



ACT
Government

ANNUAL REPORT 2015-16

Education Directorate

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Acknowledgement

The Directorate acknowledges the work of the Planning and Analytics Branch in the preparation of the 2015-16 Annual Report.

Acknowledgement of Country

The Education Directorate acknowledges the Ngunnawal and the Wreck Bay peoples as the custodians of the lands on which our schools are located. We respect their continuing cultures and the unique contribution they make to the life of these regions, lands and waters.

CONTENTS

Accessibility	2	Annex Reports	239
Contents	3	ACT Teacher Quality Institute	240
SECTION A: Transmittal Certificate	5	Board of Senior Secondary Studies	268
Transmittal Certificate	7	Appendices	287
SECTION B: Organisation Overview and Performance	9	List of tables	288
B.1 Organisational Overview	12	List of figures	289
B.2 Performance Analysis	60	Abbreviations and acronyms	291
B.3 Scrutiny	80	Index	294
B.4 Risk Management	81		
B.5 Internal Audit	83	Reader's guide	
B.6 Fraud Prevention	84	This report provides information on achievements, challenges, performance, outlook and financial position for the Directorate for the financial year ending 30 June 2016.	
B.7 Work Health and Safety	85	A Transmittal Certificate	7
B.8 Human Resources Management	89	B Organisational Overview and Performance	9
B.9 Ecologically Sustainable Development	96	C Financial Management Reporting	103
SECTION C: Financial Management Reporting	103	D Notices of Non-Compliance	228
C.1 Financial Management Analysis	104	E Agency Specific Report Requirements	230
C.2 Financial Statements	114	H Ministerial and Director-General Directions	235
C.3 Capital Works	194		
C.4 Asset Management	199		
C.5 Government Contracting	202		
C.6 Statement of Performance	218		
SECTION D: Notices of Non-Compliance	228		
D.1 Dangerous Substances	229		
D.2 Medicines, Poisons and Therapeutic Goods	229		
SECTION E: Agency Specific Annual Report Requirements	230		
E.1 Investigation of Complaints	231		
SECTIONS F and G	232		
Not applicable to the Education Directorate	233		
SECTION H: Ministerial and Director-General Directions	234		
H Ministerial and Director-General Directions	235		
SECTIONS I - L	236		
Not applicable to the Education Directorate	237		



**SECTION A:
TRANSMITTAL CERTIFICATE**



Mr Shane Rattenbury MLA
Minister for Education
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

This report has been prepared in accordance with section 5(1) of the *Annual Reports (Government Agencies) Act 2004* (the Act) and the requirements of the *Annual Report Directions 2015-16*.

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

I certify that the attached Annual Report is an honest and accurate account of the operation of the Education Directorate, and that all material information on the operations of the Directorate during the period 1 July 2015 to 30 June 2016 has been included.

I hereby certify that risk management strategies have been implemented to address risks to the integrity of the Directorate, including the prevention of fraud and corruption, in accordance with part 2.3 of the *Public Sector Management Standards 2006*.

The annual reports of the following organisations are included in this report:

- the ACT Board of Senior Secondary Studies; and
- the ACT Teacher Quality Institute.

Section 13 of the Act requires that you cause a copy of the report to be laid before the Legislative Assembly within 15 weeks of the end of the financial year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Natalie Howson', written over a horizontal line.

Natalie Howson
Director-General
Education Directorate
4 October 2016



**SECTION B:
ORGANISATIONAL OVERVIEW
AND PERFORMANCE**

DIRECTOR-GENERAL'S REFLECTION



I am pleased to present this report on the activities and achievements of the ACT Education Directorate for the financial year 2015-16. Having been appointed Director-General on 27 June 2016, it is fitting that I first recognise the outstanding contribution of my predecessor, Diane Joseph, and her talented team in the Directorate and in schools throughout the ACT.

Since I started my role I have been impressed by the work our people are doing, and I am proud of the children and young people I have met on my visits to schools. There is so much to celebrate and also much more we can do to ensure the realisation of our vision, expressed in our *2014-17 Strategic Plan – Education Capital: Leading the Nation*, that every child, young person and adult in the ACT will benefit from a high quality, accessible education, childcare and training system. We want the children and young people attending ACT Public Schools to attain the best possible start in their lives. I know this ambition exists across the government and non-government sectors and that we enjoy a collaborative education approach with all our stakeholders.

The 2015-16 reporting period reflects a number of significant beginnings for education in the ACT, as well as ongoing achievements in areas of our traditional strengths.

The early years of development for children are critical to their outcomes later in life. Universal access to preschool prepares our children well for school. Our regulatory role under the *Education and Care Services National Law* includes the assessment and rating of services against the National Quality Standard, along with an annual audit program. In 2016, the Directorate commenced a review of the delivery of early childhood education and care services in the ACT. The review focus was on the cost of and access to services, and on the qualifications of workers in the sector.

The five strategies through which we set out to achieve our vision are:

- a. **Quality learning** – the ACT has a tradition of high levels of achievement in student performance in both literacy and numeracy. These standards have plateaued in recent years and lifting performance in the future will depend on the systematic approach to ensuring highly effective teachers and the consistent delivery of evidence based teaching practices;
- b. **Inspirational teaching and leadership** – inspirational teaching begins with inspired teachers. Our focus is on the quality of our teacher recruits, the strength of our teacher coaching and mentoring, and on the support we provide to our school leaders;

- c. **High expectations and high performance** – our schools are for all, and with that comes high expectations for all and the implementation of practices to ensure that we meet the learning needs of every student;
- d. **Connecting with families and the community** – schools and the communities they are embedded in are indivisible. As a part of the community schools need to be accessible and welcoming partners to the families that trust us to work with their children and young people;
- e. **Business innovation and improvement** – the speed with which communities in the ACT are adopting technology and new processes in their everyday lives puts the onus on us to ensure that our business systems match progress elsewhere, contribute to the effectiveness of teachers and other staff, and to the experience of children and young people in our schools and their families.

This report highlights many achievements relevant to these five strategies and presents available performance data.

We launched our third Reconciliation Action Plan in May 2016, which has a central purpose of engaging all employees in the creation of an organisational culture, enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, strengths and cultures through our common values.

Responsibility for vocational education and training was transferred to the Economic Development Directorate on 22 January 2016. The change in administrative arrangements recognises the close relationship between vocational training and the needs of the ACT economy, and we look forward to maintaining our strong working relationships with this important part of the ACT education system.

This year has been important for celebrating our successes, understanding our strengths and defining how we will address our challenges. One of those challenges is that student outcomes measured using National Assessment Tools have plateaued and yet the performances of students in other jurisdictions are demonstrating gains. While the performances of our students remain amongst the best in the country, it is important to examine why we are not seeing the gains other jurisdictions are experiencing.

Looking forward in 2016-17, one immediate priority will be to support the new government after the upcoming elections in mid-October to focus on improving outcomes for our students. We will also continue working towards greater collaboration across the ACT Government to ensure individuals and families have the capability to fully participate in a strong, healthy, safe, and inclusive community.

I look forward to strengthening our partnership with our early childhood, vocational education and school communities and all those organisations that work tirelessly to ensure the Education Directorate offers quality education for all our children and young people.

In conclusion, our achievements are due to the dedication and commitment of our teachers, school leaders, principals, administration and support personnel, as well as the policy, program, specialist, and finance and administration officers of the Directorate. I would like to thank and acknowledge all of the people who make the Education Directorate so successful.

Natalie Howson
Director-General

B.1 ORGANISATIONAL OVERVIEW

THE ORGANISATION

The Education Directorate believes that every school should be providing quality learning programs for every student, every day.

OUR VISION

Our vision is for children and young people to move successfully through all phases of education and training. We want them to have the skills to lead productive lives and contribute to the economic and social prosperity of our city.

OUR VALUES

The Directorate shares the ACT Public Service values of respect, integrity, collaboration and innovation. We use these to shape our behaviours and actions when supporting children and young people in ACT Public Schools. These values are also used by staff across all sectors of the Directorate to shape the work they do to support each other.

OUR PRIORITIES

To guide the Directorate's achievement of our strategic goals, Action Plans for 2015 and 2016 were developed to focus effort on:

Quality learning actions focus on curriculum, assessment and reporting; literacy, numeracy and science; early years education and care; and vocational education and training.

Inspirational teaching and leadership prioritises quality teaching; leadership capacity; and supporting teaching and learning and workforce development.

High expectations, high performance focuses effort on meeting the learning needs of every student.

Connecting with families and the community aims to engage with families as partners; the community and industry; reduce red tape and ensure compliance through regulatory services.

Business innovation and improvement has a focus on school performance; data for improvement; and learning environments.

OUR STAKEHOLDERS

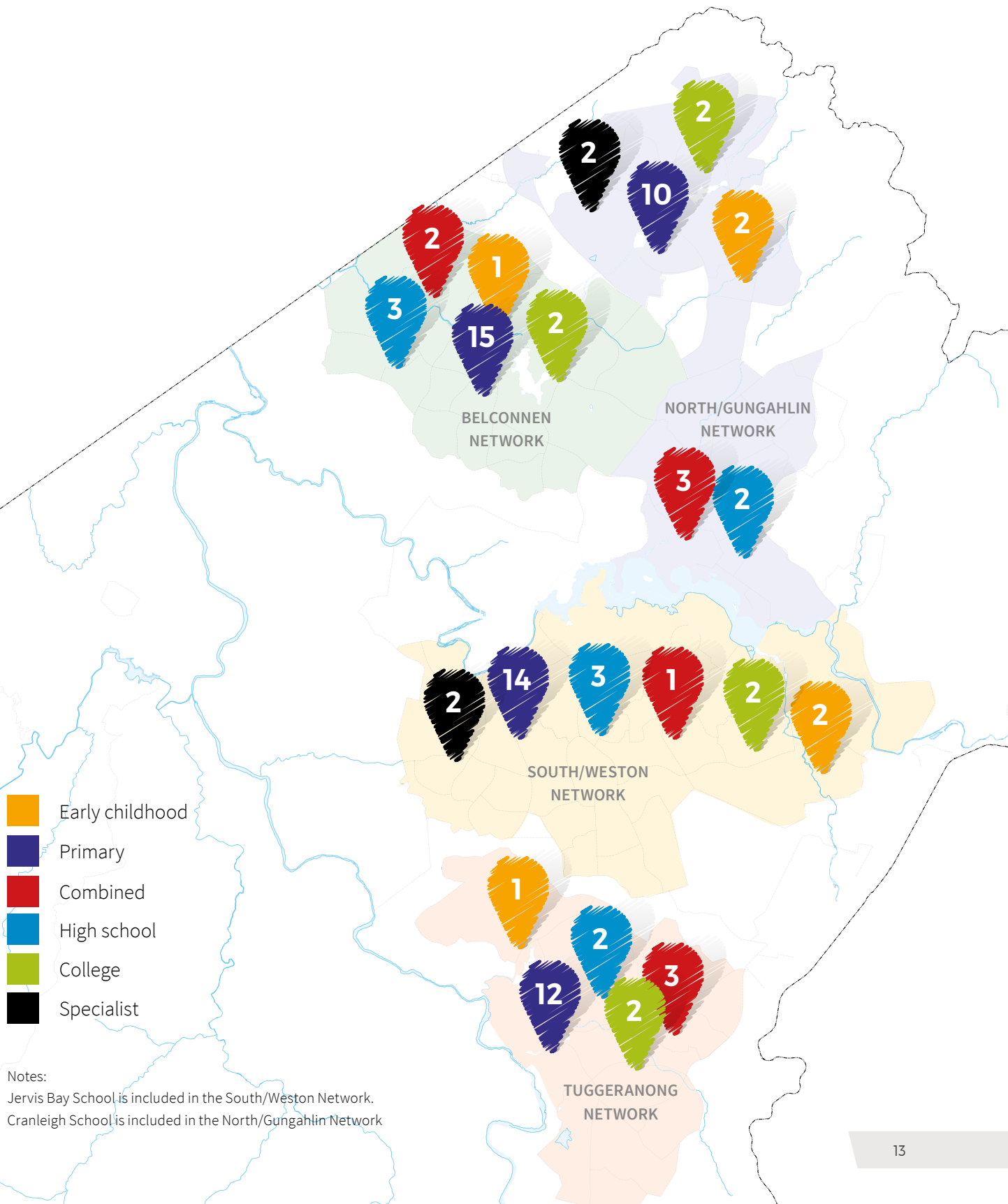
Our key clients, stakeholders and partners include:

- > ACT Minister for Education and ACT Government Ministers;
- > students and their families;
- > children accessing childcare and their families;
- > teachers, school leaders and other Directorate staff;
- > childcare providers;
- > non-government schools;
- > ACT Teacher Quality Institute;
- > ACT Office of the Board of Senior Secondary Studies;
- > inter-jurisdictional partners under the Education Council;
- > Australian Curriculum, Assessment and Reporting Authority (ACARA);
- > professional associations;
- > employee bodies, including the Australian Education Union (ACT Branch) and the Community and Public Sector Union (CPSU);
- > academic institutions;
- > registered training organisations;
- > non-government organisations;
- > community organisations;
- > peak representative groups;
- > other ACT government directorates and agencies; and
- > international testing organisations.

ACT PUBLIC SCHOOLS – NETWORK DISTRIBUTION

The ACT public education system has four networks as shown in the figure below. Each network is led by a School Network Leader as follows:

- > Belconnen Network Leader – Stephen Gwilliam
- > North/Gungahlin Network Leader – Judy Hamilton
- > South/Weston Network Leader – Wayne Prowse
- > Tuggeranong Network Leader – Kerrie Heath



Notes:
 Jervis Bay School is included in the South/Weston Network.
 Cranleigh School is included in the North/Gungahlin Network

Early childhood education in the ACT

The Directorate has responsibility for the coordination and regulation of early childhood education and care, and is focused on increasing the number of children who benefit from early childhood education and care.



Sources: Australian Bureau of Statistics, Preschool Education, Australia, 2015, Australian Bureau of Statistics, www.abs.gov.au; ACT Education Directorate, February 2016 Census, www.det.act.gov.au; Australian Government Department of Education and Training, Education Early childhood and childcare in summary, September 2015, www.education.gov.au.

Note: ¹ This includes all public and non-government preschool enrolments.

² This includes long day care, family day care and in-home care, occasional care and outside school hours care.

Regulation and registration of school education

The Directorate has responsibility for the regulation and registration of non-government schools and the registration of students for home education. The Directorate is also responsible for the enrolment into public schools of international students and the dependents of temporary residents.

The Directorate was **responsible for the regulation of 44 non-government schools**, with **a combined enrolment of 28,680 students**.

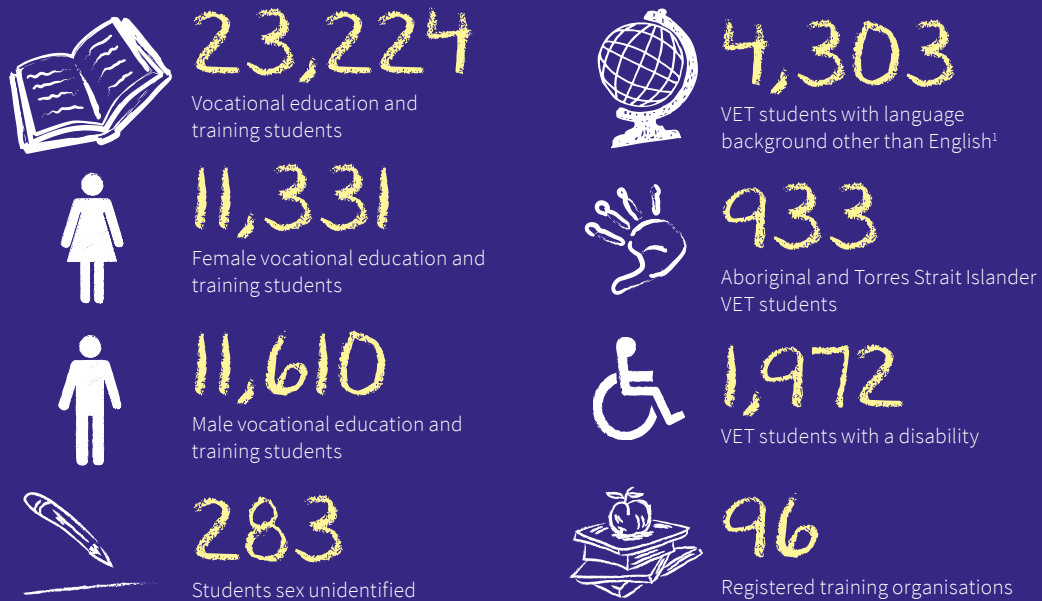


The Directorate also **registered 252 students for home education**, and **approved and supported 539 international students**.

Source: ACT Education Directorate, February 2016 Census, www.det.act.gov.au

Vocational education and training in the ACT

The Directorate was responsible for the oversight and promotion of vocational education and training in the ACT until 22 January 2016, when this portfolio was moved to the Chief Minister, Treasury and Economic Development Directorate.



Source: NCVET publication 'Australian vocational education and training statistics: Government-funded students and courses 2015', released July 2016.

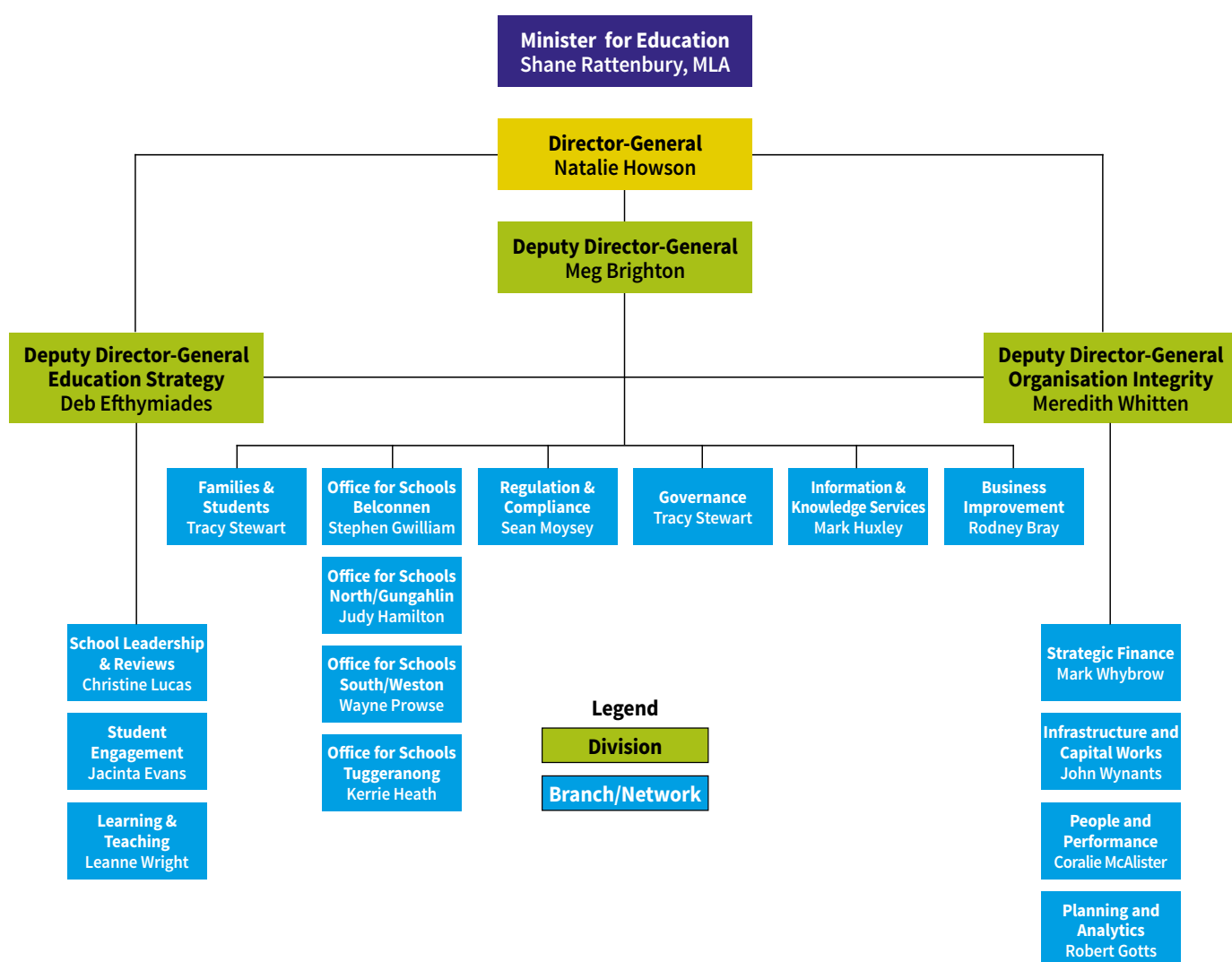
Note: ¹ Source: VOCSTATS, NCVET online database

OUR ORGANISATIONAL STRUCTURE

The Directorate is accountable to the ACT Minister for Education, Shane Rattenbury MLA. Joy Burch MLA was the minister responsible within the reporting period, from July 2015 until 23 January 2016.

Our Senior Executive Team comprised the Director-General, Diane Joseph; Deputy Director-General, Meg Brighton; Deputy Director-General, Education Strategy, Deb Efthymiades; and Deputy Director-General, Organisational Integrity, Meredith Whitten.

THE ORGANISATIONAL STRUCTURE OF THE DIRECTORATE AS AT JUNE 2016



OUR INTERNAL ACCOUNTABILITY

SENIOR EXECUTIVES

Director-General, Natalie Howson

The Director-General is responsible for the efficient administration of the Directorate and its corporate and strategic direction.

The Director-General is responsible for implementing legal requirements, policy and commitments relating to education and training in the ACT. In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

Deputy Director-General, Meg Brighton

The Deputy Director-General oversees ACT Public Schools, coordinates activities across the Directorate and manages a range of national and whole of government initiatives. The Deputy Director-General also responds to issues at ministerial, intergovernmental and at key stakeholder levels.

The Deputy Director-General leads the Governance, Office for Schools, Regulation and Compliance, Business Improvement, Families and Students, and Information and Knowledge Services branches.

Deputy Director-General, Organisational Integrity, Meredith Whitten

The Deputy Director-General, Organisational Integrity has responsibility for the planning and coordination of human, financial and physical resources of the Directorate.

The Deputy Director-General, Organisational Integrity, is also responsible for the coordination of the national assessment programs, performance reporting and the assessment of educational programs through the management of a range of data collections.

This Deputy Director-General also leads the Infrastructure and Capital Works, People and Performance, Strategic Finance, and Planning and Analytics branches of the Directorate.

Deputy Director-General, Education Strategy, Deb Efthymiades

The Deputy Director-General, Education Strategy has responsibility for the development and implementation of educational strategy and provision of educational support services in ACT Public Schools.

The Deputy Director-General, Education Strategy leads implementation of the school improvement framework through student-centred learning and teaching initiatives. Support services are provided in the areas of student welfare and transitions, Aboriginal and Torres Strait Islander education, early years learning and special education programs.

This Deputy Director-General leads the Learning and Teaching, School Leadership and Reviews, and Student Engagement branches.

Remuneration for senior executives

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

The Tribunal, after a review of salary, allowances and other entitlements for executives in March 2016, decided that it would increase the salary for the Director-General and executives by 2.5 percent, effective from July 2016.

Senior Executive Team

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

Corporate Executive

The Corporate Executive is made up of the Senior Executive Team, Branch Directors and School Network Leaders. The Corporate Executive assists the Senior Executive Team in determining priorities through providing advice in relation to strategic policy and management issues. The Corporate Executive reviews and advises on any issues referred to it by the Director-General.

Directorate committees

The Directorate committee structure is designed to improve the effectiveness of decision making, and to ensure that decisions align with and deliver on the commitments of the Strategic Plan.

Audit Committee

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

Security and Emergency Management Committee

The Security and Emergency Management Committee provides advice to the Director-General on significant security proposals, directions, policies and training.

Directorate Consultative Committee

The Directorate Consultative Committee was established in accordance with the relevant enterprise agreements. The main objectives of the Consultative Committee are to improve consultation and communication processes between staff, senior managers and unions concerning significant changes to policy and guidelines that relate to the agreements, promote the sharing of information across the Directorate, and provide a forum for consultation.

Respect, Equity and Diversity Consultative Committee

The Respect, Equity and Diversity (RED) Consultative Committee provides a forum for sharing current and emerging issues and has the responsibility for overseeing all respect, equity and diversity functions of the Directorate and its employees. The RED Consultative Committee provides advice and contributes to the development and implementation of Directorate plans. The committee also provides advice on the implementation of whole of government plans.

Information and Communication Technology Working Group

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

Principals' Advisory Group

The Principals' Advisory Group is a communication and consultation group. The Principals' Advisory Group considers key strategic policy and operational matters and provides advice to the Senior Executive Team. The group raises policy and operational issues impacting on effectiveness and improvement from a school perspective.

Student Resource Allocation Program – Principal Advisory Group

The Principal Advisory Group has 16 members from across ACT Public Schools, including representation from all school sectors and networks. The main objectives of the Advisory Group are to ensure that schools' perspectives are reflected in strategic directions, project planning, policy development and shaping the design of the SRA Program.

Leadership Development Group

The Leadership Development Group assists the Director-General to create a networked learning organisation by developing the workforce capability of all staff. The focus of this group is to set strategic directions, improve strategic planning, ensure alignment with and provide governance for the Directorate's professional learning and training activities.

Enterprise Agreement Implementation Advisory Group

The Enterprise Agreement Implementation Action Group provides an important link between schools and the Directorate's Senior Executive in the design and implementation of major initiatives arising from the *ACT Public Sector (Teaching Staff) Enterprise Agreement 2014 – 2018*. The Action Group draws on the work already occurring in schools to inform the effective implementation of a number of work streams arising from the Teaching Staff Enterprise Agreement, including: Revised Principal Career Structure; Sustainable Reduction in Teacher Workload; Revised Performance and Development Procedures. Advice provided by principals informs effective and sustainable implementation within schools.

For further information contact:

Director

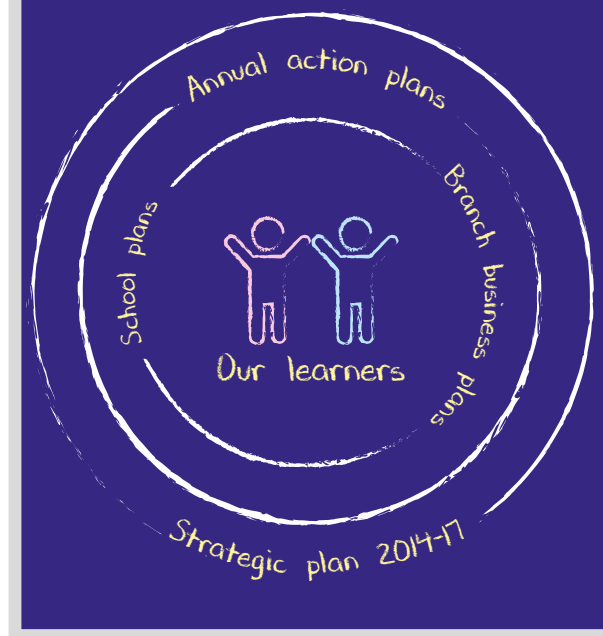
Governance

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OUR PLANNING FRAMEWORK AND DIRECTION SETTING MECHANISMS

The Directorate's vision, priorities and performance measures are expressed in the *Strategic Plan 2014-17: Education Capital: Leading the Nation*. Priorities in the Strategic Plan are reflected in annual Action Plans, which detail specific initiatives with across all levels of the Directorate to progress the Directorate's strategic priorities.

Learners are at the centre of all that we do



Action Plans outline activities for the year and link performance measures from the Strategic Plan against these activities. Activities in the Action Plans are translated into activities for business areas and schools through annual plans. School Annual Operating Plans, endorsed by school boards, are published on school websites.

The Directorate maintains internal controls to monitor and manage risk in delivering the Strategic Plan. The Internal Audit program and the Risk Management Framework are the primary tools to manage, monitor and report on the Directorate's risk management functions. The Directorate has in place a Schools Best Practice and Accountability Toolkit, which consists of a compliance report, school planning guide and checklist and accounting and administrative tests. The Toolkit has been developed to assist principals to comply with their legislative and policy obligations.

More information on the Directorate's governance arrangements, including risk management and the audit program, is provided in Sections B.3 to B.6 of this report.

OUR LEGISLATIVE RESPONSIBILITIES

Under the *Australian Capital Territory (Self-Government) Act 1988 (Cwth)* and the *Public Sector Management Act 1994 (ACT)*, the Chief Minister allocates responsibility to the various Ministers, Director-Generals and agencies for the administration of ACT legislation. The Minister for Education and the Director-General of the ACT Education Directorate are administratively responsible for the following legislation:

- > *Education Act 2004*
- > *Education and Care Services National Law (ACT) Act 2011*
- > *ACT Teacher Quality Institute Act 2010*
- > *Board of Senior Secondary Studies Act 1997*
- > *Children and Young People Act 2008, Chapter 20*

- > *University of Canberra Act 1989*
- > *Building and Construction Industry Training Levy Act 1999¹*
- > *Canberra Institute of Technology Act 1987¹*
- > *Training and Tertiary Education Act 2003¹*

1. The responsibility for Vocational Education and Training ended on 22 January 2016.





PRIORITY 1:
QUALITY LEARNING



OUR MAJOR ACHIEVEMENTS

Over a number of years, ACT Public Schools have maintained high levels of student performance in literacy and numeracy. In this reporting period, the Directorate has contributed to the future success of our students through a number of activities designed to support high quality learning.

CURRICULUM, ASSESSMENT AND REPORTING

- > Continued implementation of the Australian Curriculum, with ACT Public Schools delivering Australian Curriculum English, Mathematics, Science, The Arts and Humanities, and Social Sciences (History and Geography). The Achievement Standards were used to inform assessment practices and the reporting of student achievement in these learning areas. In particular, key steps were taken towards increasing the consistency of reporting to parents- will be extended into the future.
- > Facilitated workshops for school leaders and teachers to prepare for implementation of the Australian Curriculum Technologies in 2017.
- > A three year Service Agreement was signed with the ACT School Sports Council for the ongoing coordination and management of ACT students' participation in local and national representative sport competitions.

LITERACY, NUMERACY AND SCIENCE

- > The Principals as Literacy Leaders (PALLs) program was expanded in 2015 to include ACT Public Secondary Schools with a total of 67 primary and secondary schools participating. The impact of innovations as a result of each school's participation in PALLs will continue to be evident in the literacy practices in schools throughout 2016.
- > More than 19,500 students from a total of 83 ACT schools successfully completed the 2015 Chief Minister's Reading Challenge. In 2016, more than 31,000 students from 89 public, non-government, home and community language schools registered for the Challenge and making 2016 the most successful Challenge to date.
- > Schools have invested in evidence-based pedagogy and quality school-based professional learning, particularly through coaching and mentoring.
- > Schools have also invested in Science, Technology, Engineering and Mathematics (STEM) learning with highlights including specialist science centres in some primary schools and numerous rich STEM fairs showcasing rich evidence of student learning to parents and the broader community.
- > The Directorate's key numeracy initiatives, Middle Years Mental Computation (MYMC) and Count Me In Too (CMIT), continued to be implemented across ACT Public Schools, to support students' quality learning of numeracy.



