savings in the delivery of Bonner Primary School and Franklin Early Childhood School ($10.5m). The transfer of funds primarily relates to Trade Training Centres ($7.145m), childcare projects ($7.3m) due to delays with the completion of scoping and design works and schools expansion projects ($8.586m) mainly due to minor delays in design and construction.

EDUCATION AND TRAINING DIRECTORATE
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Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

NOTE 1. OBJECTIVES OF THE DIRECTORATE

Operations and Principal Activities

The Education and Training Directorate (the Directorate) works in partnership with parents and the community to ensure students are supported and engaged to achieve their full potential. The Directorate will work closely with the community to position the ACT as Australia's lifelong learning capital.

Services of the Directorate include the provision of public school education, preschool and early intervention education programs, regulation of education and care services, registration of non-government schools, registration for home education and the planning and coordination of vocational education and training.

The Directorate aims to ensure that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Accounting

The *Financial Management Act 1996* (*FMA*) requires the preparation of annual financial statements for the Directorate.

The FMA and the *Financial Management Guidelines* issued under the Act, requires the Directorate's financial statements to include:

(i) an Operating Statement for the year;
(ii) a Balance Sheet at the end of the year;
(iii) a Statement of Changes in Equity for the year;
(iv) a Cash Flow Statement for the year;
(v) a Statement of Appropriation for the year;
(vi) an Operating Statement for each class of output for the year;
(vii) a summary of the significant accounting policies adopted for the year; and
(viii) such other statements as are necessary to fairly reflect the financial operations of the Directorate during the year and its financial position at the end of the year.

These general purpose financial statements have been prepared in accordance with 'Generally Accepted Accounting Principles' (GAAP) as required by the FMA. The financial statements have been prepared in accordance with:

(i) Australian Accounting Standards; and
(ii) ACT Accounting and Disclosure Policies.

The financial statements have been prepared using the accrual basis of accounting, which recognises the effects of transactions and events when they occur. The financial statements have also been prepared according to the historical cost convention, except for assets which were valued in accordance with the revaluation policies applicable to the Directorate during the reporting period.

These financial statements are presented in Australian dollars, which is the Directorate's functional currency.

The Directorate is an individual reporting entity.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(b) Controlled and Territorial Items

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control.

The purpose of the distinction between Controlled and Territorial is to enable an assessment of the Directorate's performance against the decisions it has made in relation to the resources it controls, while maintaining accountability for all resources under its responsibility.

The basis of accounting described in Note 2(a) above applies to both Controlled and Territorial financial statements except where specified otherwise.

(c) The Reporting Period

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ending 30 June 2013 together with the financial position of the Directorate as at 30 June 2013.

(d) Comparative Figures

Budget Figures

To facilitate a comparison with Budget Papers, as required by the *Financial Management Act 1996*, budget information for 2012-13 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Papers.

Prior Year Comparatives

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statements, except where an Australian Accounting Standard does not require comparative information to be disclosed.

Where the presentation or classification of items in the financial statements is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

(e) Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars ($'000). Use of the "-" symbol represents zero amounts or amounts rounded up or down to zero.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(f) Revenue Recognition

Revenue is recognised at the fair value of the consideration received or receivable in the Operating Statement. All revenue is recognised to the extent that it is probable that the economic benefits will flow to the Directorate and the revenue can be reliably measured. In addition, specific recognition criterion applies to the following:

Interest

Interest revenue is recognised using the effective interest method.

Distribution

Distribution revenue is received from investments with the Territory Banking Account. This is recognised on an accrual basis.

(g) Resources Received and Provided Free of Charge

Resources received free of charge are recorded as a revenue and expense in the Operating Statement at fair value. The revenue is separately disclosed under resources received free of charge, with the expense being recorded in the line item to which it relates. Assets received free of charge as a result of administrative restructure are recorded as a net increase in assets from administrative restructure.

(h) Repairs and Maintenance

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade of the asset, and increases the service potential of the existing asset, the cost is capitalised. Maintenance expenses which do not increase the service potential of the asset are expensed.

(i) Borrowing Costs

Borrowing costs relate to finance leases. Borrowing costs are expensed in the period in which they are incurred.

(j) Waivers of Debt

Debts that are waived during the year under Section 131 of the *Financial Management Act 1996* are expensed during the year in which the right to payment was waived. Further details of waivers are disclosed in **Note 19: Act of Grace Payments, Waivers and Write-offs.**

(k) Current and Non-Current Items

Assets and liabilities are classified as current or non-current in the Balance Sheet and in the relevant notes. Assets are classified as current where they are expected to be realised within 12 months after the reporting date. Liabilities are classified as current when they are due to be settled within 12 months after the reporting date or when the Directorate does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

Assets or liabilities which do not fall within the current classification are classified as non-current.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(l) Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that an asset may be impaired. Assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is the amount by which the carrying amount of an asset exceeds its recoverable amount. The recoverable amount is the higher of the asset's 'fair value less the cost to sell' and its 'value in use'.

An asset's 'value in use' is its depreciated replacement cost, where the asset would be replaced if the Directorate were deprived of it.

If a material impairment loss results, the loss is recognised against the relevant class of asset in the Asset Revaluation Surplus with corresponding reduction to the carrying amount in the Balance Sheet. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus, the difference is expensed in the Operating Statement.

(m) Cash and Cash Equivalents

For the purposes of the Cash Flow Statement and the Balance Sheet, cash includes cash at bank and cash on hand. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value. Bank overdrafts are included in cash and cash equivalents in the Cash Flow Statement and are included as borrowings in the Balance Sheet.

(n) Receivables

Accounts receivable (including trade receivables and other trade receivables) are initially recognised at fair value and are subsequently measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement.

The allowance for impairment losses represents the amount of trade receivables and other trade receivables the Directorate estimates will not be repaid. The allowance for impairment losses is based on objective evidence and a review of overdue balances. The Directorate considers the following is objective evidence of impairment:

- becoming aware of financial difficulties of debtors;
- default payments; or
- debts more than 90 days overdue.

The amount of the allowance is the difference between the asset's carrying amount and the present value of the estimated future cash flows, discounted at the original effective interest rate. Cash flows relating to short-term receivables are not discounted if the effect of discounting is immaterial. The amount of the allowance is recognised in the Operating Statement. The allowance for impairment losses are written back against the receivables account when the Directorate ceases action to collect the debt as it considers that it will cost more to recover the debt than the debt is worth.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(o) Investments

Short-term investments are held with the Territory Banking Account in a unit trust called the Cash Enhanced Portfolio. Long-term investments are held with the Territory Banking Account in a unit trust called the Fixed Interest Portfolio. The price of units in both these unit trusts fluctuate in value. The net gains or losses do not include interest or dividend income.

These short-term and long term investments are measured at fair value with any adjustments to the carrying amount recorded in the Operating Statement. Fair value is based on an underlying pool of investments which have quoted market prices at the reporting date.

(p) Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment is initially recorded at cost when they are acquired.

Where property, plant and equipment are acquired at no cost, or minimal cost, cost is its fair value as at the date of acquisition. However property, plant and equipment acquired at no cost or minimal cost as part of a Restructuring of Administrative Arrangements is measured at the transferor's book value.

Property, plant and equipment with a minimum value of $5,000 (exclusive of GST) are capitalised. Assets below $5,000 are expensed in the reporting period of purchase. Assets that are individually below the threshold, but for which the aggregate value is material, may be capitalised depending the nature of the assets.

(q) Measurement of Property, Plant and Equipment after Initial Recognition

Land and buildings are measured at fair value. Plant and equipment including leasehold improvements are measured at cost. Land and buildings are revalued every three years.

Fair value is the amount for which an asset could be exchanged between knowledgeable willing parties in an arm's length transaction. Fair value is measured using market based evidence available for that asset (or a similar asset), as this is the best evidence of an asset's fair value. Where the market price for an asset cannot be obtained because the asset is specialised and is rarely sold, depreciated replacement cost is used as fair value. Where the asset would not be replaced, the fair value is the asset's selling price, less costs to sell.

In the Directorate's case, land and buildings are held for their value in use rather than the assets' ability to generate net cash flows and these assets would be replaced if the Directorate was deprived of them. Based on the above, the fair value of buildings is determined by the depreciated replacement cost while the fair value of land is based on current market prices.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(r) Intangible Assets

Internally generated software is recognised when it meets the general recognition criteria and where it also meets the specific recognition criteria relating to intangible assets arising from the development phase of an internal project.

Capitalised software has a finite useful life. Software is amortised on a straight line basis over its useful life, over a period not exceeding five years.

Intangible assets are measured at cost.

(s) Depreciation of Non-Current Assets

Non-current assets with a limited useful life are systematically depreciated over their useful lives in a manner that reflects the consumption of their service potential.

Land has an unlimited useful life and is therefore not depreciated.

Depreciation for non-current assets is determined as follows:

Class of Asset	Depreciation	Useful Life (Years)
Buildings and Land Improvements	Straight Line	50
Leasehold Improvements	Straight Line	5
Plant and Equipment	Straight Line	5-20
Leased Assets	Straight Line	2-20
Externally Purchased Intangibles	Straight Line	2-5

Land improvements are included with buildings.

The aggregate amount of depreciation allocated for each class of asset during the reporting period is disclosed in **Note 15 – Depreciation and Amortisation**.

(t) Payables

Payables include Trade Payables and Accrued Expenses.

Trade Payables represent the amounts owing for goods and services received prior to the end of the reporting period and unpaid at the end of the reporting period and relating to the normal operations of the Directorate. Accrued Expenses represent goods and services provided by other parties during the period that are unpaid at the end of the reporting period and where an invoice has not been received by period end.

(u) Joint Venture

The Directorate is a venturer in a joint venture operation with the Catholic Education Office at Gold Creek Primary School and its share of assets, liabilities, income and expenses have been recognised in the Directorate's financial statements under appropriate headings consistent with AASB 131 'Interest in Joint Ventures'. Please refer to **Note 39 – Interest in a Jointly Controlled Entity** for details.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(v) Leases

The Directorate has entered into finance leases and operating leases.

Finance Leases

Finance leases effectively transfer to the Directorate substantially all the risks and rewards incidental to ownership of the assets under a finance lease. The Directorate's finance leases mainly relate to office equipment and motor vehicles. Finance leases are initially recognised as an asset and a liability at the lower of the fair value of the asset and the present value of the minimum lease payments each being determined at the inception of the lease. Leased assets are depreciated on a straight line basis. The depreciation is calculated after first deducting any residual values which remain for each leased asset. Each lease payment is allocated between interest expense and reduction of the lease liability. Lease liabilities are classified as current and non-current.

Operating Leases

Operating leases do not effectively transfer to the Directorate substantially the entire risks and rewards incidental to ownership of the asset under an operating lease. Operating lease payments are recorded as an expense in the Operating Statement on a straight-line basis over the term of the lease.

(w) Employee Benefits

Employee benefits include salaries and wages, annual leave, long service leave, annual leave loading and applicable on-costs. On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual and long service leave. These benefits accrue as a result of services provided by employees up to the reporting date that remain unpaid. Accrued salaries and wages are measured at the amount that remains unpaid to employees at the end of the reporting period.

The measurement of annual leave and long service leave liabilities is based on the timing of the expected leave taken. Annual and long service leave expected to be taken in the next 12 months are measured on the nominal amounts of remuneration anticipated to be paid when leave is taken. The nominal amount is estimated with regard to the rates expected to be paid on settlement of the liability.

The liability for employee benefits includes provision for annual leave and long service leave. No provision has been made for sick leave as all sick leave is non-vesting and the average sick leave taken in the future years by employees of the Directorate is estimated to be less than the annual entitlement for sick leave

Annual and long service leave including applicable on-costs that do not fall due within the next 12 months are measured at the present value of estimated future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At each reporting period, the present value of future payments is estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows. In 2012-13, the rate used to estimate the present value of these future payments is 101.3% (106.6% in 2011-12).

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(w) Employee Benefits - Continued

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of 7 years qualifying service, the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and the applicable on-costs.

The provision for annual leave and long service leave includes estimated on-costs. As these on-costs only become payable if the employee takes annual and long service leave while in-service, a probability factor has been incorporated.

Annual leave and long service leave liabilities are classified as current liabilities in the Balance Sheet where the Directorate has does not have an unconditional rights to defer the settlement of the liability for at least 12 months. However, where there is an unconditional right to defer settlement of the liability for at least 12 months, annual leave and long service leave have been classified as a non-current liability in the Balance Sheet.

(x) Superannuation

The Directorate receives funding for superannuation payments as part of the Government Payment for Outputs. The Directorate then makes payments on a fortnightly basis to the Territory Banking Account, to cover the Directorate's superannuation liability for the Commonwealth Superannuation Scheme (CSS) and the Public Sector Superannuation Scheme (PSS). This payment covers the CSS/PSS employer contribution, but does not include the productivity component. The productivity component is paid directly to ComSuper by the Directorate. The CSS and PSS are defined benefit superannuation plans meaning that the defined benefits received by employees are based on the employee's years of service and average final salary.

Superannuation payments have also been made directly to superannuation funds for those members of the Public Sector who are part of superannuation accumulation schemes. This includes the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice.

