

SECTION C

Legislative and Policy Based Reporting



C1 Risk management and internal audit

To identify, analyse and treat risk exposures, the Department uses the Australian New Zealand Risk Management Standard (AS/NZS 4360:2004). This comprehensive framework outlines the risk assessment process. In accordance with this framework, the Department undertakes regular risk assessment for all major projects, new initiatives, or where substantial changes occur within the Department or to the mechanisms of government.

The Department has an internal audit charter which sets out the objectives of the internal audit section, which are to provide a service to management and assist the Department to meet all prescribed statutory responsibilities.

Areas of risk continue to be identified through:

- outcomes from the 2006-2007 school audit program
- reviews of previous audits undertaken by the ACT Auditor-General
- the rolling audit program of the Chief Executive's Financial Instructions
- risk identification and analysis by directors and section managers.

These combined processes ensure information is sourced from all levels of the Department, providing the Executive and Audit Committee with an overview of significant risk exposures. They also assist with the allocation of resources and responsibility for the treatment, management and monitoring of these risks, and set a timeframe in which the matters are to be addressed.

The strategic management risks, core business risks, resource management risks and integrity risks faced by the Department are managed by the *Risk Management and Audit Program (RMAP) 2007-2008*, which was endorsed in April 2007 following scrutiny by senior management and the Audit Committee.

In addition to internal staff, a panel of external audit service providers undertook performance and compliance reviews of activities identified in the RMAP.

Audits were conducted or commenced on:

- salary reports
- school safety
- the 2008 school census
- Board of Senior Secondary Studies governance arrangements
- face to face teaching hours
- corporate credit cards
- staff flextime and leave
- complaints handling
- Indigenous and youth workers leave and flextime
- Shared Services Centre service level agreements.

The Department's Audit Committee met seven times during the year, and consisted of the following members who attended as shown:

Table 7: Audit committee attendance at meetings

<i>Title</i>	<i>Occupant/s</i>	<i>Period</i>	<i>Number of meetings attended</i>
Chairperson	Jenny Morison	July 07-Jun 08	7
External member	Michael Harris	July 07-Jun 08	7
Deputy Chief Executive	Janet Davy	July 07-Jun 08	4*
Executive Director	Craig Curry	July 07-Jun 08	6
Director, Governance, Regulation and Risk	John Hare	July 07-Feb 08	5
Schools Director	Wayne Chandler	July 07-Jun 08	6
Acting Executive Director	Michael Bateman	Apr 08	1
Acting Director, Governance, Regulation and Risk	Tony Charge	Oct 07	1

* Meetings were not attended in August and October 2007 while Ms Davy was Acting Chief Executive and in April 2008 while Ms Davy was on leave.

The *Audit Committee Charter* was revised and updated during the year, to reflect the Australian National Audit Office and ACT Department of Treasury best practice guides for public sector audit committees. Amendments included reducing the number of Audit Committee members to five, as recommended in the best practice guides. Following consideration by senior management, the revised *Audit Committee Charter* was endorsed in March 2008.

Throughout the first half of 2008, the Risk Management and Audit section has been working, with assistance from ACT Treasury, in the development of a computer-based risk register database. The change to an electronic records management system will provide managers with an information system that allows more comprehensive monitoring of existing or potential threats, and improved reaction time to emerging risks. Directors and managers will be able to access the database to update or record new risks, review both current and historic risks and mitigation strategies, and generate reports previously unavailable.

For more information contact:

Director
Governance, Regulation and Risk
Telephone: (02) 6205 7661

C2 Fraud prevention

As required under the *ACT Integrity Policy*, the Department has in place a *Fraud and Corruption Prevention Plan*. The plan was developed in early 2006 and is currently being reviewed. It is anticipated that the *Fraud and Corruption Prevention Plan 2009-2011* will be approved by the Audit Committee and the Chief Executive later in 2008.

The plan represents the Department's commitment to ensuring integrity and fraud management and control. The Department recognises that it is incumbent on all ACT Government agencies to develop, encourage and implement sound financial, legal and ethical decision-making practices. The plan focuses specifically on minimising the potential for fraud or corruption relating to departmental programs and/or activities by employees or people outside the Department. Risks identified in the plan are addressed through the annual *Risk Management and Audit Plan* that, in turn, is reviewed and endorsed by the Department's Audit Committee.

Risks identified through the development of 2008 business plans were incorporated into the *Risk Management and Audit Plan 2008-2009*. In accordance with the *ACT Integrity Policy*, the risk assessment also reviewed the Department's exposure to integrity risks. The internal audit plan for 2007-08 included audits of integrity risks, designed to ensure that identified controls are working effectively and efficiently. During the year, for example, audits were conducted on the use of credit cards and the effectiveness of processes and procedures with respect to the management of flextime and leave. Through the audit process, the Department is also seeking to ensure that the potential for fraud or corruption is mitigated through appropriate controls on those risks, now managed by the Shared Services Centre.

The Department 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*. The investigations database provides the Department with the capacity to capture, analyse and report on a range of investigations relating to fraud, corruption and instances of employee misconduct. The information is monitored and reviewed as part of the annual risk assessment process to assist in targeting areas of concern.

There was one case of fraud in the 2007-08 financial year. This case related to an overpayment to an officer. The Department is pursuing recovery of this amount. The Shared Services Centre investigated the officer's actions and appropriate misconduct action has been taken. This investigation was conducted in accordance with the relevant union collective agreement.

The *Fraud and Corruption Prevention Plan 2006-2008* is available on the Department's internet and intranet sites. Various initiatives are taken to remind staff of their responsibilities should they discover any instances of fraud or corruption. As part of the Department's fraud and corruption prevention strategies, ethics training, including fraud awareness, is delivered to all probationary teachers and other staff via a number of forums, including induction training. Principals are required to sign off that they have held training sessions with their staff by the end of term 2 each year.

The Department is also a corporate member of the St James Ethics Centre. During the reporting period the senior management team attended an address on ethics by its Director, Dr Simon Longstaff. A representative from the Governance, Regulation and Risk directorate attended the Australian Public Sector Anti-Corruption Conference in October 2007.

The Department, in conjunction with the Australian Education Union, has developed the *Teachers' Code of Professional Practice*, which incorporates guidelines and case examples 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 casuals, upon commencement. Additional copies are provided to schools on request and are available on the Department's website at www.det.act.gov.au.

The Director, Governance, Regulation and Risk (who has responsibilities for governance matters including risk management and audit, and fraud management and integrity) is the Department's Senior Executive Responsible for Business Integrity Risk (SERBIR). The SERBIR reports directly to the Chief Executive on matters of fraud and integrity and also reports to the Department's Audit Committee. Formal reports are provided to the committee twice a year.

For more information contact

Director
Governance, Regulation and Risk
Telephone: (02) 6205 7661

C3 Public interest disclosure

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

Information was provided on:

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

The nominated officer to receive public interest disclosures (PIDs) for the Department is the Director, Governance, Regulation and Risk.

The nominated contact officer for advice in relation to PIDs is the Manager, Legal Liaison - Telephone (02) 6205 9339.

Information about public interest disclosures is located at www.det.act.gov.au.

Summary of disclosures

One disclosure made during the previous reporting period, relating to the conduct of a staff member employed under the *Public Sector Management Act 1994*, continued during 2007-08. Subsequently, the matter of complaint was not handled under the PID Act, but was treated as a complaint under the *Department's Complaints Resolution Policy*.

No disclosures were received during the 2007-08 reporting period.

For more information contact:

Director
Governance, Regulation and Risk
Telephone: (02) 6205 7661

C4 Freedom of information

The *ACT Freedom of Information Act 1989* (the FOI Act) provides a legally enforceable right of access by citizens to all documents in the possession of the ACT Government, subject only to exemptions to protect the legitimate interests of the ACT Government, and of the third parties who deal with the ACT Government. The FOI Act requires certain reports to be compiled and included in the agency annual report. This report comprises two sections for the Department, a section 7 statement and section 79(2) statement.

A separate section 8 statement, as required by the FOI Act, can be obtained from the Department's Freedom of Information (FOI) Officer or viewed on the Department's website at www.det.act.gov.au.

Section 7 statement

In accordance with the requirements of section 7 of the FOI Act, the following statement is correct to 30 June 2008. It reports on the particulars, functions and powers of the agency, as well as certain categories of documents held by each agency, and the arrangements for public participation in the formulation of policy and operations.

Organisational functions and powers

The organisational functions and powers of the Department are described in section C5 of this annual report. Legislation administered by the Minister for Education and Training is listed in the *Legislative Report* in section B4 of this report.

Public participation in decision-making

Arrangements for public participation in decision-making include: public submissions; discussion at public meetings; consultative committees for specific purposes; access to records through FOI requests; comments on draft documents; comments on bills before the Legislative Assembly; and contact with the relevant Minister.

Categories of documents

The Department holds several basic categories of documents:

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

Documents available on request and without charge

Documents within this category include publications produced by the Department on various aspects of its activities. These are usually distributed from public schools throughout the Territory, and are generally available on the Department's website. Other documents 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 and background papers, policy statements, correspondence and administrative records
- personnel records
- student records
- records held on microfilm, computer or paper in connection with departmental functions
- financial records
- details of contracts and tenders
- records of government including the machinery of government.

Facilities for access

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

The FOI Coordinator
Governance, Regulation and Risk
ACT Department of Education and Training
GPO Box 158
CANBERRA ACT 2601

The physical location of the FOI Coordinator is:

220 Northbourne Avenue, Braddon, ACT
Telephone: (02) 6205 8229
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 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 Department on (02) 6205 9400.

Section 79(2) statement

In accordance with section 79(2) of the FOI Act, the following is a report on decision-making in relation to FOI requests received by the Department during the year. Access decisions in relation to FOI requests are categorised in terms of full release; partial release; entirely exempt; technical refusal (no documents located); still being processed; transferred; and withdrawn.

Requests for access

In 2007-08 the Department received a total of 24 requests for access to documents. This number compares with 39 requests for 2006-07. The following table outlines the access decisions made for these requests.

Table 8: FOI requests

<i>Requests</i>	<i>Number</i>
New requests	24
Requests carried over from previous year	4
Total	28

Source: Department of Education and Training

Table 9: FOI access decisions

<i>Access Decision</i>	<i>Number</i>
Full release	4
Partial release	14
Technical refusal (no documents)	2
Entire exemption	1
Transferred	0
Withdrawn	3
Incomplete at 30 June 2008	2
Requests handled outside the Act	2
Total	28

Source: Department of Education and Training

Internal Review and Administrative Appeals Tribunal applications

Two applications were received under section 59 of the FOI Act to review a decision. These requests resulted in further documents being provided to the applicants.

During the reporting period one application was made to the Administrative Appeals Tribunal. It was resolved through mediation which was facilitated by the Administrative Appeals Tribunal.

In late 2007, the Administrative Appeals Tribunal handed down its decision on the three applications made to the tribunal in the 2006-07 reporting period. The applications were consolidated and heard as one. The tribunal upheld the Department's conclusive certificates in relation to the vast majority of documents. The tribunal also found that a small number of documents relating to individual schools that were not included in a conclusive certificate were not exempt.

Fees and charges

The Department did not collect any fees in relation to the processing of requests.

Amendment of personal records

The Department did not receive any requests under section 48 of the FOI Act for the amendment of personal records.

Audit

A performance audit of the administration of the FOI Act in the Department, in accordance with the *Auditor-General Act 1996*, was undertaken at the beginning of 2008. The Department is awaiting the audit report.

For more information contact:

Director
Governance, Regulation and Risk
Telephone: (02) 6205 7661

C5 Internal accountability

Organisational structure

The Department has continued to review its structure to ensure it is well-placed to address the emerging priorities in education and training, and to strengthen its focus on delivering quality outcomes for students.

As part of these organisational changes school directors assumed responsibility for the following policy areas and their related units from 1 July 2007:

- Director, Schools Northern Canberra – Indigenous Policy and Organisational Practice
- Director, Schools Central Canberra – International Education
- Director, Schools Southern Canberra – Careers, Transitions and Vocational Learning.

The functions of the Media and Marketing Unit were separated into two individual units – the International Education Unit and the Media and Communications Unit. The Risk Management and Audit section reported directly to the Chief Executive from July to November 2007. It was then transferred to the Director, Governance, Regulation and Risk.

In December 2007 the Schools Capital Works Directorate was created. The 2007-08 Budget provided record levels of capital investment in ACT public school infrastructure to improve the environment for learning by undertaking upgrades of school facilities and by planning for the construction of new schools with a particular focus on environmental sustainability. The new directorate includes the Facilities Management Unit from the Finance and Facilities Directorate.

Five directorates and two units report to the Deputy Chief Executive. These are listed below, together with the sections within each directorate:

Governance, Regulation and Risk Directorate

- Governance and Legal Liaison
- Risk Management and Audit
- Records Management
- Non-government Education

Measurement, Monitoring and Reporting Directorate

- Data Analysis, Surveys and Planning
- Educational Performance and Reporting

Training and Tertiary Education Directorate

- Apprenticeships and Vocational Education and Training Initiatives
- Tertiary Planning and Reporting
- Tertiary Quality Assurance
- Training Support

Finance and Facilities Directorate

- Corporate Support
- Financial Services

Curriculum Support and Professional Learning Directorate

- Literacy and Numeracy
- Curriculum Support P-12
- Professional Learning

Ministerial and Strategic Relations Unit

Office of the Board of Senior Secondary Studies.

Four directorates and one unit report to the Executive Director, Schools. These are listed below, together with the sections within each directorate:

Schools Directorate

- Northern Canberra District
- Central Canberra District
- Southern Canberra District

Student Services Directorate

- Early Childhood Education
- Hindmarsh Education Centre – Quamby
- Special Education and Early Intervention
- Student Counselling and Welfare
- Student Support

Human Resources Directorate

- Employee Relations
- Organisation Capacity
- Workforce Management

Schools Capital Works Directorate

- Facilities Management

Media and Communications Unit.

In June 2008, a number of changes to the Department's reporting lines were announced, which are to take effect from 1 July 2008.

A new Executive Director for Business Improvement Services will have responsibility for Finance and Facilities, Schools Capital Works, Measurement, Monitoring and Reporting and Governance, Regulation and Risk Directorates.

A new position, Director of Indigenous Education and Early Learning, will be established to assume responsibility for the Early Childhood Education, and Indigenous Policy and Organisational Practice Units. The Transitions, Careers and Vocational Learning Unit will join the Training and Tertiary Education Directorate and the International Education Unit will become part of the reorganised Student Services Directorate. These changes will enable the schools directors to have a strengthened focus on supporting schools to improve learning outcomes.

Remuneration for senior executives

Section 10 of the *Remuneration Tribunal Act 1995* requires the Tribunal to inquire into and determine the remuneration, allowances and other entitlements of the Chief Executive and those persons who are executives within the meaning of the *Public Sector Management Act 1994*.

The Tribunal, in a determination made in June 2008, decided to increase the remuneration for chief executives and executives by four percent with effect from 1 July 2008.

Profiles of the executive and senior managers



Back row, L–R: John Hare, Wayne Chandler, Janet Davy, Trish Wilks, Michael Bateman, Craig Curry. Front row: Rodney Bray, Carol Harris, Joanne Howard, Jocelyn Vasey, Michele Bruniges, Phillip Tardif. Absent: Kathy Melsom, Matthew Hardy, Robert Donnelly.

Dr Michele Bruniges – Chief Executive

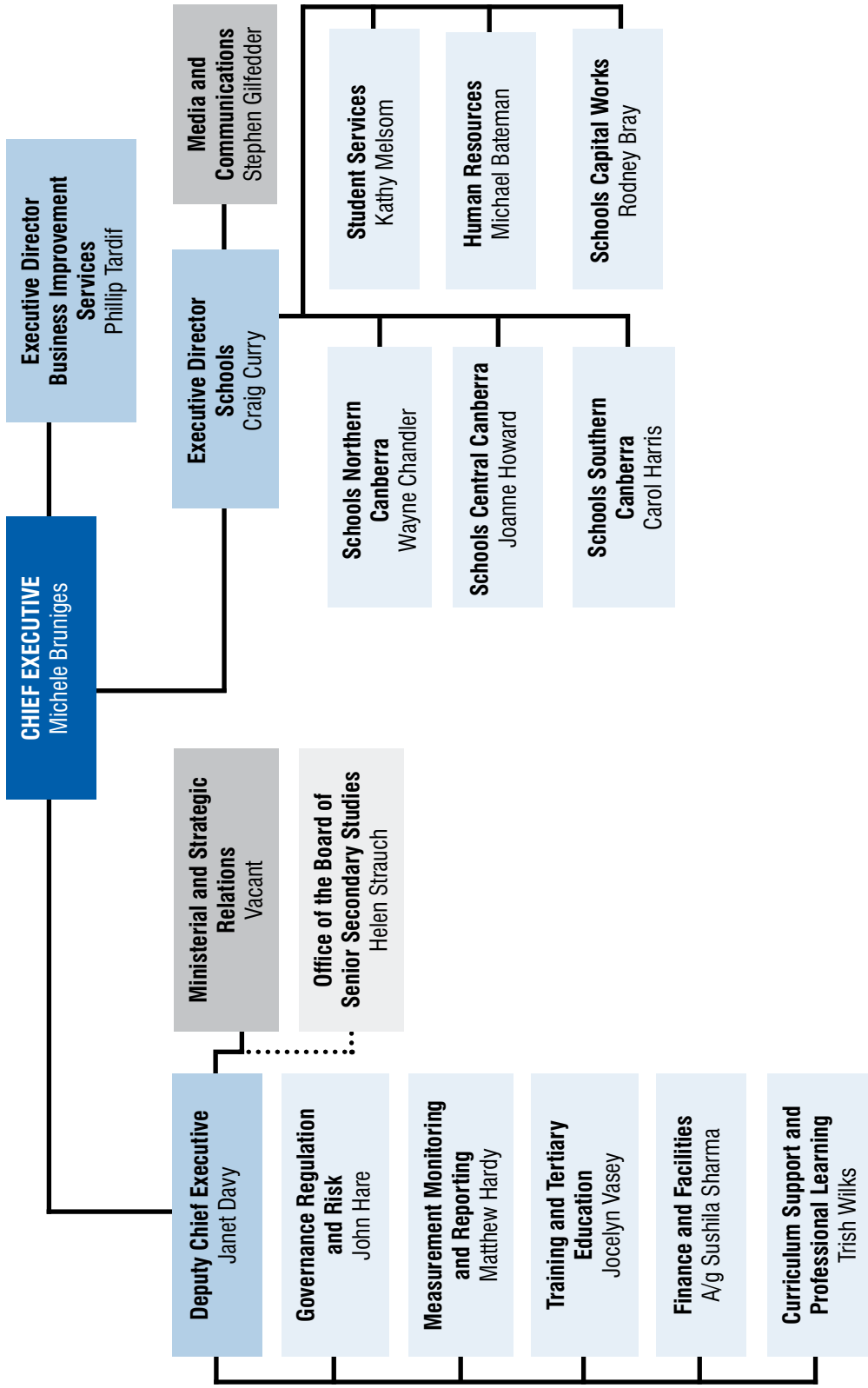
As Chief Executive, Dr Bruniges is responsible for the efficient administration of the Department and its corporate and strategic directions. She is responsible for implementing government commitments relating to education in the ACT.

Dr Bruniges was on leave between 6 August and 5 October 2007 and attended an international measurement conference between 19 and 31 March 2008. During these periods, Ms Janet Davy acted as Chief Executive.

Ms Janet Davy – Deputy Chief Executive

The Deputy Chief Executive is the deputy leader of the Department and, with the Chief Executive, is responsible for the implementation of the Government's commitments to education and training. Ms Davy manages whole of government initiatives and responds to issues at a ministerial, intergovernmental and key stakeholder level. She is responsible for the strategic direction and management of five directorates and one unit.

Figure 13: The Department's structure (as at 30 June 2008)



Mr Craig Curry – Executive Director, Schools

As Executive Director, Mr Curry is responsible for providing strategic educational leadership and management of ACT public school sectors (preschools, primary schools, high schools, colleges, special schools and early intervention centres), and the delivery of educational support services in these schools and settings. This includes school policy, student welfare, school quality and improvement, international education, Indigenous education programs, special education programs, professional pathways for principals, school staffing and workforce planning. He is also responsible for major and minor capital works programs in schools (since December 2007), and for human resource functions in the Department.