- > Quality learning for numeracy was supported through the Literacy and Numeracy Forums, with a specific focus on improving student outcomes in Mathematics through mental computation, differentiation, financial literacy, data and numeracy coaching, and whole school approaches to teaching mathematics.
- > Partnered with a range of national industry and research organisations to deliver programs to support the delivery of Science, Technology, Engineering and Mathematics (STEM) educational initiatives for public school students, including the CSIRO Scientists and Mathematicians in Schools program, the Australian National University (ANU) School Enrichment program, and Questacon's Ian Potter Foundation Technology Centre.
- > In 2015, teachers from 14 ACT high schools attended Science by Doing professional learning workshops conducted by the Australian Academy of Science, aimed at developing participants' skills in planning and teaching science to secondary school students.

EARLY YEARS EDUCATION AND CARE SERVICES

- > Our investment in Early Childhood Schools and Koori Preschools - culminating in an evaluation of these programs with a view to maximising the benefits realised from these programs, and in response to the Auditor-General's Report on Early Childhood and Schooling.
- > Drawing on the Australian Early Development Census (AEDC) data and Performance Indicators in Primary Schools (PIPS) data to ensure that early

learning programs are well-informed by student strengths and areas of need.

- > Commenced a partnership with the Community Services Directorate to implement the Koori Preschool Network Initiative. The project facilitates increased participation in the Koori Preschool program, enhances family engagement, and supports transitions to formal schooling for Aboriginal and Torres Strait Islander children.
- > Facilitated quarterly Teacher Quality Institute-accredited professional development for preschool educators to support delivery of quality teaching aligned with the national Early Years Learning Framework. Approximately 100 participants attended these sessions each term.
- > Early Intervention and Prevention project team in the Community Services Directorate distributed the Australian Early Development Census (AEDC) School Summary to each ACT Public School principal.
- > In 2016, the Early Intervention and Prevention project team met with ACT Public Schools individually to discuss how to interpret and respond to their school's results.
- > Facilitated community regional forums for the ACT Public, Catholic and Independent School sectors in partnership with Child and Family Centres and local community services. The forums provided an opportunity for schools to better understand their school summary AEDC results, how they can be used to inform school planning and what support services are available to reduce developmental vulnerability.



VOCATIONAL EDUCATION AND TRAINING

- > Continued implementation of the seven future directions outlined in the Review of Vocational Education and Training in ACT Public Schools.
- > Developed and published a new vision for vocational education and training (VET) for ACT secondary school students after collaboration between the public, Catholic and Independent school sectors; parent and student groups; and with business and industry.
- > Sixty percent of year 12 students in ACT public colleges received a nationally recognised vocational qualification.
- > Promoted and supported participation in post-school education and training.
- > The ACT met all 2015 milestones under the National Partnership Agreement on Skills Reform.
- > Engaged more than 2,000 ACT students in Skilled Capital funded training to address the ACT's highest skills needs.
- > Reviewed the ACT Australian Apprenticeships Program (User Choice) and implemented a new model.
- > Released the new ACT Funding Agreement for the delivery of government subsidised training in the ACT, designed to ensure only quality training providers operate in the ACT.
- > Implemented evidence-based strategies to improve the ACT vocational education and training system.
- > Worked with registered training organisations to support compliance with the ACT Standards for the Delivery of Training and Compliance Guides for ACT Government subsidised training initiatives.
- > Commenced implementation of a longitudinal labour market survey for the ACT's Skilled Capital and User Choice programs.

OUR CHALLENGES

- > To prioritise school-wide analysis and discussion of systemically collected data on student outcomes, including academic, attendance and student well-being.
- > Enhancing student learning outcomes by prioritising learning experiences that are accessible, engaging and challenging for all students.
- > Working collaboratively with stakeholders to ensure ACT secondary students access relevant, nationally recognised VET qualifications that strengthen their pathways to further education and employment.
- > Support schools to develop, collaborate, share and showcase evidence-based practices that improve student outcomes in ACT classrooms.
- > Support ACT Public Schools to develop and sustain highly effective teachers by implementing national and regional frameworks and initiatives.

OUR PLANS FOR THE NEXT 12 MONTHS

- > Continue partnerships with specialist organisations to support the delivery of high quality professional learning in specific teaching areas such as literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM).
- > An explicit focus on numeracy professional learning - using the proven models of coaching, models and principals taking the lead.
- > Respond to the evaluation of the Early Childhood Schools and the Koori Preschool programs, and implement the recommendations arising from the review into Early Childhood Education and Care.
- > Evaluate implementation of the F-10 Australian Curriculum Achievement Standards.
- > Finalise implementation of future directions for VET for secondary students. Belconnen, North/Gungahlin and South/Weston school networks will be supported to rationalise registered training organisation operations.
- > Put in place arrangements for the collection and analysis of school-wide data for displaying and communicating to parents and the school community.
- > Schools and school support areas working in partnership to clearly articulate strategies for improving student achievement - including increased differentiation by drawing on assessment for learning.
- > Incorporate a flexible system format for reporting student achievement in the Student Administration System.

FAST FACTS

	2014-15	2015-16	Change	% Change
Number of schools in the ACT ¹	131	132	1	0.8
Number of ACT Public Schools	86	87	1	1.2
Number of students enrolled in ACT Public Schools	43,427	44,831	1,404	3.2
Number of Aboriginal and Torres Strait Islander students enrolled in ACT Public Schools	1,663	1,739	76	4.6
Number of students with special needs enrolled in ACT Public Schools	2,094	2,148	54	2.6
Number of preschool students enrolled in ACT Public Schools	4,592	4,456	-136	-3.0
Number of approved childcare service providers ²	315	352	37	11.7
Number of children aged 0-5 years attending approved childcare services ³	15,421	16,706	1,285	8.3
Number of registered training organisations enrolling government funded students	100	94	-6	-6.0
Number of government funded students undertaking vocational education and training (VET) programs	25,878	23,224	-2,654	-10.3
Number of average hours of attendance at centre based long day care	29.3	28.8	-0.5	-1.7%
Number of students participating in NAPLAN	18,902	19,080	178	0.9%

Notes:

1. Number of schools includes public, Catholic and Independent schools.
2. This includes long day care, family day care and in-home care, occasional care and outside school hours care.
3. Children may use more than one service type.

CURRICULUM COLLABORATION

Across the ACT, schools work collaboratively to improve teaching practice and student outcomes. In January 2016, five high schools from the South/Weston Network joined together to focus on the Australian Curriculum. Over 200 teachers participated in the program, designed to embed best practice in curriculum and assessment, including learning differences.

The keynote address on inclusivity was provided by Emeritus Professor Tony Shaddock, co-author of the report *Schools for All Children and Young People*.

The program included teachers working collaboratively in their discipline specific areas from across the five schools. On-going relationships were established and professional learning groups were formed, to support teachers in their implementation of the Australian Curriculum and the inclusion of learning differences.

Faculty leaders and teachers have worked in learning area groups across schools throughout the year. By examining and contrasting different units of work, as well as by moderating student work, teachers have been able to improve their understanding and application of Australian Curriculum Achievement Standards.







PRIORITY 2:
**INSPIRATIONAL TEACHING
AND LEADERSHIP**





OUR MAJOR ACHIEVEMENTS

Achieving our vision for our children and young people rests on the strength of our teaching and our leadership.

QUALITY TEACHING

- > Provided teachers with two resources: *Great Teachers by Design: A systemic approach to ensuring highly effective teachers in Canberra Public Schools* and *Great Teaching by Design: Evidence-based practices to improve student outcomes in Canberra's classrooms*. These resources aim to provide our teachers with a range of evidence-based strategies to improve educational outcomes for ACT Public School students. These resources can be found at: http://www.education.act.gov.au/__data/assets/pdf_file/0005/854465/Great-Teachers-by-Design.pdf
http://www.education.act.gov.au/__data/assets/pdf_file/0006/854466/Great-Teaching-by-Design.pdf
- > Learning outcomes for students are supported by building the capabilities of teachers and school leaders through professional learning. Topics covered included the Australian Curriculum; literacy

and numeracy; gifted and talented students; and English as an Additional Language or Dialect.

- > In November 2015, the Directorate applied a core skills (literacy and numeracy) test for teachers seeking to work in ACT Public Schools.
- > Classroom teacher recruitment continued to be conducted at individual school sites in 2015-16. This was underpinned by active engagement by each school executive to take ownership of building, developing and retaining effective workforce profiles to meet their community needs.
- > Over 250 teachers and principals from 33 participating primary and secondary ACT Public Schools showcased successful school based literacy programs and initiatives at the Principals as Literacy Leaders (PALLs) Learning Fair.
- > In 2015-16, funds from the Teachers Professional Learning Fund (TPLF) were allocated to assist with meeting the professional development needs of teaching staff, including those in office environments. In addition, funds were allocated from the Principals Professional Learning Fund (PPLF) to support professional learning needs of school network leaders and principals.



LEADERSHIP CAPABILITY

- > In 2015 the Australian Principal Standard and Leadership Profiles (Leadership Profiles) were embedded into a professional conversation between School Network Leaders (SNLs) and principals. The Leadership Profiles brought the principal's leadership strengths, challenges and aspirations into sharper focus.
- > The 2016 ACT Public Schools' Leadership Summit focused on the themes of 'Challenging, Engaging, Innovating and Transforming'.
- > In December 2015, 29 participants successfully completed the Aspiring Leaders Program.
- > In January 2016, the Aspiring Leaders Program was evaluated and found to be a high quality, evidence-based program that provided multiple benefits to participants in the development of leadership knowledge, skills and attributes. The evaluation made 20 recommendations to ensure that the Aspiring Leaders Program forms a valuable part of the ACT Education Directorate's strategy to build the capacity of teachers and leaders.

WORKFORCE DEVELOPMENT

- > In 2016, teachers who achieved a certification at the Highly Accomplished and Lead career stages of the *Australian Professional Standards for Teachers* were rewarded with an additional salary increment, or equivalent one year allowance if at the top of the Classroom Teacher salary scale or a School Leader C.
- > The ACT Teacher Scholarship Program continued to provide Directorate teachers and school leaders with support to undertake further study, training and/or research that will lead to improved student learning outcomes. In the 2015-16 financial year, the Directorate awarded 25 scholarships valued at \$107,000.



OUR CHALLENGES

- > To successfully implement a new Leadership Development Strategy in all ACT Public Schools.
- > Continue to ensure teacher recruits have high quality literacy and numeracy skills.
- > To implement strategies that enable teachers to develop and share deep understanding of how students learn subject content.

OUR PLANS FOR THE NEXT 12 MONTHS

- > Strengthen coaching, mentoring professional learning and performance management of teachers.
- > Support schools to develop, document and implement improvement strategies.
- > Strengthening a system-wide principal induction program that builds a shared vision and mission, cultivates values and behaviours, articulates the functions of the organisation and provides tools to support staff in the workplace.

- > Develop a system approach to leadership development activities, building a common understanding and shared purpose of what it means to be a school leader in the ACT.
- > Manage the next two cohorts of the Teachers Scholarship program, including promotion of priority areas for study; and further strengthening program management oversight and selection processes.
- > Implementation of training and development to support the implementation of the Student Resource Allocation program and Schools for All.
- > Implementation of the Leadership Development Strategy.
- > Implement *Reconciliation- Keeping it Alive 2016-2018*, with a focus on further developing cultural competency of all staff.

FAST FACTS

	2014-15	2015-16	Change	% Change
Number of staff in the Directorate	6,189	6,316	127	2.1%
Number of school leaders and teachers in Public Schools	4,285	4,278	-7	-0.2%
Number of female teachers	2,712	2,709	-3	-0.1%
Number of male teachers	802	807	5	0.6%
Number of Aboriginal and Torres Strait Islander employees	72	91	19	26.4%
Number of staff with more than 10 years service	2,295	2,372	77	3.4%
Number of teacher contracts issued	726	749	23	3.2%
Average years of service of Directorate staff	9.0	9.0	0	0.0%

PRINCIPALS AS LITERACY LEADERS

The Directorate introduced the Principals as Literacy Leaders (PALLs) program in 2013 with the aim of further developing the capabilities of ACT public primary school principals as effective literacy leaders. In 2015, the program was extended to include ACT public secondary schools. Throughout 2015, as part of the PALLs program, 3,292 teachers participated in Reading Institutes across the ACT Public School sector.

During 2015, seven modules of professional learning were provided for principals, deputy principals and members of participating schools' literacy teams with a focus on "What makes an effective leader in learning?"

A highlight of the program included a Reading and Literacy Institute Day at the Australian National University, attended by 723 teachers.

Feedback from participants, highlighting the positive impact of the PALLs ACT Program on their own leadership of learning and literacy, included:

- > "Kindergarten reading benchmark data has shown amazingly quick growth as a result of the interventions and approaches we have put in place from our PALLs work. It is so exciting."
- > "The improvement in student writing in subjects other than English can already be seen with the focus on teachers understanding more about the literacy of their discipline. Teachers and students understand more about discipline-specific vocabulary and its application in their writing."







PRIORITY 3:
HIGH EXPECTATIONS,
HIGH PERFORMANCE



OUR MAJOR ACHIEVEMENTS

High expectations, explicit teaching, strong student engagement and ongoing assessment and feedback to students are key indicators of success in educational outcomes. This is being reinforced through the People, Practice and Performance Framework.

STUDENTS AT THE CENTRE

- > ACT students remain among the highest performing in Australia in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students in the ACT performed strongly in NAPLAN reading, where the ACT has been the highest performing jurisdiction in Australia since 2008. The ACT has also ranked first or equal first in grammar and in punctuation across all year levels since 2009 and continues to achieve highly in numeracy.
- > In 2016 preliminary results show that while the ACT continues to perform strongly, other jurisdictions are closing the gap.
- > In 2015-16 all 87 ACT Public Schools were implementing the *Gifted and Talented Students Policy 2014*.
- > A total of 4,701 students (90.5%) met the requirements for an ACT Senior Secondary Certificate.
- > A total of 2,933 (62.3%) Senior Secondary Certificate recipients also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and an Australian Tertiary Admission Rank (ATAR).
- > The 2015 Year 10 Excellence Awards for Outstanding Achievement in the High School Years recognised 70 year 10 students from ACT public high schools and colleges who distinguished themselves in areas such as academic excellence, perseverance, sportsmanship, artistic and musical ability, community involvement, integrity and leadership.
- > In 2015, an Expert Panel was commissioned to undertake a review of policy and practice in ACT schools for supporting and teaching students with complex needs and challenging behaviour. In November 2015, the *Schools for All Children and Young People – report of the Expert Panel on Students with Complex Needs and Challenging Behaviour* was released. All 50 recommendations were accepted by the ACT Government.



- > In response to the recommendations in the report, the Directorate commenced a three year program of cultural change – the *Schools for All Program*. The *Schools for All Program* aims to continue our ambitious evidence-based and student-centred vision.
- > Contributed to the planning and development of the Child Development Service, and worked collaboratively with the Service to assist students to start school ready to learn.
- > The Directorate worked with the National Disability Insurance Agency (NDIA) to support families of students with disability to engage with the National Disability Insurance Scheme (NDIS).
- > 1,333 (64%) potentially eligible students applied for the NDIS.
- > The Directorate assisted 52 year 12 students with a disability to apply for the NDIS WorkStart pilot- the NDIA found 46 of these students eligible to access additional funding to support their transition from education to employment.
- > Support with personal care at school and Special Needs Transport are provided by the Directorate as in-kind supports under the NDIS.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

- > The provision of individual support for Aboriginal and Torres Strait Islander students to personalise learning and increased pathway opportunities resulted in Year 12 completion rates increasing from 59 percent in 2014 to 69.6 percent in 2015.
- > The 2015 public school attendance result for Aboriginal and Torres Strait Islander students was 85 percent, an improvement of 1.8 percent on the 2014 result of 84 percent.
- > Contributed to the implementation of the ACT Aboriginal and Torres Strait Islander Agreement through programs and strategies including the Aboriginal and Torres Strait Islander Secondary Scholarship Program, the Aboriginal and Torres Strait Islander Tertiary Scholarship Program, the Mura Awards and Flexible Learning Options.

NEEDS-BASED FUNDING

- > Significant progress continued to be made on implementing the new student needs based school funding model for public school, the model is the Student Resource Allocation (SRA).
- > Approximately 76 percent of the public school budget for the 2016 academic year was provided through the new Student Resource Allocation.



OUR CHALLENGES

- > Continue to focus on differentiated teaching and learning to ensure the learning needs of all students are met.
- > Continue to influence inclusive culture in schools through the implementation of the recommendations from the Expert Panel on Students with Complex Needs and Challenging Behaviour 2015 report *Schools for All Children and Young People*, so that cultural change is embedded in our schools and support systems.
- > Support schools to provide welcoming and inclusive learning environments that contribute to achieving more equitable education outcomes for Aboriginal and Torres Strait Islander students.
- > Further develop the Network Student Engagement Team model to best meet the needs of schools and their students.
- > Work effectively with schools to implement relevant elements of the Aboriginal and Torres Strait Islander Agreement 2015-18.
- > Strengthen student achievement across the domains of the National Assessment Program – Literacy and Numeracy.

OUR PLANS FOR THE NEXT 12 MONTHS

- > Develop systems to identify and respond early to students who are at risk of disengaging from learning, including developing a continuum of educational support that will provide a resource and reference for teachers, school leaders and families. Focus on the second stage of the Student Resource Allocation Program - the design and implementation of the new School Operational Allocation and the needs based loadings for students with English as an Additional Language or Dialect, ready for the 2017 school year.
- > Continue development of the needs based loading for students with disability, and supports for Aboriginal and Torres Strait Islander students, ready for implementation in 2018.
- > Early identification of students requiring support through an improved referral process and increased Network Student Engagement Team staff.
- > Embed strategies for improving student achievement.

FAST FACTS

	2014-15	2015-16	Change	% Change
Number of students enrolled in specialist schools	374	364	-10	-2.7%
Number of children attending Koori preschool programs	79	78	-1	-1.3%
Number of students enrolled in Introductory English Centres	227	218	-9	-4.0%
Number of international fee-paying students in ACT Public Schools ¹	588	643	55	9.4%
Number of Aboriginal and Torres Strait Islander students participating in the Student Aspirations program	170	150	-20	11.7%
Number of school leavers completing the post-school destination survey	2,925	2,993	68	2.3%
Number of students completing the School Satisfaction Survey	13,748	14,326	578	4.2%

Note: 1. Refer to definition of International students in Section B.2 Performance Analysis.

GIVING A VOICE TO STUDENTS WHO CANNOT SPEAK

All students at Malkara Specialist School have limited language skills and many cannot speak at all. Through a voice output program called ProLoQuo2Go and a picture-based communication system called PODD, students are able to communicate. With these augmentative and alternative communication systems, talking is as simple as a touch of a button or pointing a finger. Across the whole school environment this technology is being utilised to give the students a voice.

In November 2015, the school won a national award from the International Society for Augmentative and Alternative Communication, for their outstanding commitment to ensuring that every student at Malkara Specialist School has a way of communicating their thoughts, ideas, and wants to others.

The award is a great honour for the school, eclipsed only by the joy of helping the students learn to communicate with others.



FINDING YOUR PATHWAY

Students in ACT Public Schools are supported as they plan for their future. They are able to seek the advice of qualified Careers Advisers and also have access to the *Pathway* website. The website assists young people with their transitioning and career planning, with the support of their teachers, youth workers, community service case managers and other adults. It is designed to meet the developmental needs of young people and provide them with online interactive activities which allow them to reflect on who they are, identify their interests, set goals and practise decision making. There are three plans: the 5-6 Plan, Pathways Plan (7-10) and 11-12 Plan.

Students at Lake Tuggeranong College have a wide range of personalised pathways for their senior secondary experience. From the point of first contact in year 10, students engage with a Careers Adviser from the college before they make their subject selections. This information is assessed at the college as part of building the curriculum packages for each student enrolling in year 11. A team of Pathways Advisers then monitor students throughout their time at the college.



Pathways include those provided through the offering of particular types of courses (accredited, tertiary, vocational) as well as through the way a student's package is constructed. An example of this might be that a student begins their vocational work whilst in year 10 at night classes and can complete the units of competency by the end of year 11. Year 12 can then be a significant industry placement as part of an Australian School-Based Apprenticeship (ASBA). A further example is the student who opts into the Australian National University Extension program and undertakes a course area at the university, whilst doing their remaining courses at Lake Tuggeranong.

Lake Tuggeranong College surveys all of its graduating students and analyses the extent to which each and every student has met their pathway goals. This forms the basis of ongoing improvements to practices in support of varied and successful student pathways.





Klecha
 3 cups plain flour
 1/2 cup sugar
 1 cup unsalted butter
 3 teaspoons rose water (optional)
 1/4 cup water
 230g pitted dates
 1 teaspoon ground cardamom
 2 tablespoons butter
 1 egg, beaten

Flour Dried Yeas Water Oil Minceed mea Onions Parsley Salt Cumin powde



PRIORITY 4: CONNECTING WITH FAMILIES AND THE COMMUNITY



OUR MAJOR ACHIEVEMENTS

Our education community, including parents, carers and children and young people, educators, the broader community and others, represent a vital source of support for our vision for our children and young people. The Directorate's 2015 and 2016 Action Plans articulated a number of strategies to focus effort to effectively engage with families and the broader community, including industry.

FAMILIES AS PARTNERS

- > Led the *Progressing Parental Engagement in the ACT* project enabling connections between home and school, and enhancing positive learning outcomes for ACT children.
- > Parents and carers are encouraged to attend our schools and to have their children lead them through their Learning journey.
- > The Directorate met regularly with the ACT Council of Parents and Citizens Associations (P&Cs) to share information in support of our students.
- > In each of our ACT Public Schools, Parents and Citizens Associations play an active role in supporting and enriching the school experience

for our ACT Public School students and provide a strong community voice for public education.

COMMUNITY AND INDUSTRY ENGAGEMENT

- > The Directorate has a range of specific partnerships with business and community groups that support education and celebrate excellence in ACT Public Schools.
- > ACT Public School education facilities are regularly accessed by the community for use after school hours, providing a valuable connection between our community and our schools.
- > The Directorate worked with the ACT community through its links to the Community Services Directorate's Child and Family Centres. ACT Public Schools make referrals to Child and Family Centres to access specific services for children. In addition, Child and Family Centres conduct programs within some ACT Public Schools. In 2015-16 these programs included *Circle of Security*, *Cool Little Kids* and *Food for Thought*.
- > The Directorate worked in conjunction with a number of not-for-profit community sector agencies delivering programs within ACT Public Schools aimed at supporting pro-social behaviours among young people.



- > Provided funding to key arts organisations through Deeds of Grant, to deliver professional learning opportunities for teachers in delivery of the Australian Curriculum: Arts.
- > The Directorate facilitated access to the Royal Life Saving Society ACT, Aqua Safe Water Safety and Awareness Program for all year two students.
- > The Directorate's third Reconciliation Action Plan (RAP) was launched in May 2016. The purpose of this RAP is to engage all employees in the creation of an organisational culture, enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, their strengths and cultures through our common values.
- > Enhanced opportunities for regular communication and collaboration between vocational education and training stakeholders and industry, to share and gather evidence to inform skills and training policy.
- > Expanded the complement of field officers to support and promote the vocational education and training system in the ACT. During the reporting period there were visits to 600 employers and 700 Australian Apprentices.
- > Established agreements with the new Australian Apprenticeships Support Network providers to ensure seamless support for Australian Apprentices in the ACT.

REGULATORY SERVICES

- > Signed a new National Partnership Agreement with the Australian Government on the National Quality Agenda for Early Childhood Education and Care.
- > As at December 2015, all childcare services registered prior to March 2014 had received their first assessment under the National Quality Framework.
- > At the end of June 2016, 128 services (42%) had achieved a working towards rating; 63 services (20%) had achieved a meeting rating; 106 services (35%) had achieved an exceeding rating; and 5 services (1.7%) had achieved an excellent rating under the National Quality Framework.



OUR CHALLENGES

- > Work with education providers in other jurisdictions to strengthen the capacity of the ACT to interpret and share data to support improved school performance.
- > Work with the early childhood sector to build and enhance capabilities for achieving the outcomes set in the National Quality Framework.
- > Work with the non-government school sector and other ACT Government agencies on the provision of suitable sites for the establishment of non-government schools in the ACT.
- > To work effectively with the Chief Minister, Treasury and Economic Development Directorate to implement new laws concerning an improved reportable conduct scheme in response to the Royal Commission into Institutional Responses to Child Sexual Abuse.
- > Strengthen community partnerships with schools and families.
- > Reduce red tape and administrative burdens that impact parents engaging with schools.

OUR PLANS FOR THE NEXT 12 MONTHS

- > In conjunction with other ACT Government agencies, complete the administrative arrangements necessary to ensure that suitable sites for the establishment of non-government schools are available.
- > Continue partnership with the Australian Research Alliance for Children and Youth to develop resources that support effective parental engagement with families of students with complex needs and challenging behaviour.
- > Strengthen out of hours access for the community to education facilities.
- > Commence development of phase one of the new School Administration System.
- > Strengthen use of social media to promote the work of ACT Public Schools.

FAST FACTS

	2014-15	2015-16	Change	% Change
Number of online enrolments received	18,183	20,178	1,995	11.0%
Number of Facebook followers	1,603	3,313	1,693	106.7%
Number of Twitter followers	2,036	2,702	666	32.7%
Number of parents and carers completing the School Satisfaction Survey	7,444	8,262	818	11.0%

DEVELOPING STRONG COMMUNITY PARTNERSHIPS

Monash Primary School is committed to building a supportive, engaging and innovative environment for all students, staff and community members. Implementing the KidsMatter framework and Friendly Schools Plus program is making a positive difference to the lives of the Monash community, particularly in nurturing happy, balanced kids.

The Hub space is community-driven and provides a range of programs to support and engage students, parents and families. The Hub is a place where families can meet socially throughout the day.

A wide range of activities to engage the school community are available, including Breakfast Club, Playgroup, and Parenting Programs provided in collaboration with the Tuggeranong Child and Family Centre. Outreach with Goodwin Village provides children with the opportunity to connect with senior members of their community, both at school and in their residence. This includes reciprocal reading, concerts and movement exercises.

Other activities to engage the community include book fairs, family and community nights, numeracy education nights and multicultural dinners.







PRIORITY 5:
**BUSINESS INNOVATION AND
IMPROVEMENT**



OUR MAJOR ACHIEVEMENTS

We have increased the effectiveness of our schools' learning environments through facility upgrades, improvements in the use of Information and Communications Technology and through the use of well-targeted data on all aspects of school performance.

SCHOOL PERFORMANCE

- > In 2016, the Directorate implemented a new approach to school improvement – *People, Practice and Performance: School Improvement in Canberra Public Schools – A framework for School Performance and Accountability*.

DATA FOR IMPROVEMENT

- > Procurement of a new School Administration System was undertaken during 2015-16, along with the development and delivery of a school data tool designed to place data on many aspects of school performance at the fingertips of school leaders.
- > Completed modifications and continued a staged release of additional functionality for the *ACT Vocational Education and Training Administration*

Records System (AVETARS) to support the roll out of the new Australian Apprenticeships Management System (AAMS), being implemented by the Australian Government.

- > Completed upgrades to AVETARS to improve and streamline the capacity for vocational education and training stakeholders to meet their reporting obligations.
- > Released a School Data Tool to provide principals with access to school performance data.

LEARNING ENVIRONMENTS

- > Commenced a two year wireless expansion project for all ACT public primary schools providing secure and reliable wireless access on personal devices, connection to the high speed broadband internet.
- > Since February 2015, two Education Summits and a range of training workshops focusing on effective use of the Google Apps for Education suite were attended by 800 teachers.
- > Charles Weston School - Coombs opened for the start of the 2016 school year.
- > Completed Stage 1 of procurement process for the North Gungahlin P-6 School in the suburb of Taylor. The request for tender process commenced in May 2016.



- > Completed construction of the outdoor learning and play space at Belconnen High School.
- > Commenced Stage 2 of the modernisation works at Belconnen High School. This will include major refurbishments to the student learning and teaching spaces, further outdoor works and the creation of a new school administration and main entry area.
- > Completed Stage 1 of a two stage refurbishment at the Woden School. Works in 2015-16 included upgraded classrooms and assembly hall as well as construction of a new senior school building.
- > The planned upgrade and expansion of preschool facilities at Mawson Primary School were completed in this reporting period.
- > New facilities were completed as part of the Belconnen Trade Skills Centre. Facilities were across eight sites and will include hospitality, construction and horticulture.
- > Extension and upgrade of classrooms to provide contemporary teaching spaces were completed at Curtin Primary School.
- > Planning for Caroline Chisholm School Centre for Innovation and Learning commenced with design and procurement activities to engage consultants and the builder completed. The centre will provide a focal point for student learning, teacher professional development and community use to deliver Science, Technology, Engineering and Mathematics (STEM) curriculum.



OUR CHALLENGES

- > The ACT school population is growing rapidly as the ACT grows and as more parents choose public school education. It is essential that long term enrolment planning is able to support the Directorate to deliver the right learning environments in the right places to support this growth.
- > Deliver capital works program aimed at creating contemporary learning and teaching spaces within budget.
- > Implement successful planning and resourcing to achieve effective transition to online testing for the National Assessment Program – Literacy and Numeracy.
- > Support school strategic planning through the delivery of timely, high quality, information about the progress of the student cohort in the ACT that can be reflected in practical ways for use by schools and teachers to meet the requirements of the School Performance and Accountability Framework.
- > To embed performance and development practices aligned with the *People, Practice and Performance Framework*.

OUR PLANS FOR THE NEXT 12 MONTHS

- > Deliver significant improvements to schools in a range of areas through the staged implementation of a new School Administration System.
- > Continue to undertake the program of Standard School Reviews, using expertise from the Australian Council for Educational Research and experienced system principals to form the review panels and deliver a report on the outcome of the reviews.
- > Deliver detailed enrolment projections to support planning to meet the needs of the increasing school population of the ACT.
- > Improve the delivery of timely, high quality and practical data on student performance to school leaders.
- > As part of the Directorate's energy efficiency initiatives, complete the roll out of LED lighting upgrades at the remaining ACT Public School sites.

FAST FACTS

	2014-15	2015-16	Change	% Change
Value of Directorate assets including school buildings	\$1,793.0m	\$1,805.2m	\$12.2m	0.7
Value of capital works	\$55.8m	\$41.6m	-\$14.2m	-25.4
Square metres public school space	599,620	611,007	11,387	1.9
Kilowatt hours of electricity used in ACT Public Schools	24,963,621	24,099,194	-864,427	-3.5
Kilolitres of water used in ACT Public Schools	337,471	337,110	-361	-0.1
Tonnes of greenhouse gas emissions in ACT Public Schools	28,513	26,665	-1,848	-6.5
Kilometres travelled in office based vehicles	208,440	122,316	-86,124	-41.3
Reams of paper purchased for central office use	8,734	7,500	-1,234	-14.1
Litres of paper recycled within central office	208,320	124,080	-84,240	-40.4
Wireless access points in ACT Public Schools	3,550	4,256	706	19.9

Notes:

- > Energy, water consumption and greenhouse gas emissions figures are for 87 schools in 2015-16 compared to 86 schools in 2014-15.
- > Resource usage at the new Charles Weston School-Coombs, which opened in term 1, 2016, was recorded for half of the reporting year.
- > As part of an Administrative Arrangement Order, the Training and Tertiary Education (TaTE) Branch, now known as Skills Canberra, transferred to the Chief Minister, Treasury and Economic Development Directorate (CMTEDD). 2015-16 resource usage data for TaTE is included in CMTEDD's annual report.

21ST CENTURY LEARNING

Information and Communication Technology is fundamental in enhancing teaching and learning across all areas of the curriculum. Students in ACT Public Schools are using a range of digital tools, including Google Apps for Education, Google Communities and robotic technologies, to develop the knowledge, skills, attitudes and values that are required for digital citizenship in the 21st century.