Superannuation employer contribution payments, for the CSS and PSS, are calculated, by taking the salary level at an employee's anniversary date and multiplying it by the actuarially assessed nominal CSS or PSS employer contribution rate for each employee. The productivity component payments are calculated by taking the salary level, at an employee's anniversary date, and multiplying it by the employer contribution rate (approximately 3%) for each employee. Superannuation payments for the PSSAP are calculated by taking the salary level, at an employee's anniversary date, and multiplying it by the appropriate employer contribution rate. Superannuation payments for fund of choice arrangements are calculated by taking an employee's salary each pay and multiplying it by the appropriate employer contribution rate.

A superannuation liability is not recognised in the Balance Sheet as the Superannuation Provision Account recognises the total Territory superannuation liability for the CSS and PSS, and ComSuper and the external schemes recognise the superannuation liability for the PSSAP and other schemes respectively.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(y) Equity Contributed by the ACT Government

Contributions made by the ACT Government, through its role as owner of the Directorate, are treated as contributions of equity.

Increases or decreases in net assets as a result of Administrative Restructures are also recognised in equity.

(z) Insurance

The Directorate insures its major risks through the ACT Insurance Authority. The excess payable, under this arrangement, varies depending on each class of insurance held.

(aa) Taxation

The Directorate's activities are exempt from all forms of taxation except Fringe Benefits Tax (FBT) and Goods and Services Tax (GST). The amount of FBT paid in the year was $0.073 million ($0.116 million; 2011-12). This amount is in the Operating Statement under employee expenses.

Revenue, expenses and assets are recognised net of GST except to the extent that the amount of GST incurred by the purchaser is not recoverable from the Australian Taxation Office.

Cash flows relating to GST are included in the Cash Flow Statement on a gross basis. The GST component of cash flows arising from investing and financing activities that are recoverable from, or payable to, the Australian Taxation Office are classified as operating cash flows. The net amount of GST recoverable from, or payable to, the Australian Taxation Office is included as part of receivables or payables in the Balance Sheet.

(ab) Contingent Liabilities and Assets

Contingent liabilities include all provisions not meeting both of the recognition criteria of a liability. These criteria are: whether it is probable that the future sacrifice of economic benefits will be required; and whether the amount of the liability can be measured reliably. Contingent assets include any assets that do not meet both of the recognition criteria for an asset. These criteria are: whether it is probable that the future economic benefits embodied in the asset will eventuate: and the asset possesses a cost or other value that can be measured reliably. The contingent liabilities are disclosed in **Note 38 – Contingent Liabilities**.

There are no contingent assets.

(ac) Significant Accounting Judgements and Estimates

In the process of applying the accounting policies listed in this note, the Directorate has made the following judgements and estimates that have the most significant impact on the amounts recorded in the financial statements:

a. *Fair Value of Land and Buildings*: The Directorate has made a significant judgement regarding the fair value of its land and buildings. Land has been recorded at the market value of similar properties as determined by an independent valuer. Buildings are valued at depreciated replacement cost as determined by an independent valuer.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(ac) Significant Accounting Judgements and Estimates – Continued

b. *Employee Benefits:* Significant judgements have been applied in estimating the liability for employee benefits. The estimated liability for employee benefits requires a consideration of the future wages and salary levels, experience of employee departures and periods of service. The estimate also includes an assessment of the probability that employees will meet the minimum service period required to qualify for long service leave and that on-costs will become payable. Further information on this estimate is provided in **Note 2 (w) - Employee Benefits** and **Note 3 - Change in Accounting Policy and Accounting Estimates.**

c. *Estimation of Useful Lives of Property, Plant & Equipment:* The Directorate disclosed that Property, Plant and Equipment is systematically depreciated over its estimated useful life. The estimated useful life of Property, Plant and Equipment is reassessed each year and adjusted when the condition and other factors affecting the useful life of Property, Plant and Equipment indicate an adjustment is warranted.

d. *Impairment:* The Directorate disclosed that Property, Plant and Equipment is annually assessed for impairment. If this assessment indicates an asset is impaired, then an assessment of the asset's recoverable amount must be estimated to determine whether an impairment loss must be recognised. For 2012-13, the Directorate has undertaken an assessment in relation to the school buildings and other property plant and equipment. An adjustment is reflected in the financial statements if there is an impairment.

(ad) After Balance Date Events

There are no known events occurring after 30 June 2013 that will materially affect the financial statements.

(ae) Going Concern

As at 30 June 2013, the Directorate's current assets are insufficient to meet its current liabilities. However, this is not considered a liquidity risk as its cash needs are funded through appropriation from the ACT Government on a cash-needs basis. This is consistent with the whole-of-government cash management regime, which requires excess cash balances to be held centrally rather than within individual Directorate bank accounts.

(af) Impact of Accounting Standards Issued but yet to be Applied

The following new and revised accounting standards and interpretations that are applicable to the Directorate have been issued by the Australian Accounting Standards Board but do not apply to the current reporting period. These standards and interpretations are applicable to future reporting periods. The Directorate does not intend to adopt these standards and interpretations early. Where applicable, these Australian Accounting Standards will be adopted from their application date. It is estimated that the effect of adopting the below pronouncements, when applicable, will have no material financial impact on the Directorate in future reporting periods:

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

(af) Impact of Accounting Standards Issued but yet to be Applied – Continued

- AASB 9 Financial Instruments (application date 1 January 2015);
- AASB 11 Joint Arrangements (application date 1 January 2013);
- AASB 13 Fair Value Measurement (application date 1 January 2014 for not-for-profit entities);
- AASB 119 Employee Benefits (application date 1 January 2013);
- AASB 127 Separate Financial Statements (application date 1 January 2014 for not-for-profit entities);
- AASB 128 Investments in Associates and Joint Ventures (application date 1 January 2014 for not-for-profit entities);
- AASB 1055 Budgetary Reporting (application date 1 July 2014);
- AASB 2010-7 Amendments to Australian Accounting Standard arising from AASB 9 (December 2010) (application date 1 January 2015);
- AASB 2011-7 Amendments to Australian Accounting Standards arising from the Consolidation and Joint Arrangements Standards (application date 1 January 2014 for not-for-profit entities);
- AASB 2011-8 Amendments to Australian Accounting Standards arising from AASB 13 (application date 1 January 2013);
- AASB 2011-10 Amendments to Australian Accounting Standards arising from AASB 119 (September 2011) (application date 1 January 2013); and
- AASB 2012-6 Amendments to Australian Accounting Standards – Mandatory Effective Date of AASB 9 and Transition Disclosures (application date of 1 January 2013).

NOTE 3. CHANGE IN ACCOUNTING POLICY AND ACCOUNTING ESTIMATES

a) Change in Accounting Estimates

As disclosed in **Note 2 (w) – Employee Benefits**, annual leave and long service leave, including applicable on-costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The present value of future payments is estimated using the Commonwealth Bond rate.

Last financial year the present value rate was 106.6%, however, due to a change in the Commonwealth Bond rate the rate as at 30 June 2013 is 101.3%. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in a decrease to the estimate of the long service leave liability and expense in the current reporting period of approximately $4.2 million. The Directorate's annual leave liability primarily relates to teachers whose leave is taken on an annual basis.

b) Change in Accounting Policy

There have been no changes to accounting policy in 2012-13.

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

	2013 $'000	2012 $'000
NOTE 4. GOVERNMENT PAYMENT FOR OUTPUTS		
Government Payment for Outputs		
Government Payment for Outputs [1]	559,045	516,071
Total	**559,045**	**516,071**

1. The increase is mainly due to pay increases associated with enterprise bargaining agreements and new initiatives relating to new schools.

NOTE 5. USER CHARGES – ACT AND NON-ACT GOVERNMENT		
User Charges - ACT Government		
User Charges - ACT Government	409	413
Total	**409**	**413**
User Charges - Non-ACT Government		
International Private Students Program	6,051	5,659
Active Leisure Centre - Hire of Facilities and Recreational Activities	3,521	3,109
Commonwealth National Agreements [1]	4,574	4,395
Commonwealth Own Purpose Payments (COPE) / Specific Projects	1,264	955
Other	218	735
Total	**15,628**	**14,853**

1. Primarily relates to National Agreements with the Commonwealth for the provision of services at Jervis Bay and the French Australia School.

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

	2013 $'000	2012 $'000
NOTE 6. INTEREST		
Interest		
Schools and Other Interest Received[1]	1,161	1,634
Total	**1,161**	**1,634**

1. The decrease primarily relates to lower interest rates.

NOTE 7. DISTRIBUTION FROM INVESTMENTS WITH THE TERRIORY BANKING ACCOUNT

Revenue from ACT Government Entities		
Distribution from Investments with the Territory Banking Account	121	76
Total	**121**	**76**

NOTE 8. RESOURCES RECEIVED FREE OF CHARGE

This relates to legal advice and other legal services provided by the Justice and Community Safety Directorate.

Resources Received Free of Charge	313	385
Total	**313**	**385**

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

	2013 $'000	2012 $'000

NOTE 9. OTHER REVENUE

Other revenue mainly comprises voluntary contributions, fund raising revenue and excursion funds.

Other Revenue		
School Revenue	19,041	18,828
Other[1]	1,263	957
Total	**20,304**	**19,785**

1. The increase mainly relates to higher levels of regulatory fees through the Teacher Quality Institute for the registration of teachers.

NOTE 10. GAINS ON INVESTMENTS

Gains on Investments		
Unrealised Gains on Investments with the Territory Banking Account	-	58
Total	**-**	**58**

NOTE 11. GAINS FROM DISPOSAL OF NON-CURRENT ASSET

Gains from the Sales of Assets[1]	30	1
Total	**30**	**1**

1. The revenue associated with the disposal of assets is reported under **Note 9 – Other Revenue**

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

	2013 $'000	2012 $'000
NOTE 12. EMPLOYEE EXPENSES		
Wages and Salaries[1]	369,749	345,888
Movement in Employee Benefits[2]	6,752	22,064
Workers' Compensation Premium	9,439	8,797
Total	**385,940**	**376,749**

1. The increase is mainly due to wage increases provided through enterprise bargaining agreements for teaching and non teaching staff.
2. The decrease is primarily related to a reduction in the rate used to estimate the present value of long service leave liabilities (refer note **2(w) – Employee Benefits** and **3(a) – Change in Accounting Estimates**).

NOTE 13. SUPERANNUATION EXPENSES		
Superannuation Contributions to the Territory Banking Account	35,871	33,244
Productivity Benefit	5,083	5,140
Superannuation Payment to ComSuper (for the PSSAP)	1,132	1,137
Superannuation to External Providers[1]	15,957	13,840
Total	**58,043**	**53,361**

1. The increase is mainly due to increased staff using external superannuation providers following the closure of the Public Sector Superannuation Scheme, the Commonwealth Superannuation Scheme and the Public Sector Superannuation Accumulation Plan to new entrants.

NOTE 14. SUPPLIES AND SERVICES		
Supplies and Services		
Property and Maintenance	17,351	15,766
Materials and Services	27,292	25,939
Travel and Transport	6,556	5,815
Administrative	3,371	3,577
Financial	4,726	4,674
Operating Lease Costs	1,478	1,396
Audit Fees	236	205
Asset Write-Off	337	20
Total	**61,347**	**57,392**

	2013 $'000	2012 $'000

NOTE 15. DEPRECIATION AND AMORTISATION

Depreciation		
Buildings and Land Improvements[1]	51,197	43,215
Plant and Equipment[2]	13,708	11,810
Leasehold Improvements	418	741
Total	**65,323**	**55,766**

1. The increase primarily relates to the Directorate's significant capital investment (Refer to **Note 24 – Property, Plant and Equipment**).
2. The increase primarily relates to the depreciation of new information and communication technology assets purchased through the Digital Education Revolution Program.

NOTE 16. GRANTS AND PURCHASED SERVICES

Grant Payments - educational, apprenticeships, user choice programs and productivity places program	26,136	25,143
Total	**26,136**	**25,143**

NOTE 17. BORROWING COSTS

Borrowing Costs		
Finance Charges on Finance Leases	7	13
Total	**7**	**13**

NOTE 18. OTHER EXPENSES

Other expenses mainly comprise utilities, cleaning, security and maintenance costs in schools as well as educational enrichment activities.

School Expenses	59,237	56,375
Transfer of Asset Outside Administrative Arrangement Orders	-	2,171
Other Expenses	901	477
Total	**60,138**	**59,023**

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

	2013 $'000	2012 $'000

NOTE 19. ACT OF GRACE PAYMENTS, WAIVERS AND WRITE-OFFS

Write-Off of Assets	337	20
Total	**337**	**20**

NOTE 20. AUDITOR'S REMUNERATION

Auditor's remuneration consists of financial audit services provided to the Directorate by the ACT Auditor-General's Office. No other services were provided by the ACT Auditor-General's Office.

Audit Services		
Audit Fees Paid to the ACT Auditor-General's Office	125	120
Total	**125**	**120**

NOTE 21. CASH AND CASH EQUIVALENTS

The Directorate holds a number of bank accounts with the Westpac Bank as part of the whole-of-government banking arrangements.

Central Office Bank Accounts	19,031	16,435
School Management Accounts[1]	36,682	28,486
Other Operations Bank Accounts	8,214	8,462
Cash on Hand	11	11
Total	**63,938**	**53,394**

1. The increase primarily relates to the timing of expenditure associated with National Partnership programs for Literacy and Numeracy and Improving Teacher Quality combined with the timing of payments for excursions.

