

**Indicator Summary Form**  
**End of year Statement of Performance 2016-17**

Please complete this form for each accountability indicator by choosing the relevant items from the drop-down menu and following the instructions.

Provide a scanned, signed copy of the completed form along with all the supporting/ working documents to the Reporting Section at [waris.mughal@act.gov.au](mailto:waris.mughal@act.gov.au)

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<b>Output class</b>	Output Class 1: Public School Education
<b>Output</b>	Not applicable
<b>Output category</b>	Regulatory and process reform initiative
<b>Indicator</b>	a. Commenced implementation of red tape reduction initiatives
<b>Target</b>	1
<b>Result - end of year</b>	The School Data Tool was significantly updated and the revised version implemented during the Financial Year 2016-17. <i>Released 29 March 2017</i>
<b>Percentage variance from the target</b>	Nil
<b>Variance explanation</b>	
Methodology or Metadata	
<b>Rationale</b>	Streamline policy development and implementation and improve access to data and evidence to identify students learning needs and develop effective programs for all students.
<b>Definitions of key terms</b>	The School Data Tool is a web-based tool which provides schools with data to support decision making and school improvement.
<b>Calculation method</b>	N/A
<b>Numerator</b>	N/A
<b>Denominator</b>	N/A
<b>Additional explanatory notes</b>	<p>Development work for the upgrade to the School Data Tool (SDT) was undertaken in 2016 and early 2017. The new version was released to users on <u>29 March 2017</u>. The upgrade to the SDT included:</p> <p><i>School snapshot indicators</i></p> <p>The development of a School Performance Snapshot report within the School Data Tool (SDT) application will inform School Network Leader conversations with school principals by providing an agreed set of headline metrics for school growth and improvement over time.</p> <p><i>New data sets for the SDT</i></p> <p>Additional information available to school to inform decision making. These include school capacity figures, School climate Survey results on school identification and staff-student relations as a measure of student engagement, results of staff satisfaction survey and NAPLAN differences between actual and predicted progress.</p> <p><i>Upgraded interface</i></p> <p>Advancements to the usability of the SDT allow the display of more information, better chart capture and printing, increased readability and a grouping of data according to information required (school context, student engagement, student outcomes)</p>
<b>Data sources</b>	N/A
<b>Documentation location</b>	
<b>Business area: owning the indicator related program/policy and data</b>	Section: Performance and Systems
	Branch: Planning and Analytics

	Prepared by (Officer)	Checked by (Senior Manager)	Approved by (Director/Deputy Director-General)	Reviewed by Director Governance and Community Liaison
Name	Anshu Srivastava	Simon Tiller	Robert Gotts [REDACTED]	Tracy Stewart
Signature	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Date	14 June 2017	14 June 2017	June 2017 [REDACTED]	21 June 2017
Phone	02 6207 7030	02 6205 9317	02 6207 6197	02 6205 5511

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<b>Output class</b>	Output Class 2: Non Government Education
<b>Output</b>	Output 2.1: Non Government Education
<b>Output category</b>	Not applicable
<b>Indicator</b>	a. All non-government schools operating in the ACT during the reporting period are registered
<b>Target</b>	100%
<b>Result - end of year</b>	100%
<b>Percentage variance from the target</b>	0%
<b>Variance explanation</b>	N/A
<b>Methodology or Metadata</b>	
<b>Rationale</b>	The Education Directorate is responsible for the management of the registration processes pertaining to new and existing ACT non-government schools.
<b>Definitions of key terms</b>	A 'non-government school' means a Catholic systemic school or an Independent school located within the ACT. 'Registered' means that a non-government school has been approved to operate for stipulated year levels and for a specified time frame at a particular location; and the elements of the registration have been recorded (as required under Sn 5 of the <i>Education Regulation 2005</i> ) in the Register of Non-government Schools. 'Reporting period' means the period from 1 July 2016 – 30 June 2017
<b>Calculation method</b>	Number of schools registered/ number of schools operating *100 = % Calculation (47/47) *100 = 100%
<b>Numerator</b>	Number of non-government schools recorded in the Register of Non-government Schools.
<b>Denominator</b>	Number of non-government schools operating in the ACT in the reporting period.
<b>Additional explanatory notes</b>	During the reporting period 47 non-government schools (18 independent and 29 Catholic systemic schools) operated in the ACT. The registration details of all 47 non-government schools were recorded in the Register of Non-government Schools.
<b>Data sources</b>	Register of Non-government Schools (Copy at <a href="#">Attachment A</a> )
<b>Documentation location</b>	2017/00758 - Liaison Unit
<b>Business area: owning the indicator related program/policy and data</b>	Section: Complaints and Liaison Unit
	Branch: Governance and Community Liaison

	<b>Prepared by (Officer)</b>	<b>Checked by (Manager)</b>	<b>Approved by (Director)</b>	<b>Reviewed by Director Governance and Community Liaison</b>
<b>Name</b>	Lynda Tooth	Lynda Tooth	Tracy Stewart	Tracy Stewart
<b>Signature</b>				
<b>Date</b>	30/6/17	30/6/17	18/7/17	18/7/17
<b>Phone</b>	6205 8321	02 6205 8321	02 6205 5511	02 6205 5511

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
Blue Gum Community School	Best-Practice Education Group Ltd	114 Maitland Street Hackett ACT 2602	Nil	K-2	2001	31-Dec-06
				3	2002	31-Dec-06
				4	01-Jan-05	31-Dec-09
				5	31-Dec-04	31-Dec-05
				6	2006	31-Dec-08
				7-8	2007	31-Dec-08
Brindabella Christian College	Brindabella Christian Education Limited	136 Brigalow Street Lyneham ACT 2602	Additional campus located at 46 Lhotsky St Charnwood ACT 2615	K-9	2008	31-Dec-08
				K-9	2009	31-Dec-13
				K-10	01-Jan-09	31-Dec-13
				K-10	01-Jan-14	31-Dec-18
				K-10	1980	31-Dec-08
				K-10	01-Jan-09	31-Dec-13
				K-11	01-Jan-10	31-Dec-13
				K-12	01-Jan-11	31-Dec-13
			K-12	01-Jan-14	31-Dec-18	
			K-4 <sup>1</sup>	24-Jan-14	31-Dec-18	

<sup>1</sup> Additional campus registration

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
Burgmann Anglican School	Burgmann Anglican School	The Valley Avenue Gungahlin ACT 2912		K-5	1999	31-Dec-07
				6-8	2002	31-Dec-08
				9	2004	31-Dec-05
				9-10	2005	31-Dec-07
				11-12	2007	31-Dec-07
				K-12	2008	31-Dec-12
			Additional campus located at Francis Forde Boulevard Forde ACT 2914	K-12	01-Jan-13	31-Dec-17
Canberra Christian School	Seventh-day Adventist Schools (SNSW) Ltd	64A Ainsworth Street Mawson ACT 2607	Nil	K-6	1972	31-Dec-09
				K-6	01-Jan-10	31-Dec-14
				K-6	01-Jan-15	31-Dec-19

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
Canberra Grammar School	Canberra Grammar School	40 Monaro Crescent Red Hill ACT 2603	Additional campuses located at 33 Blamey Crescent Campbell ACT 2601 and 15 Alexander Street Red Hill ACT 2603	K-6	1931	31-Dec-09
				7-12	1931	31-Dec-05
				7-12	01-Jan-05	31-Dec-06
				7-12	01-Jan-06	31-Dec-07
				K-12	01-Jan-07	31-Dec-09
				K-12	01-Jan-10	31-Dec-14
				K-12	01-Jan-15	31-Dec-19
Canberra Girls Grammar School	Canberra Girls Grammar School	Melbourne Ave Deakin ACT 2600	Additional campus located at 3 Grey Street Deakin ACT 2600	K-6	1933	31-Dec-06
				7-12	1933	31-Dec-05
				7-12	01-Jan-06	31-Dec-10
				K-6	01-Jan-07	30-Apr-07
				K-12	01-May-07	31-Dec-11
				K-12	01-Jan-12	31-Dec-16
				K-12	01-Jan-17	31-Dec-21

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration
Canberra Montessori School	Canberra Montessori Society Inc.	35 Mulley St Holder ACT 2611	Nil	K-5	1990
				6	2004
				K-6	05-Jun-07
				K-6	01-Jan-12
				K-6	01-Jan-17
Communities@ Work Galilee School <sup>2</sup>	Communities@ Work	Kambah Pool Road Kambah ACT 2902	Approved for registration at additional campus 28/6/2017. Additional campus located within Communities@Work's facilities at Dixon Drive, Holder ACT.		1998
				7 - 10	01-Jan-10
					01-Jan-16
					28-Jun-17 <sup>3</sup>
Covenant Christian School	Covenant College, Tuggeranong ACT Association Inc.	1 Woodcock Drive Gordon ACT 2906	Nil		1992
				K-10	01-Jan-07
					01-Jan-12
					01-Jan-17

<sup>2</sup> Formerly known as Galilee Day Program and The Galilee School

<sup>3</sup> Additional campus registration

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration
Daramalan College	Daramalan College	Cowper Street Dickson ACT 2602	Nil	7-12	1978 31-Dec-09
					01-Jan-10 31-Dec-114
					01-Jan-15 31-Dec-19
Emmaus Christian School	North Canberra Christian Education Association	Davenport Street Dickson ACT 2602	Nil	K-6	1996 31-Dec-07
				7-8	2002 31-Dec-07
				9	2002 31-Dec-08
				10	2004 31-Dec-09
				K-10	01-Jan-10 31-Dec-12
Good Shepherd Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Burdekin Avenue Amaroo ACT 2914	Nil	K-10	01-Jan-13 31-Dec-17
				K-4	2002 31-Dec-07
				5-6	2002 31-Dec-08
				K-6	01-Jan-09 31-Dec-12
				K-6	01-Jan-13 31-Dec-17

# ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration
Holy Family Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Castleton Crescent Gowrie ACT 2904		K-6	1985
					31-Dec-05
				K-6	01-Jan-06
				K-6	01-Jan-01
			K-6	01-Jan-16	31-Dec-20
Holy Spirit Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Kelleway Avenue Nicholls ACT 2913	Nil	K-6	1996
					End Term 2 2007
				K-6	Term 3 2007
			K-6	01-Jan-13	31-Dec-17
Holy Trinity Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	18-09 Theodore Street Curtin ACT 2605	Nil	K-6	1966
					31-Dec-08
				K-6	01-Jan-09
			K-6	01-Jan-14	31-Dec-18

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
Islamic School of Canberra <sup>4</sup>	AFIC School (ACT) Ltd.	33 Heysen Street Weston <sup>5</sup> ACT 2611	Nil	K-6	01-Jan-05	31-Dec-05
				K-6	01-Jan-06	31-Dec-10
				K-7	01-Jan-11	31-Dec-15
				8	01-Jan-12	31-Dec-12
				K-7	01-Jan-16	31-Dec-16
				K-7	01-Jan-17	30-Jan-17
				K-7	31-Jan-17	31-Dec-17
				1968		31-Dec-06
Marist College Canberra	Trustees of the Marist Brothers	Marr Street Pearce ACT 2607	Nil	4-12	01-Jan-07	31-Dec-11
					01-Jan-12	31-Dec-16
					01-Jan-17	31-Dec-21

<sup>4</sup> Formerly known as Canberra Islamic School  
<sup>5</sup> Formerly at 49 Phillip Ave Watson and Richmond Road Fairbairn

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration
Merici College	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Wise Street Braddon ACT 2612	Nil	7-12	1959
					31-Dec-07
					01-Jan-08
Mother Teresa School <sup>6</sup>	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	40 Wimmera St Harrison ACT 2914	Nil	K-6 <sup>7</sup>	01-Jan-13
					31-Dec-17
					01-Jan-17
Orana Steiner School <sup>8</sup>	Canberra Rudolf Steiner School	Unwin Place Weston ACT 2611	Nil	K-6	1981
					Term 4 2008
					7-10
					Term 2 2007
					11-12
					30-Jun-07
Orana Steiner School <sup>8</sup>	Canberra Rudolf Steiner School	Unwin Place Weston ACT 2611	Nil	K-12	Term 3 2007
					31-Dec-11
					K-12
					01-Jan-12
Orana Steiner School <sup>8</sup>	Canberra Rudolf Steiner School	Unwin Place Weston ACT 2611	Nil	K-12	01-Jan-17
					31-Dec-18

<sup>6</sup> Formerly an additional campus of Good Shepherd Primary School

<sup>7</sup> Provisionally registered

<sup>8</sup> Formerly known as Orana School

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration
Radford College	Radford College Limited	College Street Bruce ACT 2617	Nil	7-12	1984 Trm 4 2005
				5-6	31-Dec-09
				5-12	01-Jan-06 31-Dec-10
				K-12	01-Jan-07 31-Dec-10
Rosary Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Fleming Street Watson ACT 2602	Nil	K-12	01-Jan-11 31-Dec-15
				K-12	01-Jan-16 31-Dec-20
				K-6	1963 31-Dec-08
Sacred Heart Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	29 Murphy Street Pearce ACT 2607	Nil	K-6	01-Jan-09 31-Dec-13
				K-6	01-Jan-14 31-Dec-18
				K-6	1970 31-Dec-05
				K-6	01-Jan-06 31-Dec-10
					01-Jan-11 31-Dec-15
					01-Jan-16 31-Dec-20

# ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
St Anthony's Parish Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Wheeler Crescent Wanniassa ACT 2903	Nil	K-6	1980	31-Dec-06
					01-Jan-07	31-Dec-11
					01-Jan-12	31-Dec-16
					01-Jan-17	31-Dec-21
St Bede's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Nuyts Street Red Hill ACT 2603	Nil	K-6	1963	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18
St Benedict's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Tallara Parkway Narrabundah ACT 2604	Nil	K-6	1955	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18
St Clare of Assisi Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Cnr Boxhill Avenue and Heidelberg Street Conder ACT 2906	Nil	K-6	1994	31-Dec-06
					01-Jan-07	31-Dec-11
					01-Jan-12	31-Dec-16
					01-Jan-17	31-Dec-21

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
St Clare's College	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	McMillan Crescent Griffith ACT 2603	Nil	7-12	1965	31-Dec-06
					01-Jan-07	31-Dec-11
					01-Jan-12	31-Dec-16
					01-Jan-17	31-Dec-21
St Edmund's College	Trustees of Edmund Rice Education Australia	Canberra Avenue Griffith ACT 2603	Nil	4-12	1954	31-Dec-04
					01-Jan-05	31-Dec-10
					01-Jan-11	31-Dec-15
					01-Jan-16	31-Dec-20
St Francis of Assisi Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	120 Casey Crescent Calwell ACT 2905	Nil	K-6	1988	31-Dec-06
					01-Jan-07	31-Dec-11
					01-Jan-12	31-Dec-16
					01-Jan-17	31-Dec-21

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration
St Francis Xavier College	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Barnard Circuit Florey ACT 2615	Nil	7-10	1976
				11-12	2000
				7-12	01-Jan-06
					01-Jan-11
St John the Apostle Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Pawsey Circuit Florey ACT 2615	Nil	K-6	01-Jan-16
					1979
					01-Jan-06
					01-Jan-11
St John Paul II College <sup>9</sup>	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	1021 Gungahlin Drive Nicholls ACT 2913	Nil	7-12 <sup>10</sup>	01-Jan-16
					01-Jan-17
					31-Dec-05
					31-Dec-06
					31-Dec-10
					31-Dec-15
					31-Dec-20
					31-Dec-04
					31-Dec-10
					31-Dec-15
					31-Dec-20
					31-Dec-18

<sup>9</sup> Formerly an additional campus of Good Shepherd Primary School (7-10)

<sup>10</sup> Provisionally registered

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
St John Vianney's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Namatjira Drive Waramanga ACT 2611	Nil	K-6	1971	31-Dec-06
					01-Jan-07	31-Dec-11
					01-Jan-12	31-Dec-16
					01-Jan-17	31-Dec-21
St Joseph's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Macarthur Avenue O'Connor ACT 2601	Nil	K-6	1956	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18
St Jude's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Mulley Street Holder ACT 2611	Nil	K-6	1975	31-Dec-07
					01-Jan-08	31-Dec-12
					01-Jan-13	31-Dec-17

# ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
St Mary MacKillop College <sup>11</sup>	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	MacKinnon Street Wanniassa ACT 2903	Additional campus located at Ellerston Avenue Isabella Plains ACT 2905	7-9	1978	31-Dec-07
				10-12	1989	31-Dec-07
				7-12	01-Jan-08	31-Dec-12
					01-Jan-13	31-Dec-17
St Matthew's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Stutchbury Street Page ACT 2614	Nil	K-6	1972	31-Dec-06
					01-Jan-07	31-Dec-11
					01-Jan-12	31-Dec-16
					01-Jan-17	31-Dec-21
St Michael's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Tyrell Circuit Kaleen ACT 2617	Nil	K-6	1976	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18

<sup>11</sup> Formerly known as MacKillop College

# ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
St Monica's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Moynihan Street Evatt ACT 2617	Nil	K-6	1977	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18
Sts Peter and Paul's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	59 Wisdom Street Garran ACT 2605	Nil	K-6	1968	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18
St Thomas the Apostle Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Boddington Crescent Kambah ACT 2902	Nil	K-6	1977	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18
St Thomas Aquinas Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	25 Lhotsky Street West Belconnen ACT 2615	Nil	K-6	1977	31-Dec-07
					01-Jan-08	31-Dec-12
					01-Jan-13	31-Dec-17

## ACT Non-government School Register 2017

School	Proprietor	Street Address of Administration Offices	Additional campus registration	Education levels	Year of commencement and subsequent terms of registration	
St Thomas More's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	White Crescent Campbell ACT 2601	Nil	K-6	1961	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18
St Vincent's Primary School	Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office	Bindel Street Aranda ACT 2614	Nil	K-6	1970	31-Dec-08
					01-Jan-09	31-Dec-13
					01-Jan-14	31-Dec-18
Taqwa School	Canberra Muslim Youth	4/55 Crofts Crescent Spence ACT 2615	Nil	K-3 <sup>12</sup>	01-Jan-15	31-Dec-16
					01-Jan-16	31-Dec-17
					01-Jan-17	31-Dec-17
Trinity Christian School	Trinity Christian School Tuggeranong ACT Incorporated	34 McBryde Crescent Wanniasa ACT 2903	Nil	K-10	1980	31-Dec-07
					2004	31-Dec-09
					01-Jan-08	31-Dec-12
				K-12	01-Jan-13	31-Dec-17

<sup>12</sup> Provisional registration

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**End of year Statement of Performance 2016-17**

Please complete this form for each accountability indicator by choosing the relevant items from the drop-down menu and following the instructions.

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<b>Output class</b>	Output Class 2: Non Government Education
<b>Output</b>	Output 2.1: Non Government Education
<b>Output category</b>	Not applicable
<b>Indicator</b>	b. The provisional registration of home educated students is completed within ten school days of receipt of the application
<b>Target</b>	100%
<b>Result - end of year</b>	100%
<b>Percentage variance from the target</b>	0%
<b>Variance explanation</b>	N/A
<b>Methodology or Metadata</b>	
<b>Rationale</b>	The Education Directorate is responsible for the management of the registration processes for new and continuing ACT resident home educated children.
<b>Definitions of key terms</b>	<b>Home education</b> means education conducted by one or both of a child's parents / carers from a home base. <b>Provisional registration</b> means temporary registration provided for a maximum of six months at the commencement of home education whilst the registered parent/carer develops the home education program. <b>Completed within 10 school days</b> refers to the number of school term days between the date the application for provisional registration is received by the Directorate and the date the certificate of provisional registration is signed.
<b>Calculation method</b>	Number of applications received / Number of applications registered within defined period $((64 + 86)/150) * 100 = 100\%$
<b>Numerator</b>	The number of provisional registrations received in the first half of the reporting period and completed within 10 school days + the number of provisional registrations received in the second half of the reporting period and completed within 10 school days
<b>Denominator</b>	Number of provisional registration applications received during the reporting period.
<b>Additional explanatory notes</b>	The time period for this indicator is not mandated by legislation.
<b>Data sources</b>	The Home Education provisional registration file records the date of receipt of application for provisional registration and the date the certificate of provisional registration is signed.
<b>Documentation location</b>	Home education – provisional registration file – Liaison Unit (2016/09149 and 2017/00105)
<b>Business area: owning the indicator related program/policy and data</b>	Section: Complaints and Liaison Unit
	Branch: Governance and Community Liaison

	<b>Prepared by (Officer)</b>	<b>Checked by (Manager)</b>	<b>Approved by (Director)</b>	<b>Reviewed by Director Governance and Community Liaison</b>
Name	Christie Wallis	Lynda Tooth	Tracy Stewart	Tracy Stewart
Signature	[Redacted]			
Date	30.6.2017	30/6/17	19/7/17	19/7/17
Phone		02 6205 8321	02 6205 5511	02 6205 5511

## Home Education Provisional Registration Approvals 1 July 2016 – 31 December 2016

Number	Name	Application received	application approved	School days taken to process application	Reason for choosing home education (if known)
1		1/07/2016	18/07/2016	1	
2		1/07/2016	18/07/2016	1	
3		5/07/2016	18/07/2016	1	
4		20/07/2016	28/07/2016	6	
5		20/07/2016	28/07/2016	6	
6		20/07/2016	28/07/2016	6	
7		20/07/2016	28/07/2016	6	
8		22/07/2016	28/07/2016	4	
9		22/07/2016	28/07/2016	4	
10		1/08/2016	15/08/2016	10	
11		1/08/2016	15/08/2016	10	
12		1/08/2016	15/08/2016	10	
13		4/08/2016	17/08/2016	9	
14		4/08/2016	11/08/2016	9	
15		5/08/2016	11/08/2016	8	
16		10/08/2016	17/08/2016	5	
17		10/08/2016	17/08/2016	5	
18		10/08/2016	11/08/2016	1	
19		10/08/2016	17/08/2016	5	

## Home Education Provisional Registration Approvals 1 July 2016 – 31 December 2016

Number	Name	Application received	application approved	School days taken to process application	Reason for choosing home education (if known)
20		10/08/2016	17/08/2016	5	
21		11/08/2016	17/08/2016	4	
22		15/08/2016	16/08/2016	1	
23		16/08/2016	30/08/2016	10	
24		18/08/2016	30/08/2016	8	
25		18/08/2016	30/08/2016	8	
26		19/08/2016	30/08/2016	7	
27		19/08/2016	30/08/2016	7	
28		19/08/2016	30/08/2016	7	
29		22/08/2016	30/08/2016	6	
30		31/08/2016	9/09/2016	7	
31		31/08/2016	9/09/2016	7	
32		31/08/2016	9/09/2016	7	
33		5/09/2016	9/09/2016	5	
34		12/09/2016	14/09/2016	2	
35		20/09/2016	21/09/2016	1	
36		27/09/2016	4/10/2016	0 school days/school holidays	
37		27/09/2016	4/10/2016	0 school days/school holidays	
38		28/09/2016	4/10/2016	0 school days/school holidays	

## Home Education Provisional Registration Approvals 1 July 2016 – 31 December 2016

Number	Name	Application received	application approved	School days taken to process application	Reason for choosing home education (if known)
39		28/09/2016	4/10/2016	0 school days/school holidays	
40		28/09/2016	4/10/2016	0 school days/school holidays	
41		28/09/2016	4/10/2016	0 school days/school holidays	
42		10/10/2016	14/10/2016	4	
43		10/10/2016	14/10/2016	4	
44		10/10/2016	14/10/2016	4	
45		10/10/2016	14/10/2016	4	
46		10/10/2016	14/10/2016	4	
47		10/10/2016	14/10/2016	4	
48		12/10/2016	14/10/2016	2	
49		12/10/2016	14/10/2016	2	
50		19/10/2016	28/10/2016	7	
51		25/10/2016	3/11/2016	7	
52		25/10/2016	3/11/2016	7	
53		27/10/2016	3/11/2016	5	
54		4/11/2016	10/11/2016	4	
55		4/11/2016	10/11/2016	4	
56		14/11/2016	22/11/2016	6	
57		17/11/2016	22/11/2016	2	



## Home Education Provisional Registration Approvals 1 January 2-17 – 20 June 2017

Number	Name	Application received	application approved	School days taken to process application	Reason for choosing home education (if known)
1		05/01/2017	10/02/2017	8	
2		05/01/2017	10/02/2017	8	
3		11/01/2017	11/01/2017	1	
4		11/01/2017	11/01/2017	1	
5		19/01/2017	01/02/2017	2	
6		20/01/2017	25/01/2017	0 school days/school holidays	
7		23/01/2017	25/01/2017	0 school days/school holidays	
8		23/01/2017	25/01/2017	0 school days/school holidays	
9		24/01/17	25/01/17	0 school days/school holidays	
10		25/01/17	31/01/17	0 school days/school holidays	
11		1/02/17	6/02/17	3	
12		2/02/17	6/02/17	2	
13		2/02/17	6/02/17	2	
14		2/02/17	6/02/17	2	
15		3/02/17	6/02/17	1	
16		3/02/17	6/02/17	1	
17		7/02/17	8/02/17	1	
18		7/02/17	8/02/17	1	
19		7/02/17	8/02/17	1	

## Home Education Provisional Registration Approvals 1 January 2-17 – 20 June 2017

Number	Name	Application received	application approved	School days taken to process application	Reason for choosing home education (if known)
20		8/02/17	8/02/17	1	
21		13/02/17	14/02/17	1	
22		13/02/17	13/02/17	1	
23		13/02/17	14/02/17	1	
24		14/02/17	17/02/17	3	
25		22/02/17	22/02/17	1	
26		22/02/17	22/02/17	1	
27		22/02/17	22/02/17	1	
28		22/02/17	22/02/17	1	
29		22/02/17	24/02/17	2	
30		24/02/17	28/02/17	2	
31		27/02/17	28/02/17	1	
32		28/02/17	7/03/17	5	
33		1/03/17	14/03/17	8	
34		1/03/17	14/03/17	8	
35		2/03/17	7/03/17	4	
36		3/03/17	7/03/17	3	
37		2/03/17	7/03/17	4	
38		3/03/17	7/03/17	3	

## Home Education Provisional Registration Approvals 1 January 2-17 – 20 June 2017

Number	Name	Application received	application approved	School days taken to process application	Reason for choosing home education (if known)
39		3/03/17	7/03/17	3	
40		8/03/17	8/03/17	1	
41		8/03/17	8/03/17	1	
42		9/03/17	17/03/17	5	
43		17/03/17	23/03/17	4	
44		17/03/17	23/03/17	4	
45		17/03/17	23/03/17	4	
46		23/03/17	24/03/17	1	
47		17/03/17	5/04/17	0 school days/school holidays	
48		27/03/17	28/03/17	1	
49		30/03/17	5/04/17	4	
50		30/03/17	5/04/17	4	
51		30/03/17	5/04/17	4	
52		4/04/17	5/04/17	1	
53		19/04/17	20/04/17	0 school days/school holidays	
54		19/04/17	20/04/17	0 school days/school holidays	
55		21/04/17	1/05/17	0 school days/school holidays	
56		26/04/17	1/05/17	3	
57		26/04/17	1/05/17	3	

## Home Education Provisional Registration Approvals 1 January 2-17 – 20 June 2017

Number	Name	Application received	application approved	School days taken to process application	Reason for choosing home education (if known)
58		26/04/17	1/05/17	3	
59		26/04/17	1/05/17	3	
60		26/04/17	1/05/17	3	
61		28/04/17	1/05/17	1	
62		28/04/17	1/05/17	1	
63		28/04/17	1/05/17	1	
64		4/05/17	16/05/17	8	
65		10/05/17	17/05/17	5	
66		10/05/17	17/05/17	5	
67		12/05/17	17/05/17	3	
68		15/05/17	19/05/17	4	
69		16/05/17	19/05/17	3	
70		17/05/17	19/05/17	2	
71		19/05/17	23/05/17	2	
72		22/05/17	31/05/17	7	
73		22/05/17	31/05/17	7	
74		22/05/17	31/05/17	7	
75		22/05/17	31/05/17	7	
76		29/05/17	31/05/17	2	



**Indicator Summary Form**  
**End of year Statement of Performance 2016-17**

Please complete this form for each accountability indicator by choosing the relevant items from the drop-down menu and following the instructions.

Provide a scanned, signed copy of the completed form along with all the supporting/ working documents to Planning and Reporting Section at [Justine.bamblett@ACT.gov.au](mailto:Justine.bamblett@ACT.gov.au)

**Note:** You are responsible for retaining the original copy of the form and associated documentation on your official file for audit purposes.

<b>Output class</b>	Output Class 2: Non Government Education
<b>Output</b>	Output 2.1: Non Government Education
<b>Output category</b>	Not applicable
<b>Indicator</b>	c. Grants paid within the required period receiving funds from the Commonwealth Government
<b>Target</b>	100%
<b>Result - end of year</b>	100%
<b>Percentage variance from the target</b> (Please note it is not the percentage point difference from the target.)	N/A
<b>Variance explanation</b>	N/A
<b>Methodology or Metadata</b>	
<b>Rationale</b>	Paying Commonwealth Grants as prescribed by the Commonwealth to Non-government schools on behalf of the Commonwealth within 7 working days
<b>Definitions of key terms</b>	N/A
<b>Calculation method</b>	
<b>Numerator</b>	Number of grants paid within the required period      33
<b>Denominator</b>	Total number of grants received from the Commonwealth      33      18/7/17
<b>Additional explanatory notes</b>	N/A
<b>Data sources</b>	A central spreadsheet is maintained detailing the date payment schedules and funds are received and the date grants are paid. The spreadsheet calculates the number of days taken to pay each grant and the number of grants paid outside 7 days if applicable. A hard copy record of each payment, including the number of days taken is also maintained on file.
<b>Documentation location</b>	G:\FinancialServices\Budget - External\NGS Payments (Finance)\2016-17\Commonwealth Payments\ Performance Reporting\Half-Year
<b>Business area: owning the indicator related program/policy and data</b>	Section: Budgets and Reporting Branch: Strategic Finance

	Prepared by (Officer)	Checked by (Manager)	Approved by (Director/Deputy Director-General) <i>OK</i>	Reviewed by Director Planning and Governance Performance & Community Liaison
Name	Amanda O'Rourke	Mark Scanes	Mark Whybrow	Tracy Stewart
Signature				
Date	30/6/17	30/6/17	3/7/17	18/7/17
Phone	02 6205 9241	02 6205 5478	02 6205 2685	02 6205 5511

Payments of Grants Within 7 Working Days										
Monthly Results										
Month	Schedule #	Type	Vendor	Amount (incl. GST)	Schedule Rec	Funds Rec	Payment Due Date	Date Paid	Days	Comments
Jul-16	218552	Capital	✓ ACTBGA	304,651.93	01/07/2016	07/07/2016	18/07/2016	17/07/2016	3	
	219220	AEARF	✓ Various	49,305,010.73	01/07/2016	07/07/2016	18/07/2016	17/07/2016	3	
Aug-16	220791	Capital	✓ ACTBGA	304,651.93	05/08/2016	05/08/2016	17/08/2016	16/08/2016	6	
Sep-16	221433	Capital	✓ ACTBGA	304,651.93	06/09/2016	07/09/2016	16/09/2016	13/09/2016	4	
	221810	AEARF	✓ ASAL	418,066.03	07/09/2016	07/09/2016	03/09/2016	03/09/2016	1	
Oct-16	221999	Capital	✓ ACTBGA	304,651.93	06/10/2016	07/10/2016	19/10/2016	19/10/2016	4	
	222151	AEARF	✓ Various	49,315,185.38	28/09/2016	07/10/2016	19/10/2016	19/10/2016	4	
	222266	2016 SWD	✓ CEO	210,639.26	13/10/2016	21/10/2016	01/11/2016	25/10/2016	2	
Nov-16	222401	Capital	✓ ACTBGA	304,651.93	04/11/2016	05/11/2016	16/11/2016	09/11/2016	1	
	222859	AEARF	✓ ASAL	310,031.20	18/11/2016	21/11/2016	23/11/2016	22/11/2016	1	
Dec-16	223113	Capital	✓ ACTBGA	344,852.20	06/12/2016	07/12/2016	16/12/2016	13/12/2016	4	
	223248	Capital	✓ ACTBGA	310,134.27	06/12/2016	07/12/2016	16/12/2016	13/12/2016	4	
	223774	AEARF	✓ Orange Station School	14,560.50	06/12/2016	07/12/2016	16/12/2016	13/12/2016	4	
	224310	AEARF	✓ ASAL	183,084.42	07/12/2016	21/12/2016	03/01/2017	22/12/2016	1	
Jan-17	223610	AEARF	✓ Various	103,444,299.20	16/12/2016	02/01/2017	18/01/2017	17/01/2017	6	Chk advised to hold ASAL payment of \$96,816.39 (incl. GST) - the above amount is not incl. in the amount shown here.
	223619	AEA INGRM	✓ AIS	431,204.43	06/01/2017	02/01/2017	18/01/2017	17/01/2017	6	
	223649	AEA INGRM	✓ CEO	118,115.00	06/01/2017	02/01/2017	18/01/2017	17/01/2017	6	
	223648	Capital Admin	✓ ACT BGA	32,846.83	06/01/2017	02/01/2017	18/01/2017	17/01/2017	6	
	223610	AEARF	✓ ASAL	36,826.39	16/12/2016	02/01/2017	07/01/2017	31/01/2017	2	On 6 January 2017, Comcon was requested to hold on the Audit Commission Act Recurrent Funding to APIC schools of the Act funded (ASAL) for January 2017 as the Comcon schools were participating in annual review to determine the ASAL eligibility for funding. On 17 January, the Comcon schools advised the funds were to be released therefore funds were paid in 20 working days from the receipt of funds from the Comcon as the funds were paid within 20 working days of Comcon as a result of the release of funds from the ASAL (not a restated amount)
Feb-17	223947	Capital	✓ ACT BGA	287,510.13	08/02/2017	07/02/2017	16/02/2017	14/02/2017	5	
Mar-17	225018	Ind Special	✓ AIS	2,750,000.00	07/03/2017	07/03/2017	17/03/2017	15/03/2017	5	
	224743	Capital	✓ ACT BGA	299,768.84	07/03/2017	07/03/2017	17/03/2017	15/03/2017	5	
	228432	AEARF	✓ ASAL	97,592.97	03/03/2017	21/03/2017	23/03/2017	30/03/2017	2	
Apr-17	228893	Capital Admin	✓ ACT BGA	300,096.99	10/04/2017	07/04/2017	21/04/2017	18/04/2017	5	
	229761	AEARF & SWD	✓ Various	215,574.56	29/03/2017	07/04/2017	10/04/2017	18/04/2017	5	
	220023	AEARF	✓ ASAL	56,816.39	28/03/2017	21/04/2017	03/05/2017	27/04/2017	3	
May-17	231110	2017 AEA INGRM	✓ AIS	431,310.45	07/05/2017	03/05/2017	17/05/2017	16/05/2017	6	
	231778	Capital Admin	✓ ACT BGA	300,096.99	07/05/2017	03/05/2017	17/05/2017	16/05/2017	6	
	231896	AEARF	✓ John Deakin Catholic College	410,719.15	07/05/2017	03/05/2017	17/05/2017	16/05/2017	6	
Jun-17	233614	AEARF	✓ ATIC	223,539.56	05/06/2017	07/06/2017	19/06/2017	08/06/2017	1	
	233347	Capital Admin	✓ ACT BGA	300,026.99	06/06/2017	07/06/2017	19/06/2017	19/06/2017	3	
	235191	AEA INGRM	✓ CEO	178,715.00	20/06/2017	21/06/2017	30/06/2017	22/06/2017	4	
	236305	AEARF	✓ ATIC	101,027.80	16/06/2017	29/06/2017	10/07/2017	29/06/2017	0	
							Number of grants paid	33		
							Number of grants paid within 7 days	33		
							Grants Paid within 7 days	100%		
				TOTAL As At 09/01/2017	215,870,293.48					
				Total payments as per O/L	215,870,293.48					
				Difference	0.00					

checked:  30/06/2017

**Narayan, Debra**

---

**From:** Education - Schools Assurance Cases [SchoolsAssuranceCases@education.gov.au]  
**Sent:** Friday, 27 January 2017 5:14 PM  
**To:** Narayan, Debra  
**Cc:** WELLS, Gregory; VARDANEGA, Eleanor; FRY, Virna; Scanes, Mark; MENZIES-MCVEY, Drew; MAGUIRE, Cathie; TYE, Annette; SMITH, Jeremy; Education - Grants and Data Help  
**Subject:** RE: URGENT - WITHHOLD AUSTRALIAN GOVERNMENT RECURRENT FUNDING - ISLAMIC SCHOOL OF CANBERRA [SEC=UNCLASSIFIED]

Hi Debra

Can you please release the funds referred below to the Islamic School of Canberra.

Should you wish to discuss this further please contact Siobhan Pagdin on 6240 3670

Kind regards

Schools Assurance Cases

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**From:** TYE, Annette  
**Sent:** Friday, 6 January 2017 8:30 AM  
**To:** [Debra.narayan@act.gov.au](mailto:Debra.narayan@act.gov.au)  
**Cc:** PAGDIN, Siobhan; WELLS, Gregory; VARDANEGA, Eleanor; FRY, Virna; [mark.scanes@act.gov.au](mailto:mark.scanes@act.gov.au)  
**Subject:** URGENT - WITHHOLD AUSTRALIAN GOVERNMENT RECURRENT FUNDING - ISLAMIC SCHOOL OF CANBERRA [SEC=UNCLASSIFIED]

Hi Debra

The Department requests you withhold the 2017 January advance payment to the Islamic School of Canberra until we can determine their eligibility for funding.

We will be in contact with you as soon as we have further information which we expect will be within the next two weeks.

The following 2017 payment to the school was calculated on 7 December 2016 and a schedule with the amount to be paid forwarded to you soon after.

22867 AFIC	2017	AFIC Schools	\$88,023.99	\$8,802.40	\$96,826.39
Schools	AEARF	(ACT) Limited			
(ACT)		CBA			
Limited		062912			
WESTON		AFIC Schools			
		(Act) Limited			
		10286425			

If you have any questions about this matter, please contact me on (02) 6240 5232 or email the Recurrent Assistance for Schools Section at [grantsanddata.help@education.gov.au](mailto:grantsanddata.help@education.gov.au).

Regards

## Assembly Brief

### **Subject: Aboriginal and Torres Strait Islander Scholarship Programs**

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#### **Key Messages:**

Achieving greater equity in educational outcomes for Aboriginal and Torres Strait Islander children and young people. The Directorate has a range of programs to help achieve student hopes and aspirations.

In the 2009-2010 ACT Government Budget, a commitment was made to increase the number of Aboriginal and Torres Strait Islander teachers and teaching assistants in ACT public schools.

A 2013-2014 ACT Government Budget commitment provided \$25,000 to extend the Senior Secondary Scholarships to include five health scholarships. These were worth \$5,000 per annum.

In 2015, an additional \$20,000 in funding was provided to the tertiary scholarship program in order to expand the program to offer scholarships for students studying an approved health course.

In 2017, the value of the secondary scholarships was reduced from \$5,000 to \$4,000 in order to expand the program to include scholarships for students wishing to pursue a Vocational Education and Training pathway.

#### *Secondary Scholarships*

\$75,000 is available annually for the Aboriginal and Torres Strait Islander Secondary Scholarships Program.

From 2009 to 2017 inclusive, 51 senior secondary students have been awarded scholarships, 38 for teaching, 12 for health and one for Vocational Education.

In 2017, 8 scholarships were awarded, six for health, one teaching and one Vocational Education scholarship were awarded.

Ongoing eligibility for the Senior Secondary Scholarship is based on academic achievement and attendance. This data is collected at the end of each term.

#### *Tertiary Scholarships*

In addition to the secondary scholarships, \$80,000 is available each year for tertiary students studying teaching or an approved health course.

The recipients of the 2017 Tertiary Scholarship attend the University of Canberra and the Australian Catholic University.

From 2009 to 2017 inclusive, 26 tertiary scholarships have been awarded, 22 for students undertaking teaching degrees and four for students studying an approved health degree.

## Assembly Brief

### Subject: Aboriginal and Torres Strait Islander Education Programs

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#### Key Messages:

Aboriginal and Torres Strait Islander enrolments in ACT public schools increased from 1,777 in August 2016 to 1,850 in August 2017.

Enrolments of Aboriginal and Torres Strait Islander students increased by 428 students (30.1%) since August 2013.

Total all schools	2013	2014	2015	August 2016	February 2017	August 2017
	1,422	1,568	1,689	1,777	1,844	1850

The ACT Education Directorate has a suite of programs and initiatives aimed at promoting cultural integrity and improving Aboriginal and Torres Strait Islander education outcomes. These programs are:

#### *Student Aspirations Program*

The Student Aspirations Program encourages leadership and supports the retention and attainment of Aboriginal and Torres Strait Islander students.