Throughout 2015-16, access to technology for all students continued to improve. All secondary schools and many primary schools enjoy reliable access to WiFi through the wireless improvement program, and schools received funding to supplement Bring Your Own Device models, and ensure that all students had access to a computer device while at school. Many schools used this funding to purchase Chromebooks, which offer a simple and reliable way to access the digital tools used in schools. For example, Macquarie Primary School has purchased 60 Chromebooks for use in nine classrooms.

Google Apps for Education has been available to all ACT Public Schools since early February 2015. As of 2016, it is now accessed by more than 41,000 students and there are currently over three million documents created within the Google Apps

environment. Google Apps are used by schools in a variety of ways. The use of Google Drive has led to greater collaboration by students and teachers on a variety of tasks. At Fraser Primary School, Wanniasa School and Giralang Primary School, students regularly use the collaborative functionality of Google Docs and Slides to work together on documents and give each other feedback. This has also led to an increase in student engagement and motivation through an authentic peer audience. Students at Alfred Deakin High School and Lanyon High School regularly use Google Classroom, where they can discuss a range of topics, access learning materials when needed, and even submit their work online. The use of cloud-based digital tools also allow them to work flexibly and develop organisational skills as they begin tasks and then continue them at a time that suits them.

Google Apps for Education have also made it easier for students to develop reading and writing skills. Built-in tools and add-ons provide opportunities for students to hear their writing read back to them, and also to dictate their writing using speech-to-text tools. This has been very motivating for many reluctant writers and readers.



For example, at Charnwood-Dunlop Primary School, one student went from being a non-writer to a daily writer of stories, through the use of speech-to-text tools. A student at Macgregor Primary School progressed from taking three lessons to produce a written piece of text to being able to write a detailed exposition within a 45 minute lesson.

Many schools are also using tools such as Google+ Communities to connect with their school community. Macquarie and Giralang Primary regularly post classroom and school updates to their school Communities page, with parents able to instantly see photos, videos and updates of day-to-day learning. This has led to enhanced partnerships between home and school. At Chapman preschool, student portfolios are now digital, with photos, activity reports and artworks uploaded to a shared folder. Parents and friends can be given access to the folder and see the work going on in the school.

Many schools are also actively engaged in the development of STEM (Science, Technology, Engineering and Mathematics) skills in their students. At Charles Weston Primary School-Coombs, all students in years K-6 regularly take part in coding lessons, designed to develop their computational thinking and problem solving skills. At Caroline Chisholm School, robotics classes are

popular, with students developing race tracks for their peers to navigate. The Learning Support Unit – Autism at Caroline Chisholm School has also experienced some good success with robotics. The students in the unit have been working together on communication skills through the development of mazes and problem-solving puzzles.

Since Google Apps were introduced into ACT Public Schools in February 2015, 800 teachers have attended two Summits and a range of training workshops to develop skills in the use of Google Apps for Education.

http://www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students



AWARDS AND RECOGNITION

2015 ACT PUBLIC EDUCATION EXCELLENCE AWARDS

The Public Education Excellence Awards celebrate and recognise the excellence, innovation and talents of the ACT Public Education workforce.

The award recipients were:

- > Early Childhood Teacher of the Year - Sarah Synnott, Isabella Plains Early Childhood School
- > Primary Teacher of the Year - Leslie Carr, Maribyrnong Primary School
- > Secondary Teacher of the Year - Chris Kenna, Hawker College
- > Education Support Person of the Year - Daryl Galic, Mount Rogers Primary School
- > New Educator of the Year - Ellie Templeton, Lake Tuggeranong College
- > Outstanding School Leader of the Year - Bruce McCourt, Calwell High School
- > Leadership in Aboriginal & Torres Strait Islander Education - John Williams, Lyneham High School
- > Volunteer of the Year - Heather Girdlestone, Neville Bonner School
- > Outstanding Partnership of the Year - Anglicare, Southern Cross Early Childhood School.



Award recipients with Ms Diane Joseph, Director-General (front row, second from right) and Minister for Education and Training, Ms Joy Burch MLA (front row, far right).

ACT TRAINING EXCELLENCE AWARDS 2015

The Awards celebrate the successes of apprentices, trainees and students, as well as the teachers, trainers, registered training organisations, group training organisations and employers involved in the ACT's vocational education system.



Award recipients:

- > ACT Large Employer of the Year - Wilson Security
- > ACT Small Registered Training Organisation of the Year - Australian Indigenous Leadership Centre
- > ACT Large Registered Training Organisation of the Year - Canberra Institute of Technology
- > ACT VET in Schools Excellence Award - Gungahlin College
- > ACT Industry Collaboration Award - Australian Indigenous Leadership Centre
- > ACT VET Teacher/Trainer of the Year - Melissa Dinn
- > ACT Vocational School Student of the Year - Teagan Pate
- > ACT School-Based Apprentice of the Year Certificate II - Nicholas Neeson
- > ACT School-Based Apprentice of the Year Certificate III - Hana Chapman-Speering
- > ACT Aboriginal and Torres Strait Islander Student, Trainee or Apprentice of the Year - Rachel Hounsell-Carey
- > ACT Vocational Student of the Year - Hanna Darmody
- > ACT Apprentice (Trainee) of the Year - Samantha Marks-Galea
- > ACT Apprentice of the Year (F J McCauley Award) - Tevita Supilani Ma'ilei
- > Norm Fisher Award - Adrian Marron (Posthumously awarded)
- > John Scott Memorial Award - Jerome de Rose.

Category winners Melissa Dinn, Hana Chapman-Speering, Rachel Hounsell-Carey, Hanna Darmody, Samantha Marks-Galea and Tevita Supilani Ma'ilei represented the ACT in the national awards in Hobart.

At the national awards, Hanna Chapman-Speering was runner up in the Australian School-based Apprentice of the Year and Samantha Marks-Galea was runner up in the Australian Apprentice (Trainee) of the Year award.

FRENCH AWARD

In 2015 Diane Joseph, the then Director-General, received The Palmes Académiques Chevalier – Knight of the French Order, from the French Government for eminent service to French education and for actively contributing to the prestige of French culture.

The Ordre des Palmes Académiques recognises those who have made a contribution in academic, cultural or educational fields.

The award was presented by the French Ambassador, His Excellency Christophe Lecourtier.

Diane was the first honorary president of the Australian Association of French English Bilingual Schools.



Australian Scholarships Group National Excellence in Teaching Awards 2015

The Australian Scholarships Group National Excellence in Teaching Awards honour exemplary teaching throughout Australia and New Zealand. The awards provide communities with the opportunity to formally recognise and thank outstanding teachers and leaders.

Jarrod McGrath, from The Woden School in Canberra, was one of 12 outstanding educators from across Australia honoured for their inspiring and innovative contribution to teaching.

Jarrod is passionate about achieving student outcomes and creating a positive school climate through community engagement. He has been teaching at the specialist school for three years and was nominated for his service to students with intellectual and physical disabilities. Jarrod received an Innovation Award for fostering the development of students' social, vocational and academic skills through a strong connection of community and family. He has been instrumental in creating programs which help give students with disabilities employment skills and has established wider vocational opportunities by organising work experience placements and offering a work ready course.



Jarrod McGrath with students at the Woden School.

AUSTRALIAN COUNCIL FOR EDUCATIONAL LEADERS ACT BRANCH AWARDS 2016

The Australian Council for Educational Leaders ACT Branch Annual Awards Presentation honoured a number of our public education leaders, acknowledging the significant contribution they have made to education, educational leadership and the improvement of student and organisation outcomes.

Educational Leadership:

- > Judy Hamilton School Network Leader, North/Gungahlin Network
- > Catherine Dillon Deputy Principal, Ainslie School
- > Jason Walmsley Principal, Charles Conder Primary School
- > Penny Mims Deputy Principal, The Woden School
- > Bec Smith Executive Teacher, Kingsford Smith School

Early Career Teacher Leadership:

- > Megan Evans Namadgi School
- > Rachel Blencowe Namadgi School

The ACEL National Honorary Fellowship:

- > Wendy Cave Principal, Macquarie Primary School
- > Jo Padgham Principal, Turner School
- > Narelle Hargreaves Director (retired) Education Directorate



B.2 PERFORMANCE ANALYSIS

The Strategic Plan 2014-2017: *Education Capital: Leading the Nation* guides the organisation towards the achievement of our vision that every child, young person and adult in the ACT will benefit from a high quality, accessible education, childcare and training system. The Plan identifies five priority areas for the four-year period:

- > Quality learning;
- > Inspirational teaching and leadership;
- > High expectations, high performance;
- > Connecting with families and the community; and
- > Business innovation and improvement.

Performance against these priorities in 2015-16 is described in this section.

QUALITY LEARNING

We will ensure all learners have access to powerful and relevant learning experiences.

Quality learning is the core element of the Directorate's service provision. ACT Public Schools maintain high expectations for student learning and work continuously to enhance learning outcomes of students. Quality learning initiatives in public schools ensure students' success at and beyond school. Quality learning can be measured through the performance of students in national and international assessments.

ACT schools use NAPLAN data to support decision making and determine strategies at the school level to improve student learning outcomes. The Directorate is committed to empowering all school leadership teams to make local decisions about the professional development and training opportunities that best meet the needs of their staff and achieve each school's performance targets and priorities.

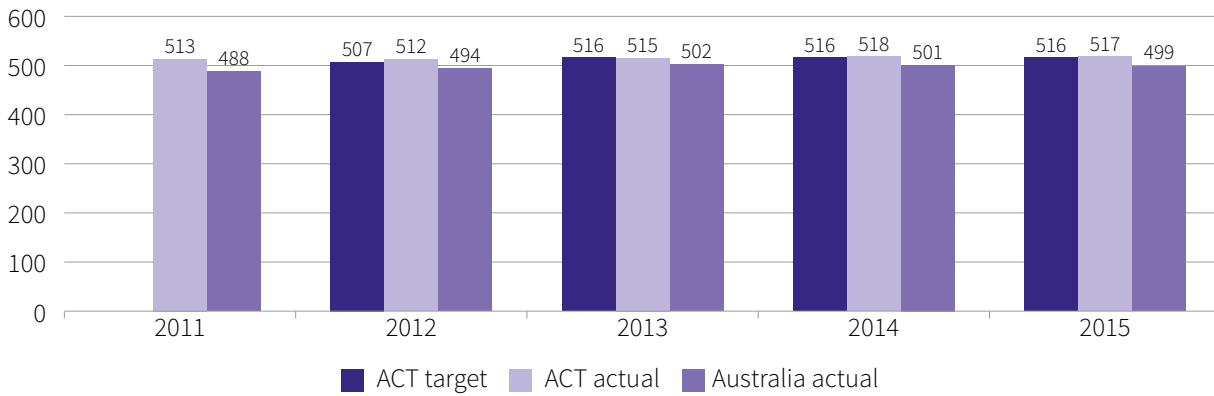
LITERACY

National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted in all states and territories in May each year. Students in years 3, 5, 7 and 9 are tested in reading, language conventions, numeracy and writing.

More detailed information regarding NAPLAN can be found at www.nap.edu.au

The performance of year 5 public school students in reading is shown by the mean achievement score in NAPLAN. Figure B2.1 shows that the 2015 mean achievement score for year 5 students in reading met the ACT target and was higher than the national mean. ACT year 5 results have remained relatively stable since 2011 while the performance of students in other jurisdictions, particularly Western Australia, Queensland and the Northern Territory, have been improving. As a result the gap between the ACT performance and the national performance has been decreasing.

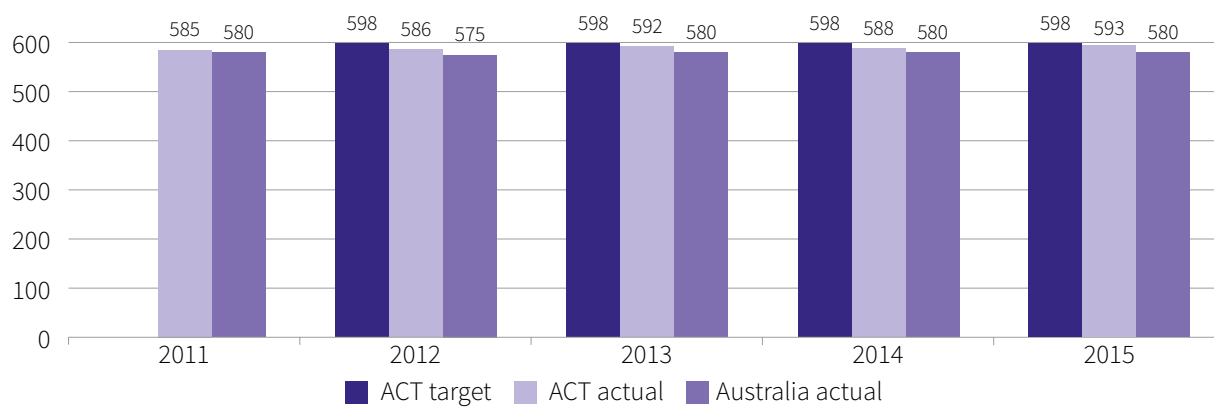
FIGURE B2.1: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2011 TO 2015



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

The performance of year 9 public school students in reading was consistently higher than the national mean (Figure B2.2). There has been no significant change in ACT year 9 reading results since NAPLAN testing began in 2008. All variations in ACT results have to a large extent mirrored changes in national results.

FIGURE B2.2: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2011 TO 2015

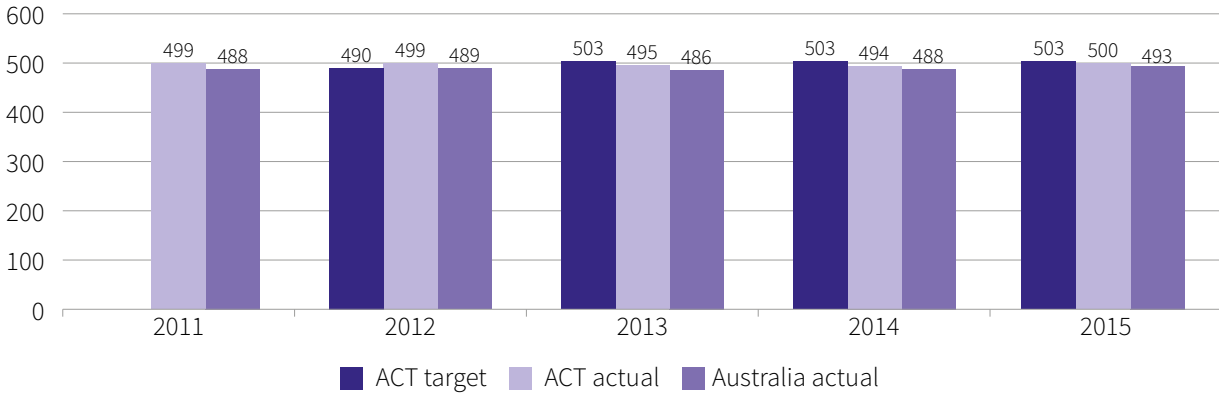


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

NUMERACY

The performance of year 5 public school students in numeracy was above the national mean. The ACT mean achievement score was slightly below the target for 2015 (Figure B2.3). Year 5 numeracy results have consistently been above the national mean since 2008, with significant growth in mean results between 2008 and 2012. ACT year 5 results have since reached a plateau between 2013 and 2015.

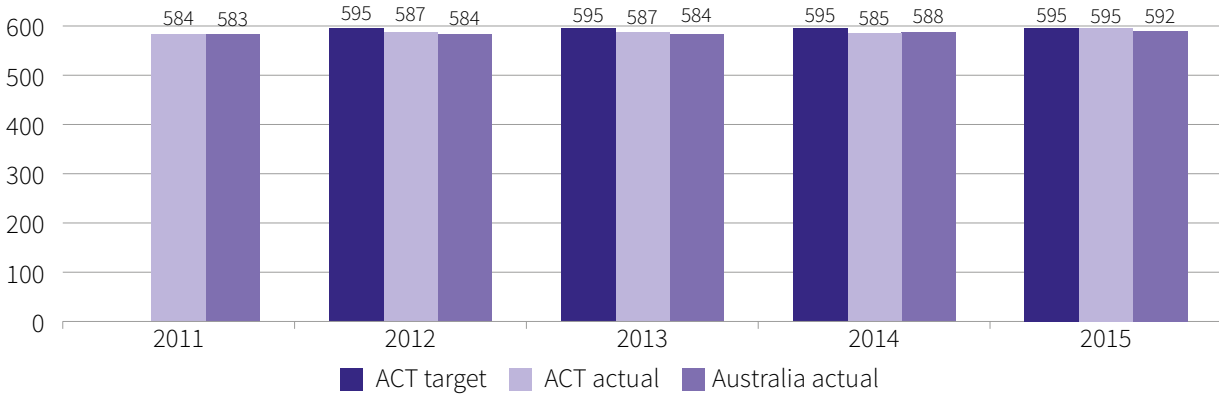
FIGURE B2.3: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2011 TO 2015



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

The mean achievement score of all year 9 public school students in numeracy shows consistency in results since 2011. The ACT mean score met the target in 2015 (Figure B2.4). Year 9 numeracy mean scores have been statistically higher than national results across the years of NAPLAN. Variations in results have tended to mirror the national results and there have been no statistically significant changes across 2008-2015.

FIGURE B2.4: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2011 TO 2015



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

NATIONAL ASSESSMENT PROGRAM - INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) LITERACY

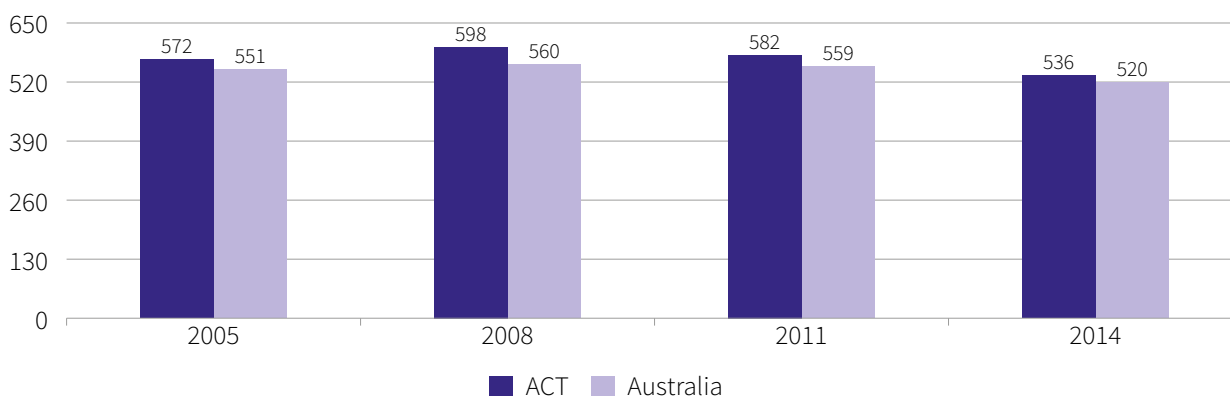
The National Assessment Program – ICT Literacy (NAP-ICT) is a national sample assessment of students' skills, knowledge and understanding of general rather than specialist technical information and communications technology skills. It assesses students' ability to appropriately access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society. A sample of year 6 and year 10 students across Australia participated in the testing.

Further information on the assessment is available from <http://nap.edu.au/nap-sample-assessments/ict-literacy>.

The performance of ACT year 10 students in the 2014 NAP-ICT was above the Australian mean. However, there has been a statistically significant (62 points) decline in ACT students' performance from 2008 to 2014 (Figure B2.5). This decline is consistent with the national result. There are a number of potential factors behind this national trend including the possibility that the test does not cater to changes in ICT practices.

Students in ACT Public Schools develop a wide range of skills to prepare them for a changing world. They access real-world learning platforms that are easy to use and familiar to them, so they can learn, create, communicate and collaborate from anywhere, any time. ACT schools are progressively implementing the Australian Curriculum: Digital Technologies and Information and Communication Technology general capability. The Directorate supports the development of teachers in digital technologies through regular training, online communities and the celebration of good practice.

FIGURE B2.5: MEAN ACHIEVEMENT SCORE OF ACT AND AUSTRALIAN YEAR 10 STUDENTS IN NAP ICT, 2005 TO 2014



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program ICT Literacy 2005 to 2014

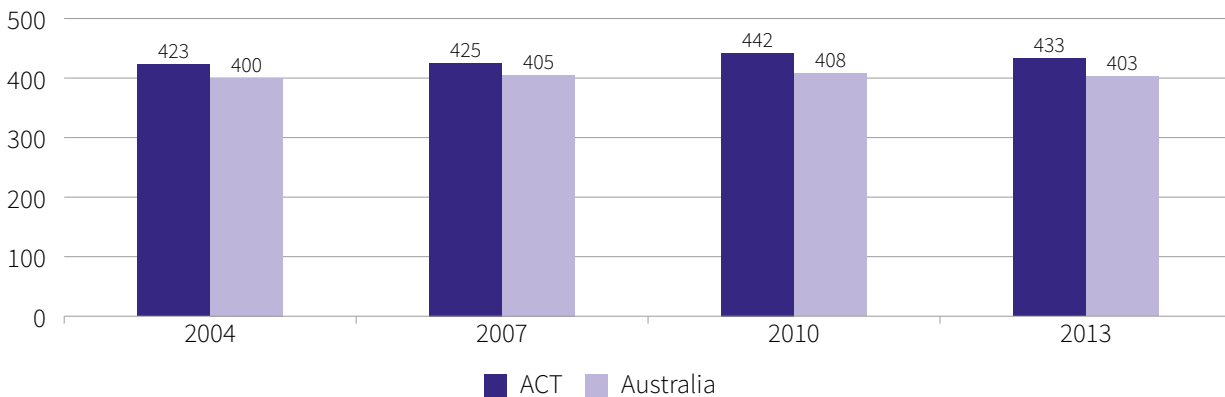
NATIONAL ASSESSMENT PROGRAM - CIVICS AND CITIZENSHIP

The National Assessment Program – Civics and Citizenship is a national sample assessment of students' skills, knowledge and understanding of Australia's system of government. It assesses students' understanding of civic life and attitudes, values and participation in civic-related activities at school and in the community. A sample of year 6 and year 10 students across Australia participated in the testing.

Further information on the assessment is available from www.nap.edu.au/nap-sample-assessments/civics-and-citizenship/napsa-civics-and-citizenship.html.

The performance of ACT year 6 and year 10 students in the 2013 National Assessment Program – Civics and Citizenship continued to show ACT students as among the highest performing in Australia. The results indicate the value of students participating in the governance of their school and extracurricular activities in achieving a greater understanding of Australian government and civic life. The mean score for year 6 ACT students (433) was the highest in the nation, with the ACT performing higher than the national average (403) (Figure B2.6).

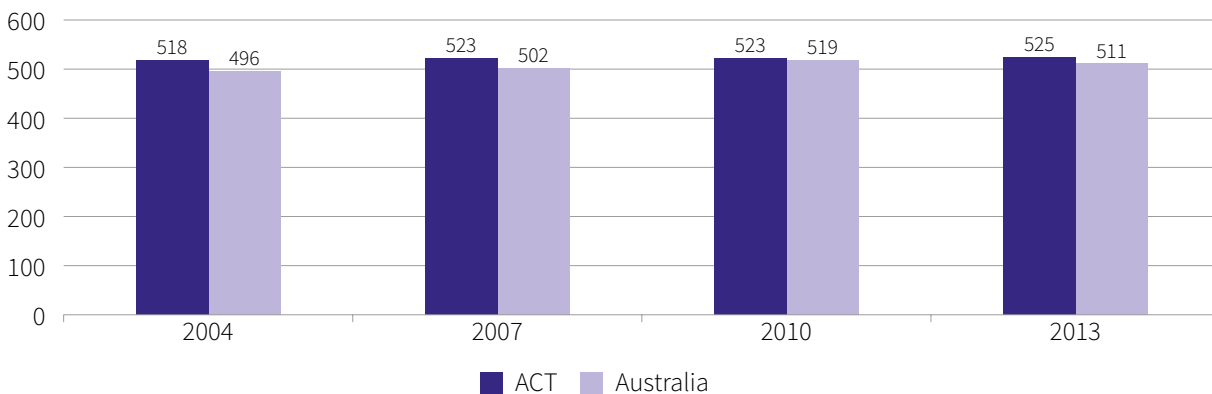
FIGURE B2.6: MEAN ACHIEVEMENT SCORE OF YEAR 6 ACT STUDENTS IN CIVICS AND CITIZENSHIP, 2004 TO 2013



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program Civics and Citizenship 2004 to 2013

The mean score of ACT year 10 students (525) was equal highest in Australia, along with NSW, Victoria and Western Australia, and above the national average (511) (Figure B2.7).

FIGURE B2.7: MEAN ACHIEVEMENT SCORE OF YEAR 10 ACT STUDENTS IN CIVICS AND CITIZENSHIP, 2004 TO 2013



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program - Civics and Citizenship

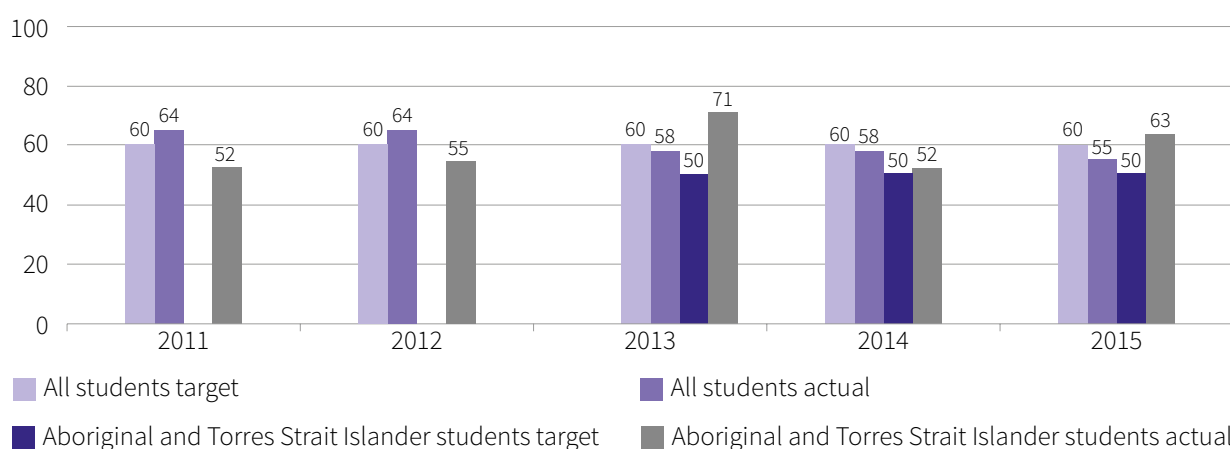
VOCATIONAL EDUCATION AND TRAINING

The percentage of year 12 students receiving a nationally recognised vocational qualification is the number of year 12 students who completed year 12 and achieved a vocational qualification, or equivalent, divided by the total number of students enrolled in year 12 at the February census of a given year. Data is obtained from the ACT Board of Senior Secondary Studies and the Directorate's School Census undertaken in February.

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

The performance of ACT students in vocational education and training is shown by the percentage of year 12 students who received a nationally recognised qualification (Figure B2.8). From 2011 to 2012 the percentage of all students exceeded or was equal to the target, but was slightly beneath the target of 60 percent from 2013 to 2015. The target of 50 percent of all Aboriginal and Torres Strait Islander students was exceeded over the last three years.

FIGURE B2.8: PERCENTAGE OF YEAR 12 STUDENTS WHO RECEIVED A NATIONALLY RECOGNISED VOCATIONAL QUALIFICATION, 2011 TO 2015



Source: ACT Education Directorate

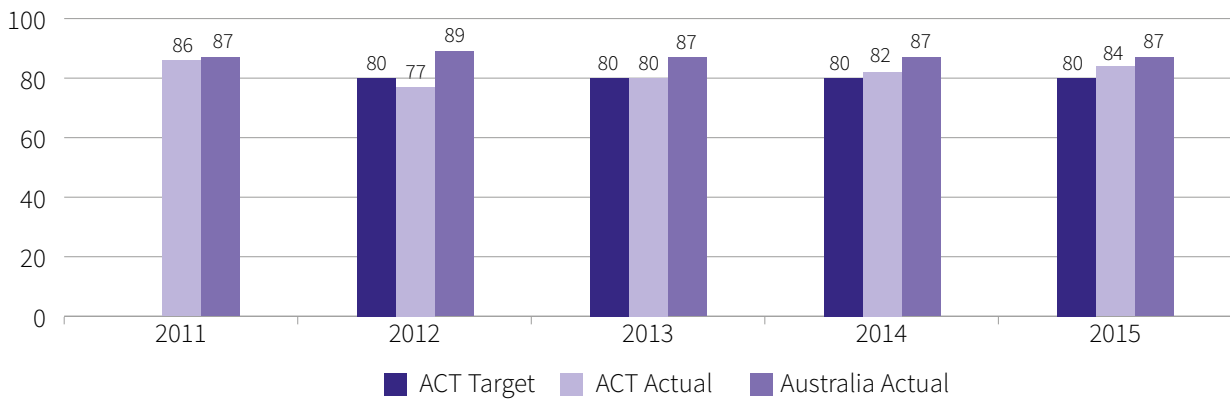
APPRENTICE SATISFACTION

The data in relation to apprentices satisfied with their training is obtained from the annual Student Outcomes Survey of the National Centre for Vocational Education Research. The annual survey measures apprentices' and vocational education and training students' satisfaction with training and post-training employment outcomes.

Further information on this measure can be obtained from www.ncver.edu.au.

Over the five year period from 2011 to 2015, apprentices reported around 80 percent satisfaction with their training (Figure B2.9). Satisfaction levels for ACT apprentices were slightly below satisfaction levels for all apprentices in Australia, but showed a slight increase and exceeded the target in 2014 and 2015.

FIGURE B2.9: PERCENTAGE OF APPRENTICES SATISFIED WITH THEIR TRAINING UNDER AUSTRALIAN APPRENTICESHIPS, 2011 TO 2015



Source: ACT Education Directorate

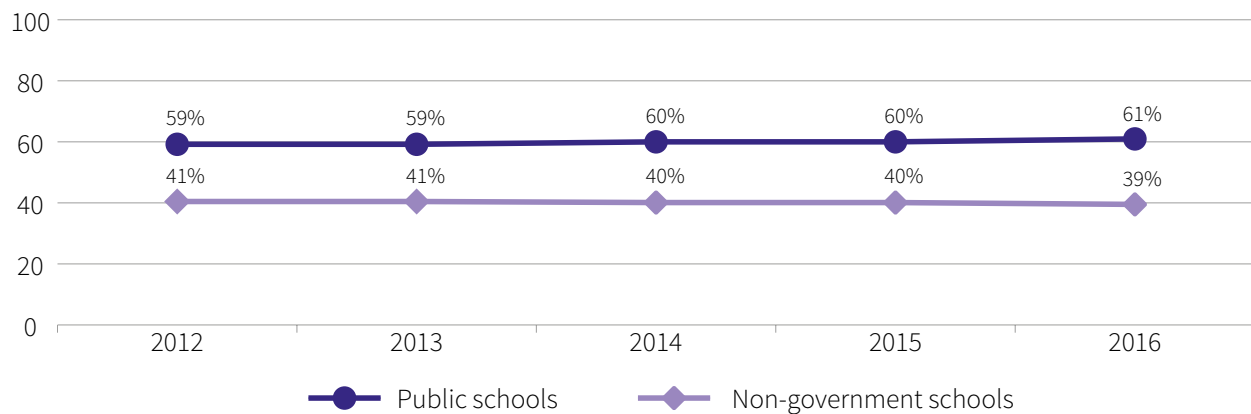
ACT SCHOOL ENROLMENTS

The proportion of school enrolments includes all students enrolled from preschool to year 12 in all ACT schools, including specialist schools, at February census of a given year.