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

	2013 $'000	2012 $'000
NOTE 22. RECEIVABLES		
Current Receivables		
Trade Receivables	998	548
Less: Allowance for Impairment Losses	(89)	(5)
	909	**543**
Other Trade Receivables	3,187	675
Less: Allowance for Impairment Losses	-	-
	3,187	**675**
Accrued Revenue	36	33
Net Goods and Services Tax Receivable	2,604	3,358
Total Current Receivables	**2,640**	**3,391**
Total	**6,736**	**4,609**

Ageing of Receivables

	Not Overdue	Past Overdue			Total
		Less than 30 Days	30 to 60 Days	Greater than 60 Days[1]	
	$'000	$'000	$'000	$'000	$'000
2013					
Not Impaired					
Receivables	6,207	28	144	357	**6,736**
Impaired					
Receivables	-	-	-	89	**89**
2012					
Not Impaired					
Receivables	4,290	54	20	245	**4,609**
Impaired					
Receivables	-	-	-	5	**5**

1. Receivables that are not impaired and overdue by more than 60 days primarily relate to salary overpayments as well as an overpayment made to a registered training organisation. The Directorate anticipates to recover these debts.

	2013 $'000	2012 $'000
NOTE 22. RECEIVABLES - CONTINUED		
Reconciliation of the Allowance for Impairment Losses		
Allowance for Impairment Losses at the Beginning of the Reporting Period	5	5
Additional Allowance Recognised During the Reporting Period	84	-
Allowance for Impairment Losses at the End of the Reporting Period	**89**	**5**
Classification of ACT Government/Non-ACT Government Receivables		
Receivables with ACT Government Entities		
Net Trade Receivables	847	137
Net Other Trade Receivables	2,684	60
Accrued Revenue	5	-
Total Receivables with ACT Government Entities	**3,536**	**197**
Receivables with Non-ACT Government Entities		
Net Trade Receivables	151	411
Net Other Trade Receivables	503	615
Accrued Revenue	31	33
Net Goods and Services Tax Receivable	2,604	3,358
Less: Allowance for Impairment Losses	(89)	(5)
Total Receivables with Non- ACT Government Entities	**3,200**	**4,412**
Total	**6,736**	**4,609**

NOTE 23. INVESTMENTS

Short-term investments were held with the Territory Banking Account in the Cash Enhanced Portfolio throughout the year. These funds are able to be withdrawn upon request.

The purpose of the investment in the Fixed Interest Portfolio is to hold it for a period of longer than 12 months. The total carrying amount of the Fixed Interest Portfolio investment below has been measured at fair value.

	2013 $'000	2012 $'000
Current Investments		
Investments with the Territory Banking Account - Cash Enhanced Portfolio	260	259
Total	**260**	**259**
Non-Current Investments		
Investments with the Territory Banking Account - Fixed Interest Portfolio	1,831	1,832
Total	**1,831**	**1,832**
Total	**2,091**	**2,091**

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
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NOTE 24. PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment includes the following classes of assets – land, buildings, Improvement to land, leasehold improvements, plant and equipment and community and heritage assets.

	2013 $'000	2012 $'000
Land		
Land at Fair Value	275,799	259,873
Total Land Assets	**275,799**	**259,873**
Buildings and Improvements to Land		
Buildings and Improvements to Land at Fair Value	1,754,642	1,621,156
Less: Accumulated Depreciation	(95,479)	(44,281)
Total Written Down Value of Buildings and Improvements to Land	**1,659,163**	**1,576,875**
Total Land and Written Down Value of Buildings and Improvements to Land	**1,934,962**	**1,836,748**
Leasehold Improvements		
Leasehold Improvements at Cost	5,643	5,739
Less: Accumulated Depreciation	(4,118)	(3,704)
Total Written Down Value of Leasehold Improvements	**1,525**	**2,035**
Plant and Equipment		
Plant and Equipment at Cost	82,049	83,033
Less: Accumulated Depreciation	(54,542)	(43,602)
Total Written Down Value of Plant and Equipment	**27,507**	**39,431**
Community and Heritage Assets		
Community and Heritage Assets at Fair Value	960	-
Total Written Down Value of Community and Heritage Assets	**960**	**-**
Total	**1,964,954**	**1,878,214**

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

NOTE 24. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2012-13.

	Land $'000	Buildings $'000	Leasehold Improvements $'000	Plant and Equipment $'000	Community and Heritage Assets $'000	Total $'000
Carrying Amount at the Beginning of the Reporting Period	**259,873**	**1,576,875**	**2,035**	**39,431**	**-**	**1,878,214**
Additions	-	115,946	-	2,819	-	**118,765**
Revaluation Increment/(Decrement)	494	218	-	-	(310)	**402**
Depreciation	-	(51,197)	(418)	(13,677)	-	**(65,292)**
Assets transferred through Administrative Restructuring	15,432	16,557	-	-	1,270	**33,259**
Reclassification of Assets	-	766	-	(766)	-	**-**
Disposals	-	-	-	(30)	-	**(30)**
Write Offs/Other Movements	-	(2)	(92)	(270)	-	**(364)**
Carrying Amount at the End of the Reporting Period	**275,799**	**1,659,163**	**1,525**	**27,507**	**960**	**1,964,954**

NOTE 24. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2011-12.

	Land $'000	Buildings $'000	Leasehold Improvements $'000	Plant and Equipment $'000	Total $'000
Carrying Amount at the Beginning of the Reporting Period	**260,454**	**1,547,793**	**2,650**	**43,995**	**1,854,892**
Additions	-	82,907	126	7,388	**90,421**
Impairment	-	(9,020)	-	-	**(9,020)**
Depreciation	-	(43,215)	(741)	(11,810)	**(55,766)**
Acquisition/(Disposal) from Transfers	(581)	(1,590)	-	-	**(2,171)**
Disposals	-	-	-	(1)	**(1)**
Write Offs	-	-	-	(19)	**(19)**
Carrying Amount at the End of the Reporting Period	**259,873**	**1,576,875**	**2,035**	**39,553**	**1,878,336**
Less Carrying Amount for Intangible Assets (Refer Note 25 – Intangible Assets)				**(122)**	**(122)**
Carrying Amount at the End of the Reporting Period	**259,873**	**1,576,875**	**2,035**	**39,431**	**1,878,214**

	2013 $'000	2012 $'000

NOTE 25. INTANGIBLE ASSETS

The Directorate has externally purchased software. Other Intangibles recognised below are all externally purchased.

Computer Software		
Externally Generated Software		
Computer Software at Cost[1]	1,010	206
Less: Accumulated Amortisation[1]	(115)	(84)
Total Computer Software	**895**	**122**

1. The increase primarily relates to software developed for the Year 12 Certification project. Intangible assets additions totalled $0.804m and depreciation totalled $0.031m for 2012-13.

NOTE 26. CAPITAL WORKS IN PROGRESS

Capital Works in Progress are assets being constructed over periods of time in excess of the present reporting period.

Capital Work in Progress[1]	17,622	38,543
Total	**17,622**	**38,543**

1. The decrease is mainly due to capitalisation of Bonner Primary School and Franklin Early Childhood School projects. Current works in progress primarily relates to the Taylor Primary School Upgrade and schools expansion projects at West Macgregor and North Watson, all of which are expected to reach completion in the first half of 2013-14.

Reconciliation of Capital Works in Progress

The following table shows the movement of Capital Works in Progress during the reporting periods.

Balance at the Beginning of the Reporting Period	38,543	26,751
Additions	15,937	36,612
Capital Works in Progress Completed and Transferred to Property, Plant and Equipment	(36,858)	(24,820)
Carrying Amount at the End of the Reporting Period	**17,622**	**38,543**

NOTE 27. OTHER ASSETS

Other Current Assets		
Prepayments	2,098	2,648
Total	**2,098**	**2,648**

Education and Training Directorate
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	2013 $'000	2012 $'000
NOTE 28. PAYABLES		
Current Payables		
Payables - ACT Government Entities	34	64
Payables - Non ACT Government Entities	202	144
Accrued Expenses[1]	5,207	9,935
Total	**5,443**	**10,143**

1. The decrease primarily relates to capital works projects, particularly relating to the Neville Bonner primary school.

Payables are aged as followed		
Not Overdue	5,406	10,121
Overdue for Less than 30 Days	24	10
Overdue for 30 to 60 Days	1	12
Overdue for More than 60 Days	12	-
Total	**5,443**	**10,143**

Classification of ACT Government/Non-ACT Government Payables

Payables with ACT Government Entities		
Payables	34	64
Accrued Expenses	3,792	7,886
Total Payables with ACT Government Entities	**3,826**	**7,950**
Payables with ACT Non-Government Entities		
Payables	202	144
Accrued Expenses	1,415	2,049
Total Payables with ACT Non-Government Entities	**1,617**	**2,193**
Total	**5,443**	**10,143**

Education and Training Directorate
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	2013 $'000	2012 $'000
NOTE 29. FINANCE LEASES		
Finance Lease commitments are payable as follows:		
Within one year	49	80
Later than one year but not later than five years	60	28
Minimum Finance Lease Payments	**109**	**108**
Less: Future Finance Charges	(5)	(5)
Total Present Value of Minimum Finance Lease Payments	**104**	**103**
Comprising:		
Within one year	44	76
Later than one year but not later than five years	60	27
Total	**104**	**103**
Current	44	76
Non-Current	60	27
Total	**104**	**103**

	2013 $'000	2012 $'000
NOTE 30. EMPLOYEE BENEFITS		
Current Employee Benefits		
Annual Leave	28,857	27,358
Long Service Leave	75,439	72,091
Accrued Salaries	12,061	11,448
Other Benefits	358	362
Total Current Employee Benefits	**116,715**	**111,259**
Non-Current Employee Benefits		
Long Service Leave	11,878	10,582
Total Non-Current Employee Benefits	**11,878**	**10,582**
Total	**128,593**	**121,841**
Estimate of when Leave is Payable – for Disclosure Purposes		
Estimated Amount Payable within 12 months		
Annual Leave	28,857	27,358
Long Service Leave	6,445	5,765
Accrued Salaries	12,061	11,448
Purchased Leave	358	362
Total Employee Benefits Payable within 12 months	**47,721**	**44,933**
Estimated Amount Payable after 12 months		
Long Service Leave	80,872	76,908
Total Employee Benefits Payable after 12 months	**80,872**	**76,908**
Total	**128,593**	**121,841**

	2013 $'000	2012 $'000
NOTE 31. OTHER PROVISIONS		
Make Good Provision		
Provision for Make Good[1]	-	57
Total	**-**	**57**

1. As at 30 June 2013, the Directorate does not have a liability relating to the make good provision as the lease has been finalised.

NOTE 32. OTHER LIABILITIES		
Current Other Liabilities		
International Students Revenue Received in Advance	3,233	2,875
Schools Revenue Received in Advance	938	311
Other Revenue Received in Advance	-	667
Total	**4,171**	**3,853**
Non-Current Other Liabilities		
Other Loans[1]	73	-
Total	**73**	**-**
Total Other	**4,244**	**3,853**

1. In 2012-13 the Directorate received an interest-free loan from the Economic Development Directorate for a sustainability project at Erindale College. The loan will be repaid over six years.

	2013 $'000	2012 $'000

NOTE 33. EQUITY

Asset Revaluation Surplus

The Asset Revaluation Surplus is used to record the increments and decrements in the value of the property, plant and equipment.

