



# PART C Management of the Organisation

## C.1 Managing our people

### C.1.1 Human resources performance and analysis

#### Managing the workforce

The Department has continued to align practices with the *ACT Public Service People Strategy 2005-07*.

This year the Department continued to develop and maintain a capable, sustainable and innovative workforce, consistent with the directions in the *Strategic Plan 2003-05*. In May 2006, the Department outlined its strategic direction for the next three years in its new *Strategic Plan 2006-09*. This reinforces the Department's strong commitment to building a responsive, innovative and solution focused organisation, which models the very best of public sector governance principles.

The Department is also guided by its *People Development and Management Plan*, which outlines three detailed strategies:

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

These strategies assist the Department in building organisational capability to meet current and projected workforce needs. Competitive salaries, flexible working conditions, targeted recruitment and workforce planning strategies arising from the Department's certified agreements further support the strategies.

The following are key achievements in building workforce and organisational capacity for 2005-06:

- A *Teachers' Code of Professional Practice* was developed, distributed and supported through comprehensive training for all teaching staff. The code provides direction and guidance to teachers on their responsibilities and how they should use the powers and discretion that come with their positions as teachers.
- The Department is the first ACT Government agency to introduce a system that sends and receives criminal history record check data to and from the CrimTrac agency via secure email. Over 1 200 checks were completed to 30 June 2006, with approximately 80 per cent of the checks now being processed within 24 hours, providing a significant streamlining of the entire recruitment process.
- In accordance with the *ACT Public Service Employment Framework for People with a Disability*, the Department developed arrangements with Disability WORKS Australia to ensure information on vacant positions is provided to potential applicants.
- The implementation of the highly successful Staff Equity Contact Officer (SECO) program continued. Training for equity and diversity was incorporated in induction and teacher recruitment programs and specific training was provided for SECOs in schools.
- The Department employed five staff who completed the Graduate Administrative Assistance 2005 program. A further two graduates are participating in the 2006 program.

- The introduction of *Mandatory Procedures for Reporting Leave Absences* included an awareness and education campaign. The procedures were developed as a result of *ACT Auditor-General's Performance Audit Report on Leave Management* in August 2004. Targeted audits and monitoring of individual schools were conducted throughout the first semester of 2006 to ensure compliance with the procedures.
- The implementation of the CHRIS21, whole of government personnel system, including electronic payslips.
- This year has also seen the addition of the ACT Planning and Land Authority to the number of agencies to whom the Department provides payroll services. Additionally, the Department expanded its salary packaging services to include the whole of the ACT Public Service.
- The Department provided a variety of injury prevention and management related training for its staff. An online Staff Induction Training program was developed for staff use. Training sessions were also provided on workplace harassment, emotional resilience, effective relationships, helping colleagues return to work after a traumatic event, building and maintaining effective relationships, giving and receiving feedback, absence management, mental health first aid, emergency planning for schools, professional assault response training, safe work on roofs, and manual handling for building service officers, preschool staff and staff working with special needs students.
- Administrative guidelines for 2006 for the three performance management processes – Professional Pathways for Teachers, Professional Appraisal for Principals, Personal Development Plans for Administrative and General Service Staff – received affirmation from the Department and unions concerned.
- Performance management processes are in place for school based and central office staff.
- The Department has made significant advances in the area of workforce planning. This has included:
  - the development of school leader capabilities
  - work/life balance initiatives
  - work towards a leadership framework, succession management discussion paper, and workforce master strategy.

## Aligning the workforce

The ageing of the workforce continues to influence recruitment programs, particularly for teachers, creating the need to attract high levels of new staff. The average age of a teacher (excluding casuals) as at June 2006 is 41.7 years. This is a reduction from the year 2000 average of 43.4 years. While the Department recruits teachers from all age groups, the recruits are largely from a younger cohort.

Over the past few years an increase in the younger age groups and loss of older staff has contributed to lowering the average age of teachers. The average age of classroom teachers appointed during the year was 33.0 years, with 29 per cent in the 20 to 24 year age range.

Teacher recruitment staff made 18 visits to universities across Australia targeting high quality graduates. This resulted in approximately 1 200 applications for classroom teacher positions for the 2007 school year. Permanent appointments were offered to and accepted by 193 classroom teachers for the 2006 school year, and 146 temporary contracts were issued. Using the new principal capability framework process, there were 10 promotions and one appointment to School Leader principal positions.

Twenty-one staffing information sessions for colleges and school clusters were presented in semester 1 2006. The sessions provided information on changes in staffing and recruitment, including the advertising of School Leader A and B positions.

The classroom teacher transfer/placement process conducted in 2005 for positions in 2006 school year resulted in 359 primary applicants placed. There were 336 teachers placed in secondary positions. Of these, 88 per cent were placed in their nominated preference.

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## Hawker Primary School awarded Waste Wise School Accreditation

Hawker Primary School was awarded Waste Wise school accreditation on Friday 14 October 2005.

The school celebrated by holding a special Waste Wise school assembly with the presentation of the accreditation certificate. This was followed by a tour of the school's courtyard environment centre and the vegetable garden.

Out of 150 schools in the ACT, 100 schools have sent a teacher along to a Waste Wise workshop and have begun to establish recycling systems in their schools. However, only two schools in the ACT have full Waste Wise school accreditation and on Friday 14 October Hawker Primary School's hard work paid off when it was awarded full accreditation.

Waste Wise schools:

- save money by reducing waste disposal costs in your school
- teach students lifelong waste management skills
- provide practical, 'hands on' activities linked to the curriculum
- reduce the amount of waste going to landfill
- involve the whole school community in reducing waste.

"This is a very exciting and well earned award for the school, and one that the whole school community can be very proud of," said the principal, Vivien Smith.

## C.1.2 Staffing profile

The figures presented in Tables 5 to 9 are for paid headcount as at 30 June 2006.

The statistics exclude board members and specifically identified staff not paid by the ACT Government, as well as people on leave without pay.

Staff members who had separated from the ACT Public Service, but who were paid in the last pay (29 June 2006) are included.

All figures are provided by the Chief Minister's Department.

Table 5: Classification by gender

Classification	Female	Male	Total
Administrative Service Officer 1	2	0	2
Administrative Service Officer 2 (including School Assistant 2 / Special Teachers Assistant)	937	110	1 047
Administrative Service Officer 3	32	1	33
Administrative Service Officer 4	142	18	160
Administrative Service Officer 5	30	9	39
Administrative Service Officer 6	73	17	90
Building Services Officer 1	2	106	108
Building Services Officer 2	0	13	13
Classroom Teacher	2 535	702	3 237
Executive	9	7	16
Graduate Administrative Assistant	1	1	2
General Services Officer 2	4	0	4
General Services Officer 3	3	1	4
General Services Officer 4	0	1	1
General Services Officer 7	1	0	1
Information Technology Officer 1	4	21	25
Information Technology Officer 2	2	8	10
Interns/Trainees	13	33	46
Professional Officer 2	1	0	1
School Leader A	73	40	113
School Leader B	75	30	105
School Leader C	294	104	398
Senior Information Technology Officer B	1	1	2
Senior Information Technology Officer C	3	4	7
Senior Officer Grade A	1	2	3

Senior Officer Grade B	15	16	31
Senior Officer Grade C	32	17	49
Senior Professional Officer Grade A	2	1	3
Senior Professional Officer Grade C	1	1	2
Workforce Management Officer 1 (ASO1–2)	1	3	4
Workforce Management Officer 2 (ASO3–4)	31	10	41
Workforce Management Officer 3 (ASO5–6)	12	9	21
<b>Total</b>	<b>4 332</b>	<b>1 286</b>	<b>5 618</b>

Table 6: Employment category by gender

Employment category	Female	Male	Total
Casual	779	203	982
Permanent full-time	2 255	853	3 108
Permanent part-time	787	55	842
Temporary full-time	236	127	363
Temporary part-time	275	48	323
<b>Total</b>	<b>4 332</b>	<b>1 286</b>	<b>5 618</b>

Table 7: Length of service by gender

Gender	<1yr	1–3yrs	3–6yrs	6–9yrs	9–12yrs	>12yrs	Total
Female	544	1167	805	286	255	1 275	4 332
Male	181	342	230	110	63	360	1 286
<b>Total</b>	<b>725</b>	<b>1 509</b>	<b>1 035</b>	<b>396</b>	<b>318</b>	<b>1 635</b>	<b>5 618</b>

Table 8: Average length of service by gender

Average length of service	Female	Male
5.92 years	5.96 years	5.80 years

Table 9: Age profile by gender in five-year increments

Gender	<20	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	65+	Total
Female	23	210	443	386	415	520	731	778	547	214	65	4 332
Male	40	83	136	156	112	125	173	193	147	85	36	1 286
<b>Total</b>	<b>63</b>	<b>293</b>	<b>579</b>	<b>542</b>	<b>527</b>	<b>645</b>	<b>904</b>	<b>971</b>	<b>694</b>	<b>299</b>	<b>101</b>	<b>5 618</b>

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### C.1.3 Culture and values

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The Department's *Strategic Plan 2006–09* articulates the core values of the Department as:

- inclusivity
- transparency
- equity and diversity
- respect and tolerance
- excellence
- collaboration
- responsiveness
- innovation.

Public service culture and values continue to be strengthened across the Department with ethics information delivered to all staff in 2006. Teacher induction sessions on the culture, values and obligations of public employees were conducted for all teachers new to the system.

The *Teaching Staff Certified Agreement 2004–06* provided for the development of a *Teachers' Code of Professional Practice*. This code of professional practice reflects and contextualises the general obligations of employees under the *Public Sector Management Act 1994* (the PSM Act) for our teaching workforce.

All school leaders, managers and teaching staff completed training on the code of professional practice, including their responsibilities as public employees. Support materials and the *Teachers' Code of Professional Practice* booklet were also placed on the intranet in early 2006. School Leaders and managers continued to provide code of professional practice ethics training for teaching staff on a regular basis.