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

ACT Public Schools continued to enrol the majority of students. ACT Public School enrolments as proportion of overall ACT enrolments was stable from 2012 to 2016 (Figure B2.10).

FIGURE B2.10: PROPORTION OF SCHOOL ENROLMENTS, 2012 TO 2016



Source: ACT Education Directorate

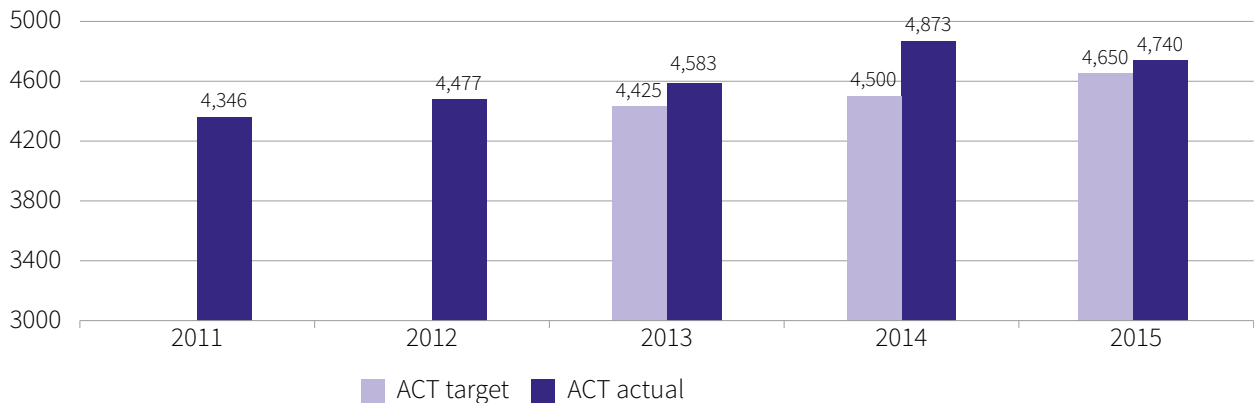
PRESCHOOL ENROLMENT

The number of preschool enrolments in ACT Public Schools in August census of a given year, includes students who were attending a preschool program at a specialist school and as early entry students.

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

Preschool enrolments in both ACT Public Schools and in non-government school providers have been steadily increasing over the last five years (Figure B2.11).

FIGURE B2.11: NUMBER OF ENROLMENTS IN PRESCHOOL IN PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

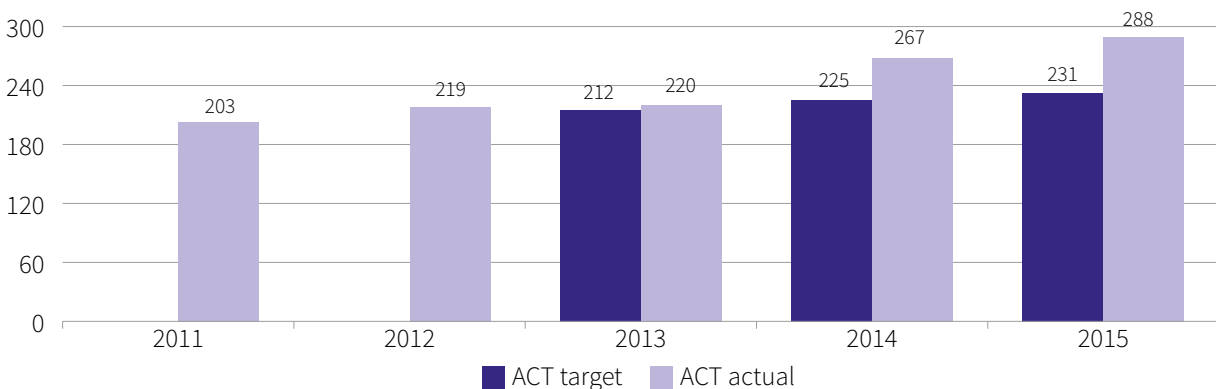
ABORIGINAL AND TORRES STRAIT ISLANDER ENROLMENTS IN PRESCHOOL IN PUBLIC SCHOOLS

The number of preschool enrolments of Aboriginal and Torres Strait Islander students in public schools includes students who were attending a preschool program at a specialist school and as an early entry student, as at August census of a given year.

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

The number of Aboriginal and Torres Strait Islander student enrolments in preschool in public schools consistently increased over the last five years. In 2015 the result of 288 students substantially exceeded the target of 225 enrolments (Figure B2.12).

FIGURE B2.12: NUMBER OF ENROLMENTS OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS IN PRESCHOOL IN PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

INSPIRATIONAL TEACHING AND LEADERSHIP

We will build the capacities of our teachers and leaders – by design, not by chance.

Quality learning flows from inspirational teaching and school leadership. In 2016 the Directorate employed 4,278 teachers and school leaders.

REAL RETENTION

The real retention rate for preschool to kindergarten and year 6 to year 7 represents the number of children continuing in public education (at the February school census of a given year) as a proportion of the number of children enrolled in the prior year level (at the August school census).

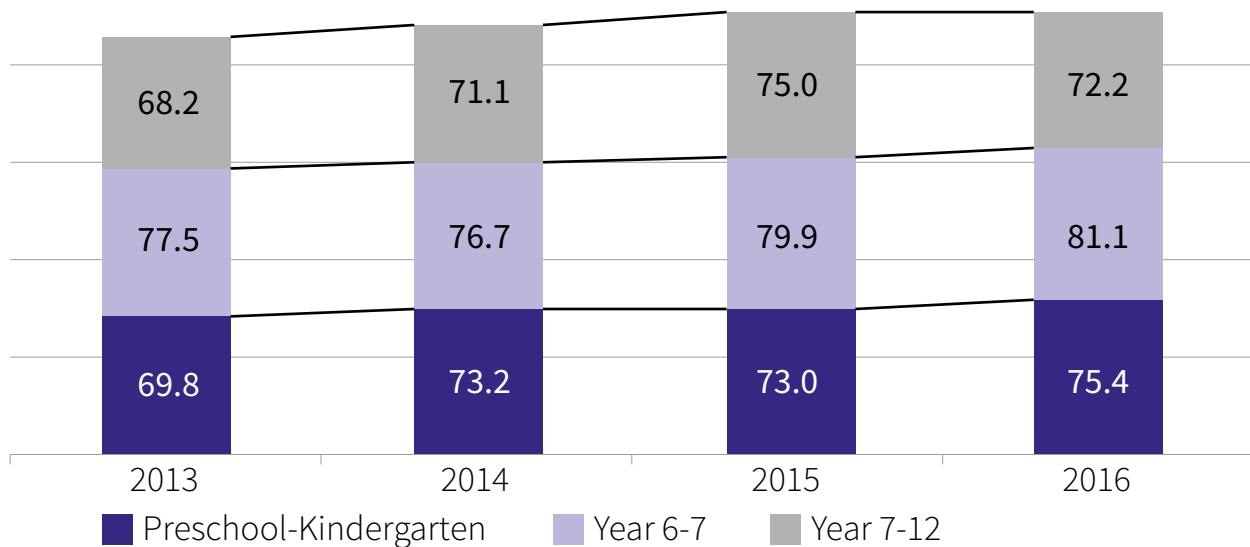
The real retention rate for year 7 to year 12 represents the number of children enrolled in year 12 in public schools at the February school census of a given year below as a proportion of the number of children enrolled in year 7 five years ago at the August school census.

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

The proportions of students continuing in public education from preschool to kindergarten, year 6 to year 7 and year 7 to year 12 have increased between 2013 and 2016 (Figure B2.13). Real retention is affected by a number of factors including but not limited to:

- > migration out of the ACT
- > inter-sector (affiliation) transfer
- > children of diplomats and short term international exchange students returning to their place of origin
- > students progressing at a faster or slower than expected rate of one grade a year.

TABLE B2.13: REAL RETENTION RATES IN PUBLIC SCHOOLS FROM PRESCHOOL TO KINDERGARTEN, YEAR 6 TO YEAR 7 AND YEAR 7 TO YEAR 12, 2013 TO 2016



Source: ACT Education Directorate

STAFF RETENTION RATE

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

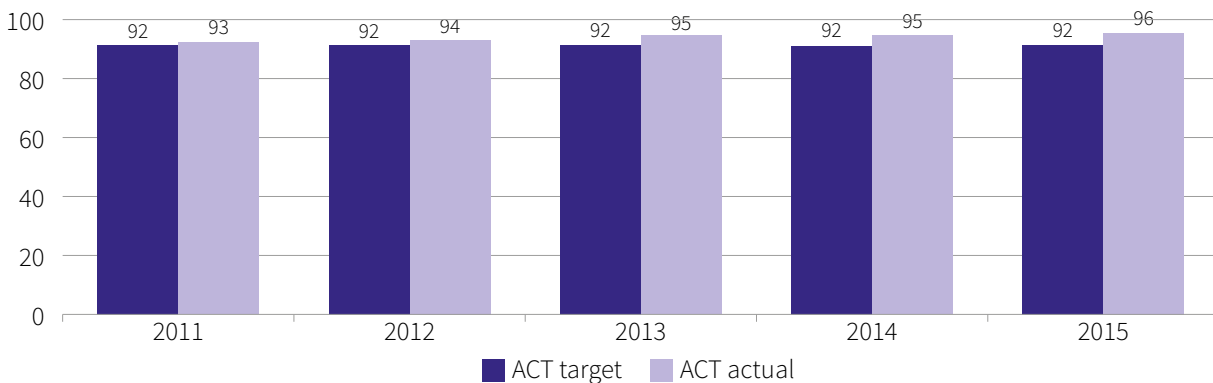
The rate is calculated by dividing the number of permanent staff employed at the last pay day in June of the proceeding year, plus the number of commencements during the financial year, minus the number of separations in the same financial year, by the number of staff at the last pay day of the proceeding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

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

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

The staff retention rate in the Directorate was gradually increasing over the last five years, with a retention rate of at least 93 percent each year, exceeded the target of 92 percent between 2011 and 2015 (Figure B2.14).

FIGURE B2.14: STAFF RETENTION RATE, 2011 TO 2015



Source: ACT Education Directorate

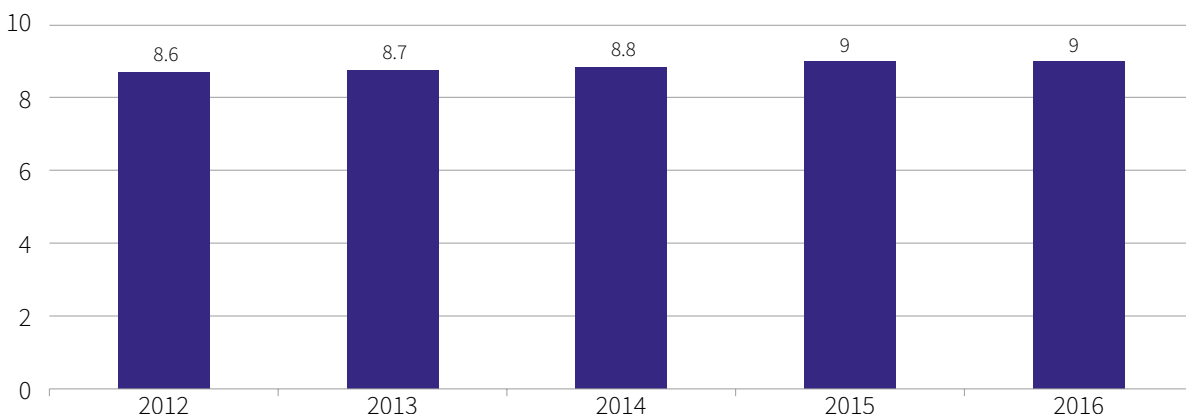
AVERAGE NUMBER OF YEARS OF EMPLOYMENT

Average number of years of employment is the total number of years of employment of all employees divided by the total number of employees of the Directorate, based on the headcount of all permanent school and office-based staff in all classification streams as at the last pay day in June in the financial year. Staff on long service leave are excluded from these counts.

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

The average number of years of employment in the Directorate steadily increased from 8.6 years in 2012 to 9.0 years in 2015 and remained steady for 2016 (Figure B2.15).

FIGURE B2.15: AVERAGE NUMBER OF YEARS OF EMPLOYMENT WITH THE DIRECTORATE, 2012 TO 2016



Source: ACT Education Directorate

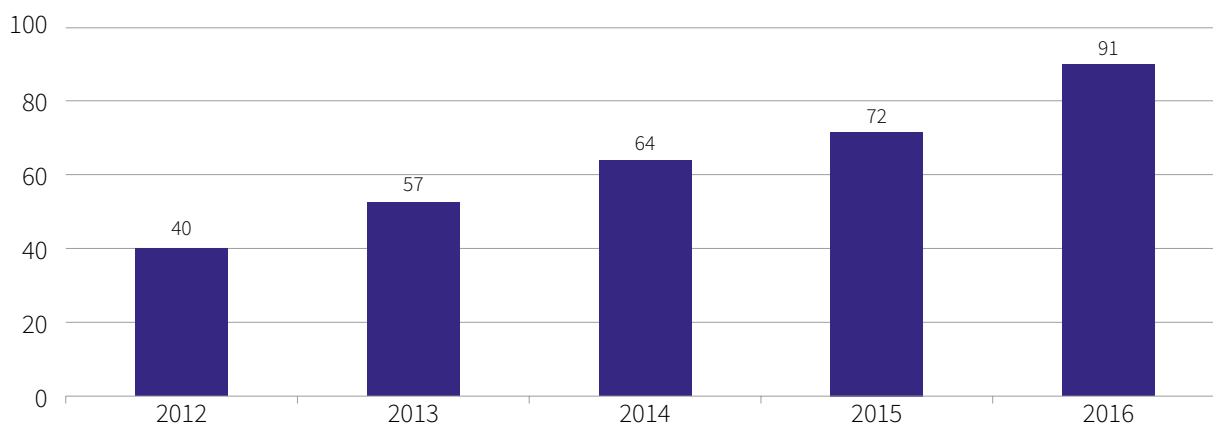
ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYEES

The number of Aboriginal and Torres Strait Islander employees is based on the headcount of employees identifying themselves as Aboriginal and Torres Strait Islander people as at the last payday in June of each referenced year.

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

The ACT Public Service committed to more than doubling the number of Aboriginal and Torres Strait Islander employees by 2015. The number of Aboriginal and Torres Strait Islander employees within the Education Directorate was 40 in 2012 and has more than doubled to 91 in 2016. The increase of 19 employees was the largest from 2015 to 2016 over the last five years (Figure B2.16).

FIGURE B2.16: NUMBER OF DIRECTORATE ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYEES, 2012 TO 2016



Source: ACT Education Directorate

HIGH EXPECTATIONS, HIGH PERFORMANCE

We have high expectations for all and will meet the learning needs of every student.

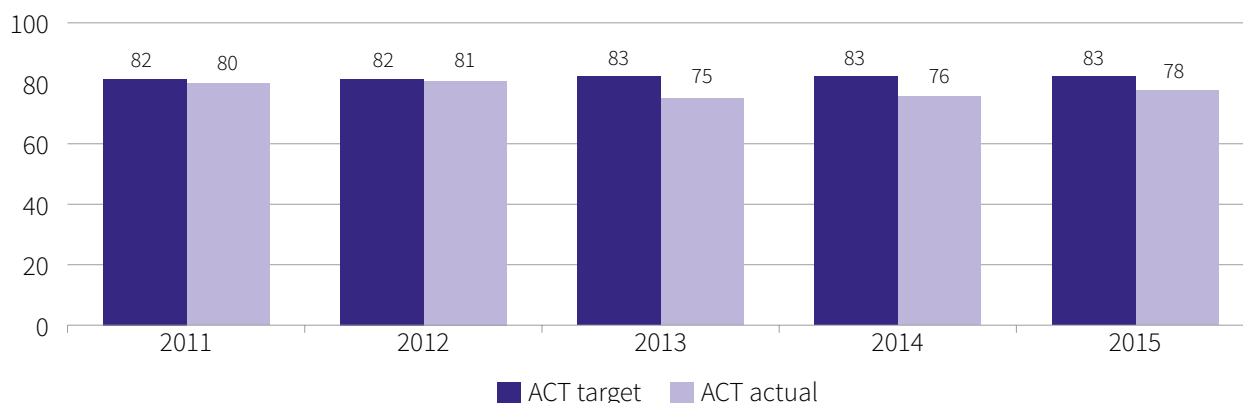
STUDENT SATISFACTION

Student satisfaction is based on a survey of students from years 5 to 12 in ACT Public Schools, excluding students at specialist schools, conducted in August each year. In determining overall student satisfaction, the question 'Overall I am satisfied I am getting a good education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate overall satisfaction rates.

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

During 2011 and 2012, overall student satisfaction (across primary, high and college sectors) with the quality of education received at public schools remained stable around 80 percent, with a slight drop from 2012 to 2013. The satisfaction level is on the rise from 2013 (Figure B2.17).

B2.17: PERCENTAGE OF OVERALL STUDENT SATISFACTION WITH EDUCATION AT PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

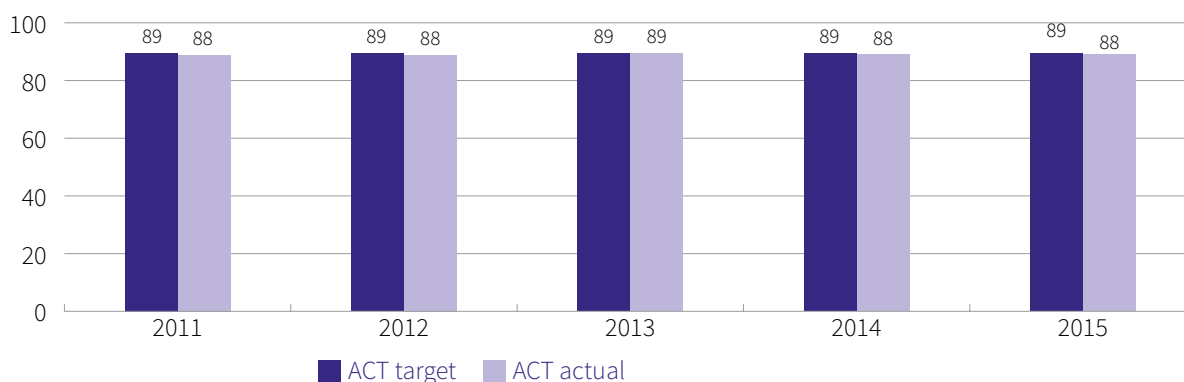
YEAR 12 CERTIFICATION

Year 12 certification is the number of students who meet the requirements of an ACT Senior Secondary Certificate, expressed as a percentage of year 12 enrolments. Data is obtained from the ACT Board of Senior Secondary Studies and the ACT School Census undertaken in February each year. Estimates are calculated based on the number of students completing the requirements of the ACT Senior Secondary Certificate divided by the number of year 12 students as at the ACT School Census in February each year.

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

The ACT Public School certification rate for year 12 has been stable around 88 percent over the last five years (Figure B2.18).

FIGURE B2.18: PERCENTAGE OF YEAR 12 PUBLIC SCHOOL STUDENTS WHO RECEIVED AN ACT SENIOR SECONDARY CERTIFICATE, 2011 TO 2015

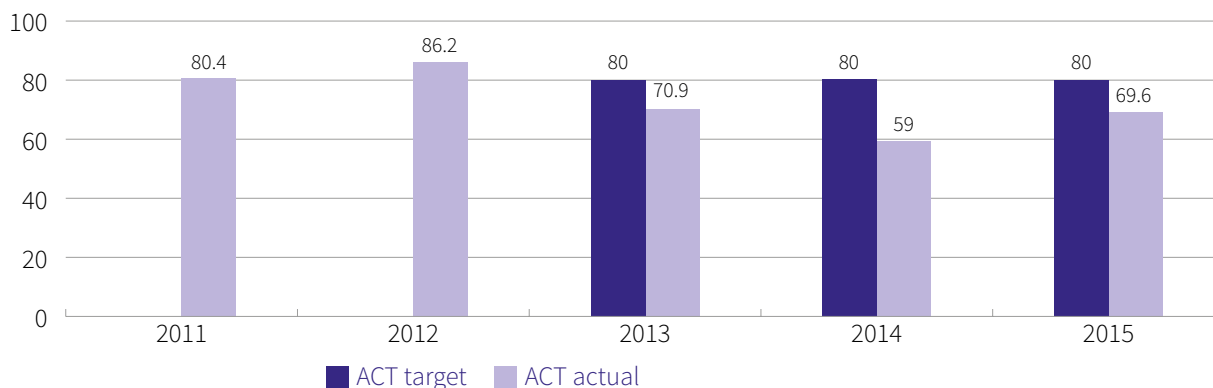


Source: ACT Education Directorate

ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 12 CERTIFICATION RATE

The certification rate for year 12 Aboriginal and Torres Strait Islander students in public schools increased from 80.4 percent in 2011 to 86.2 percent in 2012. The rate dropped for 2013 to 2015 against the target of 80 percent. In February 2015 there were 102 Aboriginal and Torres Strait Islander students enrolled in year 12 at public colleges. Of these, 71 students or 69.6 percent graduated with an ACT Senior Secondary Certificate, less than the target of 80 percent or 82 students (Figure B2.19). The 2015 result is an improvement of more than 10 percentage points from 2014.

FIGURE B2.19: PERCENTAGE OF YEAR 12 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS WHO RECEIVED AN ACT SENIOR SECONDARY CERTIFICATE, 2011 TO 2015



Source: ACT Education Directorate

YEAR 12 GRADUATES STUDYING OR EMPLOYED SIX MONTHS AFTER COMPLETING YEAR 12

ACT destination data are based on a survey of graduates who successfully complete an ACT Senior Secondary Certificate. Graduates from the previous year are surveyed in May of the reference year. The survey frame is drawn from the ACT Board of Senior Secondary Studies administrative records.

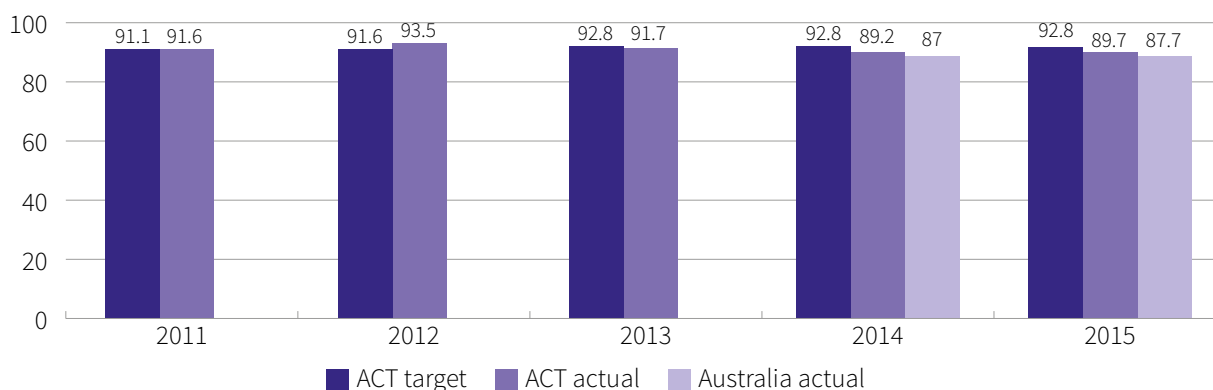
The Australian rate is for 15-24 year-olds engaged in full-time or part-time study or employment in May of the reference year after finishing year 12 the previous year. This is a new time series and not comparable with data reported in the previous annual reports.

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

The percentage of public school year 12 graduates engaged in study or employment six months after completing year 12 has been stable at around 90 percent over the last five years. This is a relatively higher percentage than the Australian percentage for 2014 and 2015 (Figure B2.20). The comparable Australian data is available for these two years.

The Directorate continues to develop programs and provides high quality teaching and learning facilities and opportunities to ensure that students are employed and/or studying after leaving school.

FIGURE B2.20: PERCENTAGE OF PUBLIC SCHOOL YEAR 12 GRADUATES STUDYING OR EMPLOYED SIX MONTHS AFTER COMPLETING YEAR 12, 2011 TO 2015



Source: ACT Education Directorate and Australian Bureau of Statistics, Survey of Education and Work 6227.0, 2014 and 2015

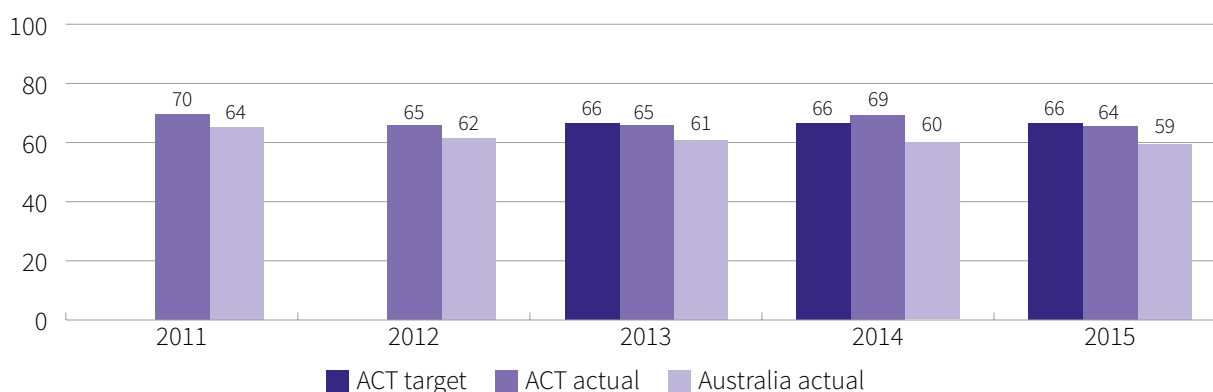
VOCATIONAL EDUCATION AND TRAINING GRADUATES WITH IMPROVED EMPLOYMENT STATUS AFTER TRAINING

Proportion of graduates with improved employment status is defined as graduates aged 20-64 years with an improved employment status after training divided by the total graduates aged 20-64 years. The data are derived from the annual Student Outcomes Survey of the National Centre for Vocational Education Research. The annual survey seeks to measure apprentices' and vocational education and training students' satisfaction with training and post-training employment outcomes.

Further information on this measure can be obtained from www.ncver.edu.au.

Over the five year period from 2011 to 2015, the proportion of vocational education and training graduates with improved employment status after training remained above the national results. In 2015, the proportion of graduates with improved employment status after training was 64 percent slightly below the ACT target (Figure B2.21).

FIGURE B2.21: PROPORTION OF GRADUATES WITH IMPROVED EMPLOYMENT STATUS AFTER TRAINING, 2011 TO 2015

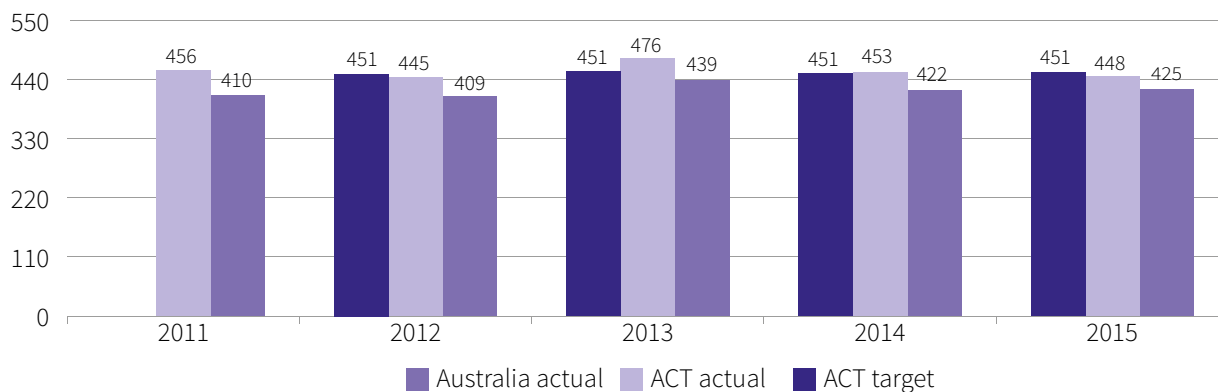


Source: ACT Education Directorate and National Centre for Vocational Education Research, *Student Outcomes Survey 2015*

ABORIGINAL AND TORRES STRAIT ISLANDER LITERACY

The performance of year 5 Aboriginal and Torres Strait Islander public school students in reading is shown by the mean achievement score in NAPLAN. Figure B2.22 shows that the mean achievement score of 448 for year 5 Aboriginal and Torres Strait Islander public school students was substantially above the national mean score of 425.

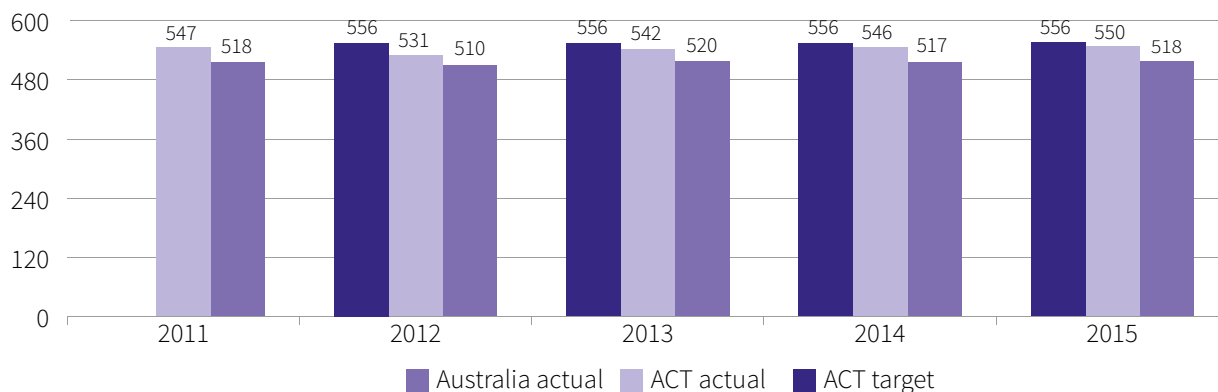
FIGURE B2.22: MEAN ACHIEVEMENT SCORE OF ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 5 PUBLIC SCHOOL STUDENTS, IN READING, 2011 TO 2015



Source: ACT Education Directorate and Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

The performance of year 9 Aboriginal and Torres Strait Islander public school students in reading is shown by the NAPLAN mean achievement score. Figure B2.23 shows an increasing trend of mean achievement scores for the ACT in reading from 2012 to 2015 and consistently higher than the national mean. The gap between the target and actual scores also declined gradually over the last three years. The Directorate continues to work towards achievement of the target, particularly through targeted programs to assist Aboriginal and Torres Strait Islander students.