Balance at the Beginning of the Reporting Period	**1,012,203**	**1,021,223**
Increment in Land due to Revaluation	402	-
Decrement in Buildings due to Impairment Loss	-	(9,020)
Total Increase/(Decrease) in the Asset Revaluation Surplus	**402**	**(9,020)**
Balance at the End of the Reporting Period	**1,012,605**	**1,012,203**

NOTE 34. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS

In November 2012, a restructuring of administrative arrangements occurred between Education and Training Directorate (ETD) and Community Services Directorate (CSD) involving the transfer of CSD's responsibility regarding education and child care services. The revenue, expense, assets and liabilities transferred as part of the restructuring of administrative arrangements at the date of transfer were as follows:

	Transferred Amounts 2012-13 $'000	Transferred Amounts 2011-12 $'000
Total Revenue	2,509	-
Total Expenses	2,952	-
Assets		
Land	16,062	-
Buildings	17,197	-
Capital Works in Progress	2,435	-
Total Assets Transferred	**35,694**	**-**
Liability		
Employee Benefits	(306)	-
Total Liabilities Transferred	**(306)**	**-**
Net Assets Transferred	**35,388**	**-**

Education and Training Directorate
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NOTE 35. DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILTIES

Year Ended 30 June 2013

	Output Class 1 $'000	Output Class 2 $'000	Output Class 3 $'000	Unallocated $'000	Total $'000
Current Assets					
Cash and Cash Equivalents[1]	36,787	-	-	27,151	63,938
Investments	-	-	-	260	260
Receivables	6,671	1	64	-	6,736
Other Assets	760	-	1,338	-	2,098
Total Current Assets	**44,218**	**1**	**1,402**	**27,411**	**73,032**
Non-Current Assets					
Investments	1,292	-	-	539	1,831
Property, Plant and Equipment	1,964,954	-	-	-	1,964,954
Intangible Assets	895	-	-	-	895
Capital Works in Progress	17,622	-	-	-	17,622
Total Non-Current Assets	**1,984,763**	**-**	**-**	**539**	**1,985,302**
Total Assets	**2,028,981**	**1**	**1,402**	**27,950**	**2,058,334**
Current Liabilities					
Payables	5,327	6	110	-	5,443
Finance Leases	44	-	-	-	44
Employee Benefits	116,436	60	219	-	116,715
Other	4,171	-	-	-	4,171
Total Current Liabilities	**125,978**	**66**	**329**	**-**	**126,373**
Non-Current Liabilities					
Finance Leases	60	-	-	-	60
Employee Benefits	11,810	26	42	-	11,878
Other Liabilities	73				73
Total Non-Current Liabilities	**11,943**	**26**	**42**	**-**	**12,011**
Total Liabilities	**137,921**	**92**	**371**	**-**	**138,384**
Net Assets	**1,891,060**	**(91)**	**1,031**	**27,950**	**1,919,950**

1. Unallocated Cash and Cash Equivalents

Cash and cash equivalents have been included in the 'Unallocated' column above as this class cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

NOTE 35. DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILTIES - CONTINUED

Year Ended 30 June 2012

	Output Class 1 $'000	Output Class 2 $'000	Output Class 3 $'000	Unallocated $'000	Total $'000
Current Assets					
Cash and Cash Equivalents[1]	28,578	-	-	24,816	53,394
Investments	-	-	-	259	259
Receivables	4,609	-	-	-	4,609
Other	720	-	1,928	-	2,648
Total Current Assets	**33,907**	**-**	**1,928**	**25,075**	**60,910**
Non-Current Assets					
Investments	1,332	-	-	500	1,832
Property, Plant Equipment	1,878,214	-	-	-	1,878,214
Intangible Assets	122	-	-	-	122
Capital Works in Progress	38,543	-	-	-	38,543
Total Non-Current Assets	**1,918,211**	**-**	**-**	**500**	**1,918,711**
Total Assets	**1,952,118**	**-**	**1,928**	**25,575**	**1,979,621**
Current Liabilities					
Payables	9,442	5	696	-	10,143
Finance Leases	76	-	-	-	76
Employee Benefits	110,146	-	1,113	-	111,259
Other	3,853	-	-	-	3,853
Total Current Liabilities	**123,517**	**5**	**1,809**	**-**	**125,331**
Non-Current Liabilities					
Finance Leases	27	-	-	-	27
Employee Benefits	10,476	-	106	-	10,582
Other Provisions	57	-	-	-	57
Total Non-Current Liabilities	**10,560**	**-**	**106**	**-**	**10,666**
Total Liabilities	**134,077**	**5**	**1,915**	**-**	**135,997**
Net Assets	**1,818,041**	**(5)**	**13**	**25,575**	**1,843,624**

1. Unallocated Cash and Cash Equivalents
Cash and cash equivalents have been included in the 'Unallocated' column above as this class cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

NOTE 36. FINANCIAL INSTRUMENTS

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in **Note 2 - Summary of Significant Accounting Policies**.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents, investments and receivables and its financial liabilities are comprised of payables and finance leases. The Directorate's maximum exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'.

As receivables and payables are held in non-interest bearing arrangements and finance leases are held in fixed interest arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

A significant proportion of the Directorate's financial assets consist of cash and cash equivalents. As these are held in floating interest arrangements with the Territory's banking provider, the Directorate is exposed to movements in the amount of interest it may earn on cash and cash equivalents.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash, investments and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash and investment accounts are held with high credit quality financial institutions under whole of government banking arrangements. Cash at the bank is held with the Commonwealth Bank and cash not immediately required is invested with the Territory Banking Account. The Chief Minister and Treasury Directorate coordinate the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

Most of the receivables are with other ACT Government Agencies that have a strong credit history. Credit risk for investments is managed by the Directorate through only investing with the Territory Banking Account, which has appropriate investment criteria for the external fund manager engaged to manage the Territory's surplus funds and therefore the credit risk is considered low.

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's maximum exposure to liquidity risk is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

NOTE 36. FINANCIAL INSTRUMENTS - CONTINUED

Liquidity Risk – Continued

Appropriations received to fund operations are drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, the Directorate cannot hold excess cash, however, in the event of cash pressure, access to additional appropriation can be gained through the Chief Minister and Treasury Directorate.

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price (other than arising from interest rate risk or currency risk).

The only price risk which the Directorate is exposed to results from its investments in the Fixed Interest and Cash Enhanced portfolios. The Directorate has units in the Fixed Interest Portfolio that fluctuate in value. The price fluctuations in the units of the Fixed Interest Portfolio are caused by movements in the underlying investments of the portfolio. To limit price risk, all bonds that make up the underlying investments of the Fixed Interest Portfolio must have a long term credit.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period. A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

Currency Risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes to foreign currency rates.

The Directorate is not exposed to currency risk as all of its transactions are conducted in Australian dollars.

Unrecognised Financial Assets and Financial Liabilities

There were no unrecognised financial assets and liabilities.

NOTE 36. FINANCIAL INSTRUMENTS – CONTINUED

Fair Value of Financial Assets and Liabilities

The carrying amounts and fair values of financial assets and financial liabilities to the end of the reporting period are:

	Carrying Amount 2013 $'000	Fair Value 2013 $'000	Carrying Amount 2012 $'000	Fair Value 2012 $'000
Financial Assets				
Cash and Cash Equivalents	63,938	63,938	53,394	53,394
Investments with the Territory Banking Account	2,091	2,091	2,091	2,091
Receivables	4,132	4,132	1,251	1,251
Total	**70,161**	**70,161**	**56,736**	**56,736**
Financial Liabilities				
Payables	5,443	5,443	10,143	10,143
Finance Leases	104	104	103	103
Other Loans	73	73	-	-
Total	**5,620**	**5,620**	**10,246**	**10,246**

NOTE 36. FINANCIAL INSTRUMENTS - CONTINUED

Fair Value Hierarchy

The Directorate is required to classify financial assets and financial liabilities into a fair value hierarchy that reflects the significance of the inputs used in determining their fair value. The fair value hierarchy is made up of the following three levels:

- Level 1 – quoted prices (unadjusted) in active markets for identical assets or liabilities;
- Level 2 – inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices); and
- Level 3 – inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The carrying amount of financial assets measured at fair value, as well as the methods used to estimate the fair value are summarised in the table below. All other financial assets and liabilities are measured, subsequent to initial recognition, at amortised cost and as such are not included in the table below.

2013	Classification According to Fair Value Hierarchy			Total
	Level 1	Level 2	Level 3	
	$'000	$'000	$'000	$'000
Financial Assets				
Investments with the Territory Banking Account - Cash Enhanced Portfolio	-	260	-	**260**
Investments with the Territory Banking Account - Fixed Interest Portfolio	-	1,831	-	**1,831**
Total	-	**2,091**	-	**2,091**

2012	Classification According to Fair Value Hierarchy			Total
	Level 1	Level 2	Level 3	
	$'000	$'000	$'000	$'000
Financial Assets				
Investments with the Territory Banking Account - Cash Enhanced Portfolio	-	259	-	**259**
Investments with the Territory Banking Account - Fixed Interest Portfolio	-	1,832	-	**1,832**
Total	-	**2,091**	-	**2,091**

NOTE 36. FINANCIAL INSTRUMENTS – CONTINUED

Transfer between Categories

There have been no transfers of financial assets or financial liabilities between Level 1 and Level 2 during the reporting period.

Maturity Analysis and Exposure to Interest Rates

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2013 and 30 June 2012.

All financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

The Directorate does not hold any collateral as security relating to financial assets.

NOTE 36. FINANCIAL INSTRUMENTS – CONTINUED

Maturity Analysis and Exposure to Interest Rates – Continued

Year 2013				Fixed Interest Maturing In:				
	Note No.	Weighted Average Interest Rate	Floating Interest Rate $'000	1 Year or Less $'000	Over 1 Year to 5 Years $'000	Over 5 Years $'000	Non-Interest Bearing $'000	Total $'000
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	21	2.99%	44,794	-	-	-	19,144	**63,938**
Investments with the Territory Banking Account	23			-	-	-	2,091	**2,091**
Receivables	22			-	-	-	4,132	**4,132**
Total			**44,794**	**-**	**-**	**-**	**25,367**	**70,161**
Financial Liabilities								
Payables	28			-	-	-	(5,443)	**(5,443)**
Other Liabilities	32				(73)			**(73)**
Finance Leases	29	6.85%		(49)	(60)	-	-	**(109)**
Total			**-**	**(49)**	**(133)**	**-**	**(5,443)**	**(5,625)**
Net Financial Assets / (Liabilities)			**44,794**	**(49)**	**(133)**	**-**	**19,924**	**64,536**

Year 2012				Fixed Interest Maturing Inc:				
	Note No.	Weighted Average Interest Rate	Floating Interest Rate $'000	1 Year or Less $'000	Over 1 Year to 5 Years $'000	Over 5 Years $'000	Non-Interest Bearing $'000	Total $'000
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	21	3.86%	36,948	-	-	-	16,446	**53,394**
Investments with the Territory Banking Account	23		-	-	-	-	1,251	**1,251**
Receivables	22		-	-	-	-	2,091	**2,091**
Total			**36,948**	**-**	**-**	**-**	**19,788**	**56,736**
Financial Liabilities								
Payables	28		-	-	-	-	(10,143)	(10,143)
Finance Leases	29	7.37%	-	(80)	(28)	-	-	(108)
Total			-	**(80)**	**(28)**	**-**	**(10,143)**	**(10,251)**
Net Financial Assets/(Liabilities)			**36,948**	**(80)**	**(28)**	**-**	**9,645**	**46,485**

NOTE 36. FINANCIAL INSTRUMENTS - CONTINUED

	2013 $'000	2012 $'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets at Fair Value through the Profit and Loss	2,091	2,091
Loans and Receivables	4,132	1,251
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	5,620	10,246

The Directorate does not have any financial assets in the 'Available for Sale' category or the 'Held to Maturity' category and as such these categories are not included above. Also, the Directorate does not have any financial liabilities in the 'Financial Liabilities at Fair Value through Profit and Loss' category and, as such, this category is not included above.

	2013 $'000	2012 $'000

NOTE 37. COMMITMENTS

Capital Commitments

Capital commitments contracted at reporting date that have not recognised as liabilities, are payable as follows:

Capital Commitments - Property, Plant and Equipment		
Payable:		
Within one year	27,721	39,911
Later than one year but not later than five years	4,114	22,163
Later than five years	-	-
Total	**31,835**	**62,074**

Other Commitments

Other commitments contracted at reporting date that have not been recognised as liabilities, are payable as follows:

Within one year	50,756	49,379
Later than one year but not later than five years	45,317	50,951
Later than five years	-	734
Total	**96,073**	**101,064**

Operating Lease Commitments

Within one year	2,609	2,660
Later than one year but not later than five years	2,625	2,603
Total	**5,234**	**5,263**

All amounts shown in the commitment note are inclusive of Goods and Services Tax.

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

NOTE 38. CONTINGENT LIABILITIES

Contingent Liabilities

As at 30 June 2013 the Directorate had contingent liabilities in relation to known personal injury cases not settled of $6.183 million and as at 30 June 2012 the liability was $5.437 million.

	2013 $'000	2012 $'000
The estimated liability for known personal injury litigation cases not settled as at 30 June 2013 and 30 June 2012.	6,183	5,437
Total	**6,183**	**5,437**

There were no contingent assets in 2012-13 or 2011-12.

NOTE 39. INTEREST IN A JOINTLY CONTROLLED ENTITY

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53% for the ACT Government and 47% for the Catholic Education Office. The joint venture is accounted for using the equity method.

	2013 $'000	2012 $'000
Share of the Joint Venture Profit is as follows:		
Revenue	53	72
Expenses	(125)	(148)
Operating (Deficit)	**(72)**	**(76)**
Share of the Joint Venture Assets and Liabilities		
Current Assets	64	61
Non-Current Assets	3,063	3,062
Total Assets	**3,127**	**3,123**
Current Liabilities	7	7
Non-Current Liabilities	-	-
Total Liabilities	**7**	**7**
Net Assets	**3,120**	**3,116**
Share of the Joint Venture Cash	**52**	**52**

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2013

NOTE 40. CASH FLOW RECONCILIATION

	2013 $'000	2012 $'000
(a) Reconciliation of Cash and Cash Equivalents at the End of the Reporting Period in the Cash Flow Statement to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	63,937	53,394
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Cash Flow Statement	**63,937**	**53,394**
(b) Reconciliation of Net Cash Inflows from Operating Activities to the Operating Deficit		
Operating Deficit	(59,953)	(74,172)
Add / (Less) Non-Cash / Investing and Financing Items		
Depreciation and Amortisation	65,323	55,766
Transfer of Assets Outside Administration Restructures	-	2,171
Assets Written Off	337	20
(Gain) from Sale of Assets	(30)	(1)
Unrealised Gain on Investments	-	(58)
Cash Before Changes in Operating Activities	**5,677**	**(16,274)**
Changes in Assets and Liabilities		
(Increase)/Decrease in Receivables	(2,124)	2,516
Decrease in Prepaid Expenditure	550	1,005
(Decrease)/Increase in Payables	(312)	180
Increase in Employee Benefits	6,752	22,064
Increase in Revenue Received in Advance	318	66
Net Changes in Assets and Liabilities	**5,184**	**25,831**
Net Cash Inflows from Operating Activities	**10,861**	**9,557**

(c) Non-Cash Financing and Investing Activities

The Directorate has entered into finance lease arrangements for plant and equipment.