The Department manages allegations of potential breaches of Section 9, Obligations of Public Employees of the PSM Act, by teachers and administrative staff, in accordance with discipline provisions outlined in the Department's certified agreements. The Department conducted 19 formal investigations into potential breaches of the PSM Act during 2005–06. This resulted in 12 formal warnings/counselling, one demotion, two dismissals and four cases were found to be unsubstantiated.

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### C.1.4 Workplace diversity

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The Department's *Equity and Diversity Plan 2003–2005* (available at <<http://www.det.act.gov.au/policies/pdf/Equ&Div.pdf>>) addresses the key equity and diversity areas for the Department. In consultation with various stakeholders, including Staff Equity Contact Officers and the Equity and Diversity Consultative Committee, a new Equity and Diversity Plan along with an Equity and Diversity Policy Statement, are currently being developed.

#### **ACT Public Service Equity and Diversity Framework – key principles**

Through the implementation of the *Equity and Diversity Plan 2003–05*, the Department has worked towards increasing its proficiency in the following areas:

- leaders value and promote equity and diversity
- strategic and operational plans incorporate equity and diversity strategies
- attracting and retaining a diverse ACT Public Service
- equity in employment practice
- work and life balance.

The new Equity and Diversity Plan will focus on three goals – planning for diversity, maintaining diversity, and building capabilities. These goals will assist the Department to further increase its advancement against the *ACT Public Service Equity and Diversity Framework* key principles.

#### **Equity and diversity initiatives**

There are more than 90 Staff Equity Contact Officers (SECOs) in the Department who are trained in providing information and support regarding discrimination and harassment issues. In March 2006, over 35 new and continuing SECOs attended an induction day. The day was designed to give SECOs a greater understanding of their role, with tools to promote equity and diversity in their workplaces, and was an opportunity for SECOs to gain some practical strategies to use when approached by a staff member. All participants were provided with a SECO pack containing useful information to assist in their SECO role.

The Equity and Diversity Consultative Committee, whose membership includes senior management, principals and unions, meets quarterly and provides advice and support on equity and diversity issues within the Department. The Department also has an active role at the ACT Public Service Equity and Diversity Network meeting, which is held quarterly.

The Department held equity and diversity training and information sessions for contract and probationary teachers and for administrative staff at induction. Short information sessions were also provided to teachers as part of the teacher recruitment process. Online training in cultural awareness, cultural diversity, and workplace discrimination and harassment has continued to be provided to all managers, supervisors and SECOs.

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

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

### **Key result area 1 – Work/life balance**

A Work/Life Balance toolkit has been developed for distribution to all schools and within central office and will be made available on the intranet in the second half of 2006.

Work/life balance information is provided in each monthly publication of the Department's staff newsletter *Blue Mango*.

The Department continues to assist employees to work towards a better work/life balance through promotion of flexible working practices.

### **Key result area 2 – Diversity and inclusivity**

The Department has revised and updated the brochure *Making Reasonable Adjustments*, which provides advice to assist managers and employees facilitate employment and an employment environment for people with a disability.

The Department continued the School-based New Apprenticeship Scheme for students.



Jessica Costin from Black Mountain School commenced a School-based New Apprenticeship placement at the Centre for Teaching and Learning and then continued the placement at Erindale College. Jessica has successfully completed the placement.

### **Key result area 3 – Aboriginal and Torres Strait Islander peoples' employment**

Two Charles Perkins Scholarships for undergraduate Indigenous students were awarded in 2005. The two successful recipients for 2006 are Margaret Ross and Elizabeth Tsitsikronis. This scholarship assists Indigenous students studying for an undergraduate degree and meets some of the costs associated with their studies to the value of \$2 000.

An Indigenous Traineeship program has been developed along with an information booklet.

The Department continued its commitment to recruiting Aboriginal and Torres Strait Islander employees through targeted advertising of departmental vacancies in the *National Indigenous Times* and the *Koori Mail*.

The Department, together the Community Service Training Centre, developed a specific Indigenous Certificate IV in Community Service for the Department's Indigenous Home School Liaison Officers (IHSLOs). After 12 months' study in 2005 by 12 graduates, 11 of them were employed as IHSLOs.

There are 28 Indigenous employees in the Department, and an additional two Indigenous teachers were recruited in the 2005–06 recruitment round.

In Tables 10 to 12 the figures presented are for paid headcount as at 30 June 2006. The statistics exclude board members and specifically identified staff not paid by the ACT Government, as well as people on leave without pay. Staff members who had separated from the ACT Public Service, but who were paid in the last pay (29 June 2006) are included.

All figures were provided by Chief Minister's Department.

Table 10: Equity and diversity reporting

Number of staff Volunteering information	Total number of staff	Percentage of staff declaring
4 424	5 618	78.7%

Table 11: Staff profile by identified equity and diversity categories

Women	ATSI staff	Staff with disability	Culturally and linguistically diverse background		
			Non-English	English and another language	Total
4 332	28	75	350	161	511

ATSI – Aboriginal and Torres Strait Islander

Table 12: Staff profile by employment category and identified equity and diversity categories

Employment category	Women	ATSI background	Disability	CALD	All staff
Casual	779	4	6	71	982
Permanent full-time	2 255	19	47	292	3 108
Permanent part-time	787	1	16	80	842
Temporary full-time	236	1	1	41	363
Temporary part-time	275	3	5	27	323
<b>Total</b>	<b>4 332</b>	<b>28</b>	<b>75</b>	<b>511</b>	<b>5 618</b>
<b>Percentage of all staff</b>	<b>77.1%</b>	<b>0.5%</b>	<b>1.3%</b>	<b>9.1%</b>	<b>100.0%</b>

ATSI – Aboriginal and Torres Strait Islander  
 CALD – Culturally and Linguistically Diverse

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## C.1.5 Workplace health and safety

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The Department is committed to safe and healthy workplaces and school environments for all students and staff. The Department's occupational health and safety management system aims to promote, maintain and improve health and safety.

### Injury prevention and management policy

During 2005–06 the Department's Injury Prevention and Management policy was revised, signed by the Chief Executive and distributed to all workplaces in display frames to demonstrate the Department's commitment to the health and safety of our staff and students and to ensure compliance with the *ACT Occupational Health and Safety Act 1989* and Australian Standard 4804.

### Injury Prevention Agreement

A new Injury Prevention Agreement was finalised between the Department and the Australian Education Union, the Community and Public Sector Union, and the Liquor, Hospitality and Miscellaneous Union. The agreement describes arrangements for facilitating ongoing cooperation and consultation between the Department, unions and employees on occupational health and safety issues.

### Injury Prevention and Management Policy Committee

The Injury Prevention and Management Policy Committee facilitated consultation and oversaw the development of the Injury Prevention Agreement, Injury Prevention and Management policy, Working Alone policy, Excursions policy, First Aid and Infection Control policy, Electrical Equipment Policy and Safety procedures, and guidelines for Safe Use of Interactive Whiteboards.

### Health and safety representatives

The Department has 106 designated work groups. Forty new health and safety representatives were selected in 2006. Eighteen health and safety representatives attended approved health and safety representatives training during the year. Six Injury Prevention and Management Network meetings were conducted for health and safety representatives to keep officers informed of developments on injury prevention issues and to share workplace experiences and information.

### Injury prevention and management programs initiated or implemented to ensure the health, safety and welfare of staff and to improve return to work outcomes

- School safety checks are a major part of the safety management system. These were undertaken throughout ACT government schools during the year to systematically identify hazards and implement control measures.
- Workstation assessments were conducted for staff in a wide range of schools and other departmental workplaces.
- The implementation of the Risk Management Approach to Managing Students With Challenging Behaviours was trialled in 20 schools in 2006. A training package was developed to allow this program to be implemented in all schools in the latter part of 2006.
- The Senior Management Group attended a seminar delivered by an organisational psychologist on 'Improving Student Outcomes by Improving Workplace Climate'.
- In May 2006, the Department adopted the preferred provider model in line with the ACT Public Sector *Workplace Health Strategic Plan 2004–2007*.
- Proactive injury management practices focus on early intervention and the early engagement of rehabilitation providers, to ensure prompt rehabilitation assistance irrespective of injury liability status.
- Free influenza vaccinations were offered to all staff to prevent illness and minimise absences. Hepatitis A and B immunisations were also provided to relevant staff.

- A comprehensive Employee Assistance program is available to staff and their immediate families. Good usage was reported for a combination of work related and personal issues.
- A new Emergency Management Framework is in place with policy, guidelines, procedures, a flip chart and a template, to assist schools to develop their emergency management plans.
- Interactive whiteboards are a new technology in most schools. Safety management guidelines were developed for their installation and use.
- *Supporting Our Staff – a Manual for Managers Managing Injured Employees* assists managers, principals and supervisors in the rehabilitation process and reflects the Department's commitment to improve target performance in workplace health and safety.
- The 'Health and Safety Matters' segment in the monthly Departmental newsletter *Blue Mango* keeps staff up-to-date with injury prevention and management issues.
- In 2005–06, the Department continued to promote accident and incident reporting and investigation requirements.

## Investigations

Forty-four staff and 1 099 student notifiable accidents were reported to ACT WorkCover as required under the *ACT Occupational Health and Safety Act 1989*.

Five internal investigation results were reported to ACT WorkCover following school accidents or incidents concerning a trampoline accident; a circular saw accident; an electric shock; excavation of underground electrical cable; and a damaged perimeter fence.

Electrical testing was conducted on a laptop computer reported to have caused an electric shock. No electrical fault was found from the testing, which showed there was no electrical leakage from the laptop and it was properly earthed.

ACT WorkCover issued an Improvement Notice requiring inspection and testing of all electrical equipment at a school. ACT WorkCover also issued a Prohibition Notice prohibiting the use of a faulty circular saw at a school. All WorkCover notices were complied with and were subsequently revoked.

## Injury prevention and management targets

The Department is working towards improving the workplace health and safety improvement targets endorsed by the Chief Minister in February 2004.