Mr Curry was Acting Deputy Chief Executive during the periods that Ms Davy was acting as Chief Executive and while she was on leave from 31 March 2008 to 5 May 2008.

Mr Phillip Tardif – Executive Director, Business Improvement Services

Mr Tardif was appointed to the position of Executive Director, Business Improvement Services, on 2 June 2008. In this role he assisted the Chief Executive, Deputy Chief Executive and Executive Director Schools in relation to the directorates of Finance and Facilities; Schools Capital Works; Measurement, Monitoring and Reporting; and Governance, Regulation and Risk. Mr Tardif will take formal responsibility for these areas from 1 July 2008.

Mr Wayne Chandler – Director, Schools Northern Canberra

As Director, Schools Northern Canberra, Mr Chandler is responsible for school operations in northern Canberra, including appraisal of principals and participation in principal selection for schools in the northern area. He also has responsibility for high school sector issues and initiatives, as well as responsibility for the Indigenous Policy and Organisational Practice Unit.

Ms Carol Harris – Director, Schools Southern Canberra

As Director, Schools Southern Canberra, Ms Harris is responsible for school operations in the southern area of Canberra including appraisal of principals and participation in principal selection for schools in the southern area. She is also responsible for college sector issues and initiatives, and for the Transition, Careers and Vocational Learning Unit of the Department.

Ms Harris acted in the Executive Director's position from 8 August to 5 October 2007. Ms Roz Lambert acted as Director, Schools Southern Canberra from 13 August to 5 October 2007.

Ms Joanne Howard – Director, Schools Central Canberra

As Director, Schools Central Canberra, Ms Howard is responsible for school operations in the central area of Canberra including appraisal of principals and participation in the selection of principals for schools in the central area. She is also responsible for primary sector issues and initiatives, and for the International Education Unit.

Ms Kathy Melsom – Director, Student Services

As Director, Student Services, Ms Melsom is responsible for the development and management of support services in ACT public schools. She provides strategic policy advice and support to schools and colleges on student well-being and students with special needs. She coordinates student counselling and student support services in schools. Ms Melsom also has responsibility for early childhood education.

Ms Melsom will commence in the new position of Director of Indigenous Education and Early Learning from 1 July 2008.

Ms Trish Wilks – Director, Curriculum Support and Professional Learning

As Director, Curriculum Support and Professional Learning, Ms Wilks is responsible for curriculum support K-12 and for leading the development and implementation of the ACT curriculum framework for P-10. Ms Wilks is also responsible for the professional learning and development of all Department staff and for policy advice and support to schools on literacy, numeracy, and student well-being.

Ms Gai Beecher acted in the Director's position from 9 May to 13 June 2008 while Ms Wilks was on leave.

Mr Matthew Hardy – Director, Measurement, Monitoring and Reporting

As Director, Measurement, Monitoring and Reporting, Mr Hardy is accountable for ensuring that the Department is a performance driven organisation, using an evidence-based approach to decision-making. He is responsible for the ACT implementation of the first national assessment program for years 3, 5, 7 and 9 and of other national and international testing programs. Mr Hardy is also responsible for educational measurement, monitoring and reporting, which includes data management and analysis, surveys, research and evaluation, educational measurement and the management of the school review process. Mr Hardy also has responsibility for planning associated with schools and to ensure that the Department meets its corporate reporting obligations.

Ms Jocelyn Vasey – Director, Training and Tertiary Education

As Director, Training and Tertiary Education, Ms Vasey is responsible for strategic advice and management of vocational education and training in the ACT, including funding the competitive training market for apprentices and trainees. Ms Vasey manages research into the planning and monitoring of the ACT's training needs to address skill shortages and the needs of equity groups. She supports the work of the Accreditation and Registration Council in providing strategic advice to the Minister and the Department on quality assurance of the vocational and higher education sectors.

Ms Vasey was appointed to the position on 2 October 2007. She had acted in the role from 8 April to 29 July 2007 while the previous director, Ms Anne Houghton, was on leave. Dr Kaaren Blom acted in the position from 30 July to 1 October 2007.

Mr Robert Donelly – Director, Finance and Facilities

As Director, Finance and Facilities, Mr Donelly is responsible for managing the Department's overall budget, financial policies and reporting, and for providing financial advice and services. This position also coordinates facilities management programs including central office accommodation functions. Until 3 December 2007, when the new Director, Schools Capital Works position was created, Mr Donelly was responsible for managing capital works and capital upgrades, repairs and maintenance of schools.

Mr Peter Maybury acted in the Director's position from 17 December 2007 until 14 March 2008 while Mr Donelly was on leave.

Mr Donelly resigned from the Department, effective 30 June 2008. Ms Sushila Sharma acted in the Director's position from 17 June 2008 while Mr Donelly was on leave. Ms Sharma will continue to act in the position until the appointment of a new Director.

Mr Rodney Bray – Director, Schools Capital Works

As Director, Schools Capital Works, Mr Bray is responsible for managing the Department's new school capital works projects, repairs and maintenance, schools infrastructure refurbishment program, capital upgrades program and environmental initiatives. He was appointed to the position on 3 December 2007. Up until this date the Director, Finance and Facilities was responsible for managing these programs.

Mr John Hare – Director, Governance, Regulation and Risk

As Director, Governance, Regulation and Risk, Mr Hare is responsible for the development and management of the Department's governance arrangements. These include strategic planning, coordination of policy development, compliance with legislative obligations, management of administrative law obligations and litigation processes, risk management and audit and records management. As Registrar, Non-government Schools, he is also responsible for the management of the registration process of non-government schools in the ACT and the registration of students for home education.

Mr Tony Charge acted as Director from 3 September until 2 November 2007 while Mr Hare was on leave. Mr Michael Bateman acted as Director from 16 May to 13 June 2008 while Mr Hare was on leave.

Mr Michael Bateman – Director, Human Resources

As Director, Human Resources (HR), Mr Bateman is responsible for the Department's HR policies and processes, the delivery of system wide HR services, and employee relations. He manages teacher recruitment and staffing in schools, staff performance, HR data analysis and workforce planning. Mr Bateman oversees industrial relations management, occupational health and safety, and case management of injured or ill employees.

Ms Jan Day acted as the Director, Human Resources between 19 March and 5 May 2008 while Mr Bateman was acting Executive Director. Mr Dougal Whitton

acted as the Director while Mr Bateman was acting as the Director, Governance, Regulation and Risk.

Governance

During the reporting period the Department took additional steps to further enhance its approach to good governance. A draft *Compliance Framework and Plan*, based on the Australian Standard on Compliance programs (AS 3806-2006), has been developed. The three-year Compliance Plan includes the identification and development of legislative, policy, delegation, management, risk and compliance processes, plus an active compliance delivery program including compliance leadership, compliance awareness training and a range of compliance assurance measures such as audits and surveys.

A major review of internal Departmental policies was carried out during the year, and a number of areas identified for policy development and/or review. A new *Policy Development and Review Manual* was developed to assist staff in the policy development process. The policy register was further enhanced along with improved monitoring and reporting processes.

As reported elsewhere in this report, guidance material on non-government school registration processes, procedures for home education and complaints resolution were prepared. The *School Board Manual* also underwent a major review during the year.

Other governance issues are addressed specifically throughout this report.

Senior management committees - roles and membership at 30 June 2008

Senior Executive Team

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

Chief Executive	Dr Michele Bruniges
Deputy Chief Executive	Ms Janet Davy
Executive Director	Mr Craig Curry

Mr Phillip Tardif joined the Senior Executive Team on 2 June 2008 in a newly created position, Executive Director Business Improvement Services.

Board of Management

The Board of Management is the Department's key advisory and strategic planning group and supports the Chief Executive in fulfilling responsibilities for strategic planning and strategic management.

The Board of Management provides advice on the development and implementation of the *Strategic Plan*, monitors the outcomes of business plans and actions from the *Risk Management and Audit Plan* and the *Fraud and Corruption Prevention Plan*.

The Board of Management receives and considers reports from four standing committees (the Information Communication Technology Committee, School Resources Committee, Human Resources Committee, Teaching and Learning Support Committee), and it provides advice to the Chief Executive and the Senior Executive Team on matters referred to it by the standing committees.

Chief Executive (Chairperson)	Dr Michele Bruniges
Deputy Chief Executive	Ms Janet Davy
Executive Director	Mr Craig Curry
Director, Curriculum Support and Professional Learning	Ms Trish Wilks
Director, Finance and Facilities	Mr Rob Donnelly
Director, Governance, Regulation and Risk	Mr John Hare
Director, Human Resources	Mr Michael Bateman
Director, Measurement, Monitoring and Reporting	Mr Matthew Hardy
Director, Schools Capital Works	Mr Rodney Bray
Director, Schools Northern	Mr Wayne Chandler
Director, Schools Central	Ms Joanne Howard
Director, Schools Southern	Ms Carol Harris
Director, Student Services	Ms Kathy Melsom
Director, Training and Tertiary Education	Ms Jocelyn Vasey
Principal	Mr Chris Hamilton
Principal	Ms Sue Northmore
Principal	Mr Richard Powell

Mr Phillip Tardif joined the Board of Management on 2 June 2008 in a newly created position, Executive Director Business Improvement Services.

Information Communication Technology Committee

The Information Communication Technology (ICT) Committee supports the effective use of IT resources across the Department in order to meet government, system and school priorities.

The committee makes decisions about the implementation of ICT policies, programs and strategies and provides advice to the Chief Executive, Board of Management and relevant areas of the Department about ICT strategic directions, policies and proposals for systemic initiatives.

The committee also promotes and monitors the implementation of the *Learning Technologies Plan*.

Deputy Chief Executive (Chairperson)	Ms Janet Davy
Executive Director	Mr Craig Curry
Director, Finance and Facilities	Mr Rob Donnelly
Director, Governance, Regulation and Risk	Mr John Hare
Director, Schools Southern	Ms Carol Harris
Director, Training and Tertiary Education	Ms Jocelyn Vasey
Director, Curriculum Support and Professional Learning	Ms Trish Wilks
Acting Director, Education ICT	Ms Lorraine Nicol
Manager, Learning Innovation	Mr Mark Huxley
Manager, Education ICT	Ms Karen Carlton
Manager, Education ICT	Mr Gordon White
Acting Manager, Education ICT	Mr Greg Woodham
Network Manager, Networks and Communications Services	Mr Ren Dariol
Principal	Ms Maree Uren
Principal	Ms Gai Beecher
Principal	Mr Mike Battenally
Principal	Ms Sue Nott

School Resources Committee

The School Resources Committee supports schools to become more efficient in their resource management and to improve the facilities and physical environment of schools.

The committee makes decisions about school-based management, school asset management planning (including capital works and repairs) and school procurement processes, and provides advice to the Chief Executive, Board of Management and relevant areas of the Department about school resourcing strategic directions, policies, and proposals for systemic initiatives.

Deputy Chief Executive (Chairperson)	Ms Janet Davy
Executive Director	Mr Craig Curry
Director, Human Resources	Mr Michael Bateman
Director, Finance and Facilities	Mr Robert Donnelly
Director, School Northern Canberra	Mr Wayne Chandler
Director, Schools Capital Works	Mr Rodney Bray
Manager, Facilities Management	Mr Jurgen Lebang
Principal	Ms Linda Neeson
Principal	Mr Steve Kyburz
Principal	Ms Cherie Lutton
Principal	Mr George Palavestra

Human Resources Committee

The Human Resources Committee supports the effective implementation of human resource policies and strategies in order to develop and maintain effective workforce management and to meet government, system and school priorities.

The committee makes decisions about the implementation of human resource policies and strategies for staff recruitment, retention, induction, welfare and equity, and recognition and awards. It provides advice to the Chief Executive, Board of Management and relevant areas of the Department about human resource matters, programs and initiatives, and promotes and monitors the implementation of human resource policies, strategies and programs.

Executive Director (Chairperson)	Mr Craig Curry
Deputy Chief Executive	Ms Janet Davy
Director, Human Resources	Mr Michael Bateman
Director, Measurement, Monitoring and Reporting	Mr Matthew Hardy
Director, Schools Central	Ms Joanne Howard
Director, Student Services	Ms Kathy Melsom
Director, Curriculum Support and Professional Learning	Ms Trish Wilks
Director, Training and Tertiary Education	Ms Jocelyn Vasey
Manager, Employee Relations	Mr Dougal Whitton
Manager, Organisational Capacity	Mr Mick Brady
Manager, Workforce Management	Ms Anne Ellis
Assistant Manager, Employee Relations	Ms Christine Murray
Principal	Ms Cecily Blake
Principal	Mr Bill Maiden
Principal	Ms Irene Gilbert
Principal	Ms Jan Day

Teaching and Learning Support Committee

The Teaching and Learning Support Committee supports quality teaching and learning across the Department in order to improve the learning outcomes of students and to meet government, system and school priorities.

The committee makes decisions about support for school-based curriculum, pedagogy, assessment and reporting, teacher professional learning and leadership development. It provides advice to the Chief Executive, Board of Management and relevant areas of the Department about teaching and learning related strategic directions, policies and proposals for systemic initiatives.

Executive Director (Chairperson)	Mr Craig Curry
Deputy Chief Executive	Ms Janet Davy
Director, Human Resources	Mr Michael Bateman
Director, Schools Northern	Mr Wayne Chandler
Director, Schools Southern	Ms Carol Harris
Director, Schools Central	Ms Joanne Howard
Director, Student Services	Ms Kathy Melsom
Director, Curriculum Support and Professional Learning	Ms Trish Wilks
Manager, Curriculum Support	Dr Michael Kindler
Manager, Literacy and Numeracy	Ms Julie McLaren
Manager, Professional Learning	Ms Jenni Page
Manager, Organisation Capacity	Mr Mick Brady
Manager, Transitions, Careers and Vocational Learning	Mr Tim McNevin
Secretary of the Australian Education Union (ACT Branch)	Mr Clive Haggart
Assistant to the Secretary of the Australian Education Union (ACT Branch) (Professional)	Ms Cathy Smith
Principal	Ms Penny Flett
Principal	Mr Michael Hall
Principal	Ms Jo Padgham
Principal	Ms Colleen Matheson

Audit Committee

The Audit Committee is responsible for the oversight of the risk management and audit functions and for ensuring their effectiveness. It also reviews the annual financial statements. The Audit Committee monitors and reviews Departmental adherence to relevant legislative requirements and the Department's approach to business ethics and corporate conduct. The committee monitors compliance with ACT Government and best practice standards on integrity matters.

Chairperson	Ms Jenny Morison
External member	Mr Michael Harris
Deputy Chief Executive	Ms Janet Davy
Executive Director	Mr Craig Curry
Director, Governance, Regulation and Risk	Mr John Hare
Director, Schools Northern	Mr Wayne Chandler

Corporate and operational planning

This reporting period represents the second year of operation under the Department's *Strategic Plan 2006-2009*. The strategic plan is designed to provide the organisational context to deliver a sustainable world-class education and training system that is responsive to changing needs with a futures orientation.

Supporting the *Strategic Plan 2006-2009* are directorate business plans. These were developed to identify the range of work to be undertaken throughout the 2008 calendar year. The *Strategic Plan 2006-2009* can be accessed from the Department's website at www.det.act.gov.au.

To achieve the Department's vision and purpose, four strategic goals have been identified:

- provide high quality education and training that meets the needs of the 21st century
- shape and lead education and training
- build communication, collaboration and partnerships
- strengthen organisational capacity.

The goals include priority areas that focus our resources towards the achievement of corporate and operational outcomes. Strategic achievements are outlined in the following section.

Strategic Goal 1: provide high quality education and training to meet the needs of the 21st century

The Department works to ensure that all students, including those with Indigenous and diverse backgrounds, engage with high quality teaching. Classroom relationships are designed to foster participation throughout the school years. Student achievements are reported to accurately reflect progress and direct future improvements.

Measure of success - monitoring, analysing and reporting of student achievement and progress to stakeholders

Reporting overall results from the 2007 ACT Assessment Program (ACTAP), enables parents and Government to evaluate student progress in literacy and numeracy against system average, and curriculum profile levels in years 3, 5, 7 and 9. All participating students completed assessments in reading, writing, spelling and numeracy, across four days from 7 to 10 August 2007.

The community was informed of key results via a performance brochure and annual school board reports. Key features included maintenance, over time, of a high proportion of year 3 students achieving above the benchmark in reading (96 percent), writing (95 percent) and numeracy (94 percent). Likewise, a high proportion of students in year 5 achieved above the benchmark in reading (95 percent), writing (94 percent) and numeracy (92 percent).

There has been a steady improvement in year 7 numeracy benchmark results between 2004 and 2006, with 89 percent of students above benchmark in 2006; in 2007 the proportion was lower but not statistically dissimilar at 86 percent of students. Year 7 results in reading and writing reflect little change in performance of students above benchmarks. There was an increase in the percentage of year 9 students achieving within the writing profile skill range appropriate for the year group, 75 percent in 2007 compared to 64 percent in 2006.

Measure of success – education and training opportunities tailored to meet each student's needs

Statistics released by the National Centre for Vocational Education Research showed that in 2007 the ACT had the highest proportion nationally of vocational education and training (VET) graduates employed or in further study after training (93.5 percent compared with 89.2 percent nationally).

The ACT also had significant annual growth in the commencement of training contracts by existing workers (30.1 percent compared with 3.2 percent nationally). In addition, the ACT had the highest national proportion of apprentices and trainees aged 20 to 24 years in-training (35.2 percent compared with 28.0 percent nationally).

Demand for training under the Strategic Priorities Program (SPP) has increased significantly, from 1513 participants in 2006 to 2322 in 2007. The program is designed to increase participation of priority target and equity groups. In 2007, commencements by youth at risk increased by 73 percent, mature-aged people by 47 percent, Indigenous Australians by 41 percent and people with a disability by 30 percent.

The ACT Indigenous Traineeship Program was launched in August 2007, with 16 trainees commencing in ACT Government agencies. Two of these trainees have been placed within the Department as primary school assistants, and will complete a Certificate II in Business Administration over the next 12 months.

To meet individual student needs the Department has established a wide range of specialised programs, addressing priority issues and emphasising at-risk identification and targeted resourcing:

- individual learning plans were in place for 95 percent of 1759 special need students (as at February 2008)
- pastoral care coordinators commenced work in 16 high schools, delivering a personalised approach to supporting student well-being
- ACT students from identified equity groups received structured support through the Joint Group Training Program with an aim to improve course completion rates
- the Youth at Risk-Developing Skills program improves student access to support services, resulting in the majority of participants transitioning to further education, training or employment after the program.

Measure of success – provision of quality learning environments that are safe and secure

In March 2008, the Minister launched the Department's code of conduct for respectful interaction in schools, *Our School: a Safe and Happy Place for Everyone*. At the same time he released a guide for parents and careers titled *Keeping Children Safe in Cyberspace*.

At the end of the previous reporting period, the Department established a Safe School Taskforce. Throughout this reporting period the Taskforce has brought together key stakeholders to consider issues associated with student safety in ACT public schools and to develop innovative solutions to address ongoing and emerging student safety concerns. Key achievements of the Taskforce have included: strengthening links with ACT Policing; school safety audits; reviewing policies that provide guidance and direction to schools in promoting safe school environments.

In May 2007, the Department introduced a new set of Safe Schools policies, which were implemented in this reporting period. The policies require schools to have in place practices and programs designed to ensure that students are protected from bullying, harassment and violence.

Safety checks were undertaken in all ACT public schools during the year to systematically identify hazards and implement control measures.

Measure of success – improvement of learning outcomes of all students, and in particular those of Indigenous students

In 2007-08 Indigenous students exceeded the set outcomes in year 7 reading and year 5 numeracy. Outcomes equivalent to the targets were achieved against five indicators (year 3 reading, year 5 reading and writing, year 3 and 7 numeracy). Lower than expected outcomes were achieved against two of the indicators (year 3 writing and year 5 reading). (It should be noted that Indigenous data should be

used with caution as the numbers involved are generally small and the movement of one student above or below the benchmark score can result in significant percentage changes.)

The Department has initiated a number of strategies to improve Indigenous student outcomes including monitoring of attendance, transition support and professional development for school teachers and leaders.

Forty-seven year 4 Indigenous students (who scored in the lowest 20 percent of outcomes when assessed in year 3) have received increased provision of support to progress their learning in literacy and numeracy.

Measure of success – focus on quality teaching in every classroom

To support implementation of the new ACT curriculum framework and the college business plan, the Department has planned a three-year strategy to introduce the NSW Quality Teaching Model in all of its schools.