Plant and Equipment	93

EDUCATION AND TRAINING DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2013

Education and Training Directorate
Statement of Income and Expenses on Behalf of the Territory
For the Year Ended 30 June 2013

	Note No.	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Income				
Revenue				
Payment for Expenses on Behalf of the Territory	41	202,799	212,368	195,105
Fees	42	14	210	-
Interest	43	-	-	1
Total Income		**202,813**	**212,578**	**195,106**
Expenses				
Grants and Purchased Services	44	202,799	212,368	195,105
Transfer to Government	45	14	210	1
Total Expenses		**202,813**	**212,578**	**195,106**
Operating Result		-	-	-
Other Comprehensive Income		-	-	-
Total Comprehensive Income		-	-	-

The above Statement of Income and Expenses on Behalf the Territory should be read in conjunction with the accompanying notes.

Education and Training Directorate
Statement of Assets and Liabilities on Behalf of the Territory
As at 30 June 2013

	Note No.	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Current Assets				
Cash and Cash Equivalents	46	261	558	50
Receivables	47	-	99	23
Total Current Assets		**261**	**657**	**73**
Total Assets		**261**	**657**	**73**
Current Liabilities				
Payables	48	261	657	73
Total Current Liabilities		**261**	**657**	**73**
Total Liabilities		**261**	**657**	**73**
Net Assets		**-**	**-**	**-**
Equity				
Accumulated Funds		-	-	-
Total Equity		**-**	**-**	**-**

The above Statement of Assets and Liabilities on Behalf of the Territory should be read in conjunction with the accompanying notes.

Net Assets and Total Equity has remained at nil, therefore a Statement of changes in Equity on behalf of the Territory has not been performed.

Education and Training Directorate
Cash Flow Statement on Behalf of the Territory
For the Year Ended 30 June 2013

	Note No.	Actual 2013 $'000	Original Budget 2013 $'000	Actual 2012 $'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		218,114	228,229	209,184
Fees		14	210	8
Interest		-	-	1
Goods and Services Tax Received		5,119	5,316	4,787
Total Receipts from Operating Activities		**223,247**	**233,755**	**213,980**
Payments				
Grants and Purchased Services		217,922	228,229	209,718
Transfer of Territory Receipts to the ACT Government		14	210	10
Goods and Services Tax Paid		5,100	5,316	4,760
Total Payments for Operating Activities		**223,036**	**233,755**	**214,488**
Net Cash Inflows/(Outflows) from Operating Activities		**211**	**-**	**(508)**
Net Cash Flows from Investing Activities		-	-	-
Net Cash Flows from Financing Activities		-	-	-
Net Increase/(Decrease) in Cash and Cash Equivalents Held		211	-	(508)
Cash and Cash Equivalents at the Beginning of the Reporting Period		50	558	558
Cash and Cash Equivalents at the End of the Reporting Period	50	**261**	**558**	**50**

The above Cash Flow Statement on Behalf of the Territory should be read in conjunction with the accompanying notes.

Education and Training Directorate
Territorial Statement of Appropriation
For the Year Ended 30 June 2013

	Notes	Original Budget 2013 $'000	Total Appropriated 2013 $'000	Appropriation Drawn 2013 $'000	Appropriation Drawn 2012 $'000
Expenses on Behalf of the Territory					
Expenses on Behalf of the Territory	1	228,229	229, 526	218,114	209,184
Total Territorial Appropriation		**228,229**	**229,526**	**218,114**	**209,184**

Notes:

1. The difference between the original budget and the total amount appropriated relates to increased Commonwealth grants ($0.618m) for the Improving Literacy and Numeracy National Partnership and the Reward for Great Teachers National Partnership, the transfer of funds from 2011-12 for the Interest Subsidy Scheme ($0.181m) and Reward for Great Teachers National Partnership ($0.187m) and a Treasurer's Advance for increased student enrolments in non-government schools ($0.311m).

   The difference between the total appropriated and appropriation drawn mainly relates to actual levels of Commonwealth grants onpassed to non-government schools being below original Commonwealth Budget Estimates ($6.991m) and the transfer of funds from 2012-13 to 2013-14 for the Interest Subsidy Scheme ($2.652m) to meet the Governments' commitment to reinvest funds within the non-government sector.

Education and Training Directorate
Territorial Note Index

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Education and Training Directorate
Notes to and Forming Part of the Financial Statements
On Behalf of the Territory for the Year Ended 30 June 2013

NOTE 41. PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY

	2013 $'000	2012 $'000

Under the *Financial Management Act 1996*, funds can be appropriated for expenses incurred on behalf of the Territory. The Directorate receives this appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to non-government schools. Refer **Note 44 – Grants and Purchased Services** for the details of the expenses.

Amounts Received to Meet Expenses Incurred on Behalf of the Territory[1]	202,799	195,105
Total Payment for Expenses on Behalf of the Territory	**202,799**	**195,105**

1. The increase from 2011-12 primarily relates to increased Commonwealth grants due to indexation and enrolment growth.

NOTE 42. FEES

Fees for Regulatory Services - Training[1]	14	-
Total	**14**	**-**

1. The increase from 2011-12 primarily relates to the timing of registration by Group Training Organisations.

NOTE 43. INTEREST

Interest	-	1
Total	**-**	**1**

NOTE 44. GRANTS AND PURCHASED SERVICES

Payments for grants and subsidies were as follows:

	2013 $'000	2012 $'000
Grants - Non-Government Schools[1]	202,232	194,701
Junior Bursary Scheme	523	338
Block Release Grants	44	66
Total	**202,799**	**195,105**

1. The increase from 2011-12 primarily relates to increased Commonwealth grants due to indexation and enrolment growth.

NOTE 45. TRANSFER TO GOVERNMENT

Transfers to Government primarily relates to fees that are collected on behalf of the Territory – refer **Note 42 – Fees**.

Transfer to Government[1]	14	1
Total	**14**	**1**

1. The transfer to Government reflects fees collected for regulatory services. The increase from 2011-12 relates to the timing of registration by Group Training Organisations.

NOTE 46. CASH AND CASH EQUIVALENTS

Cash at Bank	261	50
Total	**261**	**50**

Education and Training Directorate
Notes to and Forming Part of the Financial Statements
On Behalf of the Territory for the Year Ended 30 June 2013

	2013 $'000	2012 $'000
NOTE 47. RECEIVABLES		
Current Receivables		
Other Receivables – Non ACT Government	-	4
Goods and Services Tax Receivable from the Australian Taxation Office	-	19
Total	**-**	**23**

Ageing of Receivables	Not Overdue	Past Overdue			Total
		Less than 30 Days	30 to 60 Days	Greater than 60 Days	
	$'000	$'000	$'000	$'000	$'000
2013					
Not Impaired					
Receivables	-	-	-	-	-
Impaired					
Receivables	-	-	-	-	-
2012					
Not Impaired					
Receivables	19	-	-	4	**23**
Impaired					
Receivables	-	-	-	-	-

	2013 $'000	2012 $'000

NOTE 48. PAYABLES

All payables at 30 June 2013 are current and not overdue.

Current Payables		
Current amount owed to the Territory Banking Account	261	73
Total Current Payables	**261**	**73**
Total	**261**	**73**

NOTE 49. FINANCIAL INSTRUMENTS

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in **Note 2 - Summary of Significant Accounting Policies**.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The financial assets held by the Directorate on behalf of the Territory consist of cash and cash equivalents and receivables and its financial liabilities are comprised of payables. As cash, receivables and payables are held in non-interest bearing arrangements, the Directorate on behalf of the Territory is not exposed to movements in interest rates in respect of these financial assets and liabilities, as shown in the table 'Fair Value of Financial Assets and Liabilities'.

As the Territory's operating cash flows are not dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss. There are no receivables in 2012-13.

Financial assets consist of cash. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

NOTE 49. FINANCIAL INSTRUMENTS - CONTINUED

Liquidity Risk

Liquidity risk is the risk that the Directorate on behalf of the Territory will not be able to meet its financial obligations as they fall due.

Expenses on behalf of the Territory appropriations are drawn down progressively throughout the year to meet operating requirements. In the event of cash pressure, access to additional appropriation may be obtained through the Chief Minister and Treasury Directorate.

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price.

The Directorate on behalf of the Territory is not exposed to price risk as its financial assets consisting of cash.

Currency Risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes to foreign currency rates.

The Directorate on behalf of the Territory is not exposed to currency risk as all of its transactions are made in Australian dollars.

Unrecognised Financial Assets and Financial Liabilities

There were no unrecognised financial assets and liabilities.

Fair Value of Financial Assets and Liabilities

	Carrying Amount 2013 $'000	Fair Value 2013 $'000	Carrying Amount 2012 $'000	Fair Value 2012 $'000
Financial Assets				
Cash and Cash Equivalents	261	261	50	50
Receivables	-	-	4	4
Total	**261**	**261**	**54**	**54**
Financial Liabilities				
Payables	261	261	73	73
Total	**261**	**261**	**73**	**73**

NOTE 49. FINANCIAL INSTRUMENTS – CONTINUED

2013			Fixed Interest Maturing In:				
	Note No.	Floating Interest Rate $'000	1 Year or Less $'000	Over 1 Year to 5 Years $'000	Over 5 Years $'000	Non-Interest Bearing $'000	Total $'000
Financial Instruments							
Financial Assets							
Cash and Cash Equivalents	46	-	-	-	-	261	**261**
Receivables	47	-	-	-	-	-	**-**
Total Financial Assets		-	-	-	-	261	**261**
Financial Liabilities							
Payables	48	-	-	-	-	(261)	**(261)**
Total Financial (Liabilities)		-	-	-	-	(261)	**(261)**
Net Financial Assets/ (Liabilities)		-	-	-	-	-	**-**

2012			Fixed Interest Maturing In:				
	Note No.	Floating Interest Rate $'000	1 Year or Less $'000	Over 1 Year to 5 Years $'000	Over 5 Years $'000	Non-Interest Bearing $'000	Total $'000
Financial Instruments							
Financial Assets							
Cash and Cash Equivalents	46	-	-	-	-	50	**50**
Receivables	47	-	-	-	-	4	**4**
Total Financial Assets		-	-	-	-	54	**54**
Financial Liabilities							
Payables	48	-	-	-	-	(73)	**(73)**
Total Financial (Liabilities)		-	-	-	-	(73)	**(73)**
Net Financial Assets/ (Liabilities)		-	-	-	-	-	**-**

NOTE 49. FINANCIAL INSTRUMENTS – CONTINUED

Fair Value Hierarchy

All financial assets and liabilities are measured, subsequent to initial recognition at amortised cost and as such no fair value hierarchy disclosures have been made.

NOTE 50. CASH FLOW RECONCILIATION

a) Reconciliation of Cash and Cash Equivalents at the end of the end of the Reporting Period in the Cash Flow Statement on Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

	2013 $'000	2012 $'000
Total Cash Disclosed on the Statement of Assets and Liabilities on Behalf of the Territory		
Cash at the End of the Reporting Period	261	50
Cash at the End of the Reporting as Recorded in the Cash Flow Statement on Behalf of the Territory	**261**	**50**

b) Reconciliation of Net Cash Inflows from Operating Activities to the Operating Result

Operating Result	-	-
Cash Before Changes in Operating Activities and Liabilities	**-**	**-**
Changes in Operating Activities and Liabilities		
Decrease in Receivables	23	76
Increase /(Decrease) in Payables	188	(584)
Net Cash Inflow/(Outflow) from Operating Activities	**211**	**(508)**

Appendix 3: A7 Statement of performance

ACT AUDITOR-GENERAL'S OFFICE

ACT Government

A13/07

Ms Diane Joseph
Director-General
Education and Training Directorate
Level 6, 220 Northbourne Avenue
BRADDON ACT 2601

Dear Ms ~~Joseph~~ Diane.

REPORT OF FACTUAL FINDINGS – EDUCATION AND TRAINING DIRECTORATE STATEMENT OF PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2013

The Audit Office has completed the review of the statement of performance of Education and Training Directorate for the year ended 30 June 2013.

I have attached the statement of performance and unqualified report of factual findings.

I have provided a copy of the statement of performance and report of factual findings to the Minister for Education and Training, Ms Joy Burch MLA.

Yours sincerely

M. Cooper.

Dr Maxine Cooper
Auditor-General
16 September 2013

c.c. Mr Mark Whybrow, Director, Finance and Corporate Support
Ms Jenny Morison, Chair, Audit Committee
Mr Dougal Wilson, Manager, Risk Management and Audit

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ACT AUDITOR-GENERAL'S OFFICE

ACT Government

REPORT OF FACTUAL FINDINGS

EDUCATION AND TRAINING DIRECTORATE

To the Members of the ACT Legislative Assembly

Report on the statement of performance

The statement of performance of the Education and Training Directorate (the Directorate) for the year ended 30 June 2013 has been reviewed.

Responsibility for the statement of performance

The Director-General of the Directorate is responsible for the preparation and fair presentation of the statement of performance of the Directorate in accordance with the *Financial Management Act 1996*. This includes responsibility for maintaining adequate records and internal controls that are designed to prevent and detect fraud and error, and the systems and procedures to measure the results of the accountability indicators reported in the statement of performance.