FIGURE B2.23: MEAN ACHIEVEMENT SCORE OF ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 9 PUBLIC SCHOOL STUDENTS, IN READING, 2011 TO 2015

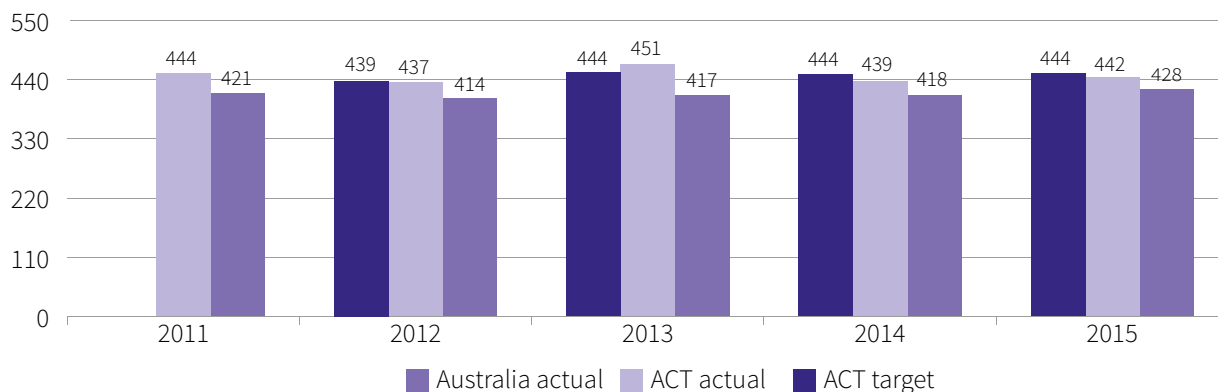


Source: ACT Education Directorate and Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

ABORIGINAL AND TORRES STRAIT ISLANDER NUMERACY

The performance of year 5 Aboriginal and Torres Strait Islander public school students in numeracy is shown by the NAPLAN mean achievement score. Figure B2.24 shows that ACT mean scores for year 5 numeracy for Aboriginal and Torres Strait Islander students from 2011 to 2015 were consistently above the national mean scores for year 5 Aboriginal and Torres Strait Islander students.

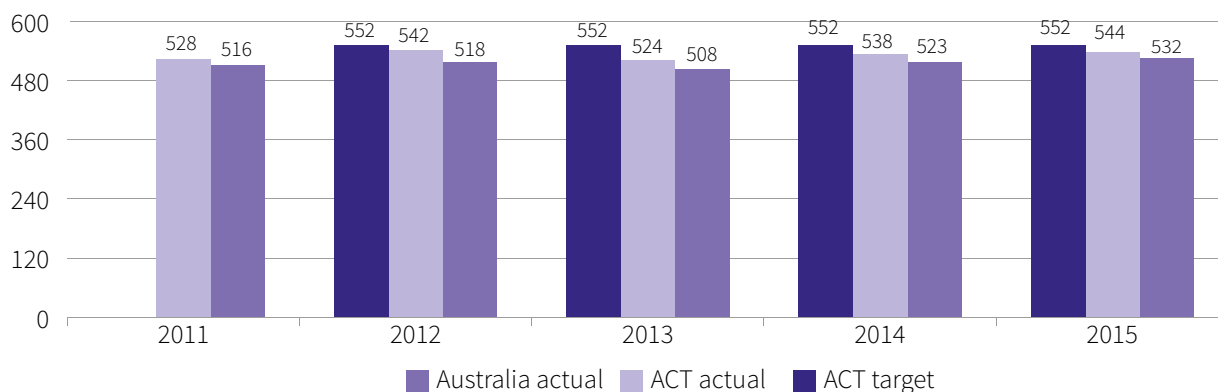
FIGURE B2.24: MEAN ACHIEVEMENT SCORE OF ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 5 PUBLIC SCHOOL STUDENTS, IN NUMERACY, 2011 TO 2015



Source: ACT Education Directorate and Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

The performance of year 9 Aboriginal and Torres Strait Islander public school students in numeracy is shown by the NAPLAN mean achievement score. Figure B2.25 shows that the numeracy mean achievement scores for year 9 Aboriginal and Torres Strait Islander students in the ACT were consistently above the numeracy mean achievement scores for Aboriginal and Torres Strait Islander students across Australia.

FIGURE B2.25: MEAN ACHIEVEMENT SCORE OF ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 9 PUBLIC SCHOOL STUDENTS, IN NUMERACY, 2011 TO 2015



Source: ACT Education Directorate and Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy, 2011 to 2015

INTERNATIONAL EDUCATION

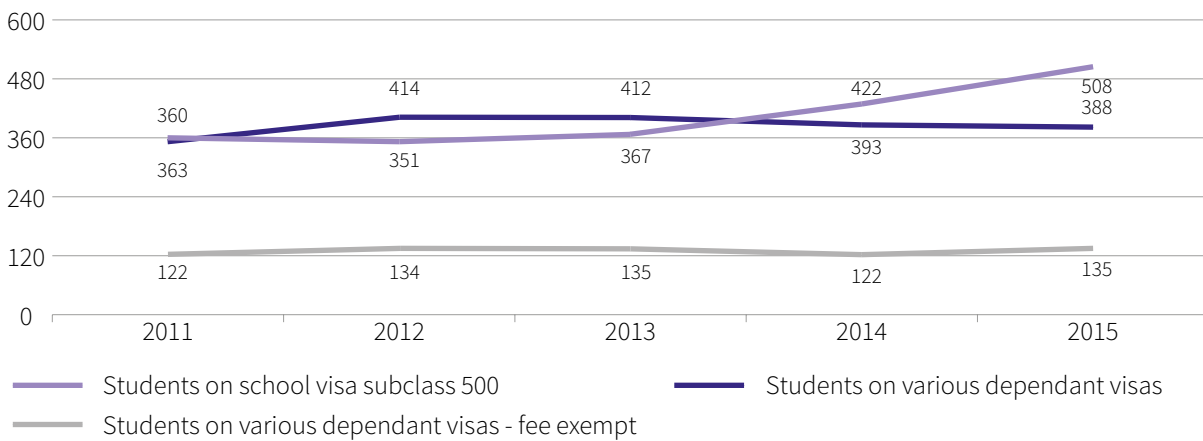
The number of international students is the headcount of students who are non-citizen or non-permanent residents of Australia. The data reported is per calendar year. There are two main categories of international students: students on a School Sector Student Visa Subclass 500 and students who are the dependants of temporary residents whose parents are on various visa subclasses either working or studying in the ACT.

Students on a School Sector Student Visa Subclass 500 are those who choose to enrol offshore and pay tuition fees after receiving marketing information about the benefits of studying in ACT Public Schools. Dependent children of temporary residents are those who enrol onshore as their parents are the principal visa holders. The payment of tuition fees for the dependants of temporary residents is dependent on their parents visa subclass. 75 percent of dependants of temporary residents are exempt from paying tuition fees in ACT Public Schools.

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

Over the past four years, there has been steady growth in the numbers of students on a School Sector Student Visa Subclass 500 with a 20 percent increase in student numbers between 2014 and 2015 (Figure B2.26). Similar growth is expected over 2016 as parents are electing to send their children to the ACT as a high performing education jurisdiction and for the ACT's reputation offshore as a safe study destination. The numbers of both fee exempt and fee paying students studying in ACT Public Schools as dependants on their parents visa has remained largely static over the past five years.

FIGURE B2.26: FULL FEE PAYING AND FEE-EXEMPT INTERNATIONAL STUDENTS IN PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

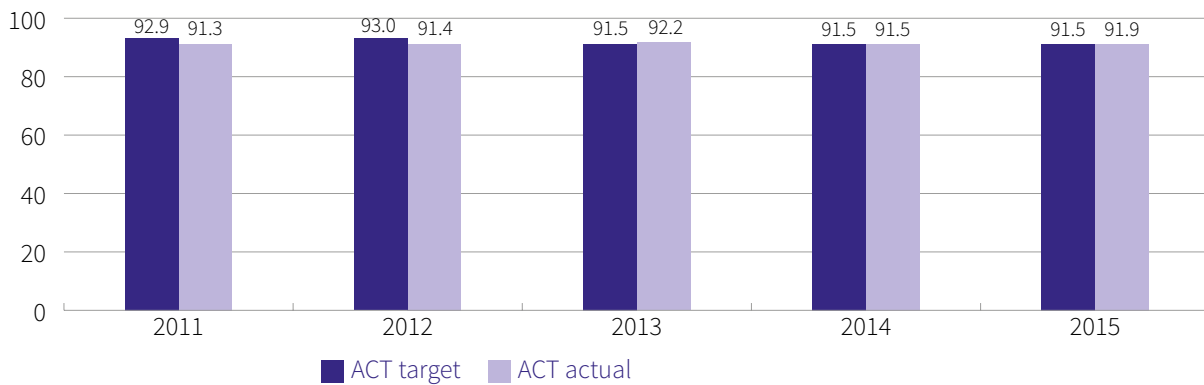
ATTENDANCE

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

A data quality statement on this measure can be obtained from the 'Report on Government Services' page of the Australian Productivity Commission website at <http://www.pc.gov.au/research/ongoing/report-on-government-services>.

The attendance rate of students in ACT Public Schools has been above 91 percent over the last five years. The attendance rate exceeded 92 percent for 2013 (Figure B2.27).

FIGURE B2.27: ATTENDANCE RATE OF PUBLIC SCHOOL STUDENTS IN YEAR 1 TO 10, 2011 TO 2015



Source: ACT Education Directorate

CONNECTING WITH FAMILIES AND THE COMMUNITY

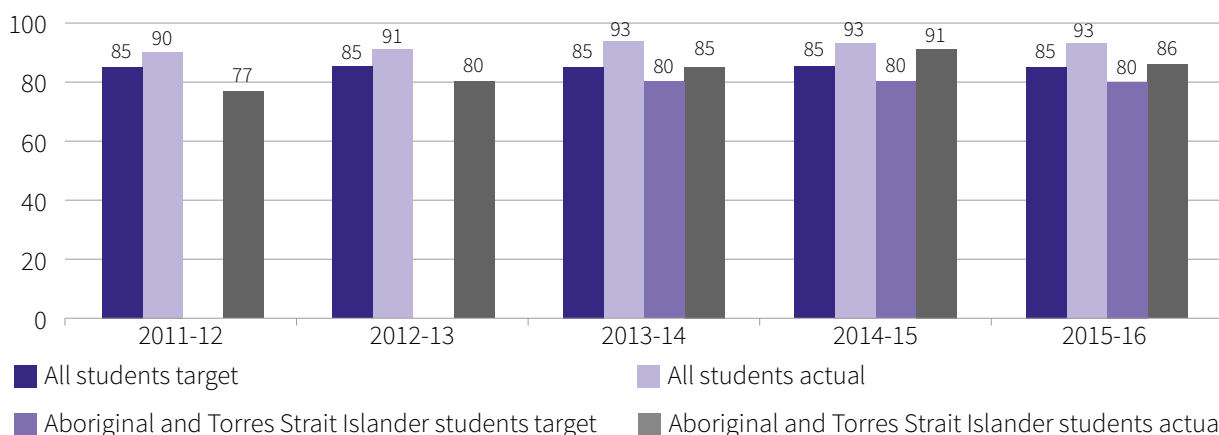
We will partner with families and engage with the community to build meaningful relationships.

The percentage of year 10 students who proceed to public secondary college education reports the total number of year 10 students in public high schools, as at the August census, who enrolled in year 11 at public colleges as at February census in the following year.

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

An indicator of stakeholder confidence in public education is the retention of year 10 students in public schools to year 11 in public colleges. The percentage of year 10 students who proceeded to public secondary education increased over the last five years. The percentage of Aboriginal and Torres Strait Islander students who proceeded to public secondary education also increased over the last five years (Figure B2.28).

FIGURE B2.28: PERCENTAGE OF YEAR 10 STUDENTS WHO PROCEED TO PUBLIC SECONDARY COLLEGE EDUCATION



Source: ACT Education Directorate

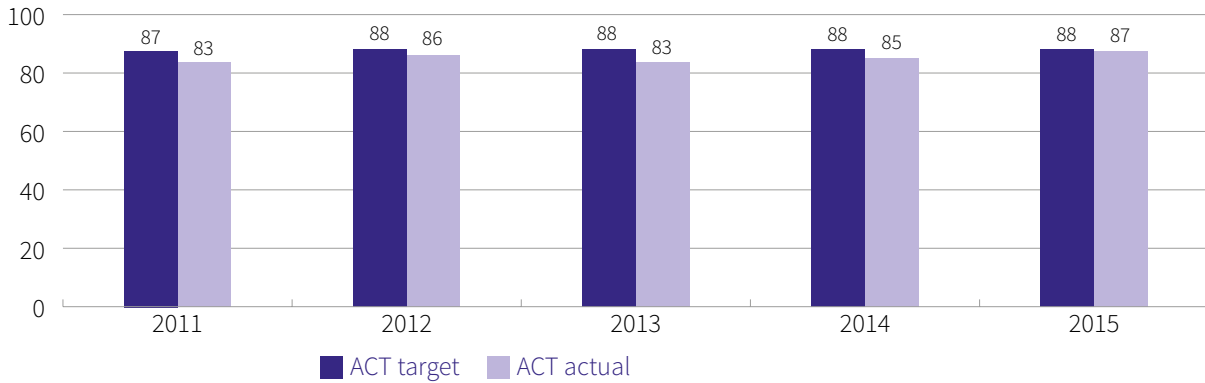
PARENT AND CARER SATISFACTION WITH EDUCATION PROVIDED AT PUBLIC SCHOOLS

Parent and carer satisfaction is based on a survey in August each year of parents and carers of students attending public schools. In determining overall parent and carer satisfaction, the question ‘overall I am satisfied with my child’s education at the school’ is used. Responses are collected on a five point scale with only statements of ‘agree’ or ‘strongly agree’ being used to calculate overall satisfaction rates.

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

Figure B2.29 indicates that there was a high level of parent and carer satisfaction with the education provided at public schools over the last five years. The level of overall satisfaction is on the rise over the last five year from 83 percent in 2011 to 87 percent in 2015, but was just below the target of 88 percent.

FIGURE B2.29: PERCENTAGE OF OVERALL SATISFACTION OF PARENTS AND CARER WITH THE EDUCATION PROVIDED AT PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

BUSINESS INNOVATION AND IMPROVEMENT

We will support innovation, improve our business systems and be open and accountable for our decisions.

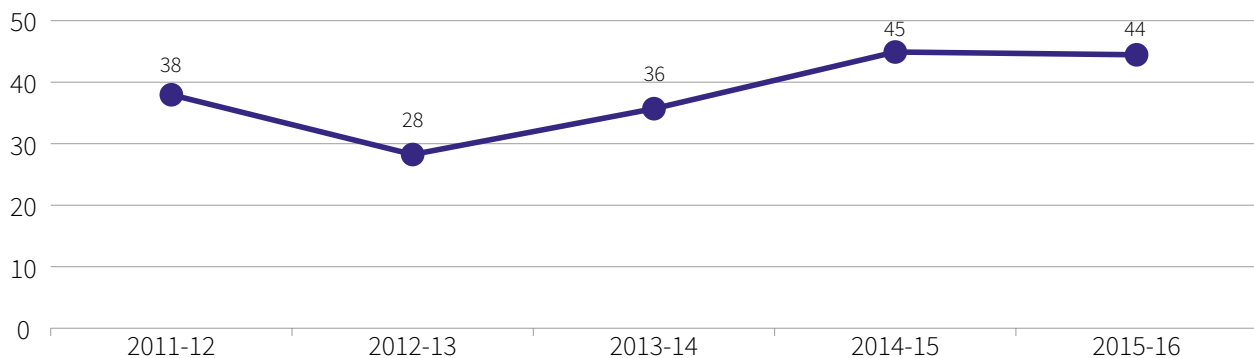
FREEDOM OF INFORMATION (FOI)

The number of FOI requests is the total number of requests received by the Directorate in a financial year under section 79(2) of the *Freedom of Information Act 1989 (ACT)*.

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

The Directorate, in line with ACT Government policy, is committed to making government decisions transparent through Open Government initiatives. The Freedom of Information (FOI) process is a mechanism allowing the community to access information held by the Directorate. The number of new FOI requests in a financial year increased from 38 in 2011-12 to 44 in 2015-16 (Figure B2.30).

FIGURE B2.30: NUMBER OF NEW FOI REQUESTS, 2011-12 TO 2015-16



Source: ACT Education Directorate

For further information contact:
Director
Planning and Analytics
(02) 6207 6197

B.3 SCRUTINY

Auditor-General Report No. 10/2015-2014-15 Financial Audit

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2014-15 financial statements and an unqualified report of factual findings on its 2014-15 statement of performance.</p> <p>The Directorate resolved two of the four previously reported audit findings by:</p> <ul style="list-style-type: none"> > performing reviews of user access to the student administration system used by ACT Public Schools to process receipts and payments (Maze) to ensure that access was appropriate and in accordance with the approved policies and procedures of the Directorate. This reduces the risk of unauthorised (including fraudulent) access to student and financial information; and > ensuring that schools documented the satisfactory receipt of goods and services before payments were made. This reduces the risk of payment irregularities which may be caused by error or fraud. 	<p>Two of the four previously reported findings were not resolved as:</p> <ul style="list-style-type: none"> > salary reports distributed to schools and business units in the Directorate were not always reviewed in a timely manner. This increases the risk of irregularities in payments to employees, which may be due to errors or fraud, not being promptly detected and addressed; and > Maze does not have the capability to generate audit logs on access to the system and its data. Furthermore, the Directorate does not have a documented policy for the review of audit logs. The lack of review of audit logs increases the risk that erroneous or fraudulent changes to the Maze application and its data will not be promptly detected and rectified. <p>The Directorate has advised that it will address this audit finding as part of the replacement of Maze which commenced in 2015-16.</p> <p>One new audit finding reported to the Directorate in 2014-15 related to the incorrect classification of a number of expense transactions as assets. The incorrect classification did not cause significant errors in the financial statements, however, the errors indicate that the Directorate should improve its processes for identifying and correctly classifying these transactions.</p> <p>The Directorate has agreed to address all audit findings.</p>	<p>In progress</p> <p>In progress</p>

Auditor-General Report on Capital Works Reporting

Recommendation	Action	Status
<p>The Auditor-General's report no. 5 of 2014 on Capital Works Reporting has an outstanding recommendation for the Education Directorate.</p> <ul style="list-style-type: none"> > Recommendation 2: The Commerce and Works Directorate's Shared Services Procurement and directorates should develop capital works service level agreements, or the equivalent, by 31 December 2014. These should specify reporting responsibilities. 	<p>The 'Whole of Government' response to the audit was tabled in May 2016 when an implementation update was provided on 'Recommendation 2' which stated;</p> <p>Procurement and Capital Works is developing service level agreements with those directorates which have annual capital works programs over \$5 million. The draft framework for the agreements will be circulated for consideration in early May 2016 by the Capital Works and Procurement Committee. This framework will set the guiding principles, roles and responsibilities to inform the development of individual service level agreements for directorates.</p>	<p>In progress</p>

For further information contact:

Director

Governance

(02) 6205 5511

B.4 RISK MANAGEMENT

The Directorate's risk management framework is based on the *Australian and New Zealand Standard ISO 31000:2009 Risk Management – principles and guidelines*.

Risks are identified and mitigated through the Directorate's internal governance control structure, which includes:

- > *Risk Management Framework*;
- > *Strategic Risk Profile*;
- > school compliance reporting;
- > *Fraud & Corruption, Prevention & Response Plan 2013-2015*;
- > internal audit program;
- > detailed financial policies and controls, such as the *Director-General's Financial Instructions and the School Management Manual*;
- > detailed financial operating procedures and practices; and
- > risk identification and analysis by senior staff.

The Directorate's risk management functions are managed by the Chief Internal Auditor and the Director, Governance Branch.

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

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

Monitoring and reporting on risk management occurs through:

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

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

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

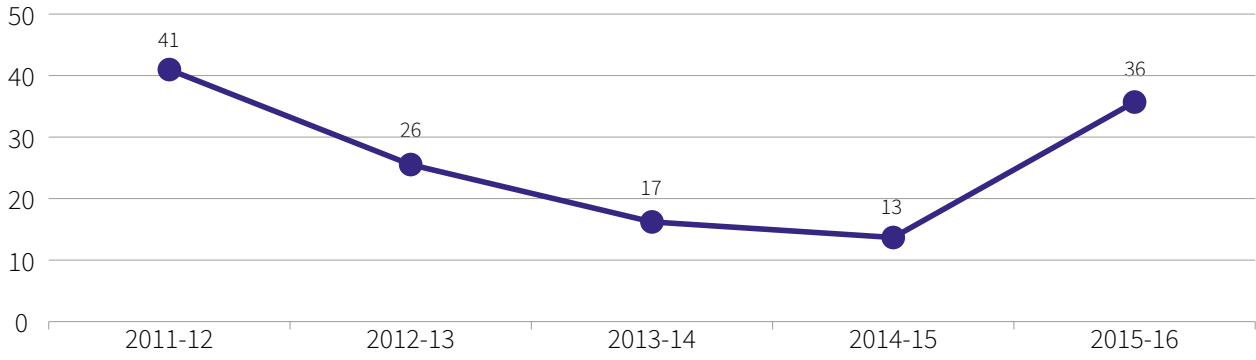
CRITICAL INCIDENTS

The number of critical incidents for a financial year has been calculated on those incidents reported which meet the definition for a critical incident in the Directorate's Critical/Non Critical Incident Management and Reporting Policy i.e. an event that causes severe impact, such as significant disruption to the school routine, an emergency management situation, loss of a sense of control, or threat to the safety of students and staff.

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

In Term 1 2016, the Directorate experienced an abnormal number of critical incidents related to threatening phone calls. Investigation of the incidents in ACT schools identified a link to similar incidents that were experienced by education systems across Australia and elsewhere in the world. In the period 1 July 2015 to 30 June 2016, there were 27 critical incidents in ACT Public Schools. Twenty-three of these incidents related to threatening phone calls requiring school evacuation and/or lockdown.

FIGURE B4.1: NUMBER OF CRITICAL INCIDENTS IN PUBLIC SCHOOLS, 2011-12 TO 2015-16



Source: ACT Education Directorate

For further information contact:
Director
Governance
(02) 6205 5511

B.5 INTERNAL AUDIT

Internal Audit Section is responsible for planning and delivering the Directorate’s annual audit program, monitoring the Directorate’s compliance and governance controls and coordination of audit sponsors, auditees and audit providers. It also undertakes reviews and investigations as requested by the Senior Executive Responsible for Business Integrity Risk (SERBIR), Senior Executive Team (SET) and the Audit Committee.

The Section engages external auditors to conduct some audits. Providers are sourced from a panel of external audit service providers.

Internal audits tabled in 2015-16 were:

- > financial management framework for schools; and
- > legislative obligations.

Internal audits to be undertaken in 2016-17 are:

- > *Working with Vulnerable People* registration;
- > management of leave;
- > implementation of external audit recommendations; and
- > Australian Curriculum implementation.

One financial acquittal was conducted in 2015-16.

The Directorate’s Audit Committee Charter reflects the Australian National Audit Office and the ACT Treasury best practice guides for Audit Committees. The Committee’s internal audit responsibilities are to:

- > oversee the internal audit function and ensure its effectiveness in accordance with ACT Government standards;
- > periodically review the internal audit charter to ensure appropriate authority, access and reporting arrangements are in place;
- > ensure internal audit or other review function activity is coordinated;
- > review internal audit reports and provide advice to the Director-General on significant issues identified and actions to be taken; and
- > monitor management’s responses to findings and the extent to which recommendations are implemented.

The Audit Committee met four times during 2015-16. The Committee membership and attendance are displayed in Table B5.1.

TABLE B5.1: AUDIT COMMITTEE MEMBERSHIP AND MEETINGS IN 2015-16

Members	Title	Meetings attended
Carol Lilley	Chairperson (external)	4
Meg Brighton ¹	Internal member	2
Anthony Polinelli ²	External member	3
Joanne Garrisson ³	Internal member	3
Stephen Gniel ⁴	Internal member	2

Source: Chief Internal Auditor, Audit and Assurance

Notes:

¹Meg Brighton appointed to the Audit Committee, first meeting in March 2016

²Anthony Polinelli appointed to the Audit Committee, first meeting in August 2015. Mr Polinelli ceased membership from the Committee in May 2016.

³Joanne Garrisson resigned from the Audit Committee, last meeting in March 2016

⁴Stephen Gniel resigned from the Audit Committee, last meeting in December 2015

For further information contact:

**Director
Governance
(02) 6205 5511**

B.6 FRAUD PREVENTION

The Education Directorate's Fraud and Corruption Framework complies with the requirements of the ACT Integrity Policy (2010) and incorporates the Fraud and Corruption, Prevention and Response Plan. The Director-General's Financial Instructions (Integrity and Reporting) and the School Management Manual (Fraud Control and Prevention) describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording and reporting fraud.

The Fraud and Corruption, Prevention and Response Plan and Integrity Risk Assessment and Action Plan have been reviewed and are being finalised to cover 2016 to 2018. As part of the review the following material has been considered:

- > *Australian Standards AS8001 – 2008, Fraud and Corruption Control*;
- > *Best practice guidelines for the control of Fraud and Corruption*;
- > work undertaken by other jurisdictions within Australia and other ACT Government Directorates; and
- > results from a Directorate-wide fraud and corruption control survey undertaken to raise awareness of policies and procedures for the prevention and response to fraud and corruption.

Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Director of the Governance Branch is the Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR).

The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee. Formal reports are provided to the Committee at least twice a year.

The Directorate, in conjunction with the Australian Education Union, has developed the Teachers' Code of Professional Practice. A copy is made available to all new teachers, including casual teachers, on commencement. All new teachers are also required to undertake an online training on the Code as part of their induction program.

The general obligations of public employees (obligations) applying to all ACT Public Service staff are outlined in Section 9 of the *Public Sector Management Act 1994* (PSM Act). These obligations are reinforced in the *Public Sector Management*

Standards 2006 (Standards) and supported by the *ACT Public Service Code of Ethics* (Code of Ethics). Division 2.1.3 - Integrity of the Standards specifically addresses fraud and corruption. A copy of the obligations under section 9 of the PSM Act is provided with any application for employment in the Directorate.

Any person applying for employment with the Directorate is required to acknowledge that they have read and will comply with the provisions of Section 9 of the PSM Act, Section 153(1) of the *Crimes Act 1900 (ACT)* and Section 244 of the PSM Act. They are also required to acknowledge the consequences of breaching these requirements. Nothing in this acknowledgement is taken to discourage the disclosure of conduct that is "disclosable conduct" within the meaning of the *Public Interest Disclosure Act 1994*.

The PSM Act, the Standards, the Code of Ethics and the Teachers' Code of Professional Practice are all available on the Directorate's website and intranet.

There were three reported incidents concerning fraud in the 2015-16 financial year. Following an investigation it was found that in one instance, fraud had not occurred. Investigations relating to the other two reported incidents continue.

For further information contact:
Director
Governance
(02) 6205 5511

B.7 WORK HEALTH AND SAFETY

The ACTPS Head of Service signed the *ACT Public Sector Work Health and Safety Policy Statement* on behalf of the Service including the Directorate. The Policy outlines the commitment of the Service to the health and safety of its workers and other persons.

The Directorate affirms the intent of the Policy and holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. The Directorate continued its strong health and safety performance and, with the introduction and systemisation of its health and safety support, has sought to further influence and enhance this performance.

The Directorate implemented a number of initiatives to further support its workers' health, safety and wellbeing including:

- > completing actions from the PricewaterhouseCoopers audit of the Directorate work health and safety management systems in 2015;
- > implementation of the Directorate Safety Management System, which centrally locates all health and safety documentation including policies, procedures, resources and tools;
- > development and rollout of model health and safety risk registers for schools to assist duty holders identify and manage the hazards and risks in their environment;
- > development and rollout of health and safety risk registers for Building Service Officers;
- > implementation of mandatory Work, Health and Safety (WHS) training for key groups across the Directorate including Business Managers, Building Service Officers, Health and Safety Representatives, First Aid Officers;
- > providing an influenza vaccination program for permanent and contract officers;
- > providing a Hepatitis A/B vaccination program for workers in high risk roles;
- > establishment of critical incident assessment and reporting protocols to Senior Executive management team for 'notifiable incidents';
- > establishment of a standard operating procedure for the provision of Employee Assistance Program (EAP) support for workers in critical incident situations;

- > implementation and the promotion of the ACT Public Sector Work Injury Reporting (RiskMan) online accident and incident reporting system for staff and third parties;
- > delivery of injury prevention programs for the three highest mechanisms of injury; and
- > continued development and implementation of the Directorate Injury Management Toolkit to assist Principals and Managers to understand roles and responsibilities of the return to work process and the principles of reasonable adjustment.

INVESTIGATIONS

WorkSafe ACT issued the Directorate with one Improvement Notice on 9 September 2015 in relation to a single incident involving a band-saw. The Health Safety and Wellbeing team (HSW) supported the school to review the equipment operating procedures, and with advice on safe work methods and behavior within the workshop area. HSW consulted WorkSafe on the actions implemented to eliminate further risk. WorkSafe supported the intervention and corrective actions and removed the notice.

The Directorate reported 33 notifiable incidents to WorkSafe ACT during the reporting period including in relation to asbestos, electricity and/or events where a worker attended hospital or sought medical treatment.

A total of 1,201 worker work health and safety incident reports were received during the 2015-16 reporting period including 32 other parties. This marked a significant improvement in reporting for the Directorate with numbers increasing from 680 in the previous year and is reflective of the introduction of the ACT Public Service incident reporting system, RiskMan, across the Directorate.

HSW reviews all RiskMan reports for corrective actions and, in response, has conducted 47 follow up inspections and site visits to assess the WHS issues and to provide support and advice to further eliminate risk.

There were 1,578 student accident and incident reports and eight third party incident reports for the 2015-16 reporting period.

WORKER CONSULTATION ARRANGEMENTS AND HEALTH AND SAFETY REPRESENTATIVES

The Directorate is committed to effective communication and consultation with its workers on Work Health and Safety (WHS) matters at all levels of the organisation. WHS is a standing agenda item for staff meetings and the Directorate has established reporting frameworks and network wide consultation opportunities to formalise discussions with stakeholder groups.

The Directorate has established Worker's Consultation Units (WCU) with its workers. A WCU is the group of workers with whom the consultation arrangements will be agreed and to whom they will be applied. The WCU may include all workers, or the workers may be arranged into multiple units. A total of 97 WCUs have been formed. WCUs include all ACT Government primary schools, preschools, early childhood schools, high schools, colleges, and central office locations.

The Directorate had 97 Health and Safety Representatives (HSRs) and 43 Deputy HSRs undertaking responsibilities during the 2015-16 reporting period. The primary role and function of the HSR is to represent workers within their WCU in relation to health and safety matters.

Quarterly network meetings for key stakeholder groups including HSRs, Building Service Officers, Business Managers and Principals are held to ensure up-to-date health and safety information is disseminated and discussed throughout the Directorate.

INJURY PREVENTION AND MANAGEMENT

INJURY PREVENTION AND MANAGEMENT COMMITTEE

The Directorate formally consults with worker groups through the Injury Prevention and Management Committee. The Committee is the key consultative forum for the Directorate on workplace health and safety matters and has had oversight of the development of new and existing health and safety initiatives such as:

- > review of the Directorate Safety Management System;
- > mandatory training requirements for workers; and
- > implementation of the RiskMan incident reporting system across the Directorate.

INJURY PREVENTION AND MANAGEMENT PROGRAMS

In 2015-16, the Directorate implemented a range of health and safety programs to support worker welfare including:

- > delivery of the Influenza vaccination program to 2,377 permanent and contract employees;
- > providing Hepatitis A/B vaccinations to targeted worker groups including Building Service Officers, First Aid Officers, Early Childhood Educators and Learning Support Assistants;
- > providing workstation assessments to assist with ergonomic set-up for 54 workers;
- > development of WHS Risk Register for all schools and central office. The WHS Risk Register is a tool for executive, principals, managers and supervisors to manage key hazards/risks and implement appropriate controls;
- > establishing mandatory health and safety training requirements for key worker groups within the Directorate;
- > delivering four Managing Psychological Illness in the Workplace seminars for Principals and Deputy Principals; and
- > continuation of the Employee Assistance Program that offers counseling for workers and their families for both work and non-work related matters. The Directorate has engaged three EAP service providers through a whole of Government procurement contract.