The Student Aspirations Coordinator engages with Aboriginal and Torres Strait Islander students from year 5 to year 12 who show high academic achievement, engagement in school and strong leadership potential to support them through their schooling and into further study post-year 12.

#### *Year 5 and 6 Leadership Day*

Planning is underway for the 2017 Year 5 and 6 Leadership Day that will be held at Birrigai. Year 5 and 6 students will participate cultural and team building activities. The day will be facilitated by Aboriginal and Torres Strait Islander Education, Birrigai staff and recipients of the Aboriginal and Torres Strait Islander Tertiary Scholarship as part of the leadership component of the scholarship program.

## The Mura Awards

The Mura Awards initiative recognises student achievement and provide an opportunity for schools to acknowledge the consistent effort of Aboriginal and Torres Strait Islander students and to engage with families and the local community; encourage participation in education and school life by providing some financial support for students to engage in excursions and extra-curricular activities; and encourage students to be positive role models and leaders within their school communities.

Schools are encouraged to nominate Aboriginal and Torres Strait Islander students in years 4, 5,6,10 and 11 for one of the ten Mura awards available for each year group.

To be eligible for the award students meet at least one of the following requirements:

- High level of engagement with learning;
- Leadership within the school community; and/or
- Improved achievement.

In 2016, 130 nominations were received for the Mura Awards with 72 being awarded.

Nominations for the 2017 Mura Awards opened 10 October and close 3 November 2017.

### *Aboriginal and Torres Strait Islander Education Officers*

The role of the Aboriginal and Torres Strait Islander Education Officers (IEOs) includes supporting students and teachers in the school environment and supporting schools to strengthen relationships between teachers, students, families and communities. There are ten IEOs currently based at 11 ACT public schools and in the Education Support Office. The schools are:

- Harrison School
- Kingsford Smith School
- Macgregor Primary School
- Melba Copland Secondary School
- Melrose High School
- Namadgi School
- Ngunnawal Primary School
- Richardson Primary School
- Wanniasa School Senior Campus
- Macquarie Primary School

- Gilmore Primary School

### *Professional Learning*

Forty three teachers from twelve schools participated in the Cultural Competency program in semester 1 2017. The program combines ten online modules provided by Centre for Cultural Competence Australia with three workshops designed and facilitated by the Aboriginal and Torres Strait Islander Education Section and external specialist staff. All participants attended workshop one which focused on knowing yourself as a cultural being including the impact of when you were born, where you were born and raised, your education and contact with people all influencing how you approach a course on Aboriginal and Torres Strait Islander cultural competence. Additional resources, including *Aboriginal and Torres Strait Islander Education* edited by Kaye Price, were discussed at the workshop.

Half the group participated in workshop two on 18 May 2017 and the other participants attended on 16 June 2017. Workshop two was a half day conducted at the National Museum of Australia and included reflection, discussion and questions on modules completed, a workshop from museum staff which highlighted local Aboriginal resources provided by the museum and a “hands on” session learning about a range of Aboriginal and Torres Strait Islander artefacts and objects including [REDACTED], Indigenous Education Officer from Greening Australia, conducting an interactive session on Ngunnawal Plant Use.

At the workshop on 16 June, [REDACTED], Senior Ranger - Healthy Country, ACT Parks and Conservation Service, presented information on cultural programs offered on Ngunnawal Country. The Directorate is currently planning future Professional Learning on Country for ACT public schools. Additional resources shared at this workshop included Ngunnawal resources and materials related to 1967 Referendum, Mabo decision and the Apology to the Stolen Generations.

### *Ngunnawal History and Culture in schools*

Fifteen schools have participated in a pilot program to increase Ngunnawal culture and history in ACT public schools. This has included workshops and presentations facilitated by the Aboriginal and Torres Strait Islander Education Section. Six schools have developed student lessons or staff presentations using the DVD Auntie Agnes: Footprints on our Land. Nine schools have used the Ngunnawal Plant Use Guide to develop lessons and units of work.

Participating schools include preschool through to college and all participants have completed reports on the work they have developed and implemented. The diversity of approaches used by teachers to embed the resources in their programs and align them to the Australian Curriculum is significant in the goal of increasing Ngunnawal cultural and historical content in ACT schools.

A sharing of this work was held on 20 June 2017. Members of the Ngunnawal community, the Director, Learning and Teaching and principals from participating schools participated in the sharing of the work.

Three primary schools have participated in a workshop to introduce them to *Mununja the Butterfly*, a story told by Ngunnawal Elder Don Bell. These schools have developed cross curriculum lessons integrating the book as a stimulus. Schools and presented their work in August, Term 3, 2017.

## Assembly Brief

### Subject: Closing the Gap in Education – Year 12 Attainment

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#### Key Messages:

One target of the National Indigenous Reform Agreement (NIRA) is halving the gap for Indigenous people aged 20-24 in year 12 or equivalent (Certificate II or higher) attainment rates by 2020.

At the February 2017 school census there were 116 Aboriginal and Torres Strait Islander students enrolled in a year 12 program in the ACT public system compared to 88 in 2016 102 in 2015, 83 in 2014 and 55 students in 2013.

While many Aboriginal and Torres Strait Islander students continue to year 12 and achieve well, the retention rates for these students is not as high as for non-Indigenous students.

Longitudinal analysis of the 2003 to 2016 cohort showed that school retention of Aboriginal and Torres Strait Islander students between years 10 and 12 fell from approximately 60 percent of the original cohort, to just over 45 percent by year 12. This is approximately 10 percentage points below the retention rate of non-Indigenous students.

In 2016, 64 Aboriginal and Torres Strait Islander students achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 73 percent. This is an increase from the 2015 rate of 70 percent and the 2014 rate of 59 percent.

Of the 64 Aboriginal and Torres Strait Islander students who completed year 12 in 2016, twenty received a Tertiary Entrance Statement compared to 17 students in 2015.

#### *Policy responses*

Crucial to year 12 attainment is student engagement with education for the whole two years of years 11 and 12.

Strategies implemented by colleges to increase year 12 attainment include pathways planning and establishing pathways to employment through vocational education and training.





## Assembly Brief

### Subject: Closing the Gap in Education – Attendance

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#### Key Messages:

Eighty percent of Aboriginal and Torres Strait Islander students in the ACT attend public schools.

At the February 2017 ACT School Census, there were 1,844 Aboriginal and Torres Strait Islander students enrolled in ACT public schools. At the August 2017 ACT School Census there were 1,850 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.

The National Indigenous Reform Agreement frames the intergovernmental reforms, targets and performance benchmarks to close the gap in Indigenous disadvantage.

In 2014, COAG agreed to a new target to close the gap in school attendance by the end of 2018.

The COAG attendance rate target for Aboriginal and Torres Strait Islander students is 90 percent, while the ACT has a local target of 92 percent for all public school students.

The recent *Closing the Gap 2017 Prime Minister's Report* notes that there has been negligible change in the national rate of school attendance for Aboriginal and Torres Strait Islander children from 2014 (83.5 percent) to 2016 (83.4 percent). The national rate for non-Indigenous students in 2016 was 10 percent higher, at 93.1 percent<sup>1</sup>.

In 2016, the ACT attendance rate for Aboriginal and Torres Strait Islander students was 85.4 percent, slightly higher than the national rate (83.4%) and a minor increase from 85.2 percent in 2015.

In 2016, the ACT ranked fifth among states and territories for attendance rates among Indigenous students, behind Tasmania (88.2%), Victoria (87.1%), NSW (86.8%) and Queensland (85.6%).

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<sup>1</sup> Closing the Gap Prime Minister's Report 2017 <http://closingthegap.pmc.gov.au/sites/default/files/ctg-report-2017.pdf>

**Table 1:** Attendance Rate for 2010-2016 semester 1 (years 1 to 10), ACT public schools (percent)

	Aboriginal and Torres Strait Islander (%)	non-Indigenous (%)	Difference (percentage point)
2010	84.7	91.9	7.2
2011	84.3	91.5	7.2
2012	84.1	91.7	7.6
2013	85.1	92.4	7.3
2014	83.6	91.8	8.2
2015	85.2	92.2	7.0
2016	84.4	92.0	7.6

In 2014, the Directorate commenced the COAG agreed action of identifying, and supporting ACT public schools with attendance rates for Indigenous students of less than 80 percent in any given term.

In 2016, 19 schools had annual attendance rates of less than 80 percent for Aboriginal and Torres Strait Islander students compared to 11 schools in 2015 and 13 schools in 2014. Of the 19 schools, 14 had attendance rates of greater than 75 percent.

#### *Policy responses*

Attendance is a school-based matter and maximising student attendance is the responsibility of school principals. In addition to school-based strategies, the Directorate's multidisciplinary Network Student Engagement Teams supports schools, students and their families to address attendance issues.



## Assembly Brief

### Subject: Closing the Gap in Education – Literacy and Numeracy

#### Key Messages:

A target of the National Indigenous Reform Agreement is to halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018.

It can be difficult to follow cohorts of students using NAPLAN data due to inconsistent participation of students in NAPLAN testing.

The Directorate acknowledges that the reasons behind withdrawals and absences of Aboriginal and Torres Strait Islander students from NAPLAN testing can be personal and historical. Guided by these insights the Directorate is investigating the development and implementation of a culturally appropriate communication strategy that highlights the benefits of participation in NAPLAN testing.

In 2016, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students across public and non-government schools achieving at or above the national minimum standard for both reading and numeracy across the years of testing than was the case nationally. This was particularly the case in year 5 and year 7 reading, with a difference higher than 10 percentage points.

It is important to note that caution should be exercised in the interpretation of NAPLAN data due to the relatively small population of Aboriginal and Torres Strait Islander students.

#### Proportion of Aboriginal and Torres Strait Islander students at or above NMS, 2016

Year Level	Type of Assessment	ACT %	Australia %
Year 3	Reading	84.2	80.6
	Numeracy	87.6	82.6
Year 5	Reading	82.5	70.8
	Numeracy	82.7	76.1
Year 7	Reading	90.0	77.4

	Numeracy	87.3	79.4
Year 9	Reading	81.4	73.6
	Numeracy	84.3	79.7

<i>Reading NAPLAN Years 3 - 5</i>	<b>% AT OR ABOVE NATIONAL MINIMUM STANDARDS</b>				
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<i>Year 3 Aboriginal students</i>	85.7	87.6	83.4	85.2	84.2
<i>Year 3 non-Aboriginal students</i>	96.3	96.4	95.8	95.5	96.7
<b>Year 5</b>					
<i>Year 5 Aboriginal students</i>	80.4	93.7	83.1	84.9	82.5
<i>Year 5 non-Aboriginal students</i>	95.3	97.1	96.1	95.5	95.8

<i>Numeracy NAPLAN Years 3 - 5</i>	<b>% AT OR ABOVE NATIONAL MINIMUM STANDARDS</b>				
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<i>Year 3 Aboriginal students</i>	84.0	91.4	88.1	85.4	87.6
<i>Year 3 non-Aboriginal students</i>	96.8	96.7	96.7	96.3	97.2
<b>Year 5</b>					
<i>Year 5 Aboriginal students</i>	81.5	87.1	84.4	87.6	82.7
<i>Year 5 non-Aboriginal students</i>	96.2	95.2	96.3	96.8	96.6

<i>Reading NAPLAN Years 7 - 9</i>	<b>% AT OR ABOVE NATIONAL MINIMUM STANDARDS</b>				
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<i>Year 7 Aboriginal students</i>	84.1	90.9	83.1	88.3	90.0
<i>Year 7 non-Aboriginal students</i>	96.0	96.0	96.8	97.0	96.4

<i>Year 9 Aboriginal students</i>	82.4	81.0	79.4	86.6	81.4
<i>Year 9 non-Aboriginal students</i>	94.9	96.4	94.3	94.2	95.5

<b>Numeracy NAPLAN Years 7 - 9</b>	<b>% AT OR ABOVE NATIONAL MINIMUM STANDARDS</b>				
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<i>Year 7 Aboriginal students</i>	81.9	90.0	85.1	86.1	87.3
<i>Year 7 non-Aboriginal students</i>	95.4	96.0	96.6	97.0	96.9
<i>Year 9 Aboriginal students</i>	86.8	70.9	82.8	85.3	84.3
<i>Year 9 non-Aboriginal students</i>	95.7	93.6	95.3	95.5	96.7

The results also showed that in the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students in both public and non-government schools were significantly lower than the mean scores for non-Aboriginal and Torres Strait Islander students across all year levels and all testing domains.

From 2008 to 2016, there was no significant change in the NAPLAN performance of all public and non-government Aboriginal and Torres Strait Islander students in either reading or numeracy across all years.

### *Year 3 Results*

In the ACT in 2016, 84.2 per cent of Indigenous students in year 3 performed at or above the national minimum standard for reading compared to the national average for Indigenous students of 80.6 per cent. For the same period, 96.7 per cent of non-Indigenous students in the ACT performed at or above the national minimum standard compared to the national figure of 96.0 per cent. Results are similar for year 3 NAPLAN testing in persuasive writing, spelling and grammar and punctuation.

NAPLAN numeracy data from 2008 to 2016 indicates that year 3 Aboriginal and Torres Strait Islander students who sit NAPLAN testing are performing approximately 58 points (the equivalent of approximately 18 months of schooling) below non-Indigenous students.

Withdrawal is generally the highest contributor to non-participation by ACT Aboriginal and Torres Strait Islander students in years 3 and 5 in NAPLAN

tests. Rates of withdrawal increased for years 3 and 5 from approximately one percent in 2010 to 10-11 percent in 2016.

### *Year 7 Results*

In 2016, 90.0 percent of Aboriginal and Torres Strait Islander year 7 students in the ACT performed at or above the national minimum standard for reading which is significantly above the national figure for Indigenous students of 77.4 percent. In comparison 96.4 percent of non-Indigenous students in the ACT performed at or above the national minimum standard compared to the national figure of 96.6 percent. The results are similar for year 7 numeracy.

The ACT had the highest percentage of Aboriginal and Torres Strait Islander students in year 7 performing at or above the national minimum standard for persuasive writing of all jurisdictions however there remains a significant gap in performance between Aboriginal and Torres Strait Islander students and their non-Indigenous peers.

Policy responses that address student attendance will also potentially have a positive effect on student attainment.

### *General Outcomes*

In 2014, 87 Indigenous students were enrolled in Year 9 in ACT public schools and 56 Indigenous students (64 percent) participated in NAPLAN. Of the 56 who participated in NAPLAN in 2014, only 47 students also had participated in year 7. This illustrates the difficulty in using NAPLAN data to track the progress to a cohort of students.

### *Policy Responses*

In addition to whole school literacy and numeracy support such as Principals as Literacy Leaders in Schools professional learning, Count Me in Too and Middle Years Mental Computation resources, the Education Directorate addresses this target through strategies that include the multi-disciplinary Network Student Engagement Teams. Schools also implement their own programs that are available to all Aboriginal and Torres Strait Islander students. These include:

- **Aboriginal and Torres Strait Islander Centre for Excellence – Campbell High School**

Students will become leaders and role models in the community and access pathways to further education and employment after school.

Students learn through yarning circles, outdoor activities connecting with the land, hands-on and art-based activities as well as intensive literacy and numeracy practice.

- **Mentoring/Reading Program – Melba Copland Secondary School**

The Mentoring/Reading Program pairs Aboriginal and Torres Strait Islander students from MCSS and students from feeder primary schools who may have low literacy or are at risk of disengaging.

- **Ganbra Program – Wanniasa School**

The Ganbra Program provides a space where Aboriginal and Torres Strait Islander students are able to learn more about their culture, complete extra study and receive tutoring.

## Assembly Brief

### **Subject: Koori Preschool Program**

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The Koori Preschool Program provides targeted early childhood education to Aboriginal and Torres Strait Islander children aged from three to five years.

Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian.

The Koori Preschool Program operates at the following five school sites:

- Kingsford Smith School
- Narrabundah Early Childhood School
- Ngunnawal Primary School
- Richardson Primary School
- Wanniasa School.

Each Koori Preschool operates over two days, delivering nine hours of preschool education per week at Ngunnawal, Richardson, Wanniasa and Kingsford Smith, and 12 hours per week at Narrabundah.

At Jervis Bay School, Aboriginal and Torres Strait Islander three-year-olds can access 6 hours of preschool per week across the school year.

In addition to enrolment in Koori Preschool, Aboriginal and Torres Strait Islander children can enrol in their local preschool from the beginning of Term 3 under the Early Entry for Aboriginal and Torres Strait Islander procedure. This supports access to a maximum of 24 hours of free preschool education per week in the 18 month period prior to commencing kindergarten.

#### *Koori Preschool Network Initiative*

The ACT Koori Preschool Network Initiative is partially funded through the Australian Government's Indigenous Advancement Strategy, Children and Schooling program.

The initiative provides for the employment of an Early Years Engagement Officer based at Gungahlin Child and Family Centre. An additional Early Years Engagement Officer position is funded by the ACT Government and based at Tuggeranong Child and Family Centre. The officers are part of the Growing Healthy Families project team.

Since December 2015, the Early Years Engagement Officers have worked closely with Koori Preschools to support participation of Aboriginal and Torres Strait Islander children (birth to five years) in education services, transition to school and family engagement.

### **Background**

August 2017 Census enrolment figures show a total of 87 students enrolled in the Koori Preschool Program.

2017

**THE LEGISLATIVE ASSEMBLY FOR THE  
AUSTRALIAN CAPITAL TERRITORY**

**Tabling Statement**

**Aboriginal and Torres Strait Islander Education Report  
to the ACT Legislative Assembly**

**Presented by  
Yvette Berry MLA  
Minister for Education and  
Early Childhood Development  
September 2017**

## **Aboriginal and Torres Strait Islander Education 2016-17**

### **Report to the ACT Legislative Assembly**

Madam Speaker, I am pleased to present the annual report on Aboriginal and Torres Strait Islander Education in ACT public schools for the period July 2016 to June 2017.

This report reflects the ACT Government's commitment to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students. The report provides a selection of case studies and examples of programs that are making a difference for Aboriginal and Torres Strait Islander students across ACT public schools. These examples highlight the progress that has been made in embedding cultural integrity and strengths based approaches to support Aboriginal and Torres Strait Islander students, in every school and every classroom.

The report also details the achievements and progress made against the priorities outlined in the Education Directorate's *Education Capital: Leading the Nation Strategic Plan 2014-17* and the *2017 Action Plan*.

These plans are supported by the *Whole of Government ACT Aboriginal and Torres Strait Islander Agreement 2015-18*, which commits to a number of targets, including increasing the year 12 completion rate of Aboriginal and Torres Strait Islander young people.

I am very proud of the diverse programs and opportunities provided for our Aboriginal and Torres Strait Islander students. These include:

- providing access for Aboriginal and Torres Strait Islander families to the Koori Preschool Program across five schools;
- various partnerships between schools and the community to embed Aboriginal and Torres Strait Islander perspectives, languages and cultures in the curriculum;
- providing secondary and tertiary scholarships to Aboriginal and Torres Strait Islander students pursuing health and teaching careers;
- development of local Ngunnawal learning and teaching resources;
- the growing number of bush tucker gardens in our schools;
- the commitment of our schools to recognise and observe Sorry Day, Reconciliation Week and NAIDOC Week, among other cultural events; and
- annual Buroinjin carnivals and the Inner North Aboriginal and Torres Strait Islander Community Cluster celebrations.

The Education Directorate also has a vibrant Aboriginal and Torres Strait Islander Staff Network and all staff hold a clear commitment to implement the Directorate's Reconciliation Action Plan. All staff have a key role to play in developing environments of cultural integrity which is supported through the provision of high quality professional learning opportunities for teachers.

I am pleased to report that these programs and strategies have had a positive effect on the educational outcomes of Aboriginal and Torres Strait Islander students, as demonstrated by the many achievements outlined in the report.

For example, in 2016, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard for both reading and numeracy compared with national results.

There was also a marked improvement in the retention of Aboriginal and Torres Strait Islander students from year 7 to year 12, with the apparent retention rate growing from 89.5 percent in 2015 to 98.8 percent in 2016.

We have also seen improvements over the long term in year 12 completions. The number of year 12 Aboriginal and Torres Strait Islander students achieving a Senior Secondary Certificate has risen from 39 in 2013 to 64 in 2016.

The Directorate also continues to provide support for Aboriginal and Torres Strait Islander young people to transition successfully into further study or the workforce. In 2016-17, 30 Aboriginal and Torres Strait Islander students participated in flexible learning options with seven participating in a school based apprenticeship program.

Pathways planning, flexible learning options, the Aspirations Program and Secondary Scholarships will continue to contribute to improved engagement, learning and year 12 completion rates.

The Directorate has also developed a strong focus on developing understanding around the importance of cultural integrity to build on the

positive outcomes already occurring. Schools are working on how to better support students by building environments of cultural integrity, focusing on relationships, celebration, learning and high expectations. This direction is supported by consultation, data analysis and a review of best practice in the national and international literature.

Schools will embed whole school approaches to cultural integrity by:

- engaging and developing relationships with students, families and the community;
- celebrating and promoting success of Aboriginal and Torres Strait Islander students; and
- including curriculum and programs relevant to students so that they can 'see themselves' in their learning.

The Directorate will continue to consult with the local community through a new Aboriginal and Torres Strait Islander Education Advisory Group and the Education representative on the Aboriginal and Torres Strait Islander Elected Body. The Directorate's relationship with stakeholders and ongoing engagement and consultation has enhanced the Directorate's knowledge and understanding of matters of importance to Aboriginal and Torres Strait Islander children and their families.

This year has been important for understanding our strengths and determining how we will address our challenges.

I look forward to continuing to drive innovative and evidence-based initiatives to improve outcomes for all Aboriginal and Torres Strait Islander students.

I am pleased to present this report.

## Assembly Brief

### **Subject: Implementation of National Disability Insurance Scheme and Early Intervention (including Child Development Service, Therapy Assistance in Schools and Transition for Aboriginal and Torres Strait Islander Students)**

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Education continues to support the transition of students with disability to the National Disability Insurance Scheme (NDIS), following the scheduled phasing period that occurred between January and September 2015.

Currently, 2,377 children with disability are accessing Disability Education programs in ACT public schools. The majority of our students, with a lifelong and permanent disability, have already applied to access the Scheme. Students who have not applied to participate in the NDIS to date may not need funded supports at this time, but may apply to join the Scheme if such needs arise at a later date.

The ACT Government provides personal care supports and transport to and from school to students who meet Directorate eligibility requirements as in-kind services under the Scheme. These supports need to be included in individual NDIS packages in order for the ACT Government's in-kind contribution to be recognised.

In 2017 there are 386 students who have been approved access to the Special Needs Transport program. There are approximately 723 students currently receiving personal care supports at school.

#### **Child Development Service**

The Child Development Service opened on 4 January 2016. The service is a redesign of services from Community Services Directorate, Education and Health Directorates. The service provides streamlined access to allied health and medical assessment for children who are ACT residents and at risk of developmental delay or disability.

The Service has a focus on children aged 0-6 years who are ACT residents and at risk of developmental delay and is in line with current best practice.

Children aged 7-8 years may access the service for assessment if they would benefit from an assessment to determine eligibility for services or support educational outcomes and do not have a previous diagnosis.

Multidisciplinary autism assessment is available to children aged to 12 years.

The service provides screening, assessments and referral to appropriate services, including the NDIS. It also offers intervention and supports for those children not eligible for the NDIS. Intervention may in certain cases include time limited, episodic therapy and/or referral to mainstream services such as playgroups or parenting programs for children at risk of developmental delay and their parents.

### **Allied Health support in School** (new funding 2016-2017)

The ACT Government has committed to provide more than \$12 million over four years to strengthen supports to students and teachers. In particular, funding has established allied health professionals in Education so that students can better access the curriculum and have appropriate school based supports.

The funding enables an additional 26 full time staff to deliver support services, training and resources to improve long-term educational outcomes for students. These staff complement services available to students eligible for the NDIS and appropriately support students with complex needs and learning difficulties who are not eligible for the NDIS.

As part of this funding, senior psychologists, social workers and administrators, have been added to the Network Student Engagement Teams (NSET), strengthening the multidisciplinary approach model of these teams. The NSET teams will continue to deliver essential assessments, intervention and professional learning to schools.

The highly valued Therapy Assistants in Schools Program (TAP) continues to be delivered by the Education Directorate. This program supports schools by providing direct intervention to students in Preschool and Kindergarten with delays in their development, such as speech and fine motor delays. The service will continue to be delivered by Allied Health Assistants and teachers, and it will be supported with professional learning from speech pathologists, occupational therapists and physiotherapists from the NSET.

The additional resourcing will also allow the Education Directorate to establish a more streamlined referral and triaging system so that students with complex needs can be supported at the right time, for the period of time that is needed.

Director: Sam Seton     Phone: x57029     Updated: October 2017

## Early Intervention

In April 2014, the ACT Government announced early intervention services provided by the Education Directorate would transition to the community sector from the beginning of 2015. From the beginning of the 2015 school year, six non-government providers were in place and ready to provide early intervention services based on best-practice.

All families accessing Directorate early intervention programs were supported to make application to access the NDIS and to transition to new providers.

With the move from government provision of early intervention services, families of children with a developmental delay or disability are now able to exercise choice and control in accessing early intervention supports. They can choose from a range of services, funded through the NDIS, to meet the individual needs of the child and their family.

The Education Directorate's Support at Preschool team meets regularly with NDIS registered Early Intervention providers to strengthen collaborative practice across sectors.

The NDIS funds supports that enable participants to access education, where these supports are associated with the functional impact of the student's disability on their daily living (not primarily related to education).

NDIS funded supports can include:

- assistance with personal care at school;
- specialist transport to and from school (but not for school excursions);
- equipment that is transportable such as a wheelchair, personal communication device or hearing aid which will be used in all areas of a student's life; and
- specialised supports for transition to school or further education, training or employment.

The ACT Government continues to be responsible for supporting children with disability to access education on the same basis as their peers.

The ACT Government continues to meet this responsibility in a number of ways including:

- facilitating access to educational resources
- making reasonable adjustments to the school curriculum to enable access

Director: Sam Seton    Phone: x57029    Updated: October 2017

by students with disability

- making reasonable adjustments to school buildings including non-transportable equipment such as hoists
- transporting students for school activities such as excursions.

### **Transition for Aboriginal and Torres Strait Islander Students**

The Education Directorate has been working with the NDIA and with the community sector to assist the transition of Aboriginal and Torres Strait Islander Students.

During the trial period, the Education Directorate worked with not for profit organisations and the NDIA to target support for A&TSI students with disability who had not yet transitioned to scheme and assisted those student's family to apply for the Scheme.

The Education Directorate is assisting the NDIA and Jervis Bay Primary School in the transition of A&TSI students in Jervis Bay.

The Directorate continues to supports all of its students to access the Scheme.

## Assembly Brief

### **Subject: National Assessment Program – Literacy and Numeracy Results and Participation**

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#### **Key Messages:**

##### *NAPLAN Results 2016*

The 2016 National Report showed all ACT mean scores in 2016 were very similar to results of previous years and statistically similar to the 2015 results. The 2016 NAPLAN results were not significantly lower than the 2015 results.

The mean performance of ACT students in years 3 and 5 reading, language conventions and numeracy have remained relatively stable since 2012 while the performance of students in other jurisdictions has been improving. As a result the gap between the ACT performance and the national performance has been decreasing.

There has been little variation in ACT years 7 and 9 results in any domain since NAPLAN testing began in 2008. Variations in ACT results have to a large extent mirrored changes in national results.

The 2016 results show:

- ACT mean scores were the highest or equal highest in the nation in 18 of the 20 areas tested, compared with 19 of 20 in 2015.
- Ninety-two percent of all Canberra school students performed at or above the national minimum standard across all year groups and assessment domains with the exception of year 9 writing where 86% of students were at or above the national minimum standard.
- There was a decline in mean scores in Year 5 and Year 7 writing for ACT. This is the same student cohort that had a decline in writing in 2014.
- In the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students were significantly lower than the mean scores for non-Indigenous students across all year levels and all domains. For ACT Aboriginal and Torres Strait Islander students by year 7 this difference equates to approximately two years of schooling.



- Outcomes for students whose parents have a degree and/or higher professional occupation are on average lower in the ACT than outcomes for students of similar background in NSW and Victoria.

### *Incidents*

The following test administration incidents occurred during 2016 testing:

- School A (non-government school) – inappropriate access to test materials
- School B (public school) –parent allegation of pressure to withdraw student from testing
- School C (non-government school) – writing stimulus distributed to one class at time scheduled for Language Conventions test.

The Directorate investigated each incident and the schools involved have been reminded of the need to follow the testing protocols in the future. There was no evidence of any data or results being compromised by these incidents.

### *NAPLAN Participation*

National Assessment Program – Literacy and Numeracy (NAPLAN) participation includes students who:

- sat the assessment, or
- were classified as exempt.

Non-participation includes students who were:

- absent (those who were absent from school on test day); or
- withdrawn (those who were withdrawn from the testing process through formal application by a parent or carer).

Participation rates nationally, and in the ACT, have been decreasing since NAPLAN was introduced in 2008.

Participation rates (based on the reading domain) for ACT students in 2016 were below the national rates for all year levels:

	Year 3	Year 5	Year 7	Year 9
	%	%	%	%
ACT	93.1	94.2	94.0	90.9



Australia                      95.0                      95.4                      94.5                      91.2

A breakdown of the 2016 ACT participation data shows:

Year	Tested %	Exempt %	Absent %	Withdrawn %
3	91.4	1.7	2.3	4.7
5	92.6	1.6	2.4	3.4
7	92.4	1.6	3.1	2.9
9	89.1	1.8	5.0	4.1

Withdrawal rates in all years were similar to the 2015 rates. Participation rates for the ACT in 2016 were similar to the rates in 2015 for all year levels.

The Government and Directorate place a high priority on ensuring that all students engage in NAPLAN testing, and will continue to work with schools to increase NAPLAN participation rates.

Principals and the school system regularly monitor and reflect upon ways to improve both attendance and participation. At the system level, the Directorate monitors participation patterns and provides this information back to schools for appropriate action.

Regular communication reinforces that:

- Principals are required to ensure that parents/carers of students are fully informed about the assessment program
- All students in years 3, 5, 7, and 9 are expected to participate in NAPLAN tests
- Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing
- Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. Support is



provided to schools to provide test materials in an alternative format for those students who meet the criteria.

### Background

From 10 to 12 May 2016 approximately 19,000 ACT students across years 3, 5, 7 and 9 participated in the 2016 National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

NAPLAN consists of tests in reading, writing, language conventions (incorporating spelling, and grammar and punctuation) and numeracy.

The 2016 NAPLAN student reports were provided to ACT parents between 18 and 26 August 2016.

The 2016 National Report was released on 7 December 2016. A report on test incidents that occurred in 2016 was released on the same day.

NAPLAN is administered according to agreed national protocols under the authority of Australian Curriculum Assessment and Reporting Authority. There is substantial media and community interest in NAPLAN test processes and results.

All students are expected to participate in NAPLAN with the exception of those having a severe intellectual or functional disability or being from a non-English speaking background and having arrived in Australia within twelve months of testing.

**Assembly Brief****Subject: NAPLAN Online**

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**Key Messages:**

*How is the ACT implementing NAPLAN Online?*

The ACT remains well placed to move to transition to NAPLAN Online.

The ACT Education Directorate is working closely with all ACT schools in preparing to move to NAPLAN Online. ACT schools and teachers have invested valuable effort into ensuring their schools are ready.

We are confident that the majority of ACT schools are well placed to transition to NAPLAN Online. Significant local and national testing of the NAPLAN Online platform in 2017 has improved our confidence that schools will have a robust platform to use for online testing.

We will continue testing of the required technical systems to make sure these are fully ready before schools move to online testing.

**Background**

ACT students across public and non-government schools participated in pencil and paper National Assessment Program Literacy and Numeracy (NAPLAN) testing in 2017, as in previous years.

No school transitioned to NAPLAN Online, as the ACT determined that the national technical systems required for NAPLAN Online were not ready and there was too great a risk that problems could arise during the testing week. We postponed the transition to NAPLAN Online to ensure that the administration of NAPLAN assessments occurs in a way that enables learning to continue productively and without creating unnecessary stress for children, while providing the most value.

Across Australia, states and territories have been working to move to NAPLAN Online by 2019. In the ACT, Canberra public, independent and catholic schools had been working closely together, to implement NAPLAN Online.

NAPLAN provides useful information about our schools and can support teachers and parents to guide learning for our students.

NAPLAN Online will provide timely and more targeted assessment, more precise results and faster turnaround of information for parents, students and teachers and will bring benefits and opportunities for students and teachers that can surmount the restrictions of paper-based tests, enabling teachers to better tailor their teaching to student need

The use of ‘tailored testing’ will challenge students with questions more suited to their ability, resulting in more targeted assessment and precise results, including those students with a disability.

The ACT has achieved several important milestones in assessing school and system readiness through participation in a number of trials across ACT schools. The trials provided the opportunity for schools to prepare to go online, and their students to engage with the online assessments, gain familiarity with the online platform, the new test administration processes and practice classroom procedures.

Consistent with the approach taken by the ACT, no other Australian jurisdiction transitioned to NAPLAN Online in 2017.

## Assembly Brief

### **Subject: Auditor-General's Audit on *Performance Information in ACT Public Schools***

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#### **Key Messages:**

- The ACT Government welcomed the Auditor-General's report, which confirms the government's direction on the future of education in the ACT.
- The ACT has historically been a national leader in school education. As gains in the ACT have become harder to achieve our performance growth in some measures has levelled out and improvements in other Australian school systems have brought them in line with or ahead of the ACT.
- The ACT's relative performance in these measures is most obvious when looking at schools with a lower socioeconomic status.
- The government has already identified this as an issue and initiated a broad review, the Future of Education process, focused on improving equity.
- The Future of Education policy work will build on existing governance arrangements and school improvement initiatives that the Auditor found to be sound.
- The government is implementing a range of initiatives to improve performance growth of school education, including the seven recommendations made by the Auditor-General.
- In addition to the Future of Education policy work the Education Directorate is developing indicators that demonstrate growth in learning achieved by students in ACT public schools. The Directorate is also developing strategic indicators as part of its 2018-2020 strategic planning cycle. These indicators will also provide guidance on how performance indicators are measured as well as quantitative targets associated with the indicators.
- The Directorate has sought the assistance of the Australian Curriculum Assessment and Reporting Authority (ACARA) to develop additional NAPLAN indicators that will demonstrate growth achieved by students in ACT public schools.
- These measures are likely to include a longitudinal measure that compares the growth between NAPLAN assessment points of ACT public students, such as between years 3 and 5 and years 7 and 9, compared with the growth achieved by students in other jurisdictions with the same starting scores.

- In 2017 the Directorate commenced an initiative titled ‘Enabling Evidence Based Improvement in Canberra Public Schools – Valuing Data as Evidence to Inform Great Teaching’. The initiative is designed to:
  - a) align school and system data for planning and accountability;
  - b) develop a set of strategic indicators based on performance data over time, including other student performance, engagement and wellbeing indicators;
  - c) clarify the agreed data sets and their presentation to ensure that they are fit for purpose and meet the specific needs of teachers, school leaders and the Education Support Office;
- Since the commencement of 2017, all schools have transitioned to a new Annual Action Plan approach which is substantially supported by consultation and guidance from the Education Support Office to ensure the efficacy of performance planning for each school.

#### Background

On Wednesday 31 May 2017, the Auditor-General released the *Performance Information in ACT Public Schools* report. The Auditor-General’s Report finds that “ACT public schools are performing below similar schools in other jurisdictions despite expenditure on a per student basis for public schools being one of the highest in the country. Since 2014 reviews of ACT public schools have consistently identified shortcomings in their analysis of student performance information and their use of data to inform educational practice. These shortcomings indicate a systemic problem”. The Auditor-General made seven recommendations in the Report.

## Assembly Brief

### Subject: Performance of the ACT education system

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#### Key Messages:

ACT schools have regularly been either the top, or amongst the top, academic performers nationally, based on NAPLAN and other testing results. Much of this success has been due to socio-economic factors particular to the ACT and in recent times, the advantage held by the ACT has been eroded by improved performances elsewhere.

Results from the 2015 rounds of the *Trends in International Mathematics and Science Study* (TIMSS) and *Programme for International Student Assessment* (PISA) were published recently. Both assessments showed that the ACT as the highest or equal highest performing jurisdiction nationally.

However, there has been no significant change in ACT year 4 or year 8 TIMSS results since 2015, and ACT performance relative to international results has slipped during this period. The performance of ACT students has declined significantly in all domains over the cycles on PISA.

Between PISA 2006 and 2015, when scientific literacy was the major domain, ACT performance declined by 22 points, reading literacy declined by 37 points between 2000 and 2015, and performance in mathematical literacy declined by 42 points between 2003 and 2015 (equivalent to almost one-and-a-half years of schooling).

The National Assessment Program – Literacy and Numeracy (NAPLAN) comprises the main Australian mechanism of comparing educational outcomes between jurisdictions and between schools. The ACT has performed well in national comparisons, achieving the highest, or equal highest, national ranking



in most of the twenty domains since 2008. The relative performance has improved in some other Australian jurisdictions and the ACT is no longer as far in front as in previous years. However, ACT students continue to perform well, particularly in reading, grammar and punctuation and numeracy.

Despite our successes, there are a significant number of ACT children for whom poor early life circumstances are most likely to result in lower academic achievement compared to students of similar ability but from a higher socio-economic background. While not determinative, the impact of a low socio-educational background for a child is demonstrated early in the child's educational experience, and remains with the child throughout their school experience.

The Government is committed to an approach to learning grounded in key principles of equity, fairness and universal access. We are beginning a system-wide process of consultation and policy development to map out the school education system we want for the future.

The Government's focus in education is squarely on teacher quality. We have high expectations of teachers and reward them accordingly. We have great teachers in ACT public schools and our student results show this.

The Directorate has a deliberate strategy to recruit, develop and retain great teachers in ACT public schools. As part of this strategy, we are ensuring teacher recruits have high quality literacy and numeracy skills.

We are offering 100 scholarships to train teachers in science, technology, engineering and mathematics.

Principals implement strategies to improve students' literacy and numeracy performance. These guide teacher practice and school decisions about the allocation of resources to improve outcomes. School strategies focus on supporting improved literacy and numeracy outcomes using individual, small



group and whole class approaches. Schools continually monitor student progress and inform future actions.

ACT schools use NAPLAN data to support decision making and determine strategies at the school level to improve student learning outcomes. However, it is only one tool used by schools to gather information about student performance, and when used in combination with classroom teachers' professional judgement and school based assessment, it can provide a detailed and useful representation of the whole student.

## Assembly Brief

### **Subject: Enhancing Performance in Literacy and Numeracy**

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The Directorate employs a range of strategies and approaches at both the school and system level to improve student achievement in literacy and numeracy. On 1 April 2016, the Directorate launched the *Great Teachers by Design* and *Great Teaching by Design* frameworks which draw together current and future actions, initiatives and processes that support attraction, retention and development of highly effective teachers, and an overall picture of how highly effective teaching can be embedded in every classroom.

The frameworks enable school leaders and teachers to use a strong research and evidence base to make informed decisions about focus areas, actions and classroom teaching practices and strategies with known positive effects on student outcomes, including in literacy and numeracy.

At the school level, principals set goals and enact strategies to improve students' literacy and numeracy performance. They guide their teachers' practice and make informed decisions about the allocation of resources to improve literacy and numeracy outcomes. Principals ensure literacy and numeracy interventions are evidence-based to assist with decision making and determine strategies at the school level to improve student learning outcomes.

School plans set targets to reduce achievement gaps and improve literacy and numeracy outcomes for students. Short term support is provided for individual students identified for intensive assistance, and where appropriate, a case management approach is undertaken to monitor interventions and assess student progress.

### **Literacy**

The Directorate promotes highly effective literacy instruction through developing principals as instructional leaders. The Writing Project is a literacy leadership project designed to develop the capabilities of principals as effective literacy leaders with a focus on writing. The Writing Project was delivered to

the North Canberra/Gungahlin and Belconnen Networks in 2016 involving 34 principals/leadership teams and 650 classroom teachers. Training has commenced in 2017 in South Canberra/Weston and Tuggeranong Networks with full implementation expected in 2018. 575 teachers and 34 principals/leadership teams are enrolled in professional learning in January 2018.