The auditor's responsibility

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2011*, I am responsible for providing a report of factual findings on the statement of performance.

The review was conducted in accordance with Australian Auditing Standards applicable to review engagements, to provide assurance that the results of the accountability indicators reported in statement of performance have been fairly presented in accordance with the *Financial Management Act 1996*.

A review is primarily limited to making inquiries with representatives of the Directorate, performing analytical and other review procedures and examining other available evidence. These review procedures do not provide all of the evidence that would be required in an audit, therefore, the level of assurance provided is less than that given in an audit. An audit has not been performed and no audit opinion is being expressed on the statement of performance.

The review did not include an assessment of the relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets.

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No opinion is expressed on the accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations.

Electronic presentation of the statement of performance

Those viewing an electronic presentation of this statement of performance should note that the review does not provide assurance on the integrity of information presented electronically, and does not provide an opinion on any other information which may have been hyperlinked to or from this statement of performance. If users of this statement of performance are concerned with the inherent risks arising from the electronic presentation of information, they are advised to refer to the printed copy of the reviewed statement of performance to confirm the accuracy of this electronically presented information.

Independence

Applicable independence requirements of Australian professional ethical pronouncements were followed in conducting the review.

Review opinion

Based on the review procedures, no matters have come to my attention which indicate that the results of the accountability indicators, reported in the statement of performance of the Directorate for the year ended 30 June 2013, are not fairly presented in accordance with the *Financial Management Act 1996*.

This review opinion should be read in conjunction with the other information disclosed in this report.

M. Cooper

Dr Maxine Cooper
Auditor-General
16 September 2013

Education and Training Directorate

Statement of Performance

For the Year Ended 30 June 2013

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records, fairly reflects the service performance of the Directorate in providing each class of outputs during the financial year ended 30 June 2013 and also fairly reflects the judgements exercised in preparing each output class.

Leanne Cover
A/g Director-General
16 September 2013

Output Class 1: Public School Education

Description

Public primary school education is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced preschool/primary school curriculum covering the early and later childhood education allows students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in ACT public schools for students with a disability: special needs schools; special classes or units in mainstream schools; and additional support in mainstream classes. The Directorate also provides early intervention programs to children between the ages of two to five years who have a disability or a developmental delay. Early learning and development programs identify and address the physical, emotional, social and educational needs of children from birth to five years.

	2012-13 Budget target	2012-13 Amended target[a]	2012-13 Result	Percentage variance from the budget or amended (if applicable) target	Explanation of material variance (±10% or higher)
Total Cost ($'000)					
1.1 Public Primary School Education	293,900	296,852	294,754	(0.7)	
1.2 Public High School Education	156,606	N/A	158,354	1.1	
1.3 Public Secondary College Education	102,274	N/A	103,862	1.6	
1.4 Disability Education in Public Schools	65,671	N/A	65,889	0.3	
Total Output Class 1	**618,451**	**621,403**	**622,859**	**0.2**	
Government Payment for Output ($'000)					
1.1 Public Primary School Education	243,022	245,469	245,757	0.1	
1.2 Public High School Education	133,020	N/A	133,286	0.2	
1.3 Public Secondary College Education	85,389	N/A	85,548	0.2	
1.4 Special Education in Public Schools	57,947	N/A	57,850	(0.2)	
Total Output Class 1	**519,378**	**521,825**	**522,441**	**0.1**	

Notes:

a. Targets of cost and government payment for Public Primary School Education and Total Output Class 1 were amended due to the transfer of Children's Policy and Regulation Unit to the Education and Training Directorate from the Community Services Directorate under the Administrative Arrangements 2012 (No. 2) Notifiable Instrument NI2012-593.

Output Class 1: Public School Education Accountability Indicators	2012-13 Target	2012-13 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
National Assessment Program – Literacy and Numeracy [a]				
Literacy mean achievement score of:				
a. all year 3 students in reading	425	442	4.0	
b. Aboriginal and Torres Strait Islander year 3 students in reading [b]	369	376	1.9	
c. all year 5 students in reading	507	512	1.0	
d. Aboriginal and Torres Strait Islander year 5 students in reading [b]	451	445	(1.3)	
e. all year 7 students in reading	555	547	(1.4)	
f. Aboriginal and Torres Strait Islander year 7 students in reading [b]	509	496	(2.6)	
g. all year 9 students in reading	598	586	(2.0)	
h. Aboriginal and Torres Strait Islander year 9 students in reading [b]	556	531	(4.5)	
i. all year 3 students in writing	430	411	(4.4)	
j. Aboriginal and Torres Strait Islander year 3 students in writing [b]	389	366	(5.9)	
k. all year 5 students in writing	491	481	(2.0)	
l. Aboriginal and Torres Strait Islander year 5 students in writing [b]	444	425	(4.3)	
m. all year 7 students in writing	531	504	(5.1)	
n. Aboriginal and Torres Strait Islander year 7 students in writing [b]	488	439	(10.0)	Note 1
o. all year 9 students in writing [c]	565	542	(4.1)	
p. Aboriginal and Torres Strait Islander year 9 students in writing [b, c]	521	474	(9.0)	
Numeracy mean achievement score of:				
a. all year 3 students	419	407	(2.9)	
b. Aboriginal and Torres Strait Islander year 3 students [b]	366	347	(5.2)	
c. all year 5 students	490	499	1.8	
d. Aboriginal and Torres Strait Islander year 5 students [b]	439	437	(0.5)	
e. all year 7 students	555	535	(3.6)	
f. Aboriginal and Torres Strait Islander year 7 students [b]	505	486	(3.8)	
g. all year 9 students	595	588	(1.2)	
h. Aboriginal and Torres Strait Islander year 9 students [b]	552	542	(1.8)	
Senior secondary education				
a. Percentage of year 10 students who proceed to public secondary college education	85%	91%	7.1	

Output Class 1: Public School Education Accountability Indicators	2012-13 Target	2012-13 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
b. Percentage of year 12 students who receive a Tertiary Entrance Statement	50%	50%	0.0	
c. Percentage of year 12 students who receive a nationally recognised vocational qualification	60%	64%	6.7	
Disability education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	98%	(2.0)	
Early intervention				
a. Number of eligible children with developmental delays and disabilities who attended an early intervention program	400	392	(2.0)	
b. Individual Learning Plans commenced within one month of the student's first attendance at an early	100%	99%	(1.0)	
c. Parent satisfaction with their children's progress in early intervention placement as measured by annual survey [d]	90%	100%	11.1	Note 2
d. Average cost ($) per child attending an early intervention program	4,735	4,476	(5.5)	
Education and care services [e]				
a. Number of visits to licensed education and care services [f]	324	421	29.9	Note 3
b. Education and care services satisfaction with assessment and monitoring functions [g]	85%	64%	(24.7)	Note 4
c. Cost per visit to licensed education and care services	2,901	2,073	(28.5)	Note 5
Average cost ($) per student per annum in public:				
a. Primary schools [h]	14,062	13,704	(2.5)	
b. Preschools	6,394	6,092	(4.7)	
c. High schools	16,974	17,024	0.3	
d. Secondary colleges	17,227	17,700	2.7	
e. Special schools	57,771	56,192	(2.7)	
f. Mainstream schools' student with a disability	28,506	26,259	(7.9)	

Notes to accountability indicator description:

a. The reported results for these indicators are based on the National Assessment Program – Literacy and Numeracy (NAPLAN) conducted in May 2012. NAPLAN is an annual assessment of students' skills in Years 3, 5, 7 and 9 in four areas of learning: reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. NAPLAN has been conducted annually in May across all Australian states and jurisdictions since 2008.

b. A transcription error occurred during preparation of the 2012-13 budget papers that resulted in 2013-14 Aboriginal and Torres Strait Islander Numeracy and Literacy National Assessment Program targets being published as 2012-13 target data. The error was corrected through Notifiable Instrument NI2013-56.

c. Mean achievement scores of all year 9 students in writing and Aboriginal and Torres Strait Islander year 9 students in writing in the 2012-13 budget papers were labelled as all year 7 students in writing and Aboriginal and Torres Strait Islander year 7 students in writing under indicators 'o' and 'p' due to a typing error. These errors were corrected through Notifiable Instrument NI2013-56.

d. Parents and carers were surveyed for their satisfaction with the progress of children in early intervention programs. Early intervention programs are offered to children aged two to five years with developmental delay or disability. All 79 respondents provided response to the question: Overall how satisfied are you with your son/daughter's educational program. Satisfied and moderately satisfied responses were counted for measuring satisfaction result.

e. Indicators received from the Community Services Directorate effective 10 November 2012 under the Administrative Arrangements 2012 (No. 2) Notifiable Instrument NI2012-593.

f. Visits to licensed/approved education and care services are made to assess and rate the services under the National Quality Framework for Early Childhood Education and Care. The framework aims to improve the quality of early childhood education and care.

g. The survey was conducted during May - June 2013. A total of 72 services completed the survey. Responses were collected on a five point scale of strongly agree, agree, neither agree nor disagree, disagree or strongly disagree. Strongly agree and agree responses were counted as satisfied. Not applicable responses were excluded.

h. For this indicator, primary school students are defined as kindergarten to year 6 to enable cross-jurisdiction comparisons.

Notes to variance explanation:

1. For 2012 there was a general decrease nationally in performance for year 7 in writing compared with 2011. ACARA has suggested a lower level of engagement with the task as one possible reason.

2. The result is indicative of the continuing high level of parent satisfaction with early intervention programs.

3. The number of visits to education and care services increased in order to meet the requirements of assessment and rating of the services under the National Quality Framework.

4. The target of 85 percent was set prior to the implementation of the National Quality Framework. Changes to the functions of the Children's Policy and Regulation Unit (CPRU) as the Regulatory Authority responsible for the administration of the National Quality Framework is likely to have impacted on the result. From 1 June 2012, the CPRU commenced the quality assessment and rating of education and care services. The CPRU provides an overall rating for each service. This is a more rigorous assessment of each service against nationally agreed standards. The results of this assessment are published nationally on registers. At the time of conducting the survey, the majority of services were adjusting to the new standards and had received compliance or assessment visits from the CPRU. Of those who had been rated, the majority of services were assessed as 'Working towards the National Quality Standard'. The change in the CPRU role may have impacted on the level of satisfaction they have reported. In addition, the 2012-13 Survey was the first to include ACT Public Preschools. Prior to the implementation of the National Quality Framework ACT Public Preschools were excluded from external regulation. While respondents to the survey are anonymous it is anticipated that adjusting to be part of this new system may have been a factor in the lower satisfaction rate.

5. The reduced cost per visit is due to a higher than expected number of visits. The number of visits increased to meet the requirements of National Quality Framework.

Output Class 2: Non-government Education

Output 2.1: Non-government Education

Description

The Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies. The Directorate also undertakes the administration and payment of the Commonwealth and ACT Governments' grants.

	2012-13 Target	2012-13 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Total Cost ($'000)	3,797	3,663	(3.5)	
Government Payment for Output ($'000)	3,629	3,240	(10.7)	Note 1
Accountability Indicators				
a. Non-government school registration reviews completed within the period required under	100%	100%	0.0	
b. Home education registration reviews for provisionally registered children be completed within three months	96%	99%	3.1	
c. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	98%	(2.0)	
d. Satisfaction with the processes of the Non-government Education section [a]	87%	92%	5.7	

Note to accountability indicator description:

a. The former Non-Government Education section was merged with the Liaison Unit in early 2012. Stakeholders of the section are non-government schools officials, non-government schools associations, registered home educators and ACT Home educators' network presidents. The stakeholders were surveyed for their satisfaction with the process or overall services. Out of 38 respondents, 37 provided responses to the question: How satisfied or dissatisfied were you with the overall services provided by the Liaison Unit throughout 2012-13. Satisfied (15) and very satisfied (19) responses were counted to measure satisfaction.

Note to variance explanation:

1. The reduction is due to lower than anticipated Commonwealth funding received for the Improving Teacher Quality National Partnership. The partnership is a joint initiative between the Australian Governments and the Catholic and independent schooling sectors. The partnership has been designed to support all teachers and school leaders to strengthen the quality of teaching in classroom.

Output Class 3: Vocational Education and Training

Output 3.1: Planning and Coordination of Vocational Education and Training Services

Description

The Directorate is responsible and accountable for the provision of strategic advice and management of vocational education and training (VET) and higher education in the ACT. This includes administering territory and national funds for a variety of programs addressing skills development for entry level and existing workers as well as adult and community education. The VET system in the ACT responds to the demands and requirements of industry and the community. The Directorate gathers advice from industry stakeholders to predict industry trends and identify the future training requirements of the ACT.