Professional learning for principals and school executives on the implementation of the model began in 2008, and a licence agreement was obtained from NSW to adapt and use its resources.

In 2008, the Department also funded scholarships for selected staff to complete the University of Newcastle's Graduate Certificate in Educational Studies (Pedagogy).

Strategic Goal 2: shape and lead education and training

The ACT education and training system has developed a high quality curriculum framework and to support its classroom delivery offers staff a range of professional learning opportunities. Modern teaching practices are supported by flexible workplace arrangements, and educational technologies that encourage innovative practices.

Measure of success – implementation of curriculum framework

All ACT public and non-government schools, preschool to year 10, commenced implementing the ACT curriculum framework in their school curriculum plans in 2008. By the end of 2010, all schools will have fully implemented the framework into their school curriculum.

The framework allows teachers the flexibility to exercise professional judgement in planning and delivering learning experiences, and fully incorporates the National Statements of Learning for English, mathematics, science, civics and citizenship and ICT. This met the requirement of the Australian Government to implement these national statements in jurisdiction curriculum documents from January 2008.

Measure of success – strengthening capacity of teachers and leaders to develop personal knowledge, skills and practice

School leadership remains an important focus in ACT public schools and is supported through school review and professional learning programs, external validation, principals' professional appraisal and strategic induction for new staff.

In this reporting period a new leadership program was conducted for over 120 aspiring principals, deputies and executive teachers. Other professional learning for school leaders was offered in ICT, financial management and evidence-based practice. A range of professional learning opportunities were also provided for all teachers to help them improve their skills this year. The priorities for professional learning were curriculum, literacy and numeracy, safe schools, Indigenous education, and quality teaching.

Measure of success – assess, respond and be flexible to the needs of the community and changing workforce

The Department developed a strategy to increase the skill levels of mature age workers already in the workforce and to improve their employability. This strategy encourages employers, including government departments, to enrol existing employees in traineeships in areas of designated skill shortage, or in other areas where such training is beneficial to the individual and the organisation. This was achieved through continuing promotional campaigns of Australian Apprenticeships through User Choice.

Mature age persons and parents re-entering the workforce after an absence were eligible for SPP funding or were able to undertake Australian Apprenticeships through the User Choice program. Training programs, funded through SPP in 2007, focused on basic office computer applications and generic employability skills.

Four provider forum breakfasts were conducted in the past year to promote the professional development of VET providers. One hundred and fifteen staff, managers and other stakeholders attended these functions. The *Engaging VET Practitioners Forum*, held in September 2007, focused on 'Continuous Improvement in VET' at both organisation and program levels. The Department also supported professional development workshops, conducted by the ACT Assessor Network in partnership with the ACT Association of Providers of Training Services.

Strategic Goal 3: Building communication, collaboration and partnerships

A culture of information sharing and innovation has cultivated productive external relationships. The Department works with other government and non-government agencies and parent bodies to deliver expanded learning opportunities that provide the best possible outcomes for children and young people.

Measure of success – forming strategic partnerships to deliver expanding learning opportunities

The Erindale College Community Education program was a joint winner of the Adult Learning Community of the Year Award at the national Adult Learning Australia awards ceremony in Cairns in December 2007. The program was recognised for the innovative strategies used to ensure maximum participation through low course fees achieved through cross program subsidisation. The program has a balance between vocational and general, non-accredited courses, as well as those designed to meet special needs within the community.

On 5 March 2008, key senior representatives of the Department and the University of Canberra attended a summit to share ideas about future strategic collaborations and to discuss specific issues of shared interest.

The annual VET consultation forum, *Let's Talk VET*, was held on 28 and 29 April 2008. This year's theme, 'Engaging Employers', provided the opportunity for the wider VET community to engage and participate in conversation and discussion on how to best meet the skills needs in our community. Over 200 members of the VET community attended the event, including RTOs, employers, schools and ACT business.

Through the *Silver Lining* project, the Department is collaborating with the ACT Department of Disability, Housing and Community Services, Office for Ageing and the ACT and Region Chamber of Commerce and Industry to encourage training and employment of mature aged workers. Information sessions were held for workers about careers in the community services and health industry and attendees made contact with potential employers.

The Canberra Careers Market was held in August 2007. Over 7000 people attended during the two-day event. This is an annual event, which is sponsored by the Rotary Club of Canberra City and organised by the Rotary Club and the Department. The purpose is to provide an exhibition of career and employment options for students, parents and carers, careers advisors and adults considering their employment, change of employment and future career possibilities.

In April 2008, the Department convened the inaugural *Directions '08 Conference*. The conference brought together teachers and stakeholders involved in career education and vocational learning in schools.

A close alliance has been made between Birrigai and Tidbinbilla with the establishment of a new governance model across both sites. Departmental teachers will work with rangers and conservation volunteers to provide enriched education experiences for school children and the broader ACT and regional community.

Measure of success – work with parents and carers to provide the best possible outcomes for children

The *Early Childhood Schools Framework* was launched during the reporting period. Progress is underway to ensure the three early childhood school sites at Scullin (Southern Cross), Narrabundah and Isabella Plains will commence operation in the 2009 school year. The works at Lyons will be completed in stages in 2009.

The *ACT Post School Options Expo* was held in June 2008. The aim of the event was to provide students with a disability and their families, carers and teachers with appropriate and timely information and advice. Subject matter ranged from transition planning, career pathways, employment services and options to further education, training and funding eligibility. Topics also included advocacy and information services, employability skills and life skills and community access services.

Sixty-nine children attended Koori Preschool Programs in June 2008, up from 45 at the February 2008 census. There is a high degree of support within the

Indigenous community in Canberra for Koori Preschool Programs. Program hours have increased from eight hours per week in 2007 to nine hours per week in 2008. Children, who are four on or before 30 April, attending Koori Preschool Programs can also attend their local preschool.

Strategic Goal 4: Strengthen organisational capacity

Across the Department workplaces operate to respect, support and develop the capacity and capabilities of staff. Work environments are responsive, innovative and solution focused, fostering best practice principles in leadership, management and education service delivery.

Measure of success – good governance

The Department has a strong commitment to good governance. During the year, considerable progress was made in clarifying and documenting responsibilities, practices, policies and procedures to provide strategic direction to the Department and to ensure objectives are achieved and that risks are appropriately managed. The Department's accountability was further enhanced through the development of mechanisms that ensure that the agency adheres to applicable standards.

2007-08 was the first full year of operation of the new governance structures for the Board of Management and the four standing committees. Decision making was made more transparent through the operations of the new committee structure. Good governance was further enhanced through the review and development of processes that ensure the integrity of the organisation is maintained. One of the graduates undertaking a placement with the Department developed a conflict of interest communication strategy that included the development of a *Staff Conflict of Interest Register* and an information sheet to assist staff in managing any disclosure of conflict of interest.

The efficient, effective and ethical governance of the Department has been a key focus of the department during the year. Governance arrangements were reviewed and new initiatives implemented to ensure that the Department conforms to its legal obligations and the community's expectations of probity, accountability and openness. New governance initiatives also aimed to enhance the Department's performance through improved business services.

These initiatives are detailed in various sections throughout this report.

From April 2008, monthly Chief Executive lunches were initiated for small groups of staff from central office. The purpose of these meetings is to engage with staff, to hear more about individual personal experiences in the Department, talk about issues and enquire about what improvements the Department could make to be an employer of choice within the ACT Public Service.

Measure of success – fostering better practice principles

In 2007, implementation of the *Recognition of Prior Learning Initiative 2006-09* continued to build system capacity. Since July 2007, additional features have been added enabling Registered Training Organisations (RTO) to nominate for the User Choice program, receive notifications of business, prepare reports and check

payments. The integration of *RTO Online* with other business applications in one central portal has streamlined contract administration of VET in the Department.

To support Australian School-based Apprenticeships (ASBA), ASBA Online was trialled and implemented in July 2007 to streamline the administration process for schools.

In 2007, the ACT won three Australian Government Australian Training Awards - the *Industry Award for Construction and Property*, the *Small Training Provider of the Year Award* and the *Australian School-based Apprentice of the Year Award* (joint-winner). This is the highest number of national awards won by the ACT in a single year in the 13-year history of the awards.

Measure of success – use of evidence-based practice to enhance policy and practice

Greater emphasis on evidence-based practice has become a feature of strategic planning at the school level. It was noted in the 2007 report on external validation that *“School and college leaders are becoming more attuned to researching their school’s effectiveness and there has been significant change in the nature of the data collected and presented. There were some excellent examples of evidence collection and presentation”*.

Overall, there was a significant change in the quantity of evidence provided to panels for the 2007 validation exercise and an advance in the understanding of the type of evidence provision that most effectively demonstrates the reliability and validity of the claims made by the school or college in the self-assessment report.

These advances can, in part, be attributed to a deliberate professional learning focus on evidence-based practices associated with school leadership. In 2007, teacher professional learning funds were used to resource three workshops promoting data literacy in respect of system, school and classroom learning outcomes.

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C6 Human resources performance

Managing our people

The Department's *Strategic Plan 2006-09* involves a focus on strengthening organisational capacity. The human resource management practices employed within the Department are consistent with the *Strategic Plan*, with best-practice public-sector governance principles, and with the Department's stated policy of building an innovative, sustainable, efficient and effective workforce.

The Department's human resource management strategies help build the capabilities and skills of the workforce, and assist the organisation to adapt to socio-economic factors affecting the attraction and retention of staff. Other issues under active management include the ageing of the Departmental workforce and succession management.

The key achievements for human resource management for 2007-08 were:

- successfully developing and implementing electronic procedures and improving data collation for key school staffing processes, including:
 - an on line process for principals to provide information on teacher vacancies for the annual teacher transfer/placement process and an on line transfer application for teachers applying for these vacancies
 - an electronic version of the annual school staffing return streamlining the reconciliation process of each school's staffing allocations
- enhancing the Department's internet-based casual teacher booking system to automatically link the bookings made on the system to the casual payment system, thereby reducing manual data entry by school staff
- refining the teacher recruitment process including:
 - further developing and implementing the on line pre-registration process
 - changing the counsellor application process, in consultation with the Australian Education Union and senior counsellors
 - embedding the *Professional Teaching Framework* into the recruitment process, including by introducing a greater focus on behavioural indicators in the assessment processes used by the recruitment panels.
- participating in the whole of government graduate program, which included placement of two graduates in central office
- holding the annual Recognition of Service Award Ceremony (formerly known as the Long and Dedicated Service Ceremony) to recognise staff with 10 or more years service who retire or resign from the Department. This year the awards ceremony was held on 26 May 2008, during Public Education Week. Recipients were presented with a certificate and a gift of appreciation from the Chief Executive
- establishing and maintaining a series of networks to provide support and training, and to facilitate the dissemination of updated information, for building services officers, central office managers, school staffing officers, business managers and health and safety representatives

- celebrating the Department's Excellence Awards to recognise the outstanding efforts, achievements and accomplishments of teams, individual staff members or volunteers. Held on 29 November 2007, the Minister for Education and Training and the Chief Executive presented awards to 11 individuals and two teams for excellence in the following categories:
 - Commitment to High Quality Education and Training
 - Strengthening Collaborative Practices
 - Driving Innovation and Best Practice
 - Excellence in Indigenous Education
 - Strengthening the Capacity of the Department
 - Chief Executive's Excellence Award
 - Government Schools' Volunteer of the Year Award
- providing training in health and well-being, detailed in this report in section C9, Workplace Health and Safety.

Optimising the workforce

Teacher recruitment programs continue to be influenced by the ageing of the serving workforce, which reinforces the need to attract higher numbers of new, younger staff. The average age of a teacher (excluding casuals) as at June 2008 is 42.05 years. This is a reduction from 42.2 years in 2007.

Some loss of older staff over the past few years and some increase in the recruitment of younger age groups have contributed to lowering the average age of teachers. During the reporting period the average age of appointed teachers was 32.58 years, as compared with 33.3 years in 2006-07. Seventeen and a half percent of these teachers were in the 20-24 year age range.

The teacher recruitment program, *Teaching in Canberra*, targeted graduates throughout universities in Australia, with recruitment teams visiting 19 universities and working closely with university staff to present information and advice to graduates. More than 1000 applications were received for the 2008 school year, with permanent appointments accepted by 198 teachers.

In 2007, staffing information sessions were held with school leaders, classroom teachers and administrative and support staff from schools and preschools that were closing at the end of the 2007 school year. These sessions provided information on support processes available to all staff, transfer procedures for permanent staff and contract employment procedures for temporary staff.

The classroom teacher transfer/placement process, conducted in term 4 2007 for positions in the 2008 school year, resulted in the placement of 342 teachers in the primary sector, 88 in middle school structures, 223 in secondary schools and 32 in system programs (specialised thematic teaching programs operating across schools and age groups). All classroom teachers from closing schools were placed in line with nominated preferences and special consideration requests.

Induction

On 29 January 2008, newly appointed teaching staff attended the first system induction for the year. One hundred and ninety-eight teachers were formally welcomed to the Department, with each attending a series of information sessions and workshops. The focus of the induction day was providing new employees with information on professional practice and standards, whilst the DET Connect Showcase allowed professional associations and relevant organisations to present pertinent information to the new inductees.

Performance management

The revised *Performance Management Guidelines* were published in November 2007. A series of workshops were conducted in term 4 2007 and term 1 2008 to provide information and training for supervisors and managers on the application of the guidelines, as well as practical skills on how to conduct effective performance management sessions. Managers, principals, deputy principals and business managers attended identified workshops for management of *Professional Pathways and Personal Development Plans*.

Employee assistance program

The Employee Assistance Program is available for staff and their immediate families at no cost. The program provides a professional, independent counselling service for work-related or personal issues.

An average usage rate of eight to 12 percent was reported for 2007-08, consistent with the level of usage in 2006-07, for a combination of personal, vocational and work-related problems.

Indigenous traineeships

In response to an ACT Government 2007-08 Budget initiative, the Department, in collaboration with the Department of Disability, Housing and Community Services, has placed two young Indigenous persons on 12-month traineeships with a view to permanent full-time employment.

Both trainees have been working in ACT public schools while at the same time completing a Certificate II in Administration and gaining other on the job skills.

Staff equity contact officers

The role of the staff equity contact officer is to provide comprehensive information and support to staff and increase awareness of how to create a workplace that is free of discrimination and harassment.

The Department conducted an induction day for all staff equity contact officers on 27 March 2008. The induction day provided staff with information and strategies to promote equity and diversity issues in the workplace, to create a culture of acceptance and to support staff who may feel discriminated against or harassed. The Department continues to support the successful, ongoing network of dedicated staff equity contact officers through regular network meetings.

Teacher registration

The public consultation process in relation to teacher registration and associated matters commenced in May 2007, with the launch of a community consultation paper. The paper explored the key issues associated with the concept of teacher registration and proposed five possible models for consideration. This paper was distributed to all schools, professional associations, education unions, parent councils, school boards, principals, and university staff. A series of issues papers were later released by the reference group to complement the community consultation paper. Issues papers covered topics of: teacher education; professional standards; professional learning; professional conduct; mutual recognition; criteria for registration; composition of registration body; and governance.

Submissions in response to the community consultation paper closed in September 2007. More than 350 responses were received.

In November 2007, the reference group released a draft series of recommendations for consultation with key interest groups. The document was distributed to schools and was available through the departmental website. Consultation sessions were held with public and non-government schools across the ACT, principals, the Government Schools Education Council, the Non-Government Schools Education Council, university staff involved in teacher education programs, education unions, school board chairs, and parent groups.

The reference group provided final recommendations to the Minister for Education and Training in December 2007.

Further information on the associated concept of an ACT schools standards authority is contained in Section B1 of this report – Community Engagement.

For more information contact:

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Human Resources
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C7 Staffing profile

The staffing figures presented in Tables 10 to 15 exclude board members, staff on leave without pay and staff specifically identified as not paid by the ACT Government.

The figures presented are for paid headcount and full-time equivalent (FTE) as at 26 June 2008. The figures have been provided by the Shared Services Centre, ACT Department of Treasury.

Table 10: Headcount by classification and gender

<i>Classification Description</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Administrative Service Officer 1	0	1	1
Administrative Service Officer 2 (including School Assistant 2 / Special Teachers Assistant)	876	98	974
Administrative Service Officer 3	112	8	120
Administrative Service Officer 4	117	15	132
Administrative Service Officer 5	22	5	27
Administrative Service Officer 6	66	11	77
Building Services Officer	1	104	105
Executive	9	9	18
Classroom Teacher	2401	670	3071
General Services Officer 2	1	1	2
General Services Officer 4	5	0	5
General Services Officer 7	1	0	1
Health Professional Officer 3	2	0	2
Information Technology Officer 1	2	16	18
Information Technology Officer 2	1	1	2
Manager 1	0	2	2
Manager 2	0	1	1
Professional Officer 2	1	0	1
Senior Information Technology Officer B	1	0	1
Senior Information Technology Officer C	1	1	2
School Leader A	66	36	102
School Leader B	81	36	117
School Leader C	289	113	402
Senior Officer A	1	2	3
Senior Officer B	9	12	21
Senior Officer C	27	16	43
Senior Professional Officer A	1	0	1
Senior Professional Officer B	0	1	1
Senior Professional Officer C	1	0	1
Total	4 094	1 159	5 253

Table 11: Headcount and FTE by gender

	<i>Female</i>	<i>Male</i>	Total
Headcount	4094	1159	5253
% Headcount	77.9%	22.1%	
FTE	3326.38	1025.76	4352.14
% FTE	76.4%	23.6%	

Table 12: Headcount of employment category by gender

<i>Category of Employment</i>	<i>Female</i>	<i>Male</i>	Total
Casual	749	169	918
Full-time Permanent	2046	752	2798
Full-time Temporary	271	123	394
Part-time Permanent	760	58	818
Part-time Temporary	268	57	325
Total	4094	1159	5253

Table 13: Headcount of length of service by gender

<i>Gender</i>	<i>0-2 year</i>	<i>2-4 year</i>	<i>4-6 year</i>	<i>6-8 year</i>	<i>8-10 year</i>	<i>10-12 year</i>	<i>12-14 year</i>	<i>14+ year</i>	Total
Female	877	861	563	380	163	167	146	937	4094
Male	258	243	130	106	66	41	33	282	1159
Total	1135	1104	693	486	229	208	179	1219	5253

Table 14: Average length of service by gender

	<i>All</i>	<i>Female</i>	<i>Male</i>
Average Length of Service (in Years)	6.65	6.63	6.72

Table 15: Age profile by gender in five year increments

<i>Gender</i>	<i><20</i>	<i>20-24</i>	<i>25-29</i>	<i>30-34</i>	<i>35-39</i>	<i>40-44</i>	<i>45-49</i>	<i>50-54</i>	<i>55-59</i>	<i>60-64</i>	<i>65-69</i>	<i>70+</i>	Total
Female	21	172	461	366	438	493	607	678	522	248	69	19	4094
Male	10	67	122	136	128	111	150	167	139	87	31	11	1159
Total	31	239	583	502	566	604	757	845	661	335	100	30	5253

For more information contact:

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C8 Learning and development

A wide range of professional learning opportunities have been provided for departmental staff to improve their knowledge and skills during the 2007-08 reporting period. Programs and activities have been conducted for both teaching and administrative staff at the Centre for Teaching and Learning at Stirling, at schools and at other venues.

Professional learning in the Department has been informed by the:

- principles and indicators identified in the *ACT Public Service Learning and Development Framework*
- relevant goals and commitments in *The Canberra Social Plan*
- the Department's:
 - *Strategic Plan 2006-2009*
 - *School Improvement Framework*
 - *Teaching Staff Union Collective Agreement 2007-2009*
 - *Staff Union Collective Agreement 2008-2010*
 - *Professional Learning Priorities 2008-2010*: curriculum; literacy and numeracy; safe schools; Indigenous education; and quality teaching.
- the Department's plans for release of a new school leadership framework in late 2008.

Required professional learning

As part of the *ACT Department of Education and Training Teaching Staff Union Agreement 2007-2009* (section 97), all full-time teachers are required to participate in a minimum of five days per year of approved professional learning. Under the same agreement, school principals must participate in 10 days of professional learning.