The Early Years Learning Project (EYLP) is a professional learning model that delivers high quality, expert instruction to leaders and teachers. The aim of the project is to build professional capacity of Kindergarten to Year 2 teachers in literacy instruction across the system. The facilitation of an ongoing professional learning community is central to its design. Like the Writing Project, developing confident instructional leaders is key to embedding quality literacy practices across the school.

The 2017 Chief Minister's Reading Challenge was held from February to September. This is the thirteenth year of the Challenge and participation has continued to grow, with over 34,000 ACT students registered. The Challenge was launched in 2004 to raise the reading participation rate of ACT students and enhance their literacy outcomes. The Challenge is inclusive of all students within our community: public, non-government and home schools are all encouraged to participate.

### **Numeracy**

In 2017, the Directorate is implementing the Principals as Numeracy Leaders (PANL) program in across 38 Canberra public primary schools. PANL is a comprehensive research-based program designed to assist principals, school leaders and classroom teachers to develop knowledge and skills to improve teaching and learning in numeracy.

Participating schools commit to whole school implementation of the PANL Numeracy Practices Guide including a whole school numeracy plan aligned with the School Improvement Plan and annual Operating Plan; school wide agreed mathematics lesson structure; explicit numeracy instruction; and ongoing assessment and monitoring of student numeracy acquisition.

Quality numeracy teaching in Canberra public schools is supported through the Count Me in Too (CMIT) and Middle Years Mental Computation (MYMC) programs which are designed to build teacher capacity and knowledge of effective and practical mathematical concepts and strategies.

The CMIT program aims to support teachers to broaden their understanding of how students learn mathematics and includes targeted resources and activities. The program provides assessment tools that measure student achievement in mathematics and offers strategies to differentiate learning to meet individual needs at a classroom level.

The MYMC program and resources are based on research on how students develop an understanding of number and how teaching from a strategies-based approach supports this. The program consists of a series of seven professional learning modules aimed at assessing and improving the mental computation ability of students in years 3-9. The program includes diagnostic assessment tools and interactive games that are easily differentiated to support student engagement and learning.

School based facilitators deliver the CMIT and MYMC professional learning programs across School Networks to further develop teacher capacity and improve student outcomes in numeracy. There are approximately 30 CMIT facilitators and over 40 MYMC facilitators available to deliver these programs in 2017.

## Assembly Brief

### **Subject: International students – Fee Exemptions**

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#### **Key Messages:**

Section 26 of the *Education Act 2004* (ACT) provides for fees to be charged to people who hold a temporary visa under section 30(2) of the *Migration Act 1958* (Commonwealth).

As temporary residents apply for a visa, they are required to make a declaration to the Department of Immigration and Border Protection (DIBP) that they have the financial means to support any dependants during their stay in Australia. This includes health and education costs.

Based on dependants of temporary residents are charged international student tuition fees unless they fall into a fee exempt category. (For further information see International Education Full fee Paying Fact Sheet). Temporary residents may include but are not limited to:

- temporary business visa holders
- international students studying at tertiary institutions
- visiting overseas scholars and academics
- refugees or applicants seeking asylum
- applicants seeking permanent residency and awaiting visa approval.

Under the Education Directorate's *Enrolment of the Dependants of Temporary Residents* policy, temporary residents are eligible for fee exemption for their children to attend an ACT public school if they are:

- in identified Commonwealth or ACT Government programs
- diplomats
- Australian government scholarship holders
- Commonwealth assisted students or dependants of students whose tuition fees are fully paid by a publicly funded Australian higher education provider
- professional academics visiting Australia to observe or participate in established research projects or employment at the invitation of an Australian tertiary institution or research organisation operating in the ACT

- officers involved in government-to-government exchanges or reciprocities
- exchange students
- refugees and holders of an humanitarian or protection visa.

In 2016, 478 dependants of temporary residents were granted fee exemption at a cost of over \$4.6 million to the ACT Government. As of 22 May 2017, 267 dependants of temporary residents have been granted fee exemption this year.

During the last five years, approximately 2100 dependants of temporary residents were granted fee exemption and were enrolled in ACT public schools. These numbers do not include the dependants of diplomats as they are enrolled directly through schools.

#### Background

The charging of international student tuition fees for the dependants of temporary residents is a contentious issue that often attracts media attention.

<b>Current fees:</b>	
Primary	\$10,400 per annum
High School	\$13,600 per annum
College	\$15,200 per annum

The Chief Minister agreed that from 2016, the Directorate will exempt the tuition fees for the dependents of students studying at an ACT university on a 500 (Postgraduate Research Sector) Visa Subclass. In 2016, there were a total of 63 dependents of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that have received fee exemption and currently enrolled in an ACT public school. In 2017, there have been a further 29 dependents of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that have received fee exemption and have enrolled into an ACT public school.

## Assembly Brief

### **Subject: International students – Full fee paying**

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#### **Key Messages:**

The International Education Unit is responsible for coordinating the marketing of ACT public schools to international parents interested in having their child attend school in Canberra. The International Education Unit provides for the welfare and support of overseas fee paying students on a 500 visa. Staff focus on ensuring students' have a positive experience and achieve excellent educational outcomes while they undertake study in an ACT public school.

International students on a 500 visa are protected by the *Education Services for Overseas Students Act 2000* (ESOS Act) and the *National Code of Practice for Registration Authorities and Providers of education and Training to Overseas Students 2007* (The National Code 2007).

Under the ESOS Act, the welfare accountability for students under the age of 18 is the responsibility of the registered education provider. The Directorate is registered on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS Register). The Director of Learning and Teaching is nominated on the register as the Principal Officer for the Directorate.

Currently the ACT Government has responsibility for the welfare of approximately 500 students.

The ACT Government Education Directorate assumes welfare responsibility for international students whose parents are offshore; however, parents continue to have parental authority for their children.

The Manager and Assistant Manager of the International Education Unit are on 24-hour call for international student emergencies. The Directorate also has an independent after hours assistance line available for all international students to access should they require specialist or translation services. Officers from the International Education Unit conduct face to face interviews with international student parents in their home country on an annual basis.

#### *Current Fees for International Students*

Private fee paying students are students who come to study in ACT public schools on a 500 student visa subclass. These students are assisted by the International Education Unit to apply, enrol and study in the ACT. These

students are not eligible to apply for fee exemption. (For further information see International Education Exemption Fact Sheet). Fees are based on cost recovery.

Primary	\$10,400 per annum
High School	\$13,600 per annum
College	\$15,200 per annum

Short stay visits are \$385 per week and are for a minimum of five weeks and a maximum of 10 weeks.

As of 22 May 2017, there are currently 706 full fee paying international students enrolled in ACT public schools. At the same period in 2016, there were 561 students. Of this cohort, approximately 429 are from China, 57 from Vietnam, 42 from South Korea, 17 from Cambodia, 12 from Thailand, 12 from Hong Kong, 11 from India, [REDACTED] from Indonesia, [REDACTED] from Taiwan and [REDACTED] from Japan. Smaller numbers of students come from Europe, United Kingdom, United States of America, Philippines, Sri Lanka, Pakistan, Africa, Canada and Laos.

### Background

International fee paying students have been enrolled in ACT Public Schools since 1990. Attracting international students to study in Canberra is beneficial to the ACT economy and in 2015 -16, contributed \$508 million to the ACT economy. International students can face particular challenges and require specialised services to support their wellbeing.

As an international education provider, the Directorate is committed to providing a high quality experience for international students. International students are provided with information around Australian lifestyle, culture and values to assist with their transition to life in Canberra.

International students studying in ACT public schools bring great diversity to the wider Canberra community through their involvement in volunteer work, local clubs and community events such as the Multicultural Festival and the Nara Candle Festival.

The contributions and benefits that international students bring to ACT public schools are many and varied. International student cohorts enable the broadening and strengthening of curriculum offerings in schools. All students in the school community benefit through the creation and maintenance of small or specialist classes, particularly in areas such as Specialist Mathematics and languages. Most importantly, international students strengthen cultural understanding and students' appreciation of the diversity and the richness of other cultures through their interactions in the classroom.

The Directorate also works closely with the higher education providers in Canberra to encourage students to explore future pathways in the ACT.

## Assembly Brief

### Subject: Irregular enrolments at ACT public schools

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- The *ACT Education Act 2004* requires that I give priority to the enrolment of children in the Government school in their neighbourhood. The Education Directorate determines the meaning of neighbourhood through the establishment of Priority Enrolment Areas (PEA) for each school, within which schools are required to accept enrolment applications.
- The principal criterion used by schools to determine eligibility for enrolment is the residency of a family within the school PEA. Schools seek evidence of residency within a PEA, and this is usually demonstrated through the provision of evidence of ownership of a residence, or of the rental of a residence.
- Where ACT public schools are not at capacity, they are free to accept out of area enrolments.
- A small number of schools in the ACT, such as Telopea Park High School, Garran Primary, Aranda Primary and Lyneham High, receive far more enrolment applications than the schools can accept. As a consequence, there have been a number of suggestions from the community that some parents ensure enrolments in these popular schools in ‘irregular’ ways.
- I do not accept that a very short term rental, say of a bedsit for a few weeks within a school PEA, by people who own a house elsewhere within the ACT, or somewhere in NSW, is consistent with my responsibility to provide priority to children at their neighbourhood school.
- The directorate usually deals with enrolment pressure by reducing the area of a school PEA, to reduce the number of enrolments. But why should some people have their options reduced, because others resort to ‘irregular’ approaches?
- I have asked the Directorate to pursue these enrolments and to ensure that people within a school enrolment area can be confident that their opportunities are not being impacted by people taking these ‘irregular’ approaches.

## Assembly Brief

### **Subject: Languages Education in ACT Schools**

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#### **Key Messages:**

The *Curriculum Requirements in ACT Public Schools, Preschool to Year 10 2009* policy requires all Canberra public schools to provide a languages program in at least one of the eight priority languages:

- Japanese
- Chinese
- Korean
- Indonesian
- French
- German
- Italian
- Spanish.

The minimum requirements for the delivery of languages programs are:

- Years 3-6: 60 minutes of languages education per week
- Years 7-8: 150 minutes of languages education per week.

The *Languages Pathway Plan*, is published on the Directorate's website, and maps the availability of different language programs in Canberra public schools.

Decisions about the languages taught in individual schools are made by the Principal and the School Board in consultation with their community.

The Directorate supports quality languages education by providing professional learning and support through eight language networks. A Language Network Leader (who is a teacher in a Canberra public school) is identified by the Directorate to coordinate cross-sectoral professional learning and networking opportunities for language teachers.

Six schools have been identified in the media recently as not currently providing languages instruction. Principals identify the lack of appropriately qualified languages teachers as the root cause. Education Support Office is working with schools to assist them to find language teachers needed to ensure languages pathways from feeder primary to high schools are preserved.

School	Language needed	Current Situation
Theodore PS	Spanish	ESO have identified three ACT teachers of Spanish looking for work and is progressing recruitment actions.
Calwell PS	Spanish	
Richardson PS	Spanish	
Charles Condor	Japanese	No available Japanese teachers have yet been found. Teacher transfer round data indicates likely movement of Japanese teachers which may resolve the issue for these two schools. The situation is being actively monitored.
Taylor PS	Japanese	
Neville Bonner PS	Japanese or French	School has identified a 60% French vacancy through the transfer round. The situation is being actively monitored.

### Language programs delivered in Canberra Public Schools in 2017

Years	P-6	7-10	11-12	Total Number of Schools
Japanese	22	13	7	38
French	12	12	5	28
Indonesian	10	8	2	20
Chinese	4	6	8	16
Italian	2	3	4	10
Spanish	5	5	3	11
German	0	3	3	6
Korean	1	0	3	5
Other (Latin)	0	1	2	2
Hindi	0	0	2	2

The implementation of the *Curriculum Requirements in ACT Public Schools, Preschool to Year 10* policy in 2009 has resulted in significant increases in the number of students studying priority languages in Canberra public schools.

Language	2008	2017	Increase Number of Students	% increase in Number of Students
Japanese	3303	10510	7207	218%
Indonesian	2478	4499	2021	81%
Chinese	815	2464	1648	202%
Korean	26	165	139	534%
<b>TOTAL ASIAN LANGUAGES</b>	<b>6622</b>	<b>17638</b>	<b>11016</b>	<b>166%</b>
French	3408	7770	4362	127%
Spanish	201	1528	1327	660%

Language	2008	2017	Increase Number of Students	% increase in Number of Students
Italian	400	1060	660	165%
German	486	207	-373	-76%
<b>TOTAL EUROPEAN LANGUAGES</b>	<b>4495</b>	<b>10565</b>	<b>6070</b>	<b>135%</b>
Hindi	0	20	20	N/A
Aboriginal and Torres Strait Islanders Framework	0	96	96	N/A
AUSLAN	0	112	112	N/A
Other (Latin)	0	13	13	N/A
<b>TOTAL</b>	<b>11117</b>	<b>28444</b>	<b>17327</b>	<b>156%</b>

- In 2017, approximately 28,444 Canberra public school students are learning a language. This number has increased by 17,327 students since 2008.
- In 2017, a total of 17,638 students are studying priority Asian languages.
- In 2017, a total of 10,565 students are studying priority European languages.

Language	2016	2017	Increase	Increase %
Japanese	9964	10510	546	5%
Indonesian	4397	4499	52	1%
Chinese	2209	2464	254	11%
Korean	76	165	89	117%
<b>TOTAL ASIAN LANGUAGES</b>	<b>16646</b>	<b>17638</b>	<b>992</b>	<b>6%</b>
French	7079	7770	1045	14.7%
Spanish	1243	1528	285	23%
Italian	1395	1060	-335	-24%
German	214	207	-7	-3.27%
<b>TOTAL EUROPEAN LANGUAGES</b>	<b>9931</b>	<b>10565</b>	<b>634</b>	<b>6%</b>

Language	2016	2017	Increase	Increase %
Hindi	13	20	7	53.8%
Aboriginal and Torres Strait Islanders Framework	0	96	N/A	N/A
AUSLAN	0	112	N/A	N/A
Other (Latin)	27	13	-14	-51.8%
<b>TOTAL</b>	<b>26617</b>	<b>28444</b>	<b>2104</b>	<b>8%</b>

- From 2016 to 2017, there was an increase of 2104 students studying a language in Canberra public schools.
- A number of annual events are held to support student engagement with languages, including:
  - Primary Schools' Japanese Speech Contest
  - Spanish Speaking Contest
  - Korea Day at the Korean Embassy
  - Indonesian Day at ANU
  - Film festivals
  - ACT Mandarin Speaking Competition
  - Primary School French Poetry Competition
  - Structured immersion days
  - Cultural events
  - Various other competitions organised through Embassies, Diplomatic Missions and Associations
- The Education Council has endorsed 17 languages since September 2015 which are available on the Australian Curriculum website.

Date of Endorsement	Australian Curriculum: Languages Endorsed (Available on the Australian Curriculum Website)
September 2015	<ul style="list-style-type: none"> <li>• Arabic</li> <li>• Chinese</li> <li>• French</li> <li>• German</li> <li>• Indonesian</li> <li>• Italian</li> <li>• Japanese</li> <li>• Korean</li> <li>• Modern Greek</li> <li>• Spanish</li> <li>• Vietnamese</li> </ul>
December 2015	<ul style="list-style-type: none"> <li>• Hindi</li> </ul>

Date of Endorsement	Australian Curriculum: Languages Endorsed (Available on the Australian Curriculum Website)
	<ul style="list-style-type: none"> <li>• Turkish</li> </ul>
December 2016	<ul style="list-style-type: none"> <li>• AUSLAN</li> <li>• Framework for Classical Languages (Classical Greek and Latin)</li> <li>• Framework for Aboriginal Languages and Torres Strait Islander Languages</li> </ul>

### **Early Learning Languages Australia (ELLA) program**

There are currently 31 ACT preschool services (16 public and 15 non-public) participating in the ELLA program:

- Chinese - 8
- French - 3
- Indonesian - 5
- Italian - 2
- Japanese - 6
- Spanish - 7

### **Memoranda of Understanding (MoU)**

To support the delivery of languages education in ACT public schools, the Directorate has signed Memoranda of Understanding with:

- The Embassy of the Republic of Indonesia
- The Embassy of Italy
- The Taipei Economic and Cultural Office (TECO)
- The Spanish Ministry of Education.

#### MoU with the Embassy of the Republic of Indonesia

On December 2016, a MoU for the Promotion of Indonesian Language 2016-2018 was signed between the Directorate and the Embassy of the Republic of Indonesia.

The MoU provides for the selection and appointment of twelve Indonesian language teaching assistants to Canberra public schools. Indonesian students currently studying at Canberra universities are eligible for selection.

The Directorate has contributed \$12,000 to this program in 2017.

In 2017, assistants were appointed to 9 schools from the start of Term Two until the end of Term Three:

- Alfred Deakin High -2
- Chapman Primary School -2
- Curtin Primary School
- Florey Primary School

- Lyneham High School
- Melrose High School
- Palmerston Primary School
- Telopea Park School
- Turner Primary School -2

#### MoU with the Taipei Economic and Cultural Office (TECO)

A MoU between the Directorate and the Taipei Economic and Cultural Office (TECO) was signed in October 2015. The new Agreement will be in place from 18 December 2016 until 21 December 2018. The MoU allows for the selection and appointment of up to three Chinese language teaching assistants in Canberra public high schools.

In 2017, two Chinese language teaching assistants were appointed at Kingsford Smith School and Melrose High School from the start of Term Two until the end of Term Three.

The Directorate contributed \$10,000 to the program in 2017. This funding assists with the cost of home stay, visa applications, health insurance and Working with Vulnerable People registration.

#### Mou with the Embassy of Italy

On 31 May 2016 a MoU was signed between the Directorate and the Embassy of Italy

The MoU includes initiatives to enhance Italian language proficiency and cultural awareness including identifying Sister School Partnerships, workshops and exploring the possibility of an annual Italian Language Teacher Assistant Program for Canberra public schools.

#### MoU with the Spanish Ministry of Education

On 17 February 2014, the Directorate signed a MoU with the Spanish Ministry of Education, Culture and Sport to promote the teaching of Spanish in Canberra public schools. The MoU concludes in February 2019.

The MoU includes initiatives to enhance Spanish language proficiency and cultural awareness.

#### Letter of Agreement with the Consulate General of the Republic of Korea – Korean Plant-a-School Program

On 1 December 2016, the Directorate signed a Letter of Agreement with the Consulate General of the Republic of Korea to assist Canberra Public Schools to seed and sustain teaching and learning of Korean by providing funding for the employment of a part-time Korean Language teacher.

In 2017, Gold Creek School began to offer Korean to Year 3 students.

### **Community Language Schools**

Approximately 50 community language schools operate in the ACT teaching more than 35 languages to approximately 2800 students. The schools operate under the auspices of the ACT Community Language Schools Association.

The Directorate meets four times a year with representatives from the Community Language Schools Association and other community groups to share information about current initiatives and events which support language learning and the development of cultural understanding.

The Directorate offers four professional learning workshops each year (one per term) to teachers from Community Language Schools to improve the quality of program provision.

### **Sister School Partnerships**

As of 2017, there are 22 sister school relationships between Canberra public schools and schools in China, France, Fiji, Indonesia, Italy, Japan, Korea (Republic of South Korea), Laos, New Caledonia and Taiwan.

In October 2017, Canberra public schools host students from Nara University High School during the annual Canberra Nara Candle Festival.

## Assembly Brief

### **Subject: Growth in qualified Early Childhood Education and Care (ECEC) work force**

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#### **Key Messages:**

On 3 February 2017 the Productivity Commission released its Report on Government Services chapter that covers childcare, education and training.

The RoGS report shows that the ACT had 61.8% of primary contact staff in early education and care services with a relevant formal qualification at, or above, certificate III.

While this figure is the lowest in the country it shows an 11.2% improvement on the 2016 figures. In 2016 RoGS recorded the ACT has having 50.6% of primary contact staff as having relevant formal qualifications.

It is important to note that the RoGS data only counts Child Care Benefit approved services. So the figures leave out a significant group of preschool services provided by Government and non-Government schools.

The 2016 ECEC National Workforce Census was published on the Department of Education and Training website on Thursday 14 September 2017 and a copy was provided to the Directorate on 15 September 2017.

The census shows that in the ACT 34.4% of educators are studying towards an ECEC qualification.

As of 25 October 2017 there are 79 Government preschools and 20 non-Government preschools.

In the ACT 60% of preschool program workers have a university qualification, which places the ACT in the top two jurisdictions in the country.

The figures show that the ACT is on the right trajectory in a context where the number of staff has grown considerably. Over the six years between 2004 and 2010 sector staff grew by 398 or 32%. Between 2010 and 2013 sector staff grew by a further 366, or 21%.

This evidence shows that the NQF is having a positive effect on decisions by providers and staff to obtain qualifications. The number of qualified staff is growing incrementally in a tough market.

In 2010 the census of the ACT workforce was carried out prior to the NQF. Under ACT's previous law long day care was required to have a minimum of 50% staff that had to be diploma or tertiary qualified, the remaining 50% did not need any qualifications. No qualifications were required for family day care. For out of school hours care the ratio was one qualified person for every 33 children.

In 2010 the Commonwealth's census found that in the ACT 46.8% of primary contact staff had relevant formal qualification at, or above, Certificate III.

In May 2013 – only one year into the NQF – the Commonwealth conducted its second census and found 50.6% of primary contact staff in the ACT had relevant formal qualification at or above Certificate III.

Only 64% of the pool of respondents identified by the Commonwealth in 2013 provided data on staffing qualifications.

Even in the context of the new laws and a limited data pool, the Commonwealth's census shows a growth in the number of qualified staff in the ACT's ECEC sector.

Every authorised officer in the country, which includes the ACT, is trained by the national body, the Australian Children's Education and Care Quality Authority (ACECQA) to undertake assessment and ratings of services.

Since the NQF was introduced in 2012 the ACT Government has supported the growth of qualified staff for the ECEC sector with an Early Childhood scholarship program and an Early Childhood Degree program.

A total of 175 scholarship grants for certificate III study were funded between 2012 and 2015. The last 30 places from this funding were offered in the first half of 2016.

Since 2014 the degree program has funded approximately 61 candidates.

## Assembly Brief

### Subject: Early Childhood Advisory Council

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#### Key Messages:

The Early Childhood Advisory Council is established to foster a stronger partnership between the ACT Government and the early childhood education and care sector.

The Council is made up of key stakeholders and experts in early childhood education and care.

On 22 August 2017, the inaugural meeting of the Council took place at the Legislative Assembly. The Council recently met with Edward Melhuish, Oxford Professor and renowned international expert on early childhood education, to discuss striving for the best education and care sector in the ACT.

The initial work of the Council will be to provide views to the Minister on proposals that arise from the Early Childhood Strategy and the Future of Education conversation, which are both currently in development.

The Council is anticipated to examine the following themes around early childhood:

- Transitions from education and care to school
- Access, equity and affordability
- Workforce and qualifications
- Opportunities for partnership.

We know that access to early childhood education and care can significantly help to overcome the impact of early disadvantage and improve the life chances of a child.

The Council is a mechanism to bring together the diverse parts of the education and care sector for collaborative input. Members have been selected not solely as representatives of their organisations but on the basis of their individual skills and expertise in the sector.

The establishment of the Council presents an opportunity to create dynamic and strong partnerships within the sector, with the ultimate aim of increasing access to quality early childhood education and care for every child in the ACT.

## Background

The Chair of the Council is Ms Cathy Hudson. Ms Hudson is currently a policy advisor and Deputy Chair of the Australian Children's Education and Care Quality Authority (ACECQA).

Membership of the council is listed in the table below.

Name	Institution	Area of representation
Reesha Stefak	Centre Director Woden Early Childhood Centre	Independent not for profit providers
Lisa Syrette	Manager, (Childcare) AIS Site Services Branch Australian Sports Commission	Independent not for providers
Bernadette Carbin	Director Children's Services YWCA	Community not for profit providers
Bruce Papps	CEO Northside Community Service	Community not for profit providers
Darren Black	CEO YMCA and Chair of ACT Children First	Community not for profit providers
Lee Maiden	Deputy Chief Executive Officer Communities@Work	Community not for profit providers and family day care
Sandy Leitch	President, ACT Branch Early Childhood Australia	Peak body
Peter Curtis	President, ACT Sub-Branch Australian Education Union	Peak body
Alice Castrission	Catholic Preschool and SAC Officer Catholic Education Office	Catholic Education
Joanne Garrison	Senior Manager, Strategic Programs Association of Independent Schools ACT	Independent Schools
Simon Bennett	Executive Manager Anglicare	Independent Schools and Community Providers
Symmone Turner	President Preschool Teachers Professional Association	Professional association

## Assembly Brief

### **Subject: Education and Care Places: Affordability and Availability**

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#### **Key Messages:**

Since 2001, the number of centre-based places across the ACT has more than doubled. Centre based services include long day care, school age care, Government and independent preschools.

In January 2012 there were approximately 280 centre based services in the ACT. As at 25 October 2017 there are 341 centre based services in the ACT, an increase of 61 services over almost five years.

As at 25 October 2017, there are approximately 11,000 full time, long day care places available for children preschool age and under in centre-based education and care services. Additionally, there are 4,456 enrolments in 79 Government preschools.

In addition there are 20 non-Government preschools offering approximately 1300 places for preschool aged children.

In February 2016 the then Minister for Education commissioned a review to advise Government on cost, access and quality issues related to long day care services in the ACT.

Forty-seven long day care and independent preschools operate from ACT Government-owned facilities. The majority of long day care services that operate from ACT Government owned facilities pay a subsidised rent, while others receive a discount on commercial rents.

The review found that the sector has moved from an under supply of places to an oversupply over the last few years. This oversupply may be as much as 20%, although the impact is not being evenly experienced across providers in the ACT.

Since January 2016, CECA has reviewed approximately 35 development applications and lease variations which indicate further increases to sector capacity over the next two years.

Since January 2016 thirteen new long day care centres have commenced operation in the ACT.

<b>District</b>	<b>Suburb</b>	<b>Maximum places</b>
Gunghalin	Nicholls	90
	Amaroo	120
Inner North	Turner	135
	Acton	112 (2017)
Belconnen	Bruce	136
	Holt	60
Tuggeranong	Wanniassa	44
	Wanniassa	50 (2017)
	Gordon	44
	Kambah	120
	Kambah	83 (2017)
	Richardson	35 (2017)
	Fyshwick	57 (2017)

On 30 June 2016 Fyshwick Early Childhood Centre, operated by Community Services #1, ceased operation due to low occupancy levels.

On 23 December 2016 two other long day care services ceased operation due to a lack of viability: Gordon Early Childhood Centre operated by Anglicare and Kambah Child Care and Education Centre operated by Communities@Work.

On 24 March 2017 Kidlets Early Learning Centre in Gordon ceased operation.

On 30 September 2017 Honey Tree Early Childhood Centre at Kingston ceased operation.

### *Costs*

The review found that the primary barrier to access to services in the ACT, relative to other jurisdictions, is the cost of those services, with a mean cost of \$105 per day, significantly higher than the national mean of just over \$80 per day. Costs in the ACT have been growing faster than in other jurisdictions for several years, making services relatively more expensive for families in the ACT than other jurisdictions.

The factors driving higher costs in the ACT include:

- The high employment rates and per capita incomes in the ACT setting market tolerances;
- A shortage of suitable workers for the ECEC sector compared to larger jurisdictions;
- The uneven interaction of the non-Government ECEC sector and the Government preschool component of the ECEC sector; and
- The small geographical footprint of the ACT combined with a relatively even social distribution of disadvantaged families, resulting in higher price tolerances across the whole of the ACT that do not account for the thresholds of lower income families.

The Australian Government subsidises the cost of child care by providing a means-tested Child Care Benefit and a non-means tested Child Care Rebate for parents or carers who attend work, study or training. The rebate covers 50 percent of out-of-pocket costs up to an annual cap of \$7,500 per child per year.

The cost impact on families at the lowest two income deciles after the application of Australian Government rebates and subsidies is 31.6% and 27.1% of disposable income respectively. This compares to the national averages of 23.4% and 19% respectively. This makes ECEC comparatively more expensive for families in the ACT than other jurisdictions.

The Australian Government Family Assistance Office also provides financial assistance to families who choose to have their children cared for by grandparents, relatives, friends or nannies. Benefits for these types of registered child care are paid at a flat rate and are not income tested.

The Australian Government has announced a 'Families Package' which includes a new childcare subsidy, a two year In Home Care (Nannies) Pilot and a Child Care Safety Net to support families who are vulnerable and disadvantaged.

The Jobs for Families package is planned for implementation from 1 July 2018. It will replace the current *Child Care Benefit*, *Child Care Rebate* and *Jobs, Education and Training Child Care Fee Assistance* program with a single means-tested *Child Care Subsidy*.

## Assembly Brief

### **Subject: Evaluation of Early Childhood Schools and the Koori Preschool Program**

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#### **Key Messages:**

The initiation of the Evaluation of Early Childhood Schools and the Koori Preschool Program followed on from the 2012 ACT Auditor General's Performance Audit into Early Childhood Schooling, and the Education Directorate's subsequent implementation of the recommendations of the Auditor General's Report throughout 2013–14.

The Evaluation considered the effectiveness of the:

- five Early Childhood Schools at Narrabundah, Isabella Plains, Lyons, Scullin (Southern Cross) and Franklin
- O'Connor Cooperative School, and
- Koori Preschool Program delivered at Kingsford Smith School, Narrabundah Early Childhood School, Ngunnawal Primary School, Richardson Primary School, and Wanniasa School.

The Directorate engaged a consortium of researchers from the Centre for Educational Research at Western Sydney University (WSU), who undertook the Evaluation from mid–2015 to late 2016.

Prior to the release of the Evaluation report, the Directorate briefed principals and school board chairs on the findings of the Evaluation.

On 1 September 2017, the Evaluation report was publicly released on the Directorate's website: [www.education.act.gov.au/childrens\\_policy\\_and\\_regulation/reports](http://www.education.act.gov.au/childrens_policy_and_regulation/reports).

#### Findings

Overall, the Evaluation found that the Early Childhood Schools and the Koori Preschool Program are, to some extent, meeting the intent of the Directorate's *Early Childhood Schools: A framework for their development as learning and development centres for children (birth to eight) and their families*.

The Evaluation identifies eight future focus areas to improve the effectiveness and strengthen the provision of Early Childhood Schools and the Koori

Preschool Program, particularly focussing on outcomes for vulnerable and disadvantaged children.

The findings and future focus areas will be used to inform consultation with families and communities for the development of the Early Childhood Strategy in 2018.

The findings and future focus will also inform school improvement strategies to support quality pedagogy and practice at Early Childhood Schools and schools delivering the Koori Preschool Program in 2018.

## **Background**

In June 2012, the ACT Auditor General's Performance Audit into Early Childhood Schooling outlined 11 recommendations to be addressed by the Directorate within the planning, management and delivery of early childhood schooling programs.

The Evaluation focused on the recommendations of the Auditor-General's Report, and reference the following key areas:

- integrated service delivery
- high quality programs and practice
- family support and participation
- access for vulnerable and disadvantaged students
- achievement of student outcomes
- sustainability of governance models, leadership structures and resourcing.

The total contract price with Western Sydney University was \$107,823 including GST.

## Assembly Brief

### Subject: Early Childhood Schools

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- Early Childhood Schools provide a preschool to year two (P-2) school model with integrated long day care and programs.
- Early Childhood Schools focus on high quality learning, integrated service delivery, and family support and participation for children from birth to eight years of age.
- Five Early Childhood Schools are located across the ACT:
  - Franklin Early Childhood School, Franklin
  - Isabella Plains Early Childhood School, Isabella Plains
  - Lyons Early Childhood School, Lyons
  - Narrabundah Early Childhood School, Narrabundah
  - Southern Cross Early Childhood School, Scullin
- The P-2 component at each Early Childhood School is operated by the ACT Education Directorate.
- The long day care service at each Early Childhood School is operated by an external provider:
  - Southern Cross and Franklin - Anglicare
  - Lyons - Woden Community Services
  - Narrabundah and Isabella Plains - Communities at Work
- O'Connor Cooperative School also offers a P-2 schooling model but does not have a long day component for children younger than preschool.

### Background

- The *Early Childhood Schools Framework* guided the establishment of Early Childhood Schools. In 2009 Early Childhood Schools were opened at Lyons, Southern Cross, Narrabundah and Isabella Plains. Franklin opened in 2013.
- The *Early Childhood Schools Framework* presents a vision that Early Childhood Schools will become regional hubs for the provision of services for children from birth to eight years, and their families.



## Assembly Brief

### Subject: Early Childhood Strategy

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#### Key Messages:

Time spent in quality early childhood education and care is incredibly important for every child's future, regardless of their circumstances or background.

The ACT Government is committed to ensuring all children have access to quality education, including early childhood education and care programs.

The ACT Government's Early Childhood Strategy will look to better coordinate approaches across government and in partnership with non-government organisations, to improve alignment in early childhood education and care.

The Strategy aims to create a joined-up policy framework that creates greater access to early childhood services for children, and provides the foundations of long-term partnerships within the early childhood education and care sector.

The Strategy also aims to raise the value the community has for the responsibility and role of educators.

From mid-2017 consultations on the development of the Strategy commenced with the sector, through sector meetings and the Early Childhood Advisory Council.

The Government will release a series of discussion papers addressing key themes which have emerged from an established evidence base on quality education and care.

**Transitions from Education and Care to School:** systemised approaches to effective transitions, which provide continuity of knowledge about a child's development between early childhood education and care staff and to school and community services staff, and improve a child's confidence in managing change.

**Access, Equity and Affordability:** evidence shows there are gaps of engagement with disadvantaged young children between the ages of one and four in the ACT, with potentially between 15 to 20 % of children between the

ages of one and four not able to access structured early education services prior to preschool: the gap between 'blue book' and preschool.

**Workforce and Qualifications:** qualified, professional educators are essential to providing children with the best start. Some ACT providers are faced with difficulties in attracting, training and retaining suitably skilled and motivated workers in the ACT.

**Opportunities for Partnership:** there are opportunities for systemising the co-location and coordination of key services such as child and family health, early childhood education and care, schools, and community services in the ACT.

## **Background**

The Early Childhood Strategy is one of five components of the ACT Government's Supporting Parents Plan election commitment (EC LAB 030), which also includes:

1. a pilot program for after-hours care to ACT Government preschool students
2. promoting e-safety in schools
3. implementing school uniforms
4. supporting parental engagement.

The Early Childhood Strategy is one of five priority projects that make up the work program for the Human Services Cluster over the next three years.

The development of the Early Childhood Strategy will be progressed throughout 2017 and 2018.

## Assembly Brief

### Subject: Early Entry Process

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- The Directorate's Early Entry process supports applications for early entry into preschool and kindergarten for children who meet eligibility criteria in the following categories:
  - Early Entry for Aboriginal and Torres Strait Islander Children
  - Early Entry for Children with English as an Additional Language or Dialect (EAL/D)
  - Early Entry for Gifted and Talented Children
  - Early Entry for Mobility.
- Applications for Early Entry for Aboriginal and Torres Strait Islander Children and Early Entry for Children with English as an Additional Language or Dialect (EAL/D) are made using the Directorate's online enrolment process. Placement is determined by the enrolling school.
- The Directorate's Provider Approval under the National Quality Framework allows non-English speaking children to access early entry into preschool without being included in the maximum number of preschool places, when enrolled in accordance with the Early Entry for Children with English as an Additional Language or Dialect procedure.
- Applications for Early Entry for Gifted and Talented Children and Early Entry for Mobility are made to the Pedagogy Section, Learning and Teaching Branch.
- Each Early Entry for Gifted and Talented Children application is reviewed by one of the Directorate's Senior Psychologists.

### Background

- In the ACT, children are eligible to enrol in preschool if they turn four years of age on or before 30 April in the year of attendance. Children are eligible to enrol in kindergarten if they turn five years of age on or before 30 April in the year of attendance.
- Age eligibility to begin formal schooling differs between jurisdictions.
- Early Entry for Aboriginal and Torres Strait Islander children enables children to commence preschool one semester earlier than their age

cohort, providing up to 18 months of preschool education prior to commencing full-time schooling.

- Early Entry for children with English as an Additional Language or Dialect (EAL/D) enables children to attend preschool for up to six hours a week in the semester prior to commencing their preschool year.

Table 1: Number of approved applications for Early Entry under criteria for Mobility or Gifted and Talented

	Number of applications approved
2014	31
2015	25
2016	34
2017	11

## Assembly Brief

### Subject: **Preschool Matters**

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- The Preschool Matters Program (2013-2016) provided information and resources to support parental engagement in preschool education.
- Preschool Matters Grants provided 80 grants of \$500 each to deliver initiatives supporting parental engagement in preschool education. Funded initiatives include transport to develop relationships with local aged care facilities, establishing community gardens and developing a multi-lingual preschool handbook.
- The Preschool Matters Grants Program has been extended for 2017-18. Grants of up to \$1000 will be offered, with a total of \$15,000 available. Applications closed on 13 October 2017 and recipients will be announced in November 2017.
- The Preschool Matters website [www.preschoolmatters.act.gov.au](http://www.preschoolmatters.act.gov.au) provides information to families about ACT preschool services and ways in which they can engage in preschool education.

## Assembly Brief

### Subject: Class Sizes

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#### Key Messages:

In the evolving learning environment the concept of a ‘class’ is becoming less relevant. Contemporary teaching methods used in ACT public schools move away from traditional class room methods to combined team teaching and intensive small group arrangements. In secondary years, it is a combination of tertiary-style lectures, smaller tutorial group work, and one-on-one support and instruction.

The Education Directorate uses students to teacher ratios as the measure to ensure the balance of support for ACT students. At 13.3 students per teacher in 2016, ACT public schools had the second lowest students to teacher ratio in the country.

While not directly referred to now, when referring to the average class size across the education system the Directorate uses the following measures:

- a maximum of 21 students in kindergarten to year 3
- an average of 21 students in primary and high schools
- an average of 19 students in colleges.

Class size policies across Australian jurisdictions and for ACT non-government schools show that ACT public schools have the lowest average class size policy of any Australian jurisdiction and lower than ACT Catholic schools.

#### Background

The national measure with regard to class sizes is the students to teacher ratio, published by the Australian Bureau of Statistics each year. The Education Directorate has moved to using the students to teacher ratio rather than a class size measure as a more consistent, clear and nationally comparable measure of the allocation of teaching resources in schools.

Compilation of class sizes requires a high degree of estimation and judgement regarding the nature of a “class”, with no national or local definition, and the concept unable to cover a large number of current and emerging arrangements.

The national students to teacher ratios have consistently shown that public school systems in the Northern Territory, followed by the ACT, have the lowest ratios in comparison with other jurisdictions and sectors.

## Assembly Brief

### Subject: Canberra Teacher Recruitment Assessment (CANTRA)

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#### Key Messages:

##### *Literacy and Numeracy Testing of Teachers (CANTRA)*

The ACT Government is committed to the employment of high quality teachers. The ACT Teacher Quality Institute (TQI) assesses qualifications and, depending upon where study was completed, evidence of English language proficiency is requested in determining a teacher's eligibility for professional registration.

The Directorate delivered the Canberra Teacher Recruitment Assessment (CANTRA) in November 2015. This experience is informing development of future testing approaches in the ACT, which we wish to align to national practice.

CANTRA candidature was restricted to initial teacher education students *graduating* in 2015 and *post graduates* seeking 2016 employment in ACT public schools.

Monitoring of national developments in the area of demonstrated teacher personal literacy and numeracy skills is on-going and the ACT will be informed about this national work in making arrangements for testing locally.

#### Background

In total, 212 sat the CANTRA test, with 98.11% achieving the pass rate in Literacy and 94.81% in Numeracy.

CANTRA is the same test as the test designed for use in initial teacher education (ITE) settings.

ACER has been awarded management of the national test instrument for Literacy and Numeracy testing. This test is now to be used for the sole purpose of testing ITE students.

The Directorate will amend existing contract and probation reports to be assured of suitability of teacher literacy and numeracy skills with confirmation occurring from those who support the teacher in the workplace. Testing was not applicable for those seeking to engage in on-going casual teaching with the Directorate

## Assembly Brief

### **Subject: Teaching conditions: ACT comparisons with other jurisdictions**

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#### Key Messages

##### Salary

The ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018 provides pay rises of three percent per annum for all teaching classifications, resulting in a cumulative increase of 12.6 percent over the life of the agreement (valued at \$159m). ACT teacher salaries will remain competitive into the foreseeable future.

The most recent pay rise was on 1 April 2017. ACT top of the range classroom teachers on \$98,834 are the third highest paid, behind WA (\$103,049) and NT (\$100,104), and ahead of NSW (\$97,853), VIC (\$94,961) TAS (\$92,496), SA (\$91,673) and QLD (\$90,386).