	2012-13 Target	2012-13 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Total Cost ($'000)	36,301	30,412	(16.2)	Note 1
Government Payment for Output ($'000)	35,452	33,364	(5.9)	
Accountability Indicators				
a. Total number of hours under programs available for competitive purchase	1,800,000	2,239,816	24.4	Note 2
b. Total reported number of training commencements under available programs [a]	6,800	5,336	(21.5)	Note 3
c. Total number of enrolments of existing workers under additional programs [b]	434	1,549	256.9	Note 4
d. Percentage of apprentices satisfied with their training under Australian Apprenticeships [c]	80%	77%	(3.8)	
e. Retention rate of existing workers training towards a qualification under additional	85%	72%	(15.3)	Note 5

Notes to accountability indicator description:

a. Refers to Australian Apprenticeships under User Choice programs and the Priorities Support Program (PSP). The reported numbers are gathered from the Directorate's vocational education and training management system. User Choice is a national funding policy for Australian Apprenticeships promoting choice in training services provided to employers and Australian Apprentices. Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. PSP provides access to training for people who cannot readily access other government funded training because of disability; lack of success in previous education or training; inadequate literacy and/or numeracy levels; lack of emotional readiness and confidence to undertake other education and training; length of time since previous education and training; and cultural difference.

b. Refers to the Productivity Places Program (PPP). PPP was a joint funding agreement between the ACT and the Australian Government for the training of job seekers and existing workers (2009-12). While this agreement concluded in June 2012, participants in the program will continue to be funded until 31 May 2014 enabling them to complete their training. The program funds qualifications of Certificate II, III, IV and diploma for job seekers and qualifications of Certificate III, IV, diploma and advanced diploma for existing workers.

c. Apprentices and/or trainees who undertook a contract of training with an employer and a training provider under the Australian Apprenticeship scheme were surveyed by the National Centre for Vocational Education Research for the Student Outcomes Survey 2012. Apprentices and/or trainees who responded to the question 'Overall, I was satisfied with the quality of the training' were used to measure the satisfaction with the training. Responses of 'agreed' and 'strongly agreed' on a five point scale were counted as satisfied responses. The opinion of those who did not answer the question cannot be determined and were removed from the total population as per the NCVER methodology.

Notes to variance explanations:

1. The decrease primarily relates to timing of PPP course completions.

2. The variance is due to improved data recording. In 2012, the Directorate changed from activity-date-based to payment-date-based calculations for this outcome. This change has eliminated the possibility of under reporting due to the lag between the conduct and reporting of activity in the current web-based enrolment management and reporting system (VEERA) particularly around the end of financial year.

3. The Australian Government commenced a new contract with Australian Apprenticeships Centres (AACs) on 1 July 2012. In the ACT two AACs whose contracts were not renewed, signed up a large of number of apprentices before the end of their contract on 30 June 2012. The three new AACs took longer than expected to be fully operational. The Australian Government also introduced major changes to employer incentives on 1 July 2012. This influenced employer and AACs behaviour and resulted in reduced commencements during 2012-13.

4. The existing worker enrolments under this indicator are funded through the PPP national partnership. The target of 434 was derived from ACT targets agreed in the partnership on the basis of a predicted retention rate of 35 percent. However, the actual retention rate for ACT existing workers in this reporting period was 72 percent.

5. The PPP national partnership commenced in the ACT in September 2009. The target of 85 percent was based on retention rates recorded in the beginning years of the program, which were, on average, 85 percent or higher. The retention rates may have been artificially high due to the following factors: (a) qualifications can take up to three years to complete and (b) new cohorts were commencing approximately twice per year. In 2012-13, PPP was concluded. No new commencements occurred in this period.

Appendix 4: A10 Triple bottom line report

The ACT Government is committed to sustainable government operations. The ACT Government's framework for sustainability is laid out in People, Place, and Prosperity, which uses a triple bottom line approach to sustainability, recognising the interdependence of social, economic and environmental wellbeing.

An essential element of sustainability is transparent reporting. Table A10.1 below compares the Directorate performance in 2011-12 and 2012-13. The table also provides percentage change from 2011-12 to 2012-13.

The environmental information contained in A10.1 is based on two main central office sites at 220 Northbourne Avenue, in Braddon and the Hedley Beare Centre for Teaching and Learning, in Stirling.

Table A10.1: Triple bottom line performance in 2011-12 and 2012-13

Indicator	2011-12	2012-13	Percentage change
Employee expenses			
Number of staff employed (head count)	5,854	5,997	2.4(a)
Total employee expenditure ($million)	430.1	444.0	3.2(b)
Operating statement			
Total expenditure ($million)	627.4	656.9	4.7(b)
Total own source revenue ($million)	37.2	37.9	1.9(b)
Total net cost of services ($million)	590.2	619.0	4.9(b)
Economic viability			
Total assets ($million)	1,979.6	2,058.3	4.0(b)
Total liabilities ($million)	136.0	138.4	1.8(b)
Transport			
Total number of fleet vehicles	19.0	19.0	0(c, e)
Total transport fuel used (kilolitres)	17.0	15.1	(11.2)(c)
Total direct greenhouse emissions of the fleet (tonnes of CO_2-e)	46.0	42.8	(7.0)(c)
Energy use			
Total office energy use (megajoules)	7,234,710	5,311,202	(26.6)(c)
Office energy use per FTE (megajoules)	21,680	15,350	(29.2)(c)
Office energy use per square metre (megajoules)	1,096.2	913	(16.7)(c)

Indicator	2011-12	2012-13	Percentage change
Greenhouse emissions			
Total office greenhouse emissions – direct and indirect (tonnes of CO_2-e)	978.0	1,131.6	15.7(c)
Total office greenhouse emissions per FTE (tonnes of CO_2-e)	2.9	3.3	13.8(c)
Total office greenhouse emissions per square metre (tonnes of CO_2-e)	0.2	0.2	0(c) (d)
Water consumption			
Total water use (kilolitres)	2,961	2,500	(15.6)(c)
Office water use per FTE (kilolitres)	9.0	7.2	(20.0)(c)
Office water use per square metre (kilolitres)	0.5	0.4	(20.0)(c)
Resource efficiency and waste			
Estimate of co-mingled office waste per FTE (litres)	109	154	41.3(c)
Estimate of total paper recycled (litres)	239,520	207,120	(13.5)(c)
Estimate of total paper used (by reams) per FTE (litres)	24.0	21.5	(10.4)(c)
Diversity of workforce			
Women (female FTEs as a percentage of total workforce)	75.8%	76.1%	0.4 (a)
People with a disability (percentage of the total workforce)	1.2%	1.2%	0(a)
Aboriginal and Torres Strait Islander people (percentage of the total workforce)	0.7%	1.0%	42.8(a)
Staff with English as a second language (percentage of total workforce)	9.2%	10.1%	9.8(a)
Staff health and wellbeing			
Occupational Health and Safety Incident Reports	484	696	43.8(a)
Accepted claims for compensation	123	106	(13.8)(a)
Staff receiving influenza vaccinations	2,424	2,270	(6.4)(a)
Workstation assessments requested	25	43	72.0(a)

Source: Corporate Services Division

Notes:
(a) Human Resources Branch

(b) Financial Services Section

(c) Corporate Support Section

(d) In August 2012 the ACT Government agreed to the Carbon Neutral ACT Government Framework and to reallocate ACT Government GreenPower purchase commitments for the period 2012-13 to 2018-19. A reduction in GreenPower purchase commitments from 37.5% to five per cent of the Government's electricity consumption will support the Carbon Neutral Fund http://www.environment.act.gov.au/climate_change/actgov_ops/carbon_neutral_government_loan_fund and energy efficiency projects across ACT Government

(e) Transportation information relates to out posted central office sites also.

For more information contact:

Executive Director

Corporate Services

(02) 6205 5338

Appendix 5: C15 Government contracting

All procurement processes in place within the Directorate are required to comply with the procurement legislative framework including the *Government Procurement Act 2001, Government Procurement Regulation 2007* and subordinate guidelines and circulars. Confirmation of the procurement selection and management processes is authorised by the appropriate Delegate within the Directorate.

Under whole of government procurement arrangements, Shared Services Procurement continued to provide advice and support in relation to procurement and contract management issues and undertook higher value procurement activities on behalf of the Directorate.

The Directorate continued to be responsible for the management of contracts. Where obligations were not met, including responsibility to comply with employment and industrial relations conditions, the contractor was required to rectify the non-compliance immediately to avoid cancellation of the contract.

Directorate central office expenditure included the acquisition of expert advice regarding curriculum, national assessment testing and other education related matters, human resource issues and capital works activities.

Contract information for schools related mainly to cleaning and grounds maintenance. All contracts were organised through Shared Services Procurement.

External sources of labour and services

Table C15.1: Central office contracts greater than $25,000 or smaller contracts held by one contractor that totalled more than $25,000 (GST exclusive) in 2012-13

Contractor	Purpose	Branch/ Section	Date contract let	Contract type	Amount ($)
Australian Council for Education Research Ltd (ACER)	Provision of ACT Scaling Test	Board of Senior Secondary Studies (BSSS)	15-Dec-10	Open Tender	516,535
National Cleaning Australia	Cleaning provider for Lyons Education Centre	Corporate Support	Contract commenced in 2006. Cleaning arrangements are on a monthly basis since the contract expired in 2009	Select tender	29,441

Contractor	Purpose	Branch/ Section	Date contract let	Contract type	Amount ($)
Phillips Cleaning Services Pty Ltd	Cleaning of the Hedley Beare Centre for Teaching and Learning	Corporate Support	22-Apr-10	Open tender	120,395
SNP Security	Security Patrol Services	Corporate Support	01-Apr-11	Open tender	128,873
Universal Express Group	Education and Training Directorate	Corporate Support	29-Jun-11	Open tender	118,779
Wilson Parking	Security Patrol Services	Corporate Support	1-Jul-11	Open tender	173,453
ACT Property Group	Building rent, parking and operating costs for 220 Northbourne Avenue and Fyshwick Annexe	Corporate Support	01-Jun-10	Lease Agreement	1,466,462
Nutrition Australia	Implementation of Food and Me Years 7-8 Program	Curriculum and VET in Schools	14-Jun-13	Single select	52,000
Davidson and Trahaire Corpsych	Employee Assistance Program	Human Resources	29-Feb-12	Open tender	140,000
CRIMTRAC	Provide pre-employment criminal history checks	Human Resources	01-Jun-12	Single select 4	50,586
Sam Livingston	IT Contractor on Website WICAG 2.0 accessibility compliance	Media and Communications	19-Nov-12	Single select	103,060
Quality Learning Australia	External lead validators for ACT validation process	Office for Schools	01-May-12	Open tender	96,300

Contractor	Purpose	Branch/ Section	Date contract let	Contract type	Amount ($)
NSW Department of Education and Training	National Assessment Program Literacy and Numeracy Testing for 2013	Planning and Performance Branch (PPB)	02-Nov-11	Service agreement	669,273
Social Research Centre	Data collection for School Leaver survey	PPB	13-Mar-12	Select Tender	66,869
University of Western Australia	Early Years Assessment Tool	PPB	10-Mar-10	Open tender	35,662
Institute of Executive Coaching and Leadership	Provision of a Coaching Program for School Leaders	Quality Teaching and Contemporary Practice	20-Jul-12	Quotation request from three organisations	87,780
University of Canberra	Provision of U-CAN Read program	Quality Teaching and Contemporary Practice	28-Mar-11	Single select [1]	38,500
GRACE Records Management (Australia)	Outsource the storage of all the Directorate archived records	Records Management	10-Aug-09	Selective tender	110,636
Oakton Services Limited	2013 School census audit	Risk Management and Audit	19-Feb-13	Single select [3]	39,386
KPMG	Work on Engaging Schools Framework	Student Welfare and Behavioural Support/ATSI and Student Engagement (SWaBS/ ATSIESE)	12-Sep-12	Open tender	100,000
KPMG	Evaluation of Achievement Centres	SWaBS/ ATSIESE	26-Jun-13	Three proposals[2]	29,783
KPMG	Evaluation of Connect10	SWaBS/ ATSIESE	26-Jun-13	Three proposals[2]	29,783

Contractor	Purpose	Branch/ Section	Date contract let	Contract type	Amount ($)
KPMG International	Program Review for Student Participation in Community Enterprise (SPICE)	Transition and Careers	12-Jun-13	Service agreement	28,636
Oakton Services Limited	Work Experience/ Structured Workplace Learning Database	Transition and Careers	11-Jun-13	Service agreement	48,328
SQUIZ – Supported Open Source Solutions	Design and Development of Career and Transitions website	Transition and Careers	19-Jun-13	Service agreement	130,100
Volunteering ACT[4]	Support for placing students into work experience places	Training and Tertiary Education	01-Apr-09	Single select	213,000
Janet Tkachenko	On-site audits for TaTE	Training and Tertiary Education	Various	4 individual engagements	62,364
Pet Tech/Job Ready[4]	Development of AVETARS (ACT Vocational Education and Training Admin Record System)	Training and Tertiary Education	30-Oct-12	Single select	46,900
Millpost Technology[4]	AVETARS Database Redevelopment	Training and Tertiary Education – Business Processes and Systems	12-Sep-13	Single select	127,636
Shared Services – Record Services	Provision of mail room services and external postage	Corporate Support	Ongoing arrangement	Service Level Agreement	33,105

Contractor	Purpose	Branch/ Section	Date contract let	Contract type	Amount ($)
Noetic Solutions Pty Ltd	Progress Implementation of Empowerment Across ACT Public Schools	Deputy Director-General's Office	April 2013	Single select	97,900
Total [5]					**5,082,639**

Source: Finance and Corporate Support Branch

Notes:

Provider is able to deliver a particular and unique service in assisting the ACT public education system through a range of long term presentations.

Proposals were invited from three companies.

Provider was contracted through Whole of Government Audit Panel.