Target one aims to achieve a 40 per cent 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 1 000 employees) was 23.2, an increase on 19.2 last year. There were 180 new workers' compensation claims recorded for the Department for the premium year ending 28 February 2005. This represents a significant decrease on the 224 claims at the same time for the previous year.

The second target aims to achieve zero work related fatalities by 2012.

No fatalities due to workplace injuries occurred.

Target three aims to achieve a 40 per cent reduction in the average time lost rate by 2012.

The average rate of time lost rate (average number of weeks of time off for workers' compensation per 1 000 employees) as a result of injury was 613.3 weeks, compared with 480.5 weeks last year. Proactive injury management strategies by managers, school leaders and the Department aim to optimise return to work outcomes.

Target four focuses on agencies achieving a 90 per cent 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 17.3 weeks, compared with 13.8 weeks last year. Following the early intervention best practice injury management model, an external rehabilitation provider is assigned to assist staff to return to work as soon as possible. Claim lodgement delays and claim severity affect the above rates.

## Awards

Arawang School was highly commended in the 2005 ACT WorkCover Awards for their goal post safety anchor.

Amaroo School was presented with a 'Highly Commended' award for Leadership in Injury Prevention and Management at the National Safety, Rehabilitation and Compensation Commission Awards.

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Anne Huard, Principal Amaroo School with the Highly Commended Award for Leadership in Injury Prevention and Management.

## C.1.6 Learning and development

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

Programs and activities offered by the Department and in ACT government schools address key areas of learning and development for teaching and administrative staff in school and office positions. Mapped against the principles and indicators of the *ACT Public Service (ACTPS) Learning and Development Framework*, these programs and activities represent an involvement by the Department in each of the areas identified by the framework's maturity scorecard.

In addition, learning and development is informed by:

- the Department's *Strategic Plan 2003–2005* and the strategic imperatives under that plan
- focus areas described under the output classes in the *ACT Budget 2005–2006, Paper No 4 Budget Estimates*
- relevant goals and commitments in *The Canberra Social Plan*
- identified focus areas under the *School Excellence Initiative* and the *School Improvement Framework*.

The *ACTPS Learning and Development Framework* principles are the basis for a range of programs and activities offered by the Department. The relationship of these programs to the framework principles is shown in Table 13.

**Table 13: ACTPS Learning and Development Framework principles and programs**

ACTPS Learning and Development Framework principle	Examples of related ACT Department of Education and Training programs and activities
<p>1 Foster and support a learning culture through inspirational leadership and shared vision</p>	<ul style="list-style-type: none"> <li>• orientation program for newly appointed and promoted executive staff</li> <li>• the Department's Leadership Development Framework (draft)</li> <li>• online professional learning calendar</li> </ul>
<p>2 Align and integrate learning with ACTPS key values, directions and agency business goals</p>	<ul style="list-style-type: none"> <li>• performance management goal setting under the certified agreements</li> <li>• ethics training program</li> <li>• learning principles in <i>Teachers – the key to student success</i></li> <li>• Learning Technologies Plan</li> </ul>
<p>3 Provide and promote learning and development opportunities</p>	<ul style="list-style-type: none"> <li>• University of Canberra/Department's School Leadership program</li> <li>• career development program</li> <li>• Professional Learning Fund (PLF) and Principal Professional Learning Fund (PPLF) programs</li> <li>• teacher scholarships</li> </ul>
<p>4 Lead and manage learning effectively</p>	<ul style="list-style-type: none"> <li>• E-Leadership program</li> <li>• Learn:Lead:Succeed program</li> </ul>
<p>5 Evaluate learning and development</p>	<ul style="list-style-type: none"> <li>• Using Zoomerang and Apollo survey tools</li> <li>• PLF/PPLF performance audit 2006</li> </ul>



Presentation of the ACT Board of Senior Secondary Studies Recognition of Excellence awards, 13 December 2005.

## Participation in learning and development programs

Learning and development priorities, programs and activities address key output areas identified in the Department's strategic documents. Key output areas include:

- teaching and learning
- student environment
- literacy and numeracy
- challenging and engaging learning
- integrating information and communication technologies in the curriculum
- retention and participation to completion of year 12.

Programs and activities in learning and development are initiated and delivered at all levels, from individual schools to school clusters and system level programs.

Under the *ACT Department of Education and Training Teaching Staff Certified Agreement 2004–06*, teachers participate in a minimum of five days per year of approved professional development. All teaching staff prepare a learning and development plan.

For beginning teachers, required learning and development includes participation in the Induction program for the Department's staff. A support program for beginning teachers also provides release time of 15 days for teachers in their first three years of teaching. The Professional Learning Fund (\$1 million), the Principal Professional Learning Fund (1 per cent of principal salaries) and the Teacher Scholarships program (\$0.25 million) contribute towards available funding.

Programs are provided to support performance management for administrative staff, including office managers, building service officers and teachers' assistants. Under the *ACT Department of Education and Training Staff Certified Agreement 2004–06*, building service officers participate in two days of professional learning, while school assistants, preschool assistants and school administrative staff participate in at least four days of professional development.

Under the certified agreement, administrative staff members prepare learning and development plans in consultation with their supervisors. Provision of learning and development opportunities includes face-to-face and online delivery. The use of the Human Resource System Solution CHRIS 21 learning and development module that records learning and development participation and evaluation, however, has been deferred, pending improvements in functionality.

Participation rates in learning and development programs and activities related to key output areas have been significant.

- Colleges Joint Professional Development Day – 450 college teachers participated in a program at the start of 2006, with six keynote speakers addressing issues of well-being for young people.
- Australian Government Quality Teaching Program – 70 teachers of English from secondary colleges participated in the Teaching and Learning in Colleges program, which explores innovative and exemplary practice in pedagogy, curriculum, assessment and embedding of information and communication technologies (ICT).
- Literacy and numeracy professional development programs included Count Me In Too with approximately 360 participants, and the First Steps (Second Edition) Reading and Writing programs, each of which had 230 participants.
- Programs that address the two key areas of challenging and engaging learning and ICT include training in the *myclasses* virtual learning environment, with over 500 teachers trained in its use in 2005–06, and over 1 500 recorded attendances in training programs associated with using interactive whiteboards as an effective tool for teaching and learning.
- Integrating ICT in the curriculum is the focus of several major learning and development programs, including the Itinerant Technology Officer program supporting 50 per cent of schools in the reporting year, and the Embedding Learning Technologies program, in which about 1 500 teachers participated in the reporting year. The vision of futures oriented education is enhanced through these programs and through a significant investment by the Department in ICT infrastructure.

- Retention and the completion to year 12 have been promoted through a variety of programs such as the High School Development program which focuses on embedding effective teaching and learning practices in high schools. More than 380 teachers participated in this program.
- Other initiatives offering professional learning for senior secondary teachers were the review of secondary colleges in 2005 and the establishment in May 2006 of the ANU Secondary College.

## Uptake of whole of government learning and development initiatives

The Department's involvement in whole of government learning and development initiatives comprises components of the Integrated Human Resources Framework, Learning and Development Framework and Human Resources Strategy.

## Take the Lead

The Take the Lead program provides leadership development opportunities for ACT Public Service managers. The course consists of three sessions of approximately 2.5 days, in addition to a one-day induction and a one-day graduation event including project presentations. Twelve employees participated in the program during 2005–06. The program draws on the five ACT Public Service executive capabilities, which have been identified as the characteristics inherent in successful public sector executives.

## ACT Graduate program

The Department has employed five graduates at Administrative Services Officer 5 classification after completing the 2005 program. Another two graduates are participating in the 2006 program.

## Executive Leadership Development program

The Executive Leadership Development program provides a range of development activities including induction programs for new ACT Public Service executives, individual coaching assistance, executive retreats and networking events. Five members of the Department's executive team attended functions as part of the Executive Leadership Development program in 2005–06.

## Performance management policy and practice

Administrative guidelines for 2006 for the three performance management processes – Professional Pathways for Teachers, Professional Appraisal for Principals, Personal Development Plans for Administrative and General Service Staff – received affirmation from the Department and unions concerned. Nine hundred school leaders and line managers in central office were trained or re-trained in performance management practices applicable to each certified agreement between October 2005 and February 2006.

From 2006, training in performance management practices applicable to each certified agreement was included in induction programs for newly promoted officers.

Ongoing specific training in skills required to implement performance management processes effectively are also provided by the Department.

The Department's training programs ensure that performance management practice is aligned with the principles of the *ACTPS Learning and Development Framework*. Table 14 provides an overview of these activities.

Table 14: Performance management and related training

Performance management – key deliverables	Professional learning and training
Monitor and implement school review and development processes	<p>Professional learning conducted with 33 school improvement teams in school review processes, strategic planning, data interpretation and trend finding.</p> <p>Professional learning conducted with 29 school improvement teams in external validation processes, self-assessment of performance, data interpretation and trend finding, and report writing skills.</p> <p>Professional learning conducted with 34 school improvement teams in the roles, responsibilities and outcomes expected of schools in the second year of the process. This training included ongoing self-assessment of performance, data interpretation and trend finding.</p>
Performance appraisal – operationalise and monitor principal appraisal, teacher pathways and personal development plans for all departmental non-teaching staff	Training in performance management processes for line managers and school leaders included both issues of management (e.g. knowledge of process, adherence to timelines) and of leadership (e.g. value of ongoing, regular feedback).
Monitor and report on accountability processes linked to the above two core businesses	<p>Policy on reporting to the community on school programs and performance developed.</p> <p>Revised format of annual school board report developed with support guidelines.</p> <p>Report on professional learning requirements of staff submitted to departmental directors.</p> <p>Compliance report on implementation of performance management plans submitted to departmental directors.</p> <p>Report to Minister on school review.</p>
Develop and implement the principles of school excellence	<i>The School Improvement Framework – a rubric to support a teaching and learning domain</i> was developed and distributed to schools.
Undertake research into issues in school excellence	Discussion paper – <i>Teachers and school leaders: making a difference through evidence based practice</i> and its supporting research paper drafted for release later in 2006.