Funding for professional learning

The Teacher Professional Learning Fund (\$1m), the Principal Professional Learning Fund (one percent of principals' salaries) and the Teacher Scholarship Program (\$0.25m) contribute towards available funding for professional learning. Additional funds are allocated from school based management funds for both teaching and administrative staff. Expenditure on professional learning and activities undertaken is reported in each school's annual school board report.

During the reporting period, \$0.5m was allocated from the Teacher Professional Learning Fund to schools and sections, on a pro-rata basis, for professional learning activities. The remaining 50 percent of the allocation was expended on departmental initiatives such as curriculum renewal contact teacher workshops, train-the-trainer programs for numeracy and literacy, and workshops on using digital content to improve outcomes for Indigenous students.

Fifty percent of the \$154 752 Principal Professional Learning Fund allocation for the 2007 calendar year was distributed to individual principals on a pro-rata basis, 25 percent was allocated to the ACT Principals' Association for professional development activities, and the remaining 25 percent was used by the Department for leadership development activities for principals.

Under the Teacher Scholarship Program, 39 individual scholarships were awarded, 27 teachers completed the Graduate Certificate in Inclusive Education through the University of Canberra, and 33 teachers enrolled in the Graduate Certificate in Educational Studies through the University of Newcastle.

Enrolment in professional learning courses

In 2007, an online enrolment, room booking and events management system was trialled by the Department, for professional learning activities, at the Stirling site. This professional learning calendar has enabled the streamlining of information and course registration. An invoicing function is to be added in the 2008-09 reporting period.

Participation in learning and development programs

Event managers have reported high numbers of attendees at professional learning activities throughout the year. Examples of activities undertaken in the learning and development priority areas include:

Curriculum – work continued on preparations for the implementation of the ACT curriculum framework P-10, including workshops for curriculum renewal contact teachers with more than 300 attendees. Participants worked on the processes to be undertaken in schools in mapping school curriculum to the framework, reviewing school curriculum where required, and preparing a scope and sequence to be used in the program for each essential learning achievement.

Literacy and numeracy – programs such as First Steps for literacy and Counting On for numeracy, as well as the Indigenous Literacy and Numeracy Consultant program with a focus on meeting the learning needs of Indigenous students, have continued to attract strong interest.

Safe schools – programs helping to ensure a safe schools environment, such as Strengthening Relationships through Circle Time (with more than 50 attendees), Life Space Crisis Intervention (in which 90 participated), and ImpACT critical incident training for aspiring school principals (with 36 participants) were provided.

Indigenous education – work with school principals, schools and school clusters has commenced through the Making a Difference for Indigenous Students program. This program is under the leadership of two personnel experienced as school principals.

Quality teaching – workshops for all school principals, and other leaders in the system, have provided an understanding of the Quality Teaching Model that has

been licensed from the New South Wales Department of Education and Training, and adapted for use in supporting the implementation of the ACT curriculum framework in public schools.

Major initiatives, programs and projects

Schools and setions within the Department have conducted many professional learning activities during the 2007-08 financial year:

New Educator Support Program

This program occurred in week five of each term. and supported the development of teachers in their first three years of teaching. It comprised four workshops and some follow up professional learning activities. Areas of focus included: curriculum; assessment and reporting; pedagogy; classroom management; ICT; planning and reflection. Almost 200 teachers participated in each term program.

Induction program

Induction programs were delivered in July 2007 and January 2008 for all new departmental employees. These provided information on the operation of the Department, requirements of ACT Government employees and assistance available to employees as part of their employment conditions. More than 500 staff attended the workshops over the reporting period.

Leadership development

The *Leading to Leadership Program* commenced in late 2007, for 40 aspiring school principals, 40 aspiring deputy principals, and 44 aspiring executive teachers. The focus was on leadership, on developing self-awareness, interpersonal skills and core competencies for school leaders. A leadership 'school', based on problem solving and managing critical incidents formed part of the aspiring principal program.

A Smart Leaders Program, to enhance principals' and school executive staff's knowledge of learning technologies, was conducted through a series of workshops.

Other professional development workshops for leaders focused on: financial management; evidence-based practice; staffing and funding schools; mentoring and coaching; the teacher professional code of conduct; meeting the needs of Indigenous and special needs students; and performance management.

Technology programs

An extensive range of technology programs was offered throughout the reporting period, including the ICT master class, interactive whiteboard master class, enhancing learning technologies programs (including *myclasses* – learning management system and pod-casting), peer coaching, and inclusive technologies for teachers of special needs students to enhance access to learning. A number of

technology training programs were conducted with pre-service teachers from the University of Canberra.

Bring about Change in Classrooms Program

This program was initiated to support teachers, including support staff for students with a disability. It was designed to develop and strengthen ICT skills to build capacities for independent learning. There are now 45 kits available for teachers and support staff that enable them to incorporate multimedia, and a variety of learning modes, into student learning. *Clicker 5* is one example of a wide range of software programs that facilitate creation of digital content by learners.

Evidence-based practice

An evidence-based leadership program was conducted in three modules comprising 'making sense of system data', 'school program evaluation' and 'school-based evidence and quality assessment practices'. A total of 100 school leaders participated in the program.

External validation

A nationally recognised educational leader, Ms Louise Bywaters, conducted three workshops with almost 150 participants during the reporting period, as part of the external validation process.

Directions '08: Vocational and career education in schools

The inaugural Directions '08 conference was held in April 2008, to promote vocational education and training and career education, as integral components of school and college curriculum. Attended by more than 100 participants from public schools and the CIT, the conference provided a national perspective on careers and vocational learning.

Career Development Program

The *Career Development Program* seeks to enhance student learning, as well as the creation of a better learning environment, by developing skills and knowledge across a diversity of staff, in particular, staff in schools other than teachers.

Of the 40 courses offered in the past year, servicing approximately 500 participants, there have been forums and workshops for science assistants, learning support assistants, library assistants, industrial arts assistants, home science assistants, school business managers and building service officers. Of note is the extensive training for *Working at Heights* undertaken by building service officers and business managers, in response to recent legislative changes.

An extensive information technology program, involving the *Word and Excel* applications, together with special packages for disability support, was implemented.

Professional learning and performance management

Teaching staff members prepare a professional learning plan within the *Professional Pathways* process, and participate in a minimum of five days per year of approved professional development, while principals undertake ten days. Administrative staff members participate in a performance management scheme, under which they prepare a personal development plan with goals aligned to workplace and system needs.

For more information contact:

Director
Curriculum Support and Professional Learning
Telephone: (02) 6205 9205

C9 Workplace health and safety

The Department's occupational health and safety (OHS) management system underpins the commitment by all levels of management to promoting, maintaining and improving health and safety. A continuing commitment has been made by the Department to provide safe and healthy workplaces for all students and staff. The Department is also working closely with the Shared Services Centre workplace health and safety team to achieve improvements in injury prevention and management (IPM) within the Department and across government.

Injury prevention and management policy

The Department's IPM policy is displayed in all workplaces, demonstrating a continued commitment to the health and safety of our staff and students and ensuring compliance with the *ACT Occupational Health and Safety Act 1989* and Australian Standard 4804.

Injury prevention agreement

An injury prevention agreement is in place and describes arrangements for facilitating ongoing cooperation and consultation between the Department, unions and employees on OHS issues.

Injury Prevention and Management Policy Committee

The Injury Prevention and Management Policy Committee facilitated consultation and had oversight of emergency management training, the review of the Department's OHS designated workgroups, auditing of the school safety checks and the implementation of strategies to resolve identified IPM matters, such as the safe disposal of fluorescent tubes and maintenance of gymnasium equipment.

Health and safety representatives

The Department has 93 designated workgroups. This is a reduction from 98 workgroups in the 2006-07 reporting period due to the closure of school sites.

In early 2008, elections were conducted for new health and safety representatives (HSRs). Two IPM network meetings were conducted to support HSRs during 2007. Network IPM meetings are conducted regularly, with meetings for 2008 rescheduled following the finalisation of HSR elections and training.

Injury prevention and management programs

Programs initiated or implemented to ensure the health, safety and welfare of staff at work and to improve return to work outcomes for this reporting period included:

- safety checks at schools and preschools as a major part of the Department's safety management system. These were undertaken throughout ACT public schools during the year, to systematically identify hazards and implement control measures
- workstation assessments conducted for staff in departmental workplaces and a wide range of schools
- proactive injury management practices focusing on early intervention and the early engagement of rehabilitation providers, to ensure prompt rehabilitation assistance irrespective of injury liability status
- influenza vaccinations offered free of charge for all departmental staff, to prevent illness and minimise absences. Hepatitis A and B immunisations were also provided to relevant staff
- access by staff and their immediate families to the comprehensive Employee Assistance Program. Good usage was reported for a combination of work related and personal issues
- a variety of IPM related training for staff, including a 'working at heights' safety course for Building Service Officers
- *Supporting Our Staff – a Manual for Managers Managing Injured Employees* continues to provide managers, principals and supervisors with information and advice on early intervention and rehabilitation strategies
- the *Health and Safety Matters* segment in the departmental newsletter kept staff up-to-date with IPM issues
- continued liaison with Shared Services Centre, workplace health and safety section in 2008.

Investigations

Twenty-five staff and 1082 student notifiable accidents were reported to ACT WorkCover as required under the *ACT Occupational Health and Safety Act 1989*.

Shared Services workplace health and safety conducted three investigations in 2007-08; results were reported to ACT WorkCover following a basketball backboard accident, a rock-climbing incident involving a student, and an electric shock incident.

One ACT WorkCover non-compliance notice was issued to the Department.

Injury prevention and management targets

The Department is working towards improving the workplace health and safety improvement targets endorsed by the Chief Minister and in line with the *ACT Public Sector Workplace Health Strategic Plan 2004-2007*.

- Target one aims to achieve a 40 percent reduction in the level of workplace injuries by the year 2012.

The incidence of workplace injuries (number of workers' compensation claims with five or more days time off work per 1000 employees) continues to demonstrate a decreasing trend for this reporting period with a measure of 20. The incidence of new claims reported also reflects a downward trend, with 147 claims accepted for the experience year ending 31 December 2007.

- Target two aims to achieve zero work fatalities by 2012. No fatalities occurred due to workplace injuries during the reporting period.
- Target three aims to achieve a 40 percent reduction in the average time lost rate by 2012.

The average time lost rate (average number of weeks time off for workers' compensation per 1000 employees) as a result of injury continued to demonstrate a decreasing trend, at 535.5 weeks for this reporting period.

- Target four focuses on agencies achieving a 90 percent reduction in the average time taken to initiate formal rehabilitation under the *Safety, Rehabilitation and Compensation Act 1988*.

The average time taken from the date of injury for an external rehabilitation provider to be contracted was 16 weeks. This target is influenced by delays in claim lodgment, and does not reflect the early intervention strategies linked to internal rehabilitation assistance.

For more information contact:

Director
Human Resources
Telephone: (02) 6205 9202

C10 Workplace relations

The *Teaching Staff Union Collective Agreement 2007-2009* came into effect on 14 March 2007, and will remain in force until 30 June 2009. Pay increases of 11.5 percent over three years apply, and the second increase of 4 percent was paid to teachers on 1 July 2007.

The *Staff Union Collective Agreement 2007-2010* was lodged with the Workplace Authority on 11 September 2007, and will remain in force until 31 March 2010. Pay increases of 12 percent over three years apply, and the initial pay increase of 4 percent was paid on 18 October 2007 back paid to 5 April 2007. The second increase of 4 percent was paid on 3 April 2008.

The replacement agreements were made in accordance with the amended *Workplace Relations Act 1996*.

As of 30 June 2008, four employees have Australian Workplace Agreements (AWAs). Table 16 shows the salary ranges for AWAs. These AWAs will continue to operate until terminated. No further AWAs are being negotiated. Over 2007-08, there was no change to the number of employees on AWA.

Table 16: Salary ranges for Australian Workplace Agreements

<i>Classification</i>	<i>Minimum</i>	<i>Maximum</i>
Manager 1	\$101 409	\$132 673
Manager 2		
Level 1	\$98 296	\$128 602
Level 2	\$91 831	\$120 142
Level 3	\$87 316	\$114 237
Manager 3		
Level 1	\$79 681	\$104 237
Level 2	\$73 900	\$96 683

Source: Department of Education and Training

As at 30 June 2008, three employees were employed on individual Special Employment Arrangements (SEAs). The remuneration payable under the SEAs is as follows:

- \$121 794, not including superannuation
- \$97 704, not including superannuation
- \$92 902, not including superannuation

None of the current SEAs provide for privately plated vehicles. None of the current SEAs were entered into as a result of an employee transferring from an AWA. Three new SEAs were entered into and three individual SEAs ceased during this period. At the time of reporting there were no SEAs being negotiated.

For more information contact:

Director
Human Resources
Telephone: (02) 6205 9202

C11 Strategic bushfire management plan

The Bushfire Management Plan for Birrigai Outdoor School continues to be monitored in accordance with section 78 of the *Emergencies Act 2004*, and has been presented to the ACT Emergency Services Agency.

Due to Birrigai's locality and close proximity to Tidbinbilla Nature Reserve, site requirements for the two sites are assessed together to ensure consistency in terms of prevention of a bushfire.

ACT Emergency Services has advised that a bushfire operation plan is not required for other school sites, as they are outside the ACT Bushfire Abatement Zone.

For more information contact:

Director

Finance and Facilities

Telephone: (02) 6205 9108

C12 Strategic asset management

The Department's asset management strategy includes the following key principles:

- asset management activities are undertaken within an integrated 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 the budgetary and reporting processes
- capital expenditure decisions are based on evaluations of alternatives that take into account estimated costs, benefits and risks.

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

The Department is confronted with several asset management issues including:

- ageing asset stock
- refurbishment to support curriculum activities
- utilisation of existing facilities
- demographic change.

Assets managed

The Department managed assets with a total net book value of \$1372.8m as at 30 June 2008.

Assets managed include:

- | | |
|--|-----------|
| • land and buildings (including land and building improvements) for schools and preschools | \$1348.0m |
| • leasehold improvements | \$2.7m |
| • computing equipment | \$13.0m |
| • plant and equipment | \$2.7m |
| • motor vehicles and mobile plant | \$0.4m |
| • office equipment | \$1.0m |
| • furniture and fittings | \$2.5m |
| • leased computers and equipment | \$2.4m |

During 2007-08, the following significant assets were added to the Department's asset register:

- work completed to build Harrison P-6 School \$24.1m
- capital works at various school and preschool sites (including Birrigai Outdoor School) \$26.7m
- transfer of leasehold improvements relating to 220 Northbourne Avenue from Chief Minister's Department \$0.7m.

In 2007-08, land and associated improvements in relation to closed schools, to the value of \$1.4m, were transferred to the Department of Territory and Municipal Services (TAMS).

Revaluation of the land and buildings by CB Richard Ellis (V) Pty Ltd increased the value of these assets by \$745.5m.

The Department assessed impairment on the property, plant and equipment. Total value of impairment recognised for the assets in 2007-08 was \$1.3m. As a result, assets were reduced by this amount.

Surplus asset transfers

As part of the ongoing Schools Renewal program, four preschools, two primary schools and one high school closed at the end of 2007.

During the reporting period, six assets were transferred to TAMS. They were the former Cook, Macarthur, Page and Giralang Preschools, and the Cook and Village Creek Primary Schools. The assets were transferred to TAMS on 31 December 2007.

The Department has retained the former Kambah High School site as the site for the future Tuggeranong P-10 School.

Assets maintenance and upgrade

Asset maintenance

In consultation with schools, the Department prepares annual asset management plans for facilities. Information from building condition assessments and various other sources is used to develop annual and rolling five-year asset management plans.

Under school-based management arrangements, asset management is undertaken in partnership with schools. Asset management plans are prepared for each school based on building condition assessments, requests from schools and information gained from other sources such as consultants' reports and site visits. Works are subsequently undertaken, both by schools and central office, with larger and more significant works included in the Department's capital works program. The need for increased maintenance and major refurbishment becomes more important as the average age of facilities increases.

The Department is to receive additional funding of \$3m per annum for school repairs and maintenance, commencing in the 2008-09 financial year. The additional ongoing funding will allow for improvements to buildings, to address the escalating repair and maintenance costs of an ageing stock, including infrastructure and safety improvements, and will enable an overall improvement in the condition of infrastructure to be sustained.

The first round of rolling three-year building condition assessments for all departmental sites was completed during 2006-07. The second round of the three-year rolling program for schools commenced in October 2007. There have been fifteen building condition assessments completed during 2007-08 for schools (including preschools). The condition assessments are comprehensive and cover buildings, services and grounds. Forty-one tree survey reports were completed during 2007-08.

Heritage audits for all departmental sites were completed in May 2008, to comply with requirements of the *Heritage Act 2004*. The Department will now consider the nomination of sites for heritage status.

Asbestos survey reports for all departmental sites were completed during 2006-07. Amendments to the *Dangerous Substances Act 2004* now require revised hazardous material surveys and management plans to be prepared. The Department participated in the development of a guideline for the *ACT Government Management of Hazardous Materials in Non-Residential Buildings*. The guidelines were piloted in six schools during 2007-08. On completion of the trial, *Hazardous Material Surveys and Management Plans* will be prepared for all schools by July 2009. The Department's general practice in relation to hazardous materials is to obtain expert advice on the matter, and to remove the material if this is recommended.

The continuing drought conditions and water restrictions have impacted on the grounds and play areas of schools. Reduced water availability has contributed to the poor condition of many grassed play areas, and to many trees becoming distressed. Significant works to reduce the risks associated with unsafe trees were completed during 2007-08, and there is ongoing work to ensure efficient internal and external use of water within schools.

Major asset upgrades

Funding of \$11.61m was provided in the 2007-08 Budget for capital upgrades at schools and preschools. The funds were allocated across eight asset categories for schools, and the project activities are shown below.

The following asset categories and funding were completed in 2007-08:

- **Older school refurbishments – \$2.57m**

The refurbishments involved upgrading a range of building facilities, including infrastructure services and other works necessary to improve educational service delivery. Campbell High School and Garran Primary School were completed, with Melrose High School, Narrabundah College and the Melba-Copland Secondary School commenced as part of a two-year program of facility upgrades at these sites.

- **Older preschool refurbishments – \$1.54m**
Major upgrading works were undertaken at a number of preschools during the reporting period. Work at these sites included the repair and replacement of plumbing and drainage, glazing, electrical, roofing, ventilation and heating, security, student and staff toilets, floor coverings, internal and external painting, wet areas and kitchens.
- **Student amenity and infrastructure – \$1.07m**
Upgrades to one school canteen, refurbishment to student toilets in three schools and to three school administration areas, and upgrades to staff facilities in two schools were completed.
- **Specialist teaching area improvements – \$2.06m**
A major refurbishment program to science areas was completed including three laboratories. Upgrades to one photography facility and an art facility, as well as upgrades to a gymnasium floor and two technology workshops were also completed.
- **Building services improvements – \$1.88m**
Significant work in upgrading electrical supply and distribution boards in two schools was completed. Roofing improvements were carried out at one school and security works were completed, which included new fencing and minor security system improvements at five schools, as identified by security audits. Heating and ventilation improvements were also completed at seven schools.
- **Health and safety improvements – \$0.78m**
A major program to replace non-compliant glass across all schools continued, with three schools completed. The program also enabled the installation of roof safety systems in three schools. Sunshades and playground soft-fall areas were also provided at identified schools.
- **Support for persons with a disability – \$1.3m**
As part of a program to progressively improve access for disabled students, staff and visitors, work to improve accessibility in selected schools was undertaken. Lifts were installed at Lyneham High School and Black Mountain School, and minor works were completed at five schools.
- **Transportables – \$0.411m**
One transportable was acquired.

Investing in Our Schools Programme

The Investing in Our Schools Programme (IOSP) is an Australian Government initiative, which began in 2005, to provide \$1000m funding for infrastructure projects in schools over four years. The program was to deliver \$700m in grants over four years to public schools and \$300m to non-government schools throughout Australia.

During 2006-07, the Australian Government extended the program with the provision of a further \$181m. This allowed for an additional round of funding, which opened on 19 February 2007, targeting schools that had received less than \$100 000 in previous rounds.

ACT public school communities had access to some \$11.24m over the period 2005 to 2008. Under the grant system, schools were able to obtain several grants over the four-year period, or receive a single grant up to the total limit per school of \$150 000 over the course of the program.

Grants have been used for a variety of projects, ranging from the purchase of new equipment such as information technology hardware, to the construction or modification of buildings such as a new shade structure.