PERFORMANCE AGAINST THE AUSTRALIAN WORK HEALTH AND SAFETY STRATEGY 2012-22 TARGETS

Target 1 - A reduction of at least 30 per cent in the incidence rate of claims resulting in one or more weeks off work

The Directorate continues to perform above target expectations and has recorded a further reduction in claims of one week or more for the reporting period as indicated in Table B7.1. This continual improvement marks an overall 45 percent reduction of claims since the introduction of the target in 2012 -13.

The result reflects the Directorate's focus on its workers wellbeing and early intervention injury management strategies, the ongoing risk assessment of all accident or incident reporting, and the provision of specialist advice and support to key stakeholder groups.

TABLE B7.1: REDUCE THE INCIDENCE RATE OF CLAIMS RESULTING IN ONE OR MORE WEEKS OFF WORK BY AT LEAST 30 PERCENT

Education	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
EDU # new 5 day claims	76.00	77.00	69.00	42.00	34.00						
EDU rate per 1000 employees	16.64	16.08	14.56	8.35	6.65						
EDU Target 1	16.64	16.15	15.65	15.15	14.65	14.15	13.65	13.15	12.65	12.15	11.65
ACTPS # new 5 day claims	336.33	371	326	280	205						
ACTPS rate per 1000 employees	17.21	18.17	15.48	12.89	9.33						
ACTPS Target 1	17.21	16.69	16.18	15.66	15.14	14.63	14.11	13.60	13.08	12.56	12.05

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Data are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2016.

Target 2 - A reduction of at least 30 percent in the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work

The preventative strategies and early intervention injury management focus adopted by the Directorate has resulted in a significant reduction in musculoskeletal disorders claims achieving a rate of 3.91 claims per 1,000 employees for the reporting period as indicated in Table B7.2. This reduction reflects a 48 percent overall decrease in claims since the introduction of the target in 2012-13.

The Directorate has established manual handling intervention strategies to support its workers including:

- > the active use of the ACTPS Manual Handling Program to support teachers and workers with responsibility for special needs students;
- > establishment of mandatory manual handling risk assessment and control training for targeted worker groups including Building Service Officers and Learning Support Assistants;
- > emphasis on manual handling risk assessment of school activities and the use of lifting equipment for high risk tasks; and
- > the establishment of school based health and safety risk registers.

TABLE B7.2: REDUCE THE INCIDENCE RATE OF CLAIMS FOR MUSCULOSKELETAL DISORDERS (MSD) BY AT LEAST 30 PERCENT

Education	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
EDU # new 5 day MSD claims	43.67	42.00	39.00	21.00	20.00						
EDU MSD rate per 1000 employees	9.56	8.77	8.23	4.18	3.91						
EDU Target 2	9.56	9.28	8.99	8.70	8.42	8.13	7.84	7.56	7.27	6.98	6.69
ACTPS # new 5 day MSD claims	224.67	240	213	180	146						
ACTPS MSD rate per 1000 employees	11.50	11.76	10.11	8.28	6.64						
ACTPS Target 2	11.50	11.15	10.81	10.46	10.12	9.77	9.43	9.08	8.74	8.39	8.05

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Data are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2016.

For further information contact:

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(02) 6205 9202**

B.8 HUMAN RESOURCES MANAGEMENT

ENSURING A HIGHLY CAPABLE WORKFORCE

The *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement) sets the platform for the ongoing development of a highly capable teaching workforce. Attraction, development and retention of excellent teachers is central to leading the nation in achieving high quality outcomes for all students.

The Directorate is committed to ensuring students in ACT Public Schools are taught by excellent teachers in every classroom in every school. The Agreement creates the enabling environment where striving for excellence by teachers and school leaders is recognised and celebrated.

During 2015-16, the Directorate began implementing six major work streams arising from the Agreement.

SUSTAINABLE REDUCTION OF TEACHER WORKLOAD

A project which clearly articulates the central elements required to reduce and manage teacher workload and to describe how those elements effectively work together to increase teacher time spent on the core role of improving student learning in the classroom.

This work stream identifies a core role for teachers as:

- > instruction of students;
- > supervision of students;
- > curriculum planning;
- > assessment of student learning;
- > reporting of student learning;
- > professional learning; and
- > attendance at meetings, parent/teacher interviews and activities to enrich the educational experiences of students, in accordance with the Section Q Guidelines: Addressing teacher workload.

The goal is to reduce teacher time spent on activity not associated with the core role and to better enable teachers to spend time on high quality professional learning as part of their core role.

PRINCIPAL CAREER STRUCTURE

Develop a new principal career structure that recognises and rewards leadership excellence and enables placement of skilled, experienced principals in schools where they are most needed to drive improved student outcomes.

ALIGNMENT OF TEACHER PERFORMANCE AND DEVELOPMENT PROCESSES WITH NATIONAL STANDARDS

Reviewing, refreshing and aligning the school leader and performance and development processes with the *Australian Professional Standard for Principals*, *Australian Professional Standards for Teachers* and associated national frameworks.

ANNUAL PROFESSIONAL LEARNING PROGRAM

Developing a high quality program of professional learning in every school to support all teachers to continually develop their professional knowledge, practice and engagement and assist them to meet their registration requirements established by the ACT Teacher Quality Institute (TQI).

RECOGNITION AND REWARD FOR HIGHLY ACCOMPLISHED AND LEAD TEACHERS

Teachers who achieve certification at the higher Australian Standards of Highly Accomplished and Lead Teacher level were recognised and financially rewarded with an additional salary increment or equivalent one-year allowance for classroom teachers at the top of the salary scale and executive teachers.

SCHOOL LEADER C CAREER DEVELOPMENT

Transitional arrangements were implemented to move from separate designations of Executive Teacher (SLC), under a variety of job titles and conditions, to a holistic Executive Teacher (SLC) position. This new position encompassed opportunities to undertake the full range of school operations and professional practice leadership roles during placement at a school.

The Directorate will continue to implement these work streams to ensure a high performing teaching workforce that will achieve excellent outcomes for all students in the ACT.

RECONCILIATION ACTION PLAN

The Central Office Reconciliation Action Plan (RAP) was launched on National Sorry Day, 26 May 2016. This plan requires all central office employees, sections and branches to ask the question “What is my next step towards Reconciliation?”

Reconciliation in the context of the plan is an understanding of how we want to be together with Aboriginal and Torres Strait Islander peoples in a manner which recognises the strengths within Aboriginal and Torres Strait Islander peoples and cultures.

This innovative RAP is communicated through a suite of tools:

- > *Reconciliation – Keeping it Alive Postcard* – a tool to engage all Directorate staff in ongoing conversations, cultural integrity practices in the workplace
- > *Reconciliation – Keeping it Alive* – double sided poster for internal distribution and prominent display throughout the Directorate
- > *Reconciliation – Keeping it Alive* – Reconciliation Australia endorsed corporate booklet to be launched in NAIDOC week July 3-10 2016.

LEARNING AND DEVELOPMENT

The Australian Charter for the Professional Learning for Teachers and School Leaders (the Charter):

- > affirms the importance of learning in improving the professional knowledge, practice and engagement of all teachers and school leaders to achieve improvement in student outcomes;
- > articulates the expectation that all teachers and school leaders actively engage in professional learning throughout their career; and
- > describes the characteristics of a high quality professional learning culture and of effective professional learning, to assist teachers, school leaders and those who support them to get the most from the professional learning.

The Directorate promotes a culture where teachers and school leaders expect and are expected to be active in professional learning. Professional learning activities are offered ensuring they:

- > are of significant intellectual or professional content and must deal primarily with matters related to the practice and content of teaching;

- > address a teacher’s identified professional development and career stage requirements;
- > specifically address individual, team, school, system or other priorities; and
- > assist teachers to respond to student learning needs.

In 2016 all schools developed an Annual Professional Program to support all teachers continually develop their professional knowledge, practice and engagement. The requirements of the Annual Professional Learning Program included two days professional learning during the stand down period, along with engagement with regular Professional Learning opportunities during the schools required hours of attendance during term time. Each school’s program was designed and implemented in accordance with the Government’s professional learning framework described within the *ACT Teacher Quality Institute Act 2010*.

The Annual Professional Learning Program provides teachers with ongoing opportunities to come together with colleagues to engage in professional conversations and investigations of teaching practice and student learning. With the support of colleagues, each teacher can focus attention on addressing educational issues directly relevant to their students’ learning needs in the classroom and develop their own teaching practice to meet these needs.

EDUCATION BUSINESS LEADERSHIP COURSE

The Directorate, in partnership with Deakin University and the ACT School Business Managers Association conducted the Education Business Leadership professional learning opportunity in the ACT in 2016.

This course was attended by 22 Business Managers and Finance Officers from across the Directorate. The key elements of the course provides critical insights into school finance, resource management and governance, which are essential with the transition of the new school funding model.

INDUCTION

Induction is key to sustaining a strong performance development workplace culture. It is a continual process which relies on a network of professional relationships and clearly articulated goals to develop a high performing, engaged, productive and informed workforce.

Two hundred and forty seven teaching staff and 18 support staff were inducted into the Directorate at the beginning of the 2016 school year.

The following three phases were used to induct those staff into the Directorate.

PHASE 1: WELCOME AND ORIENTATION

A well-prepared and comprehensive welcome and workplace orientation helps staff quickly understand the responsibilities of their new role, the expectations of them and where to source support if required.

During this welcome phase of induction the Directorate hosts a number of events and information sessions designed to anchor new staff in the strategic direction of the Directorate, and provide guidance on agency requirements. Mentor and supervisor introductions are also made during this phase and performance expectations are established.

Thorough school-based induction programs make a significant impact on teacher professional practice and on staff retention. Schools carry out a wide range of induction programs to familiarise new staff with their working environment and orient them to local business practices.

PHASE 2: LAYING FOUNDATIONS

During the early stages of employment, and in particular the first month, new staff receive additional support in order to establish themselves in their role and continue to build capability.

This support consists of online workplace safety and culture training; teacher supervisory panels to assist with teacher registration and probation; and collaborative planning opportunities to model and engage in high performance practices.

Teachers in their first three years of practice receive resources to build individualised programs to support

this stage of induction into the school and the profession.

PHASE 3: CONTINUED PROFESSIONAL GROWTH

New staff require ongoing and sustained support to develop their professional practice. This continued professional growth is guided by identified individual professional learning needs, and is planned using feedback from performance conversations, probation and contract assessments, and performance development plans.

Schools regularly provide new teachers with opportunities to build their professional capabilities and improve student learning outcomes.

To assist both new starters and their supervisors the Directorate has developed a number of supporting documents and resources that can be found on the Directorate's Intranet.

ATTRACTION AND RETENTION INCENTIVES (ARINS) AND SPECIAL EMPLOYMENT ARRANGEMENTS (SEAS)

Attraction and Retention Incentives (ARIns) and Special Employment Arrangements (SEAs) are made in accordance with the provision of the relevant enterprise agreement. They are part of the Directorate's attraction and retention strategy, enabling the Directorate to deliver on strategic goals through the attraction and retention of officers with specialist skills and qualifications.

Tables B8.1, B8.2 and B8.3 provide data on ARIns, SEAs, classifications and remuneration of officers.

TABLE B8.1: ATTRACTION AND RETENTION INCENTIVES

ARIns DESCRIPTION	TOTAL
Number of individual ARIns at 30 June 2016	5
Number of ARIns transferred from Special Employment Arrangements (SEAs) in the period	0
Number of ARIns entered into during period	4
Number of ARIns terminated during period	2
The number of ARIns providing for privately plated vehicles as at 30 June 2016	0
Number of Group ARIns during the period	0
CLASSIFICATION RANGE	REMUNERATION AS AT 30 JUNE 2016
Senior Officer B – Senior Officer A, Senior Professional Officer A	\$123,150 - \$157,588

TABLE B8.2: INDIVIDUAL SPECIAL EMPLOYMENT ARRANGEMENTS

DESCRIPTION	TOTAL
Number of individual SEAs at 30 June 2016	2
Number of SEAs entered into during period	0
Number of SEAs terminated during period	2
The number of SEAs providing for privately plated vehicles as at 30 June 2016	0
CLASSIFICATION RANGE	REMUNERATION AS AT 30 JUNE 2016
School Leader A – School Network Leader	\$152,622 - \$182,838

TABLE B8.3: GROUP SPECIAL EMPLOYMENT ARRANGEMENTS

DESCRIPTION	TOTAL
Number of Group SEAs at 30 June 2016	1
Number of officers covered by a Group SEA during the period 2015/2016	102
Number of Group SEAs terminated during period	1
The number of GROUP SEAs providing for privately plated vehicles as at 30 June 2016	0
CLASSIFICATION RANGE	REMUNERATION AS AT 30 JUNE 2016
Classroom Teacher to School Network Leader	\$76,075 to \$209,337

WORKFORCE PROFILE

The number of staff employed in the Directorate increased from 6,170 at 17 June 2015 to 6,316 at 29 June 2016. The majority of these staff is employed in schools to meet increases in student enrolments.

The ratio of female to male staff (3.4:1) remained consistent for the last four financial years. The average length of service remained steady at 9.0 years during 2015-16. The average age of the workforce is 44 years. The Directorate currently employs 91 Aboriginal and Torres Strait Islander staff members, representing 1.4 percent of the Directorate's total headcount. This is an increase of 19 Aboriginal and Torres Strait

Islander staff members from the 2014-15 financial year. Excellent progress was made during the reporting period to meet Aboriginal and Torres Strait Islander employment targets.

Table B8.4 outlines full time equivalent (FTE) and head count of staff by gender. The information is provided by Shared Services and is reported from the pay period of 29 June 2016.

The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 29 June 2016 but received a payment have been included.

TABLE B8.4: FTE AND HEADCOUNT BY GENDER

	Female	Male	Total
Full Time Equivalent	4,002.8	1,242.5	5,245.3
Headcount	4879	1437	6316
Percentage of workforce (based on headcount)	77.2	22.8	100.0

Tables B8.5 to B8.14 break this data down further representing classification, employment category, FTE and headcount by Division/Branch, age, length of service, diversity and separation.

TABLE B8.5: HEADCOUNT BY CLASSIFICATION AND GENDER

Classification groups	Female	Male	Total
Administrative Officers	1,413	211	1,624
Executive Officers	10	7	17
General Service Officers & Equivalent	5	117	122
Health Professional Officers	5	1	6
Information Technology Officers	3	27	30
Professional Officers	87	10	97
School Leaders	545	217	762
Senior Officers	99	39	138
Teacher	2,709	807	3,516
Trainees and Apprentices	3	1	4
TOTAL	4,879	1,437	6,316

TABLE B8.6: HEADCOUNT BY EMPLOYMENT CATEGORY AND GENDER

Employment category	Female	Male	Total
Casual	615	226	841
Permanent Full-time	2,259	876	3,135
Permanent Part-time	1,356	129	1,485
Temporary Full-time	318	125	443
Temporary Part-time	331	81	412
TOTAL	4,879	1,437	6,316

TABLE B8.7: FTE AND HEADCOUNT BY DIVISION/BRANCH

Division/Branch	FTE	Headcount
Director-General	2.0	2
Deputy Director-General	89.0	93
Office for Schools	4,432.1	4,989
• Casual Staff	343.3	810
Education Strategy	253.9	290
Organisational Integrity	125.0	132
Total	5,245.3	6,316

TABLE B8.8: HEADCOUNT BY DIVISION/BRANCH AND EMPLOYMENT TYPE

Division/Branch	Permanent	Temporary	Casual	Total
Director-General	1	1	0	2
Deputy Director-General	76	17	0	93
Office for Schools	4,188	778	23	4,989
• Casual Staff	0	0	810	810
Education Strategy	244	41	5	290
Organisational Integrity	111	18	3	132
Total	4,620	855	841	6,316

TABLE B8.9: HEADCOUNT BY AGE GROUP AND GENDER

Age Group	Female	Male	Total
Under 25	219	86	305
25-34	1,104	379	1,483
35-44	1,281	358	1,639
45-54	1,208	286	1,494
55 and over	1,067	328	1,395
Total	4,879	1,437	6,316

TABLE B8.10: HEADCOUNT BY LENGTH OF SERVICE, GENERATION AND GENDER

Length of service (years)	Pre-Baby Boomers ¹		Baby Boomers ²		Generation X ³		Generation Y ⁴		Total	
	F	M	F	M	F	M	F	M	F	M
0-1.99	0	1	122	59	315	64	448	184	885	308
2-3.99	1	1	80	40	209	39	321	97	611	177
4-5.99	3	2	91	41	203	64	236	87	533	194
6-7.99	2	1	117	42	204	48	196	63	519	154
8-9.99	1	0	105	26	194	43	144	50	444	119
10-11.99	4	4	225	46	226	47	106	28	561	125
12-13.99	4	2	143	23	163	41	56	10	366	76
14 plus	16	5	526	147	411	129	7	3	960	284

Notes:

¹Born prior to 1946²Born from 1946 to 1964 inclusive³Born from 1965 to 1979 inclusive⁴Born from 1980 and onwards

TABLE B8.11: AVERAGE YEARS OF SERVICE BY GENDER

	Female	Male	Total
Average years of service	9.1	8.9	9.0

TABLE B8.12: HEADCOUNT BY DIVERSITY GROUP

	Headcount	Percentage of agency workforce
Aboriginal and Torres Strait Islander	91	1.4
Culturally and Linguistically Diverse	649	10.3
People with Disability	97	1.5

Note: Employees may identify with more than one of the diversity groups

TABLE B8.13: RECRUITMENT AND SEPARATION RATES BY DIVISION/BRANCH

Division/branch	Recruitment rate (percent)	Separation rate (percent)
Director-General	0.0	0.0
Deputy Director-General	49.7	16.9
Office for Schools	6.1	5.3
• Casual Staff	251.9	63.0
Education Strategy	4.6	6.7
Organisational Integrity	15.0	5.0
Total	6.4	5.5

TABLE B8.14: RECRUITMENT AND SEPARATION RATES BY CLASSIFICATION GROUP

Classification group	Recruitment rate (percent)	Separation rate (percent)
Administrative Officers	4.3	4.6
Executive Officers	22.4	16.8
General Service Officers & Equivalent	8.5	11.7
Health Professional Officers	0.0	0.0
Information Technology Officers	0.0	0.0
Professional Officers	16.2	14.6
School Leaders	0.3	4.5
Senior Officers	7.1	5.5
Teacher	8.6	5.7
Trainees and Apprentices	135.3	45.1
Total	6.4	5.5

For further information contact:
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B.9 ECOLOGICALLY SUSTAINABLE DEVELOPMENT

The ACT Government is determined to reduce energy and water consumption and improve the thermal comfort of student learning and teaching spaces. The Directorate's strategic priorities for ecologically sustainable development, outlined in the Resource Management Plan, align with the ACT Government's commitments to waste minimisation, water efficiency, transport efficiency, energy efficiency and greenhouse gas (GHG) reductions. The Directorate's priorities are informed by the strategic pathway outlined in *AP2: A new climate change strategy and action plan for the Australian Capital Territory* and the Carbon Neutral ACT Government Framework. The Directorate continues to pursue initiatives aimed at delivering the ACT Government's aspirational target for all ACT Public Schools to be carbon neutral by 2017.

SCHOOL-BASED SUSTAINABILITY

Information on operational consumption of resources for 2014-15 and 2015-16 for all public schools is summarised in Table B9.1.

TABLE B9.1: SCHOOL-BASED SUSTAINABLE DEVELOPMENT PERFORMANCE 2014-15 AND 2015-16

Indicator as at 30 June	Unit	2014-15	2015-16	Percentage change
Director-General				
Occupancy – students and staff ¹	FTE	45,798	47,229	3.1
Area school space	Area (m ²)	599,620	611,007	1.9
Stationary energy usage				
Electricity use	Kilowatt hours	24,963,621	24,099,194	-3.5
Renewable electricity use ²	Kilowatt hours	n/a	n/a	n/a
Natural gas use	Megajoules	132,423,468	124,920,742	-5.7
Water usage				
Water use	Kilolitres	337,471	337,710 ³	-0.5
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO ₂ -e	28,513	26,665 ⁴	-5.8
Emissions from transport	Tonnes CO ₂ -e	n/a	n/a	n/a
Total emissions	Tonnes CO₂-e	28,513	26,665	-6.5

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 1 September 2016)

Notes:

¹Student figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools figure based on 2016-17 Budget Paper No.3.

²ACT Property Group purchased 7,700 Mega Watt hours (MWh) of GreenPower on behalf of the ACT Government, representing an indicative 5% of the ACT Government's energy consumption for 2015-16.

³As water billing is provided quarterly, the water data reported in the current FY column (2015-16) is for the 12 months from 1 May 2015 to 30 April 2016 and represents the best available data at the time of publishing.

⁴Greenhouse gas emissions for electricity consumption have been calculated using an emission factor of 0.773 kilogram (kg) CO₂-e/kilowatt hour (kWh) or 0.773 tonne (t) CO₂-e/megawatt hour (MWh). The emission factors include total GreenPower purchases for the ACT calculated in the third quarter of the financial year and are specific to the ACT. These emissions factors (Scope 2 plus Scope 3) reflect the increasing combination of renewable electricity generated under the ACT's 90% Renewable Energy Target (RET).

Energy and water consumption and greenhouse gas emissions figures are for 87 schools in 2015-16 compared to 86 schools in 2014-15 as resource usage at the new Charles Weston School - Coombs, which opened in Term 1 2016, was recorded for half of the reporting year.

ENERGY CONSUMPTION AND GHG EMISSIONS

Electricity consumption in 2015-16 totalled 24.0 million kilowatt hours. This is a decrease of 3.5 percent. Gas consumption totalled 123 million megajoules (MJ) and is a decrease of 6.7 percent from 2014-15.

Greenhouse gas (GHG) emissions for the reporting year were 26,580 tonnes of CO₂-e. This is a decrease of 6.8 percent from 2014-15.

WATER CONSUMPTION

Water consumption across all public schools in 2015-16 totalled 335,615 kilolitres (kL) which was a decrease of 0.5 percent. For comparative purposes between the reporting periods, excluding water usage at the new Charles Weston School – Coombs, total consumption at existing schools was 324,743 kL representing a decrease of 3.7 percent.

In 2014-15, the Directorate entered into Memorandums of Understanding with the Territory and Municipal Services Directorate for the supply of non-potable water from the inner north waterway system for the irrigation of grounds at Lyneham Primary School and Lyneham High School and Dickson College. The system was switched on in October 2015 and Lyneham High and Lyneham Primary Schools are now using the recycled water to irrigate their grounds.

TRANSPORT

The *Ride or Walk to School* program is an initiative managed by the Health Directorate which aims to encourage active travel to ACT schools and reduce transport related GHG emissions. As part of the whole of government *Ride or Walk to School Active Streets* pilot project, improvements (roof structure, expansion of secure area, bike racks) were made to cycle storage facilities at Macquarie Primary School.

PHOTOVOLTAIC (SOLAR PANEL) SYSTEMS

The installation of roof mounted photovoltaic [(PV),(solar)] systems were completed in 2015-16 at Canberra College (20kW), Black Mountain School (20kW), Dickson College (10kW), Erindale College (10kW), Lyneham High School (10kW) and Caroline Chisholm School (junior campus) (10kW). Red Hill and

Calwell Primary Schools also installed 10kW systems using their feed in tariff (FiT) income. All of these systems are net feed, where the electricity generated is used on-site and only excess energy is fed back to the electricity grid. The installation of a 100kW system at the new Charles Weston School in Coombs was also completed during the reporting period.

A 600kW solar system was installed at Amaroo School during the reporting period as part of a unique leasing arrangement between the school and the installation company. This is currently the largest solar PV system installed on any school roof across Australia.

FEED-IN-TARIFF

Public schools receive the maximum tariff rate (45.7 cents/kWh) under the ACT FIT scheme for small-scale systems. The collective size of solar panel installations at public schools approved under this scheme was 1,200kW. All ACT Public Schools generated FIT income for the entire reporting year.

In 2015-16, schools re-invested their FiT income into further environmentally sustainable initiatives such as window coverings, roof mounted photovoltaic [(PV), (solar)] systems, air locks and external door replacements, water tanks, water efficient fixtures (taps), waste recycling infrastructure (composting, recycling, worm farms), LED lighting upgrades, cycle facilities (e.g. bike racks, learn to ride) and external learning environments (e.g. food gardens, chicken coops)

A total of 1,807 MWh of solar energy was generated from these systems in 2014-15 resulting in approximately \$826,000 of income for all ACT Public Schools. Schools' annual solar production resulted in 1,397 tCO₂-e of avoided emissions in the national electricity grid.

PULSE (SMART) METERS

All ACT Public Schools are now equipped with the technology to monitor resource usage through the installation of smart meters. These meters track electricity, gas and water usage and solar energy generation and the results are published on a public website allowing both the schools and the local community to track performance. The web-based interface is publicly accessible at www.watergroup.com.au/actschools.

CARBON NEUTRAL SCHOOLS

Stage 1 of the Carbon Neutral Schools project continued to be rolled out by the Directorate in 2015-16. Installation of LED lights were completed at Calwell and Monash Primary Schools and Wanniasa Senior School during the reporting period. Solar tubes were also installed at Monash Primary School as part of the lighting upgrades.

Insulation upgrades were completed at Caroline Chisholm Senior campus (ceiling) and Theodore Primary School (wall cladding). As part of a program of draught proofing works, thermally reflective window coverings were installed at Alfred Deakin High School and Arawang Primary School and door seals/replacements at Evatt, North Ainslie, Weetangera Primary Schools and Calwell and Canberra High Schools. Power factor correction equipment was also installed at Weetangera Primary School. This equipment improves how efficiently a facility uses the electricity it draws from the electricity grid and reduces electricity operating costs.

CARBON NEUTRAL GOVERNMENT LOAN FUND

In 2015-16 the Directorate secured an additional \$2.51 million from the Carbon Neutral Government Fund for energy conservation projects including:

- > trial of Organic response lighting at Hawker Primary School (\$0.022m);
- > new building management system (BMS) at the Erindale Education Resource Complex (\$0.738m); and
- > installation of energy efficient LED lamps at a further 31 school sites (\$1.556m).

To date, the Directorate has secured \$4.905 million for a number of energy conservation projects. When all of the projects funded to date are implemented they are projected to reduce the Directorate's annual greenhouse gas (GHG) emissions by 2,142 tonnes and save 2,259 gigajoules of natural gas and 3,196 megawatt hours of electricity.

EXTERNAL LEARNING ENVIRONMENTS

In 2015-16, construction of external learning areas commenced at Turner School. These areas are designed to connect with the internal learning environment and support curriculum delivery. Flexible layouts, facilitated by the installation of removable fences, have been incorporated and include partial screening from the elements, upgraded paving areas and the construction of small performance areas in

the form of small timber decks. The design utilises existing trees on site to maximise the available shade and preserve the visual amenity value the existing trees provide.

Environmentally sustainable landscapes are designed to increase stormwater infiltration, reduce soil erosion, improve water quality, reduce trip hazards, minimise irrigation demands, use drought tolerant plant species and increase biodiversity. This approach to school landscape design is incorporated into all new school designs, including Charles Weston School – Coombs, which opened in the 2015-16 reporting year.

GREEN STAR

The application for 5 Star Green Star – Education Design v1 certification for Namadgi School was progressed during the 2013-14 reporting period. A final outcome on the application is with the Green Building Council of Australia and is expected to be received in the 2016-17 reporting period.

Canberra High School was registered for the Green Star Performance Tool (pilot) in the 2013-14 reporting year. This tool focuses on identifying and implementing best practices in the daily operation and maintenance of a facility to reduce the environmental impact of the asset. The application process was progressed during the reporting period and is expected to be completed in the 2016-17 reporting period.

ACTSMART SCHOOLS

The Directorate continues to work in close partnership with ActSmart Schools. ActSmart Schools is a school sustainability program managed by the Environment and Planning Directorate. The aim of the program is for all schools to reduce their environmental impact and embed sustainable management practices into everyday school operations.

As at 30 June 2016, a total of 42 public schools had been awarded ActSmart Schools accreditation for the sustainable management of energy, 46 for sustainable management of water, 42 for sustainable waste management, 24 for biodiversity and schools grounds management, and nine for sustainability in curriculum. Five more public schools gained five-star accreditation.

Professional development and training was provided to school-based staff, including business managers, building services officers and teachers. Workshops on improving energy efficiency, waste and recycling practices, establishing and maintaining food gardens and integrating sustainability into the curriculum were delivered in 2014-15. The average number of participants attending 2015-16 workshops was

45 -50 participants, far exceeding the set target of 30-35 participants per workshop. Two eco bus tours were offered to teachers and students to visit 'best practice' schools.

OTHER INITIATIVES

As capital works are undertaken at ACT Public Schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency and water conservation of these spaces. This includes solar passive design, natural ventilation and thermal comfort, lighting upgrades, solar tubes and roof insulation. Details of capital works completed in 2015-16 are found in Section C3.

OFFICE-BASED SUSTAINABILITY

Information on operational consumption of resources for the two main central office sites (Braddon and Stirling) is provided in Table B9.2. Costs for the smaller Lyons and Maribyrnong sites are met by the schools, therefore these sites are not reported in Table B9.2.

ENERGY CONSUMPTION AND GHG EMISSIONS

During the reporting year, electricity consumption at the two central office sites decreased by 24.9 percent and gas consumption decreased by 24.2 percent. Greenhouse gas (GHG) emissions from stationary energy were 718 tonnes of CO₂-e. This is a decrease of 27.0 percent from 2014-15.

The 176kW solar panel system at the Hedley Beare Centre for Teaching and Learning in Stirling was registered as a power station by the Clean Energy Regulator in December 2015 and has been providing approximately 25 percent of the site's annual energy requirement.

WATER CONSUMPTION

Water consumption totalled 1,104 kilolitres which is a decrease of 19.9 percent from the 2014-15 reporting period.

WASTE MANAGEMENT

The Directorate's Braddon and Stirling sites are accredited recyclers under the ACT SmartOffice recycling program. Commitment to the program has increased the levels of recycling and increased the accuracy of measuring waste to landfill, paper recycling, co-mingled and organic waste.

TRANSPORT

The Directorate endorsed its Sustainable Transport Strategy in May 2016. In an effort to reduce the production of transport greenhouse gas emissions, the strategy advocates that employees should avoid work-related vehicle travel where possible. The preferred travel method of work-related travel is ACTION buses, particularly for meetings held within Canberra City area. During the reporting year, two MyWay cards were purchased for each branch located at 220 Northbourne Ave to support implementation of the strategy. A second Nissan Leaf electric vehicle was added to the Directorate's fleet bringing the total to two. The Directorate is also participating in the whole of government electric bike trial and two electric bikes will be located at the 220 Northbourne Ave early in the 2016-17 reporting year.

RESOURCE MANAGEMENT PLAN

The Directorate's 2015-16 Resource Management Plan was endorsed during the reporting period and will be reviewed and updated in the 2016-17 reporting year.

In 2015-16, the Directorate participated in the whole of government carbon budget trial and established a target of five percent reduction in electricity usage and five percent reduction in natural gas usage across the ACT Public School portfolio. A 3.7 percent reduction in electricity usage was achieved which is a reduction of approximately 860,000kWh of electricity. This is equivalent to the electricity usage of approximately 115 Canberra homes. A 6.7 percent reduction in natural gas usage was achieved which is a reduction of approximately 8.9 million MJ of natural gas.