**For more information contact:**

Director  
Curriculum Support and Professional Learning  
Telephone: (02) 6205 1400

## C.1.7 Workplace relations

The *Staff Certified Agreement 2004–07* was certified on 3 November 2004 and will remain in force until 31 March 2007. The staff agreement contains a number of family friendly initiatives, improved consultation mechanisms, and provides targeted training for most school-based staff. Negotiations for a replacement agreement are expected to commence in October 2006.

The *Teaching Staff Certified Agreement 2004–06* expired on 11 March 2006. This agreement consolidated the previous teachers' and principals' agreements and contains a number of initiatives, including providing minimum executive structures for schools and improved support for beginning teachers. This agreement placed ACT teachers among the highest paid teachers in Australia. Negotiations for the replacement agreement commenced in September 2005 and are ongoing. The replacement agreement will be a collective agreement in accordance with the *Workplace Relations Act 1996* as amended.

As at 30 June 2006, seven employees had Australian Workplace Agreements (AWAs). Table 15 shows the salary ranges for AWAs. No further AWAs are being negotiated or are awaiting approval from the Office of the Employment Advocate. Over 2005–06, two AWAs were terminated. The duration of each AWA is a maximum of three years from the date of approval by the Office of Employment Advocate.

Table 15: Salary ranges for Australian Workplace Agreements

Classification	Minimum	Maximum
<b>Manager 1</b>	\$93 759	\$122 664
<b>Manager 2</b>		
Level 1	\$90 880	\$118 900
Level 2	\$84 903	\$111 078
Level 3	\$80 729	\$105 618
<b>Manager 3</b>		
Level 1	\$73 669	\$96 382
Level 2	\$68 325	\$89 389

Three staff are covered by individual Special Employment Arrangements (SEAs). The remuneration payable under the SEAs is:

- \$161 879 (equivalent to Executive Level 1.2), including superannuation and an allowance paid as salary for a privately plated vehicle
- \$119 706, not including superannuation
- \$96 693, not including superannuation.

None of the current SEAs were entered into as a result of an employee transferring from an AWA. Three individual SEAs ceased during this period, and there are no SEAs currently being negotiated.

### For more information contact:

Director  
Human Resources  
Telephone: (02) 6205 9203

## C.2 Governance

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### C.2.1 Internal accountability

The ACT Department of Education and Training (the Department) delivers quality education services to the ACT community. To achieve this objective the Departmental structure consists of two networks. The Education Network comprises educational strategy, policy and service delivery. The Resource Management Network supports the delivery of education services with corporate resourcing, information management, planning and reporting.

See Parts B.1 and D.1.3 for further information on key strategic achievements.

Figures 5 and 6 highlight the Department's senior management structure and organisational units over the reporting period, and identify organisational changes.



DET senior executive

Front row: Craig Curry, Michele Bruniges, Colin Adrian, Helen Strauch

Back row: Anne Houghton, Carol Harris, John Hare, Janet Davy, Michael Bateman, Joanne Howard, Wayne Chandler, Beverley Forner, Kathy Melsom, Rob Donelly.

Figure 5: Departmental structure following organisational review, September 2005.

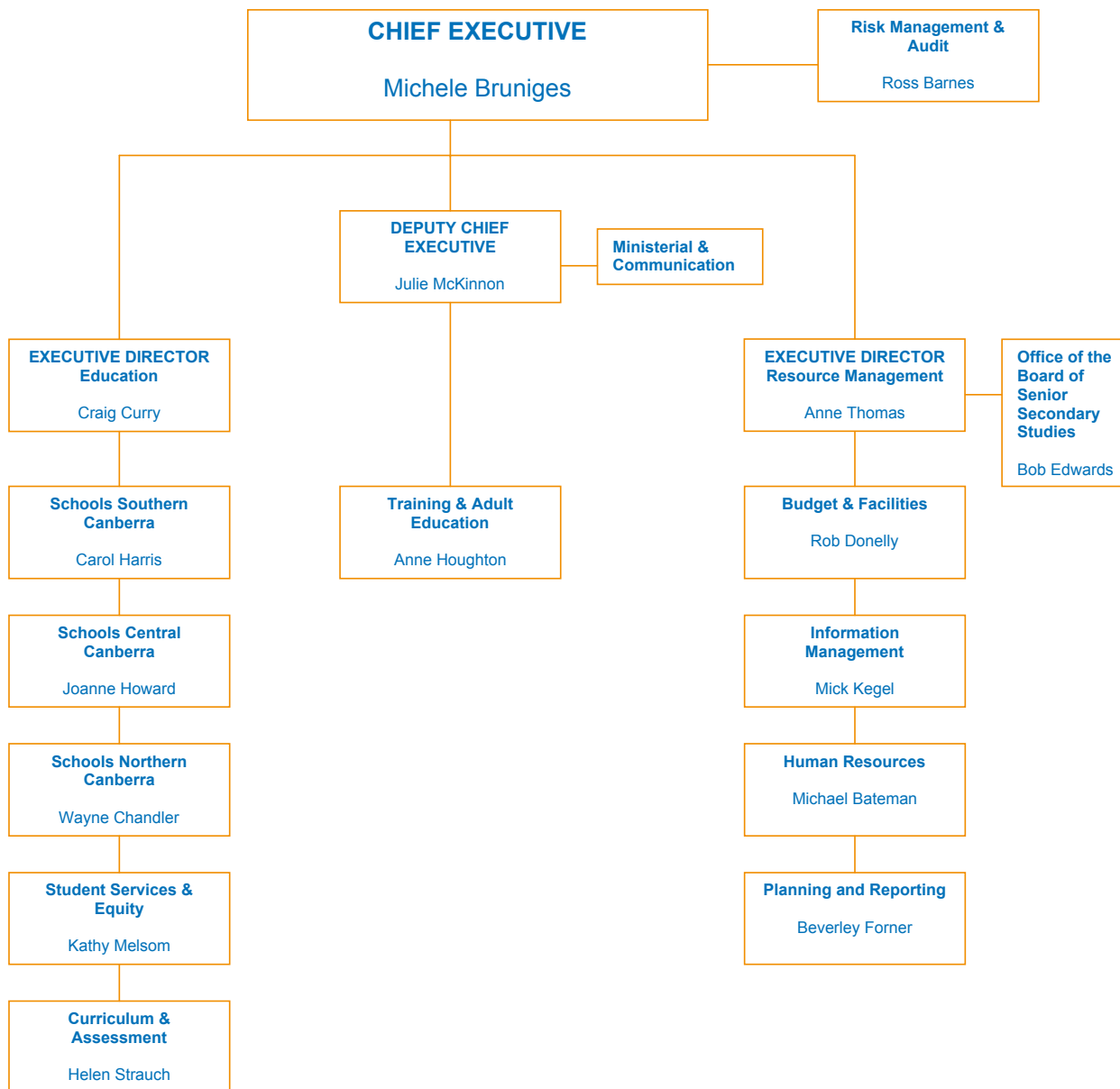
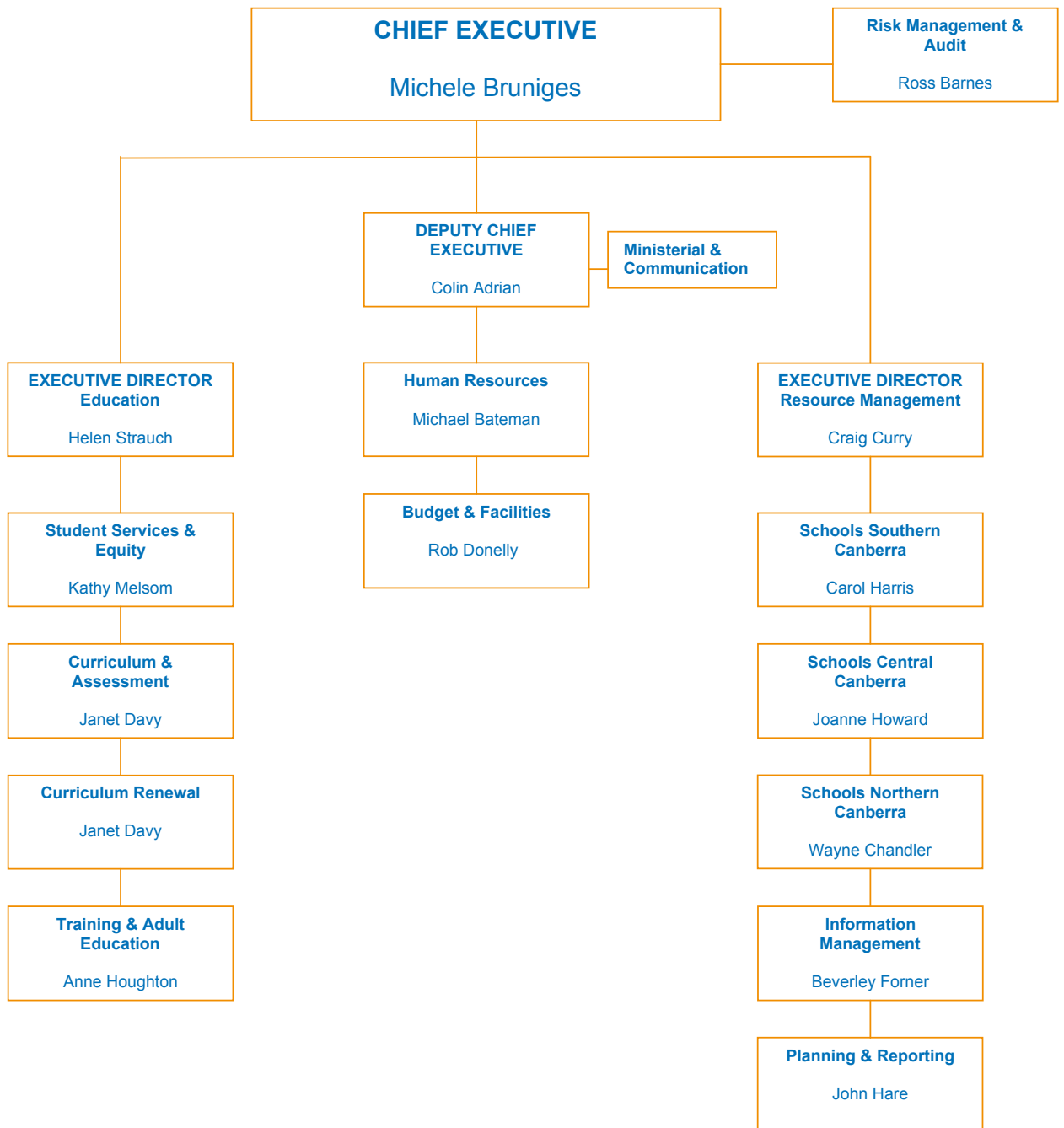


Figure 6: Departmental structure as at 30 June 2006



## Organisational structure

The Education Network is responsible for the provision of education services in preschools, primary schools, high schools, colleges, special schools and early intervention settings. This network manages Statement of Performance Output Classes 1 and 4.