(Note: Since the annual report period, ACT teachers had a pay rise on 1 October 2017, with the top of the range classroom teacher on \$100,317).

##### Superannuation

ACT teachers enjoy better employer superannuation contributions than most other jurisdictions. Based on the standard five per cent employee contribution, the ACT employer contribution is 11.5 percent compared to 9.5percent in NSW, VIC, WA, SA and NT. TAS pay 12.3 and QLD pays 12.75 percent employer contribution.

##### Teaching hours

Face-to-face teaching hours in ACT primary schools at 21 hours 30 minutes per week are lower than any other jurisdiction except WA (21h 20m). NSW teaching hours are 21 hours 45 minutes in primary schools.

Face-to-face teaching hours in ACT secondary schools at 19 hours per week, are lower than any other jurisdiction. NSW teaching hours in secondary schools are 20 hours 40 minutes (including 120min. of sport) or 20 hours (no sport component).

Reduction of face-to-face teaching hours for ACT teachers in their first year of teaching experience was introduced in 2012. First year teachers teach a maximum of 20 hours per week in primary schools and 18 hours per week in secondary schools. This reduction facilitates enhanced coaching and mentoring support programs in schools.

#### Teaching days

ACT has 197 teaching days in the school year. This is the second lowest overall (with NT at 194 days). SA has the most at 207 days per year.

#### Student-teacher ratio

The last published ABS figures for student-teacher ratios across states and territories in 2016 show:

Primary schools: ACT (14.7 students per teacher) is lower than all other jurisdictions except NT (12.6) and QLD (14.5). ACT is below the Australian average of 15. The NSW figure is 15.6

Secondary schools: ACT (11.8 students per teacher) is lower than all other jurisdictions. The Australian average is 12.6. The NSW figure is 12.5.

#### General conditions

The general conditions of service for ACT teachers are based on the ACT Public Service Common Terms and Conditions and, in most cases, match or better the conditions in any other jurisdiction. For example, ACT teachers can access 18 weeks paid maternity or primary care giver leave, ten days paid bonding leave, five days compassionate leave and unpaid parental and grandparental leave.



## Assembly Brief

### Subject: Transitions and Careers in Schools

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#### Key Messages:

Transitions and careers support is available for all students in ACT public schools through the stages of schooling and in their transition to further education, training and/or employment. Transitions and careers programs equip students with the skills to manage and plan their learning and future pathways, and become career self-managers across the lifespan.

Transitions and career development services and programs include:

- Online Pathways Planning
- Career education
- Career guidance with qualified career development practitioners
- Work exploration through workplace learning programs
- Career information provision
- Career Expos
- Vocational learning programs such as Vocational Learning Options (VLOs)
- Transition programs and services
- Parental engagement – engaging parents in career conversations (EPICC)
- Engaging with business, industry and community to provide students with multiple pathways and career opportunities.

School career practitioners work within wider student services support teams, often comprising year coordinators, transitions teachers, vocational education teachers, work placement coordinators, school counsellors and pastoral care coordinators. They share functions and work in a multi-disciplinary way.

#### *Web Based Student Work Placement Management System*

InPlace, a web based application is used in ACT public high schools and colleges for the management of student workplace learning.

Student workplace learning programs are career development and vocational learning programs that link school studies to the world of work. Student workplace learning programs provide short term unpaid participation in the workplace as a learner and an observer. They include work experience (WEX) and structured workplace learning (SWL).

WEX placements form part of a student's broader career development and are not linked to a specific course of study.

SWL placements are associated with a National Training Package vocational education and training (VET) course.

Workplace learning assists young people to prepare for their transition to the next phase of their lives and provides an opportunity for students to experience personal growth, learning success and gain new vocational knowledge and skills.

### Background

Transitions and careers services and programs build the career management skills and knowledge of all students. Student career aspirations are strong predictors of educational outcomes, including year 12 participation. Teachers and parents play an important role in encouraging and lifting young people's aspirations.

Career practitioners in ACT public schools must hold a CICA endorsed career qualification, demonstrate professional currency and annually meet the Professional Standards for Australian Career Development Practitioners.

## Assembly Brief

### Subject: Changes to Alternative Education Support Programs

#### Background

Alternative Education programs support students who have difficulty engaging in a mainstream school environment. Students who access these programs may have mental health concerns, developmental trauma and significant family issues.

There are currently 61 students participating in “in-school selected approaches”, this number varies over time.

Program	Number of students currently	Notes
Connect 10	36	Capacity 60, 20 per program
Achievement centres	20	Capacity 54, 18 per program
YEP	█ attending	Capacity 15, █ referrals pending eligibility

#### Transition of existing programs

- The Connect 10 and Achievement Centre programs being transitioned to new program called Continuum of Education.
- This new program will provide better support to students in their own high school setting. It is a longer term program and takes away the need for students to ‘transition’ back to their school.

- The new program is based on modern evidence to support diverse students, some of who may be disengaged or struggling at school.
- Rather than removing students from their school to another setting, the new program will equip every public high school to provide and on and off campus alternative education for students.
- This means that schools will work closely with students to ensure that they are supported and connected in their school. This may mean that some students are offered different learning options and provided with options that engage and encourage them to continue at school.
- Transition arrangements for all students currently enrolled in Connect 10 or in an Achievement Centre will be arranged and discussed with parents. No student currently in these programs will be left without the support they need to keep learning.

### Continuum of Education Support (CES) Model

- The Education Directorate is committed to the provision of effective support for at-risk and disengaged students, through partnerships with community agencies and options for flexible learning options for high school students at risk of disengaging from secondary school.
- The Directorate has developed a Continuum of Support (CES) model that provides a holistic framework for best practice approaches to the learning engagement of all high school students in the ACT.
- The CES model has been informed by a review of the ACT, national and international evidence base to support the delivery of positive educational outcomes for students, as well as through consultation with key stakeholders.
- The model allows for a school by school approach to design and implementation of strategies that best meet the needs of their individual school communities.



## Assembly Brief

### **Subject: Continuum of Education Supports (CES) in High Schools**

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The Directorate has developed a Continuum of Support (CES) model that provides a holistic framework for best practice approaches to the learning engagement of all high school students in the ACT.

This model will be implemented in all ACT public high schools from 2018, and represents a departure from Education's current approach to alternative education.

The Continuum of Education Support is an evidence based model that addresses the diversity of need for students at risk of disengagement and enables each and every high school to respond flexibly to meet this diversity of need within their school community.

The CES model has been informed by a review of the ACT, national and international evidence base to support the delivery of positive educational outcomes for students, as well as through consultation with key stakeholders.

Research tells us those students at risk of disengaging from school benefit most from education programs that support stability, positive relationships and a sense of belonging. Based on these principles, every high school will provide on campus alternative education for students at risk. An off campus alternative education option will be available for the small number of students who are not able to manage in a mainstream environment.

The CES model comprises three tiers that support the engagement of students in learning at high school:

- a. Tier 1 Universal Supports – for *all* students
- b. Tier 2 Flexible Learning Provision – selected supports for *some* students
- c. Tier 3 Targeted Supports for *individuals*

The Education Support Office is providing extensive support to high schools to implement the CES model from 2018. Transitional arrangements are currently being established for 2018 to ensure schools continue to have access to existing alternative education programs while schools are developing each component of the model in their school.

Director: Sam Seton    Phone: 6205 7029    Updated: July 2017

**Background**

In 2015 the ACT Government agreed to the *Schools for All* recommendation (Recommendation 7.5) to develop and implement a coherent strategy for the provision of alternative education programs and/or other flexible learning options for students at risk of disengaging from secondary school.

The Directorate subsequently commissioned Griffith University to consult with key stakeholders and develop an evidence-based Continuum of Education Support (CES) model.

The Griffith University research team developed the model through a combination of a literature and jurisdictional reviews, high school surveys, focus groups with high school principals, case study reviews of four high schools and one college (Connect10), parent and student conversations, and Network Student Engagement Team and community agency focus groups.

The model was refined in early 2017 through feedback sessions with school principals, a Project Advisory Group, the Australian Education Union and senior Directorate executives.

## Assembly Brief

### Subject: Alternative Education Support Programs

#### Key Messages:

##### Achievement Centres

Achievement Centres are for students in years 7 and 8 who have not experienced a successful transition to high school or are not successfully engaged in learning. There are three centres located at:

- Canberra High School
- Campbell High School
- Wanniasa School.

Each centre is capable of catering for a maximum of 18 students at any one time.

The focus is on intensive academic and social skills support to build the confidence and competence of students. The funded staffing for each centre includes:

- three teachers
- one Youth Support Worker - works with teachers and supports transitions back to the home high school.

Enrolments for each centre in Semester 2, 2017 were:

	Students
Wanniasa School	11
Campbell High	
Canberra High	
Total	21

## Connect 10

Connect 10 supports students in year 9 and 10 to re-engage with schooling and to explore training or work options. There are three programs located at:

- Lake Tuggeranong College
- University of Canberra College Lake Ginninderra
- Dickson College.

Each program supports up to 20 students who have disengaged from schooling. The staffing capacity in each setting includes:

- two teachers
- one youth support worker
- other college staff are used to provide a relevant and diversified curriculum as appropriate.

Enrolment at each centre in Semester 2, 2017:

	Students
University of Canberra Senior Secondary College (UCSSC), Lake Ginninderra - North	12
Lake Tuggeranong College - South	14
Dickson College- Central	13
Total	39

## Future Directions for ACT Public School Programs

The Directorate is developing a Continuum of Educational Support for High School (CES) Model (for Years 7-10). This project is in response to recommendation 7.5 in the Schools for All report to “*develop and implement a coherent strategy for the provision of alternative education programs and/or other flexible learning options, for students at risk of disengaging from secondary school.*”

The CES model will provide an integrated framework for the provision of educational support services to students in Canberra public high schools with complex needs and challenging behaviours who are at risk of disengaging from school.

In 2016, Griffith University was engaged to support the development of a CES model informed by national and international best practice, stakeholder

consultation and be congruent with the Directorate's Strategic Plan and existing school network structure.

The Griffith University report *Student Engagement Continuum: Engaging High School Students in the ACT* has been used as a basis for the CES model and will be utilised as a resource to inform the development, implementation and evaluation of the model.

The Griffith University report recommendations included:

- each school should take responsibility for its own at-risk and disengaged students by developing an onsite alternative education program
- a new offsite alternative education program is developed
- the closure of Achievement Centres and Connect 10 facilities as they currently exist.
- funds currently directed towards the Achievement Centres and Connect 10 programs should be re-directed towards the implementation of school based and offsite alternative education provision.

These recommendations will lead to an increase in support capacity for students who struggle to engage in mainstream classrooms as each high school will have capacity as well as an offsite provision.

The CES model was finalised in consultation with school principals in term 1 2017 with implementation occurring in 2018.

As part of planning, the Achievement Centres and Connect10 programs will continue to operate in 2017 while the new model is operationalised. Transition periods for both the Achievement Centres and Connect10 programs have commenced in 2017 to ensure all students have a plan for their transition out of these programs.

A North and South Connect 10 Program will operate during 2018 as part of the transition plan.

### CCCares

CCCares provides education and support to young carers, parents and pregnant students in the ACT and surrounding districts. The Education Directorate works in partnership with ACT Health to deliver the program. The program is funded by the Directorate and is located at Canberra College. This program will not be impacted by the CES model.

### The Cottage

The Cottage is a day mental health facility run by ACT Health for adolescents with medium to severe mental health issues. The Directorate provides a fulltime classroom teacher and it is located at the Calvary Hospital.

### Anglicare Youth Education Program

The funding for this program was transferred from the Community Service Directorate (CSD) to the Education and Training Directorate in 2011. The program caters for young people aged 15 to 19 years and offers an opportunity to gain their Year 10 and Year 12 Certificate and other vocational qualifications in a caring and supportive alternative education environment.

Young people who attend have often experienced trauma, homelessness, family breakdown, and contact with youth justice..

Student Engagement is in the process of extending the contract for a year with Anglicare to deliver the program through a transitional period in 2018 while the Continuum of Educational Supports model for High Schools (Years 7-10) is developed and operationalised.

### Galilee School

This program is an independent alternative school for students in year 7-10. Funding from CSD ceased in December 2015. As an independent school Galilee School receives funding from the Commonwealth which is provided through the Education Directorate.

Galilee provides schooling predominately for young people who find mainstream high school challenging to engage with. Galilee Schools is on Kambah Pool Road, Kambah. A new campus is being developed and will be located in Holder.

### Background

Alternative Education programs support students who have difficulty engaging in a mainstream school environment. Students who access these programs may have mental health concerns, developmental trauma and significant family issues.

**Subject: Disadvantaged Students: Financial Support**


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**Key Messages:**

The following programs support students from low income families and are funded by the ACT Government.

*Secondary Bursary Scheme*

- Eligible students from low income families in years 7-10 can access \$750 per year to assist with education costs.
- This payment is means tested; families with a health care card or a Centrelink concession card are eligible to apply.
- Parents can access application forms and information through high schools and colleges, Centrelink, The Smith Family 'Learning for Life' Coordinator and on the EDU website.
- Funding is paid directly into parents/carers accounts in a one off payment of \$750.
- Applications received after 30 June 2017 to 27 October 2017 will be eligible for a half year payment of \$375.
- Parents are not required to report on or acquit the payment in any way.
- The Government committed to increasing the Bursary Scheme from \$500 to \$750 commencing in the 2013-2014 financial year. This commitment has been implemented from the start of 2014.
- In 2016, approximately 937 students from 760 families have received the bursary payment.

*Schools Equity Fund (SEF)*

- The SEF commenced in 2004, following the cessation of the Australian Government's *Disadvantaged Schools Program*.
- This fund provides targeted assistance to schools serving communities defined as socio-economically disadvantaged.
- Approximately \$217,000 in total is given to 15 schools each financial year in direct grants.
- Schools use SEF funding for a range of whole of school activities such as targeted literacy and numeracy programs and cultural events, and establishing stronger community connections through programs to encourage parent participation.

### *Student Support Fund (SSF)*

- The *SSF* is an initiative of the ACT Government, announced in the 2004-2005 Budget.
- Schools use the funding to support individual students in areas such as clothing, food and cultural experiences.
- Each financial year \$502,000 is allocated to all ACT public schools to support individual students from disadvantaged families.
- Principals determine how best these funds can be used to support disadvantaged students in their school.
- Funding to individual schools is based on \$10 per student (as at the February school census) and \$5 for preschools with the balance being distributed according to the level of disadvantage within the school community.

### Background

There is strong evidence which indicates socio-economic disadvantage is linked to developmental and performance levels of children at school entry and throughout school. Research indicates quality teaching when combined with a rich curriculum and pedagogy personalised to students' learning needs, can significantly improve the outcomes for students from disadvantaged families. From 2017 both the Schools Equity Fund and Student Support Fund will be included in the Student Resource Allocation Program.

## Assembly Brief

### Subject: Dyslexia – Students in Public Schools

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#### Key Messages:

There is heightened interest in how students with learning difficulties are supported in schools, in particular, following the Australian Government's recent announcement in relation to the introduction of a nation-wide phonics assessment in schools.

*What is dyslexia and how common is it?*

Dyslexia is a term often used in the community to describe difficulties with reading.

Clinicians use the term 'dyslexia' to describe a specific learning difficulty in the area of reading associated with a variety of causes and symptoms. Dyslexia is a brain based learning disorder with a strong genetic component. Dyslexia typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Students with dyslexia may struggle with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Unlike their peers, these difficulties do not diminish with maturation or through continual practice with reading.

Teaching students with dyslexia requires individualised/specialised or alternative approaches.

Students with dyslexia have unique learning profiles and can have mild to significant needs depending on the severity of the condition - what works for one young person with dyslexia may not work for all.

Prevalence estimates of people with dyslexia range from 3-20% of the population.

*How are students with dyslexia supported in schools?*

Canberra public schools use a variety of strategies to support students with dyslexia. Reading difficulties may be identified in kindergarten through the PIPS screen. Teachers then adopt differentiated programs to support each students' learning. Research indicates that a language rich environment with exposure to reading will assist all students; some students will also require

additional targeted support to identify and retain letters, sounds and words.

There has been substantial discussion and debate over recent years in Australia on supporting students with dyslexia in schools.

This debate is usually polarised: either favouring an emphasis on phonics instruction (the relationships between patterns of letters or graphemes and patterns of sound or phonemes) or a whole language approach (recognising words as whole pieces of language).

Teaching the majority of children to read requires a balanced approach, however students with dyslexia require an explicit and systematic approach targeting areas of need such as: phonemic awareness, phonics, fluency, comprehension and vocabulary.

For students identified as “at risk” of learning difficulties, teachers must be able to identify, plan and tailor the teaching and learning program to meet the needs of individual students.

For students with dyslexia this could involve use of assistive technologies such as text to speech and voice recognition software, ipads, tablets and digital recorders.

Teachers in ACT public schools have access to specialised professional learning in relation to dyslexia and reading difficulties.

School psychologists also provide support for school staff in supporting students with reading difficulties such as dyslexia.

**Subject: Vocational Learning Options**

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**Key Messages:**

To remove name duplication and confusion, Flexible Learning Options have been renamed Vocational Learning Options (VLOs).

VLOs focus on ensuring students are able to attain a 'skill set' from a VET National Training Package and have assistance in developing a preferred vocational future.

- VLOs are career development and vocational learning programs available to year 9-12 public school students who are seeking a vocational learning program not offered by their school.
- VLOs provide an opportunity for students to experience personal growth, learning success and gain new vocational knowledge and skills.
- VLOs are delivered in an authentic learning environment by external training providers in partnership with schools and community agencies.

VLOs for Semester 2, 2017 include Hairdressing; Make Up; Animal Care; and Community Services. Student participation in these VLOs has made a positive contribution to the overall increase of student numbers in VET for secondary students in the ACT.

**Background**

Vocational Learning Options (VLOs) are designed for young people aged 14 years or over and are typically limited to 12 to 18 students per VLO to retain small group size. VLOs help young people build skills, knowledge, pathways and networks to improve training and employment prospects.

## Assembly Brief

### **Subject: Gifted and Talented Education**

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The Directorate's *Gifted and Talented Students Policy (2014)* provides systemic advice to Canberra public schools on current leading evidence-based practice in gifted and talented education.

All 87 Canberra public schools implement the Policy. Each Canberra public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.

Under the Policy, principals must appoint a Gifted and Talented Liaison Officer (GaTLO) to provide a point of contact between the school, gifted and talented students and their families.

The Directorate has published 14 parent fact sheets to assist parents and carers to understand the Policy and the role of Canberra public schools in supporting gifted and talented students.

On 19 June 2014, the Directorate engaged specialist consultants, Gateways Education, to support the implementation of the Policy over three years to July 2017. Gateways Education is responsible for:

- delivering a series of 12 professional learning workshops for school leaders, GaTLOs and classroom teachers on gifted and talented education
- providing research papers on gifted and talented education theory and practice, nationally and internationally
- providing written articles on gifted and talented education targeted at parents and the community that can be included in school newsletters

On 13 June 2017, the Directorate and Gateways Education signed a Deed of Variation for additional services to be provided before June 2018, including:

- Internal and external stakeholder consultation to be held in December 2017, to review and update the Gifted and Talented Student's Policy
- the re-delivery of four foundational professional learning workshops

- a face-to-face Action Research sharing workshop
- a minor report on the findings of the Action Research component including case studies and supporting documentation
- a major Evaluation Report of the implementation support for Gifted and Talented Students Policy from 2014 to 2017, including case studies and supporting documentation.

The Catholic and independent sectors are invited to participate in the professional learning workshops.

The professional learning workshop materials, research articles for teachers and newsletter articles for parents are regularly uploaded on the Directorate's intranet to be accessed by school-based staff. By providing these resources, the Directorate aims to build the capacity of all teachers in Canberra public schools in gifted and talented education.

## **Background**

On 28 February 2014, the Policy was launched by the then Minister for Education and Training, Ms Joy Burch MLA.

On 2 May 2014, 14 parent fact sheets were launched to support the Policy and published on the Directorate's website.

In 2015, 324 school leaders, GaTLOs and classroom teachers from all sectors attended four professional learning workshops delivered by Gateways Education focusing on the development of differentiated curriculum for gifted learners, and assessment approaches with gifted learners.

In 2016, 254 classroom teachers, GaTLOs and school leaders attended eight professional learning workshops, including repeats of the first two workshops delivered in 2015 on developing differentiated curriculum and new workshops on twice exceptional and underachieving gifted students and developing learning activities using Bloom's Taxonomy and other learning models.

In 2017, 108 classroom teachers, GATLOs and school leaders attended two professional learning workshops, including repeats of developing differentiated curriculum and twice exceptional and underachieving gifted students. A new Action Research workshop series for continuing classroom teachers, GaTLOs and school leaders was also present.

To date, Gateways Education has provided twelve professional learning workshops and six research articles for classroom teachers and school leaders,

and six school newsletter articles for parents on gifted and talented education theory and practice.

## Assembly Brief

### **Subject: Phonics Testing for Year One Students**

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ACT public schools deliver evidence-based balanced literacy teaching, including the explicit teaching of phonics and word knowledge as described in the Australian Curriculum.

These elements are integrated into a literacy program which supports students to develop proficient and lifelong reading skills and habits. Teachers use formative assessment to differentiate their teaching, support students' needs, and ensure growth in student achievement.

In ACT public schools, Performance Indicators in Primary Schools (PIPS) is used to gauge students' early literacy and numeracy skills in their first year of schooling (Kindergarten). PIPS is conducted twice during the Kindergarten year, providing both baseline and growth data for use at the school and system level. PIPS has been administered in ACT public schools since 2006 and provides information for use at the school and system level. It was developed by the Curriculum Evaluation and Management Centre, University of Durham, England.

PIPS is based on comprehensive international research on primary students' literacy and numeracy development. PIPS has been trialled and modified for Australian students. At the school level, PIPS data is used to identify students who may need extra support or enrichment in literacy and/or numeracy. At the system level, aggregated PIPS data is combined with NAPLAN data to establish targets for expected growth in students' literacy and numeracy between the PIPS baseline and subsequent NAPLAN testing.

In September 2017, the *National Year 1 Literacy and Numeracy Check Expert Advisory Panel: advice to the Minister* April 2017 report was tabled at Education Council. The report includes an analysis of current jurisdictional early literacy and numeracy assessments and a proposal for conducting the year one assessment.

## Concerns

The *National Year 1 Literacy and Numeracy Check Expert Advisory Panel: advice to the Minister* April 2017 report outlines the components of and evaluates existing early literacy assessments conducted across Australia. It states that current assessments inadequately assess children's understanding of phonics, with some assessments testing phonological awareness rather than phonics, despite labelling to the contrary. This includes the Performance Indicators in Primary Schools (PIPS) assessment.

Analysis of the PIPS test items indicates that the section labelled 'phonics' actually assesses students' phonological awareness and phonemic awareness (as students listen to and respond to words and sounds), rather than using phonics knowledge. Evidence also suggests that systematic phonics instruction (including phonemic awareness instruction), as promoted by the Australian Government's expert panel, positively impacts students' reading and spelling development in kindergarten to year six, and improves the achievement of students experiencing difficulty in learning to read.<sup>1</sup>

A strong body of research suggests that phonemic awareness and letter knowledge are the two best school-entry predictors of how well children will learn to read during the first two years of instruction.<sup>1</sup>

The ACT Education Directorate is satisfied that PIPS provides assessment data on the requisite early literacy skills (phonemic awareness and letter knowledge), and provides teachers the necessary required to tailor early literacy instruction, including phonics.

The aim of the proposed Year One Phonics Check – and of phonics instruction itself – is to improve students' literacy knowledge in the broader sense. Several analyses of the implementation of Britain's phonics check have failed to find any evidence of improvements in students' overall literacy performance or progress that could be clearly attributed to the introduction of the phonics check.

There is concern about additional test burden for students who already undergo several assessments throughout their schooling, including in the early years, such as:

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<sup>1</sup> National Reading Panel (2000). *TEACHING CHILDREN TO READ: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. [online] U.S. Department of Health and Human Services. Available at:

<https://www.nichd.nih.gov/publications/pubs/nrp/Pages/smallbook.aspx>

Director: Jason Borton

Phone: 59205

Updated: October 2017

- Australian Early Development Census (AEDC)
- Performance Indicators in Primary Schools (PIPS)
- National Assessment Program Literacy and Numeracy (NAPLAN)
- Programme for International Student Assessment (PISA)
- Trends in International Mathematics and Science Study (TIMSS)
- Progress in International Reading Literacy Study (PIRLS).

There is also concern over the privileging of phonics instruction over the explicit teaching of other skills, knowledge and understanding required to read and write effectively such as comprehension and critical thinking.

## **Background**

In May 2016, the Australian Government released *Quality Schools, Quality Outcomes* (QSQO), which outlines the Government's evidence-based approach to schools' reform to improve learning outcomes for all Australian students.

A key proposal of QSQO, is to introduce a national check of all year one students in the areas of reading, phonics and numeracy. This reform aims to ensure that students who are behind in their schooling are identified early and can receive the extra support they need.

On 29 January 2017, Federal Government Education Minister, Simon Birmingham, announced plans to establish an expert advisory panel to work on a compulsory reading, phonics and numeracy screening check for all Australian Year 1 students.

Dr Jennifer Buckingham, Education Research Fellow, Centre for Independent Studies, chairs the Panel. Prior to forming the Panel, Minister Birmingham had endorsed research conducted by Dr Buckingham in the November 2016 *Focus on Phonics* report. The report advocated the implementation of Britain's year one phonics screening check in Australian schools. The Centre for Independent Studies also developed the FIVE from FIVE literacy program, which includes a focus on phonics.

In April 2017, Minister Berry was briefed on the National Year One Literacy and Numeracy Check and responded to a letter from Senator the Honourable Simon Birmingham. Minister Berry wrote of her interest in hearing the outcomes of the Panel consultations on the national year one literacy and numeracy check, and providing feedback on the proposed way forward.

In September 2017, the *National Year 1 Literacy and Numeracy Check Expert Advisory Panel: advice to the Minister* April 2017 report was tabled at Education Council. The report includes an analysis of current jurisdictional early literacy and numeracy assessments and a proposal for conducting the year one assessment. Education Council agreed to reconvene in December to have the content of the paper presented in further detail by Dr Buckingham. Minister Birmingham has signaled that the timeline for a national rollout of the literacy component of the check is term three of 2018, with the numeracy component to follow in term three, 2019.

## Assembly Brief

### Subject: Special Needs Transport for Students with Disability

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#### Key Messages:

#### *Transition of Special Needs Transport (SNT) to the NDIS*

The SNT program provides transport assistance for approximately 385 students with a disability and 60 students from the Introductory English Program to and from ACT public schools, where families can demonstrate they are unable to provide transport. The SNT program is in scope for the National Disability Insurance Scheme (NDIS) and is currently being provided as an in-kind service.

On 1 July 2016 responsibility for the program transferred from Education to Transport Canberra and City Services, however eligibility is still considered collaboratively with Education.

Transport Canberra and City Services, in collaboration with the Education Directorate, is working closely with the National Disability Insurance Agency (NDIA) to progress transition of responsibility of specialised student transport to the NDIA. The NDIA is still considering how to manage specialised transport into the future.

## Assembly Brief

### **Subject: Support for Students with Disabilities**

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#### **Key Messages:**

In ACT public schools, students with disability are supported through inclusion in mainstream classes, support in specialist classes and through access to specialist schools. The February 2017 school census shows 2238 students in ACT public schools accessing disability education programs and services.

Across the system, schools are provided with additional resources, including staff, professional learning and expert guidance to make reasonable adjustments for access and participation for students with disability.

The ACT Government has invested in a number of training courses to build the capability of teachers in ACT public schools to enable them to better support students with disability.

With a mix of face-to-face and online learning opportunities, teachers and other school staff can access quality professional learning when they need it and at times that suit them. There are a number of high quality face to face professional learning opportunities for staff including wellbeing workshops and trauma training.

#### *Students with Autism*

Data informing the February 2017 school census identified 689 students with a diagnosis of Autism Spectrum Disorder (ASD) across Kindergarten to Year 12 in ACT public schools. Students with autism are enrolled in a range of programs and ACT public schools:

- 316 students participate in mainstream classes with support through the Directorate's Inclusion Support Program resourcing
- 266 students participate in Learning Support Centres and Learning Support Units within mainstream settings, which provide smaller group sizes and increased teacher to student ratios.
- 107 students are enrolled in one of four ACT Specialist Schools.

Placement in education programs is based on the need of the individual student and decisions about placement are made in consultation with parents, carers, families and schools. Students with autism participating in these programs have

an Individual Learning Plan (ILP), developed collaboratively by parents, carers, the school, and the student themselves when appropriate.

From 2015, early intervention services for children with autism are delivered by non-government organisations as part of the NDIS. Autism is a lifelong developmental condition that impacts on the way individuals relate to their environment and how they interact with people. This includes social communication, restricted and repetitive behaviours, unusual sensory sensitivities and intellectual impairment or learning difficulties.

Autism is described as a spectrum because the degree of impact on individuals varies from person to person. For example, some students require specialised programs and school placements such as small class size (Learning Support Unit – Autism) to support their participation at school. In contrast, other students are able to attend a mainstream classroom with the support of teaching staff and the use of autism specific strategies to support their participation at school.

#### *Disability Standards for Education e-learning*

Since 2017 the online training course for Disability Standards for Education 2005 (DSE) has been mandated for all school-based employees and targeted areas with the Education Support Office. The objective of the training is to ensure all staff are aware of their obligations under the *Disability Discrimination Act 1992* and the DSE.

The course provides training specific to a wide range of settings including preschools, primary schools, high schools, senior secondary colleges and central office. Approximately 98% of teaching and non teaching staff have completed the training as at April 2017. This training is now part of the Directorate's mandatory online induction program.

#### *Targeted courses*

The Directorate offers online targeted courses, based on international expertise and adapted to local needs to build the capacity of teachers and leadership teams in ACT public schools. The courses assist teachers to offer individualised support for students with disability.

The courses that are accredited with the ACT Teacher Quality Institute, and can count towards teacher registration include:

1. Autism Spectrum Disorder

2. Dyslexia and Significant Reading Difficulties
3. Speech, Language and Communication Needs
4. Motor Coordination Difficulties
5. Understanding Hearing Loss
6. Understanding and Managing Behaviours.

#### *Network Student Engagement Teams (NSET)*

NSETs are multidisciplinary teams within the Student Engagement Branch that provide additional support for students with disability and learning difficulties. For further information see factsheet Network Student Engagement Teams.

#### *Disability Education Coordinator (DECO)*

Each school has a designated DECO who is a part of the school executive. DECOs are responsible for coordinating supports for students with disability and also support teachers access to evidence based quality professional learning opportunities.

#### *Targeted Preschool Support (SAP)*

The SAP team works with the school executive and preschool teams to support the inclusion of children with developmental delay and disability in ACT public preschools.

#### Background

As part of the response to the Schools for All report, allied health professionals were recruited in 2016 to support the multidisciplinary work of the Network Student Engagement Teams.

The National Partnership: More Support for Students with Disabilities enabled the ACT Government to support school leadership teams to improve outcomes for students with disability with four million dollars over four years to 2015. A number of additional supports were developed through this funding, these included:

- the development of the national e-Learning professional development on the DSE – developed by the University of Canberra in collaboration with States and Territories. The e-learning package has been pivotal in increasing school staff knowledge of obligations under the *Disability Discrimination Act 1992* and the DSE.
- The development of specific online training packages for teachers.
- The establishment of DECOs in school executive teams.

A new policy framework and resourcing model to support the needs of students with disability will be developed in 2017 as part of the Student Resource Allocation (SRA) Program.



## Assembly Brief

### **Subject: Withdrawal spaces in schools to support students with Challenging Behaviours**

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In 2015, the Education Directorate carried out an audit of existing withdrawal spaces in all Canberra public schools to determine the safety and appropriateness of these spaces. “Withdrawal” is defined in the Directorate’s Safe and Supportive Schools Policy as “time away from classroom activity in a calming area where doors are not locked and a student is not prevented from leaving”.

The audit found that public schools have various types of spaces available to students requiring a quiet space to help manage their behaviour. These spaces include: tents, tepees and soft furnishing in corners of classrooms; rooms adjacent to classrooms where line of sight can be maintained by the classroom teacher; and fenced courtyards adjacent to classrooms providing children with safe access to an outdoor space during class time.

Withdrawal spaces may assist students to manage their sensory needs and safely withdraw if they require time away from busy school environments, which can form part of a behaviour support strategy. Withdrawal spaces may be indoor or outdoor areas that are safe and supervised.

As part of the Schools for All Program, the Directorate developed a factsheet to support schools to use withdrawal spaces appropriately.

The Directorate sought expert advice to inform the design of a range of appropriate learning areas within new schools to support students with complex needs and challenging behaviour. This advice has supported the Directorate in planning any changes to school infrastructure.



Funding of up to \$5.6 million over the forward estimates) has been committed to support the enhancement and development of sensory spaces in schools. . The ACT Government continues to target upgrades to safe, sensory learning spaces in public schools through an Expression of Interest process. This process requires schools to work with occupational therapists in Network Student Engagement Teams to develop their proposals.

A professional learning workshop for Principals has been developed ‘Designing Positive Classroom Environments and Safe Sensory Spaces’ and will be run by an Occupational Therapist from Education’s Network Student Engagement Teams. The workshop links changes to environment with existing frameworks utilised by schools including the *National School Improvement Tool* and *Great Teaching by Design*.

### Restrictive Practice - Guidance for Schools

It is important to differentiate “withdrawal spaces” with “seclusion”, a form of restrictive practice. Information for schools about this difference is provided in the Safe and Supportive Schools policy and procedures, published in March 2016 and reviewed in October 2016.

The policy and procedures also provide information and direction to schools about the use of restrictive practice, such as physical restraint; as an emergency response when school staff need to act to prevent or reduce the risk of harm to an individual or group of people.

Materials to support the policy have been developed for Principals and school staff and include fact sheets, FAQs, checklists and planning tools. They are available through the Education Intranet.

Education has also contributed to the Restrictive Practices Oversight Steering Group (RPOSG), a time-limited, group of executive leaders representing government directorates and independent statutory bodies, established to



consider issues relating to restrictive practices in the ACT. This group, co-chaired by Education Directorate and the Community Services Directorate (CSD) will continue to oversight ongoing work related to the safeguarding against the unreasonable and unnecessary use of restrictive practices, including a legislation review and the development of policy. Their work so far has included:

- Developing the Restrictive Practices Overarching Principles for the reduction and elimination of restrictive practice in the ACT. They were endorsed by the Strategic Board on 2 November 2016. These Principles are now able to be shared broadly and used across Government.
- Contributing to Community Services Directorate's project to develop an Office of the Senior Practitioner.

## Assembly Brief

### **Subject: Introductory English Centres**

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Introductory English Centres (IECs) provide beginning English students with essential conversational and age-appropriate academic language to a functional level which prepares them for transition to mainstream classroom settings.

Currently there are six Introductory English Centres located at:

- Charnwood Dunlop School
- North Ainslie Primary School
- Hughes Primary School
- Wanniassa Hills Primary School
- Palmerston Primary School
- Dickson College (for secondary students).

IEC locations are located across Canberra in each of four school networks.

Primary IECs offer twenty weeks of intensive English language learning to students from kindergarten to year 6, with the possibility of a one term extension.

The secondary IEC at Dickson College offers a thirty week program that may also be extended on a case by case basis.

583 students have participated in an IEC program between February and September 2017. This includes 127 students who started at an IEC in late 2016. Primary IECs are provided additional staffing in response to enrolment need over the allocated number of classes for the year. The secondary IEC is staffed annually for eight classes centrally through the Directorate.

Where available, transport assistance is provided through an arrangement with Transport Canberra, for eligible students enrolled in IECs.

### **Background**

Entry into an IEC is determined by the four eligibility criteria set out below.

1. the student meets the eligibility criteria for EAL/D students, and
2. the student is newly arrived in Australia (enrolling in school within six months of their arrival, or for Kindergarten students within 18 months of their arrival), and

3. the student is a minor (under 18 years of age at time of enrolling in the initial course of intensive English language instruction), and
4. the student is an Australian citizen or permanent resident, or the student is a temporary visa holder who has been approved for enrolment by the International Education Unit.

Students who do not meet the above eligibility criteria above may participate in an IEC Program at the Directorate's discretion.

## Assembly Brief

### Subject: Schools for All Implementation

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#### Key Messages:

*Implementation of recommendations outlined in the Expert Panel Report on Students with Complex Needs and Challenging Behaviour.*

An Expert Panel, comprising Emeritus Professor Tony Shaddock, Dr Sue Packer and Mr Alasdair Roy, released the *Schools for All Report* in November 2015, making 50 recommendations to improve how the ACT education system supports the learning and wellbeing needs of children and young people with complex needs and challenging behaviours.

The Government Response acknowledged a strong cross-sectoral desire to build on existing reforms, improvements and initiatives where possible. Of the 50, 49 recommendations directly relate to Canberra Public Schools and 26 recommendations to Catholic Education (CE).

For Canberra Public Schools, the ACT Government established the three-year *Schools for All Program* with an investment of \$21.5M over the forward estimates to implement the 50 recommendations. The Program aims to develop and reinforce a student-centred vision; and bring together the capabilities required to catalyse systemic and sustainable cultural change across the ACT education system. CE has established a work program to implement their recommendations.

The Association of Independent Schools of the ACT (AISACT) is working with each member school to consider the 26 recommendations which mentioned Independent Schools to refine and reflect on their approaches to further benefit their students' learning.

#### *Schools for All Program – Present Status*

The Schools for All Program has now closed 40 of the 49 recommendations for EDU, and 18 of the 26 recommendations for CE. 9 EDU recommendations and 8 CE recommendations open.

The Schools for All program reports for September 2017 have been endorsed by the Board and is with the Ministers Office for consideration they are anticipated to be released in November 2017.

## **Summary of achievements in 2017**

### *Focus on Wellbeing for Learning*

The Program aims to ensure all students benefit from a school-wide culture of wellbeing for learning through the applications of a range of universal and specialist supports and strategies. These include:

- Strengthening of Network Student Engagement Teams with allied health staff including psychologists, speech language pathologists, occupational therapists, physiotherapists, resulting in increased capacity to implement evidence-based models of wellbeing and learning.
- Implementation of Positive Behaviour for Learning (PBL) Framework, an evidence based, whole school approach for creating safe, and supportive school environments. This Framework has been implemented in 30 Canberra Public Schools.
- Implementation of neuroscience informed and trauma informed and sensitive strategies in schools.
- Implementation of social emotional learning programs KidsMatter and MindMatters in ACT schools. KidsMatter has been implemented in 83 Primary schools and MindMatters in 35 secondary schools (cross sectoral).

### *Supporting Schools and Building Capabilities*

- The development of the Continuum of Education Support (CES) model for high schools to bring together a range of inclusive and flexible learning options for all students.
- Preliminary scoping for a primary action research project which will provide appropriate behavioural support and therapeutic intervention for primary school students with very challenging behaviours.
- The review of the *Suspension, Exclusion or Transfer of Students in ACT Public Schools* policy to include reference to an early intervention and prevention approach as well as in-school suspensions options. This policy aligns with the *Safe and Supportive Schools* policy and Continuum of Education Supports for high school and was developed in consideration

of the current occupational violence work being undertaken by the Directorate. The working and advisory groups have been consulted and community consultation commenced in October 2017.

- The bringing together of information and resources needed by schools to support students on the Inclusion and Wellbeing intranet site and on the Inclusion and Wellbeing internet site for students, parent and carers and the broader community.
- Targeted professional learning in inclusive education, including the Everyone Everyday: Toolkit for Inclusion program; Online Training modules in disability and learning difficulties; Allied Health professional development workshops; Targeted Scholarships for postgraduate study relating to students with complex needs and challenging behaviour; and an ongoing review into initial teacher education.
- The ACT Government continues to target upgrades to safe, sensory learning spaces through an Expression of Interest process (EOIs). This process requires schools to work with occupational therapists in Network Student Engagement Teams to develop their proposals.

In late August 2017, schools were invited to submit EOIs for projects in both 2017-18 and 2018-19. To date, 34 EOIs have been received from 29 schools. Going forward, the occupation therapists will continue to work with schools to help them develop alternative proposals which specifically meet the objective of the Schools for All Program. In addition, schools where there is unmet need will be identified and approached to develop appropriate proposals. Future proposals will be assessed and, when supported, they will be delivered in the period to 30 June 2019.

### *Building Partnerships*

Improving partnerships and connections within and between the ACT school system and across community services:

- The program is working with education, community services and health sector partners to improve information and referral pathways including by working with Onelink and the forthcoming Office of Mental Health.
- To support students in out of home care, community service and education system partners have formed an Improving Educational Outcomes Committee. A Collaboration Agreement has formalised this approach to improve the coordination of services and information

sharing, so that all children and young people in out-of-home care achieve better educational outcomes.