Contracts complied with ACT Government Procurement Guidelines for Single Select, provider have specific expertise relating to the need of the Directorate.

Figures in the table have been rounded to the nearest dollar.

Table C15.2: Contracts held in individual public schools exceeding $25,000 or smaller contracts held by one contractor that totalled more than $25,000 (GST exclusive) in 2012-13

Contractor	School	Date contract let	Amount ($)
CLEANING CONTRACTS (OPEN TENDER)			
24/7 Facilities Management	Evatt Primary	01-Sep-11	67,828
Total			**67,828**
Abdo's Cleaning	Fadden Primary	01-Jun-11	62,189
	Wanniassa Hills Primary	02-Apr-12	71,636
Total			**133,825**
ACT Commercial Cleaning	Bonython Primary	01-Sep-11	63,319
	Lyneham Primary	03-Sep-12	51,330
	Franklin Early Childhood School	18-Mar-13	22,127
	Latham Primary	22-Jan-12	67,840
Total			**204,616**
Alpha Cleaning	Red Hill Primary	14-Nov-11	118,949
Total			**118,949**
Celeski Cleaning	Lyons Early Childhood School	05-Apr-12	58,970
	Isabella Plains Early Childhood School	01-Jan-11	41,459
Total			**100,429**
Dynuse Cleaning	Arawang Primary	16-Apr-12	97,394
	Campbell Primary	01-Sep-11	87,832
	Forrest Primary	31-Oct-11	101,311
Total			**286,537**
Faraj Cleaning	Aranda Primary	01-Sep-11	82,816
	UC High School Kaleen	31-May-11	50,411
Total			**133,227**

Contractor	School	Date contract let	Amount ($)
Fred's Express	Richardson Primary	01-Feb-12	51,804
	Gowrie Primary	19-Dec-11	63,319
	The Woden School	01-Jun-11	49,340
	Malkara School	5-Dec-11	49,750
	Ainslie Primary	19-Dec-11	88,349
Total			**302,562**
GJK Facility Services	Stromlo High	01-Jun-11	77,170
	Gold Creek School	30-Jan-12	236,418
	Curtin Primary	07-May-12	96,330
	Duffy Primary	31-Aug-11	45,057
	Mount Rogers Primary	05-Mar-12	94,685
	Chapman Primary	01-Jun-11	87,520
Total			**637,180**
Hygiene Plus 1	Melrose High	01-Apr-09	104,868
	Erindale College	01-Jun-09	118,438
	Kingsford Smith School	01-Sep-10	175,215
	Hawker College	01-Jan-09	125,421
	Hughes Primary	28-Feb-13	71,743
Total			**595,685**
Lingard and Meech Cleaning	Jervis Bay Primary School	31-May-12	22,563
Total			**22,563**
M and V Cleaning Service	Torrens Primary	01-Apr-12	32,044
	Garran Primary	01-Jun-11	75,629
Total			**107,673**

Contractor	School	Date contract let	Amount ($)
The Menzies Group	Black Mountain School	01-Jun-11	66,352
	Cranleigh School	01-Jun-11	49,762
	Telopea Park School	31-Oct-11	186,527
	Lake Ginninderra College	07-Nov-11	144,700
	Turner Primary	01-Jun-11	103,948
Total			**551,289**
Mirrors Cleaning	Ngunnawal Primary	01-Mar-09	98,412
	Farrer Primary	01-Oct-11	69,115
	Mawson Primary	01-Sep-11	51,376
	Weetangera Primary	25-Aug-11	74,626
	Macquarie Primary	01-Oct-09	72,055
Total			**365,584**
National Cleaning	Canberra College	01-Sep-11	176,818
Total			**176,818**
Phillips Cleaning	Gungahlin College	25-Aug-11	182,648
	Calwell High	19-Dec-11	130,964
	Calwell High	One-off additional	29,758
	Lyneham High	19-Dec-11	100,090
	Harrison School	29-Jun-12	221,508
	Alfred Deakin High	19-Dec-11	163,724
	Lake Tuggeranong College	14-Nov-11	165,064
	Melba Copland Sec School	05-Jun-13	17,790
	Neville Bonner Primary	01-Feb-13	18,915
Total			**1,030,461**

Contractor	School	Date contract let	Amount ($)
Rose Cleaning	Caroline Chisolm School	01-Jun-11	175,506
	Melrose High	04-Jun-13	13,432
	Namadgi School	05-Dec-11	199,694
	Dickson College	19-Sep-11	79,148
	Monash Primary	29-Aug-11	91,019
	Charles Conder Primary	01-Feb-12	96,246
	Gordon Primary	01-Jun-11	82,321
	Narrabundah College	01-Nov-11	153,015
Total			**890,381**
S and M Cleaning	Macgregor Primary	01-Jan-12	40,781
	Maribyrnong Primary	25-Aug-11	63,319
	Southern Cross Early Childhood School	01-Jul-12	9,046
	Southern Cross Early Childhood School	01-Oct-09	45,228
Total			**158,374**
S and M Riteway Cleaning	Palmerston District Primary	21-Dec-11	94,244
Total			**94,244**
Salloum Cleaning	Yarralumla Primary	01-Sep-11	65,581
	Florey Primary	23-Jan-12	85,820
Total			**151,401**
Stefan Sparks Cleaning	Torrens Primary	05-Mar-12	20,401
	Calwell Primary	20-Aug-12	59,139
Total			**79,540**
Storm International Cleaning	Theodore Primary	01-Jun-11	65,580
Total			**65,580**
Universal Cleaning	Kaleen Primary	31-May-11	82,001
	Hawker College	05-Jun-13	10,263

Contractor	School	Date contract let	Amount ($)
Total			**92,264**
VIP Cleaners	Fraser Primary	17-Oct-11	63,319
Total			**63,319**
VNT Cleaning Services	Hawker Primary	14-Nov-11	58,797
	North Ainslie Primary	19-Dec-11	90,316
	Miles Franklin Primary	05-Dec-11	57,736
	Giralang Primary	30-Sep-09	53,593
	Canberra High	31-Aug-09	167,730
	Majura Primary	01-Feb-10	84,074
	O'Connor Cooperative School	01-Jan-12	25,264
	Narrabundah Early Childhood School	21-Jun-09	22,666
	Amaroo School	01-Jan-13	213,061
	Campbell High School	01-Jul-11	133,260
	Belconnen High School	14-Nov-11	190,392
	Wanniassa School	14-Feb-09	178,594
	Lanyon High	05-Dec-11	130,864
	Gilmore Primary	01-Sep-11	48,345
Total			**1,454,692**
Total Cleaning			**7,885,021**
HVAC (STANDING OFFER)			
Dalkia Technical Services	Erindale College	01-Jul-11	48,375
Total HVAC			**48,375**
GROUNDS MAINTENANCE (STANDING OFFER)			
Burgess Grounds Horticultural	Narrabundah College	01-Jan-10	17,412
Total Grounds Maintenance			17,412

Contractor	School	Date contract let	Amount ($)
MAINTENANCE			
Place Ace Pty Ltd	Forrest Primary	01-Apr-12	8,015
Programmed Maintenance	Lake Ginninderra College	01-Apr-12	1,008
	Hawker College	29-Mar-12	10,400
Total			**19,423**
TOTAL MAINTENANCE			**36,835**
HYGIENE SERVICES (OPEN TENDER)			
ISS Hygiene Services	Cranleigh	01-Jul-12	7,800
	Weetangera Primary	01-Jan-13	336
	Amaroo School	Monthly	6,675
	Evatt Primary	Monthly	972
	Malkara School	Monthly	6,839
	Macgregor Primary	Monthly	1,772
	Wanniassa Hills Primary	31-Mar-12	1,980
Total			**26,374**
Pink	Lake Tuggeranong College	06-Dec-12	939
	Melba Copland Secondary	23-Mar-12	4,483
Total			**5,422**
Total Hygiene Services			**31,796**
HYDRO POOL CONTRACTS (OPEN TENDER)			
In the Swim	Black Mountain School	09-Oct-07	21,469
	Cranleigh School	22-Oct-07	18,901
	Malkara School	Monthly	8,705
	Turner Primary	Monthly	18,430
Total Hydro Pool			**67,505**

Source: Finance and Corporate Support Branch

Notes: This contract was terminated by the Directorate during 2012-13.

Table C15.3: Smaller works by suppliers in public schools exceeding $25,000 in total (GST exclusive) in 2012-13

Contractor	School	Purpose	Amount ($)
ELITE Sound and Lighting	Gold Creek School	Electrical Services	33,749
School Electrical Services	Fraser Primary		16,371
	Kaleen High		19,131
	Telopea Park School		31,408
Network Electrical Solutions	Melrose High		39,406
Total Electrical Services			140,065
Australian Playground	Curtin Primary	Grounds Maintenance	32,300
PJ Nott	Amaroo		25,315
Programmed Maintenance	Melrose High		44,401
	Canberra High		41,495
Turf Management	Alfred Deakin High		29,030
The Playground People	Gilmore Primary		28,445
	Cranleigh School		44,870
	Amaroo School		37,740
Greenline	Jervis Bay Primary		34,500
Forpark Australia	Red Hill Primary		38,934
Total Grounds Maintenance			**357,030**
Chesters Plumbing	Amaroo School	Plumbing Services	23,313
	Gold Creek School		19,393
Total Plumbing			42,706
Canberra Commercial	Lake Tuggeranong College	Maintenance	88,870
Clearspan Builder	Amaroo School		27,646

Contractor	School	Purpose	Amount ($)
F J Constructions	Erindale College		82,612
Infinite Joinery	Canberra High		32,705
J & B Home Maintenance	Kaleen High		52,454
	Canberra College		15,137
Paul Abbey Constructions	Kaleen Primary		51,854
Total Maintenance			351,278
OTHER SITA			
	Amaroo School	26-Mar-13	19,720
	Gordon Primary	Monthly	7,397
	Weetangera Primary	01-Jul-12	4,477
Rentokil	Hughes Primary	05-Apr-13	1,402
	Amaroo School	Monthly	6,006
	Turner Primary	23-Feb-12	4,263
Royal Wolf	Macgregor Primary	Monthly	20,018
Jane Farrall – Literacy Consultants	Malkara School		27,330
Total Other			90,613
Grand Total			**981,692**

Source: Finance and Corporate Support Branch

For more information contact:

Executive Director

Corporate Services

(02) 6205 8625

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Appendix 9: Abbreviations and acronyms

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACE	Adult and Community Education
ACT	Australian Capital Territory
ACT ESA	ACT Emergency Services Agency
ACT RFS	ACT Rural Fire Service
ACTPS	Australian Capital Territory Public Service
AEU	Australian Education Union
AITSL	Australian Institute of Teaching and School Leadership
ANU	Australian National University
ANZAC	Australian New Zealand Army Corps
ASBA	Australian School-based Apprenticeship
AS/NZS	Australian Standard/New Zealand Standard
ASQA	Australian Skills Quality Authority
AST	ACT Scaling Test
ATAR	Australian Tertiary Admissions Rank
ATSIEOs	Aboriginal and Torres Strait Islander Education Officers
AuSSI	Australian Sustainable Schools Initiative
AWA	Australian Workplace Agreement
BSO	Building Service Officer
BSSS	Board of Senior Secondary Studies
CCCares	Canberra College Cares
CIT	Canberra Institute of Technology
CO2	Carbon dioxide
COAG	Council of Australian Governments
CSD	Community Services Directorate
DEECD	Department for Education and Early Childhood Development

DERG	Disability Education Reference Group
eACT	empowering ACT schools
EALD	English as an Additional Language or Dialect
ESDD	Environment and Sustainable Development Directorate
FACE	Fellow of the Australian College of Educators
FACEL	Fellow of the Australian Council of Educational Leaders
FAPS	French Australian Preschool
FMA	Financial Management Act
FOI	Freedom of information
FTE	Full-time equivalent
GPO	Government Payments for Outputs
GSEC	Government Schools Education Council
HEC	Higher Education Committee
HMSMP	Hazardous Materials Survey Management Plans
ICT	Information and communication technology
IECs	Introductory English Centres
IELTS	International English Language Testing System
LCC	Learning Capital Council
MLA	Member of the Legislative Assembly
NAPLAN	National Assessment Program - Literacy and Numeracy
NGSEC	Non-government Schools Education Council
NSSP	National Solar Schools Program
NSW	New South Wales
PPB	Planning and Performance Branch
PPLF	Principal Professional Learning Fund
PID	Public Interest Disclosure
PPP	Productivity Places Program
PSP	Priorities Support Program
RAP	Reconciliation Action Plan
RCCC	Rotary Club of Canberra City

RED	Respect, Equity and Diversity
REDCOs	Respect, Equity and Diversity Contact Officers
RTO	Registered training organisation
SA4	School Assistant 4
SEA	Special Employment Arrangement
SEW	Survey of Education and Work
SMART	Science, Mathematics and Related Technologies
SSAS	School Support and Administration Staff
TaTE	Training and Tertiary Education
TEQSA	Tertiary Education Quality and Standards Agency
TES	Tertiary Entrance Statement
TESOL	Teachers of English to Speakers of Other Languages
TPLF	Teacher Professional Learning Fund
TQI	Teacher Quality Institute
UC	University of Canberra
VET	Vocational education and training
VLA	Virtual Learning Academy
WESP	Work Experience and Support Program

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