The Education Network consists of:

- Curriculum Renewal Branch
  - Curriculum Renewal P–10
  - Ministerial and Communication
- Curriculum and Assessment Branch
  - Assessment and Reporting
  - Curriculum Development and Support
  - Literacy and Numeracy
  - VET in Schools and Careers
- Schools Central Canberra
  - Early Childhood/Preschool Sector
  - School Policy and Partnerships
  - Principals and Schools
- Schools Northern Canberra
  - International Education
  - School Review and Development
  - Principals and Schools
- Schools Southern Canberra
  - Learning and Development
  - Principals and Schools
- Student Services and Equity
  - Indigenous Education
  - Special Education and Early Intervention
  - Student Counselling and Welfare
  - Student Support

The Resource Management Network is responsible for capital works projects; facilities management; budgeting; financial services; information management and technology; human resource management, including the staffing of government schools; strategic planning and reporting; and the Office of the Board of Senior Secondary Studies. The network also coordinates and purchases Vocational Education and Training (VET) services. This network manages Statement of Performance Output Classes 2 and 3.

The Resource Management Network consists of:

- Budget and Facilities Branch
  - Facilities Management
  - Financial Services
  - Schools and Corporate Support
- Human Resources Branch
  - Employee Relations
  - Injury Prevention and Management
  - Teacher Registration and Standards
  - Workforce Management (Personnel Services)
  - Workforce Management (Staffing and Recruitment)
- Information Management Branch
  - IT Business Applications
  - IT Business Services
  - IT Operations
- Planning and Reporting Branch
  - Data Analysis and Research
  - Governance and Legal Liaison
  - Non-government Education
- Training and Adult Education Branch
  - New Apprenticeships and VET Initiatives
  - Program Evaluation and Planning
  - Tertiary Accreditation and Registration
  - Tertiary Policy and Research
  - Training Operations Monitoring and Support
- Office of the Board of Senior Secondary Studies

As foreshadowed in the 2006–07 ACT Budget, the central office of the Department will be restructured to achieve efficiencies. A new departmental structure will be implemented in the latter part of 2006.

## Profiles of the executive and senior managers

### **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 the implementation of Australian Government and ACT Government commitments. Between 26 September and 7 October 2005 and 19 to 23 December, Dr Bruniges was on leave and Ms Julie McKinnon acted as Chief Executive. From 30 March to 7 April 2006, Dr Bruniges was overseas and Mr Craig Curry acted in this position.

### **Ms Julie McKinnon – Deputy Chief Executive**

(May 2005 to March 2006)

The Deputy Chief Executive is the deputy leader of the Department and, with the Chief Executive, was responsible for the implementation of the government commitments in education. Ms McKinnon managed whole of government initiatives and responded to issues at a ministerial, intergovernmental and key stakeholder level. She was responsible for the delivery of VET and of higher and community education.

### **Dr Colin Adrian – Deputy Chief Executive**

(May 2006 to June 2006)

Dr Adrian temporarily transferred from the ACT Department of Disability, Housing and Community Services to the Department of Education and Training. Dr Adrian was responsible for legislative issues, budget and facilities, and human resources.

### **Mr Craig Curry – Executive Director, Education**

As Executive Director, Education, Mr Curry is responsible for providing strategic educational leadership and management of ACT government school sectors (preschools to year 12). This includes school policy, student welfare, international education, school quality and improvement, professional pathways for principals, education programs, curriculum development and support, student assessment and certification, VET in schools, and the learning and development of all departmental staff. Following the transfer of the Executive Director, Resource Management to the Shared Services Centre on 12 May 2006, Mr Curry became Executive Director Resource Management and gained responsibility for information management and planning and reporting functions, while retaining responsibility for the school and preschool sector.

### **Ms Anne Thomas – Executive Director, Resource Management**

(July 2005 – May 2006)

As Executive Director, Resource Management, Ms Thomas was responsible for resource management (financial, human and physical), information management and technology, data management, reporting, corporate services, and strategic policy development and management. She was seconded to the implementation team for the ACT Government's Shared Services Centre in May 2006.

### **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 has responsibility for high school sector issues and initiatives, manages the School Review and Development process, has responsibility for a range of education programs for overseas students and educationalists, and promotes the Government's international business focus.

### **Ms Carol Harris – Director, Schools Southern Canberra**

Ms Harris is Director, Schools Southern Canberra. She is responsible for school operations in the southern area of Canberra, appraisal of principals, and participation in the selection of principals for schools in the southern area. She is also responsible for college sector issues and initiatives, and has responsibility for the learning and development of school-based staff.

### **Ms Joanne Howard – Director, Schools Central Canberra**

As Director, Schools Central, Ms Howard is responsible for school operations in the central area of Canberra, appraisal of principals and participation in the selection of principals for schools in the central area. She is also responsible for the early childhood and preschool sector of ACT government schools and oversees the school policy and partnerships function, which involves the coordination, development and review of school policies, and promoting and supporting a range of community partnerships.

### **Ms Kathy Melsom – Director, Student Services and Equity**

Ms Melsom is Director, Student Services and Equity. She is responsible for the management of support services in ACT government schools and the improvement of educational outcomes for all students. She provides policy advice and support to schools and colleges on student well-being, and coordinates student counselling and student management services to schools. Ms Melsom oversees services to Indigenous students and students with special needs.

### **Ms Helen Strauch – Director, Curriculum and Assessment**

As Director, Curriculum and Assessment, Ms Strauch is responsible for policy advice and support to schools on curriculum and pedagogy, from preschool to year 12. She is responsible for managing system assessment and reporting procedures and for national initiatives. Ms Strauch manages the High School Development program, literacy and numeracy, health and physical fitness, VET in schools, and career education programs and initiatives.

Since 15 May 2006 Ms Strauch has been acting Executive Director, Education, with responsibilities for the Training and Adult Education, Student Services and Equity, and Curriculum and Assessment branches.

### **Ms Janet Davy – Director, Curriculum Renewal**

Ms Davy joined the Department in January 2006 as Director, Curriculum Renewal. Ms Davy is responsible for leading the development and implementation of the ACT curriculum framework for preschool to year 10. With the departure of Ms McKinnon as Deputy Chief Executive in March 2006, Ms Davy has been responsible for overseeing the Ministerial and Communication functions of the Department. Since 15 May 2006, Ms Davy has also been responsible for the Curriculum and Assessment Branch while Ms Strauch was acting Executive Director, Education.

### **Ms Anne Houghton – Director, Training and Adult Education**

Ms Anne Houghton is Director, Training and Adult Education. She is responsible for administering vocational education and training, including the competitive training market which funds apprentices and trainees. She is responsible for conducting research into the planning and monitoring of entry level training, especially with reference to skill shortages, and for support to the Vocational Education and Training Authority and the Accreditation and Registration Council, which provide strategic advice to the Department on vocational and higher education matters.

### **Mr Robert Donnelly – Director, Budget and Facilities**

As Director, Mr Donnelly is responsible for managing the Department's budget, financial policies and reporting, and for providing financial advice and services. He is responsible for managing capital works and capital upgrades, repairs and maintenance of schools and for facilities management programs. Mr Donnelly also oversees the provision of school-based management advice and support.

### **Ms Beverley Forner – Director, Information Management**

Ms Forner is Director, Information Management. She is responsible for information technology infrastructure, applications development, critical business systems, and data and business functions. She oversees the operation of a wide area network, EduNET, and a school services desk for the provision of technical support. Ms Forner manages the Department's use of the ACT Government Network.

### **Mr John Hare – Director, Planning and Reporting**

(From February 2006)

As Director, Planning and Reporting, Mr Hare is responsible for the Department's corporate governance framework and obligations, and for strategic policy development and planning processes. He oversees the Department's internal and external reporting obligations, as well as undertaking research and analysis based on corporate data sets. Mr Hare manages the responses to administrative law obligations and litigation processes. He is responsible for the registration of ACT non-government schools and home education.

### **Mr Michael Bateman – Director, Human Resources**

Mr Bateman is Director, Human Resources (HR). He 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, and is responsible for community consultation leading to the development of a model for teacher registration for the ACT. Mr Bateman oversees industrial relations management, occupational health and safety, and case management of injured or ill employees.

### **Senior management committees, roles and membership (as at 30 June 2006)**

#### **Senior Executive Team**

Michele Bruniges  
Chief Executive

Colin Adrian  
Deputy Chief Executive

Craig Curry  
Executive Director, Resource Management

Helen Strauch  
Acting Executive Director, Education

#### **Terms of reference**

The Senior Executive Team:

- acts as the peak decision-making body of DET making all significant operational, policy and resourcing decisions and approvals
- ensures compliance with laws, regulations, accounting standards and departmental policies
- sets and reviews strategic direction
- monitors performance in key areas, including educational and financial performance
- seeks advice from the Senior Management Group.