- The Education and Community Services Directorates are applying the Strengthening Families approach through dedicated Network Student Engagement Team leaders and in partnership with OneLink.
- The Education and Community Services Directorate have also partnered together to ensure that the transition of children into pre-school (Prep for Pre) and pre-school students into primary school (High School Ready) are a positive experience for both the child and the family.
- The Prep for Pre program focuses on early intervention, connectedness and service linkages, and provides parents and carers an opportunity to observe their children's participation in a preschool program and have direct access to early intervention therapists, Child and Family Centre Workers and early childhood teachers. The program also helps children build their understanding and confidence to start school through directly experiencing an early childhood program, whilst parents and carers received practical advice on how they can support a smooth transition for their children to preschool.
- The resource kit for Student Voice was delivered by Youth Coalition. The kit was produced and will be launched ready for use in the new year.
- A set of resources were designed from the lessons learned during the implementation of the Schools for All program. These resources were shared with the Student Resource Allocation team and the Future of Education (EDU) community conversation to inform decision making, practice and process.

### *Next Steps*

EDU, AISACT, and CE, in partnership with the broader human services, will continue to implement the remaining recommendations and consolidate the systems response to ensure sustainability over the long term. The implementation will be supported by the following:

### *Change Management*

As the responses to the recommendations are designed and embedded into usual business practice, the program is monitoring the change they effect through internal governance and accountability mechanisms.

*Evaluation*

The Schools for All Evaluation Plan was endorsed by the Schools for All Program Board in September 2017 and a baseline is in development. The Evaluation will analyse the impact of the program and assess progress in achieving the program objectives and vision.

The EDU Planning and Analytics are aligning as much of it as possible with other ongoing strategic programs and evaluations to ensure the longer term usefulness of the evaluation.



## Assembly Brief

### Subject: Australian Government Education Funding

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#### Key Messages:

The Australian Government announcement provides an increase in Australian Government per student funding for Canberra Public Schools of 5.8 per cent per annum on average over the next 10 Years. This is driven by indexation in line with the 2016-17 budget position (3.56 per cent) and an increase in the Australian Government funding share of the Schooling Resource Standard (SRS) from the existing 16 per cent to 20 per cent over the next six years. The Australian Government has estimated that this will provide funding of \$103 million in 2018 and \$177 million in 2023 for Canberra Public Schools.

The Australian Government's announcement provides a decrease in Australian Government per student funding for Catholic System Schools (CSS) of 0.8 per cent per annum on average over the next 10 years and a decrease in per student funding for Independent Schools of 0.5 per cent per annum on average over the next 10 years. This position appears to be driven by:

- the removal of special arrangements for CSS and the Canberra Christian School which did not reflect the actual schools' SES scores; and
- a significant number of the ACT's ten independent schools currently above the Schooling Resource Standard may be subject to per annum funding reductions.

The Australian Government has also announced transition support for non-government schools in the ACT of \$57.9 million (\$36.2 million to CSS and \$21.7 million to Independent Schools). This funding will be provided to assist the sector to transition to the new funding arrangements.

Commonwealth funding in 2018 for ACT non-government schools is anticipated to be in line with 2017 funding levels.

#### Background

At the end of the next 10 years the Australian Government will transition to even share of funding across states and territories in each sector.

For non-government schools by 2027, the Australian Government has committed to provide 80 per cent of funding under the Schooling Resource Standard which is up from 77 per cent at present. This replaces the Australian

Government's 66 per cent share of the additional funding required to bring schools below the Schooling Resource Standard up the standard.

A condition of Australian Government funding is that states and territories are required to maintain their real per student funding levels to government and non-government schools.

The impact of the new Quality Schools program (Gonski 2.0) review of the existing Schooling Resourcing Standard and loadings is continuing to be discussed at the Education Council with the Australian Government working with states and territories to arrive at an agreed position and form the new national education funding agreement. The review has the potential to significantly impact individual schools and systems. It is imperative that jurisdictions continue to have input and influence over the progress of the work.

## Assembly Brief

### Subject: Funding for ACT Non Government and Public Schools

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#### Key Messages:

- Recurrent funding to Canberra Public Schools in 2017-18 is budgeted to be \$666.8 million. This represents an increase of \$41.4 million or 7 per cent over the 2016-17 estimated outcome.
- Recurrent funding to ACT non-government schools in 2017-18 is budgeted to be \$286.6 million. This represents an increase of \$7.0 million or 3 per cent over the 2016-17 estimated outcome.
- The ACT Government Budget does not incorporate the potential funding impact of the Commonwealth 'Quality Schools' model (Gonski 2.0) as legislation has not yet been passed.

#### Background:

Recurrent funding for public school education has increased by \$41.4 million from 2016-17 to 2017-18. This translates to a funding increase of 7 per cent.

Over the same period, recurrent funding for non-government schools (ACT and Australian Government) has increased by around \$7.0 million. On a per capita basis the increase is 3 per cent.

The tables below provide details:

<b>Public School Education</b>	<b>2016-17 Est Out</b>	<b>2017-18 Budget</b>	<b>Increase</b>	<b>Increase</b>
	<b>\$000</b>	<b>\$000</b>	<b>\$000</b>	<b>Percent</b>
ACT Government <sup>1,2</sup>	529,231	560,979	31,748	6
Australian Government <sup>3</sup>	96,163	105,847	9,654	10
<b>Total</b>	<b>625,424</b>	<b>666,826</b>	<b>41,402</b>	<b>7</b>
Student Numbers	44,831	46,557	1,726	4

	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>Percent</b>
<i>ACT Government Per Capita Funding</i>	11,805	12,049	244	2
<i>Australian Government Per</i>	2,146	2,273	128	6

<i>Capita Funding</i>				
<b>TOTAL Per Capita Funding</b>	<i>13,951</i>	<i>14,322</i>	<i>371</i>	<i>3</i>

**Notes:**

1. Includes preschool and early intervention funding.
2. The increase is primarily due to rollovers, indexation and initiatives.
3. Includes recurrent funding and funding for National Partnerships Programs. The increase is primarily due to enrolment increases.

<b>Non-Government School Education</b>	<b>2016-17 Est Out</b>	<b>2017-18 Budget</b>	<b>Increase</b>	<b>Increase</b>
	<b>\$000</b>	<b>\$000</b>	<b>\$000</b>	<b>Percent</b>
ACT Government <sup>1</sup>	66,062	67,931	1,869	3
ACT Government Interest Subsidy Scheme <sup>2</sup>	1,566	259	(1,307)	(1)
Australian Government <sup>3</sup>	211,896	218,370	6,474	3
<b>Total</b>	<b>279,524</b>	<b>286,560</b>	<b>7,036</b>	<b>3</b>
Student Numbers <sup>4</sup>	27,265	27,259	(6)	0

	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>Percent</b>
<i>ACT Government Per Capita Funding</i> <sup>5</sup>	<i>2,423</i>	<i>2,492</i>	<i>69</i>	<i>3</i>
<i>Australian Government Per Capita Funding</i>	<i>7,772</i>	<i>8,011</i>	<i>239</i>	<i>3</i>
<b>TOTAL Per Capita Funding</b>	<b>10,195</b>	<b>10,503</b>	<b>308</b>	<b>3</b>

**Notes:**

1. Includes ACT Government funding to the non-government schools section within the Directorate.
2. 2016-17 estimated outcome includes a rollover of \$1.339 million from 2015-16. A \$16b rollover of remaining funds into 2017-18 is expected.
3. Includes Australian Government grants provided to non-government schools through Controlled Recurrent Payments. The 2017-18 Commonwealth Budget estimates for 'Quality Schools' have not been included in the 2017-18 ACT Government Budget as the new funding proposal is yet to be passed by Federal Parliament.
4. Excludes preschool students as they are not funded by government. Non-government student enrolments are taken from the Commonwealth's August 2016 Census.
5. Numbers exclude funding for the Interest Subsidy Scheme.

*Capital Funding*

In 2017-18 the ACT Government has allocated capital funding of \$85.6 million to public schools including \$31.0 million for new initiatives.

## Assembly Brief

### **Subject: Resourcing Student Need**

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#### Key Issues

- The Student Resource Allocation (SRA) Program is being developed to implement ACT Government commitments for a student needs-based school funding model for ACT public schools.
- The Education Directorate is progressing towards the full implementation of a student needs based school funding model, the Student Resource Allocation (SRA), by the end of 2019.
- The principle of student needs-based school funding is to respond to need, drive broader school reform, realise value for money and promote accountability. It is also to ensure transparency and clarity of funding across schools and for school communities.
- The implementation of a student needs based school funding model in the ACT is predicated on the view that every child can learn, given the right conditions and assistance.
- The SRA funding model is structured around:
  - Core Funding which includes per student funding, base funding, and adjustments for stages of schooling;
  - Loadings to address needs of key groups; Students with Disability, Aboriginal and Torres Strait Islander students, students with English as an Additional Language or Dialect and students with low Socio-Economic Status.
- The implementation of the needs based funding commenced at the beginning of the 2016 school year. The first phase of implementation included the Core Funding as well as the needs based loading relating to low Socio-Economic Status (SES). This phase represented around 76% of the schools budget.
- Phase two included the review and implementation of English as an Additional Language or Dialect (EAL/D) and School Operational Allocation (previously known as School Based Management).

- The implementation of phase one and two of the SRA Program has gone smoothly.
- In 2017, Phase 3 of the SRA is continuing the review of the Aboriginal and Torres Strait Islander programs from 2016 and the review of Students with Disability. In addition, it also focuses on the associated implementation work such as operational guidelines and capability development relating to the transitioned SRA programs in 2016 and 2017.
- The policy and support framework for Aboriginal and Torres Strait Islander students is based on a rigorous evidence and research base, with community input and expert advice.
- The review in 2016 identified that in order to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students, there needs to be a focus on building culturally safe and supportive school environments. The new funding allocation to schools will be implemented in 2018 following development of resources to support cultural integrity in schools.
- The review into policy and support for Students with Disability is planned to be finalised in 2017, for phased implementation from 2018. The review will align with recommendations from the Report of the Expert Panel on Students with Complex Needs and Challenging Behaviour.
- The loading for Students with Disability will be based on a strong policy and research foundation, informed by comprehensive consultation. Initial consultation commenced in mid-November 2016 and was finalised in March 2017.
- Further work is continuing on the other reform directions, including workforce capability and new business systems development to support empowerment of school leadership for local decision-making.

#### Background

The SRA is one component of the broader reform agenda set in the Australian Government Review of Funding for Schooling Final Report December 2011.

Recommendation 8 refers to the development and implementation of a new funding model for schools based on, amongst others, the principles of funding in response to need, driving broader school reform, transparency and clarity, value for money and accountability.

The ACT Government signed a National Education Reform Agreement (NERA) with the Australian Government in response to the Gonski Review on 30 May 2013.



## Assembly Brief

### Subject: Sex Education in the Australian Curriculum

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#### Key Messages:

- The *Australian Curriculum: Health and Physical Education* has a strong focus on providing students with ongoing, developmentally appropriate and explicit learning experiences through the focus area: Relationships and Sexuality.
- The content in the Relationships and Sexuality area in the Foundation to Year 10 curriculum supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.
- Content is age-appropriate, inclusive and designed to meet the needs of all students. Schools also work closely with students' parents/carers to engage them and ensure learning programs are sensitive to families' cultural and religious beliefs and preferences.
- The Health and Physical Education curriculum includes an emphasis on both respectful relationships, and the health and wellbeing aspects of sex education, such as learning about:
  - changes to the human body as people grow and mature
  - safe and healthy emotional and sexual relationships
- As with other areas of student diversity, it is crucial to acknowledge and affirm diversity in relation to sexuality and gender in Health and Physical Education. Inclusive Health and Physical Education programs which affirm sexuality and gender diversity acknowledge the impact of diversity on students' social worlds, acknowledge and respond to the needs of all students, and provide more meaningful and relevant learning opportunities for all students.
- The Australian Curriculum: Health and Physical Education (F–10) is designed to allow schools flexibility to meet the learning needs of all young people, particularly in the health focus area of relationships and sexuality. All school communities have a responsibility when implementing the Health and Physical Education curriculum to ensure that teaching is inclusive and relevant to the lived experiences of all students. This is particularly important when teaching about reproduction and sexual health, to ensure that the needs of all students are met,

including students who may be same-sex attracted, gender diverse or intersex.

- The F-2 curriculum only focuses on relationships. There is no specific reference to sexual orientations and gender identities in the curriculum content for Years 3 -10.

### Background

Over time, sex and sexuality education has become an important part of the Health and Physical Education curriculum, and embedded in respectful relationships practices.

Sex and sexuality education has become more important with children exposed at younger ages to technology, films, dance videos advertising and social media which include highly sexualised messages and content. It is therefore important that discussions about respectful and healthy relationships start early.

## Assembly Brief

### Subject: Use of School Facilities and Indoor Sports Centres

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#### Issue

In response to the ACT Indoor Sports Facilities Study, a working group was established to assist local sporting groups access public school facilities where possible. The working group includes staff from Active Canberra in the Chief Minister, Treasury and Economic Development Directorate and the Education Directorate (EDU).

Active Canberra and EDU committed a total of \$100,000 in 2016-17 to improve community access opportunities in Canberra Public Schools. A further \$100,000 was announced as a 2016 election commitment by the government to continue to identify and fund works that will facilitate improved access to schools not only for sporting groups, but also other community groups.

This funding is directed to improving security systems to allow greater access to school facilities, and modifications to facilities to improve usage (including increased storage areas).

When the Woden Basketball Stadium closed, the working group assisted the Woden/Weston Creek Dodgers (Dodgers) basketball club to access the Alfred Deakin High School gym for 2 nights per week. Minor modification to the existing security system allowed for the increased usage of the gymnasium by the Dodgers.

The gym at the Hedley Beare Centre for Teaching and Learning (HBCTL) was then identified to accommodate the Dodgers and allow them to consolidate their training facilities. The gym at HBCTL requires some modifications estimated to cost \$80,000.

Damage to the floor of the gym occurred during these works, which will require a significant amount of repair work to enable the gym to be usable again. It is now anticipated the gym will be available for use by the end of February 2017

The Directorate will also initiate a hirer's agreement between EDU and Dodgers which will accommodate access for other sporting groups and EDU staff located at HBCTL to also access the gym. When the Dodgers relocate to HBCTL, EDU will look to hire out Alfred Deakin High School gym, to other sporting organisations.

Further investigations, including a survey to identify the facility needs of targeted indoor sports organisations (basketball, gymnastics, volleyball, badminton, martial arts), have identified three other ACT Government schools for minor improvements to increase community sporting group access. These include:

- **Lake Tuggeranong College** - minor works now completed at a cost of \$3,570 and is now fully hired by South Canberra Futsal.
- **Lyneham High School** – minor works now completed at a cost of \$2,813 and is fully utilised by Stallions Basketball and the Brindabella Christian College.
- **Wanniassa High** - minor works commenced in October at an estimated cost of \$8,642. EDU is seeking quotes for metal shutters to section off an additional area to the gym that will be able to be utilised by a local Judo club.

## **Background**

The ACT Government, through Active Canberra commissioned a study through an external consultant to examine the provision and use of indoor sports facilities in the ACT. The eight recommendations in the report are being actioned.

## Assembly Brief

### Subject: Future of Education

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#### Key Messages:

##### *Future of Education Opportunity*

In February 2017, the ACT Deputy Chief Minister and Minister for Education and Early Childhood, Yvette Berry, made a statement in the ACT Legislative Assembly emphasising the core value of equity in the ACT school and early childhood education and care systems and the benefits that accrue when equity is achieved.

Minister Berry outlined an intention to consult with a broad spectrum of students, parents and carers, community members, teachers, educators and education leaders, to listen to their views. Minister Berry also prioritised working with community leaders from different fields to work with government through the process, therefore bringing different perspectives to the issues facing students and helping to guide the government's pursuit of greater equity. This consultation will result in a clear vision for the future of ACT Education for the years ahead.

##### *Conversation Design*

The conversation methodology takes a 'service system' approach, thinking beyond schools and towards education within a community context. The conversation invites broad participation seeking to understand the goals of the community, and consider how education can support those goals. The design places the education system in a broader context which also includes health, community services, early childhood, as well as other services. This is to ensure an authentic conversation about education as a driver of equity.

Supporting material is designed to empower school principals as facilitators of the conversation, and also acknowledges that any other interested person or group can facilitate this conversation through their own communities and networks.

### *Consultation*

We are consulting broadly and deeply with the ACT Community throughout 2017 to answer the central question “*What do we want and expect from our school and early childhood education systems, are they providing it and what might need to change?*”

A partnership approach underpins the consultation approach, with a small group of community partners advising the Minister throughout all stages of the Future of Education conversation. Community partners are representative of the Early Childhood, Community, Government and Education sectors.

The first phase of consultation, which commenced in Term 2, 2017 is designed to open, generate and capture ideas without filtering.

The second phase of consultation will distil key themes into options and possibilities, testing them by talking further with the community.

The third and final stages is to develop an ACT wide direction for Education to address multiple aspects of education under one strategy which reflects extensive community engagement throughout all stages of development. This strategy will acknowledge enhanced equity as a constant focus and be strongly tied to the importance of access to quality early childhood education and care.

Support materials are available for anyone who wishes to facilitate this conversation among their networks.

Throughout the first phase, we have heard from over 2,500 people and ten themes are starting to emerge from the feedback we've heard so far. The themes are:

- Learning for the future

- Transitions
- Individualised learning
- (In)consistency between schools
- Wellbeing and life skills
- Opportunities and pathways for all
- What we should be measuring and evaluating
- Collaboration and support to meet student need
- Valuing educators; and
- What is Inclusion?

These are not the final elements of the strategy and we are still accepting additional feedback, which will either further strengthen the current themes or establish new ones. A more detailed explanation of the emerging themes is available on the Your Say website.

#### *Beliefs that inform the conversation*

- Every ACT child and young person deserves an equal opportunity for a great education and a good life.
- Greater equity is a constant focus for the ACT Government and for our work in schools.
- Parents and carers must be confident that their own financial, or social, circumstances will not significantly affect, or restrict the quality of the education and care service available to their children.
- Developing a strategy for the Future of Education will be underpinned by strong, rich, sustained conversations with the ACT community.
- Through the conversation, we will explore local factors that enhance or hinder a successful education experience being accessible to, and successful for, all children and young people.

#### *Why is this important?*

Because our highly educated and skilled community contributes to the social and economic prosperity of our city and the nation. We need to be confident

that our world class schooling and early childhood education and care environments are offering the best opportunities possible for ACT's young people and the community.

*How to get involved*

Have a conversation and submit your views:

Email futureofeducation@act.gov.au	Phone (02) 62054124
Your Say <a href="https://yoursay.act.gov.au/futureofeducation">https://yoursay.act.gov.au/futureofeducation</a>	Twitter #EducationforthenextGeneration
Post GPO Box 158, Canberra, ACT, 2601	

## Assembly Brief

### Subject: Healthcare Access at School (HAAS)

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#### Key Messages:

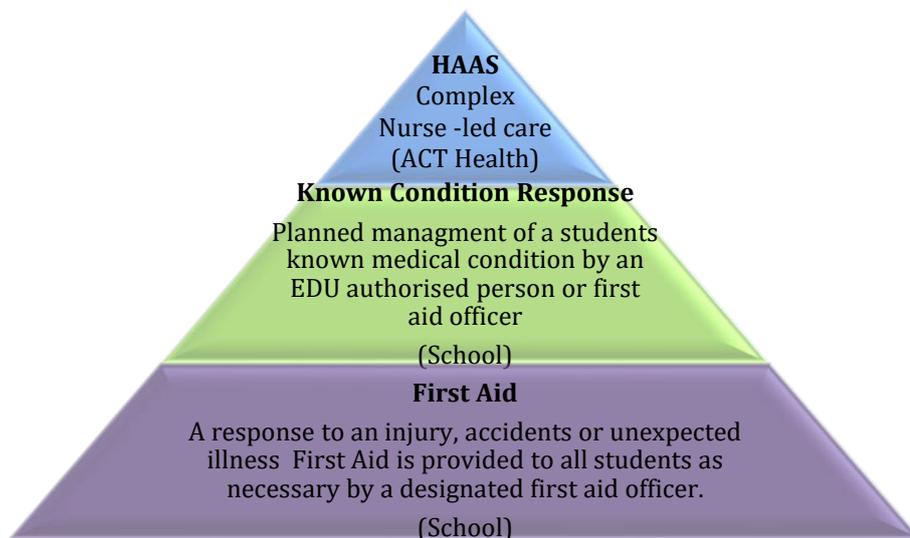
Historically, the HAAS program has provided nurse-led care to students with complex or invasive health care needs in specialist schools. A review of HAAS, led by ACT Health and involving parents, schools, and unions, was tabled in the Legislative Assembly on 13 August 2015.

ACT Education and ACT Health have collaborated to develop a revised contemporary model of HAAS designed to meet the ongoing healthcare needs of students across all ACT public schools.

#### *What is different?*

There are no longer full time nurses working in the specialist schools.

The revised HAAS model is based on a three-tiered approach to healthcare in ACT public schools and involves a combination of Registered Nurses, First Aid Officers and Learning Support Assistants (LSAs).



The HAAS tier, previously only available as nurse-led care in special schools, enables equitable access for students who require health tasks or procedures to be undertaken during the school day or whose health needs cannot be managed safely through an Education *Known Medical Condition Management Plan*.

Specialist schools now have more designated First Aid Officers to respond to first aid incidents that may arise as well as an assigned RN to support staff in providing health tasks as required.

#### *HAAS students*

There are currently 59 students on the HAAS program across 30 schools. This includes 23 students across the four specialist schools and 36 students in mainstream schools. Each student is supported by up to three LSAs who are trained and deemed competent by a Level 2 Registered Nurse. Examples of these tasks include:

- care of tracheostomy
- fluid, nutrition or medication via gastronomy
- blood glucose testing and insulin administration
- oxygen therapy.

The number of students accessing the HAAS program has increased over the past four months, in particular students being newly identified as having type 1 diabetes.

#### *HAAS workers - Training and remuneration*

The training provided to HAAS workers is tailored to the needs of the student receiving the care. HAAS workers are also be required to undertake CIT training in a ‘targeted skill set’ of three nationally accredited competencies that can contribute towards a relevant Certificate IV.

The first cohort of SAs/ LSAs have undertaken the ‘targeted skill set training’ in Semester 1, 2017, with a new intake of SAs/LSAs commencing ‘targeted skill training’ in Semester 2, 2017. Following a work value assessment and discussions with the AEU, it has been agreed that eligible school assistants undertaking HAAS will be classified at the SA3 classification level and will receive a HAAS allowance.



## Assembly Brief

### **Subject: Universal Access to Early Childhood Education**

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#### **Key Messages:**

The National Partnership Agreement on Universal Access to Early Childhood Education provides for a Commonwealth funding contribution to 600 hours of free preschool per year.

The ACT Government has made a long-standing commitment to universal access of children to preschool.

The objective of the NP UAECE is to support universal access to, and improved participation by, children in quality early childhood education in the year before full-time schooling with a focus on Indigenous, vulnerable and disadvantaged children.

#### NP UAECE 2018

On 4 May 2017, Hon Simon Birmingham, Minister for Education and Training, announced the Australian Government's commitment to extending the existing National Partnership for Universal Access to Early Childhood Education (NP UAECE) for 12 months.

Nationally, \$428 million was committed with around \$9 million allocated to the ACT.

The 12 month extension is the fifth in a series of such agreements.

#### NP UAECE 2016-2017

As well as 600 hours per year of free public preschool education, the ACT's NP UAECE 2016-2017 Implementation Plan includes:

- a scholarship program available to educators in public preschools, non-government preschools and long day care services to strengthen qualifications
- infrastructure support for non-government service providers
- promotion of preschool participation to all children, including Indigenous, vulnerable and disadvantaged children, through the Preschool Matters Program and website

- delivery of the Preschool Matters Grants Program to facilitate parental engagement for ACT preschool or long day care services delivering 600 hours of preschool education.

The ACT will also maintain support to other settings including non-government preschools and long day care centres through:

- provision of subsidies to non-government providers
- capital upgrades and maintenance to long day care centres in ACT Government-owned accommodation.

As a requirement of the NP UAECE 2016-2017, the ACT's performance was measured against six performance indicators.

In 2016 the ACT met five of the six indicators under the agreement and received a full payment for five indicators.

Almost 96% of four year olds in the ACT were part of a preschool program. The ACT achieved result of 91% of Indigenous children participating in a preschool program available for 600 hours per year. This result was 4% short of the agreed 95% target and resulted in a part-payment for that target.

On 15 May 2017, the Australian Government notified the ACT of a partial performance payment to the ACT of \$4,933,561, representing one percent less than the maximum payment.

## **Background**

Quality early childhood education in the ACT is delivered in a range of settings including public preschools, non-government preschools and long day care centres.

Since 2009, the Australian Government has made a funding contribution to states and territories to support preschool provision through the NP UAECE.

The ACT Government had already committed to providing preschool programs for 12 hours a week. By 2013, all ACT public preschools had increased their preschool provision from 12 to 15 hours per week, delivered by a qualified early childhood teacher under the National Quality Framework.

On 27 November 2015, the Chief Minister signed the NP UAECE 2016-2017.

Past NP UAECE agreements are 2008-2013; 2013-2014; 2015; and 2016-2017).

## Assembly Brief

### **Subject: Progressing Parental Engagement Project**

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- *Progressing Parental Engagement in the ACT* is a cross-sectoral project led by the ACT Education Directorate in conjunction with Catholic Education, Association of Independent Schools ACT (AISACT), ACT Council of Parents and Citizens Associations, Catholic School Parents and Association of Parents and Friends of ACT Schools (APFACTS).
- The ACT Government has invested \$368,900 in this project since 2014.
- The project demonstrates the ACT Government's commitment to enabling strong connections between home and school, and enhancing positive learning outcomes for all ACT children.
- The Australian Research Alliance for Children and Youth (ARACY) led the development of research and resources including:
  - Evidence-based technical and plain language definitions of parental engagement with a focus on parental *engagement* rather than parental *involvement*
  - A series of parent and school factsheets focused on primary school, parental engagement postcards and poster sets
  - A survey instrument to measure levels of parental engagement in schools
  - High school parent and school fact sheets.
- Questions relating to parental engagement have been incorporated into the Directorate's annual surveys, to allow schools to measure and monitor the impact of parental engagement strategies.
- The Directorate, in collaboration with Catholic Education and the Association of Independent Schools, is currently developing a suite of practical tools to support schools to engage with families of children with complex needs and challenging behaviour.

## Assembly Brief

### **Subject: Students in Community Detention and Students on Bridging Visa E 050**

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- The Directorate has an agreement with the Australian Government Department of Immigration and Border Protection (DIBP) to enrol children in Kindergarten to Year 12 who are located in the ACT under the expanded residence determination (community detention) program.
- This agreement extends to students who have since been granted a Bridging Visa E subclass 050. Students are lawfully living in the community and awaiting a residency decision from DIBP.
- The funding model comprises:
  - an allocation of \$18,500 per secondary student per annum paid at \$4,625 per term
  - an allocation of \$15,500 per primary student per annum paid at \$3,875 per term.
- The majority of these students require intensive English language support and usually enrol in an Introductory English Centre (IEC) before transferring to a mainstream school. Only a small number of students enrol directly into mainstream schools.
- As part of this program, the Directorate has enrolled ■■■ students who have significant disabilities into specialist educational settings. Funding for these students is dependent upon needs-based assessments and is applied for on a term-by-term basis. This funding currently considers educational needs, transport assistance and interpreter services.
- Once students turn 18, DIBP classifies them as adults and their case is managed under different entitlements. The DIBP continues funding to the Directorate until the end of the term in which the student turns 18. The Directorate exempts international student fees for this group of students if they choose to continue studying in Canberra at a public secondary school. This exemption continues until the student completes their secondary education.
- Students who turn 19 before commencing Year 11 are not able to enrol at Canberra public secondary colleges but must seek alternative pathways, for example Canberra Institute of Technology (CIT).

**Background**

- The expanded residence determination program (community detention) has enabled unaccompanied minors and vulnerable family groups to be relocated from immigration detention facilities to community based accommodation.
- Between June 2011 and October 2017, a total of 146 students in the expanded residence determination program have enrolled in Canberra public schools. Many of these students have complex educational and welfare needs, including the need for counsellor services, English language acquisition support, specialist literacy support and access to specialist disability education settings.
- Stakeholder groups who provide services for refugees and asylum seekers in the Canberra community are interested in the wellbeing of this group of young people, and advocate on behalf of these students.

## Assembly Brief

### **Subject: Technology Enabled Learning – Devices for Secondary Students**

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#### **Key Messages:**

- Starting in 2018 the ACT Government will deliver on its election commitment to provide equity of access to technology to all Canberra public secondary students.
- Over the first three weeks of Term 1 next year, over 14,500 year 7-11 students will be issued with a Chromebook device. New year 7 cohorts will receive devices over the following two program years.
- Devices will be provided to support student learning both at school and at home.
- A total of \$11.483m has been committed to support the first three years of the program.
- Implementation of the program is informed by deliberations of the ministerially commissioned School Education Advisory Committee (SEAC), including the recommendation to leverage the popularity of Chromebook devices and to deliver equity of access to all students sooner via an expedited rollout timeframe.
- The Directorate completed a competitive request for quote from companies on the IT Services panel and selected the ACER Spin 11 Chromebook supplied by Datacom.
- This program will complement existing BYOD policy and students are free to continue to use a personal device of choice, should they wish to do so.
- The Directorate is also developing a program framework based on known best practice to assist schools prepare for, implement and evaluate the impact of this initiative.



- Teachers will be supported to incorporate the use of Chromebooks through training facilitated by EdTech team on 6 - 9 November 2017. The annual 'Canberra Summit' will be held on 16 - 17 April 2018, providing further pedagogical support for teachers in the use of Chromebooks and the G-Suite. Also, 'Read and Write for Google' training is planned for teachers in Term 1 2018.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.

### Background

An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment - Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7 and year 11 student from February 2018 for four years.

The final SEAC report was received on 22 June 2017 and includes 13 recommendations to guide the implementation of the initiative. Nine recommendations relate to activities to be undertaken by the Education Support Office, mostly centred on the development of materials and resources to support schools in implementing the program. The remaining four relate to activities to be undertaken by schools to maximise the success of the initiative.

Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society. This is in line with the objectives of the Australian Curriculum which requires students to understand how to operate effectively in a digital world.

## Assembly Brief

### **Subject: Science, Technology, Engineering and Maths (STEM) Initiatives**

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#### National STEM School Education Strategy

The Australian Government has identified a focus on STEM as a strategic priority for Australia's economic growth and competitiveness.

In December 2015, Education Council endorsed the National STEM School Education Strategy 2016-2026. The purpose of the Strategy is to build on a range of significant activity already underway; to better coordinate and target effort, and to sharpen the focus on key areas where collaborative activity will deliver improvements in STEM education.

Two goals are articulated in the Strategy:

- to ensure all students finish school with a strong foundational knowledge in STEM and related skills
- to ensure that students are inspired to take on more challenging STEM subjects.

Five areas for national action are identified:

- increasing student STEM ability, engagement, participation and aspiration
- increasing teacher capacity and STEM teaching quality
- supporting STEM education opportunities within school systems
- facilitating effective partnerships with tertiary education providers, business and industry
- building a strong evidence base.

On 12 February 2016, the Schools Policy Group (SPG) agreed that the Australian Government would lead the establishment of a STEM Partnerships Forum. The intent of the Forum is to bring together leaders from industry and the education sector (schools, higher education and VET) to facilitate a strategic approach to student engagement and achievement in STEM.

Five SPG members are represented on the STEM Partnerships Forum – ACT (providing support to the Department of Education Forum Secretariat), WA, VIC, NCEC (QLD) and the Australian Government Department of Education and Training. Ms Meg Brighton, Deputy Director-General, represents the ACT.

Three areas of initial focus have been identified: career awareness; teacher professional learning; and impact and outcomes of STEM programs.

The STEM Partnerships Forum met on 15 May 2017 and 17 October at Parliament House. An interim report will be submitted to the Education Council in December 2017. Further meetings will be held in 2018.

### STEM in ACT Schools

The Directorate is currently developing an ACT implementation plan aligned with the National STEM School Education Strategy.

To support the delivery of STEM education initiatives in schools, Canberra public schools engage with a range of range of national science institutions and industry and research organisations to deliver STEM education programs, including:

- The CSIRO Scientists and Mathematicians in Schools program, which involves partnerships between schools and scientists, mathematicians and ICT professionals to share expertise and knowledge to enhance learning opportunities in STEM areas.
- The CSIRO Creativity in Science and Technology (CREST) program, aimed at supporting students to carry out open-ended science and technology investigations.
- The ANU School Enrichment program, designed to provide students in Years 7-11 with flexible opportunities to experience the ANU, and offering a wide range of workshops in subjects including artificial intelligence, earth climate science, genetics, fractal geometry, planetary geochemistry and molecular parasitology.
- Questacon's Ian Potter Foundation Technology Centre, offering workshops that support STEM education and aim to develop students' lateral thinking and problem solving skills.

- The curriculum-linked STELR Project teacher resources developed by the Australian Academy of Technological Sciences and Engineering (ATSE).
- The Computer Science Education Research (CSER) group at the University of Adelaide, to support teachers to engage with professional learning through a Digital Technologies MOOC (massive open online course).
- The STEM Education Research Centre (SERC) at the University of Canberra, to promote participation in the Early Learning STEM Australia (ELSA) pilot - a play-based digital learning program for children in preschool to explore Science, Technology, Engineering and Mathematics (STEM).
- Events organised by the Science Educators Association of the Australian Capital Territory (SEA\*ACT), including the National Youth Science Forum; the Canberra Maths Association; and Information Technology Educators ACT (InTEACT).

The Directorate also delivers professional learning and a number of programs, resources and events to support quality STEM education in Canberra public schools, including:

- specialised STEM subjects developed by expert teachers such as the Senior Secondary Mechatronics and Flight programs incorporating mechanical, electrical, computer and software engineering
- STEM extension programs including opportunities for high achieving students to undertake targeted Year 11 subjects while enrolled in Year 10, and tertiary subjects while enrolled in Year 12
- cross-disciplinary school-based programs and electives providing specialised teaching in STEM concepts like innovative research and design thinking
- school-based STEM events such as annual STEM festivals and workshops that utilise parent and community expertise
- opportunities for students to gather scientific data for real-world purposes through initiatives like Waterwatch and the ANU's Seisometers in Schools program
- the Centre for Innovation and Learning at Caroline Chisholm School, with \$5.896 million for capital works and \$284,000 in recurrent funding per annum (de to open in 2018).

The Directorate is lead agency for the development and implementation of the ACT Academy of Coding and Cyber Skills, announced as an ACT Labor 2016 Election Commitment. Activities include exploring the most effective model for this project in consultation with key stakeholders to develop a structured engagement strategy.

## **Background**

On 30 November 2016, the Trends in International Mathematics and Science Study (TIMSS) report was released. The report found that the ACT has 70-85% of students at above the TIMSS proficient standard for Australia. The ACT also has a higher percentage of ‘Advanced’ and ‘High International Benchmark’ than the national percentage at this level.

The Chief Scientist’s report noted that Australia’s relative performance in international measures of mathematical and science literacy has declined in recent years, along with student participation in ‘science’ subjects.

All ACT schools have implemented the *Australian Curriculum* for Science and Mathematics. Implementation of Digital Technologies will be finalised in 2018.

From 2010 to 2015, NAPLAN numeracy mean scores placed the ACT first or equal first in years 3, 5, 7, and 9. In 2016, the ACT’s mean score was placed first for Year 9 and second for years 3, 5 and 7.

The ACT results in National Assessment – Science Literacy (NAP-SL) testing 2015 were similar to those of 2006, 2009 and 2012. ACT results were statistically similar to most other jurisdictions. In 2015, 60.5% of ACT students attained the ‘proficient’ standard, compared with the national result of 55%. The trends in NAP-SL results were similar to those observed in the Trends in International Mathematics and Science Study (TIMSS).

**Subject: Online Enrolment**

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**Key Messages**

Applications for enrolment into ACT public schools can be submitted online all year round. The Directorate introduced online enrolment application in 2014.

Enrolments for 2018 opened on 26 April 2017. Within 24 hours of the application opening, over 2,700 applications had been received. As at 30 October 2017 over 16,500 applications had been received.

Enrolment is offered to all ACT resident kindergarten - year 12 children who reside:

- in a school's priority or shared enrolment area, and
- outside a school's priority enrolment area, but have siblings concurrently enrolled at the school.

All ACT resident preschool children are guaranteed an offer of preschool enrolment although this may not be in their preferred or priority enrolment area school. This is because preschool classes have a ratio of 1:11 educators to children as required by the *Education and Care Services National Regulations* and the Directorate, attentive to the cost of preschool, rationalises preschool enrolment capacity across the territory. Where demand for preschool exceeds a school's capacity, schools assist families to enrol in another school where there is a vacancy.

In 2017 the Directors of School Improvement asked ACT public school principals to ensure that school enrolment staff were well advised about processes to engage with vulnerable families that may need enrolment support and/or high priority in enrolment.

As part of a structured approach to meet enrolment pressures, the Education Directorate has received the agreement of the NSW Education Department to direct applications from NSW residents to schools two zones. A southern zone, centred on Tuggeranong, and a northern zone, centred on Belconnen. Within each of these zones, NSW resident students will be offered their choice from a defined set of primary schools, high schools, and colleges.

This strategy commenced at the end of October 2017. All NSW enrolment applications that have not yet been offered enrolment will be processed under

this strategy. Parents and carers will be notified of the new arrangements and offered enrolment in a school linked to the relevant enrolment priority zone.

NSW domiciled persons will be directed towards schools in two zones, a southern zone, centred on Tuggeranong, and a northern zone, centred on Belconnen. Within each of these zones, NSW resident students will be offered their choice from a defined set of primary schools, high schools, and colleges.

## **Background**

On 26 April 2017, due to the high volume of people accessing the online enrolment application, the function initially experienced technical difficulties. Access Canberra worked to rectify the issues and increase server capacity.

For the 2018 release the Directorate is working on identifying and implementing improvements to the online application process, as well as working with Access Canberra in respect of technical matters, including server load. The Directorate is also working to improve the experience for families by streamlining the collection of information on the application.

All families are guaranteed an offer of preschool enrolment although this may not be in their preferred or priority enrolment area school. Where demand for preschool exceeds a school's capacity, schools assist families to enrol in another school.

The Directorate continues to review its enrolment processes to ensure ACT resident families are treated fairly and equitably and that no family is disadvantaged. Schools have been requested to ensure that they are well advised on processes to engage with vulnerable families that may need enrolment support and/or high priority in enrolment.

## Assembly Brief

### Subject: North Gungahlin Schools

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#### Key Messages:

##### *Gungahlin region growth - space in schools*

The *Education Act 2004* requires that priority be given to the enrolment of children in the government school in their neighbourhood.

Enrolments for the North Canberra/Gungahlin network are projected to grow at the fastest rate in the ACT over the five years to 2021. Growth can be attributed to the continuing development of the recently established suburbs of Casey, Crace, Bonner, Franklin, Harrison and Jacka, and to the planned suburbs of Moncrieff (2017), Throsby (2019), Taylor (2019) and Kenny (mid 2020s). By 2021 it is estimated that there will be 15,532 children and young people enrolled in North Canberra/Gungahlin Network schools.

These forecasts indicate that decisions around further capacity in the Gungahlin region will need to be made during the forecast period. Expected enrolments in primary schools will be initially absorbed through planned capacity expansion at Amaroo, Neville Bonner, Gold Creek and Harrison schools as well as through the new P-6 primary school to be located in the suburb of Taylor

Planning is well advanced for the construction of a new primary school in the suburb of Taylor to cater for enrolments generated by the future suburbs of Moncrieff and Taylor.

It is important that we make sure that the capacity increases in the Gungahlin region that are required are made in a timely fashion, and put in place neither too soon or too late.

Taking account of the new North Gungahlin P-6 school and of other planned capacity increases, I expect that there will still be a surplus of places over students across the network in 2021 and that, as has always been the case, there will continue to be places for Canberra's children in their neighbourhood schools.

**Subject: Priority Enrolment Areas**

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**Key Messages:**

Most public schools in the ACT have a defined priority enrolment area. Students who reside in that area have priority for enrolment at that school. The priority enrolment area takes into account geographical boundaries, school capacity, and the actual and projected student numbers. Each school is required to enrol students who live within its priority enrolment area.