Funding approved under the IOSP was granted in four rounds. In round one, \$1.85m was granted to 45 ACT schools. In round two, \$5.58m was granted to 62 schools. In round three, \$3.2m was granted to 47 schools. In the final round, \$0.61m was granted to 14 schools. Round one projects have been completed at all schools, with the exception of a variation to a project which was affected by the drought. Round two and three projects have been through the financial acquittal process, and projects are substantially physically completed. Round four projects are substantially completed. The financial acquittal is complete except for three schools (Gilmore Primary School, Lyneham Primary School and The Woden School) which are yet to complete their construction projects. The Department is seeking an extension of time for these schools to commit their grant funding.

Office accommodation

During the year, the central office of the Department moved from Manning Clark Offices, Tuggeranong as part of the whole of government office accommodation strategy. Staff have been relocated to 220 Northbourne Avenue in Braddon, Macarthur House in Lyneham, the Centre for Teaching and Learning at the Canberra College (Weston Campus) in Stirling, the Lyons Centre in Lyons and the Fyshwick Annexe.

The Department leases 2235 m² at 220 Northbourne Avenue, which accommodates 139 staff. The average area occupied by each employee is 16 m². At Macarthur House 828 m² is leased, which accommodates 57 staff. The average area occupied by each employee there is 15 m². Currently, 126 staff work at the Centre for Teaching and Learning in Stirling, an increase of 106 during the year. The average area occupied per employee there is 15 m². There will be 55 departmental staff at the Lyons Centre. During the year, the Records Management Section, of eight staff, moved to Fyshwick Annexe, presently used to archive departmental records.

The Department has employed a number of strategies to improve functionality and increase the efficiency of leased office accommodation. The underlying drivers for the Department's office accommodation strategy were to:

- reduce the amount of leased office accommodation in the portfolio by expanding the Centre for Teaching and Learning in Stirling as a major office accommodation location
- make better use of departmentally owned buildings for office accommodation where possible (including the upgrading of surplus school space to office accommodation standards)

- improve the present utilisation rates of the Department's rented and owned office accommodation.

As a result of these strategies, the amount of leased office space has been reduced from 5590 m² to 3063 m², a reduction of 45 percent. The accommodation for central office staff accords with the whole of government space utilisation rate of 15 m² per employee.

For more information contact:

Director
Schools Capital Works
Telephone: (02) 6205 1289

C13 Capital works

The Department's capital works management program for 2007-08, detailing the completed projects and works still in progress at the year end is shown in Table 17.

Significant achievements in capital works during 2007-08 include the following:

Harrison School

Harrison School commenced operation on schedule in February 2008, with an opening enrolment of 300 students in preschool to year 6. The school opened as a preschool to year 6 school and is planned to cater for up to year 10 students in coming years. The school has been designed as a fully inclusive campus, and is able to integrate special needs students within a mainstream school setting. The school also has specialist facilities to be able to cater for high support needs students, a program which the school expects to offer in coming years.

The school buildings and the site are fully accessible for people with a disability, and include a range of environmentally sustainable design features. The school has also been designed so that key facilities, such as the general purpose hall, the resource centre, and the gymnasium, when built, will be easily accessible for community use.

The budget for Harrison School was \$24.3m.

The Government has provided forward design funding of \$1.5m in the 2008-09 Budget to commence design of the Harrison secondary school. The Department is taking action to tender for the appointment of a design consultant.

West Belconnen School

A new preschool to year 10 school is currently being constructed in Starke Street in Holt, on the site of the former Ginninderra District High School. Construction of the new school commenced in October 2007 with completion expected in December 2008. The school is scheduled to commence operation at the start of the 2009 school year.

During the design phase of the project, there was extensive consultation through the Design Working Group and two public information evenings, where the plans of the school were presented for information and discussion. The Design Working Group included representation from the ACT Principals' Association, unions, Canberra Preschool Society, the ACT Council of Parents and Citizens Associations, the Belconnen Community Council, and representatives from Holt and Higgins Preschool and Primary Schools.

In the early construction period, a community open day was held on site to enable interested members of the community to preview the school buildings. During May 2008, year 6 students from Higgins and Holt Primary Schools also participated in a site visit to inspect their new school facilities.

The preschool will be directly linked to the primary school, to form a purpose-built early childhood wing. The school design provides flexible, modern, high-quality, environmentally sustainable educational facilities that will be accessible to the west Belconnen community.

The school has been designed so that key facilities, such as the general purpose hall, the resource centre and gymnasium are easily accessible for community use. The canteen and hall are located centrally to enable provision of before and after-school care.

Various environmentally sustainable design features have been incorporated in the design, including building orientation and solar passive design, clerestory windows, solar hot water system, and underground rainwater storage tanks. Water sensitive urban design principles will be applied, with rainwater run-off on hard paved areas used to provide supplementary water to garden areas.

The budget for the new school at west Belconnen is \$45m.

Tuggeranong P-10 School

The ACT Government provided \$54m in the 2007-08 Budget for the establishment of a new preschool to year 10 school. The school is to be built on the former Kambah High School site and is scheduled to open for the 2011 school year.

The school will become a major education centre for the Tuggeranong Valley, providing high-quality education and support services for students and their families. As with other schools, a range of facilities will be available and easily accessible for after school care programs, and for general community use.

The Department has undertaken a comprehensive condition assessment of the existing facilities, and is in the process of arranging tender action for the engagement of a design consultant. When it commences, the design process will involve extensive consultation with key stakeholder and interest groups, as well as the individual schools, including their preschools, within the north Tuggeranong region.

The school will be designed to incorporate a range of environmentally sustainable design features. The Department is seeking a high Green Star rating for the school.

Gungahlin College

The ACT Government provided funding of \$67.025m for a new secondary college in Gungahlin including funding for a community library, a Canberra Institute of Technology (CIT) facility, design of a precinct park, road works and stormwater infrastructure.

Design consultants for the college, Munns Sly Williams Boag Architects, were appointed in September 2007 to design the college, comprising a CIT flexible learning centre, a public library to be co-located with the college library and a 'state of the art' secondary college. The secondary college is to provide a

modern learning environment, with facilities for the community including a joint library, performing arts centre and sporting facilities that satisfy the aspirations of Gungahlin residents. Construction of the college is planned to start in May 2009. The planned completion date for the college is in the latter half of 2010, with the first full year of student enrolment in 2011.

Schools Infrastructure Refurbishment Program

The Department has fully programmed \$77.5m for the three years, 2007 to 2010, to various projects. The program of works includes new gymnasiums at Belconnen and Stromlo High Schools, a new performing arts centre at Lyneham High School, early childhood schools at Isabella Plains, Lyons, Narrabundah and Scullin (Southern Cross), and older school upgrades and general refurbishments across many schools, concentrating on those schools more than 12 years old.

In addition, project managers have commenced design work on amalgamation changes associated with the Caroline Chisholm School, with classrooms for year 6 completed in early 2008.

At Giralang Primary School, construction work was completed for the integration of the preschool into the primary school building, with the opening held in May 2008. Other work completed includes construction of the administration centre and seven new classrooms at Melba-Copland Secondary School, with design options being developed for the remainder of works.

Preliminary sketch plans have been completed for the early childhood schools at Isabella Plains, Lyons, Narrabundah and Scullin, and comments from stakeholders are being reviewed. Consultants have also been appointed to undertake design and documentation and to superintend work on the performing arts centre to be constructed at Lyneham High School.

Table 17: Capital works management

<i>Project</i>	<i>Original Project Value</i>	<i>Revised Project Value</i>	<i>Prior Year Expend</i>	<i>Actual Finance 2007-08</i>	<i>Actual Expend 2007-08</i>	<i>Total Expend to Date</i>	<i>Estimated Completion Date</i>	<i>Actual Completion Date</i>
	<i>\$'000</i>	<i>\$'000</i>	<i>\$'000</i>	<i>\$'000</i>	<i>\$'000</i>	<i>\$'000</i>		
NEW WORKS								
New Tuggeranong P-10 School ¹	50 000	50 000	0	0	1192	119	Jan 2011	
New Gungahlin College	60 700	60 700	0	5 000	704	704	Dec 2010	
Gungahlin Well Being Precinct	0	325	0	0	0	0	June 2009	
Older school refurbishments	2 570	2 570	0	2 570	1 303	1 303	Feb 2008	
Older preschool refurbishments	1 540	1 540	0	1 540	708	708	Oct 2008	
Student amenity and infrastructure	1 070	1 070	0	1 070	1 007	1 007	Dec 2008	
Specialist teaching area improvements	2 060	2 060	0	2 060	589	589	Dec 2008	
Building services improvements	1 880	1 880	0	1 880	1 104	1 104	Dec 2008	
Health and safety improvements	780	780	0	780	653	653	Oct 2008	
Support for persons with a disability	1 300	1 300	0	1 300	741	741	Sept 2008	
Transportable classrooms	411	411	0	411	411	411	Jun 2008	
Total New Works	122 311	122 636	0	16 611	7 339	7 339		
WORKS IN PROGRESS								
West Belconnen P-10 School	45 000	45 000	2 544	26 500	18 644	21 188	Feb 2009	
Schools infrastructure refurbishment	90 000	90 000	8 584	30 221	18 611	27 195	Jun 2010	
Gungahlin College – Feasibility Study	1 000	1 000	223	777	777	1 000		Mar 2008
Older school upgrade 2006-07	11 300	11 277	10 103	1 463	1 173	11 276		Dec 2007
Gungahlin East P-10 School	22 950	24 370	9 305	14 850	14 785	24 090	Dec 2008	
Total Works in Progress	170 250	171 647	30 759	73 522	53 990	84 749		
TOTAL EXPENDITURE FOR 2007-08	292 561	294 283	30 759	94 458	61 329	92 088		

Source: Department of Education and Training, Schools Capital Works Directorate

Notes:

1 \$4m from School Infrastructure Refurbishment will be utilised on Tuggeranong P-10 School.

Table 18: Reconciliation schedules

<i>Reconciliation Report</i>	2007/08 \$'000
Reconciliation of total current year financing	
Total current year capital works financing	56 690
Add: Financing of other capital injections	8 177
Add: Cash injection	3 504
<i>Capital Injection from govt per cash flow statement</i>	68 371
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	61 329
Total current year capital initiatives expenditure	9 002
Total cash received for 2006-07 accruals	1 590
Total cash injection	3 504
Subtract: Accrued capital expenditure	7 054
<i>Capital Injection from govt per cash flow statement</i>	68 371
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	61 329
Add: capital initiatives	9 002
Add: Birrigai reconstruction (funded through insurance proceeds)	480
Add: Other asset purchases outside of capital works program	4 238
Subtract: Accrued capital works expenditure	1 464
Subtract: Accrued capital initiatives expenditure	1 637
<i>Purchase of property, plant and equipment as per cash flow statement</i>	71 948

Source: Department of Education and Training, Finance and Facilities Directorate

For more information contact:

Director
Schools Capital Works
Telephone: (02) 6205 1289

C14 Government contracting

Procurement principles and processes

All procurement processes in place within the Department 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 procurement selection and management processes is authorised by the appropriate delegate within the Department.

Under whole of government procurement arrangements, ACT Procurement Solutions undertakes all procurement activities above \$20 000. The Department remains responsible for all procurement activity up to \$20 000. ACT Procurement Solutions, the Department of Treasury and the Government Procurement Board have reviewed all procurements above \$50 000.

The Department continues to be responsible for the management of contracts, including employee and industrial relations obligations. Where these obligations are not met, the contractor is required to rectify the non-compliance immediately to avoid cancellation of the contract.

The Department's central office expenditure included the acquisition of expert advice regarding curriculum, vocational and human resources issues and other education related matters such as developing the ACT Scaling Test for year 12 students.

Contract information for schools related mainly to capital works being undertaken across the system, site maintenance and security issues.

The range of specific contracts for repairs and maintenance included heating, ventilation and air conditioning, fire services, cleaning, grounds maintenance and security. All of the contractors engaged for both capital and repairs and maintenance works valued greater than \$100 000 were pre-qualified.

External sources of labour and services

Table 19: External source of labour and services – public schooling

Contracts greater than \$20 000					
<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
ACER	AST Development	Office of the Board of Senior Secondary Studies	20-Feb-08	open tender	632 762
ACER	ACT Validation of Curriculum Framework	Curriculum Support & Professional Learning	1-Jul-06	open tender	54 499
ACT Schools Sports Council Inc	Services for Schools Sports	Curriculum Support & Professional Learning	19-Jul-07	service funding agreement ¹	75 000
Acumen Alliance	Internal Audit Services	Risk Management & Audit	27-Aug-04	open tender	63 290
Binutti Constructions Pty Ltd	DET Fyshwick Annexe Fitout	Finance & Facilities	6-Sep-07	open tender	146 518
Capital Response Management Pty Ltd	Provision of Emergency Management Training	Finance & Facilities	25-Jul-07	open tender	64 000
Connell Wagner Pty Ltd	Development and Implementation of a Business continuity Plan	Governance, Regulation & Risk	18-Feb-08	open tender	23 450
Crim Trac	Pre-employment Criminal History Checks	Workforce Management	1-Sep-05	open tender	45 129
Davidson Trahaire	Provision of Employee Assistance Program	Organisation Capacity	1-Jul-04	open tender	120 122
Echelon Asset Management Pty Ltd	Heating, Ventilation & Cooling & Fire Protection Systems - Maintenance	Schools Capital Works	21-Dec-07	open tender	51 980
Harris Hobbs Landscapes	School Grounds and Oval Program	Schools Capital Works	15-Feb-07	open tender	89 000
IT Online	Provision of Internet Database Casual Teacher Booking System	Workforce Management	1-Sep-04	open tender	83 990
Mindpath Pty Ltd	Table Investigation Report	Student Services	16-Jul-07	open tender	22 500

Table 19: External source of labour and services – public schooling *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
NSW Department of Education & Training	National Assessment Program Literacy and Numeracy Testing for 2008	Measurement, Monitoring & Reporting	1-Dec-07	service funding agreement ²	725 230
Project Co-ordination (Australia) Pty Ltd	Stirling College CTL - Office Fitout	Finance & Facilities	26-Jul-07	open tender	330 940
Project Co-ordination (Australia) Pty Ltd	Stirling College CTL - Stage II Fitout	Finance & Facilities	10-Oct-07	open tender	317 490
Richard Ellis	Revaluation of DET Land & Building Assets	Finance & Facilities	1-Oct-07	open tender	247 500
Schiavello ACT Pty Ltd	Stirling College CTL - Fitout-Workstations Desk & Screens	Finance & Facilities	18-Jun-07	open tender	91 465
Sydney Night Patrol	Provision of Security Services to ACTDET	Finance & Facilities	1-Sep-07	open tender	231 715
The Leadership Practice	2007 External Validation Process	Measurement, Monitoring & Reporting	22-Jun-07	open tender	73 145
The University of Newcastle	Provision of Graduate Certification in Educational Studies (Pedagogy)	Curriculum Support & Professional Learning	8-Feb-08	single select ³	75 000
TTM Couriers	Provision of a Courier Service to ACT Government Schools	Finance & Facilities	30-Jan-04	open tender	58 563
UNSW Global	ACTAP Testing	Measurement, Monitoring & Reporting	1-Jul-07	open tender	233 863
UNSW Global	ACTAP Marking	Measurement, Monitoring & Reporting	1-Jul-07	open tender	309 444
Wilson Security	Provision of Security Services to ACTDET	Finance & Facilities	1-Sep-07	open tender	140 662
Total public schooling					4 307 257

Note:

- 1 A service funding agreement between the ACT Department of Education and Training and the ACT Schools Sports Council
- 2 A service funding agreement between the ACT Department of Education and Training and the NSW Department of Education and Training
- 3 This is the only tertiary institution offering a specialised postgraduate qualification in this area of study using an intensive face-to-face delivery mechanism in Canberra

Table 20: External sources of labour and services – non-government schooling

Contracts greater than \$20 000	
Nil Return	
Total non-government schooling	\$0.00

Table 21: External sources of labour and services – training and tertiary education (TaTE)

Contracts greater than \$20 000					
<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
ACT Regional Building & Construction Industry Training Council Inc	ACT Industry Advice	TATE	17-Dec-07	open tender	129 456
Canington International	AQTF Auditing for Defence	TATE	1-Jul-07	open tender	136 402
Canington International	AQTF Auditing Related Expenses	TATE	1-Jul-07	open tender	55 095
FJC Technologies	Software Development	TATE	1-Oct-05	open tender	138 165
T K Smith Network	COAG Recognition of Support Prior Learning Program	TATE	1-Jul-07	open tender	37 540
Total training and tertiary education					496 658

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
24/7 Cleaning Services	Cleaning	Macgregor Primary	4-Feb-08	open tender	23 245
	Cleaning	Isabella Plains Primary	18-Dec-06	open tender	40 066
	Cleaning	Evatt Primary	14-Apr-08	open tender	8 606
	Cleaning	Birrigai Outdoor School	1-Dec-07	open tender	20 569
	Cleaning	Macquarie Primary	1-Jul-06	open tender	38 261
	Cleaning	Duffy Primary	22-Jul-05	open tender	47 943
	Cleaning	Majura Primary	1-Mar-07	open tender	51 627
	Cleaning	Mawson Primary	6-Jan-07	open tender	51 076
	Cleaning	Charles Conder Primary	2-Feb-08	open tender	25 825
	Cleaning	Narrabundah Primary	1-Feb-07	open tender	39 556
	Cleaning	Calwell Primary	Monthly	open tender	11 603
Total					358 377
Abdo's Cleaning	Cleaning	Gowrie Primary	1-Jun-06	open tender	41 671
	Cleaning	Wanniassa School - Junior Campus	1-Jun-05	open tender	42 064
Total					83 735
ALPHA Cleaning Services	Cleaning	Farrer Primary	1-Feb-07	open tender	49 443
Total					49 443
Applied Building Services	HVAC	Belconnen High	1-Jul-07	standing offer	10 333
	HVAC	Canberra High	24-Jun-07	standing offer	5 643
	HVAC	Macquarie Primary	1-Jan-08	standing offer	2 286
	HVAC	Wanniassa Hills Primary	1-Jan-08	standing offer	11 291
	HVAC	Cook Primary	1-Jan-08	standing offer	796
	HVAC	Duffy Primary	1-Jan-08	standing offer	6 935
	HVAC	Southern Cross Primary	1-Jan-08	standing offer	1 764
	HVAC	Aranda Primary	1-Jan-08	standing offer	2 018
	HVAC	Wanniassa School Junior Campus	1-Jan-08	standing offer	7 670

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	HVAC	Lake Tuggeranong College	1-Jan-08	standing offer	7 978
	HVAC	Melba-Copland Secondary College	1-Jan-08	standing offer	19 329
Total					76 043
Building Automatic Management System	HVAC	Giralang Primary	1-Jan-08	standing offer	2 200
	HVAC	Campbell High	1-Jan-08	standing offer	6 600
	HVAC	Higgins Primary	2-Sep-03	standing offer	1 102
	HVAC	Holt Primary	1-May-07	standing offer	3 748
	HVAC	Fraser Primary	1-Mar-08	standing offer	3 750
	HVAC	Melba-Copland Secondary College	1-Jan-08	standing offer	7 464
Total					24 864
Benmax Engineering	HVAC	Amaroo	1-Jan-08	standing offer	26 256
Total					26 256
Broadlex Cleaning	Cleaning	Narrabundah College	1-Nov-04	open tender	63 601
Total					63 601
Burgess Horticulture	Grounds Maintenance	Canberra College	1-Oct-03	standing offer	6 613
	Grounds Maintenance	Village Creek Primary	1-Jan-05	standing offer	4 437
	Grounds Maintenance	Belconnen High	1-Jul-07	standing offer	9 996
	Grounds Maintenance	Canberra High	20-Sep-04	standing offer	9 670
	Grounds Maintenance	Kambah High	1-Nov-06	standing offer	6 235
	Grounds Maintenance	Lyneham High	1-Jan-08	standing offer	7 071
	Grounds Maintenance	Southern Cross Primary	1-Nov-07	standing offer	10 840
	Grounds Maintenance	Campbell High	1-Jan-08	standing offer	12 851
	Grounds Maintenance	Taylor Primary	1-Jan-08	standing offer	5 458