#### **Senior Management Group**

Michele Bruniges  
Chief Executive

Colin Adrian  
Deputy Chief Executive

Craig Curry  
Executive Director, Resource Management

Helen Strauch  
Acting Executive Director, Education

Wayne Chandler  
Director, Schools Northern Canberra

Carol Harris  
Director, Schools Southern Canberra

Anne Houghton  
Director, Training and Adult Education

Joanne Howard  
Director, Schools Central Canberra

Kathy Melsom  
Director, Student Services and Equity

Janet Davy  
Director, Curriculum Renewal/Curriculum and Assessment

Rob Donnelly  
Director, Budget and Facilities

Beverley Forner  
Chief Information Officer

Michael Bateman  
Director, Human Resources

John Hare  
Director, Planning and Reporting

### Terms of reference

The Senior Management Group:

- ensures integration of DET's policy development issues
- provides a forum for policy debate
- makes recommendations to the Senior Executive Team
- is a strategic policy forum
- establishes other standing and ad hoc committees to investigate specific issues as required
- reports on work of national committees and consider intergovernmental issues.

### Audit Committee

Michael Harris – Chairperson  
External member

Jenny Morison  
External member

Craig Curry  
Executive Director

Anne Thomas  
Executive Director (to May 2006)

Helen Strauch  
Acting Executive Director (from May 2006)

Michael Bateman  
Director, Human Resources

### Role

Under Section 31 of the *Financial Management Act 1996*, chief executives are responsible for maintaining adequate internal controls, including the safeguarding of the assets of the Department, compliance with applicable legislation and the proper reporting of the financial results of the Department.

The Audit Committee has oversight of financial and other reporting, risk management, compliance with legislation, regulations and ethics, fraud control systems, and for specific investigations requested by the Chief Executive.

### Finance sub committee

The membership of the Finance sub committee consists of:

Rob Donnelly  
The Chief Finance Officer (Chairperson)

Michael Bateman  
Director, Human Resources

Carol Harris  
Director, Schools Southern

Kathy Melsom  
Director, Student Services and Equity

Mick Kegel  
Director, Information Management

Anne Houghton  
Director, Training and Adult Education

The Committee may co-opt up to two other members with the approval of the Senior Executive Team and secretariat support is provided by the Manager, Financial Services.

### Terms of reference

The committee is responsible for monitoring and reporting to the Senior Executive Team on:

- the Department's financial performance against budgeted targets
- preparation of the Department's financial statements
- development and implementation of financial policies and delegations
- any fees and charges levied by the Department.

The committee also considers, reviews and advises the Senior Executive Team on the development and implementation of the Department's budget plan, including:

- all bids or proposals for capital expenditure
- all bids for new or extended program initiatives
- conducting a six-monthly review of internal budgets with a view to recommending savings or additional expenditure initiatives to ensure a balanced budget at the end of financial year
- aligning budget priorities with the Department's strategic goals and objectives.

Other specific areas of responsibility include:

- promoting fiscal responsibility in the Department
- reviewing monthly school summary financial reports
- benchmarking aspects of the Department's financial performance against other appropriate organisations
- the Department's insurance arrangements.

### School Resources Group

Colin Adrian – Chairperson for one meeting  
Deputy Chief Executive

Craig Curry – Co-chairperson  
Executive Director, Resource Management

Helen Strauch/Anne Thomas – Co-chairperson  
Acting/Executive Director, Education

Michael Bateman  
Director, Human Resources

Wayne Chandler  
Director, Schools Northern Canberra

Carol Harris  
Director, Schools Southern Canberra

Joanne Howard  
Director, Schools Central

Rob Donnelly  
Director, Budget and Facilities

Beverley Forner  
Chief Information Officer

### Role

The School Resources Group has a policy role of identifying significant resource policy issues and providing advice to the Chief Executive or relevant areas of the Department. The group monitors strategic school-based management priorities and initiatives, supports schools in the effective delivery of resources to achieve government, system and school priorities (including training support and communication of best practice), and follows up on trends and issues that arise from school audits.

The School Resources Group recommends changes to the process for allocating funds and school-based management resources, oversees the School Assistance program, adjudicates on school requests for resource allocation reviews, and endorses the annual asset management plans for schools.

## Technology in Schools Group

Craig Curry – Co-chairperson  
Executive Director, Resource Management

Helen Strauch – Co-chairperson  
Acting/Executive Director, Education

Beverley Forner  
Chief Information Officer

Joanne Howard  
Director, Schools Central Canberra

Carol Harris  
Director, Schools Southern Canberra

Wayne Chandler  
Director, Schools Northern Canberra

Michael Battenally  
Principal, Lake Ginninderra College

Cecily Blake  
Principal, Stromlo High School

Sue Nott  
Principal, Yarralumla Primary School

Dennis Yarrington  
Principal, Cranleigh School

Jennifer Page  
Manager, Learning and Development

### Role

The Technology in Schools Group promotes and monitors implementation of the Learning Technologies Plan, recommends standards regarding equipment, software and technical performance, recommends strategic directions for school information and communication technologies (ICTs) and monitors ICT costs.

### Remuneration

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

## Reporting against corporate and operational plans

### Strategic Plan 2003–2005

#### Strategic imperatives:

#### 1. Building on quality education and training

##### Measure of success – implementation of a new school improvement framework

The School Improvement Framework was published in February 2004 and is available in print form and online at <[www.det.act.gov.au/publicat/pdf/school\\_improvement\\_framework.pdf](http://www.det.act.gov.au/publicat/pdf/school_improvement_framework.pdf)>.

Schools use the four domains of schooling described in the School Improvement Framework to assess their current performance and plan for the future.

##### Measure of success – curriculum framework is reviewed

In April 2005, the document *Every chance to learn – Curriculum for ACT schools P–10: Principles and Framework (Phase 1)* was published. This established the set of curriculum principles, and outlined the first draft of a curriculum framework, based on essential learning achievements.

During the current year, the essential learning achievements of the framework were developed and the phase 2 document *Every chance to learn – Curriculum framework for ACT schools, preschool to year 10* was completed. The completed framework is planned for implementation in all ACT schools preschool to year 10 from 2008.

The phase 2 curriculum framework includes 'essential content' and 'markers of progress' for all of the essential learning achievements. Essential content specifies the essential knowledge, understandings, skills and values that all students should have opportunities to learn by the end of four bands of development, from preschool to year 10. Markers of progress describe the achievements expected of all students by the end of each band.

The phase 2 curriculum framework shows very clearly what content all students in ACT schools will be learning in their school curriculum and the expected outcomes of that learning. It also identifies the essential content that should be taught in relation to key learning areas.

New, national statements of learning have also been incorporated into the essential content of the phase 2 curriculum framework. From 2008, ACT schools will only need to refer to the ACT curriculum framework to meet the Australian Government requirements.

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

There has been a slight increase in the participation rates for full time students in the ACT. *ABS Schools Australia Data 2004 and 2005* shows the rates to be:

	August 2004	August 2005
15 year olds	107.3%	109.9%
16 year olds	103.7%	104.2%
17 year olds	92.0%	93.1%
18 year olds	22.2%	25.3%
19 year olds	2.6%	2.2%

**Note:** Some ACT rates exceed 100%, largely as a result of NSW residents from surrounding areas enrolling in ACT schools.

In 2005 there was an increase of 14 per cent to 679 in the number of students receiving a Certificate I, and a 29 per cent increase to 413 in the number of students receiving a Certificate II.

## 2. Increasing opportunities for all children and young people

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

One hundred per cent of year 9 students commenced Student Pathways Planning in 2005.

## 3. Improving outcomes for the most vulnerable

### Measure of success – proportion of Indigenous students meeting literacy and numeracy benchmarks

#### Proportions of ACT Indigenous students above the national benchmarks in 2005

Figures 7 to 9 show the performance of ACT Indigenous students against national benchmarks in the ACT Assessment Program (ACTAP).

Improvements in year 3 Indigenous reading and numeracy results observed in 2004 were maintained in 2005 (see Figures 7 and 9), with 95 per cent of students above the benchmark in reading and 93 per cent above the benchmark in numeracy. The writing benchmark result (see Figure 8) (88 per cent) for year 3 Indigenous students is lower than in 2004 (96 per cent). However, the change in the result is not statistically significant due to the small number of students assessed.

The proportions of year 5 Indigenous students above the benchmark in reading (85 per cent) and writing (80 per cent) are similar to those in 2004. The numeracy result for Indigenous students increased in 2005 (81 per cent) compared to 2004 (71 per cent).

Year 7 Indigenous student results show 76 per cent achieving the reading benchmark, 79 per cent achieving the writing benchmark, and 62 per cent achieving the numeracy benchmark in 2005. These results were statistically the same as in 2004.