There are a small number of schools with special circumstances that do not have a priority enrolment area but have specific criteria for entry to the school. These include specialist language schools such as Telopea Park School (for entry to primary school), specialist education schools (which provide education for students with a disability), Allen Main Memorial Preschool (Duntroon) and the five early childhood schools.

Schools must maintain available capacity to accommodate current and future students from within their priority enrolment area before they accept out-of-area students. When projections identify emerging capacity pressures schools may be directed not to accept out-of-area enrolments.

While most school priority enrolment areas remain unchanged from year to year, some require adjustment in response to demographic changes, school openings or closures, or changes in enrolment capacity.

Priority enrolment area changes are currently being examined for the 2019 school year to respond to urban infill, the number of shared priority enrolment areas and schools experiencing very high levels of enrolment.

In an effort to ensure that priority enrolment area arrangements are easily understood by both families and schools, the Directorate continues to develop simplified processes for updating priority enrolment areas, improved communication practices and, where possible, the reduction or elimination of shared areas or divided suburbs.

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**Background**

Schools and School Network Leaders participate in the process associated with changing priority enrolment areas. Decisions on changing priority enrolment areas are made two years in advance and a communication strategy is used to ensure the information is disseminated to schools and their communities.

## Assembly Brief

### Subject: School Capacity

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#### Key Messages:

Canberra public schools must be able to accommodate students living within each school's Priority Enrolment Area (PEA), and all public schools in the ACT are able to do this.

School Capacity is a measure of student numbers that can be accommodated in schools and takes into account provisions for mainstream students and for students in special settings (such as disability education). Together with enrolment trends, capacities are indicators for potential infrastructure works or non-infrastructure changes to operation of a school.

Each year the Education Directorate reviews current and projected enrolments and compares them with school capacities to determine whether additional classroom spaces are required or where school facilities are underutilised.

A number of areas in the ACT are subject to considerable population growth, either from new developments, such as in Gungahlin or Molonglo, or from urban infill. This population growth can place demand on existing public school infrastructure. Evidence of school enrolment pressure is analysed to determine likely trends and solutions are explored including:

- reducing out-of-area enrolments
- adjusting the priority enrolment area boundaries
- making better use of available space (this includes better use of larger teaching spaces, multi-purpose rooms, specialised rooms, etc)
- planning for a temporary capacity increase (transportable buildings, as was installed at Garran Primary School)
- planning for medium term capacity increase (modular design buildings)
- planning for a permanent capacity increase (school expansion, or where necessary, a new school)

The expansion of Gungahlin schools will provide an additional 650 places over the next few years. This is in addition to the 450 places initially provided in the new North Gungahlin P-6 school opening at the start of 2019.

A new primary school is proposed in Denman Prospect in Molonglo and a new school in East Gungahlin are also proposed. The opening dates for both schools is yet to be confirmed.

### Background

Where schools are projected to have a high (greater than 85%) or low (less than 40%) utilisation, schools develop and implement School Enrolment Management Plans (SEMP).

The capacities for ACT public education primary schools is an average of 25 students based on 50m<sup>2</sup> to 60m<sup>2</sup> of learning and teaching spaces.

The capacities for secondary schools are based on an average of 19 students for each school learning and teaching space. School capacity methodologies have evolved from demographic considerations and best practices in other jurisdictions. Development of a Directorate School Capacity policy is underway. A school's capacity is updated following the completion of building works that involve either an expansion or reduction of infrastructure (minor or major works or the addition/removal of transportable buildings). It is also adjusted where special settings changes are made.

A school's capacity can be temporarily adjusted to take account of best practice for the delivery of the special education services. A full review of each school's capacity is undertaken every two years, but reviews can be requested as required.

A School Capacity Working Group comprising representatives from the Infrastructure and Capital Works and Planning and Analytics branches meets monthly to review capacity issues. Directors and the senior executive are notified of critical issues as they occur.

Following the February and August Census each year, the Capacity Working Group examines the best use of available spaces for those schools experiencing enrolment pressure.

## Assembly Brief

### Subject: School Planning

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#### Key Messages:

A program of school infrastructure planning is in place to address current and future need for public school education in the ACT. The Education Directorate works with the Environment and Planning Directorate and the Chief Minister, Treasury and Economic Development Directorate to ensure availability of suitable land for new schools.

The Directorate undertakes student enrolment projection modelling using information from land release data, sales data, birth data, occupation dwelling forecasts, school census and capacities data.

Planning for a new public school requires approximately five years from emerging evidence of the need for a new school to opening. The Directorate is assessing a number of potential new school sites, the majority in Gungahlin and Molonglo ([Attachment A](#)).

A number of areas in the ACT are subject to urban infill, placing demand on existing public school infrastructure. Evidence of school enrolment pressure is analysed to determine likely trends and solutions are explored including:

- reducing out-of-area enrolments
- adjusting the priority placement area boundary
- planning for a temporary capacity increase (transportable buildings)
- planning for medium term capacity increase (modular design buildings)
- planning for a permanent capacity increase (school expansion)
- changing the structure of the school.

The Directorate's most recent public school enrolment projection information is published on the Education Directorate website.

Requests for new non-government schools are referred to the Directorate for advice on their viability and impact on public schools. Non-government schools arrange their own site planning and construction through the Environment and Planning Directorate and Chief Minister, Treasury and Economic Development Directorate.

The Directorate is working closely with the Land Development Agency to streamline processes associated with the provision of land to the non-government school sector.

Potential sites for non-government schools have been identified by the Economic Development Directorate in Molonglo. An application by the Canberra Christian School (Mawson) to develop a new campus in east Molonglo was approved in 2012, but lapsed in December 2014. The Directorate expects that a new application will be made in the future by Independent and Catholic systemic schools as Molonglo is further developed.

Further information on non-government school registrations is available in the fact sheet *Non-government School Registration Summary*.

#### Background

Forward planning of public schools is critical in order to respond to land release and urban infill programs.

#### Attachment A

<b>Potential public school location</b>	<b>School type</b>	<b>Estimated opening</b>
Taylor (Gungahlin)	Preschool to year 10	2019
Denman Prospect (Molonglo 2)	Preschool to year 10	2020
Group Centre (Molonglo 2)	Preschool to year 6 /College	2024
Denman Prospect (Molonglo 2)	Preschool to year 6	2024 - 2025
East Lake	Preschool to year 6 /College	To be advised
Molonglo 3	Preschool to year 6	To be advised
Molonglo 3	Preschool to year 10	To be advised
Molonglo 3	Preschool to year 10	To be advised
Molonglo 3	College	To be advised
Kenny (Gungahlin)	Preschool to year 10	To be advised
Riverview (West Belconnen)	To be confirmed	To be advised

**DETAILS OF CRITICAL INCIDENTS OCCURRING BETWEEN  
1 JULY 2016 – 30 JUNE 2017**

No. #	Date of incident	Type of incident	Description	School/Network	Final Classification
1.	22 August 2016	School lockdown and temporary closure.	[REDACTED]	[REDACTED]	Critical
2.	19 October 2016	School lockdown and temporary closure.	Threatening phone call received by school at 10:45am. College evacuated all staff and students. Police and student network leader attended. College resumed normal routine following all clear from police at 11:50am. Nil injuries to students or staff.	[REDACTED]	Critical
3.	19 October 2016	School lockdown and temporary closure.	Unidentified [REDACTED] armed with knife approached [REDACTED] student on community playground on boundary of school oval. Student ran to a teacher. Police attended and school was locked down. Police could not locate the [REDACTED]. The school has facilitated a discussion around lockdown procedures and personal safety and sent out a letter to school community. Student received counselling following event.	[REDACTED]	Critical

4.	9 November 2016	School lockdown and temporary closure.	[REDACTED]	[REDACTED]	Critical
5.	1 December 2016	School lockdown and temporary closure.	[REDACTED]	[REDACTED]	Critical
6.	1 December 2016	School lockdown and temporary closure.	[REDACTED]	[REDACTED]	Critical
7.	3 March 2017	School lockdown and temporary closure.	[REDACTED]	[REDACTED]	Critical

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## Assembly Brief

### Subject: Children's Education and Care Assurance (CECA) Investigations

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#### Key Messages:

From 1 January 2017 to 30 June 2017 CECA's investigation team had assessed a total of 340 incidents and complaints. The total includes 267 incidents and 91 complaints.

A triage team determined that approximately 29 of these matters required investigation because the information engaged harm, hazard or governance issues. During the period 1 January to 30 June 2017 approximately 11 investigations have been finalised and where appropriate, compliance action taken. Compliance actions may range from administrative letters through to compliance notices and prohibition of educators.

All members of the investigation team hold a Certificate IV in Government (Investigation). The team leader holds a Diploma in Government (Investigation). Major areas of investigation are: allegations of inappropriate interactions and harm to children, children unaccounted for or missing from services and staffing levels and adequacy of supervision.

#### Background

Section 260 of the National Law specifies the functions of the Regulatory Authority, which includes:

- to assess services against the National Quality Standard and determine the ratings of those services
- to monitor and enforce compliance
- to receive and investigate complaints arising under this Law
- to educate and inform education and care services and the community about the National Quality Framework
- to work in collaboration with ACECQA to support and promote continuous quality improvements.

In exercising its investigative functions CECA aims where appropriate, to adhere to the Australian Government Investigation Standards. Authorised Officers responsible for conducting investigations are trained to Certificate IV in Government (Investigations). Authorised Officers responsible for the coordination and supervision of investigations are

trained to Diploma of Government (Investigations). The qualifications enable officers to investigate matters to a criminal standard of evidence.

During January 2016 the CECA team restructured and on 1 February 2016 a dedicated Investigation Team was established within CECA. CECA assesses each source of alleged, apparent or potential contraventions applying a risk based methodology to case selection. A sub-team of senior Authorised Officers within CECA have oversight for decisions and recommendations for the acceptance of matters for investigation. An established triage process is in place for this assessment. A range of factors are considered in making such decisions, including – risk factors engaged, object seriousness of the matter, prospects of getting to the facts and the capacity of the investigations team.

CECA works closely with ACT Policing, Access Canberra's Working with Vulnerable People team, and the Child and Youth Protection Services team in Community Services Directorate.

The Education and Care Services National Law is part of the Reportable Conduct and Information Sharing Legislation Amendment Act 2016.



## Assembly Brief

### Subject: Family Day Care Fraud and Quality

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#### Key Messages:

Unlawful conduct in the family day care (FDC) sector is a national issue and is on the agenda of Education Council and AESOC. FDC services and providers represent a disproportionate number of compliance matters for Regulatory Authorities.

State and Territory Regulatory Authorities, including the ACT, have expressed concerns regarding the steep increase in family day care provider and service applications and approvals. In an attempt to minimise the number of new providers in the sector the ACT Regulatory Authority has significantly tightened approval procedures for FDC applicants.

The ACT has a positive and pro-active working relationship with Commonwealth colleagues on family day care cases.

Education Council have agreed to reforms to the National Law aimed to reduce non-compliance in the sector. This includes improving the powers to check on educators and children operating from private homes, and the ability of regulatory authorities to apply Commonwealth non-compliance decisions to local services.

At the beginning of January 2016 there were 28 family day care providers in the ACT (22 ACT providers and 6 interstate providers).

During 2016 and early 2017 [REDACTED] providers were cancelled. There are also [REDACTED] providers suspended [REDACTED] (voluntary) from operating and [REDACTED] providers who have surrendered their approval. [REDACTED] applications for service approval were refused at interview.

As at 20 July 2017 there are 24 family day care providers in the ACT. This comprises of:

- 10 providers that are CCB approved and are operating education and care services in the ACT;
- [REDACTED] providers not operating any services as they await CCB approval from the Commonwealth;
- [REDACTED] providers who hold an approval but are not exercising their option to operate a service or seek CCB approval; and
- [REDACTED] providers who are not operational because their services are suspended for compliance reasons.

In 2016 and early 2017 there were 15 applications for family day care provider approval. Of those [REDACTED] were refused provider approval, [REDACTED] was found to be invalid and [REDACTED] surrendered their approval. [REDACTED] new ACT providers were approved by the regulatory authority; however [REDACTED] providers were refused service approvals.

### *Family Day Care (FDC) Quality*

FDC services are assessed in accordance with the National Quality Standard.

FDC services that demonstrate consistent non-compliance with the National Law and Regulations are not considered suitable to undergo the Assessment and Rating process.

[REDACTED] FDC services have undergone the Assessment and Rating process.

[REDACTED] FDC service is rated at Exceeding NQS. [REDACTED] FDC services are rated at Meeting NQS and [REDACTED] FDC services are rated at Working Towards NQS.

### Background

The National Quality Framework is made up of the Education and Care Services National Law (National Law) and the Education and Care Services National Regulations (National Regulations). Each State and Territory is responsible for administering and monitoring compliance with the National Law and Regulations. The National Law is structured around safety and wellbeing of children and compliance measures to ensure children are safe and are positively learning.

The Commonwealth Department of Education and Training has responsibility for administering, monitoring compliance and approving child care services with the Family Assistance Law (FAL).

Approved child care services have Australian Government approval to pass on Child Care Benefit as a reduction in child care fees. This means parents have less out of pocket expenses. Approved care services include, long day care, family day care, outside school hours care, vacation care, in home care, and occasional care.

**Assembly Brief**

**Subject: Suspensions in Canberra Public Schools**

Suspension Data

In 2016, students were suspended for a total of 3,710 days; this was an increase of 119 days (3.3 percent), compared with 2015.

In 2016, 894 students were suspended for 15 days or less for a total of 2832 days. Thirty-nine students were suspended for 16 days or more for a total of 878 days.

**Comparison of System suspension data for 2014 to 2016 for all students**

Sector	Primary			High School			College			TOTAL		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Number of suspension incidents	808	723	819	915	1,079	1,111	38	36	63	1,761	1,838	1,993
Number of suspension days	1,398	1,312	1,460	2,103	2,192	2,106	104	87	144	3,605	3,591	3,710
Number of students suspended	317	318	343	487	560	535	33	32	55	837	910	933

Source: Planning and Analytics Branch, ACT Education Directorate 2017

Legislative basis for suspension

The *Education Act 2004* was amended on 23 February 2010 to delegate authority to principals to suspend students from ACT government schools for up to 15 continuous days.

In light of the Legislative changes, Directorate policy and supporting documentation was reviewed and includes:

- procedures for principals suspending students for up to 15 days
- notification procedures if suspending a student with a diagnosed disability
- notification procedures if suspending students in care.

## Use of Suspension, Transfer or Exclusion in Canberra Public Schools

Principals of schools may recommend to the Director-General or delegate (Director School Improvement) that a student is *suspended* for up to twenty days.

If a student is suspended for seven or more days in a school term the Principal must provide reasonable access to counselling.

A re-entry meeting must be convened by the principal on return to school.

Reasonable attempts must be made to inform parents/ carers of the decision and their right to appeal.

The principal may recommend to the Director-General that a student be *transferred* to another government school. A transfer is used when:

- repeated attempts with comprehensive support to engage the student in effective participation in school are unsuccessful; or
- an incident of misbehaviour is so severe that re-entry to the school concerned would be unreasonable for all stakeholders; and
- It is in the best interest of the student; and
- The parent/carer is not acting on the advice of the Directorate to voluntarily move their child.

Principals may also recommend to the Director-General that a student be *excluded* from all government schools.

There have been no recommendations to exclude in the time period 2008 to 2016.

## Targeted Support Response

The Directorate has implemented a process to facilitate a Targeted Support Response in each school network. The response entails a Network Student Engagement (NSET) multi-disciplinary team working with the student, family and school to address the underlying issues that contribute to suspension. The NSET team assigned to the response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational therapist, specialist teacher in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.

*The Student Wellbeing Support Assembly Brief provides additional strategies and resources available to support students who are struggling to engage at school.*

A review of the Directorate's Suspension, Exclusion and Transfer Policy commenced in February 2017. This process has included a review of national and international literature and practice in this area and initial consultation with key stakeholders. During Term 4, 2017 a community consultation will occur to seek feedback on the policy document drafts.

The revised policy includes a focus on a *prevention and early intervention approach* to reduce the incidence of behaviours that potentially lead to suspension, exclusion and transfer. The revised policy outlines the school's role in setting up responsive environments with whole school approaches to positive behaviour.

The draft of the reviewed policy recognises the government's agreement to Recommendation 11.5 of *Schools For All* report which makes reference to alternative options to out-of-school suspensions. One of the objectives of the policy review is to support schools consider other options to suspension where appropriate.

The ACT Government also agreed in principle to Recommendation 11.6 of the *Schools for All* report that: *ETD monitor and publicly report the proportion of suspensions, transfers and exclusions that are applied to students with a disability and to students in out of home care*. The Education Directorate agreed to examine options for high level reporting of proportions of suspensions, transfers and exclusions.

It is anticipated that information about Canberra Public Schools suspension data will be published on the Directorate's website before the end of 2017.

## Background

Suspensions in Canberra public schools continue to create community and media interest.

Sometimes suspension from school is necessary and is used in accordance with Section 36 of the *Education Act* (2004). This may include situations where the principal decides action is required to address a situation where a student threatens the safety and wellbeing of another student attending the school, a member of the staff of the school or another member of the school community.

## Assembly Brief

### Subject: Occupational Violence

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#### Key Messages:

The Education Directorate was issued with an improvement notice on Friday 10 March 2017 relating to “ongoing incidents of occupational violence”.

Worksafe outlined action required to address this notice as:

- Development and Maintenance of Work Health and Safety specific risk assessment in response to incidents of Occupational Violence.
- Retrospectively applying this system and management strategies to any previous incident of Occupational Violence.

On 16 May 2017, Worksafe advised the Directorate they were satisfied with the comprehensive work being implemented and other work planned to address the risk. Worksafe advised that the improvement notice requirements had been met and it was no longer in effect.

Risk management had been directed at applying: student based approaches with short term exclusions from school; student behavioural management plans; and support provided by the Network Student Engagement Team (NSET).

Directorate-commissioned reviews in February 2017 and April 2017 recommended the NSET risk assessment process be more closely aligned with the Health Safety and Wellbeing Team risk assessment for staff safety. The Directorate is now making sure that risk assessments cover staff and student safety and well-being.

An interim stand-alone risk assessment tool to complement the existing risk assessment process has been developed and piloted in response to the reports and improvement notice. A further review of the tool will occur with NSET, school based staff, Shared Services ICT and relevant unions to deliver the outcome of a web enabled smart form that is responsive to risk type and level.

On 16-17 May 2017, Director –General staff consultation on Occupational Violence risk was undertaken with Teachers and Learning Support Assistants. This consultation was facilitated by Mark McCabe, former ACT WorkSafe Commissioner with 138 participants attending from across all ACT Schools.

The *EDU Managing Occupational Violence Policy* and supporting *Occupational Violence Management Plan* (Plan) were launched on 26 July 2017. These documents were jointly developed with the AEU to outline a clear and streamlined process for Occupational Violence risk assessment for staff safety.

The recommendations of the *Independent Review of the Safety Management System for Occupational Violence* (April 2017) were:

1. Improved training for staff who work with students with special needs;
2. A WHS compliant risk assessment process;
3. Ensuring pre-service and early educators are provided placements and support to teach students with complex needs; and
4. Review incident reporting tool.

During the latter part of 2017, consultation has taken place to identify training requirements and to develop training material. A comprehensive training program relating to the newly developed approach will be rolled out for School leaders and other school based staff early in 2018.

Training is one part of a broader review of staff support. Other areas include staff induction, pre-service capability, mentoring and coaching and post-incident support.

The Directorate plans to approach the Director –General, Workplace Safety and Industrial Relations to co-sponsor a symposium with other directorates in Human Services to discuss the complexity of this issue. This symposium will assist to inform the cross government policy position for management of this risk. The symposium will take place in 2018.

The Education Directorate continues to work closely with Worksafe ACT, the Australian Education Union as implementation action continues to achieve system wide, effective management of this risk.

**Assembly Brief****Subject: Car Parks and Traffic Safety Program**

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**Key Messages:**

Upgrade of car parks and improvements to traffic safety at Canberra public schools is funded from the annual schools' Capital Upgrade Program.

This Program addresses issues that impact on the safety of pedestrians, car parking spaces, safe school set-down and pick-up areas, and compliance with current ACT Parking and Vehicular Access General Code within school grounds.

The Parliamentary Agreement commits the ACT Government to improvements in road safety around schools:

- Transport Canberra and City Services (TCCS) will be facilitating the crossing guard supervisors (lollipop officers) program at 20 of the busiest school crossings. This will allow children to safely cross at school crossings where a high volume of traffic passes.
- The Directorate is working with TCCS to ensure that management and deployment of crossing guard supervisors is appropriately supported by each Directorate's governance arrangements.
- The school road safety plan includes new infrastructure, with bigger and better signage, dragon's teeth, dedicated school crossings and traffic islands. This investment will focus on the 20 schools identified as having the highest need. The Directorate is working with TCCS to ensure the implementation of the measures, in line with the Active Streets program and is anticipated to commence by Term 1 2018.
- To increase safety around schools, the Directorate is working with TCCS in the creation of individual 'School Travel and Traffic Management Plans' and invest in effective and appropriate safety improvements including slower traffic speeds, more pedestrian crossings, improved walking and cycling connections, improved signage and education initiatives that will help both students and parents to use school car parks and roads more safely.

Following receipt of the February 2017 school census data, the parking requirements of all ACT public schools was reviewed.

With ongoing enrolment growth, there are now 17 school sites that do not fully comply with the *ACT Parking and Vehicular Access General Code* for the correct number of either regular spaces (three schools) or number of disabled parking spaces (two schools) or set-down areas (15 schools):

- Ainslie Primary School (general and set-down spaces)\*
- Alfred Deakin High School (set-down spaces)
- Canberra High School (set-down spaces) \*
- Chapman Primary School (set-down spaces) \*
- Kaleen Primary School (set-down spaces) \*
- Lyneham Primary School (set-down spaces) \*
- Lyneham High School (general, disability and set-down spaces)
- Macquaire Primary School (set-down spaces) \*
- Maribyrnong Primary School (set-down spaces) \*
- Mawson Primary School (set-down spaces) \*
- Mount Rogers Primary School (general spaces)\*
- Mount Stromlo High School (set-down spaces) \*
- Miles Franklin Primary School (set-down spaces) \*
- Neville Bonner Primary School (set-down spaces) \*
- Narrabundah College (disability spaces)
- North Ainslie Primary School (set-down spaces)
- Telopea Park School (set-down spaces) \*

*\*Parking is available within the precinct or in close proximity to the school.*

#### *2016-17 Works:*

In February 2016, stage 1 construction to extend The Woden School car park was completed.

During the 2016-17 financial year construction works to improve the car park at Turner Primary School was completed.

The disabled spaces at Taylor Primary School were relocated in term 1 2017 to make them compliant.

Lyneham Primary School has had additional line markings, bollards, the remediation of the path leading onto the pedestrian crossing on Brigalow Street, and implementing strategies that better support education and enforcement initiatives around the school.

Kingsford Smith School – relocating the disabled spaces, speed reduction at the internal pedestrian crossing, and signage and compliance improvement works were completed in term 1 2017.

Planning for car park improvements at ACT public schools include:

- Wanniasa Hills Primary School (on Billson Place) – construction works are planned to be completed during 2018.
- Fraser Primary School – designs for an overflow car park on land adjacent to the school are complete.
- Palmerston District Primary School – preliminary designs for an overflow car park on the oval adjacent to the school are complete.
- Mount Rogers Community School – exploring options with the school for additional car park spaces to respond to increased student enrolments. These works will be considered for 2017-18 financial year.
- Ngunnawal Primary School – exploring options with the school for additional car park spaces to respond to increased student enrolments. These works will be considered for the 2017-18 financial year.
- Gold Creek School – the Directorate is working with TCCS to redesign the junior campus parent car park to improve pedestrian safety and traffic flow. In addition, a Temporary Traffic Management Plan has been put into operation to facilitate a trial of the proposed changes, effective from June 2017.
- Theodore Primary School – investigation into relocating the disabled spaces, flow improvements to car park, signage and compliance improvements that will enable parking regulation enforcement.
- Hughes Preschool – investigations are ongoing into the provision of additional car park spaces.
- Giralang Primary School – review of proposed design and investigation of bus access options are ongoing.

## Assembly Brief

### Subject: Safe and Supportive Schools including Bullying

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#### Key Messages:

##### Policy and Procedures

The Safe and Supportive Schools (SSS) policy was implemented in April 2016 and provides guidance for Canberra Public Schools on promoting safe, respectful and supportive school environments.

This policy reflects the guiding principles outlined in the *National Safe Schools Framework* which assists school communities with developing student safety and wellbeing practices.

The SSS policy retains the focus on safety from the previous *Providing Safe Schools P-12* policy, by ensuring that schools have processes and procedures in place to address bullying, harassment and violence. The new policy promotes embracing diversity as a core value which underpins all Canberra public schools.

The policy complements the strategic intent of creating safe school environments for all students from the *Report of the Expert Panel on Students with Complex Needs and Challenging Behaviours* (2015). Shortly after the policy's release in 2016, due to the significant interest and feedback from stakeholders (particularly in relation to Guideline B which focuses on Complex and Challenging Behaviour), an early review of the Policy and Guideline was completed in early October 2016.

##### Implementation Support

Schools continue to be provided with information about the policy, procedures and other supporting resources (e.g. fact sheets and training) to help with implementation of the policy.

The policy and procedures provide direction for schools in managing complex and challenging behaviour. The use of preventative measures is promoted in the policy to lessen the need for more intensive interventions such as a protective action in relation to managing behaviour.

The policy encourages schools to seek additional support and expertise through making appropriate referrals when they are working with students with complex and challenging behaviour. The policy will be reviewed again within three years.

The Education Directorate also works under other frameworks and protocols including:

- *ACT Engaging Schools Framework (2013)*. This is an evidence based, best-practice guide for Canberra public schools in improving the engagement of their students. It has a focus on fostering relationships between students, valuing and supporting all students and providing a safe and supportive school environment.
- *Everyone Matters Behaviour Support Protocols (2009)*. This is an evidence-based, best practice guide for Canberra public schools for addressing behaviour challenges. It has a focus on positive relationships, social and emotional learning and restorative practices. It is anticipated an updated version will be available by the end of 2017.

#### Using data to support student wellbeing

The SSS policy and procedures encourage critical evaluation of the effectiveness of Social and Emotional Learning approaches and the implementation of local school processes and procedures to address bullying, harassment and violence.

Data sources available to schools to support them in identifying and monitoring student wellbeing trends include:

- School Satisfaction Surveys conducted yearly with parents student and staff input
- Suspension data and attendance data
- Critical incident reporting by the Directorate
- The Australian School Climate and Identification Measurement Tool (ASCIMT). This is a survey about the social environment or climate at a particular school. The survey was jointly developed by the Directorate and Australian National University. It focuses on relationships between parents, carers, students and teachers, connection to the school (school identification) and engagement in learning. The tool includes five measures on challenging behaviours including bullying. Results are available to principals to monitor and evaluation safe and support school improvement strategies.

### Student, parent and carer voice in countering bullying behaviour

- The National Day of Action against Bullying and Violence is held annually and was this year was held on March 17. 23 Canberra public schools registered and participated in activities that promoted taking a stand against bullying and violence and dedicating a focus on this important issue.
- The Minister's Student Congress (MSC) is made up of two representatives per ACT public school and typically meets twice per year. The MSC executive body of ten students meets three times per term. In 2017 the MSC will meet three times to provide an avenue for students to contribute to the Future of Education conversation.
- The Safe Schools Roundtable is an advisory body which meets on a needs basis and considers issues relating to the National Safe Schools Framework and provides a forum for ongoing consultation with stakeholders. Stakeholders include the Directorate, ACT school principals, Catholic Education Office, representatives from the Association of Independent Schools, the ACT Council of Parents and Citizens' Associations, Association of Parents and Friends, Australian Education Union, Australian Federal Police, Independent Education Union, Youth Advisory Council, Human Rights Commission, Community Services Directorate, Minister's Student Congress.

### Curriculum

The SSS policy requires all Canberra schools to provide evidence based Social and Emotional Learning (SEL) programs. For example -Friendly Schools Plus is designed to directly address bullying including cyber bullying. Many schools participate in Kids Matter and Mind Matters which support the development of resilience and social skills through evidence based programs.

Regular SEL professional learning opportunities are provided to Canberra public school teachers. The Australian Curriculum also includes content for students and teachers on social skills, getting along with others and ethical behaviours.

### Support for Students experiencing bullying

Students can seek support from teachers, school psychologists, youth support workers and other staff in Canberra public schools. These support staff are able to provide support to victims and perpetrators of bullying.

The new Safe and Supportive Schools policy requires every school to have a Safe and Supportive Schools Contact Officer (SASSCO). These officers are trained to provide support to students who have experienced bullying, sexual harassment and racism. Conciliatory procedures are typically followed for addressing bullying, violence and harassment between students.

- If a conciliatory outcome is not able to be achieved, the school's behaviour management procedures will be followed at the discretion of the principal.
- Young people experiencing distress are also encouraged to contact Kids Help Line, Headspace or the Bullying, No Way! online help line.

### Background

The Bullying, No Way! website, jointly administered by the Australian Government and all state and territory education departments, indicates that:

- Approximately one in four (27%) year 4 to year 9 Australian government and non-government school students report being bullied each term or more often..
- Approximately 10% of students in the government and non-government sectors experience bullying and harassment via mobile phone or internet technologies.
- Parents, students and carers with concerns about cyberbullying are encouraged to talk with their teacher and visit the CyberSmart (<http://cybersmart.gov.au>) and Bullying, No Way! (<http://bullyingnoway.gov.au>) websites which provide comprehensive education and contact information for young people, parents/carers and schools.
- Experiences of frequent school bullying is highest among year 5 (32%) and year 8 (29%) students.
- 84% of students who are bullied online are also bullied offline.
- Peers are present as onlookers in 87% of bullying interactions.
- Hurtful teasing is the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.

Following the Schools for All Young People report in 2015, there was significant interest from many stakeholders in the area of the use of Restrictive Practices. The SSS policy document, with its focus on management of complex and challenging behaviour provides guidance to schools about this issue.

## Assembly Brief

### **Subject: Escalation process for reports of bullying in schools**

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#### **Key Messages:**

##### *Policy and Procedures*

The Safe and Supportive Schools (SSS) policy was implemented in April 2016 and provides guidance for Canberra Public Schools on promoting safe, respectful and supportive school environments.

Schools must have clear procedures for staff to address bullying (including cyber bullying), harassment and violent behaviours.

#### **What should I do if I believe that my child is experiencing bullying, harassment or violence?**

Parents, carers and students are encouraged to contact the school immediately and work with their classroom teacher (primary school), year coordinator (high school and college) or principal to address the concerns. Parents, carers and students can also visit the Bullying. No Way! website (<http://bullyingnoway.gov.au>) for information about countering bullying, harassment and violence. For urgent counselling assistance please contact Kids Helpline on 1800 55 1800.

#### **What are restorative measures?**

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying, harassment, discrimination and violence. It does this by bringing about a sense of remorse and restorative action on the part of the offender and reconciliation with the victim. Restorative responses to incidents are conciliatory in nature and aim to restore a positive learning environment for all parties.

#### **What should I do if I am not satisfied with the outcome of school-based processes?**

Schools are best placed to address incidents of bullying, harassment and violence in collaboration with students, parents and carers. School interventions are based on the understanding that children and young people are growing and

learning how to become responsible citizens. Research indicates interventions that work towards building or repairing relationships lead to better outcomes for all students involved, however, schools will take strong actions if there is an immediate threat to the safety of students. If you are not satisfied with the outcome of school-based procedures you should contact the school principal or the Office for Families and Students on 62073723.

### **How do I escalate my concerns?**

1. In the first instance you should always raise your concerns with the teacher involved
2. Following this you can make contact with the school principal to discuss your concerns
3. If you are unhappy with the school's response, or would like to seek external advice about the interventions put in place by your child's school you can contact:

- **The ACT Education Directorate Liaison Unit**

The Liaison Unit can support families in managing concerns about ACT schools. The Liaison Unit will speak with relevant people within the Directorate's central office to support you and the school in finding a solution.

Phone: (02) 6205 5429

- **The Director for Families and Students**

The Director provides the key contact for parents, students and the community to raise concerns when they have not been satisfied with the ACT public school response in meeting the needs of individual students.

Phone: (02) 6207 3723

Email: familiesandstudents@act.gov.au

### **Where can I find more information about bullying?**

- **Bullying. No way!**

[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

### **Where can I find more information about cyber bullying?**

- **Australian Federal Police**

[www.thinkuknow.org.au](http://www.thinkuknow.org.au)

- **E Safety Commission**

[www.esafety.gov.au](http://www.esafety.gov.au)

Director: Sam Seton

Phone: 6205 7029

Updated: 24 July 2017

## Assembly Brief

### **Subject: Safe and Inclusive Schools Initiative**

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#### **Key Messages:**

The planned support of LGBTIQ+ students in ACT schools is currently in a transition phase. Sexual Health and Family Planning ACT (SHFPACT), as the delivery partner of Safe Schools Coalition ACT (SSC ACT) withdrew from the Australian Government funded national Safe Schools Coalition Australia (SSCA) Program in 2016.

Supported by ACT Government funding SHFPACT is currently providing support to schools on request, as well as developing a new initiative to support ACT schools address the needs of LGBTIQ+ students. The new Safe and Inclusive Schools Initiative (the Initiative) is close to being finalised.

#### SSCA Program

The SSCA Program has been the subject of focus from some members of the Australian community including concerns about content relating to gender, misconceptions about what is taught, and requests for parental permission for students to learn about particular content. While similar concerns have been raised locally, other correspondence from local constituents, including young people has affirmed the importance of such a program.

Under the SSCA Program, SSC ACT offered professional learning to school staff as requested by individual schools. Topics include information about

- the SSCA Program,
- sexuality and gender diversity,
- inclusive practices and curriculum resources.

SSC ACT also provided consultation support to schools where there were concerns about specific student issues.

SSC ACT also engaged with both public and independent school parent peak bodies to address parent community concerns, and had positive responses in this engagement. The objective of this engagement is ensuring schools are safe, respectful and inclusive environments for all students.

It has been important to clarify that SSC ACT has not directly taught students in classrooms as part of the SSCA Program. SSC ACT is not aware that any school has made use of the SSCA curriculum material.

## New ACT Initiative

In February 2017, the Education Directorate (the Directorate) finalised a procurement process engaging SHFPACT to develop a new initiative which will include:

- a service model
- guidelines,
- evaluation framework and
- communication strategy,
- SHFPACT has also continued to provide ongoing support for schools. individualised support and advice for schools,
- recommendations of high quality teaching resources,
- resources to connect school staff and families with relevant health and community supports and
- professional learning programs.

In September 2017 the Directorate approved the finalised Initiative documents. The documents included the Initiative Guidelines (including service model), an Evaluation Framework and a Communications Strategy.

The goal of the Initiative is to build the capacity of ACT schools and education programs to develop and maintain safe and inclusive environments for all students regardless of their gender presentation/identity, intersex status or sexual orientation. The Initiative will do this through:

- individualised support and advice for schools,
- recommendations of high quality teaching resources,
- supporting school staff and families to connect with relevant health and community supports and
- professional learning programs.

The Directorate is currently working with SHFPACT to finalise supporting resources such as fact sheets and a website prior to the Initiative becoming operational in Semester 2, 2017.

The Initiative has not produced any curriculum resources, however, schools will continue to have access to SSCA Program curriculum materials, as they are available on the [Student Wellbeing Hub](#) (administered by the Australian Government). These materials were modified following the Australian Government sponsored Loudon review.

The Initiative will promote relevant curriculum resources to schools as they are discovered and reviewed. Schools will access support and services from the Initiative in a manner consistent with how the school regularly accesses and delivers other school activities and programs. If it is considered standard practice within a school to obtain parental consent for the delivery of any programs then

consent should be gathered for this initiative. If this is not the usual practice within a school, then the school would use its normal processes to inform the school community about what supports it is accessing and why. If the school is seeking support for an individual student, the student's parents will be contacted to seek permission and will invited to be part of the support process. If the school is seeking support to build its capacity (e.g. professional learning for staff or advice about policy and procedures) to enhance a safe school environment for LGBTQI students, parental permission is not required.

### Other Roles of SHFPACT

It is also important to clarify that SHFPACT is a health promotion charity assisted with funding from the ACT Government. In addition to the Safe and Inclusive Schools Initiative, *but separate to this initiative*, SHFPACT supports public, private and faith-based schools in Canberra to deliver effective, relevant, accurate and responsible sexuality education. This sexuality education is not part of the Safe and Inclusive Schools Initiative, or the previous SSCA Program.

### Background

The ACT Government is committed to ensuring every student attending school in the ACT feels safe and supported, to enable them to learn. Canberra Public Schools are guided by the Safe and Supportive Schools Policy (2016) which requires them to provide safe and supportive learning environments.

The Safe Schools Coalition Australia (SSCA) is an Australian Government funded program designed to build the capacity of schools to support and actively include same sex attracted, intersex and gender diverse students and reduce homophobic and transphobic behaviour in Australian schools.

In August 2016, the ACT Government made the commitment to fund the Safe Schools Coalition ACT after changes to the Australian Government funded program limited school principal autonomy and made it difficult for school staff to respond to individual student needs. In September 2016, Sexual Health and Family Planning ACT (SHFPACT), in consultation with the ACT Government, declined to sign the new Commonwealth program agreement, but continued to provide support to schools.

Due to concerns from certain sections of the Australian community an independent review of the SSCA Program resources was undertaken in March 2016 by Professor Bill Loudon (Loudon Review). The review examined whether the program resources were age appropriate, educationally sound and aligned to the Australian Curriculum. The Review recommended changes to curriculum materials, removal of links to third

party materials on the program website and included the requirement for parental consent to participate in the program.

SSC ACT previous work with schools has not had a “sex education” focus. Relationships and sexuality is a focus area of the Health and Physical Education learning area of the Australian Curriculum. Australian Curriculum content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships and is delivered by teachers. These lessons support young people to develop positive practices in relation to their reproductive and sexual health and the development of their identity. While SHFPACT as an organisation have been engaged by some schools to support their “relationships and sexuality” focus area of the curriculum, this was not part of the SSCA Program.

For example, SHFPACT’s Schools Disability Program has been in place for over 20 years and provides students with a disability in ACT Public Schools with a range of skills to enable them to better manage their relationships and interactions with others, especially their peers. The program supports teachers & Learning Support Assistants by providing professional development opportunities, curriculum support and access to resources and tools designed to educate young people with disabilities in areas of sexual and reproductive health.

Research has shown that bullying, discrimination and isolation of young people who are same sex attracted, intersex and/or gender diverse often occurs in schools and this seriously impacts on student wellbeing. These experiences can negatively affect students’ sense of belonging, safety and engagement at school, with subsequent impacts on education participation, achievement, health and wellbeing.

While the data identifies that young people report experiencing high levels of homophobic and transphobic bullying at school, research also demonstrates that supportive and inclusive schools can make a significant and positive difference to student outcomes.



## Assembly Brief

### Subject: Heating and Cooling in ACT Public Schools

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#### Key Messages:

The ACT Education Directorate policy for *Managing Extreme Temperatures in ACT Public Schools* requires schools to have a management plan to keep students and staff comfortable.

On Friday 10 February 2017, ACT schools put into action their site specific management plans. Activities to manage temperatures included:

- Optimising natural ventilation, air movement and shade;
- Using additional fans or coolers;
- Easy access to water and increased use of water play;
- Rotating classes through cooler areas on site;
- Adjusting educational programs and access to certain areas of the school to minimise potential for heat stress;
- Adjusting uniforms, if required; and
- Limiting playground access to shaded areas in addition to ensuring all students playing outside have hats, sun sunscreen and a water bottle.

Some older schools with three storey classrooms, such as Melrose High School and Telopea Park School recorded extreme temperatures of 37C and 34C on 10 February 2017. Risk assessments were undertaken in the following weeks and noted that the measures the schools took were appropriate.

An additional \$1.2m has been allocated in the 2017/18 Infrastructure and Capital works programs to address priority areas in consultation with the schools. This remediation will be delivered through a rolling program that includes passive solutions such as external shading, building insulation and glazing treatments. Where passive solutions are not suitable, installation of air cooling systems will be considered.

In the 2016 Election, ACT Labor committed to fund \$85m in ACT Public school capital upgrades over the next 4 years. This program was intended to include upgrades to heating and cooling systems and build on the recent artificial cooling of all school libraries and administration areas.

In 2016, the cost of installing artificial cooling infrastructure for all ACT public school classrooms was estimated as \$104 million for installation without including ongoing energy and maintenance costs.