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	Grounds Maintenance	Turner	1-Jan-08	standing offer	17 761
	Grounds Maintenance	Lanyon High	1-Jan-08	standing offer	4 737
	Grounds Maintenance	Calwell High	1-Jan-08	standing offer	5 422
Total					101 091
Celeski Cleaning Service	Cleaning	Urambi Primary	30-Jan-08	open tender	43 861
	Cleaning	Lyons Primary	1-Feb-08	open tender	28 322
	Cleaning	Lyons Primary (Preschool)	1-Feb-08	open tender	1 804
Total					73 987
Chubb Fire	HVAC	Mt Rogers Community	1-Mar-08	standing offer	4 664
	HVAC	Macgregor Primary	1-Jan-08	standing offer	2 146
	HVAC	Palmerston Primary	1-Jan-08	standing offer	1 101
	HVAC	Evatt Primary	28-Feb-08	standing offer	4 940
	HVAC	Gordon Primary	1-Jan-08	standing offer	2 542
	HVAC	Ngunnawal Primary	1-Mar-08	standing offer	1 566
	HVAC	Chapman Primary	1-Jan-08	standing offer	2 280
	HVAC	Charles Conder Primary	1-Jan-08	standing offer	2 532
	HVAC	Miles Franklin Primary	1-Jan-08	standing offer	3 452
	HVAC	Weetangera Primary	1-Jan-08	standing offer	10 185
	HVAC	Lanyon High	1-Jan-08	standing offer	3 245
	HVAC	Florey Primary	1-Jan-08	standing offer	2 580
	HVAC	Bonython Primary	1-Jan-08	standing offer	2 748
Total					43 981
City Group	Cleaning	Harrison	1-Feb-08	open tender	42 445
	Cleaning	Gordon Primary	1-Dec-06	open tender	53 056
Total					95 501
City and Town Cleaning	Cleaning	Charnwood Dunlop	12-Sep-06	open tender	52 491
Total					52 491

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
Clearglass Cleaning	Cleaning	Caroline Chisholm	1-Jan-08	open tender	105 396
Total					105 396
Dalkia Technical Services	HVAC	Hawker College	1-Aug-07	standing offer	59 360
	HVAC	Erindale College	31-Jan-05	standing offer	45 478
	HVAC	Curtin Primary	1-Jan-03	standing offer	2 430
	HVAC	Red Hill Primary	1-Jan-08	standing offer	1 777
	HVAC	Garran Primary	1-Jan-08	standing offer	2 976
	HVAC	Lyneham High	1-Jan-08	standing offer	8 352
	HVAC	Telopea Park	31-Jul-03	standing offer	8 649
	HVAC	Forrest Primary	1-Jan-08	standing offer	3 025
	HVAC	Yarralumla Primary	1-Jan-08	standing offer	3 140
	HVAC	Narrabundah Primary	1-Jan-08	standing offer	2 068
Total					137 255
Dynuse Pty Ltd	Cleaning	Telopea Park	8-Aug-07	open tender	143 801
	Cleaning	Campbell Primary	1-Dec-05	open tender	42 213
	Cleaning	Forrest Primary	1-Jan-06	open tender	63 960
Total					249 974
Enterprise Cleaning	Cleaning	Melrose High	28-May-05	open tender	152 000
Total					152 000
Fred's Express Cleaning	Cleaning	Ainslie	1-Feb-07	open tender	49 045
	Cleaning	Cook Primary	1-Apr-07	open tender	13 711
	Cleaning	Malkara	1-May-07	open tender	39 164
	Cleaning	Richardson Primary	1-Feb-07	open tender	39 321
Total					141 241
Hastie (Longleys)	HVAC	Canberra College	1-Dec-01	standing offer	17 666
	HVAC	Gowrie Primary	1-Jan-08	standing offer	3 331
	HVAC	Village Creek Primary	1-Dec-04	standing offer	4 824
	HVAC	Ainslie	1-Jan-08	standing offer	1 697
	HVAC	Kambah High	1-Jan-08	standing offer	5 309
	HVAC	Isabella Plains Primary	1-Jan-08	standing offer	2 581

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	HVAC	Monash Primary	10-Dec-07	standing offer	2 833
	HVAC	Urambi Primary	1-Jan-08	standing offer	1 961
	HVAC	Torrens Primary	1-Nov-03	standing offer	3 106
	HVAC	Kaleen High	1-Jan-08	standing offer	11 870
	HVAC	North Ainslie Primary	1-Jun-04	standing offer	2 106
	HVAC	Gold Creek Senior Site	8-Jan-04	standing offer	12 532
	HVAC	Gold Creek Junior Site	8-Jan-04	standing offer	2 447
	HVAC	Campbell Primary	1-Jan-08	standing offer	1 543
	HVAC	Hawker Primary	1-Jan-08	standing offer	5 010
	HVAC	Majura Primary	1-May-04	standing offer	5 089
	HVAC	Fadden Primary	1-Nov-04	standing offer	4 260
	HVAC	Farrer Primary	1-Jan-08	standing offer	2 584
	HVAC	Gilmore Primary	1-Jan-08	standing offer	2 255
	HVAC	Taylor Primary	1-Jan-08	standing offer	6 235
	HVAC	Lyons Primary	1-Jan-08	standing offer	1 618
	HVAC	Lyneham Primary	1-Jan-08	standing offer	1 755
	HVAC	Caroline Chisholm	1-Jan-08	standing offer	6 786
	HVAC	Mawson Primary	1-Jan-08	standing offer	3 147
	HVAC	The Woden School	1-Jan-08	standing offer	4 548
	HVAC	Alfred Deakin High	1-Jan-08	standing offer	8 503
	HVAC	Malkara	1-Jun-06	standing offer	2 224
	HVAC	Narrabundah College	1-Jan-08	standing offer	7 610
	HVAC	Richardson Primary	1-Jun-08	standing offer	3 132
	HVAC	Theodore Primary	1-Dec-03	standing offer	2 661
	HVAC	Calwell Primary	1-Jan-08	standing offer	3 720
	HVAC	Black Mountain	1-Jun-07	standing offer	11 704
	HVAC	Turner	1-Jun-07	standing offer	9 801
	HVAC	Calwell High	1-Jan-08	standing offer	4 600
Total					171 048
Hygiene Plus	Cleaning	Hughes Primary	28-Apr-08	open tender	5 832
	Cleaning	Evatt Primary	11-Apr-05	open tender	35 784
	Cleaning	Cranleigh	1-Jan-08	open tender	27 492
	Cleaning	Erindale College	1-Jun-06	open tender	145 628
	Cleaning	Higgins Primary	1-Aug-07	open tender	42 056

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	Cleaning	The Woden School	1-Apr-05	open tender	38 027
	Cleaning	Dickson College	4-Feb-05	open tender	110 815
	Cleaning	Lake Ginninderra College	2-Jan-08	open tender	109 100
Total					514 734
In the Swim	Hydro Pool	Cranleigh	1-Oct-07	open tender	16 500
	Hydro Pool	Malkara	22-Oct-07	open tender	18 175
	Hydro Pool	Black Mountain	9-Oct-07	open tender	18 667
	Hydro Pool	Turner	9-Oct-07	open tender	16 906
Total					70 248
ISS Hygiene Services	Washroom Services	Macgregor Primary	1-Jan-08	standing offer	1 391
	Washroom Services	Palmerston Primary	1-Jan-08	standing offer	1 285
	Washroom Services	Village Creek Primary	1-Dec-07	standing offer	216
	Washroom Services	Cranleigh	1-Apr-07	standing offer	6 936
	Washroom Services	Hawker College	13-Apr-08	standing offer	3 085
	Washroom Services	Garran Primary	1-Jan-08	standing offer	384
	Washroom Services	Giralang Primary	1-Jan-08	standing offer	717
	Washroom Services	Campbell High	2-Jul-07	standing offer	5 658
	Washroom Services	Dickson College	1-Jan-08	standing offer	5 899
	Washroom Services	Malkara	20-Jun-07	standing offer	4 859
	Washroom Services	Kaleen Primary	20-May-08	standing offer	1 401
	Washroom Services	Narrabundah College	1-Dec-07	standing offer	1 820
	Washroom Services	Weetangera Primary	1-Jul-07	standing offer	363
	Washroom Services	Black Mountain	1-Jan-08	standing offer	29 498
	Washroom Services	Florey Primary	1-Jan-08	standing offer	1 287
	Washroom Services	Amaroo	1-Jan-08	standing offer	4 599

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	Washroom Services	Harrison	21-Jan-08	standing offer	625
Total					70 023
Kada Cleaning Services	Cleaning	Giralang Primary	15-May-07	open tender	38 909
	Cleaning	Monash Primary (Preschool)	29-Apr-08	open tender	2 754
Total					41 663
KORAB cleaning	Cleaning	Holt Primary	1-Dec-04	open tender	36 203
Total					36 203
M & C Cleaners	Cleaning	North Ainslie Primary	1-Dec-07	open tender	51 779
Total					51 779
M & V Cleaning	Cleaning	Torrens Primary	1-Dec-06	open tender	43 607
Total					43 607
National Cleaning	Cleaning	Canberra College	30-Jan-07	open tender	116 797
	Cleaning	Village Creek Primary	1-Nov-06	open tender	25 229
	Cleaning	Curtin Primary	1-Jan-07	open tender	51 993
	Cleaning	Monash Primary	31-Oct-07	open tender	56 245
	Cleaning	Chapman Primary	1-Dec-06	open tender	50 646
	Cleaning	Kaleen Primary	1-Dec-06	open tender	61 745
	Cleaning	Weetangera Primary	23-Feb-08	open tender	53 249
	Cleaning	Calwell Primary	1-Dec-04	open tender	43 801
	Cleaning	Melba-Copland Secondary College	27-Jan-06	open tender	109 041
Total					568 746
Phillips Cleaning	Cleaning	Hawker College	10-Oct-07	open tender	138 630
	Cleaning	Canberra High	1-Nov-05	open tender	150 238
	Cleaning	Lyneham High	1-Feb-07	open tender	79 037
	Cleaning	Alfred Deakin High	2-Dec-06	open tender	133 658
	Cleaning	Lake Tuggeranong College	1-Feb-07	open tender	158 567
	Cleaning	Calwell High	2-Jan-08	open tender	98 294
Total					758 424

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
Programmed Maintenance	Painting	Melrose High	10-Jun-06	standing offer	34 382
Total					34 382
Rolfe Cleaning	Cleaning	Palmerston Preschool	1-Jan-08	open tender	2 644
	Cleaning	Garran Primary	4-Feb-08	open tender	46 238
	Cleaning	Fadden Primary	1-Dec-04	open tender	52 152
	Cleaning	Theodore Primary	4-Feb-08	open tender	43 626
Total					144 660
S & M Riteway Cleaning	Cleaning	Palmerston Primary	1-Feb-07	open tender	52 252
	Cleaning	Lyneham Primary	28-Nov-06	open tender	52 793
	Cleaning	Hughes Primary	1-Nov-06	open tender	37 750
Total					142 795
S & M Cleaning	Cleaning	Southern Cross Primary	1-Jul-07	open tender	46 429
	Cleaning	Southern Cross Primary School (Preschool)	1-Jan-08	open tender	3 469
	Cleaning	Maribyrnong Primary	1-May-07	open tender	51 113
Total					101 011
Salloum Cleaning	Cleaning	Latham Primary	1-Dec-06	open tender	50 697
	Cleaning	Taylor Primary	1-Feb-07	open tender	40 751
	Cleaning	Yarralumla Primary	1-Feb-08	open tender	46 920
	Cleaning	Florey Primary	1-Feb-08	open tender	52 744
Total					191 112
Saviour Cleaning	Cleaning	Kaleen High	5-Sep-05	open tender	102 920
Total					102 920
SITA	Waste	Mt Rogers Community	12-May-08	standing offer	2 098
	Waste	Macgregor Primary	9-May-07	standing offer	2 572
	Waste	Evatt Primary	22-Feb-08	standing offer	1 617
	Waste	Gordon Primary	1-Jan-08	standing offer	3 210
	Waste	Garran Primary	1-Jan-08	standing offer	2 148
	Waste	Torrens Primary	27-Jun-07	standing offer	2 590
	Waste	Hawker Primary	10-May-07	standing offer	2 376
	Waste	Campbell High	1-Jan-08	standing offer	4 849

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	Waste	Melrose High	1-Jan-08	standing offer	5 063
	Waste	Wanniassa	1-Jan-08	standing offer	8 273
	Waste	Dickson College	1-Jan-08	standing offer	11 287
	Waste	Malkara	27-Jun-05	standing offer	1 504
	Waste	Kaleen Primary	1-Jan-08	standing offer	3 832
	Waste	Weetangera Primary	1-Jul-07	standing offer	2 000
	Waste	Florey Primary	1-Jan-08	standing offer	2 691
	Waste	Amaroo	12-Feb-07	standing offer	7 969
Total					64 079
Territory & Municipal Services	HVAC	Gordon Primary	1-Jan-08	standing offer	2 549
	HVAC	Wanniassa School-Senior Campus	1-Jan-08	standing offer	30 000
	HVAC	Chapman Primary	1-Jan-08	standing offer	2 931
	HVAC	Kaleen Primary	1-Jan-08	standing offer	3 060
	HVAC	Charles Conder Primary	1-Jan-08	standing offer	2 628
	HVAC	Dickson College	1-Jan-08	standing offer	59 375
	HVAC	Arawang Primary	1-Jan-08	standing offer	3 496
	HVAC	Lanyon High	1-Jan-08	standing offer	9 429
	HVAC	Bonython Primary	1-Jan-08	standing offer	2 748
Total					116 216
VIP Cleaning	Cleaning	Fraser Primary	2-Feb-07	open tender	43 568
Total					43 568
VNT Pty Ltd	Cleaning	Red Hill Primary	30-Nov-07	open tender	62 250
	Cleaning	Hawker Primary	1-Feb-08	open tender	42 877
	Cleaning	Mt Rogers Community	1-Jan-08	open tender	39 494
	Cleaning	O'Connor Cooperative	15-Jun-07	open tender	15 223
	Cleaning	Narrabundah College	9-Nov-07	open tender	77 958
	Cleaning	Bonython Primary	3-Dec-07	open tender	41 602
	Cleaning	Macgregor Primary	1-Sep-04	open tender	24 733
	Cleaning	Belconnen High	1-Jan-07	open tender	73 788
	Cleaning	Wanniassa Hills Primary	11-Apr-05	open tender	50 836
	Cleaning	Kambah High	1-Dec-06	open tender	35 480

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	Cleaning	Gold Creek Senior Site	1-Feb-04	open tender	115 211
	Cleaning	Gold Creek Junior Site	1-Feb-04	open tender	52 457
	Cleaning	Aranda Primary	1-Feb-08	open tender	49 487
	Cleaning	Hawker Primary (Preschool)	1-Jan-08	open tender	1 023
	Cleaning	Ngunnawal Primary	30-Nov-07	open tender	51 680
	Cleaning	Campbell High	1-Jul-06	open tender	94 125
	Cleaning	Gilmore Primary	21-Oct-04	open tender	33 733
	Cleaning	Wanniassa School-Senior Campus	1-Jun-05	open tender	85 844
	Cleaning	Charles Conder Primary	1-Oct-04	open tender	34 085
	Cleaning	Miles Franklin Primary	1-Jan-07	open tender	43 492
	Cleaning	Arawang Primary	28-Nov-06	open tender	31 708
	Cleaning	Calwell Primary (Preschool)	1-Jan-08	open tender	2 322
	Cleaning	Black Mountain	1-Sep-05	open tender	57 472
	Cleaning	Turner	1-Sep-05	open tender	87 087
	Cleaning	Lanyon High	1-Feb-08	open tender	115 604
	Cleaning	Melba-Copland Secondary College	1-Mar-05	open tender	86 146
	Cleaning	Amaroo	1-Jan-08	open tender	138 069
Total					1 543 786
Wormald	Fire	Harrison	4-Apr-07	standing offer	171 500
	Fire	Mt Rogers Community	1-Jan-08	standing offer	1 603
	Fire	Macgregor Primary	1-Jan-08	standing offer	2 965
	Fire	Palmerston Primary	1-Jan-08	standing offer	955
	Fire	Gowrie Primary	1-Jan-08	standing offer	1 925
	Fire	Evatt Primary	1-Jan-08	standing offer	2 112
	Fire	Village Creek Primary	1-Jan-08	standing offer	1 058
	Fire	Belconnen High	1-Jul-07	standing offer	2 640
	Fire	Ainslie	1-Jan-08	standing offer	1 166
	Fire	Cranleigh School	1-Jan-08	standing offer	2 487
	Fire	Curtin Primary	1-Jan-08	standing offer	1 915
	Fire	Canberra High	24-Jun-07	standing offer	3 180
	Fire	Macquarie Primary	1-Jan-08	standing offer	2 009

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	Fire	Wanniassa Hills Primary	30-Jun-07	standing offer	1 573
	Fire	Red Hill Primary	1-Jan-08	standing offer	2 121
	Fire	Kambah High	1-Jan-08	standing offer	1 274
	Fire	Cook Primary	1-Jan-08	standing offer	893
	Fire	Isabella Plains Primary	1-Jan-08	standing offer	1 952
	Fire	Garran Primary	1-Jan-08	standing offer	2 088
	Fire	Monash Primary	1-Nov-07	standing offer	1 074
	Fire	Urambi Primary	1-Jan-08	standing offer	3 038
	Fire	Torrens Primary	1-Jan-08	standing offer	2 022
	Fire	North Ainslie Primary	1-Jan-08	standing offer	1 820
	Fire	Latham Primary	30-Apr-07	standing offer	2 355
	Fire	Southern Cross Primary	1-Jan-08	standing offer	1 962
	Fire	Aranda Primary	1-Jan-08	standing offer	2 542
	Fire	Campbell Primary	1-Jan-08	standing offer	642
	Fire	Hawker Primary	1-Jan-08	standing offer	2 347
	Fire	Giralang Primary	1-Jan-08	standing offer	2 111
	Fire	Campbell High	1-Jan-08	standing offer	2 042
	Fire	Higgins Primary	1-Jan-08	standing offer	3 228
	Fire	Holt Primary	1-Jan-08	standing offer	339
	Fire	Majura Primary	1-Jan-08	standing offer	1 740
	Fire	Melrose High	1-Jan-08	standing offer	2 484
	Fire	Fadden Primary	1-Jan-08	standing offer	1 751
	Fire	Farrer Primary	1-Jan-08	standing offer	1 998
	Fire	Lyneham Primary	1-Jan-08	standing offer	1 803
	Fire	Telopea Park	1-Jan-08	standing offer	3 757
	Fire	Gilmore Primary	1-Jan-08	standing offer	1 864
	Fire	Forrest Primary	1-Jan-08	standing offer	2 298
	Fire	Caroline Chisholm	1-Jan-08	standing offer	4 116
	Fire	Mawson Primary	1-Jan-08	standing offer	1 588
	Fire	The Woden School	1-Jan-08	standing offer	1 853
	Fire	Alfred Deakin High	1-Jan-08	standing offer	1 921
	Fire	Malkara	1-Jun-06	standing offer	1 872
	Fire	Kaleen Primary	1-Jan-08	standing offer	3 610
	Fire	Maribyrnong Primary	1-Jan-08	standing offer	1 933

Table 22: Schools – contracts exceeding \$20 000 or smaller contracts held by one contractor that total more than \$20 000 *continued*

<i>Contractor</i>	<i>Purpose</i>	<i>Section</i>	<i>Date contract let</i>	<i>Type of contract - reason if single select</i>	<i>2007-08 \$ Expenditure GST exclusive</i>
	Fire	Narrabundah College	1-Jan-08	standing offer	3 410
	Fire	Yarralumla Primary	1-Jan-08	standing offer	2 167
	Fire	Richardson Primary	1-Jun-08	standing offer	2 089
	Fire	Miles Franklin Primary	1-Jan-08	standing offer	1 764
	Fire	Weetangera Primary	1-Jun-08	standing offer	1 982
	Fire	Charnwood Dunlop	1-Jan-08	standing offer	1 662
	Fire	Theodore Primary	1-Jan-08	standing offer	1 776
	Fire	Narrabundah Primary	1-Jan-08	standing offer	1 707
	Fire	Calwell Primary	1-Jan-08	standing offer	2 088
	Fire	Hughes Primary	1-Oct-06	standing offer	2 057
	Fire	Black Mountain	9-Feb-06	standing offer	2 302
	Fire	Lake Tuggeranong College	1-Jan-08	standing offer	3 451
	Fire	Turner	1-Jun-07	standing offer	3 241
	Fire	Melba-Copland Secondary College	1-Jan-08	standing offer	5 324
	Fire	Calwell High	1-Jan-08	standing offer	2 003
Total					302 549
TOTAL					6 992 641

Note:

Standing offer indicates that the formal contract has expired and the original contract price continues on a monthly basis.