TABLE B9.2: OFFICE-BASED SUSTAINABLE DEVELOPMENT PERFORMANCE 2014-15 AND 2015-16

Indicator as at 30 June	Unit	2014-15	2015-16 ¹	Percentage change
Agency staff and area				
Agency staff ²	FTE	469	487	3.8
Workplace floor area	Area (m ²)	7,226	6,628	-8.3
Stationary energy usage				
Electricity use	Kilowatt hours	1,004,731	754,349	-24.9
Renewable electricity use ³	Kilowatt hours	n/a	n/a	n/a
Natural gas use	Megajoules	2,778,046	2,106,967	-24.2
Transport fuel usage				
Total number of vehicles	Number	18	17	-5.6
Total kilometres travelled	Kilometres	208,440	122,316	-41.3
Fuel use – Petrol	Kilolitres	1.4	1.2	-14.3
Fuel use – Diesel	Kilolitres	10.41	7.9	-24.1
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	n/a	n/a	n/a
Fuel use – Compressed Natural Gas (CNG)	Kilolitres	n/a	n/a	n/a
Water usage				
Water use	Kilolitres	1,379	1,021.48 ⁴	-3.2
Resource efficiency and waste				
Reams of paper purchased	Reams	8,734	7,500	-14.1
Recycled content of paper purchased	Percentage	100	100	nil
Waste to landfill ⁶	Litres	156,000	235,040	48.6
Co-mingled material recycled	Litres	59,580	38,400	-35.55
Paper & Cardboard recycled (incl. secure paper)	Litres	208,320	124,080	-40.4
Organic material recycled	Litres	1,653	1,196.5	-27.7
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO ₂ -e	984	718 ⁵	-27.0
Emissions from transport	Tonnes CO ₂ -e	38.88	26	-33.1
Total emissions	Tonnes CO₂-e	1,018	744	-26.9

Source: Strategic Finance Branch, Education Directorate, Enterprise Sustainability Platform (as of 1 September 2016)

Notes:

¹As part of an Administrative Arrangement Order the Training and Tertiary Education (TaTE) moved to the Chief Ministers, Treasury and Economic Development Directorate (CMTEDD). 2015-16 resource usage data for TaTE is included in CMTEDD's annual report.

²Staff figure based on 2016-17 Budget Paper No. 3.

³ACT Property Group purchased 7,700 MWh (Mega Watt hours) of GreenPower on behalf of the ACT Government, representing an indicative 5% of the ACT Government's energy consumption for 2015-16.

⁴Information on water usage is available only for the nine-month period May 2015 to January 2016. In comparison with the same nine-month period in 2014-15, this is a reduction of 3.2 percent in water usage.

⁵Greenhouse gas emissions for electricity consumption have been calculated using an emissions factor of 0.773 kilogram (kg) CO₂-e / kilowatt hour (kWh) or 0.773 tonne (t) CO₂-e / megawatt hour (MWh). The emission factors include total GreenPower purchases for the ACT calculated in the third quarter of the financial year and are specific to the ACT. These emissions factors (Scope 2 plus Scope 3) reflect the increasing contribution of renewable electricity generated under the ACT's 90% Renewable Energy Target (RET).

⁶Waste to landfill is reported only for Hedley Beare Centre for Teaching and Learning. Actual waste contract are provided above. The Actsmart estimate was reported in 2014-15 at 156,000 litres.

For further information contact: Director Infrastructure and Capital Works (02) 6207 6541

FIVE STAR SUSTAINABLE SCHOOLS

Five schools have been awarded five star Actsmart accreditation this year after successfully achieving their sustainability goals. Evatt Primary School, Hawker Primary School, Isabella Plains Early Childhood School, Maribyrnong Primary School, and O'Connor Cooperative School all received the awards, having addressed each of the five focus areas of energy, waste, water, biodiversity and curriculum in their schools. The schools have shown that changing the behaviour of a whole school can have a positive impact on the environment.

At Maribyrnong Primary School a variety of school based sustainability initiatives have been introduced, such as weekly waste free lunches, recycling stations in each unit for paper, mixed plastic metal glass, and compost bins. Student Power Rangers monitor the use of power and water, and make suggestions across the school as to how to improve energy use. They also create awareness across the school regarding the impact of energy consumption. Herb and vegetable gardens have been established, as well as a worm farm and worm hotels. Rainwater tanks have been installed across the school, which feed back into the toilets to promote the use of recycled water. Bird boxes have been created by students and installed throughout the playground to support native birds within the area. A frog pond has been established as part of exploring and learning about ecosystems. Solar panels have been installed and the funds from the feed-in tariff are spent on reducing the school's energy footprint. Renewable energy was addressed in the curriculum, with students presenting a workshop at the 2015 Kids teaching Kids Conference.



Sustainable management practices have been incorporated into everyday operations at all five schools and sustainability education integrated across the curriculum. Hawker Primary School promoted 'container only' habits and reduced the daily waste from student lunches to an average 1kg of waste per day from their 350 students, for both recycling and landfill. Isabella Plains Early Childhood School developed a Backyard Rangers outdoor nature playgroup for families and children under school age and an Urban Rangers outdoor program. The students took part in across curriculum activities such as making scarecrows, weaving fences and drawing. Each child kept a Science Journal to record their findings as they observed 'The Farm' created at the school. O'Connor Cooperative School used its feed-in tariff to erect shade sails to shade a classroom. At Evatt Primary School students learnt about sustainable transport, energy and waste management.

Actsmart Schools is an initiative of the ACT Government Environment and Planning Directorate. The ACT is the only jurisdiction in Australia to have all schools registered in a sustainability program such as this.







**SECTION C:
FINANCIAL MANAGEMENT
REPORTING**

C.1 FINANCIAL MANAGEMENT ANALYSIS

MANAGEMENT DISCUSSION AND ANALYSIS

GENERAL OVERVIEW

Objectives

The Directorate works in partnership with students, parents and the community to ensure that every child, young person and adult in the ACT will benefit from a high quality, accessible education, childcare and training system. The Directorate works closely with government agencies, education and training providers, business and industry to position the ACT as the *Education Capital: Leading the Nation*.

Services of the Directorate include the provision of public school education, regulation of education and care services, registration of non-government schools and home education.

The Directorate aims to lift student achievement through connected and inclusive learning across all sectors of the education system combined with a focus on quality learning; inspirational teaching and leadership; high expectations, high performance; connecting with families and the community; and business innovation and improvement.

Following changes to Administrative Arrangements, vocational education and training functions transferred to the Chief Minister, Treasury and Economic Development Directorate (CMTEDD) from 22 January 2016.

Risk Management

The development of the Directorate's annual Strategic Risk Management and Audit Plan identified risks that could impact on the Directorate's operations and objectives. The key risks provided below are medium to long-term risks that are monitored by the Directorate's executive and senior management.

Key risks, including mitigation strategies, are identified below:

- > **Misalignment between school and organisational effort and expectations of government and community.** The Directorate

provides alignment through key strategic documents including the Directorate's Strategic Plan 2014-17: Education Capital: Leading the Nation and the 2016 Action Plan. Strategic plans are clearly communicated to schools and the community, and schools are supported in ensuring alignment through system wide planning processes.

- > **Lack of organisational capability and capacity to implement complex reform programs.** The Directorate has a strong project management culture; has rigorous project management around complex reform programs (such as project planning for the Schools for All reform program which includes an Independent Oversight Group) and has comprehensive corporate governance processes.
- > **Ageing school infrastructure that is not 'fit for purpose'.** The Directorate conducts strategic asset management planning; provides timely advice to government about risks and associated remediation options and has focused investment on core issues – such as Heating, Ventilation and Air Conditioning (HVAC) and electrical works.
- > **Information management systems unable to support good decision making and compliance obligations.** The Directorate has a comprehensive set of frameworks, toolkits and manuals to support informed decision making and compliance. These include the People, Practice and Performance (a framework for performance and accountability), the School Legal Information Manual, Director-General's Financial Instructions and the School Management Manual.
- > **Workforce incapable to meet needs of modern and progressive education systems.** The Directorate has a comprehensive professional development planning process in place and provides professional learning opportunities to staff. For example, all Directorate staff are required to have a professional development plan in place. Professional learning is provided through external sources and internally through online training modules. Teachers are provided 20 hours (at a minimum) of training accredited through the Teacher Quality Institute.

Accounting Changes

There were no significant accounting changes that impacted the 2015-16 financial statements.

Directorate Financial Performance

The Directorate has managed its operations within the 2015-16 budgeted appropriation. During the financial year, the Directorate achieved savings targets and internally managed cost pressures associated with increased enrolments including increases in numbers of students with a disability.

The table below provides a summary of the financial operations based on the audited financial statements for 2014-15 and 2015-16.

TABLE C1.1: NET COST OF SERVICES

	Actual 2015-16 \$m	Amended Budget ¹ 2015-16 \$m	Actual 2014-15 \$m
Total expenditure	729.2	740.0	698.7
Total own source revenue²	42.4	40.2	41.7
Net cost of services	686.8	699.8	657.0

Notes:

¹The Amended Budget incorporates the transfer of vocational education and training functions to the Chief Minister Treasury and Economic Development Directorate through a Section 16 Financial Instrument under the *Financial Management Act 1996*.

²Relates to Total Revenue excluding Government Payment for Outputs.

Net Cost of Services

The Directorate's net cost of services for 2015-16 of \$686.8 million was \$13.0 million or 1.9 per cent lower than the 2015-16 amended budget of \$699.8 million. The lower than anticipated net cost is primarily due to lower than budgeted maintenance expenditure in 2015-16 due to early completion of some maintenance projects in May and June 2015 (2014-15) which reduced the amount of maintenance programmed in 2015-16, lower than anticipated depreciation, and delays in implementation of work associated with the schools' administration system ICT project.

This was partially offset by increased employee expenses resulting from a higher than budgeted rate used to estimate the present value of future long service leave payments.

In comparison to 2014-15, the net cost of services in 2015-16 increased by \$29.8 million or 4.5 per cent primarily related to additional employee expenses associated with the Teaching Staff Enterprise Agreement and Administrative and Other Staff Enterprise Agreement and an increase in teacher numbers to meet enrolment growth. This increase was partially offset by lower maintenance expenditure in 2015-16 due to early completion of some maintenance projects in May and June 2015 (2014-15) which reduced the amount of maintenance programmed in 2015-16.

Operating Result

In 2015-16, the operating deficit for the Directorate was \$60.2 million and was \$9.5 million or 13.7 per cent lower than the amended budget. The lower than anticipated operating deficit against the amended budget primarily related to lower than anticipated depreciation associated with full depreciation of a number of ICT assets, delays in implementation work associated with the schools' administration system ICT project and lower than budgeted maintenance expenditure due to acceleration of works in 2014-15 which resulted in lower expenditure in 2015-16. The reduced expenditure was partially offset by higher than anticipated employee expenses resulting from a higher than budgeted rate used to estimate the present value of future long service leave payments.

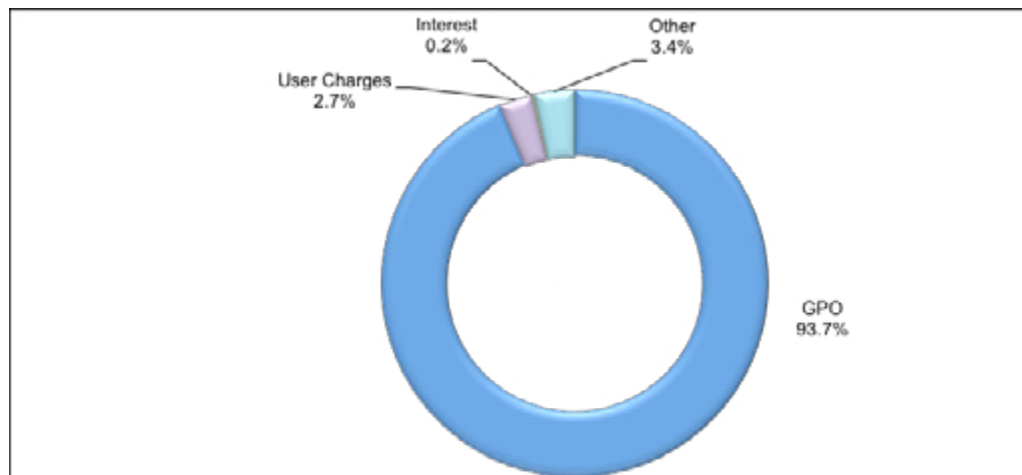
In comparison to 2014-15, the reduced operating deficit in 2015-16 of \$7.2 million or 10.6 per cent, mainly related to lower maintenance expenditure in 2015-16 due to early completion of some maintenance projects in 2014-15.

TOTAL REVENUE

Components of Revenue

The Directorate's revenue for 2015-16 totalled \$669.0 million. The main source of revenue for the Directorate is Government Payment for Outputs which provided 93.7 per cent of the Directorate's Total Revenue.

FIGURE C1.1: COMPONENTS OF REVENUE 2015-16



Source: Education Directorate Financial Statements

The Directorate's revenue for 2015-16 (\$669.0 million) was materially in line with the amended budget (\$670.3 million). In comparison to the previous year, revenue increased by \$36.3 million or 5.7 per cent.

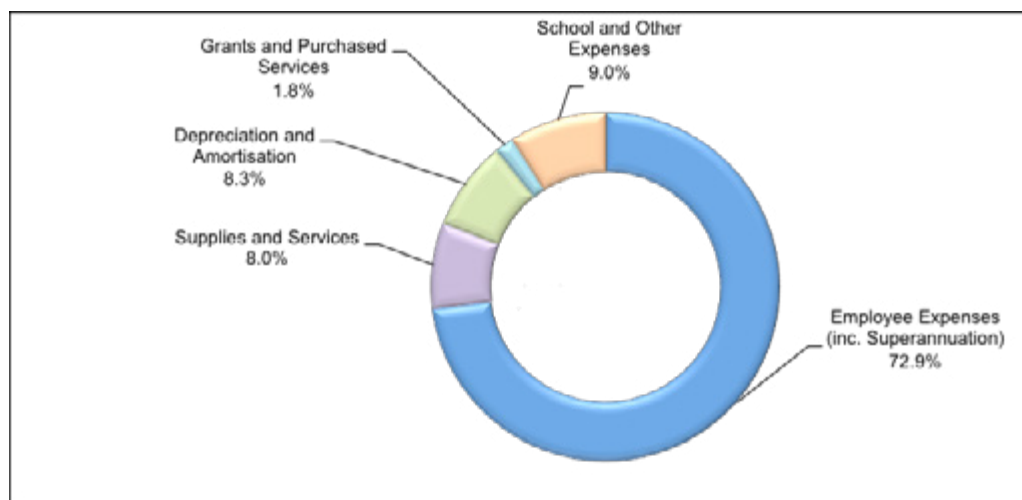
The increased revenue from 2014-15 is primarily due to additional funding received for increased wages associated with the enterprise agreements for teaching and non-teaching staff combined with increased funding for enrolment growth and Commonwealth grants. These increases were partially offset by the transfer of vocational education and training functions to CMTEDD from 22 January 2016.

TOTAL EXPENSES

Components of Expenses

Expenses for the Directorate totalled \$729.2 million for 2015-16. As shown in Figure C1.2, the main component of expenses is employee expenses, including superannuation, comprising 72.9 per cent of total expenses.

FIGURE C1.2: COMPONENTS OF EXPENDITURE 2015-16



Source: Education Directorate Financial Statements

In 2015-16, total expenses were \$10.8 million or 1.5 per cent lower than the amended budget of \$740.0 million primarily due to lower than anticipated depreciation associated with full depreciation of a number of ICT assets, and lower than budgeted maintenance expenditure due to early completion of works in 2014-15 which resulted in lower expenses in 2015-16.

The reduced expenses were partially offset by increased employee expenses resulting from a higher than budgeted rate used to estimate the present value of future long service leave payments.

Total expenses were \$30.4 million or 4.4 per cent higher when compared to the previous year (\$698.7 million). The increase mainly represents additional employee expenses associated with new enterprise agreements for teaching and non-teaching staff, enrolment growth and increased present value of employee benefits (primarily long service leave). The increase was partially offset by reduced grants expenditure associated with the transfer of vocational education and training functions to CMTEDD from 22 January 2016.

TABLE C1.2: LINE ITEM EXPLANATION OF SIGNIFICANT VARIANCES FROM THE AMENDED BUDGET - DIRECTORATE OPERATING STATEMENT

Significant variances from the amended budget	Actual 2015-16 \$m	Amended Budget 2015-16 \$m¹	Variance \$m
Revenue			
Government payment for outputs ²	626.6	630.1	(3.5)
User charges – ACT Government	0.7	0.6	0.1
User charges – non ACT Government ³	17.5	16.3	1.2
Interest and distributions	1.4	1.4	0.0
Resources received free of charge	0.6	0.5	0.1
Other revenue ⁴	22.2	21.4	0.8
Total own source revenue ²	42.4	40.2	41.7
Total Revenue	669.0	670.3	(1.3)

Significant variances from the amended budget	Actual 2015-16 \$m	Amended Budget 2015-16 \$m	Variance \$m
Expenses			
Employee expenses ⁵	466.6	458.6	8.0
Superannuation expenses ⁶	65.3	69.0	(3.7)
Supplies and services ⁷	58.2	72.5	(14.3)
Depreciation ⁸	60.5	66.2	(5.7)
Grants and purchased services ⁹	13.2	8.6	4.6
Other	65.4	65.1	0.3
Total Expenses	729.2	740.0	(10.8)

Notes:

¹The Amended Budget incorporates the transfer of vocational education and training functions to CMTEDD through a Section 16 Financial Instrument under the Financial Management Act 1996 on 22 January 2016.

²Lower than anticipated Government Payments for Outputs primarily related to lower Commonwealth grants (Students First) and funds provided for superannuation expenses.

³Higher than anticipated revenue primarily related to increased number of international private students.

⁴Higher than anticipated revenue mainly related to schools revenue associated with payments from the French Government for the French Australia School program at Telopea Park School. In 2014-15 these payments were paid to the Directorate and recorded as User Charges – Non ACT Government. In 2015-16, a new operational agreement was entered into with French Government payments now made directly to the Telopea Park School and therefore recorded as Other Revenue.

⁵Higher than anticipated employee expenses primarily related to a higher than budgeted rate used to estimate the present value of future long service leave payments.

⁶Lower than budgeted superannuation expenses mainly related to lower than expected staff numbers in the superannuation schemes with higher contribution rates.

⁷Lower than anticipated supplies and services expenditure mainly related to delays in implementation work associated with the schools administration system ICT project and lower than budgeted maintenance costs in schools due to early completion of works in 2014-15.

⁸Lower than anticipated depreciation is mainly due to full depreciation of a number of significant ICT assets. Forward estimates have been adjusted for this impact.

⁹Higher than anticipated grants and purchased services primarily related to a National Disability Insurance Scheme (NDIS) grant payment of \$2.3 million to the Community Services Directorate which was not originally included in the grants and purchased services budget as well as the rollover of funds from 2014-15 for the VET Skills Reform national partnership which is not included in the amended budget.

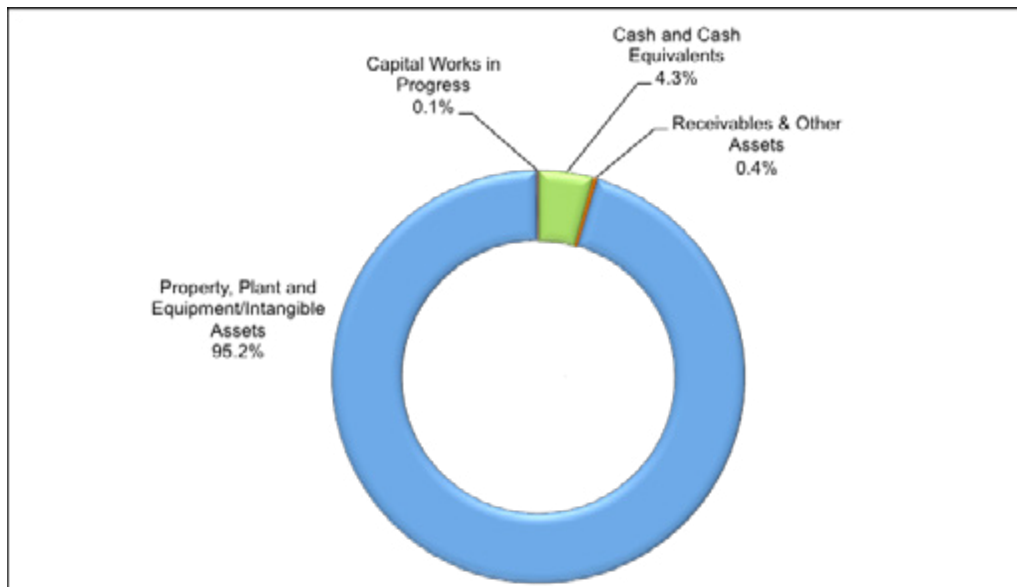
FINANCIAL POSITION

TOTAL ASSETS

Components of Total Assets

The Directorate held 95.2 per cent of its assets in property, plant and equipment including capital works in progress and 4.8 per cent related to cash and cash equivalents, receivables and other current assets.

FIGURE C1.3: TOTAL ASSETS AT 30 JUNE 2016



Source: Education Directorate Financial Statements

Comparison to Budget

At 30 June 2016, the Directorate's assets totalled \$1,895.4 million, which was materially in line with the amended budget.

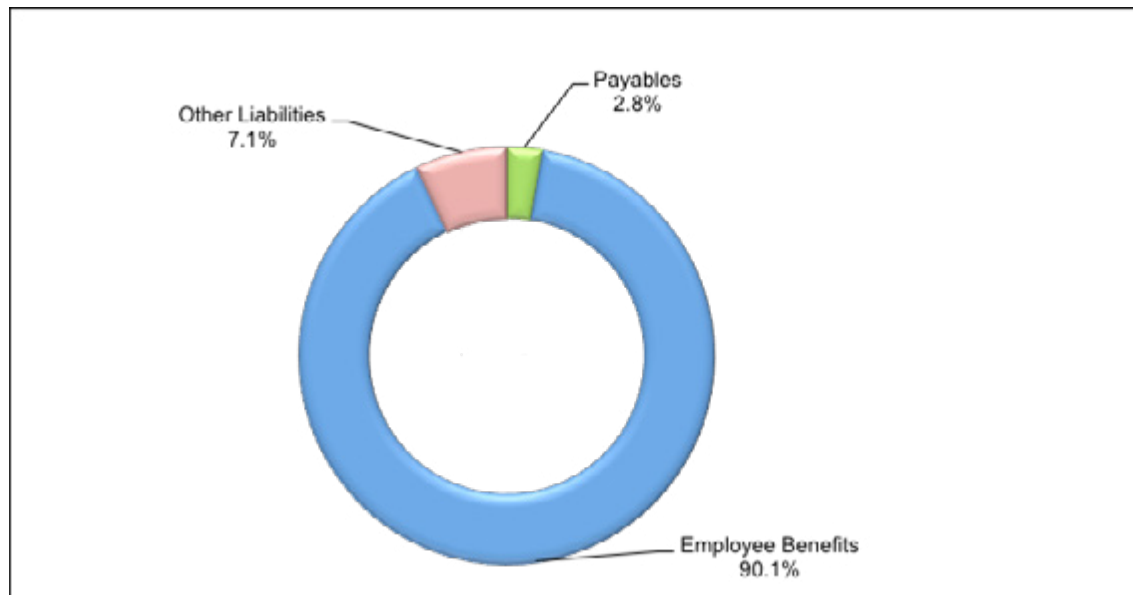
In comparison to 30 June 2015, total assets decreased by \$11.8 million or 0.6 per cent primarily due to the impact of depreciation partially offset by the capitalisation of completed projects.

TOTAL LIABILITIES

Components of Total Liabilities

The Directorate's liabilities comprised employee benefits, payables and other borrowings. The majority of the Directorate's liabilities related to employee benefits (90.1 per cent) and payables and other liabilities (9.9 per cent).

FIGURE C1.4: TOTAL LIABILITIES AT 30 JUNE 2016



Source: Education Directorate Financial Statements

At 30 June 2016, the Directorate's liabilities totalled \$164.3 million. This was \$11.8 million or 7.7 per cent higher than the amended budget of \$152.5 million primarily due to an increase in employee benefits associated with an increase in the rate used to estimate the present value of long service leave payments.

In comparison to 2014-15, total liabilities increased by \$0.8 million or 0.5 per cent primarily due to an increase in employee benefits associated with a higher rate used to estimate the present value of long service leave payments.

CURRENT ASSETS TO CURRENT LIABILITIES

At 30 June 2016, the Directorate's current assets (\$85.8 million) were lower than its current liabilities (\$147.9 million). The Directorate does not consider this as a liquidity risk as cash needs are funded through appropriation from the ACT Government on a cash needs basis.

It is important to note that the Directorate's current liabilities primarily relate to employee benefits, and while the majority are classified under a legal entitlement as current, the estimated amount payable within 12 months is significantly lower and can be met with current assets. In addition, in the event of high termination levels requiring significant payment for leave balances, the Directorate is able to meet its obligations by seeking additional appropriation under Section 16A of the *Financial Management Act 1996*.

TABLE C1.3: LINE ITEM EXPLANATION OF SIGNIFICANT VARIANCES FROM THE AMENDED BUDGET - DIRECTORATE BALANCE SHEET

Significant variances from the amended budget	Actual 30 June 2016 \$m	Amended Budget 30 June 2016 \$m ¹	Variance \$m
Current assets			
Cash and cash equivalents ²	80.8	70.6	10.2
Receivables	3.3	4.3	(1.0)
Investments	0.3	0.3	0.0
Other Assets	1.5	1.0	0.5
Non-current assets			
Investment	1.9	1.8	0.1
Property, plant and equipment and intangible assets (including capital works in progress) ³	1,807.6	1,816.6	(9.0)

Significant variances from the amended budget	Actual 30 June 2016 \$m	Amended Budget 30 June 2016 \$m ¹	Variance \$m
Current liabilities			
Payables	4.5	4.7	(0.2)
Employee benefits ⁴	136.1	126.2	9.9
Other	7.3	5.8	1.5
Non-current liabilities			
Employee benefits	12.1	13.8	(1.7)
Other borrowings ⁵	4.4	2.1	2.3

Notes:

¹The Amended Budget incorporates the transfer of vocational education and training functions to CMTEED through a Section 16 Financial Instrument under the Financial Management Act 1996 on 22 January 2016.

²Primarily related to higher cash held in schools associated with prepayments and increased administrative support and cash held for the schools administration system ICT project.

³Lower than budgeted property, plant and equipment is primarily due to timing of completion of capital works projects and project savings.

⁴Higher than anticipated employee benefits mainly associated with a higher than anticipated rate used to estimate the present value of long service leave and annual leave liabilities.

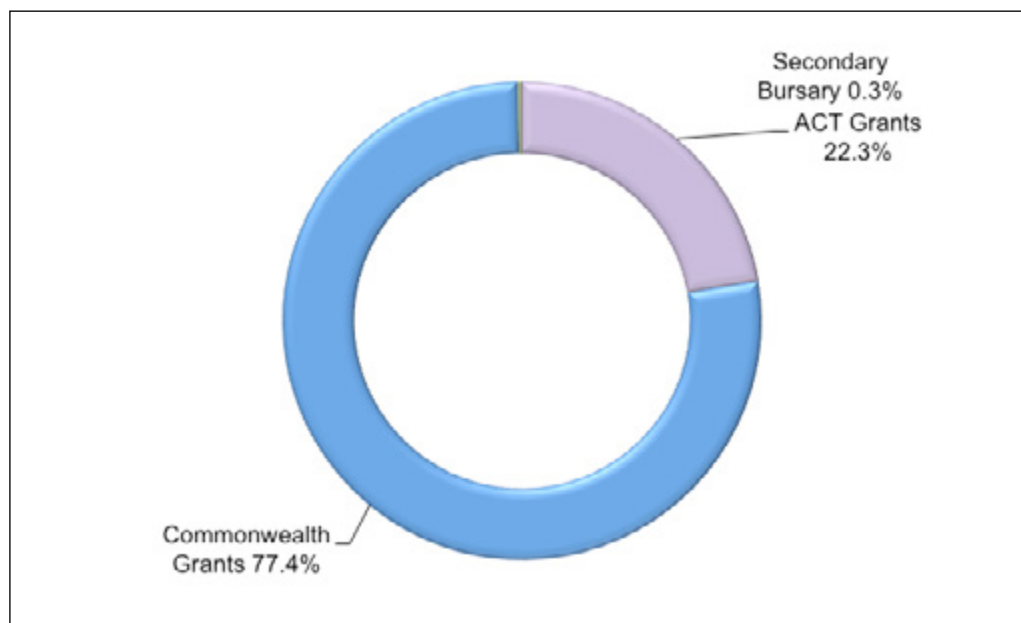
⁵The higher than budgeted result is due to additional loans granted by the Environment and Planning Directorate for sustainability projects.

TERRITORIAL STATEMENT OF REVENUE AND EXPENSES

TERRITORIAL REVENUE

Total income received included revenue for expenses on behalf of the Territory, primarily for the provision of grants to non-government schools.

FIGURE C1.5: SOURCES OF TERRITORIAL REVENUE



Source: Education Directorate Financial Statements

Territorial revenue is mainly comprised of funding for non-government schools from the Commonwealth and ACT Governments. It also included ACT Government funding for the Secondary Bursary Scheme and Block Release Programs.

Territorial revenue totalled \$260.0 million in 2015-16, which was \$12.7 million or 5.1 per cent higher than budget of \$247.3 million. The higher than anticipated revenue primarily related to the inclusion of goods and services tax on Commonwealth Government grants on passed to non-government schools. Goods and services tax on Commonwealth Government grants was not included in the budget estimates.

When compared to the same period last year, total revenue increased by \$9.9 million or 4.0 per cent primarily due to higher levels of general recurrent grants for non government schools reflecting the impact of increased Commonwealth and ACT Government grants in accordance with the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement's 'Schooling Resource Standard'.

TERRITORIAL EXPENSES

Territorial expenses primarily comprised of grant payments to non-government schools (\$260.0 million). Territorial expenses in 2015-16 were \$12.7 million or 5.1 per cent higher than budget. The higher than anticipated expenditure primarily related to the inclusion of Goods and Services Tax on Commonwealth Government grants on passed to non-government schools. Goods and Services Tax on Commonwealth Government grants was not included in the budget. When compared to the same period last year, total expenses increased by \$9.9 million or 4.0 per cent primarily due to higher levels of general recurrent grants for non government schools reflecting the impact of increased Commonwealth and ACT Government grants in accordance with the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement's 'Schooling Resource Standard'.

**For more information contact:
Chief Finance Officer
Strategic Finance
(02) 6205 2685**

C.2 FINANCIAL STATEMENTS



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

Sensitive: Auditor-General

A16/06

Ms Natalie Howson
Director-General
Education Directorate
Level 6, 220 Northbourne Avenue
BRADDON ACT 2612

Dear Ms Howson


**EDUCATION DIRECTORATE - AUDIT REPORT
FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2016**

The Audit Office has completed the audit of the financial statements of the Education Directorate for the year ended 30 June 2016.

I have attached the audited financial statements and unqualified audit report.

I have provided a copy of the financial statements and audit report to the Minister for Education, Mr Shane Rattenbury MLA.