*2015-16 and 2016-17 – Air Cooling Program - Library Upgrades*

<ul style="list-style-type: none"> <li>• Ainslie School</li> <li>• Campbell Primary</li> <li>• Caroline Chisholm Senior</li> <li>• Farrer Primary</li> </ul>	<ul style="list-style-type: none"> <li>• Gilmore Primary</li> <li>• Gowrie Primary</li> <li>• Lyneham Primary</li> <li>• Majura Primary</li> <li>• Southern Cross Early Childhood School</li> </ul>
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*2015-16 and 2016-17 – Air Cooling Program - Administration Areas*

<ul style="list-style-type: none"> <li>• Amaroo School</li> <li>• Canberra High</li> <li>• Calwell High</li> <li>• Campbell Primary</li> <li>• Dickson College</li> <li>• Farrer Primary</li> <li>• Giralang Primary</li> </ul>	<ul style="list-style-type: none"> <li>• Gold Creek School</li> <li>• Gordon Primary</li> <li>• Gowrie Primary</li> <li>• Harrison School</li> <li>• Majura Primary</li> <li>• Malkara School</li> <li>• Mawson Primary</li> </ul>
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Ainslie School had 2 transportable buildings air conditioned not the administration area.

*2016-17 Heating, Ventilation and Air Conditioning (HVAC) Program*

There were 2,907 maintenance call outs attended to repair or replace existing HVAC assets during the 2016/17 financial year.

Background

The former Minister for Education and Training made a statement in the Legislative Assembly in June 2015, about the ACT Government's position on heating and cooling in schools. This affirmed:

- Preference for natural ventilation – consistent with the ACT Government's carbon neutral strategies to reduce energy consumption;
- Employment of extreme temperature management plans; and
- Installation of artificial cooling in priority areas of schools – specialist education facilities, libraries and administration area to allow students to circulate to cooler areas.

There is a direct scientific correlation between the temperature of a learning space and the concentration levels of students. Studies identified that both low (<20° C) and high (>27° C) temperatures have negative effects on performance.

On the occasions where existing management activities are no longer effective, the Principal will consult with the Directorate's Health, Safety and Wellbeing Team and the Delegated Official who will determine whether a school should be closed.

The Directorate maintains engineering controls for thermal comfort throughout the year:

- Currently the majority of heating and cooling plants across the Directorate are working to acceptable standards; and
- As faults are identified, maintenance providers attend the affected specific schools.

In 2015, a program commenced to ensure all schools had air conditioning or evaporative cooling in both library and administration areas. Across schools 11 libraries and 15 administration areas did not have a cooling mechanism:

- Except for some additional works at Amaroo School , this program is now complete.
- The cost of the program was \$750,000 across the 2015-16 and 2016-17 years.

In addition, under the schools repairs and maintenance program, \$3.6 million is spent each year on heating and cooling maintenance.

In 2016, the Directorate sought tenders for new contractors to provide heating, ventilation and air conditioning (HVAC) maintenance services to schools. This contract is now performance-based and focuses on the thermal comfort of spaces within schools.

The Directorate is also looking to replace aged building management systems at schools. This is expected to improve the management of thermal comfort in schools as well as reduce energy consumption.

- Loan funding for the first school – Erindale College – was secured from the Carbon Neutral Government Fund (\$758,000).

**Assembly Brief****Subject: Health and Safety Requirements**

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**Key Messages:**

The *Work Health and Safety Act 2011* and *Work Health and Safety Regulations 2011* provide the legislative framework for workplace health and safety in the Territory. Directorate workers have a duty of care to themselves, other workers, and to other persons including students, to maintain a safe work environment, and these obligations have not changed.

The legislation has removed crown immunity so public and private sector workers can be treated in the same way. A public sector worker can now be directly penalised for breaches of the Act.

Under the legislation, individuals with significant influence over health and safety initiatives, including the allocation of resources, are referred to as ‘Officers’. Officers have a particular responsibility to exercise due diligence to take reasonable steps to ensure appropriate resources, policies, and health and safety practices are in place to manage risk.

The Directorate has made a considered effort to reaffirm that safety is everyone’s responsibility, and that every staff member has significant obligations under harmonised safety laws to act with due diligence to health and safety matters and take due care with all tasks.

The Directorate has made a considered effort to assist its workers to fulfil their safety obligations through:

- targeted training for principals on work health and safety risk management and due-diligence obligations
- promotion of accident incident reporting
- supporting development of workplace health and safety risk registers
- mandatory training of target groups including Building Services Officers (BSO), Business Managers, Learning Support Staff, School Assistants and Directorate Leaders including; asbestos awareness, confined spaces,

height safety, sharps safety, chemical handling, manual handling and respectful workplaces

- training for Health and Safety Representatives (HSR)
- development of Health and Wellbeing Program
- publication of an on-line Safety Management System Framework on the employee intranet to assist duty holders with guidance and tools to manage risk
- implementing initiatives to reduce the numbers of musculoskeletal and slips, trips and falls injuries
- supporting networking opportunities for BSO and HSRs.

This sustained effort to raise safety awareness in schools and the Education Support Office has resulted in a significant increase in the reporting of incidents in 2016-17 without a corresponding increase in workers compensation claims.

## Question Time Brief

### Subject: Worksafe ACT Improvement Notice - Training

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- On 8 September 2017, Worksafe ACT issued the Director-General with an Improvement Notice under the *Work Health and Safety Act 2011*.
- The Notice was a complaint about the administration of medication by an untrained and unsupervised staff member at a Public School.
- Worksafe ACT required information about training instruction and supervision to manage the risk of serious harm to people in educational facilities in the ACT in accordance with Directorate policy.
- The Directorate was to remedy this complaint by Friday 6 October 2017, by providing evidence to the regulator of:
  - suitable training and instruction to all relevant staff in administering medication including administration of student medication and complex health care procedures and diabetes management procedure; and
  - a suitable system to capture evidence of training; and
  - compliance with procedures relevant to the administration of medicines; and
  - a training register or other evidence of the provision of training to all relevant staff.
- Worksafe ACT recommended the Directorate:
  - Conduct a review of all other relevant training provided under the Education Directorate category of first aid policies; and
  - generate a training register to capture and ensure ongoing training requirements are met in accordance with the directorates policies.
- The Improvement Notice was subsequently cancelled on 13 September 2017 due to interim measures undertaken by the Directorate to address the administration of student medication in schools.
- The Directorate undertook the review recommended by Worksafe ACT which included the following:
  - confirmation that all students on HAAS plans are supported by trained staff in accordance with Directorate policy and procedure;
  - confirmation that there are the required number of first aid trained staff in schools in accordance with Directorate policy and procedure; and



- the revision of the *Administering Student Medication and Complex Healthcare Procedures*

## Background

- The *Administering Student Medication and Complex Healthcare Procedures* assists staff in administering medication and other procedures and meet legal obligations under the [Work Health and Safety Act 2011](#) and other legislation.
- The Procedure specifies the need to exercise due diligence to ensure that directorate work environments are safe and healthy for workers, students and others.

## AEU Sub-Branch Motion

- On Thursday 7 September 2017, the AEU advised the Director-General of a sub-branch motion in relation to a matter concerning the behaviour and actions that constitute occupational violence of a parent of students at [REDACTED].
- The sub-branch motion outlined the concerns of the AEU in relation to the current risk assessment for occupational violence relating to the parent with regard to its review and current controls as they relate to the Work Health and Safety Act.
- The Director General responded to the concerns of the AEU in a letter which outlined the following:
  - conformation that the risk assessment is regularly reviewed and updated with new and improved risk controls
  - appropriate risk controls have been put in place that minimise staff contact with the parent including, communication protocols, direct Education Support Office (ESO) engagement with the parent in relation to expectations, Specialist ESO staff meeting the parent each morning for the handover of the children and interaction with the parent.
- The Directorate met with [REDACTED] staff, the AEU and CPSU on 26 October 2017 and communicated the current health arrangements in place for students at the school and to provide an update on the risk assessment in place which relates to the parent.

## Assembly Brief

### Subject: Asbestos in Schools

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#### Key Messages:

The safety of students, staff, contractors and the community is of paramount importance to the Government.

The Education Directorate has well developed processes for the management of hazardous materials in Canberra public schools.

There are 69 public schools with confirmed presence of asbestos containing materials.

Each of these public schools has a Hazardous Materials Survey and Management Plan, including an Asbestos Register. A floor plan showing the known areas where asbestos containing materials are located is also displayed in the front entry area of all the schools.

An independent licensed asbestos assessor is engaged by the Directorate to prepare the documentation.

The Asbestos Register informs the school community, visitors and tradespeople on the location of asbestos containing materials in the school.

Any asbestos removal works are completed by a licensed asbestos removalist and are removed after hours when there are no students and staff in the school (i.e. at night, on weekends and during school holidays).

#### *Asbestos at Narrabundah College and Campbell Primary School*

Hazardous materials survey reports identify the presence of friable crocidolite (blue) asbestos at:

- Narrabundah College – within the ceiling space and external wall cavities of three multi-storey buildings; and
- Campbell Primary School – within the ceiling space, wall cavities and subsoil beneath the multi-storey building.

Note: crocidolite is the more dangerous form of asbestos.

The management plans for both school sites currently requires:

- the sealing of all external and internal penetrations to the external cavity walls of the affected buildings;
- quarterly inspections of the seals to ensure these continue to be effective and are not compromised.
- quarterly background air monitoring to the multi-storey crocidolite effected buildings.

Note: Access to the sub-floor area of the multi-storey building at Campbell Primary School is also restricted.

The management plans are intended to continue until the permanent solution is initiated.

As part of the September 2017 quarterly asbestos inspection at Narrabundah College, a sample was identified as containing friable crocidolite asbestos and reported on 4 October 2017.

During the September 2017 quarterly asbestos sampling at Campbell Primary School, 27 samples were collected with one sample being identified as containing crocidolite.

At both schools, environmental cleans were undertaken in the affected areas as recommended by the consultant.

The presence of crocidolite asbestos at these schools severely restricts any refurbishment or modernisation of the teaching spaces.

The Government has agreed that demolition of the affected buildings at both schools needs to be undertaken and to provide funding for the demolition and temporary student accommodation in the form of modern transportable classrooms. Community consultation has begun including public information booths.

### *Asbestos at Education Construction Sites*

In the event of asbestos containing materials (ACM) being located or disturbed by a contractor on an education construction site, the following control actions are undertaken:

- If at any time material is suspected of containing asbestos, works must cease immediately, the area made safe and isolated. Air monitoring testing is to be carried out by a National Association of Testing Authorities (NATA) registered laboratory.
- The contractor is to notify WorkSafe ACT and the Directorate immediately.

- Demolition and excavation work in areas where it is possible that ACM may be exposed must be undertaken after hours.
- In all cases, ACM must be removed and transported off site after operating hours by a licensed asbestos removalist.
- A copy of the air monitoring results and / or the clearance certificates will be provided by the National Association of Testing Authorities (NATA) registered laboratory prior to staff, students or general public gaining access to the area. The same clearance is also required prior to work recommencing by the contractor.
- If a large quantity of ACM or contaminated materials (soil, fire damaged buildings) is removed from a site, the contractor is to inform the ACT Environmental Protection Authority (EPA) and WorkSafe ACT and is to maintain records of compliant disposal.

### Background

Asbestos was frequently used in building materials in Australia until the mid to late 1980's. The predominance of the use of asbestos containing materials lessened after this time until it was banned in 2004.

If well maintained and undisturbed, bonded asbestos materials (e.g. asbestos cement sheeting) do not pose a health risk. Asbestos containing materials are present in 69 Canberra public schools, including Jervis Bay School.

Eleven schools have reports that indicate that no asbestos is present following visual non-destructive inspections.

Asbestos containing material is removed in accordance with WorkSafe ACT requirements by licensed contractors who are monitored by an independent laboratory.

## Question Time Brief

### Subject: Aluminium Composite Panels in ACT Schools

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#### Key Messages:

- Our thoughts go to those people affected by the Grenfell Tower fire, especially those who have lost loved ones.
- The cause of the London fire is under investigation. We need to let the investigators complete their investigation.
- When the report is made public, we will consider any findings that are relevant to ACT Public Schools.
- Our key priority is the safety of all our students and staff in all schools.
- The Education Directorate has completed a desk top assessment of all public schools in the ACT.
- The Directorate is also participating in the whole of government working group to provide assurance to the ACT community.
- Our fire detection systems (smoke and thermal detectors and fire indicator panels) in all ACT public schools are routinely inspected in accordance with the regulations.
- All public schools have fully compliant fire evacuation plans in alignment with the Australian New Zealand Standard 3745:2010 – Planning for Emergencies in Facilities.
- Schools undertake evacuation exercises each Semester to test fire and other emergency incident preparedness.
- The Education Directorate has commenced discussions with the Association of Independent Schools and the Catholic Education Office about similar materials which may have been used on their school buildings.

#### *ACT Public Schools*

- This desk top assessment (not site inspections) has identified 44 schools with external metal sheeting which will need to be further investigated. This represents 48 per cent of all public school sites (91 school sites).
- The summary of the 44 schools with external metal sheeting are:

College	6
Early Childhood Schools	1



High School	5
K-10	3
P-2	0
Primary	29
Special	0

*If asked:*

- We do not know if the external metal sheeting is:
  - aluminium or colorbond sheeting;
  - a composite fabric or not; and
  - If it is a composite fabric, whether the middle membrane is a flammable material or not.

*Next Steps*

- To determine whether the external metal sheeting is a composite material with a combustible middle layer, an appropriate expert will be required to inspect the metal sheeting at each of the 44 schools and take samples for testing.
- Site investigations will be arranged with the ACT Property Group and an appropriate expert will determine whether Aluminium Composite Panels have been installed.
- Depending on the extent and location of Aluminium Composite Panels, appropriate action will be taken as soon as practicable.

Background

*Aluminum Composite Panels*

The ACT Government has been aware of the issues posed by Aluminum Composite Panels (ACPs) since 2010. Under the National Construction Code (NCC), combustible materials (including ACPs) cannot be located near or directly above a required exit so as to make the exit unusable in a fire, and cannot constitute an undue risk of fire spread via the facade of the building.

## Assembly Brief

### Subject: Land Release for Non-government Schools

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#### Key Messages:

The allocation of land for community purposes is primarily the responsibility of the Minister for Planning and Land Management, while the approval to operate a non-government school is my responsibility.

The *ACT Government Indicative Land Release Program for 2017-18 to 2020-21* identifies land for non-government school sites in West Belconnen in 2019-20 and North Wright for 2018-19.

The Environment, Planning and Sustainable Development Directorate is assessing the suitability of sites for future non-government schools.

#### New land release process

The new Expression of Interest (EOI) process which is currently being developed by the Environment, Planning and Sustainable Development Directorate and my Directorate will implement the Government's commitment under the *Indicative Land Release Program*. The EOI process will address the present legislative anomaly between the *Planning and Development Act 2007* (the Planning Act), the *Planning and Development Regulation 2008* and *Education Act 2004* (the Education Act) which has resulted in non-government schools being unable to obtain registration or acquire land under the direct sales process without already being registered to operate a school.

The existing direct sale process operates on a 'first come, first served' basis with no comparative assessment of proponents, and the Education Act requires non-government education institutions to be registered before land can be sold via direct sale.

Consequently, only established non-government education providers are able to operate in the ACT market by claiming that the "new" school site is an additional campus, rather than an entirely new establishment. This has resulted in a lack of diversity within the Territory's non-government school sector.

Land zoned for a non-government school is not a finite resource. The establishment of the EOI process for non-government school sites as they are released, will enable Government to identify the organisation best able to

develop and deliver a non-government school and associated facilities. The aim is to ensure the successful proponent most efficiently and effectively utilises the land and provides ongoing benefit to the broader community.

Once finalised, the new process for releasing a non-government school site will ensure there is greater equity, transparency and accountability of process. Moreover, the EOI process will provide opportunities for proponents to present their proposals and encourage market diversity, while not placing disproportionate costs and administrative burdens on the non-government school sector.

The EOI process will ensure that proponents continue to meet my statutory responsibilities as the Minister for Education, and the legislative requirements set out by the Minister for Planning and Land Management under the Planning Act. The Government is in the process of finalising the EOI process to achieve these outcomes, and some legislative changes may be required. We are aware that there is interest in establishing non-government schools in growth areas within the ACT, and I expect that the new process will be in place in by the end of 2017.

## Assembly Brief

### Subject: Cleaning Contractors in Schools

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#### Key Messages:

- A priority of government in delivering cleaning services to ACT public schools is the continuous improvement in the standards of cleaning performance and compliance, ethical employment and protection of the IRE conditions of schools cleaning staff.
- An open tender process was undertaken in 2017 valued at \$48 million over 4 years to replace a cleaning panel arrangement which had been in place since 2011 and due to expire 30 June 2017. The Directorate undertook broad industry stakeholder consultation throughout the process on which the tender requirements were based, including United Voice, the Building Services Contractors Association of Australia (BSCAA) and an independent cleaning consultant.
- As a result of the tender process financial and administrative efficiencies were achieved with the reduction of 88 individual panel Service Agreements plus another 23 Deed contracts based on school size, to just four (4) new Agreements across eight (8) contract school packages covering 87 schools. Contract engagements are with ACT Commercial Cleaning Service Pty Ltd, Dimeo Cleaning Services Pty Ltd, Menzies International (Aust.) Pty Ltd and Vivid Property Services Pty Ltd.
- Contract Agreements to commence 1 July 2017 were executed on Tuesday 27<sup>th</sup> June 2017 and Wednesday 28<sup>th</sup> June 2017. Unsuccessful tenderers were notified of the outcome on Wednesday 28<sup>th</sup> June 2017 and agreements were made publicly available on the ACT Contracts Register on Monday 3<sup>rd</sup> July 2017.
- Approximately 290 existing cleaning staff who were employed under previous cleaning arrangements were re-engaged by the new cleaning contractors.
- The production rate and Personal Pay Rate (PPR) payable under Agreements was set by the Territory, the PPR being at a rate above the Cleaning Services Award 2010.

- The Territory takes very seriously its commitment to the protection of workers' rights in the cleaning industry and has been instrumental in providing training on employment rights and conditions to ensure a level of compliance transparency by contract employers.
- Another initiative by the Territory is recently becoming a member of the Cleaning Accountability Framework (CAF) as a further demonstration of its commitment to improving outcomes in the cleaning sector, contractor reporting and accountability mechanisms leading to auditing and certification of ACT public schools to the CAF three star standard.

The focus on continuous improvement to provide high quality cleaning services in ACT public schools addresses:

- Compliance
  - Industrial relations and employment performance
  - Maintenance of police checks
  - Safety systems
- Quality
  - Performance management
  - Audits/inspections
  - Regular meetings
- Administrative efficiency
  - Fewer transactions
- Communication and cooperative contracting
- Value for money

## Assembly Brief

### Subject: Budget 2016-17 Schools Capital Works

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#### Gungahlin School Expansions

##### Enrolment demand at Gungahlin Schools

The 2016-17 Budget funded a total of \$20.04m to expand schools in the Gungahlin district. This includes \$3.44m allocated in the schools Capital Upgrades Program to expand Harrison School, plus new funding to expand Amaroo School, Neville Bonner Primary School and Palmerston Preschool (\$16.60m).

The school expansion projects include:

- Harrison School – new classrooms for 200 primary and middle-school students (8 classrooms).
  - This project was originally due for completion for the start of Term 2, 2017 (24 April 2017).
  - On 7 December 2016 the Education Directorate was advised that the modular subcontractor would not be able to deliver the building until 30 June 2017, approximately 11 weeks after the originally required date.
  - An alternative strategy of a permanent constructed building was proposed by Procurement and Capital Works, Chief Minister, Treasury and Economic Development Directorate and the Project Manager as providing the best possibility of meeting the required delivery timeframe. EDU accepted this recommendation.
  - The new building is completed and was handed over to the school in June 2017.
- Palmerston District Primary School – the purchase and installation of a new transportable preschool building for 44 children (1 classroom – 2 sessions of 22 children) was completed for the start of 2017 school year.

- Neville Bonner Primary School
  - Conversion of two existing Kindergarten spaces into preschool spaces for 88 children was ready for the start of 2017 school year; plus
  - The relocation and upgrade of two transportable buildings (4 classrooms) from Gold Creek School (senior campus) for 100 students was ready for the start of 2017 school year – these buildings were installed on the vacant EDU site adjacent to the existing school facilities.
  - This is a net increase of spaces for 50 primary school students (i.e. space for 100 students less 2 Kindergarten spaces).
- Amaroo School
  - New teaching and learning spaces for 300 secondary students for the start of the 2018 school year.
  - An expanded school gymnasium to accommodate all school students (plus allow additional community use).
  - New hard court facilities (to replace facilities lost through the expansion of the gymnasium).
  - Construction commenced on the 1 June 2017 with the project due for completion by the start of 2018 school year.

These initial works are part of a longer-term strategy to respond to enrolment demand for public education services in Gungahlin.

### **Schools for The Future – Modernising Belconnen High**

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#### Funding for Modernising Belconnen High and progress on the project

The 2015-16 ACT Budget provided funding of \$17.627 million in capital funds for the project. An additional \$5.9 million has been provided in 2017-18 Budget to provide essential services works outside of the original project scope. This brought the total funding to \$25.777 million.

This Government is fulfilling a 2012 ACT Labor Election commitment to modernise Belconnen High School and is committed to ensuring that funds go to where they are most needed and savings are made at every opportunity.

This investment will allow the school to continue to deliver modern facilities for students, staff and visitors and support enrolment demand in south Belconnen and the future development areas of Ginniderry and Molonglo.

The modernisation program will ensure that Belconnen High School is a school of choice for students and parents in the local community with an emphasis to be placed on the Science, Technology, Engineering and Mathematics (STEM) curriculum programs.

The new funding will deliver:

- Refurbished student learning and teaching spaces, bringing these spaces to modern standards.
- Improvements to external learning spaces.
- A new administration area for staff and visitors to the school.
- Essential upgrades to services infrastructure.
- Roof modifications and replacements.

The Education Directorate is working with the school and the construction company to minimise any disruption to the school's normal operations while works are being undertaken.

### Progress

Two contractors were short-listed to submit tender responses which closed on 14 February 2017.

Following evaluation of the tenderers and the completion of the tender negotiations and clarifications process, Cockram Construction was engaged to complete the detailed design development.

Activity on site commenced with phase 1 works on the 29 June 2017. This includes site establishment and roof works.

Phase 2 works commenced at the end of October 2017 following the contractor successfully meeting the predetermined milestones required for phase 1.

Phase 2 works include the new administration area, new amenities for staff and students, canteen relocation and some learning areas.

Consultation during the detailed design development process has included representatives of key stakeholder groups including the School Board, P&C, school executive and students.

A school community information evening was held at the school on 5 April 2017 attended by the School Board, P&C and parents. A second information evening for the school community was held on 2 August 2017.

## **Schools for the Future - Caroline Chisholm School - Centre for Innovation and Learning**

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### Progress on development of the Caroline Chisholm School – Centre for Innovation and Learning

The 2015-16 Budget funded \$5.896m to construct a specialist learning centre at Caroline Chisholm School (senior campus).

The Centre fulfils a commitment during the 2012 Election campaign to provide a Centre of Excellence in Numeracy at the Caroline Chisholm School.

The Centre for Innovation and Learning will deliver Science, Technology, Engineering and Mathematics (STEM) programs to students in the Tuggeranong school network.

The new Centre will include multi-purpose learning spaces and state-of-the-art equipment to support students enrolled at Caroline Chisholm School, feeder primary schools and the Tuggeranong school network, as well as providing professional development to teachers from across the ACT public education system.

The Centre will also be available for parents, the general community, undergraduate teachers and for post-graduate students to undertake research projects related to learning and teaching.

### Progress

Construction activities for the new Centre commenced on 19 April 2017 with the turning of the first sod by Joy Burch MLA.

The Centre will commence operating from the start of the 2018 school year.

## **North Gungahlin P-6 School**

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### Progress on development of the North Gungahlin P-6 school

The 2015-16 Budget funded a total of \$28.609m for the new North Gungahlin P-6 school located in the suburb of Taylor. This amount comprised new construction funding of \$28.209m plus \$0.400m of savings realised from the Charles Weston School project.

The Government is fulfilling a 2012 ACT Election commitment to provide school facilities in north Gungahlin (identified as Moncrieff at the time of the commitment).

The North Gungahlin P-6 school will open at the start of 2019 school year and will be able to accommodate 690 students (i.e. 90 preschoolers and 600 students in Kindergarten to year 6).

The Government is committed to providing facilities for the community in new urban areas and is providing new schools in new urban development areas, when these are needed.

The North Gungahlin P-6 school will be delivered under a Design, Construct and Maintain delivery methodology. This delivery methodology has proved very effective on the Charles Weston School in Coombs in delivering value for money to the Territory through the incorporation of contractor innovation in design and construction.

### Progress

Progress on the North Gungahlin P-6 school is:

- The Request for Tender closed on 8 December 2016.
- The appointment of a preferred tenderer to complete detailed design development was approved on 8 May 2017.
- The Development Application (DA) was submitted on 12 July 2017, DA approval was received on 14 September 2017.
- The preferred contractor was appointed on 26 October 2017 to construct and maintain the school.
- Construction commenced in early November 2017.

## **Public Schools Infrastructure Upgrade Program**

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### **Roof Replacement Works – Melrose and Mount Stromlo High Schools**

#### Progress on fixing leaking roofs at Melrose and Mount Stromlo High Schools

Melrose High School and Mount Stromlo High School require roof replacement works as routine roof maintenance is no longer an effective and cost efficient solution to ongoing roof leaks.

The Government funded roof replacement works at Melrose High School in 2015-16. Further funding for works at Melrose High School plus funding for

initial works at Mount Stromlo High School were included in 2016-17 schools Capital Upgrades Program.

The initial cost estimate for the work at both schools was \$3.6m. However, market testing of trade and materials costs identified that the costs were higher than originally estimated. The 2016-17 budget allows works to be completed at Melrose High School and stage 1 works to be undertaken at Mount Stromlo High School.

The required works at the schools include the replacement of roofing materials (metal sheeting instead of concrete tiles), improving the gutter systems and realignment of poorly designed and damaged roof frames together with the installation of new integrated insulation, natural lighting and efficient artificial lighting.

The works at Melrose High School included the main building, the hall, the ground floor administration extension, plant room and covered walkway, and the science, library and canteen building. These works were completed on 23 September 2016.

The project manager to undertake the roof replacement at Mount Stromlo High School was engaged on 2 September 2016 and works commenced during April 2017. These works are scheduled for completion in May 2018.

The roof replacements works at Melrose and Mount Stromlo High Schools are in addition to earlier roof replacement works at:

- Curtin and Chapman Primary Schools (full replacements)
- Southern Cross Early Childhood School (partial roof replacement)
- Wanniasa School Senior Campus (major repairs)
- Canberra High School main building and science block (roof replacement)

## Assembly Brief

### Subject: Condition of ACT Public Schools

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#### Key Messages:

#### *Maintaining and upgrading the condition of public schools in the ACT*

The Education Directorate has an annual allocation of \$16.4 million to undertake planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs.

A further \$6.0 million is allocated each year directly to schools. This funding is for physical infrastructure costs covering minor repairs and maintenance works.

Building Condition Assessment Reports are undertaken for each school every three years. These Reports identify the priority workplace health and safety tasks to be undertaken by schools and those further works required as plant, equipment and facilities age.

These Reports, together with feedback from schools, including works identified by compliance inspections, inform the annual school repairs and maintenance program managed by the Directorate and the annual Capital Upgrades Program.

In January 2017 the updated School Management Manual commenced and reflected a change in the apportioning of responsibility around schools repairs and maintenance activities.

The Directorate repairs and maintenance team now has responsibility for more functions related to compliance and safety. The schools are responsible for more general and low risk maintenance issues including painting, floorcoverings and minor electrical and plumbing issues. This affords the schools greater autonomy around their environment but assists greatly in piece of mind around important compliance responsibilities.

The 2016-17 Capital Upgrades Program included:

- Harrison School expansion;
- The Woden School – Stage 2 of the master plan works will be completed across the two financial years of 2016-17 and 2017-18;
- Melrose High School – roof replacement works (Stage 2);
- Mount Stromlo High School – roof replacement works (Stage 1);
- Learning area improvements at:

- Maribyrnong Primary School
- Alfred Deakin High School
- Campbell High School; and
- Dickson College
- Expansions to Hawker and Weetangera preschools;
- Toilet upgrades at:
  - Giralang Primary School
  - Aranda Primary School and
  - Lyneham Primary School.

In the 2016 ACT Election, the Labor Government committed to investing \$85m to upgrade and maintain ACT public schools over the next four years.

In addition to the appropriated funding, the Directorate has to date supported ACT public schools to secure \$4.925 million in loans from the Carbon Neutral Government Fund for energy efficient lighting, solar hot water upgrades and the replacement of the building management system at Erindale College & Active Leisure Centre.

The Directorate will continue to assist schools in 2016-17 and future years to access further loans from the Carbon Neutral Government Fund to achieve energy conservation outcomes.

### Background

The 2016-17 repairs and maintenance works include:

- Specific projects (eg:, balustrade replacements, electrical switchboard upgrades);
- Heating, Ventilation and Air Conditioning maintenance and repairs;
- Stormwater and sewer line inspections and rectification works;
- Roof access safety system certification;
- Lifts and auto doors inspections and maintenance;
- Emergency lighting inspections and maintenance;
- Fire alarm system monitoring;
- Asbestos materials surveys;
- Building condition assessments;
- Asbestos removal program;
- Work health and safety issues; and

- Security systems.

An ACT Labor 2012 Election commitment was to provide \$70m over 4 years to upgrade and maintain public school infrastructure particularly in older schools under the School Infrastructure for the Future (SIF) program.

The 2015-16 school capital upgrades program included:

- Curtin Primary School – older school upgrade;
- The Woden School – Stage 1 of the master plan works;
- Melrose High School – science room upgrade;
- Lyneham High School – school administration upgrade;
- Gowrie Primary School – new learning support unit (autism);
- Melrose High School – roof replacement works Stage 1 (note: roof replacement works are also programmed at Mount Stromlo High School in 2016-17); and
- Turner School – extension and upgrade of outdoor learning areas.

In addition to the annual repairs and maintenance funding allocations, since the 2012 ACT Election, the ACT Government has allocated a total of \$79.13 million to school infrastructure improvements including:

- 2013-14 – \$13.530m for capital upgrades
- 2013-14 – \$3.345m for further school infrastructure
- 2014-15 – \$13.868m for capital upgrades
- 2014-15 – \$3.000m for hazardous materials removal
- 2015-16 – \$14.215m for capital upgrades
- 2016-17 – \$14.570m for capital upgrades
- 2016-18 - \$16.600m for Gungahlin school expansions (\$7.950m in 2016-17 and \$8.650m in 2017-18).

## Assembly Brief

### Subject: Indoor Sports Facilities Study

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#### Key Messages:

- A priority of government is to better utilise school facilities.
- ACT public school facilities are already widely used by community groups. There are approximately 500 user groups within ACT public schools, with lengths of hire between a month to agreements spanning over five years.
- The Directorate is seeking increased community access to schools by implementing innovative ways to inform the community of the locations and types of facilities available at ACT Public Schools for community use, for example the development of the online booking system which will be trialled term 2, 2018.
- Schools primary purpose is to provide educational services, however this service is generally provided on a six hours a day, five days per week basis for 40 weeks a year.
- School facilities are valuable government assets which are utilised by the community outside school use requirements.
- There is a positive obligation on schools to make their facilities available for community use when not being utilised by the schools.
- As of June 2017, the Education Directorate achieved the 2016-17 election commitment of \$100k which was allocated to improving community access at ACT Public Schools. The \$100k improved access at the following schools:
  - Alfred Deakin High School – Approx. \$3,000 - security upgrade to improve access. The Woden Dodgers Basketball club hire 2 nights and are now a long term hirer of the facility here;
  - Lake Tuggeranong College – approx. \$3,500 – amended security systems and access doors to improve access. Fully hired by South Canberra Futsal;
  - Lyneham High School – approx. \$3,000 – security system upgrade to improve access. Fully booked by Stallions basketball and Brindabella Christian College;
  - Wanniasa High School – approx. \$8,600 – security system and lighting upgrade to improve access. Hirers include a number of martial arts groups and volleyball; and
  - Hedley Bare Centre for Teaching and Learning (HBCTL) – approx. \$90k – gymnasium refurbishment. Woden Dodgers currently accessing the facility and Basketball ACT in negotiations to utilise in the free times.
- The election commitment has been extended to 2017-18 with a further \$100k to be invested in schools to improve access. Works are currently being scoped to increase

access and address storage issues at a number of sites. This will support requests by the community to store equipment when the groups are not utilising the facility.

- A portion of the commitment will be allocated to the development of a live electronic booking system to facilitate easier access for sporting groups, multicultural groups and other community users to book and utilise the facilities. The increased automation and visibility by the community and schools will increase the ease of access to the booking process and encourage booking of under-utilised school facilities.
- The electronic booking system is anticipated to be tested at a school trial site during term 2, 2018.
- In terms of revenue generated by the hire of facilities for the 2017 calendar year, schools are anticipated to receive approximately \$2.2 million in total from hirers of school facilities. In addition to this, the Directorate receives around \$0.5 million directly from long term hirers of Directorate premises.
- Directorate facilities are not provided as the basis of a revenue stream for schools, rather to meet a community obligation to utilise existing resources for the community's benefit.
- The revenue generated through hiring of facilities is essentially used to cover the operating cost of the facilities, such as meeting costs for the additional utility usage, cleaning, security and minor maintenance that are generated by hirers.
- The Directorate currently has in excess of ten permanent tenants who have exclusive use of an area and are charged a fee under their licensing arrangements for the use of this space. Six of these are childcare centres while the other users are community organisations who are leasing excess space within schools.

### Background

The ACT Government, through Active Canberra commissioned a study through an external consultant to examine the provision and use of indoor sports facilities in the ACT.

The eight recommendations in the report including one related to increased use of indoor sporting facilities (e.g. gymnasiums and halls) in ACT Government schools. This resulted in the establishment of the Working Group.

## Assembly Brief

### **Subject: Islamic School of Canberra (ISC) and Commonwealth Registration Funding Concerns**

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#### **Key Messages:**

The Commonwealth advised the Education Directorate on 25 October 2017 that the internal review of the decision to remove ‘Approved Authority’ status from AFIC Schools (ACT) Limited (ASAL)’s was complete and the original decision had been affirmed. On that basis Commonwealth funding for the ISC will cease from 16 December 2017. ASAL may seek an external review of the decision by the Administrative Appeals Tribunal.

On 20 October 2016 ASAL wrote to the Registrar of Non-Government Schools within the Education Directorate to seek to change the proprietor of the school from the Islamic School of Canberra to Islamic Practice and Dawah Circle Incorporated (IPDC). The change of proprietorship is to take place from 16 December 2016. This request is currently under consideration and will require the IPDC to meet the requirements of registration of a non-government school.

The ACT is of the understanding that the school is in discussions with the Commonwealth around IPDC seeking an ‘Approved Authority’ status from the Commonwealth. If ‘Approved Authority’ status is provided, IPDC will receive Commonwealth funding for the students at the school.

The ISC is registered until 31 December 2017. Assessment of ISC 2018 registration including financial sustainability of the school is being made against the new proprietor IPDC

#### Background:

- On 21 April 2017, the Commonwealth issued a notice to revoke AFIC Schools (ACT) Limited (ASAL)’s approval as an “Approved Authority” under the *Education Act 2013 (Cw)*. The notice advised that the decision was to be effective at the end of Term 2 (Friday 30 June 2017) and removes Commonwealth funding for the Islamic School of Canberra (ISC) from that date.

- The Commonwealth gave the school until Sunday 21 May 2017 to request an internal review of the decision. On 11 May 2017 ISC wrote to the Commonwealth to request an extension to the deadline for requesting an internal review to 2 June 2017. The Commonwealth agreed and provided an extension. ASAL formally requested an internal review of the decision from 21 April 2017 on 4 June 2017.
- On 25 May 2017, considering the impact on staff and their education, the Commonwealth varied the date of revocation to the end of Term 4 2017 (16 December 2017).
- Commonwealth grants for the operation of the ISC are about 55 per cent of the school's revenue (\$1.1m per year).
- The ACT provides ISC with approximately \$0.4 million annually.
- The Directorate established a hotline (1800 240 584) for parents with any questions in relation to schooling options for students.
- The Directorate has remained in close communication with the ISC, AISACT and the Commonwealth.

## Assembly Brief

### Subject: Tree Audits in ACT Public Schools

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#### **Key Messages:**

Currently, there are no outstanding urgent works and the priority list is being progressively addressed with works being finalised in the April 2017 school holidays. The estimated cost for these works is \$285,000.

Severe winds on 13 January 2017 caused damage to trees at 22 public schools. Minimal damage occurred to building infrastructure and all clean-up work was completed prior to the commencement of the school year with the exception of Mawson Primary School as a power shutdown was required by ActewAGL. This tree has now been safely removed.

Infrastructure and Capital Works will continue to undertake annual tree inspections and provide a programmed and reactive maintenance program to schools.

#### Background

There are approximately 17,420 trees on ACT public school sites. Infrastructure and Capital Works Branch undertake an audit of all trees on an annual basis with the latest round being completed in November 2016. Any issues that are identified and categorised as urgent or priority are programmed for rectification by Infrastructure and Capital Works.

## Assembly Brief

### **Subject: Funding for Early Childhood Education – Next NPA**

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#### **Key Messages:**

The National Partnership on the National Quality Agenda for Early Childhood Education and Care is due to expire on 30 June 2018.

The current NP NQA states that “the ultimate intention” is that final funding arrangements will involve the Commonwealth funding 40% of each jurisdiction’s nationally agreed efficient cost of regulation, from 2020.

An appropriate costing model has been a point of contention to establish an appropriate funding level.

States, Territories and the Commonwealth are currently working on an agreed method and scope of costing for the regulation of education and care services.

It is intended that Australia’s Education Council will settle a means of working out costs that is acceptable to all jurisdictions.

#### **Background**

The National Partnership Agreement provides funding for State and Territory Regulators, and the national body known as Australian Children’s Education and Care Quality Authority (ACECQA).

The Agreement obliges States and Territories to conduct Assessment and Ratings of 15% of all services in the 2016 calendar year to receive the Commonwealth component of funding.

There is a common view held by States and Territories that the funding offered under the current agreement does not meet the growth in actual costs incurred by States and Territories.

The in-principle agreement with Commonwealth is that the Commonwealth would fund 40% of States and Territories regulatory costs, with States and Territories funding the remaining 60%.

The quantum of funding set out in the current Agreement only covers approximately 20% of the cost of operating the Regulatory Authority in the ACT over the three years of the agreement. The ACT's costs for regulating the education and care sector are in the lowest range in the country.

Both the National Partnership Agreement on Universal Access to Early Childhood (NP UA ECE) Education and the NPA NQA are due to expire over the next two years.

It was flagged that the future of the NP UAECE and NPA NQA would be considered through the Reform of the Federation White Paper.

It was intended that a new partnership that incorporated both NP UAECE and NPA NQA would be made through the Reform of the Federation White Paper.

The Commonwealth Government released information that considered the role of governments in early childhood were blurred and that the issue would not be progressed.

Despite COAG agreeing in December 2016 to progress funding agreements, a long-term model is yet to be determined.

On 4 May 2017 the Commonwealth Minister for Education announced a one year extension of the NP UAECE. At the time of this brief the Commonwealth had not provided any written detail on the terms of the extension. The Commonwealth has indicated a change in method to calculate payments to jurisdictions.

Detailed work is also underway within the realm of Early Childhood Policy Group (ECPG) to establish a scope and method that to assess costs that would be acceptable to all jurisdictions and would be honoured by the Commonwealth.

This Document is not provided under  
the *Freedom of Information Act 1989*,  
as it was not included in the pack.

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the *Freedom of Information Act 1989*,  
as it was not included in the pack.