Table 23: Smaller works by suppliers which exceed \$20 000 in total

<i>Contractor</i>	<i>School</i>	<i>Purpose</i>	<i>\$ Amount</i>
A & K Electrics	The Canberra College, Hawker College, Lyneham High, Campbell High, The Woden School, Amaroo, Melba-Copland Secondary College	Electrical	146 618
A-Line Electrical Solutions	Erindale College	Electrical	20 239
Burgess Horticultural Service	Belconnen High, Canberra High, Melrose High, Caroline Chisholm	Grounds Maintenance	41 777
Commander	Telopea Park	Information Technology	47 793
Corporate Express	Telopea Park	Maintenance	34 014
Croker Glass	Gilmore Primary, Lanyon High	Glazing	20 689
Discount Trees	Canberra High, Kaleen High, The Woden School	Horticultural	28 800
Electroboard	Gowrie Primary, Duffy Primary, North Ainslie Primary, Melrose High, Forrest Primary, Mawson Primary, Caroline Chisholm, Kaleen Primary	Information Technology	122 153
Everloch Electrical	Canberra College, Majura Primary, Cranleigh, Dickson College, Charles Conder Primary, Narrabundah College, O'Connor Cooperative	Electrical	87 947
FJ Constructions	Duffy Primary, Gold Creek	Maintenance	22 565
Fuji Xerox	Torrens Primary, Kaleen Primary, Caroline Chisholm	Information Technology	43 355
Frederick J Watt (IT)	Weetangera Primary	IT Services	20 000
G & G Concreting	Yarralumla Primary	Horticultural	20 157
Glendenning Painting	Lyneham High	Painting	77 037
Hastie (Longleys)	The Canberra College, Village Creek Primary, Melrose High, Kaleen High, Narrabundah College	HVAC Repairs	126 756
Help Maintenance	Mt Rogers Community, Canberra College, Amaroo, Telopea Park, Narrabundah College	Maintenance	94 328
J & B Home Maintenance	The Canberra College, Canberra High, Fadden Primary, Wanniasa, Alfred Deakin High, Lake Tuggeranong College, Narrabundah College	Maintenance	69 025
J.L. Steel Pty Ltd	Torrens Primary	Maintenance	51 100
Mark It Safe	Lake Tuggeranong College	Electrical	25 380

Table 23: Smaller works by suppliers which exceed \$20 000 in total *continued*

<i>Contractor</i>	<i>School</i>	<i>Purpose</i>	<i>\$ Amount</i>
Maximus Building Group Pty Ltd	Erindale College	Maintenance	128 870
Optima Technology Systems	Torrens Primary, Melrose High, Kaleen Primary, Caroline Chisholm	Information Technology	142 367
Playspace	Florey Primary	Maintenance	33 061
Pro Tech Services	Dickson College, Melba-Copland Secondary College	Information Technology	93 720
Q Commercial Carpet	Erindale College	Maintenance	27 310
Ron Allen Electrician	Farrer Primary, Bonython Primary	Electrical	23 378
School Electrical Services	Belconnen High, Canberra High, Melrose High, Telopea Park, Maribyrnong Primary, Calwell High, Lake Tuggeranong College, Lanyon High, Kaleen High	Electrical	112 498
Summers Glass	Belconnen High, Canberra High, Lyneham High, Latham Primary, Gold Creek, Melrose High, Wanniasa, Forrest Primary, Telopea Park, Calwell Primary, Caroline Chisholm, Dickson College, Alfred Deakin High, Narrabundah College, Kaleen High, Melba-Copland Secondary College	Glazing	218 344
Territory & Municipal Services	Gordon Primary, Wanniasa, Miles Franklin Primary, Lanyon High, Melba-Copland Secondary College		93 499
Toshiba	Lyneham High, Kaleen High	Information Technology	31 427
Treetops ACT Pty Ltd	Macgregor Primary, Kaleen Primary, Turner	Horticultural	22 320
Turf Management	Chapman Primary, Alfred Deakin High	Grounds Maintenance	21 980
Urban Glazing	Gordon Primary, Calwell High	Glazing	22 495
Woden Valley Plumbing	Lyneham High, Torrens Primary	Plumbing	30 049
Wormald Tyco Aust P/L	Belconnen High, Melrose High, Gilmore Primary, Caroline Chisholm	HVAC Repairs	47 766
TOTAL			2 148 907

Note:

This table details minor payments made to suppliers, where no contract exists, but in total exceeds \$20 000.

For more information:

Director
Finance and Facilities
Telephone: (02) 6205 9108

C15 Community grants, assistance and sponsorship

Secondary Bursary Scheme

In 2007-08, the Secondary Bursary Scheme was extended to eligible families who had students in years 7-10. Previously the bursary payment was available only to eligible families of students aged 14 and 15 years. The bursary, worth \$500 per year, is paid to parents who hold current health care cards or pensioner concession cards.

The extension has seen an increase in the number of families accessing the scheme. In the first half of 2007-08, 424 students received bursary payments. This rose to 545 in the period from January to the end of May 2008. The total financial outlay in 2007-08 was \$232 475.

Non-government centre support – Australian Government funding

The Department administers on behalf of the Australian Government grant funding provided to non-government centres delivering programs for children and young people with a disability. In 2007, the following organisations received funding.

Table 24: Non-government centre support

<i>Grant recipient</i>	<i>Program</i>	<i>Grant amount</i>
Early Childhood Intervention ACT	Playskills workshop	\$4 000
Gungahlin Regional Community Service	Warehouse Club	\$70 000
Leapfrog Adventures Inc	Outdoor adventure programs	\$68 700
Marymead Child and Family Centre	Education program	\$77 000
Noah's Ark Resource Centre	Access for children with a disability	\$47 412
Pegasus Riding for the Disabled	Access for children with a disability and capital works	\$87 690
Sexual Health and Family Planning ACT	Schools disability program	\$116 016
Shepherd Centre	Cochlear implant program	\$90 000
Total		\$560 818

Source: Department of Education and Training

Adult and community education grants

Adult and Community Education (ACE) is a significant contributor within the continuum of education and training provision in Australia, alongside vocational education and training, higher education and the school system. ACE is a program endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs through the *Ministerial Declaration on Adult and Community Education*.

In the ACT, ACE is designed to support quality adult and community-learning opportunities in a range of formal and informal settings, using flexible and learner centred activities.

The ACT ACE program aims to:

- encourage more people and organisations to get involved in innovative community-based learning
- raise the awareness, of those people who least effectively use our learning resources, of the role and importance of adult and community education
- create greater access to learning in terms of location, delivery arrangements and content
- build the capacity of community-based organisations to provide learning opportunities outside conventional educational structures.

The ACT Government has funded a range of ACE programs covering a wide variety of learning needs. The following table details the 2008 ACE grant recipients.

Table 25: 2008 ACE grants recipients

<i>Grant recipient</i>	<i>Program</i>	<i>Grant amount</i>
Tuggeranong Community Arts Association	Moving With the Times	\$15 000
Parentline ACT Inc	Parent effectiveness training	\$15 000
Northside Community Services	Radiance dance project	\$15 000
Nurturing Nortons	Self esteem, relaxation, confidence and assertion for people with a disability	\$9 350
Belconnen Community Service Inc	Men on the Way	\$14 720
Mental Health Community Coalition of the ACT Inc	Telling it Like it is: mental illness, communication and relationships group facilitator's training course	\$14 929
Canberra Blind Society	Let Your Senses Lead the Way	\$15 000
Marymead Child & Family Centre	Family Skills Program	\$14 000
Music for Everyone	Music for people with disabilities: group activity classes	\$15 000
Caloola	Changing options for change	\$15 000
Northside Community Services	Get Up and Go	\$14 445

Table 25: 2008 ACE grants recipients *continued*

<i>Grant recipient</i>	<i>Program</i>	<i>Grant amount</i>
Australian Catholic University Creative Transformations	Your Snapshots, Our History	\$14 250
Australian Red Cross ACT Division	Youth Mental Health First Aid	\$15 000
Belconnen Dog Obedience Club	Instructor support & public seminar program	\$14 820
Communities @Work, Train 2 Work	Family computer connections	\$8 500
RSPCA	Community education information sessions	\$15 000
Women's Legal Service	Law support	\$3 730
Southside Community Services	Links to learning	\$15 000
Tuggeranong Community Arts Centre	Outreach workshops designed in collaboration with other community partners	\$5 000
Total		\$248 744

Source: Department of Education and Training

Community sponsorship

Support is provided to ACT public schools and students by ACT businesses and organisations through grants and awards. Organisational sponsorship assists young people's involvement in many community areas such as sport, science, community services, career education, volunteering and the arts. The Department and ACT public schools are involved in a broad spectrum of sponsorship activities with local and national organisations.

Over the past six years the Capital Chemist group has provided \$60 000 to help selected students continue their education in college. Each year, two year 10 students from each public high school are chosen for \$500 scholarships, on the basis of aptitude and commitment in either academic endeavour or citizenship.

In 2007, nine students were awarded grants of \$350 from the Country Women's Association. The Association continues to provide assistance to students who have shown particular aptitude and commitment to complete their schooling, despite facing non-school related challenges and hardships.

The Australian Medical Association (AMA) ACT Branch commenced their inaugural Art In, Butt Out competition, in 2008. The competition is the result of a partnership between the AMA's Tobacco Taskforce and the Department, and asks students to design an anti-smoking advertisement. The successful artist receives a cash prize of \$250, and their school receives a digital camera. The winner's design appears on Canberra Milk cartons.

The ACT Refugee Day Scholarships saw \$250 presented to each of five students who had made significant achievements while studying at the Department's Introductory English Centres. The ACT Refugee Day Committee provides the

scholarships to worthy students who meet refugee or asylum seeker status, and who are judged to be in most need of financial help.

In 2007, the Paperchain Bookstore (Manuka) continued to support all ACT public primary schools with \$500 vouchers, redeemable for books and other reading material.

Where the Department or a school receives cash or value-in-kind in return for providing an agreed suite of benefits, activities are required to abide by the Department's *Corporate Sponsorship Policy*.

For more information contact:

Director
Measurement, Monitoring and Reporting
Telephone: (02) 6205 5512

C16 Territory records

As part of its commitment to good governance, the Department continued to meet its compliance responsibilities under the *Territory Records Act 2002* and related standards.

The Department's Records Management Program is the basis by which the Department makes and keeps full and accurate records of its activities and is accessible by staff on the agency's intranet site. Enhancements were made to the program during the year and included:

- a program of ongoing training to new staff to emphasise good records management practices
- a review of current record keeping practices in the central office
- the development of policies and associated guidelines on electronic management.

A key challenge for the Department is the maintenance of an effective records management regime throughout the ACT's 84 public schools. In recognition of this challenge, the Department is developing a three-year records management plan for schools. This plan is close to finalisation and will be referred to the Territory Records Office for endorsement prior to implementation.

The findings of the school records management audit, released in 2008 by the Auditor-General's Office, will be incorporated in the plan. The audit recommendations included that:

- agencies should assess the risks associated with the physical storage of records and develop appropriate strategies to address those risks
- formal training for staff be provided to improve the skills and understanding of good records management practice.

To date, the Territory Administrative Records Disposal Schedule has been the Department's only disposal schedule. During 2007-08, the Department developed an agency specific records disposal schedule. This records disposal schedule has been submitted to the Territory Records Advisory Council for endorsement. The schedule will form part of the Department's Records Management Program.

Arrangements for preserving records containing information that may allow people to establish links with their Aboriginal and Torres Strait Islander heritage are in place. The Department continues to identify and preserve such records in line with the procedures documented in the Records Management Program.

The Department undertook a number of actions in preparation for the commencement of the Access to Records provisions of the *Territory Records Act 2002*. Records older than 20 years have been identified and individually assessed for sensitivity of information with section 28 exemptions sought where appropriate. The Department has part-funded a resident archivist in the Territory Records Office to assist with the public enquiries for access to older records.

Reference tools and finding aids are being developed by the Territory Records Office to assist members of the community to access and interpret older records.

For more information contact:

Director
Governance, Regulation and Risk
Telephone: (02) 6205 7661

C17 Human Rights Act 2004

The *Human Rights Act 2004* commenced operation on 1 July 2004. From that date all public officials are required to interpret legislation under which they operate consistently with human rights, unless the Territory law clearly authorises otherwise.

Education and Training

During the reporting period, the Department arranged the following courses for agency staff that incorporated various human rights principles:

- Professional development for staff equity contact officers. At a system wide induction day on 27 March 2008, a workshop was held for new and continuing staff equity contact officers. Presenters included staff from the Department's employee assistance provider and the Employee Relations section of the Department. Approximately 40 staff attended. A network meeting in term 2, with further network meetings scheduled for terms 3 and 4 of 2008, followed this training. The induction day was followed by similar network meetings in June, September and December of 2007
- Under the Department's Inclusion Program, which supports objectives of the *Human Rights Act 2004*, a wide range of professional learning activities has occurred, particularly in the use of multimedia environments to promote the creation of digital content by students. These are described in the *Learning and Development* entry in this annual report
- Professional learning workshops in the area of Indigenous education included a program on engaging Indigenous students through online resources, a network meeting for teachers of Indigenous students, and workshops conducted by the Department's Literacy and Numeracy Team focusing on developing cultural awareness in respect of Indigenous people
- ACT Human Rights Commission (HRC) workshops are available to all staff. The workshops offered during the reporting period included an introduction to the *Discrimination Act 1991*, an introduction to the *Human Rights Act 2004*, contact officer training, discrimination, harassment and bullying, discrimination in employment, and disability discrimination.

Internal dissemination of information to agency staff on the legislative scrutiny process

All relevant proformas and guidance material regarding legislative and Cabinet processes highlight the need to consult the Human Rights Unit.

Liaison with the Human Rights Unit

The Department consulted with the Human Rights Unit in the preparation of policy documents. The Human Rights Unit raised no issues requiring attention.

For more information contact:

Director
Governance, Regulation and Risk
Telephone: (02) 6205 7661

C18 Commissioner for the Environment

Schools capital works – activities

In response to requests from the Commissioner for the Environment, the Department provided information and photographs of the environmental sustainability initiatives implemented at the Birrigai Outdoor School and Amaroo School. The Department also provided comments on relevant draft sections of the *State of the Environment Report* (for example, relating to the Australian Sustainable Schools Initiative, and Infrastructure Sustainability and Education).

No investigations were carried out by the Commissioner into the Department.

For more information contact:

Director
Schools Capital Works
Telephone: (02) 6205 1289

C19 ACT Multicultural strategy

Equity and diversity

The Department's *Equity and Diversity Plan 2007-2009* outlines its commitment and strategies to increase employment opportunities for Indigenous Australians and people with a disability.

The Department has also committed to promote part-time work and work/life balance programs for current and future employees. A *Flexible Work Practices Statement* and accompanying *Work/Life Balance Toolkit* have been developed to assist managers and employees with the negotiation, implementation and review of flexible work options. They were re-released in 2008 following the lodgement of the new Collective Agreements for staff. These agreements increase the flexible work practices and work/life balance options available to staff.

In January 2008 principals were provided with a package and advice on how to implement and raise awareness of these programs within their schools.

Cultural and religious acceptance

The new curriculum framework *Every Chance to Learn* includes a number of Essential Learning Achievements (ELA) related to understanding other languages and cultures.

Essential Learning Achievement 15: 'The student communicates with intercultural understanding' involves developing students' capacities to communicate effectively with people from different cultural and linguistic backgrounds. Students develop and use intercultural understanding to adapt their own thinking and behaviours, in order to create the conditions in which mutual respect and successful communication can occur.

Schools across Canberra celebrated Harmony Day on 21 March 2008, in recognition and celebration of our multicultural society. Celebrations included multicultural feasts and traditional performances in national costumes. Schools also participate in other celebrations, including United Nations Day, and special language or cultural days such as the ACT Primary Schools' Japanese Fun Day.

ACT public schools recognised National Aboriginal and Torres Strait Islanders' Week with a range of activities. Reconciliation Week is celebrated each year in May-June and the theme for 2008 was *Reconciliation: It's All Our Story*. Activities included classroom based learning programs in English literacy focusing on Dreaming stories, and research projects about prominent Indigenous Australians.

English as a second language (ESL) program

The February 2008 ESL Census identified 3694 ESL students, of whom 3143 had a language performance rating below the average English speaking student for age and year level. ESL students represent 9.5 percent of public school enrolments.

Courses in *Teaching ESL in the Mainstream and Language for Understanding Across the Curriculum* (LUAC) have provided professional learning opportunities that focus on literacy skills and socio-cultural awareness. The LUAC program has been updated in 2008 to include reference to the new ACT curriculum framework. The Incorporating Strategies for an Inclusive Curriculum (InSinc) Program, which will replace LUAC, has commenced operation and is being presented to high schools.

Languages education

The Department's languages support plan aims to:

- improve the quality of language delivery by providing targeted programs of professional development and web-based teaching support resources for language teachers
- offer a range of staffing and resourcing models whereby students who begin the study of a language in the primary years are able to continue the study of the same language in high school
- liaise with local universities to offer courses to upskill teachers delivering languages programs in primary schools.
- provide schools not currently offering languages programs with additional resources and support to assist them to introduce languages in their school
- network with local, national and international educators of modern languages to ensure best practice in ACT public schools.

In the reporting period, all public high schools and colleges, and 37 out of 62 (60 percent) primary schools offered a languages program. Languages programs in ACT public schools focus on eight priority languages: French, German, Italian, Spanish, Indonesian, Japanese, Chinese and Korean. Greek is offered at one primary school.

All public schools will be required to implement a languages program for students in years 3 to 8 by the end of 2010. This will be in addition to any languages programs already on offer in the early years and in years 9-10.

Studies of Asia

The Asia Education Foundation (AEF) has had a partnership with the Department since 1993 to implement the AEF's *Studies of Asia and Australia* program. ACT public schools continue to implement the principles set out in the *National Statement for Engaging Young Australians with Asia in Australian Schools* as a part of *Every Chance to Learn*. A brochure linking the *Studies of Asia in Australia* and the curriculum framework was provided to all schools in the ACT. It assists teachers

develop and undertake a review of their school-based curriculum documents, and make explicit links between the national statement and the ACT curriculum framework.

Every Chance to Learn provides multiple opportunities for embedding studies of Asia in school curriculum documents through the ELAs, particularly ELA 15: 'the student communicates with intercultural understanding' and ELA 23: 'the student understands world events and issues'.

Leading 21st Century Schools: Engage in Asia is a 2008 initiative to provide professional learning for principals. This is a national project coordinated by the AEF, with funding provided by the Department of Education, Employment and Workplace Relations. An ACT coordinating group has been established.

Teachers' professional development in the study of Asia is complemented by attending conferences, such as the ACT Studies of Asia Annual Conference, held on 16 May 2008 with 41 teachers attending, and the Asia Education Foundation Fourth International Linking Latitudes Conference, held in India in October 2007.

Newly arrived migrants and humanitarian settlers

The Department is committed to furthering educational opportunities for migrants the disadvantaged and marginalised members of the community.

A number of these initiatives are funded through the Adult and Community Education Program and the Strategic Priorities Program (SPP). In 2007-08, 67 programs received grants to provide community groups with vocational training and upskilling opportunities in the priority industry areas of business, information technology, community services and hospitality.

Programs funded under SPP cover a range of community groups. The programs offered may provide a full qualification or the opportunity to gain skills and competencies in particular areas and achieve a statement of attainment. Examples of SPP programs with particular relevance for migrants include work preparation, business and information technology skills.

The three primary and one secondary Introductory English Centres (IEC) enrolled 390 students during the reporting period. New reporting procedures were implemented across the IEC programs, including the use of the ESL scales to identify entry and exit skills. The Translating and Interpreting Service assisted in the process of reporting to parents.

ESL teachers have continued to identify the high needs of students with refugee experiences as a priority for support. Counsellors from Companion House have conducted workshops for schools and provided individual student support for refugee students.

For information contact:

Director
Curriculum Support and Professional Learning
Telephone: (02) 6205 9205

C20 Aboriginal and Torres Strait Islander reporting

Koori Preschools

There are five Koori preschool programs operating in the ACT public school system. In 2008, the February census figures indicated a total of 93 Indigenous students enrolled in public preschools, with 28 of these enrolled in more than one preschool, either another Koori preschool or a mainstream preschool.