Figure 7: National reading benchmarks – ACT Indigenous student achievements

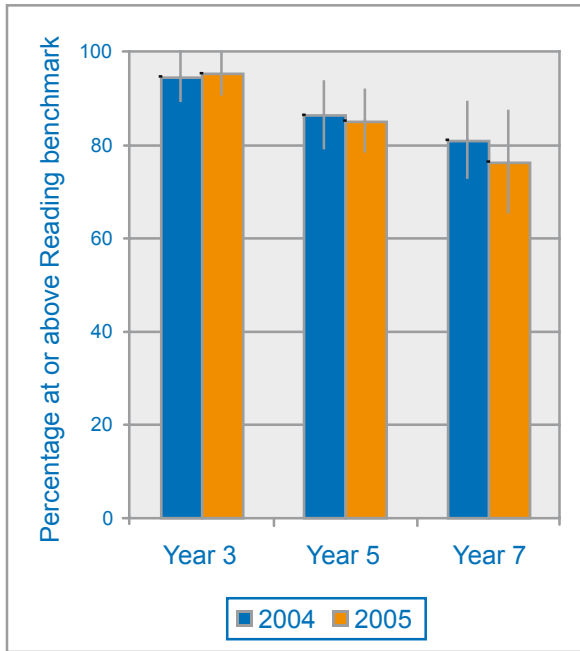


Figure 9: National numeracy benchmarks – ACT Indigenous student achievements

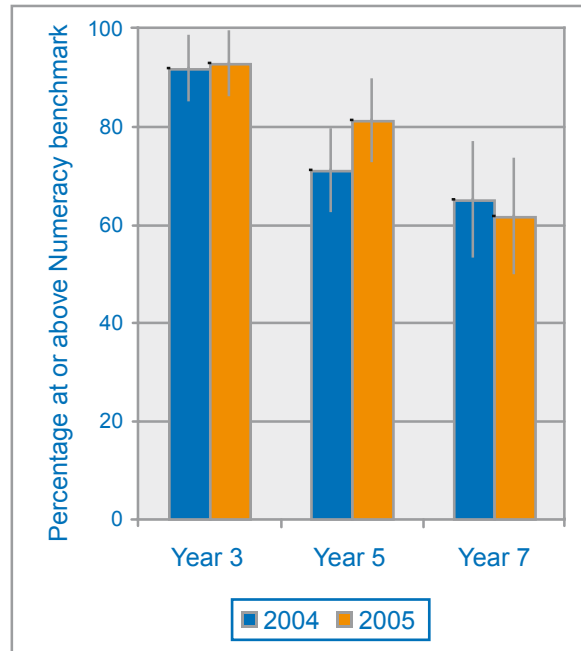
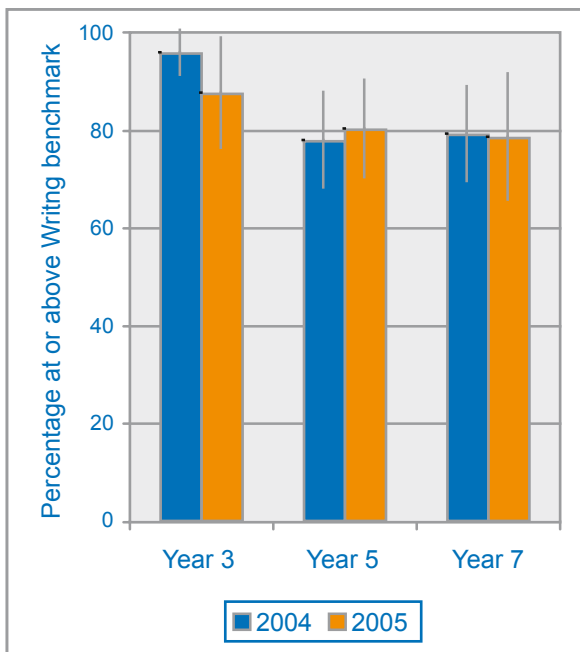


Figure 8: National writing benchmarks – ACT Indigenous student achievements



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

One hundred and forty three Indigenous people (80 male and 63 female) commenced apprenticeships and traineeships in 2005. This was a 10% increase on 2004 commencements. Forty Indigenous people commenced apprenticeships (up from 23 in 2004), mostly in the Building and Construction, and Tourism and Hospitality industries. The majority of the 103 trainees were in the Community Services and Health and the Business and Clerical sectors.

Eighty six percent of Indigenous year 10 students were awarded a Year 10 Certificate in 2005, compared with 97% of non-Indigenous students. These are similar results to 2004, when 87% of Indigenous students were awarded a Year 10 Certificate, compared with 97% of non-Indigenous students.

Twenty-five Indigenous students in ACT Government colleges in 2005 were awarded a Year 12 Certificate. Four of these students received a UAI. Four students also received a vocational education and training certificate.

Twelve year 12 students exited before completion of their year 12 Certificate. Of these, five students went into traineeships, one went to full time employment, one was awarded an apprenticeship and one moved interstate.

### **College transition program**

The college transition program is aimed at assisting year 12 Indigenous students in their move from college to further education, training or employment. To further support Indigenous students enrolled in colleges and assist them to face the daily challenges of college life the Indigenous College Transition Officer has worked collaboratively with a number of colleges to deliver and monitor their development and progress by providing appropriate support. This has included the allocation by the college of up to two hours each week for Indigenous students to discuss and work towards resolving issues that impact on their success at college.

### **Measure of success – implementation of student centred resourcing for students with disabilities**

An appraisal process that links the access and participation needs of individual students with resources was implemented in ACT government schools in 2003 and non-government schools in 2004.

## **4. Developing our people**

### **Measure of success – performance management and learning plans in place for all staff**

Administrative guidelines for 2006 for the three performance management processes – Professional Pathways for Teachers, Professional Appraisal for Principals, Personal Development Plans for Administrative and General Service Staff – received affirmation from the Department and unions concerned.

Nine hundred school leaders and line managers were trained in performance management practices applicable to each certified agreement between October 2005 and February 2006.

Training in performance management practices applicable to each certified agreement has been included in induction programs for newly promoted officers as from 2006.

Ongoing specific training in skills required to implement performance management processes effectively are also provided by the Department. Currently, all school- based staff are undertaking performance management processes, whilst 65 per cent of central office staff are currently verified as undertaking performance management processes.

### **Measure of success – implementation of departmental policy framework**

The *Policy Development Manual*, first published in 2003, has recently been revised and updated. The *Policy Development Manual 2006* provides a framework to improve the quality and consistency of departmental policies by providing guidance and an agreed process for developing policy.

The manual provides information on:

- the roles and responsibilities of staff within the Department in relation to the development and approval processes for policies
- the steps involved in the policy development process
- the steps involved in the policy approval process.

The manual also contains briefing templates to be used in the policy development cycle. These templates have been designed to assist staff in the policy development cycle and to provide consistency in policy development across the Department.

### **Measure of success – staff satisfaction ratings**

The Department participated in the *2005 Best Employers Survey for organisations in Australia and New Zealand*. The survey results, in conjunction with exit survey data and information, have helped the Department to update and further the development of people management policies and practices such as:

- school leader capabilities
- a code of professional practice for teachers
- work towards a leadership framework
- work and life balance initiatives.

## **5. Strengthening our governance arrangements**

### **Measure of success – corporate governance framework is articulated**

During the year the Department undertook a compliance project. The project developed resources to assist departmental officers to conduct business in accordance with legislation administered by the Minister and the Department (excluding the *Canberra Institute of Technology Act 1987* and the *University of Canberra Act 1989*). These resources include a database of all identified legislative obligations and a manual to assist departmental officers in performing their obligations in compliance with the legislation and regulations.

### **Measure of success – meeting all requirements under Territory Records Act**

Over the past year, the Department has continued working to meet its compliance responsibilities under the *Territory Records Act 2002* and related standards over the past year.

For detailed information about territory records, see Part C.2.5 'Reports required by legislation' on page 74.

### **Measure of success – implementation of new external and internal communications strategies**

The Department continued to use a range of communication tools to better inform stakeholders of the work of the Department, to improve communication with employees, and to promote informed debate and discussion about education issues in the ACT.

The Department continued to produce a range of communication material in electronic and print format. A joint *College Handbook* was produced and a number of publications updated.

#### **For more information contact:**

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

## C.2.2 Fraud prevention

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The *Fraud and Corruption Prevention Plan 2006–08* was developed from the business risk assessment conducted by the Department from March to May 2006. The plan focuses specifically on minimising the potential for instances of fraud or corruption relating to departmental programs and/or activities, by employees or people outside the Department. The integrity risk assessment aspect is now included in the annual strategic business risk assessment process. The Department continues to be committed to minimising the incidence of fraud and corruption through identification of risk, and the development, implementation and regular review of a range of integrity prevention and detection strategies.

The Department has implemented a comprehensive information management process to ensure all allegations and incidences of fraud are captured and recorded in accordance with the ACT Integrity policy. This information is monitored and reviewed as part of the annual risk assessment process to assist in targeting areas of concern.

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

There were three allegations of fraud reported during 2005–06. Two are currently under investigation, while the third resulted in the resignation of the person involved. The matter was forwarded to the Australian Federal Police for further action as necessary.

**For more information contact:**

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

## C.2.3 Risk management and internal audit

The Department's Audit Committee met five times during the year. Table 16 shows the committee members' attendance at the meetings:

Table 16: Attendance at Audit Committee meetings

Title	Committee members	Period	Number of meetings attended
Chairperson	Michael Harris	July 05–June 06	5
External member	Jenny Morison	July 05–June 06	5
Executive Director, Resource Management	Anne Thomas	July 05–April 06	4
	Craig Curry	May 06–June 06	1
Executive Director, Education	Craig Curry	July 05–April 06	3
	Helen Strauch	May 06–June 06	1
Director, Human Resources	Michael Bateman	July 05–June 06	4

The Department has an internal audit charter, which sets out the objectives of the internal auditor to provide a service to management to assist the Department to meet all prescribed statutory responsibilities. The Audit Committee charter was revised and updated during the year to reflect the increased focus on risk management. The charter was also amended to allow an increase in the number of committee members to six. A panel of internal audit service providers carried out performance and compliance reviews of activities identified in the Audit Committee's *Risk Management and Audit Program 2005–06*.

A comprehensive risk management framework developed in accordance with the Australian and New Zealand Standard on risk management (AS/NZS 4360:2004) is used throughout the Department. The framework outlines the risk assessment process for identifying, analysing and treating risk exposures to the Department. Fundamental to this framework is a requirement to undertake a risk assessment for all major projects, new initiatives, or when substantial changes occur within the Department or to the mechanisms of government.

The annual strategic business risk assessment was conducted from March to May 2006. The outcome of this assessment process was to develop specific risk management plans for the Resource Management Network and the Education Network, which were reviewed and endorsed by the Audit Committee. An overarching *Risk Management and Audit Plan 2006–07* was compiled from the individual plans, and identifies the major risk exposures to the Department, allocation of responsibility for the treatment, management and monitoring of these risks, and a timeframe in which the matters will be addressed.

**For more information contact:**

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

## C.2.4 External scrutiny

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In February 2005, the Standing Committee on Education, Training and Young People assessed the 2003–04 annual and financial reports of the Department of Education and Training. The reports were assessed for:

- compliance with the *Chief Minister's Annual Report Directions*
- accessibility, clarity and focus in presentation
- clear links between output classes and results
- open and honest discussion of the impact of outside scrutiny on the agency and any difficulties faced.