## Subject: Contracts Summary

No	Contract Name	Contract Amount	Contract Description
1	Workplace Investigation	\$27,296	Contact officer for specific consultancy details of is Sally Green (6205 8438).
2	Squiz Plus Agreement	\$27,500	Master Services Agreement for Squiz software customised upgrade and maintenance service.
3	Marketing and Promotion Services	\$28,240	Contact officer for specific consultancy details of is Josephine Andersen (6205 9350).
4	Accelerus	\$29,601	EDU Assessment and reporting software.
5	Trend Micro Service Protect for Storage Maintenance Renewal	\$30,184	Server protector for storage devices-maintenance renewal – 1 year for EDU (panel contract P12639).
6	Education Business Leadership	\$32,890	Education Business Leadership Course delivered by Deakin University at HBCTL for approximately 20-25 ACT Public School Business Managers in 2016 (workshops February and May).
7	Recruitment of International Students	\$33,350	Education Agent Agreement 15/4/16 to 1/5/19 with America & Australia International Education & Multi-Culture Centre Pty Ltd to provide services involved in finding suitable prospective international students within the region to study at ACT public schools. The ESOS ACT (Education Services for Overseas Students ACT 2000 Cth) and the national Code require providers of education programs to overseas Students to be registered on CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) and set out the requirements with which the Territory and its education agents have to comply (EOS requirements).
8	Interim Data Management Consultancy	\$35,151	Review of data housing arrangements and data logging software for gas and water to the Education Directorate.
9	Provision of SCISWebb, SCIS Authority Files and SCIS Subject Headings to ACT Government Schools in 2017	\$41,508	Purchase order details are not accessible from the Contracts Register.

10	Consultation Design Services	\$41,621	To realise a comprehensive and inclusive range of conversations within the community to inform the Government's strategy for the Future of Education.
11	0-8 Program Review	\$42,000	Purpose of review is to assess the delivery of services to members of the Human Service cluster that are intended to impact upon, or to alleviate, disadvantage and persistent marginalisation and the factors leading to it for children for 0-8 and their families.
12	Boardmarker Online	\$46,451	1 year subscription to Boardmarker Online. No other details available
13	Content Keeper Education Web Licence Subscription	\$50,050	Citrix XenDesktop enterprise edition – subscription licence 1 year.
14	Review of Organisational Structure	\$50,738	The organisational review will determine a set of principles to be used in decision making regarding optimum organisational structure. The principles will be informed by contemporary organisational models with proven effectiveness in meeting client demand. In the case of ACT Education, principles to aid decision making will reflect a genuinely student centred organisation. The organisational review will determine a set of principles to be used in decision making regarding optimum organisational structure. The principles will be informed by contemporary organisational models with proven effectiveness in meeting client demand. In the case of ACT Education, principles to aid decision making will reflect a genuinely student centred organisation.
15	Financial Operations Review	\$57,618	Review of the Directorate's financial performance, taking into account the efficiency effectiveness of existing services, available performance data, current and future service levels and organisational financial and governance structures.
16	Narrabundah College – Purchase of School Calculators	\$59,600	The purchase of Abacus scientific calculators meets the Australian mainstream curriculum and International Baccalaureate program requirements.
17	Google Management Console	\$70,400	Purchase of 2,000 Google Management Consoles.
18	Preparing ACT Public School Registered Training Organisations for an Australian Skills	\$73,125	Using an approach that suits the context of school RTOs, the Supplier will conduct a workshop that includes but is not limited to the following aspects of the audit: <ul style="list-style-type: none"> <li>• Scoping of the possible audit</li> <li>• Providing practical advice on</li> </ul>

	Quality Authority Re-Registration		<ul style="list-style-type: none"> <li>o Compliance with the Standards</li> <li>o Delivering training to industry standards</li> <li>o Meeting the learning needs of clients</li> <li>o Meeting obligations as an ASQA Delegate</li> <li>• Identifying solutions to non-compliance if required.</li> </ul> <p>The Supplier will assist school RTOs in preparing for the audit to ensure that the rigorous systems school RTOs have in place can be demonstrated during an audit. The Supplier will also provide strategies to verify evidence that the RTO is achieving quality training and assessment outcomes and meeting the ASQA standards. Specific services to be provided are outlined in the Request for Quote from CIT at Attachment A (ACTGOVRFQ-1-705).</p> <p>The Supplies include the following Support Material:</p> <p>The Supplier will provide detailed evaluation reports for each network RTO, as stipulated in the Request for Quote from CIT at Attachment A (ACTGOVRFQ-1-705).</p>
19	Google Chrome Management Licences for the Education Directorate	\$73,986	Google Chrome Management Licences for Education.
20	Principals As Numeracy Leaders	\$74,280	<p>In 2017, Principals as Numeracy Leaders will be delivered in the ACT by AISWA numeracy consultants David Dunstan and Peter Farmer. The following workshops will be delivered by AISWA:</p> <ol style="list-style-type: none"> <li>1. Leadership of teaching and learning in numeracy (15 March 2017)</li> <li>2. Numeracy content – the numeracy “big ideas” (16 March 2017)</li> <li>3. Developing whole school approaches to numeracy using quality evidence (14 June 2017)</li> <li>4. Designing interventions in numeracy (15 June 2017)</li> </ol> <p>The participant master file will be supplied to the ACT Education Directorate (ED) upon</p>

			contract commencement to allow the ED to produce sufficient copies for participants. Any additional resources will be purchased by ED directly from the relevant supplier.
21	ClickView Curriculum Library for ACT Public Schools (1/4/16 – 31/3/17)	\$80,672	Shared Services Purchase order details Curriculum Library for: Primary Schools (qty 5,661), Secondary Schools (qty 9,661), The Woden School (qty 160), ClickView support.
22	Read and Write for Windows	\$88,649	Purchase order details – Read and Write for Google unlimited (qty 41,328), Snapverter (qty 41,328), read & Write for Windows (Gold Edition) Secondary School & Home, R&W (GE) for Mac Secondary School & Home, R&W for Windows & Mac Secondary School & Home.
23	ClickView Curriculum Library for ACT Public Schools (19/4/17 – 19/1/217)	\$90,656	Shared Service Purchase order details Curriculum Library for: Primary Schools (qty 5,012), Secondary Schools (qty 11,545), support, training & professional development, plus Secondary Schools (qty 105).
24	Maze Core Licence Support and Maintenance	\$99,480	Shared Services Purchase Order for Maze Core, Finance and Academic/Timetabling/Calendar database for ACT Public Schools finance and student records for period 1/1/16 to 31/12/16.
25	Development of Safe Schools Program	\$110,000	<p>The successful provider will work with the ACT Education Directorate and other relevant stakeholders to:</p> <p>Develop a program that incorporates a service model, program guidelines, evaluation framework and communications strategy; and</p> <p>2. Respond to ACT school community requests for support that are consistent with current practice and materials arising from previous delivery of the Safe Schools Coalition ACT under alternative arrangements until the new program is operational.</p> <p>The program will include:</p> <ul style="list-style-type: none"> <li>· A service model that identifies the purpose, objectives, outcomes, outputs and governance of the program.</li> <li>· Program guidelines that articulate eligibility, referral processes, roles and responsibilities and complaints handling mechanisms and resolution processes.</li> <li>· An evaluation framework that outlines strategies and tools to capture qualitative and</li> </ul>

quantitative data to measure the following program outcomes:

1. Increase capacity of school staff to support the needs of same sex attracted, intersex and gender diverse students

2. Support the capacity of teachers to deliver relevant curriculum that reduces homophobic and transphobic behaviour, and supports students to learn, thrive and live fulfilling lives.

3. Build the capacity of school leaders to lead positive change in schools to improve the lives and experiences of same sex attracted, intersex and gender diverse students, staff and families.

- A communication strategy that identifies key messages, key audiences, communication methodologies and activities

- A stakeholder engagement plan that outlines how stakeholders will be consulted and communicated with about the development and implementation of the program

The following elements will be embedded in the program:

i. Provision of individualised support and advice to schools to build the capacity of staff to effectively support same sex attracted, intersex and gender diverse (SSAIGD) students, including students who are affirming or transitioning their identity at school;

ii. Building the capacity of school staff to effectively support SSAIGD students, staff and families through delivery of professional learning programs and presentations, relevant to the project objectives and outcomes, tailored where possible to individual school

community needs. Where practicable, to seek TQI accreditation of standard professional learning sessions;

iii. On request and within available resources, respond to requests by schools to engage and/or support student, staff and parent/carers in initiatives and activities that support safe and inclusive school communities for same sex attracted, intersex, and gender diverse students;

iv. Contributing to the dissemination and use of evidence-informed approaches and good practice guidelines within school systems and communities, including engagement with relevant networks, forums, projects and strategies (*e.g. principals professional support group to assist principals to share good practice*);

			<p>v. The promotion of high quality teaching and learning resources to assist teachers to deliver programs that are informed by evidenced base research relevant to the project objectives and outcomes, and provision of professional guidance to support teachers' selection and use of teaching and learning materials;</p> <p>vi. Resources to assist and connect school staff and families with relevant existing health and community supports;</p> <p>vii. Development of a complaints handling and resolution process</p> <p>viii. Development of a process for approving the high quality evidenced based teaching and learning resources.</p>
26	Linkage Agreement – Innovative Learning Environments and Teacher Change	\$120,000	The procurement is part of a national linkage agreement, in which the ACT Education Directorate has a partnership funding agreement over a four (4) year period.
27	Revaluation of Non-Current Physical Assets	\$139,700	Revaluation of non-current physical assets to determine the 'Fair Value' of land, buildings and ground improvements within the ACT and Jervis Bay Territory.
28	Continuum of Educational Support for High Schools (Years 7-10)	\$189,091	<p>The successful provider will be required to deliver a 'Continuum of Educational Support for High Schools (Years 7-10) Model (the Model)' which will be used to inform the strategic direction of the ACT Education Directorate in providing support for those students who at risk of, and who have disengaged from education. The Model will need to:</p> <ul style="list-style-type: none"> <li>- Have a congruent philosophy in line with ACT Education Directorate vision and values that underpins the Model and the options within the Model;</li> <li>- Be informed by an evidence base to support delivery of positive educational outcomes for students;</li> <li>- Provide a framework for good practice approaches for teachers and student wellbeing teams for each option on the continuum;</li> <li>- Include options for supporting students who may have 'internalising' and 'externalising' modes of behaving, and should include options within schools. These options should include what expertise staff should have and the mode of operation;</li> </ul>

- Demonstrate how students might access the options and move between the options on the continuum;
- Be consistent with the Student Resource Allocation (SRA) success indicators;
- Include costings for the model, including each option, based on information provided by the Directorate; and
- Be informed through consultations with major stakeholders before finalising the model.

The ACT Education Directorate requires the consultant to:

- Review the ACT, national and international evidence base for the provision of in school support options, non-government agency partnerships, alternative educational programs and other support options for disengaged students who may have a range of complex learning needs, exhibit behaviours that are challenging or aggressive, or have additional social, health or welfare support needs.
- Interview key stakeholders to seek their views on the range and numbers of students and types of educational services required to meet their needs. This could include, but not be limited to principals, School Network Leaders, teachers, community service providers, current and former students and parents' views on what works/what hasn't for them. (A list of stakeholders will be provided).
- Based on Education Directorate information, review the findings of the evaluations of the Achievement Centres and Connect 10 Program, the outcomes of the Youth Education Program and the findings of the *Schools for all Children and Young People* as a background to developing the Continuum of Educational Support model.
- Develop a Continuum of Educational Support for High School (7-10) Model with the following features:
  - a unifying framework that is based on research and is congruent with the Directorate's Strategic Plan and existing school network structure;

			<ul style="list-style-type: none"> <li>- a map of a continuum of educational support components for high schools that addresses the different needs for 'at risk' students;</li> <li>- a program document for each component that describes intent, structure, goals, outcomes, measures, staff requirements, resources, details of characteristics and numbers of students involved in each component, referral criteria and processes, governance, and potential non-government agencies that can provide support to achieve the program's outcomes;</li> <li>- how the Model will be evaluated, including mechanisms for continuous action research and feedback using existing student databases, diagnostic, and achievement data; and</li> <li>- estimated costs involved in delivering each component of the Model.</li> <li>- Consult with major stakeholders to confirm the Model, including the School Resource Allocation Program Team, prior to delivering the final report on the Model.</li> <li>- Include in the final report recommendations for implementing the Model and managing risks associated with the Model.</li> </ul>
29	Adobe Software Licence Agreement (31/5/16 to 30/5/17)	\$248,288	A bulk renewal of software licences.
30	ACT Education Adobe Enterprise Term Licence Agreement	\$688,629	Adobe On-demand Services and software (Creative Cloud All MLP Ed subscription All 20G HED L4 EDO).
31	Copyright Licences for ACT Public Schools	\$681,678	Copyright fees that allow ACT public Secondary and Primary School teachers and students to photocopy and reproduce educational material. Licence cost is based on 40, 255 student enrolments @ \$16.394/student.

**2015-16 Annual Report Hearing March 2017**

Berry, Ms Yvette, Minister for Education and Early Childhood Development

Education Directorate

Howson, Ms Natalie, Director-General

Brighton, Ms Meg, Deputy Director-General

Whitten, Ms Meredith, Deputy Director-General, Business Services Division

Whybrow, Mr Mark, Chief Financial Officer

Huxley, Mr Mark, Chief Information Officer

Borton, Mr Jason, Director, Learning and Teaching

Evans, Ms Jacinta, Director, Student Engagement

McAlister Ms Coralie, Director, Strategic Policy and Reform

Moysey, Mr Sean, Director, Early Childhood Policy and Regulation

Gotts, Mr Robert, Director, Planning and Analytics

Stewart, Mrs Tracy, Director, Governance, Families and Students

Bray, Mr Rodney, Director, Infrastructure and Capital Works

Prowse, Mr Wayne, Director, School Improvement—South/Weston

ACT Teacher Quality Institute

Ellis, Ms Anne, Chief Executive Officer

**Early Childhood**

Minister, could you please explain to me the rationale behind creating the early childhood development portfolio?

I understand there were 5,669 preschool students in the ACT. Can the directorate provide on a per child basis the cost of delivering a preschool program across the ACT in the year before full-time school.

In the next five years what is the estimated number of children who will be entering the early childhood sector, particularly government preschools and non-government preschools.

What proportion of preschool places is provided by government as public preschool places compared to what is offered by the non-government sector?

Are any of the government preschool places offered as a full-day option, or is there any intention to go down that road?

how many hours extra does the universal access funding agreement provide to ACT government preschools and what would be the result if they did not renew that agreement federally?

What percentage of children in the ACT are currently attending preschool prior to enrolling in kindergarten?

On entering kindergarten in ACT schools, what proportion of children have gone through a preschool program? What I am trying to get at is this: is there is a gap of kids who are missing out?

When a parent enrolls their child in kindergarten in an ACT public school, on the enrolment form are they asked if their child went to preschool?

Minister, can you please outline to me what you aim to achieve through the early childhood strategy announced in the election?

### **Lead Teachers & Literacy and Numeracy**

I refer to page 89 of the annual report, the literacy and numeracy field officer program. In previous years there has been reference to a literacy and numeracy field officer program. Has this program continued?

The annual report refers to reward and recognition of highly accomplished and lead teachers. How many of these teachers were financially rewarded in the reporting year?

While we are on that, with respect to rewarding lead teachers, how are those teachers identified as meriting receiving some reward?

### **Aboriginal and Torres Strait Islander Students and Koori Preschool**

Teacher assistants in Koori preschools are most commonly Aboriginals and Torres Strait Islander, however it is not stated whether teachers are. How many of these teachers are Aboriginal and Torres Strait Islander?

What percentage of students are non-Indigenous who attend Koori preschools?

I have a supplementary in relation to attendance and completion of year 12 for our Aboriginal and Torres Strait Islander students. It appears that the ACT target for year 12 certification is not being met but, more than that, it is dropping. In 2012, 86.2 per cent completed, but now it is 69.6 per cent. What is being done to halt this? Furthermore, what will be done to address this issue, considering that that drop is quite significant?

I have a question in relation to staffing by Aboriginals and Torres Strait Islanders within your own department. According to the government, its aim is two per cent by the end of 2015. Are you hitting that target? In respect of the Aboriginals and Torres Strait Islanders you employ, what level are they typically employed at?

What approach is the department taking to encourage or to find Aboriginal and Torres Strait Islander teachers for those positions? Is there any support, development or actual programs being offered or connections with any organisations?

### **Critical Incidents & Occupational Violence**

I refer you to page 81 regarding critical incidents. What is the nature of these critical incidents?

As far as the reporting of critical incidents is concerned, are these figures for government schools only? Do non-government schools also report to the directorate when an incident such as that occurs?

What other avenues are available to you to help correct student behaviour apart from suspension or exclusion? What else are you doing?

How many teachers have been assaulted by students? What kind of support do the teachers receive? How many days have teachers missed out on school work because of an assault?

Is there a breakdown of the occupational violence reports from mainstream schools against the specialist schools? Obviously the specialist schools are a much more complex teaching environment.

I was wondering what strategies the directorate has in place to support teachers to engage students in the classroom, especially those with problem behaviours but also those students who are passively disengaged in the classroom, the so-called ghost children?

### **NAPLAN & School Performance**

Minister, I refer to the academic performance and measuring, particularly through NAPLAN. Since 2011 the ACT's performance in the annual NAPLAN examinations has, in many areas, been largely stagnant. We have seen some small increases in some examination areas but also some decreases in performance in others, particularly when you compare the ACT results to the results in metropolitan areas of other states around the country. There has been substantial investment in ACT schools. Over \$147 million has been added to the public education sector since 2011 and about \$21 million of that has been in the past year.

We are also seeing similar results in the PISA, which is an international examination, and they indicate that in the ACT, for instance, a 10-year-old's maths proficiency is about 1½ years behind where they were back in 2003. In the longitudinal measure there has actually been a decline in numeracy. What has been the reason for these performances, and what is being done to tackle the issue?

What work then is being done to look at areas of improvement for the ACT? What are they doing to achieve proportionately better results than we are, given that we have got one of the most well-funded systems?

Are we getting value for money on further investment? Under the PISA results, some of the countries that are ahead of us—Vietnam would be a country that has considerably fewer resources to invest in their education system than we do; Vietnam is slightly behind us—do not have the level of investment in their education system that we are making, both nationally in Australia and also here in the ACT, but their academic performances are surpassing us. It comes down to, obviously, the quality of delivery in the classroom. What are they doing that we can learn from?

You have mentioned a couple of times that there are limitations with NAPLAN. What exactly are those limitations?

Not to pre-empt it, but how do you measure that success? If you are not using NAPLAN, are there other methods?

Can you explain why there is almost no progress in closing the gap across all NAPLAN indicators in the ACT?

### **Royal Commission into Child Abuse**

In relation to the directorate's role in regulating core schools in the ACT and in the context of the ongoing Royal Commission into Institutional Responses to Child Sexual Abuse, obviously, a number of historical claims have been uncovered as a result of that process. Many have taken some years or decades to report, and that seems to be something that has come through in the commission's findings. I want to ask whether you are satisfied that schools under investigation through the royal commission in the ACT are safe for children to attend today and in the reporting period.

Have this issue and the ongoing findings by the commission necessitated any response from government in relation to any schools?

What actions can you take as a regulator where there is a catastrophic failure in governance? I am not talking about just whether they have got a working with vulnerable people check or not; I am talking about where there has been a failure throughout the organisation to deal with these issues and where there is demonstrated chronic child sexual abuse. We have 63 particular instances that have been reported to the commission in relation to one particular school.

These matters have arisen, but they are historical claims. Is there any demonstration that the policies have changed since the incidents occurred and is there any sense that things have improved in relation to governance?

It would be prudent for the committee to at least touch on the incident that has been in the media for the past couple of days, or a week or so, regarding the placing of an individual who was alleged to have had indecent dealings with children close to two schools in the ACT. I seek the commentaries of the minister and then the directorate as to what can be done to improve communication in future around this style of incident. More broadly, is the framework in the ACT sufficient in dealing with people who are either convicted of or accused of these types of incidents? Is the framework sufficient to protect vulnerable locations such as a school?

Does government have a role? This is probably more to the minister in relation to her other responsibilities, particularly as the Deputy Chief Minister, but is there something that needs to be done more broadly, territory wide, to address this sort of issue?

### **Capital Upgrades and Air Conditioning**

I have a question about the upgraded classrooms at Curtin. They have been upgraded with contemporary teaching spaces. Not that long ago I was in a classroom. I am interested to know what a contemporary teaching space is.

Delving a little deeper, most classrooms have 20-something seats, a seat per child. With all these different seating options, what happens if someone wants to sit in a different way the next day? Are they moving to a different seat and then someone else has to replace them at the kneeling spot, for example? Are there more chairs in the classroom now?

There is clearly no one size fits all in this approach. What do you do to consult with the school and the community when you are thinking about upgrading a school in this way?

I know that Gungahlin College do not have air conditioning. Why is that, and when will it be installed? What is the specific obstacle that stops you installing air conditioning in Gungahlin College?

Why is Lake Tuggeranong College still waiting for the critical upgrade to its home science areas?

### **Safe Schools**

On safe schools, will parents be able to give consent for their children to opt in or out of the ACT version of the safe schools program?

So you are saying the safe school program will not be delivered within the classrooms; it will be delivered just to individuals, is that correct?

Minister, are lesson plans prepared by All of Us used in ACT schools that fall in line with the Australian curriculum?

Can we confirm that the safe schools program as provided by the Safe Schools Coalition Australia is not being used in ACT schools?

Minister, what exactly is the support you are providing to these children and young people who are experiencing these issues?

So let me clarify: teachers were receiving training to teach safe school program within a classroom in the ACT and you do not know anything about it, is that right?

Just on age appropriate questions, is it illegal and is it breaking the law if you perform sexual intercourse under-age?

What I am trying to get at is: why is the safe school program teaching safe sex to under-age kids? Why do we not teach them that this is breaking the law first? I think we have it all backwards.

My understanding of this program is that it is actually not a sexual health program at all. Is the safe schools program, which is not designed to be a sexual health program, an opt-in program for schools, principals and teachers?

Minister, how is the program delivered by Sexual Health and Family Planning ACT different to the content of material produced initially by the Safe Schools Coalition?

Mrs Kikkert, I have a supplementary. What are the dangers to some of these young children if this support is not given to them?

### **Devices in Schools**

Minister, could I ask for an update on the Labor commitment to implement tablets for all high school and college students in the ACT?

What is the purpose of issuing a device to every student across the board? What is the desired outcome? What are you trying to achieve?

How often will the devices be updated or upgraded?

You mentioned that wi-fi had been rolled out across all schools. What is the user experience? Are log-in credentials required? Is there a web filter in place?

And the million dollar question: at what age do they get access to Facebook at school, across all schools?

### **Schools for All Report and Implementation**

I have some questions in relation to the schools for all report and how the government is implementing the report, particularly working with all school sectors in the delivery of the recommendations.

The report makes specific mention of students in the classroom and their disruptive behaviour. What specific action is the ACT government taking to ensure that all children have the opportunity to learn in the classroom when that sort of disruptive behaviour occurs? What strategies are used specifically in relation to children with a disability or who need inclusion support?

How are those behaviour management plans developed and who is involved in those? Are families involved in that process, and do they sign off on the plan once they have agreed to the content?

### **National Education Funding**

Any update on negotiations with the commonwealth? Do you have any idea what the potential funding shortfall is with the commonwealth's inaction?

### **International Students**

Minister, in relation to the international student program that runs in the ACT, how are students selected to participate and come to the ACT to study?

How many students are currently participating in the program?

Are the students allocated to a specific school or college in the ACT or do they get to select where they attend?

What is the cost to these students?

What would be the exemption on the visa class? Could we have some clarification on that?

My final question while we are on international students is: is there a cap on the number of enrolments of international students that the territory will take in a given academic year?

### **Teach by Design Report**

I have got some questions on the teach by design report. I was just going to ask: what are the key outcomes of the report that the ACT government is looking to implement?

How is this informed by the latest evidence? I know that a range of jurisdictions are currently doing this sort of work. Are there similarities in that work?

### **New Schools – Support and Enrolment Growth**

I have noticed lots of new schools opening in recent years. What is the support that a new school is given that a pre-existing school might not have access to? What gets a new school up and running?

It is in relation to a particular new school, the Charles Weston School in Coombs. How is enrolment growth at the school going since it opened?

Some schools in the south are struggling with numbers. Conversely, the north and Molonglo valley schools are oversubscribed. How are we keeping pace with supply and demand for school places? Will there be a need to close any ACT government schools in this term of government?

**Select Committee on Estimates 2017-18**

Yvette Berry MLA, Deputy Chief Minister, Minister for Education and Early Childhood Development,

Ms Natalie Howson, Director-General

Ms Meg Brighton, Deputy Director-General

Ms Deb Efthymiades, Deputy Director-General, System Policy and Reform Division

Ms Meredith Whitten, Deputy Director-General, Business Services Division

Mr John Stenhouse, Director, Board of Senior Secondary Studies

Mr Jason Borton, Director, Learning and Teaching

Ms Jacinta Evans, Director, Student Engagement

Ms Coralie McAlister, Director, Strategic Policy and Reform,

Mr Sean Moysey, Director, Regulation and Compliance, Early Childhood Policy and Regulation

Mr Robert Gotts, Director, Planning and Analytics

Mrs Tracy Stewart, Director, Governance and Community Liaison

Mr Chris Hodgson, Director, People and Performance

Mr Rodney Bray, Director, Infrastructure and Capital Works, Business Services Division

Ms Judith Hamilton, Director, School Improvement—North Gungahlin

**Early Child Care**

Universal access to preschools. What level of funding is currently received from the commonwealth for that initiative, and what is the territory contribution?

What level of funding does the ACT government provide to the preschool program currently?

What level of funding does the ACT government provide to the preschool program currently?

What proportion of children in the ACT is attending preschool prior to enrolling in a primary school for kindergarten?

What proportion of children in the ACT is attending preschool prior to enrolling in a primary school for kindergarten?

My question is about the accountability indicators on page 11 of budget statement F. Why are there no actual strategic indicators?

Please let me know what the plans are for the Franklin school, and whether the government's commitment to expand it is just in its current model, in effect putting another stream in, or actually going beyond year 2?

Page 12, output class 1, I am looking at the preschool figures. I understand the increased cost in regard to commonwealth funding coming in, but it is the second part of the statement that confuses me:

... increased depreciation associated with the revaluation of the Directorate's assets.

Why does that only affect preschools and not other schools?

### **Psychologists**

How many psychologists are going to be added each school year between now and the final funding year in the budget of 2021?

How many school psychologists are currently employed?

Are the psychologists located at certain school campuses or do they rotate around schools on a needs basis?

Has any consideration been given to how effective behavioural management specialists would be as opposed to psychologists?

Are you able to provide the list of what schools currently have psychologists placed in them and where the new ones look like being placed?

What is the employment arrangement for the psychologists in schools? Are they employed as teachers or as public servants?

Are they available through periods like school holidays? What is the access for students during those periods to those psychologists?

How many referrals have psychologists in schools made through to other services such as the child and adolescent mental health unit or Headspace and the like?

In the absence of quick access to specialist support, what is being done at the school face to bridge that gap?

What support, if any, is provided by the Education Directorate to students in non-government schools in the school psychologist space by the Education Directorate?

Do you have specialised psychologists for preschool students?

We have school psychs and you have that increase in the budget. But also there are counsellors and chaplains at different schools as well; is that right? How does that work, how do they all support each other and what are the numbers?

You said there are chaplains in Catholic schools. Are there chaplains in other schools as well?

### **OV**

I am really keen to look at how we keep the balance between the need to keep teachers and students safe and the importance of making sure that no child is excluded from the education system. What are we doing about this, particularly in this budget?

How regular an occurrence is it that abuse is reported, either physical or verbal?

### **Community Facilities**

The use of school facilities by community groups. It is obviously a question that comes up a lot. What is the government's policy on this?

What charges do you levy?

what policy do you have on this?

Is community use taken into account in designing new schools?

Do you have a policy as to what groups can and cannot use school facilities?

Do you have to get your own public liability insurance if you are going to use a school facility?

### **Capacity**

I am curious as to what additional capacity there is in Harrison in particular, as well as Palmerston to a lesser extent.

### **Support for Teachers**

Would you please let me know what support you provide young teachers in particular but new teachers as well especially in those first few years of—

How does that retention rate compare to other capital cities specifically?

Ms Brighton, you mentioned the reduced hours that teachers will do in a classroom in the first year or two. How easily is that achieved in a primary school setting as opposed to high school?

what support is provided to teachers in dealing with parents, especially tricky parents?

is there an experience in the directorate in the past five or 10 years that that parent engagement with teachers and trying to get that support for mental health problems is increasing and potentially putting some more pressure on teachers to engage in a bit of a different way?

I am keen to know what support—for teachers where a student has had a very significant mental health issue or has perhaps attempted to take their own life or perhaps gone further than that? What is available to teachers in that environment?

### **Future of Education**

How is the future of the education conversation going?

You mentioned the student congress. Is that a new thing?

You mentioned that there were three phases to this conversation. What are the different phases and what are the time frames for them?

The funding in the budget for this process is \$546,000 over this financial year and next. How exactly is all of that being spent?

What is the objective you are trying to achieve? Is it purely looking at the future in the way the public school system works in the ACT or is it education across the board?

What work is being done amongst those schools? All the schools you have mentioned thus far this morning have been ACT government schools.

#### Infrastructure/Upgrades

You mentioned in your opening statement some of what you are doing for the Gungahlin community so that they have access to good quality public education. Can you elaborate on that and go into the detail?

I have had representations made by a number of students at Melrose high about the fact that it is very cold in their classrooms in winter and very warm in summer. Can you expand on that?

#### Garran Primary path

With the infrastructure and school upgrade works, another part of the pre-budget announcement was that a lot of it would be focusing on the upgrade of school bathrooms. Is that simply a refit of the existing bathrooms? What work is being done there?

Is part of that also the introduction of unisex bathrooms in schools?

How many schools have been built to the new school design?

How many bathrooms have been upgraded?

Ginninderry, how many sites are being considered for that school?

What do the school upgrades to Aranda primary, Melba Copland and Lake Ginninderra College involve?

With Aranda, the school has a projected capacity of 625. Will the demountables increase that capacity a little bit, or will it just meet existing numbers?

#### **NAPLAN**

NAPLAN Indigenous results - What is the government doing to address these differences and actually reduce the gap?

In Canberra, with all the resources of Canberra and the dollars per student that we spend here, we are still not getting something comparable to other metropolitan regions.

I was wondering what limitations there may be on NAPLAN and how the other work you do sort of feeds into making it a holistic approach.

### **Aboriginal and Torres Strait Islander Students**

Are any programs being offered to our teachers who are teaching the students relating to cultural awareness and what is required for our Indigenous community?

### **School Cleaning Contracts**

A number of local businesses have written to me with concern regarding the tender package for school cleaning contracts that has gone out this year. Can you give us, in the first instance, an update of where that procurement process is up to?

When was the determination on the tender made to award the contracts to the four companies?

Why was the decision taken to break it down to, what my understanding is, eight packages of work, which it seems have now been shared amongst four companies—

Why was the decision taken then to largely corporatise it and target big commercial contract companies as opposed to small operators?

Who were the four companies that have been awarded the work?

ACT government is a signatory to the clean start agreement. Was it a requirement of the procurement process that the prospective companies were also signatories to that agreement?

You spoke about the procurement process being designed to take into consideration that a number of people who work in the cleaning industry are vulnerable people, people who come from not necessarily an English speaking background who, unfortunately, can often be taken advantage of. Why is it, then, that there seems to be little retribution from the directorate for the unions taking advantage of those very same people for their own personal gain?

### **Unions**

Minister, could you inform the committee for what purposes unions would be giving presentations to students in ACT government schools?

Which unions are doing these presentations in schools?

What conditions or restrictions are placed upon third parties such as a union entering a school to give a presentation about promoting their cause, their organisation and membership of it?

Yes, but I still go to the threshold question of handing out membership paraphernalia by any organisation, be it union or other. Is it acceptable?

In terms of organisations coming in, do they charge money to provide those educational programs?

STEM

### **Special Needs Assistance**

Special Needs Transport – NDIS – Education role?

Learning assistants - I was then going to ask you what, if any, qualifications were required for these people? Do we have any other partnerships or are we looking at forming other partnerships to build on the great success of this? Can you expand on exactly what their role is so that we get a full picture?

With respect to supporting students with disabilities, you have run through a few things—LSAs, transportation. What other things, apart from that, are you putting in to support students with disabilities in our public schools?

The schools for all report touched on part of this. I would like an update on how the implementation of the recommendations is going, specifically with regard to disability and supporting students with disability.

I was going to ask a little bit more about the cultural change that you are seeing. What are some of the benefits that are flowing on to the kids?

When are you looking at doing the evaluation, or is it still contingent on the other recommendations?

I note that the Woden School has the safe schools program. What decision-making process has the directorate gone through in adapting the curriculum to be appropriate for that complex learning environment?

If there is a family that wants their child to be included in a mainstream class, is that accommodated?

Further to that, if you are in one of those learning support units and you want to transition to a larger classroom, what is that process like for students? Is it done at the end of the year? Is that done halfway through the term?

Can you run me through KidsMatter and MindMatters?

I was wondering if you could expand on the detail of what educational opportunities and services are provided to students with autism spectrum disorder.

Are you able to run me through some of the other ways that the program is being implemented within the schools?

## Safe Schools

I am interested in how the safe schools elements that have been called upon for the Woden School have been adapted to what is a complex learning environment. What involvement does the directorate have in the formulation of that part of the curriculum?

Minister, do you or any of your officials know what the details are regarding this aspect of the safe schools program at the Woden School?

Until the commonwealth funding changes, the resources that were prepared by the safe schools coalition and provided through Sexual Health and Family Planning ACT were essentially made available to schools, and they could then essentially cherry-pick which elements of the program they chose to use; is that correct?

Moving forward, how is that structure regarding which resources are provided to schools and how they are delivered changing under the new model?

How does the newly funded and developed program that the government has funded through Sexual Health and Family Planning ACT differ from the previous resources?

If the opt-out option exists, what information is going home to parents to inform them of these types of classes?

Going forward, then, with not just the delivery of sexual health and sexual education programs but also the reincarnation of the safe schools program that is being rolled out from the second semester, will it be an opt-in or an opt-out?

I can understand that there is no need for that type of permission structure if it is a teacher or principal accessing a resource to help address the needs of one individual student. But when there is content being delivered in either a class-wide or a year group wide fashion, what occurs at that point? If there is a decision taken at the school level that further education on gender issues needs to be explained and taught in the classrooms, at what point may the parent become aware that that is occurring in the classroom?

On that point, you said that it is a resource that will be called upon on demand, in effect. But if it is going to be in part called upon to inform other students about what respect is, how do you choose which students are going to receive that support and how do you interact with the parents in that situation?

I have one further question. There were comments in the election campaign and also particularly from the Chief Minister on election night about all schools in the ACT being safe schools. The interpretation of that comment was broader than just ACT government schools. Currently, my understanding is that, through the school registration process, there is a need for schools in the territory to demonstrate that they have some form of program or resource available for gender identity issues. Is there thought to reforming or changing that from the school registration process to mandate the SHFPACT program?

### **School Funding including Non-Government**

Minister, I have a few questions about the funding of non-government schools. How is the funding level determined between the ACT government and non-government schools? How is that calculated?

In that agreement, was it based on a percentile of commonwealth funding? Is it based around the SRS? What was the calculation?

What is the arrangement for the federal funding model, then, going forward, since the legislation passed the Senate?

Is there a need to renegotiate with non-government schools over the territory funding contribution or is the formula under the national partnership?

Is there a need to renegotiate with non-government schools over the territory funding contribution or is the formula under the national partnership agreement going to continue?

So in the 80-20 split, if it is 80 per cent funding from the commonwealth, 20 from the territory, that is just for the student resource standard?

With the recalculation of the SES for independent schools in the ACT and the adjustment in funding, will that potentially result in a decrease in the territory contribution going to non-government schools?

### **Islamic School**

While we are on funding, the school that is probably being the hardest hit with funding is the Canberra Islamic School, with its funding being terminated. I understand that that is under review. A number of the issues there relate to the school's affiliation with AFIC. What work has been done, particularly with the use of the building at Weston? I understand they are a sub-tenant of AFIC, who hold the head lease.

The question, though, is: knowing that the school's connections with AFIC are the issue, what support or work is being done in the background to try to resolve the property issue and its tenancy issue?

If AFIC was willing to essentially surrender the lease on that property, how quickly could the Canberra Islamic School board be appointed as the new lessees of that property?

What communications has the department had with the federal department or the minister's office to ensure that this is looked at in an expedient manner?

The provisional registration of home-educated students is completed within 10 school days of receipt of the application. How many home-educated students do we have in the ACT?

Do they have to follow the same curriculum as if they attended schools?

### **Home Education**

Because we do not have things like an HSC in Canberra, how do home-educated students get an ATAR, for example? How does that work?

You have to register within 10 days. After that, how much contact do you have with the parent and the child involved in home schooling?

When you do the re-registration process, do you talk to the child as well as the parents?

At the other end, do you get many children who have been home educated for a period then coming back into your schools? Have you some idea of the numbers, and do they have any specific issues in terms of reintegration?

Do you do anything with that report? Do you read it and say, "Everything's going fine here," or "There's a problem here"? Is it a two-way conversation?

### **Critical Incidents**

Do they have to have any formal qualifications in regard to this stuff?

I think there have been some issues around critical incidents and suspensions? What are the things the non-government schools do not have to report but the government schools would report?

There are other non-government schools in the ACT apart from the Catholics. Do you share information with them?

So you know about suspensions and critical incidents for the Catholic but for the other schools you may or may not have that information?

And the independent schools basically tell you whatever they feel like telling you, but you have no real oversight.

### **Land for Schools**

I would like to ask about land for non-government schools. I think there was an election commitment about land in Molonglo. Could you please give an update on where that is at?

And what about other sites in established areas, especially if it was repurposing of a disused facility? Does the Education Directorate have a role in the process or is that purely a leasing matter?

What role, then, does the Education Directorate play in determining where land should become available for non-government schools and how does that relate to the modelling that you do for government school enrolment numbers as well?

What is the funding arrangement for those students that do come across the border? Who bears the cost of the territory or the state level of contribution to that education, regardless of which sector they are in?

## Assembly Brief

### Subject: Reportable Conduct Scheme

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#### Impact of the introduction of a Reportable Conduct Scheme on school education, and education and care services

- The ACT Reportable Conduct Scheme commenced on 1 July 2017.
- The Reportable Conduct Scheme was established to oversee how organisations prevent and respond to allegations of child abuse by an employee.
- The scheme covers allegations or convictions of child abuse or misconduct towards children
- There is a range of reporting processes already in place in relation to instances of abuse of children by Education Directorate employees. Reporting to the ACT Ombudsman under the scheme does not replace any of the existing reporting mechanisms
- Current reporting includes under Chapter 11 of the *Children and Young People Act 2008*, Section 174 of the *Education and Care Services National Law (ACT) Act 2011* and Section 67 of the *ACT Teacher Quality Institute Act 2010*.
- The scheme covers all ACT Education Directorate employees and all school education and education and care services in the ACT, including non-government schools and family day care services.

#### Implementation

- The Education Directorate, in conjunction with the ACT Ombudsman's office and the Chief Minister and Treasury Directorate, has circulated information about the scheme to all employees, schools and early childhood providers. Information sessions have been conducted for key stakeholders across the Directorate and in the Early Education sector.
- The Education Directorate continues to participate in a cross-Directorate Governance Group to facilitate implementation of the scheme and the Reportable Conduct Practitioners forum held by the Ombudsman's office.
- The Directorate is continuing to review existing policies and procedures to reflect the implementation of the scheme

#### Reports to date

- The Directorate has forwarded [REDACTED] reportable conduct matters to the ACT Ombudsman’s office since commencement of the scheme on 1 July 2017.
- [REDACTED] relate to alleged inappropriate contact with students.
- [REDACTED] relates to alleged inappropriate contact with a child during an incident that occurred in a private capacity (outside of work):
- Of the matters reported:
  - [REDACTED] determined by the Ombudsman’s office not to constitute reportable conduct
  - [REDACTED] where the [REDACTED] sustained
  - [REDACTED] where the [REDACTED] **not** sustained
  - [REDACTED] not yet finalised

### Canberra Times Article

- The Canberra Times article on 11 November 2017 references “*Accusation of the use of ‘hostile force’ in ACT’s schools*”.
- The ACT Ombudsman, in the Reportable Conduct Scheme Practice Guide No. 2, uses the terminology “*hostile use of force/physical contact*” as a descriptor under ill-treatment of a child.
- The ACT Ombudsman describes “*hostile use of force/physical contact*” occurring when a person applies unreasonable and seriously inappropriate, inhumane or cruel force/physical contact against a child or causes a child to fear the imminent use of such force/physical contact.
- The Directorate must report all **allegations** and convictions of reportable conduct under the reportable conduct scheme.
- The context (such as age, health and developmental stage and physical ability of the child, and the circumstances of the alleged incident) surrounding any allegations of reportable conduct, including those of hostile force/physical contact, are all considered before determining whether or not a reportable conduct allegation is sustained and if so, the level of seriousness of the conduct and appropriate action.