Preschool attendance for Indigenous students was 88.4 percent compared to 92.8 percent for non-Indigenous students for the same period. These figures have been consistent during each year of the 2005-07 reporting periods.

Preschool teachers in the Koori preschool program have identified and developed materials to link the work of preschool to the areas of the *Every Chance to Learn* curriculum framework. These materials will be available to all public preschools during 2008.

Literacy and Numeracy

Achievement in the early years of schooling has major implications for retention and attainment in later years. The gap in school performance between Indigenous and non-Indigenous students is evident from year 1 onwards.

In 2007, the Department provided support for Indigenous students through the Indigenous Literacy and Numeracy program. Officers with this program continued to work with targeted year 4 students and their teachers to improve outcomes for those students in the 2008 National Assessment Program - Literacy and Numeracy.

In addition to working intensively with teachers in targeted schools, the Indigenous literacy and numeracy officers provided professional learning opportunities for teachers in non-targeted schools, as well as presentations at staff meetings to assist teachers to develop culturally inclusive literacy and numeracy programs.

Funding received under the second budgetary appropriation in 2007 allowed for the employment of an additional Indigenous literacy and numeracy officer. From the beginning of 2008, the Indigenous Literacy and Numeracy Team have been providing support for Indigenous students from kindergarten to year 4 in targeted schools.

Pathways to training, employment and higher education

The following table highlights the achievements of the 49 Indigenous students who were enrolled in year 12 in 2007. Ten of the 34 students who achieved a Year 12 Certificate also completed a vocational education and training (VET) certificate. Ten students gained a Tertiary Entrance Statement, of which five also achieved a University Admissions Index score above 65. Of the 15 students who did not achieve a Year 12 Certificate, 7 partially completed a VET certificate.

Table 26: Indigenous student certification results, 2007

<i>Qualification</i>	<i>Number of Indigenous students</i>
Year 12 Certificate only	24
Year 12 Certificate and VET certificate	10
VET certificate (partially completed but no Year 12)	7
Neither VET certificate nor Year 12 Certificate	8

Source: Board of Senior Secondary Studies

To assist future cohorts of Indigenous students complete their year 12 studies with either a Year 12 Certificate or a VET certificate, the Department will be implementing support through the Indigenous Student Aspirations program to ensure all years 11 and 12 students are linked with a mentor.

Indigenous support staff based in high schools will also play a role in 2008 to support the transition of students from year 10 to year 11.

A total of 237 Indigenous people were reported as being enrolled in Certificate III, Certificate IV and Diploma courses. The diploma courses ranged from children's services, business management and community services management. The certificate courses included hospitality, carpentry, government, hairdressing and automotive.

School leadership

A new initiative focusing on school leadership was funded under the second budgetary appropriation in 2007. This initiative aims to support Indigenous students and will commence in 2008 with a conference on Indigenous education for all public school principals planned for 1 August 2008. The conference will be followed by professional learning for deputy principals and action research activities to be conducted in school clusters. Output from these activities will be made available to all public schools via the Department's intranet.

Links to national plans and policies

At the start of the 2007 school year, the Department provided the Ministerial Council for Education, Employment, Training and Youth Affairs Report, *Australian Directions in Indigenous Education 2005-2008*, to all principals outlining priority areas for improving outcomes for Indigenous people.

Progress made against the recommendations contained in that report includes:

- the development of personalised learning plans for Indigenous students enrolled from kindergarten to year 6
- an increased number of Indigenous parents and caregivers participating in activities relating to the education of their children
- implementation of the Quality Teaching Model in the ACT
- professional learning and related activities for school principals and deputy principals that focus on aspects of Indigenous education.

The Department continues to identify achievements made against the headline indicators in sections of the *Overcoming Indigenous Disadvantage: Key Indicators 2007*. Achievements include:

- the number of Indigenous students awarded a Year 12 Certificate doubled from 2006 to 2007
- forty-seven (out of a total of 53) Indigenous students achieved a Year 10 Certificate
- one Indigenous student succeeded in entering the Australian National University
- one Indigenous student was accepted into the ANU Secondary College program where the student will complete year 12 and pursue a career in the sciences
- one hundred and three ACT schools participated in the Dare to Lead program in 2007 to enhance outcomes for Indigenous students. Seventy of those were public schools.

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C21 Ecologically sustainable development

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

Water efficiency measures

Water restrictions have been in place in the ACT since December 2002. Schools in general have achieved the water savings required by stage 2 restrictions (25 percent reduction in consumption), but have found it more challenging to consistently achieve stage 3 restrictions (35 percent reduction in consumption).

Schools have worked cooperatively with the Department to achieve reductions in water consumption. Over the past few years, changes have been made to achieve savings on external usage and within school buildings. Measures to achieve these improvements include: reducing the size of playing fields to match school needs; upgrading irrigation systems at schools for more efficient operation; installation of cistern displacement devices and low flow taps in schools; inclusion of water sensitive urban design principles in projects; and inclusion of rain water storage tanks at new schools. In the reporting period, water audits were undertaken at 16 schools as part of the *Australian Sustainable Schools Initiative* (AuSSI) discussed below.

Implementation of the recommendations of the water audits at schools has commenced, and will continue into 2008-09. A further program of water audits in 10 schools is also planned for 2008-09.

Energy reduction strategies

Energy consumption

Energy consumption data collation occurs in arrears with 2006-07 consumption data being reported on in 2007-08.

The Department seeks to integrate energy sustainable design principles into new and refurbished building construction projects wherever practicable.

Energy reduction strategies

The *ACT Climate Change Strategy 2007-2025* has significant implications for the Department and our school building assets. The requirement for schools to be carbon neutral by 2017 is a significant challenge, and one that is being approached on a number of levels. At a strategic level, a consultant will be engaged to prepare a strategic plan as to how the Department is to achieve carbon neutrality. At an operational level, guidelines are being prepared to assist schools with their routine asset management responsibilities. In addition, the Department will integrate energy sustainable designs into new and refurbished building construction projects wherever practicable.

Table 27: Energy consumption in schools, 2006-07

	<i>Gigajoules</i>	<i>CO² emissions (in tonnes)</i>
Electricity/Black	80 429	20 912
Electricity/Green	31 442	0
Gas	112 853	6 139
Total	224 724	27 051

Source: Department of Education and Training, Schools Capital Works Directorate

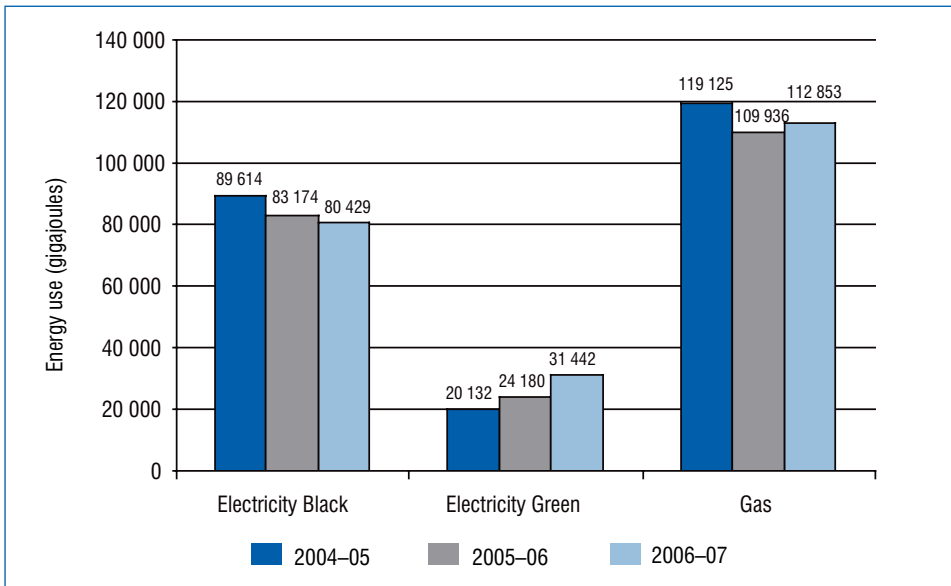
There has been an increase in electricity consumption of 4.2 percent (4517 gigajoules) from 2005-06 to 2006-07, with a mix of increases and decreases across individual schools and preschools. The increase in electricity consumption is primarily attributable to the increasing use of electronic learning resources, and purchase of air conditioning systems through the Investing in Our Schools Program. Environmentally friendly green power from renewable sources is purchased by the Department through the whole of government electricity supply contract, and comprises 23 percent of electricity consumed.

In 2006-07, gas consumption increased by 2.6 percent (2917 gigajoules) across the Department relative to 2005-06 levels. Gas is mainly consumed for heating, and the increase is largely attributable to the continued operation of ageing and increasingly inefficient heating plants.

The total CO² emissions have decreased by 2 percent from 27 606 tonnes in 2005-06 to 27 051 tonnes in 2006-07.

Greenhouse emissions based on student numbers at the 2007 Census (38 540 students) were 702 kg per student.

Figure 14: Energy consumption, 2004-05 to 2006-07



Source: Department of Education and Training, Schools Capital Works Directorate

Vehicle fleet

The total number of departmental fleet vehicles as at 30 June 2008 was 28. During the reporting period, the total fuel consumption used by the fleet was 41 727 litres of petrol, 958 litres of diesel and 2089 litres of liquid petroleum gas. Total greenhouse emissions (tonnes of carbon dioxide) of the fleet were 106.075 tonnes.

Over the past year, a number of factors have resulted in a reduction of 16 694 litres of petrol and 47.096 tonnes (47 096 kilograms) of greenhouse emissions including:

- a reduction in the size of the fleet by three
- the whole of government direction to restrict fleet vehicles to four cylinders
- the use of a hybrid car in the fleet
- the move from Manning Clark offices, Tuggeranong to 220 Northbourne Avenue and Macarthur House where the Department has negotiated the lease of secure parking bays for use by the fleet and executive vehicles. This means savings in petrol and operating costs as fleet vehicles no longer have to be home garaged.

Accommodation strategy

As a result of the present office accommodation strategy, the amount of leased space has been reduced from 7461 m² to 4184 m², a reduction of 44 percent. The accommodation for central office staff is in keeping with the whole of government space utilisation rate of 15 m² per employee.

In addition, the Department has set up a number of offices in surplus space in schools. These centres include:

- Maribyrnong Centre at Maribyrnong Primary School, Kaleen
- Higgins Centre at Higgins Primary School.

These centres accommodate a mix of full-time staff and itinerant teaching staff providing services to schools throughout the ACT. A total 34 employees work in these centres.

Sustainable Schools Initiative

In 2006 the Department hosted a pilot of the *Australian Sustainable Schools Initiative* (AuSSI). The schools ranged from preschool to college, and included public and non-government schools.

AuSSI ACT is managed by the Department of Territory and Municipal Services (TAMS) in partnership with the Department and non-government schools. ACT school case studies have been developed for the sustainable schools website: www.environment.gov.au/education/aussi/index.html. The case studies focus on the sustainable management of energy, water and waste.

A partnership has been developed between ACT Sustainable Policy and Programs (within TAMS), the Department, and ACTewAGL to conduct water audits and provide water efficiency reports to all ACT schools. Each school is provided with a report recommending water reduction initiatives based on the findings.

Water sustainability works

During the reporting period, the Department undertook a range of works identified in the audits as water efficiency improvements. These changes included improved reporting of out of hours leakage by live water use monitoring, upgrading to efficient toilet and urinal systems, reduced flow and auto shut off taps, replacing taps beyond repair, and upgrading irrigation system controls and components.

These changes were rolled into existing refurbishment and upgrade projects, and targeted school specific needs on each site.

Office-based sustainability

Office-based sustainability is strongly supported by the Department. In established offices, processes and procedures are in place supporting sustainability. These include recycling paper products and printer cartridges and encouraging efficiencies in use of paper.

Where new offices have been established during the year at the Canberra College (Weston), the Lyons Centre and the Fyshwick Annexe, a number of measures have been implemented to support sustainability. These include:

- reviewing the building systems (heating and air conditioning) to improve operational efficiency
- reusing, where possible, recycled and existing work stations
- installing diffusers to existing lighting to improve overall lighting and energy efficiency
- using window reflective security film to provide additional site security as well as reducing air conditioning costs and the deterioration of furniture and fittings
- recycling materials where possible including doors, light fittings, blinds and building materials.

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C22 ACT Women's Plan 2004-2009

The *ACT Women's Plan 2004-2009* establishes a shared approach between agencies for working towards the ACT Government's vision to improve the status of all women and girls.

During the reporting period, the Department continued its commitment to the objectives of the *ACT Women's Plan*.

Objective one: Representation and recognition

Two of the Department's four senior executives are women. Of the other 12 executive staff, six are women. In May 2008, women were principals in 57 of the 84 public schools (68 percent).

The Minister's two education advisory committees, the Government Schools Education Council (GSEC) and the Non-Government Schools Education Council (NGSEC) are chaired by women (both remunerated positions). Currently, 61 percent of GSEC and 36 percent of NGSEC committee members are women.

Each ACT public school has a school board, with the board chairperson elected by the members of the board. Women comprise 49 percent of ACT public school board chairpersons.

Objective two: Good health and well-being

Pastoral care coordinators commenced work in public high schools at the beginning of 2008. They coordinate programs that take a personalised approach to supporting student well-being. In addition, a youth worker operates at each ACT public high school.

Most ACT secondary colleges operate health expos each year in a variety of structures, such as theme days or weeks and with professional development classes. Community and government organisations attend, and provide advice and information for young people on a range of health related issues.

In June 2008, the inaugural *Minister's Physical Activity Challenge* was launched to encourage children in primary schools to be physically active for at least 60 minutes a day, five days a week. The program ran for 10 weeks.

The Department's *Smoke Free Workplace* policy came into effect on 1 January 2008, with all buildings and grounds managed by the Department, including car parks and ovals, now smoke-free.

Objective three: Responsive housing

The Department does not contribute to this objective.

Objective four: Safe, inclusive communities

The Safe Schools Taskforce brings together key stakeholders to consider issues associated with student safety in ACT public schools, and to develop innovative solutions to address ongoing and emerging student safety concerns. The taskforce met 11 times during the reporting period, with key achievements including strengthening links with ACT Policing, and reviewing policies that provide guidance and direction to schools in promoting safe school environments. The taskforce was also involved in the development of the code of conduct for the public education sector, which was officially launched by the Minister for Education and Training on 27 March 2008. The code outlines the behaviour expected of everyone attending, working at or visiting an ACT public school.

The Department's *Emergency Management Framework* contains policy and guidelines on emergencies involving violence. It provides managers and school principals with a concise reference to facilitate emergency management planning. Within this framework, schools have been issued with the *Unwelcome Visitors to Schools Handbook*, which provides information to manage trespassing and threatening behaviour on school premises. Schools report against the *National Safe Schools Framework* on an annual basis as part of their annual school board reporting procedures.

A series of school safety audits was conducted during 2007-08, and schools have been taking action to implement recommendations to improve safety. Site-based training on emergency management planning was completed in the second half of 2007 in all schools and central office, to improve lockdown procedures. All schools now have an emergency management plan in place.

The Department's *Providing Safe Schools P-12* policy, continues to promote supportive and safe learning environments in all schools. It comprises a package of policies including:

- *Countering Racism in ACT Public Schools*
- *Countering Bullying, Harassment and Violence in ACT Public Schools*
- *Countering Sexual Harassment in ACT Public Schools*
- *Suspension, Exclusion or Transfer of Students in ACT Public Schools.*

Schools develop and implement school-based procedures to promote safe and supportive learning environments in line with the above policies. The Department will continue to monitor the implementation of these policies, and consider further strategies that might be implemented to provide safer schools for staff and students.

The Department promoted the Restorative Practices program in school communities as a way of promoting a non-coercive and non-punitive approach to a variety of challenging and anti-social behaviours. Professional learning has been provided through *Circle Time* training, which embeds the principles of Restorative Practices. Training is offered once a term to staff from all school sectors, with an average of 24 participants. Presentations on Restorative Practices have been given at staff meetings and professional development days at eight schools.

Staff equity contact officers (SECOs) provide comprehensive information and support to staff regarding discrimination and harassment, and increase awareness on how to create a workplace free of discrimination and harassment. They also provide an avenue for staff to raise concerns about inappropriate workplace behaviours.

SECOs are provided with training through an induction program at the start of the school year, and meet a further three times a year to provide additional training and networking opportunities. The Department has also conducted *Creating a Healthy Workplace* training for managers, principals and key staff.

In December 2007, the Department released a new policy and procedures regarding employee grievance resolution. This provides mechanisms for both initial and formal resolution of concerns about inappropriate behaviour in the workplace. Training has been provided to principals, deputy principals and SECOs on the application of this policy and procedures.

Objective five: Economic security and opportunities

The Department places great emphasis on ensuring its employees work in an environment where they are treated fairly, professionally and are valued for their diverse experience, knowledge and abilities. The Department is focused on developing a culture where equity and diversity are valued and promoted, and are integral to all decision making in the Department.

The Department has also committed to promote part-time work and work/life balance programs for current and future employees. The Department's *Flexible Work Practices Statement* and accompanying *Work/Life Balance Toolkit* assist managers and employees with the negotiation, implementation and review of flexible work options. The Department provides advice to new staff about these programs at induction. In January 2008 principals were provided with a package and advice on how to implement and raise awareness of these programs within their school.

Objective six: Flexible education and training

Through the Canberra College Cares (CCCares) program, the Department provides pregnant and parenting students with access to health services to support their educational endeavours, providing an alternative form of delivery for year 10 and year 12 certification. The program, which operates in partnership with a variety of health services, aims to address the social and emotional needs of young women and men in a safe and supportive environment.

CCCares provides health, education and welfare support and connections for young people, including emergency support. In 2007, the program catered for 41 young parents, some of whom were refugees and recent arrivals to Australia. The program also catered for 41 children under five, while their parents studied. In 2008, there are currently 72 children under five.

A pilot program of CCCares was successfully trialled at Lake Ginninderra College this year to provide opportunities for students across Canberra to engage in the program. The pilot program was successful with 10 students participating.

Vocational education and training (VET) programs aim to assist women and girls, as one priority community group, to access training in skills essential for employment in the ACT. Programs range from apprenticeships in the building and construction industry to childcare, tourism and hospitality. Vocational learning provides opportunities for women returning to the workforce and for those looking for a career change.

The Strategic Priorities Program (SPP) is very successful in addressing specific issues faced by women and girls who are entering or re-entering the workforce or changing careers. It supports VET programs, which provide real opportunities for women to have their skills recognised and to move back into the workforce or to change careers. It does this through the provision of recognition of prior learning (RPL), gap training for existing workers and the upskilling of women, not currently in the workforce, who may require extra skill sets to add to their previous work experience.

Women and girls can participate in apprenticeship programs, school-based apprenticeships and vocational learning programs through registered training organisations such as the Canberra Institute of Technology or private training providers. One hundred and forty-seven young women commenced an Australian School-based Apprenticeship in the ACT in 2007.

Efforts are also made to encourage women and girls to undertake training in those industries traditionally not accessed by women, particularly in the traditional trades.

While the number of female students completing a VET certificate in 2007 is slightly lower than in 2006, down from 1146 to 1106, 12 and 28 percent of female year 11 and 12 students, respectively, gained a VET certificate in 2007, 702 female students gained a Certificate I, 401 gained a Certificate II and three gained a Certificate III.

During the reporting period, employment opportunities were provided for Indigenous women through the Indigenous Home School Liaison Officers Program, the Koori Preschool Program and the Indigenous Education Consultative Body. New recruits to the Department participated in a range of long-term and short-term training programs to develop or enhance their skills. The topics for these programs included Indigenous parenting, computer basics and conflict resolution. These officers also undertook placements in other areas of the Department such as Student Services or Curriculum Support.

The Eclipse and Stay programs at the Weston campus of the Canberra College and the Supporting Individuals Through Education program at Dickson College continued to provide alternative education programs to enable students in years 9-12 to complete their education in a flexible and supportive setting. These programs operate in partnership with the Connecting Young Carers to Life Opportunities and Personalised Support program, ACT Health and other agencies.

Students work closely with teaching staff to design a course of study which best suits their individual needs. This flexible program includes the option of studying from home or completing the course over a longer period.

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