The committee made five recommendations, of which three were agreed by the Government, one was agreed in principle, and one was not agreed. Of those agreed or agreed in principle, appropriate action has been taken in relation to subsequent annual and financial reporting. The Government response was tabled on 16 December 2005.

In June 2006, the Standing Committee on Education, Training and Young People released an interim report on its Inquiry into Restorative Justice Principles in Youth Settings. The interim report contained 10 recommendations, of which eight have implications for the Department of Education and Training. The Government is currently considering the report.

**For more information contact:**

Manager

Ministerial and Strategic Relations

Telephone: (02) 6205 0353

## C.2.5 Reports required by legislation

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### 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 agency annual reports. This report has two sections:

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

A separate Section 8 statement as required by the FOI Act is available from the Department's FOI Officer or via the Department's website at <[www.det.act.gov.au](http://www.det.act.gov.au)>.

### Section 7 statement

#### Introduction

Section 7 of the FOI Act requires the Minister responsible for an agency to prepare and publish a statement about particulars, functions and powers of the agency as well as certain categories of documents held by each agency and the arrangements for public participation in the formulation of policy and operations. This statement is correct to 30 June 2006 and replaces the statement published in the ACT *Department of Education and Training Annual Report 2004–05*.

#### Organisational functions and powers

The organisation and functions of the Department are described in Part C.2 Governance. Legislation administered by the Minister for Education and Training is published in full in Appendix 1: Legislative 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 government schools throughout the territory and are generally available on the Department's website at <[www.det.act.gov.au](http://www.det.act.gov.au)>.

Other documents include:

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

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

Such documents may include:

- general records including internal, interdepartmental and public documents, including 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
- files on applicants, complainants
- 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. All FOI requests should be directed to:

#### The FOI Coordinator

Governance and Legal Liaison  
ACT Department of Education and Training  
PO Box 1584  
Tuggeranong ACT 2901

Telephone: (02) 6205 8229

Fax: (02) 6205 9453

#### The physical location of the FOI Coordinator is:

186 Reed Street  
Tuggeranong ACT 2901

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](http://www.action.act.gov.au)> or by phoning 13 1710.

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

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

## Section 8

A separate Section 8 statement as required by the FOI Act is available from the Department's FOI Officer or via the Department's web site at <[www.det.act.gov.au/applic/applic.htm](http://www.det.act.gov.au/applic/applic.htm)>.

## Section 79(2) statement

Under Section 79(2) of the FOI Act the Department is required to report on decision making outcomes in relation to the FOI requests that it received during the year. FOI requests must be categorised in relation to the following outcomes – full release; partial release; entire exemption; technical refusal (no documents located); still being processed; transferred; and withdrawn.

## Requests for access

In 2005–06 the Department received 39 requests for access to documents. This compared with 34 requests for access to documents in 2004–05. Table 17 shows the access decisions made for these requests.

Table 17: FOI requests for access to documents and access decisions

Number of requests	Requests
Number of new requests <sup>1</sup>	38
Number of requests carried over from previous year	1
<b>Total</b>	<b>39</b>
<b>Access decisions</b>	
	<b>Type of access granted</b>
Full release	2
Partial release	26
Technical refusal (no documents)	3
Entire exemption	1
Transferred	1
Withdrawn	0
Incomplete at 30 June 2006	4
<b>Total</b>	<b>37</b>

1. Two requests for access to documents were handled outside the scope of the FOI Act.

## Internal review and Administrative Appeals Tribunal applications

Four applications were received under Section 59 of the FOI Act to review a decision on an FOI request. These requests resulted in further documents being provided to the applicants.

No applications were made to the Administrative Appeals Tribunal.

## Fees and charges

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

## Public interest disclosure

Section 11 of 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 disclosures. This includes information 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 officers to receive PIDs for the Department were the Director, Human Resources and the Manager, Employee Relations.

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

## Summary of disclosures

One disclosure under the PID Act was received during the reporting period.

The disclosure related to the conduct of a staff member employed under the *Public Sector Management Act 1994*. The investigation of this disclosure is continuing.

During 2005–06 the Ombudsman’s office advised that they did not intend to investigate a PID matter referred to them in relation to school facilities. This PID matter was originally lodged and investigated by the Department in 2004.

## Territory records

Over the past year, the Department continued working to meet its compliance responsibilities under the *Territory Records Act 2002* and related standards.

The Department has reviewed and updated its Records Management program to include new and updated procedures and functions in the Department’s ‘Thesaurus’. The Chief Executive, who assumes the role of Principal Officer under the Act, has approved the program, which has been published on the Department’s intranet site. Ongoing implementation and training in policy aspects of the program and records management procedures are continuing for new and existing staff as required.

The Territory Administrative Records Disposal Schedule has been adopted as the Department’s only disposal schedule at this stage. Preliminary work has commenced on sentencing and disposing of general administrative records under this schedule.

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

Preliminary work has also commenced on the creation of a Department specific disposal schedule. It is expected that the development of the schedule will be the main focus of records management activities over the coming year.

### For more information contact:

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

## C.3 Sustainability and environment

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### C.3.1 Commissioner for the Environment

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During 2005–06, the Commissioner for the Environment did not request any information from the Department.

#### For more information contact:

Director  
Finance and Facilities  
Telephone: (02) 6205 9108

### C.3 2 Ecologically sustainable development

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

#### Capital works

##### Harrison School

Design is under way for the construction of the new school for Harrison in East Gungahlin. The total cost of the school is expected to be \$23 million, with completion scheduled for January 2008.

The Harrison School design aims to build on the highly successful Amaroo model. Features such as safe and highly functional design, water recycling, natural ventilation, natural lighting, thermal mass construction, low maintenance material selection, and reduced energy use are high priorities.

The school's design uses a green building approach, in which emphasis is given to making the building more energy efficient, improving air quality, capturing and storing rain water for recycling, and reducing greenhouse gas emissions.

Design features addressing sustainability issues include:

- natural ventilation in all buildings
- night cooling/purging by utilising differences in temperature
- individual buildings containing their own gas fired boiler
- high thermal mass construction to be used to maximise the heat bank characteristics of the buildings
- optimisation of daylight to reduce the need for artificial light
- rainwater collection stored in large underground water storage tanks, to provide water reuse for toilet flushing, plant and garden bed irrigation, and for cleaning the paved area
- low maintenance, environmentally friendly materials used in construction
- a building management system to provide intelligent building controls for lighting, heating and ventilation.

##### Birrigai Outdoor School

Construction of the new Birrigai Outdoor School was completed in May 2006.

The facility includes design features addressing sustainability issues including:

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

## Sustainable Schools Pilot program

As part of the Government's commitment to sustainable environmental practices, as outlined in *People Place Prosperity: A policy for sustainability in the ACT*, the Department commenced a Sustainable Schools pilot in January 2006. The Australian Government Department of Environment and Heritage provided seed funding to the ACT to establish the pilot.

There are 13 ACT government schools participating in the pilot. The pilot aims to coordinate each school's approach to environmental sustainability through the development of a School Environmental Management Plan. The plan brings together the current range of approaches to education about environmental sustainability into a more holistic program with measurable environmental, financial and curriculum outcomes. A professional learning program for teachers in environmental education, and the incorporation and involvement of the school's local community, are critical elements of the pilot.

The Sustainable Schools pilot complements existing programs in schools, such as Energy Smart Schools, WasteWise, Waterwatch, WaterWise and Landcare.

## Vehicle fleets

The total number of departmental fleet vehicles as at 30 June 2006 was 45. Total fuel consumption used by the fleet was 72 102 litres of petrol, 1 720 litres of diesel and 4 769 litres of LPG. Total greenhouse emissions (tonnes of CO<sub>2</sub>) of the fleet for the reporting year was 192.532 tonnes (192 532 kilograms).

Preliminary assessment of the hybrid car trialled in 2005–06 showed that fuel consumption was considerably less than a comparable conventional 4-cylinder vehicle (5.7 litres against 8.3 litres per 100 kilometres) and maintenance costs were slightly less. However the cost advantage was offset by the higher purchase costs, reflected in considerably higher leasing charges.

## Office based sustainability

Ongoing sustainability initiatives undertaken by departmental officers include:

- recycling cardboard and waste paper from office areas
- encouraging double-sided copying, helping to reduce paper use
- recycling printer cartridges
- applying insulation film on windows at Manning Clark Offices, helping to reduce energy consumption and to maintain an even temperature inside
- refurbishing original office fit outs, enabling building systems (heating and air-conditioning) to operate more efficiently
- installing instant boil and instant chill taps in kitchen areas on all floors of Manning Clark Offices, reducing wastage of water and electricity.

## Mechanisms used for reviewing and increasing the effectiveness of these measures

The Department gives high priority to the environmental impacts of projects in terms of building design, energy efficiency and environmental sustainability, in addition to satisfying statutory requirements. The Department has also incorporated awareness of environmental issues in the school curriculum. Energy usage is monitored in school and office buildings and the motor vehicle fleet.

The Department regularly monitors and evaluates energy and water consumption levels across all major sites. At schools, the consumption performance is monitored on a monthly basis, while centrally, consumption data are compiled annually. Usage trends are analysed and remedial action taken where problems or opportunities for improvement are identified.

### For more information contact:

Director  
Finance and Facilities  
Telephone: (02) 6205 9108

### C.3.3 Strategic bushfire management plan

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In consultation with the ACT Emergency Services Authority, the Department has undertaken a desktop analysis of ACT Government school sites. Birrigai Outdoor School is regarded as the most vulnerable site in terms of bushfire risk.

Due to Birrigai Outdoor School's locality and close proximity to Tidbinbilla Nature Reserve, it is essential that both sites are assessed together, to ensure consistency in preventing bushfires.

All other ACT government school sites require bushfire operational plans, and these will be developed in the near future.

**For more information contact:**

Director

Finance and Facilities

Telephone: (02) 6205 9108