Yours sincerely


Dr Maxine Cooper
Auditor-General
9 September 2016

c.c. Mr Mark Whybrow, Chief Finance Officer
Ms Carol Lilley, Chair, Audit Committee
Ms Megan Young, Chief Internal Auditor

Level 4, 11 Moore Street Canberra City ACT 2601 PO Box 275 Civic Square ACT 2608
T 02 6207 0833 F 02 6207 0826 E actauditorgeneral@act.gov.au W www.audit.act.gov.au

INDEPENDENT AUDIT REPORT EDUCATION DIRECTORATE

To the Members of the ACT Legislative Assembly

Report on the financial statements

The financial statements of the Education Directorate (the Directorate) for the year ended 30 June 2016 have been audited. These comprise the following financial statements and accompanying notes:

- Controlled financial statements – operating statement, balance sheet, statement of changes in equity, cash flow statement and statement of appropriation.
- Territorial financial statements – statement of income and expenses on behalf of the Territory, statement of assets and liabilities on behalf of the Territory, cash flow statement on behalf of the Territory and territorial statement of appropriation.

Responsibility for the financial statements

The Director-General is responsible for the preparation and fair presentation of the financial statements in accordance with the *Financial Management Act 1996*. This includes responsibility for maintaining adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and the accounting policies and estimates used in the preparation of the financial statements.

The auditor's responsibility

Under the *Financial Management Act 1996*, I am responsible for expressing an independent audit opinion on the financial statements of the Directorate.

The audit was conducted in accordance with Australian Auditing Standards to obtain reasonable assurance that the financial statements are free of material misstatement.

I formed the audit opinion following the use of audit procedures to obtain evidence about the amounts and disclosures in the financial statements. As these procedures are influenced by the use of professional judgement, selective testing of evidence supporting the amounts and other disclosures in the financial statements, inherent limitations of internal control and the availability of persuasive rather than conclusive evidence, an audit cannot guarantee that all material misstatements have been detected.

Although the effectiveness of internal controls is considered when determining the nature and extent of audit procedures, the audit was not designed to provide assurance on internal controls.

The audit is not designed to provide assurance on the appropriateness of budget information included in the financial statements or to evaluate the prudence of decisions made by the Directorate.

Electronic presentation of the audited financial statements

Those viewing an electronic presentation of the financial statements should note that the audit does not provide assurance on the integrity of information presented electronically and does not provide an opinion on any other information which may have been hyperlinked to or from the financial statements. If users of the financial statements are concerned with the inherent risks arising from the electronic presentation of information, then they are advised to refer to the printed copy of the audited financial statements to confirm the accuracy of this electronically presented information.

Independence

Applicable independence requirements of Australian professional ethical pronouncements were followed in conducting the audit.

Audit opinion

In my opinion, the financial statements of the Directorate for the year ended 30 June 2016:

- (i) are presented in accordance with the *Financial Management Act 1996*, Australian Accounting Standards and other mandatory financial reporting requirements in Australia; and
- (ii) present fairly the financial position of the Directorate at 30 June 2016 and the results of its operations and cash flows for the year then ended.

The audit opinion should be read in conjunction with other information disclosed in this report.



Dr Maxine Cooper
Auditor-General

9 September 2016

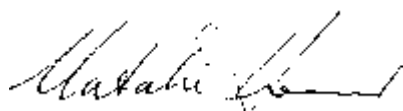
Financial Statements
For the Year Ended
30 June 2016

Education Directorate

**Education Directorate
Financial Statements
For the Year Ended 30 June 2016**

Statement of Responsibility

In my opinion, the financial statements are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2016 and the financial position of the Directorate on that date.



Natalie Howson

Director-General

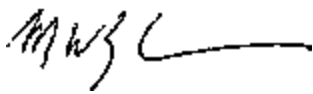
Education Directorate

7 September 2016

**Education Directorate
Financial Statements
For the Year Ended 30 June 2016**

Statement by the Chief Finance Officer

In my opinion, the financial statements have been prepared in accordance with generally accepted accounting principles, and are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2016 and the financial position of the Directorate on that date.



Mark Whybrow
Chief Finance Officer
Education Directorate

7 September 2016

EDUCATION DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

FOR THE YEAR ENDED

30 JUNE 2016

**Education Directorate
Operating Statement
For the Year Ended 30 June 2016**

	Note No.	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Income				
<i>Revenue</i>				
Government Payment for Outputs	4	626,616	656,165	591,010
User Charges – ACT Government	5	666	570	461
User Charges – Non-ACT Government	5	17,526	16,328	17,600
Interest	6	1,237	1,252	1,409
Distribution from Investments with the Territory Banking Account	7	71	116	82
Resources Received Free of Charge	8	621	485	621
Other Revenue	9	22,203	21,413	21,358
Total Revenue		668,940	696,329	632,541
<i>Gains</i>				
Gains on Investments	10	37	-	29
Other Gains	11	-		107
Total Gains		37		136
Total Income		668,977	696,329	632,677
Expenses				
Employee Expenses	12	466,615	460,503	426,307
Superannuation Expenses	13	65,277	69,216	62,661
Supplies and Services	14	58,234	73,559	64,423
Depreciation and Amortisation	15	60,505	66,340	60,556
Grants and Purchased Services	16	13,201	31,474	21,093
Borrowing Costs	17	-	12	6
School and Other Expenses	18	65,349	65,065	63,699
Total Expenses		729,181	766,169	698,745
Operating (Deficit)		(60,204)	(69,840)	(66,068)
Other Comprehensive Income				
(Decrease) in the Asset Revaluation Surplus	31	-	-	(1,300)
Total Other Comprehensive (Deficit)		-	-	(1,300)
Total Comprehensive (Deficit)		(60,204)	(69,840)	(67,368)

The above Operating Statement should be read in conjunction with the accompanying notes.

**Education Directorate
Balance Sheet
As at 30 June 2016**

	Note No.	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Current Assets				
Cash and Cash Equivalents	21	80,837	70,627	81,577
Receivables	22	3,267	4,301	5,099
Investments	23	260	259	260
Other Assets	27	1,457	1,045	897
Total Current Assets		85,821	76,232	87,833
Non-Current Assets				
Investments	23	1,912	1,846	1,875
Property, Plant and Equipment	24	1,804,207	1,753,926	1,790,347
Intangible Assets	25	977	468	2,618
Capital Works in Progress	26	2,449	63,760	24,524
Total Non-Current Assets		1,809,545	1,820,000	1,819,364
Total Assets		1,895,366	1,896,232	1,907,197
Current Liabilities				
Payables	28	4,540	4,666	6,305
Finance Leases		-	75	-
Employee Benefits	29	136,066	126,957	137,770
Other Liabilities	30	7,282	5,706	4,847
Total Current Liabilities		147,888	137,404	148,922
Non-Current Liabilities				
Finance Leases		-	69	-
Employee Benefits	29	12,053	13,894	12,016
Other Liabilities	30	4,386	2,050	2,589
Total Non-Current Liabilities		16,439	16,013	14,605
Total Liabilities		164,327	153,417	163,527
Net Assets		1,731,039	1,742,815	1,743,670
Equity				
Accumulated Funds		865,704	876,180	878,335
Asset Revaluation Surplus	31	865,335	866,635	865,335
Total Equity		1,731,039	1,742,815	1,743,670

The above Balance Sheet should be read in conjunction with the accompanying notes.

**Education Directorate
Statement of Changes in Equity
For the Year Ended 30 June 2016**

	Accumulated Funds Actual 2016 Note No.	Asset Revaluation Surplus Actual 2016 \$'000	Total Equity Actual 2016 \$'000	Original Budget 2016 \$'000
Balance at 1 July 2015	878,335	865,335	1,743,670	1,753,098
Comprehensive Income				
Operating (Deficit)	(60,204)	-	(60,204)	(69,840)
Total Comprehensive (Deficit)	(60,204)	-	(60,204)	(69,840)
Transactions Involving Owners Affecting Accumulated Funds				
Capital Injections	48,315	-	48,315	59,557
Net Assets transferred out as part of an Administrative Restructure	32 (742)	-	(742)	-
Total Transactions Involving Owners Affecting Accumulated Funds	47,573	-	47,573	59,557
Balance at 30 June 2016	865,704	865,335	1,731,039	1,742,815

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

Education Directorate
Statement of Changes in Equity – Continued
For the Year Ended 30 June 2016

	Accumulated Funds Actual 2015 \$'000	Asset Revaluation Surplus Actual 2015 \$'000	Total Equity Actual 2015 \$'000
Note No.			
Balance at 1 July 2014	900,172	866,635	1,766,807
Comprehensive Income			
Operating (Deficit)	(66,068)	-	(66,068)
(Decrease) in the Asset Revaluation Surplus	31	-	(1,300)
Total Comprehensive (Deficit)	(66,068)	(1,300)	(67,368)
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections	90,329	-	90,329
Net Assets transferred out as part of an Administrative Restructure	32	-	(46,098)
Total Transactions Involving Owners Affecting Accumulated Funds	44,231	-	44,231
Balance at 30 June 2015	878,335	865,335	1,743,670

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

**Education Directorate
Cash Flow Statement
For the Year Ended 30 June 2016**

	Note No.	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Cash Flows from Operating Activities				
Receipts				
Government Payment for Outputs		626,616	656,165	591,010
User Charges		19,491	16,898	17,454
Interest Received		1,243	1,252	1,409
Distribution from Investments with the Territory Banking Account		71	116	87
Schools and Other		23,514	20,000	20,396
Goods and Services Tax Received		17,891	21,100	25,015
Total Receipts from Operating Activities		688,826	715,531	655,371
Payments				
Employees		465,001	472,261	421,972
Superannuation		67,806	70,826	62,354
Supplies and Services		57,839	72,727	63,932
Grants and Purchased Services		13,239	31,474	21,457
Borrowing Costs		-	12	6
Schools and Other		66,168	63,850	63,175
Goods and Services Tax Paid		16,324	21,100	24,721
Total Payments from Operating Activities		686,377	732,250	657,617
Net Cash Inflows/(Outflows) from Operating Activities	38	2,449	(16,719)	(2,246)
Cash Flows from Investing Activities				
Receipts				
Proceeds from the Sale of Property, Plant and Equipment		1	-	41
Payments				
Purchase of Property, Plant and Equipment		53,301	60,772	76,731
Net Cash (Outflows) from Investing Activities		(53,300)	(60,772)	(76,690)
Cash Flows from Financing Activities				
Receipts				
Capital Injections		48,315	59,557	90,329
Loan Proceeds		2,591	-	-
Payments				
Repayment of Loan		794	423	-
Repayment of Finance Leases		-	50	39
Net Cash Inflows from Financing Activities		50,112	59,084	90,290
Net (Decrease)/Increase in Cash and Cash Equivalents Held		(739)	(18,407)	11,354
Cash and Cash Equivalents at the Beginning of the Reporting Period		81,576	89,034	70,223
Cash and Cash Equivalents at the End of the Reporting Period	38	80,837	70,627	81,577

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

Education Directorate
Summary of Directorate Output Classes
For the Year Ended 30 June 2016

	Output Class 1 \$'000	Output Class 2 \$'000	Output Class 3 \$'000	Total \$'000
2016				
Total Income	653,114	3,287	12,576	668,977
Total Expenses	(712,922)	(3,341)	(12,918)	(729,181)
Operating (Deficit)	(59,808)	(54)	(342)	(60,204)
2015				
Total Income	600,881	3,088	28,708	632,677
Total Expenses	(668,064)	(3,457)	(27,224)	(698,745)
Operating (Deficit)/Surplus	(67,183)	(369)	1,484	(66,068)

Education Directorate
Operating Statement for Output Class 1 - Public School Education
For the Year Ended 30 June 2016

Description

This output contributes to the provision of preschool, primary, high, secondary and special school education in public schools to all enrolled students, and regulation of education and care services.

	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Income			
<i>Revenue</i>			
Government Payment for Outputs	611,265	617,026	559,656
User Charges – ACT Government	664	570	460
User Charges – Non-ACT Government	17,306	16,296	17,573
Interest	1,226	1,250	1,392
Distribution from Investments with the Territory Banking Account	71	115	82
Resources Received Free of Charge	604	479	615
Other Revenue	<u>21,941</u>	<u>21,024</u>	<u>20,967</u>
<i>Total Revenue</i>	653,077	656,760	600,745
<i>Gains</i>			
Gains on Investments	37	-	29
Other Gains	107
<i>Total Gains</i>	<u>37</u>	<u>..</u>	<u>136</u>
Total Income	<u>653,114</u>	<u>656,760</u>	<u>600,881</u>
Expenses			
Employee Expenses	461,050	453,178	418,985
Superannuation Expenses	64,499	68,095	61,584
Supplies and Services	55,921	70,942	61,242
Depreciation and Amortisation	60,267	65,795	60,377
Grants and Purchased Services	5,955	2,981	2,171
Borrowing Costs	-	12	6
School and Other Expenses	65,230	64,952	63,699
Total Expenses	<u>712,922</u>	<u>725,955</u>	<u>668,064</u>
Operating (Deficit)	<u>(59,808)</u>	<u>(69,195)</u>	<u>(67,183)</u>

Education Directorate
Operating Statement for Output Class 2 - Non Government Education
For the Year Ended 30 June 2016

Description

This output contributes to the maintenance of standards in non-government schools and home education through compliance and registration, accreditation and certification of senior secondary courses, support and liaison with the non-government sector, administration and payment of Commonwealth Government and Territory grants for the non government sector and the conduct of an annual non-government schools census.

	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Income			
<i>Revenue</i>			
Government Payment for Outputs	2,787	2,851	2,669
User Charges – ACT Government	2		1
User Charges – Non-ACT Government	220	32	27
Interest	7	-	14
Distribution from Investments with the Territory Banking Account	-	1	-
Resources Received Free of Charge	17	3	5
Other Revenue	254	360	372
<i>Total Revenue</i>	<u>3,287</u>	<u>3,247</u>	<u>3,088</u>
Total Income	<u>3,287</u>	<u>3,247</u>	<u>3,088</u>
Expenses			
Employee Expenses	1,650	1,468	1,658
Superannuation Expenses	236	247	244
Supplies and Services	1,013	1,093	1,054
Depreciation and Amortisation	87	183	174
Grants and Purchased Services	305	450	327
Other Expenses	9	-	-
Total Expenses	<u>3,341</u>	<u>3,441</u>	<u>3,457</u>
Operating (Deficit)	<u>(54)</u>	<u>(194)</u>	<u>(369)</u>

Education Directorate
Operating Statement for Output Class 3 - Vocational Education and Training
For the Year Ended 30 June 2016

Description

This output contributes to the planning, funding, managing and reporting services for Vocational Education and Training (VET) opportunities, programs and initiatives in the ACT.

	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Income			
<i>Revenue</i>			
Government Payment for Outputs	12,564	36,288	28,685
Interest	4	2	3
Resources Received Free of Charge	-	3	1
Other Revenue	8	29	19
<i>Total Revenue</i>	<u>12,576</u>	<u>36,322</u>	<u>28,708</u>
Total Income	<u>12,576</u>	<u>36,322</u>	<u>28,708</u>
Expenses			
Employee Expenses	3,875	5,857	5,664
Superannuation Expenses	542	874	833
Supplies and Services	1,300	1,524	2,127
Depreciation and Amortisation	151	362	5
Grants and Purchased Services	6,940	28,043	18,595
Other Expenses	110	113	.
Total Expenses	<u>12,918</u>	<u>36,773</u>	<u>27,224</u>
Operating (Deficit) / Surplus	<u>(342)</u>	<u>(451)</u>	<u>1,484</u>

The responsibility for Vocational Education and Training functions associated with this output was transferred to the Chief Minister, Treasury and Economic Development Directorate from 22 January 2016 following changes to Administrative Arrangements.

**Education Directorate
Controlled Statement of Appropriation
For the Year Ended 30 June 2016**

	Note No.	Original Budget 2016 \$'000	Total Appropriated 2016 \$'000	Total Appropriation Drawn 2016 \$'000	Appropriation Drawn 2015 \$'000
Controlled					
Government Payment for Outputs	4	656,165	639,196	626,616	591,010
Capital Injections		59,557	67,782	48,315	90,329
Total Controlled Appropriation		715,722	706,978	674,931	681,339

The above Controlled Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers. This amount also appears in these financial statements, in the Cash Flow Statement.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Cash Flow Statement.

Variations between 'Original Budget' and 'Total Appropriated'

Government Payment for Outputs

The difference between the original budget and total appropriated mainly relates to Vocational Education and Training functions. On 22 January 2016, Vocational Education and Training functions were transferred to the Chief Minister, Treasury and Economic Development Directorate (\$26.064m). This was partially offset by funding transferred from 2014-15 into 2015-16 (\$9.095m), primarily relating to the VET Skills Reform national partnership.

Capital Injection

The difference between the original budget and the total appropriated relates to the transfer of funding from 2014-15 into 2015-16 (\$8.225m). The transfer of funding from 2014-15 primarily relates to advance payments of Commonwealth funding for Trade Training Centres and invoices received but not paid at 30 June 2015 for the Sustaining Smarter Schools - Digital Infrastructure for Our Schools initiative which were paid in 2015-16.

Variations between 'Total Appropriated' and 'Appropriation Drawn'

Government Payment for Outputs

The difference between the total appropriated and appropriation drawn relates to funds transferred from 2015-16 to 2016-17 (\$10.162m), lower than budgeted superannuation costs (\$1.238m) due to cessation of staff within the Public Sector Superannuation Scheme and Commonwealth Superannuation Scheme, and lower than budgeted Commonwealth grants (\$1.180m) associated with Students First funding. The transfer of funds from 2015-16 to 2016-17 primarily relates to delays in commencement of the Schools Administration System upgrade.

Capital Injections

The difference between the total appropriated and appropriation drawn mainly relates to the transfer of funds from 2015-16 to 2016-17 (\$11.777m) and savings associated with the Charles Weston P-6 School and the new Canberra College Cares building (\$7.690m). The transfer of funds to 2016-17 primarily relates to the delays in the tender and design process for the Modernising Belconnen High School project and minor delays in the rollout of wireless internet for the Supporting our School System - Sustaining ICT project.

EDUCATION DIRECTORATE CONTROLLED NOTE INDEX

	General	
Note	1	Objectives of the Directorate
Note	2	Significant Accounting Policies
Note	3	Change in Accounting Estimates
	Income Notes	
Note	4	Government Payment for Outputs
Note	5	User Charges - ACT and Non-ACT Government
Note	6	Interest
Note	7	Distribution from Investments with the Territory Banking Account
Note	8	Resources Received Free of Charge
Note	9	Other Revenue
	Gains	
Note	10	Gains on Investments
Note	11	Other Gains
	Expense Notes	
Note	12	Employee Expenses
Note	13	Superannuation Expenses
Note	14	Supplies and Services
Note	15	Depreciation and Amortisation
Note	16	Grants and Purchased Services
Note	17	Borrowing Costs
Note	18	School and Other Expenses
Note	19	Act of Grace Payments, Waivers and Write-Offs
Note	20	Auditor's Remuneration
	Asset Notes	
Note	21	Cash and Cash Equivalents
Note	22	Receivables
Note	23	Investments
Note	24	Property, Plant and Equipment
Note	25	Intangible Assets
Note	26	Capital Works in Progress
Note	27	Other Assets
	Liability Notes	
Note	28	Payables
Note	29	Employee Benefits
Note	30	Other Liabilities
	Equity Notes	
Note	31	Equity
Note	32	Restructure of Administrative Arrangements
Note	33	Disaggregated Disclosure of Assets and Liabilities

**EDUCATION DIRECTORATE
CONTROLLED NOTE INDEX – CONTINUED**

Other Notes		
Note	34	Financial Instruments
Note	35	Commitments
Note	36	Contingent Liabilities and Contingent Assets
Note	37	Interest in a Joint Operation
Note	38	Cash Flow Reconciliation
Note	39	Budgetary Reporting

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 1. OBJECTIVES OF THE DIRECTORATE

Operations and Principal Activities

The Education Directorate (the Directorate) works in partnership with students, parents and the community to ensure that every child, young person and adult in the ACT will benefit from a high quality, accessible education, childcare and training system. The Directorate works closely with government agencies, education and training providers, business and industry to position the ACT as the *Education Capital: Leading the Nation*.

Services of the Directorate include the provision of public school education, regulation of education and care services, registration of non-government schools and home education, and the planning and coordination of vocational education and training.

The Directorate aims to lift student achievement through connected and inclusive learning across all sectors of the education system combined with a focus on quality learning; inspirational teaching and leadership; high expectations, high performance; connecting with families and the community, and business innovation and improvement.

Vocational Education and Training functions transferred to the Chief Minister, Treasury and Economic Development Directorate on 22 January 2016 following changes to Administrative Arrangements. From this date the Directorate's name changed from the Education and Training Directorate to the Education Directorate.

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Preparation

The *Financial Management Act 1996 (FMA)* requires the preparation of annual financial statements for the Directorate.

The FMA and the *Financial Management Guidelines* issued under the Act, requires the Directorate's financial statements to include:

1. an Operating Statement for the year;
2. a Balance Sheet at the end of the year;
3. a Statement of Changes in Equity for the year;
4. a Cash Flow Statement for the year;
5. a Statement of Appropriation for the year;
6. an Operating Statement for each class of output for the year;
7. the significant accounting policies adopted for the year; and
8. such other statements as are necessary to fairly reflect the financial operations of the Directorate during the year and its financial position at the end of the year.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(a) Basis of Preparation – Continued

These general purpose financial statements have been prepared in accordance with 'Generally Accepted Accounting Principles' (GAAP) as required by the FMA. The financial statements have been prepared in accordance with:

- (i) Australian Accounting Standards; and
- (ii) ACT Accounting and Disclosure Policies.

The financial statements have been prepared using the accrual basis of accounting, which recognises the effects of transactions and events when they occur. The financial statements have also been prepared according to the historical cost convention, except for assets such as those included in property, plant and equipment and financial instruments which were valued at fair value in accordance with the revaluation policies applicable to the Directorate during the reporting period.

At 30 June 2016, the Directorate's current assets are insufficient to meet its current liabilities. However, this is not considered a liquidity risk as its cash needs are funded through appropriation from the ACT Government on a cash-needs basis. This is consistent with the whole-of-government cash management regime, which requires excess cash balances to be held centrally rather than within individual Directorate bank accounts.

These financial statements are presented in Australian dollars, which is the Directorate's functional currency.

The Directorate is an individual reporting entity.

(b) Controlled and Territorial Items

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control, for example on passing of grants to non government schools.

The purpose of the distinction between Controlled and Territorial is to enable an assessment of the Directorate's performance against the decisions it has made in relation to the resources it controls, while maintaining accountability for all resources under its responsibility.

The basis of preparation described in Note 2(a) above applies to both Controlled and Territorial financial statements except where specified otherwise.

(c) The Reporting Period

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ending 30 June 2016 and the financial position of the Directorate at 30 June 2016.

(d) Comparative Figures

Budget Figures

To facilitate a comparison with Budget Papers, as required by the *Financial Management Act 1996*, budget information for 2015-16 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Statements.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(d) Comparative Figures – Continued

Prior Year Comparatives

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statements, except where an Australian Accounting Standard does not require comparative information to be disclosed.

Where the presentation or classification of items in the financial statements is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

(e) Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars (\$'000). Use of the “ ” symbol represents zero amounts or amounts rounded to zero.

(f) Revenue Recognition

Revenue is recognised at the fair value of the consideration received or receivable in the Operating Statement. Revenue is recognised from Active Leisure Centre under User Charges as the Directorate controls the facilities. In addition, the following specific recognition criteria must be met before revenue is recognised:

Government Payment for Outputs

Government Payment for Outputs are recognised as revenues when the Directorate gains control over the funding. Control over appropriated funds is normally obtained upon the receipt of cash.

Payment for Expenses on Behalf of the Territory

The Payment for expenses on behalf of the Territory is recognised on an accrual basis. Due to the nature of territorial accounting, the Statement of Assets and Liabilities on Behalf of the Territory includes (as applicable) liabilities to, and receivables from, the Territory Banking Account.

User charges

Revenue for user charges is recorded when received except for international private students revenue which is recognised when the fee is earned.

Interest

Interest revenue is recognised using the effective interest rate.

Distribution from investment with the Territory Banking Account

Distribution revenue is received from investments with the Territory Banking Account. This is recognised on an accrual basis.

Revenue Received in Advance

Revenue received in advance is recognised as a liability if there is a present obligation to return the funds received, otherwise all are recorded as revenue.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(g) Resources Received and Provided Free of Charge

Resources received free of charge are recorded as a revenue and as an expense in the Operating Statement at fair value. The revenue is separately disclosed under resources received free of charge, with the expense being recorded in the line item to which it relates. Assets received free of charge as a result of administrative restructure are recorded as a net increase in assets from administrative restructure.

(h) Repairs and Maintenance

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade of the asset, and increases the service potential of the existing asset, the cost is capitalised. Maintenance expenses which do not increase the service potential of the asset are expensed.

(i) Borrowing Costs

Borrowing costs are expensed in the period in which they are incurred.

(j) Waivers of Debt

Debts that are waived during the year under Section 131 of the *Financial Management Act 1996* are expensed during the year in which the right to payment was waived. Further details of waivers are disclosed at **Note 19 – Act of Grace Payments, Waivers and Write-offs**.

(k) Current and Non-Current Items

Assets and liabilities are classified as current or non-current in the Balance Sheet and in the relevant notes. Assets are classified as current where they are expected to be realised within 12 months after the reporting date. Liabilities are classified as current when they are due to be settled within 12 months after the reporting date or when the Directorate does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

Assets or liabilities which do not fall within the current classification are classified as non-current.

(l) Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that an asset may be impaired. Assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

Any resulting impairment losses for land, buildings and improvements are recognised against the relevant class of asset in the Asset Revaluation Surplus with corresponding reduction to the carrying amount in the Balance Sheet. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus, the difference is expensed in the Operating Statement.

(m) Cash and Cash Equivalents

Cash includes cash at bank and cash on hand. Directorate money held in the Territory Banking Account Cash Fund is classified as a Cash Equivalent.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(m) Cash and Cash Equivalents – Continued

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value. Bank overdrafts are included in cash and cash equivalents in the Cash Flow Statement and are included as borrowings in the Balance Sheet.

(n) Receivables

Accounts receivable (including trade receivables and other trade receivables) are initially recognised at fair value and are subsequently measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement.

The allowance for impairment losses represents the amount of trade receivables and other trade receivables the Directorate estimates will not be repaid. The allowance for impairment losses is based on objective evidence and a review of overdue balances. The Directorate considers the following is objective evidence of impairment:

- becoming aware of financial difficulties of debtors;
- default payments; or
- debts more than 90 days overdue.

The amount of the allowance is recognised in the Operating Statement.

(o) Investments

Short-term investments are held with the Territory Banking Account in a unit trust called the Cash Enhanced Portfolio. Long term investments are held with the Territory Banking Account in a unit trust called the Fixed Interest Portfolio. The price of units in both these unit trusts fluctuates in value. The net gains or losses do not include interest or dividend income.

The price of units in both these unit trusts fluctuates in value. The net gain or loss on investments consists of the fluctuation in price of the unit trust between the end of the last reporting period and the end of this reporting period as well as any profit on the sale of units in the trust (the profit being the difference between the price at the end of the last reporting period and the sale price).

These short-term and long term investments are measured at fair value with any adjustments to the carrying amount recorded in the Operating Statement. Fair value is based on an underlying pool of investments which have quoted market prices at the reporting date.

(p) Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment is initially recorded at cost.

Where property, plant and equipment are acquired at no cost, or minimal cost, cost is its fair value as at the date of acquisition. However property, plant and equipment acquired at no cost or minimal cost as part of a Restructuring of Administrative Arrangements is measured at the transferor's book value.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(p) Acquisition and Recognition of Property, Plant and Equipment – Continued

Property, plant and equipment with a minimum value of \$5,000 (exclusive of GST) are capitalised. Assets below \$5,000 are expensed in the reporting period of purchase. Assets that are individually below the threshold, but for which the aggregate value is material, may be capitalised depending on the nature of the assets.

(q) Measurement of Property, Plant and Equipment after Initial Recognition

Land, buildings and improvements to land are measured at fair value. Plant and equipment including leasehold improvements are measured at cost. Land and buildings are revalued every three years. However, if at any time management considers that the carrying amount of an asset materially differs from its fair value, then the asset will be revalued regardless of when the last valuation took place. The most recent complete revaluation of the Directorate's land, buildings and land improvements was performed in 2013-14. The next revaluation will be undertaken in 2016-17.

Fair value is the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is measured using the market approach or the cost approach valuation techniques as appropriate. In estimating the fair value of an asset or liability, the Directorate takes into account the characteristics of the asset or liability if market participants would take those characteristics into account when pricing the asset or liability at the measurement date.

Fair value for land and non-specialised buildings is measured using the market approach valuation technique. This approach uses prices and other relevant information generated by market transactions involving identical or similar assets. Fair value for specialised assets is measured using the cost approach that reflects the current cost to construct a comparable asset less accumulated depreciation.

(r) Intangible Assets

The Directorate's intangible assets are comprised of internally generated software and externally acquired software for internal use. Externally acquired software is recognised and capitalised when:

- a) it is probable that the expected future economic benefits attributable to the software will flow to the Directorate;
- b) the cost of the software can be measured reliably; and
- c) the acquisition cost is equal to or exceeds \$50,000.

Internally generated software is recognised when it meets the above general recognition criteria and where it meets the specific recognition criteria relating to intangible assets arising from the development phase of an internal project.

Capitalised software has a finite useful life. Software is amortised on a straight line basis over its useful life, over a period not exceeding five years. Intangible assets are measured at cost.

(s) Depreciation and Amortisation of Non-Current Assets

Amortisation is used in relation to intangible assets and depreciation is applied to physical assets such as buildings. Non-current assets with a limited useful life are systematically depreciated or amortised over their useful lives in a manner that reflects the consumption of their service potential.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(s) Depreciation and Amortisation of Non-Current Assets – Continued

Land has an unlimited useful life and is therefore not depreciated.

Depreciation or amortisation for non-current assets is determined as follows:

Class of Asset	Depreciation/Amortisation	Useful Life (Years)
Buildings and Land Improvements	Straight Line	50
Leaschold Improvements	Straight Line	5
Plant and Equipment	Straight Line	2-20
Intangibles	Straight Line	2-5

The aggregate amount of depreciation allocated for each class of asset during the reporting period is disclosed in **Note 15 – Depreciation and Amortisation**.

(t) Payables

Payables are initially recognised at fair value based on the transaction cost and subsequent to initial recognition at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. All amounts are normally settled within 30 days after the invoice date.

Payables include Trade Payables, Accrued Expenses and Other Payables.

(u) Joint Arrangements

The Directorate is involved in a joint operation with the Catholic Education Office at Gold Creek Primary School and its share of assets, liabilities, income and expenses have been recognised in the Directorate's financial statements under appropriate headings consistent with AASB 11 'Joint Arrangements'. Further details are disclosed in **Note 37 – Interest in a Joint Operation**.

(v) Leases

The Directorate has entered into operating leases.

Operating Leases

Operating leases do not effectively transfer to the Directorate substantially the entire risks and rewards incidental to ownership of the asset under an operating lease. Operating lease payments are recorded as an expense in the Operating Statement on a straight-line basis over the term of the lease.

Motor Vehicle Leasing Arrangements 2014-15

Changes were made to the whole of government motor vehicle leasing arrangements with SG Fleet as a result of which all such leases were classified as operating leases rather than finance leases from 23 April 2015.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(w) Employee Benefits

Employee benefits include:

- Short-term employee benefits such as wages and salaries, annual leave loading, and applicable on-costs; if expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related services;
- Other long-term benefits such as long service leave and annual leave; and
- Termination benefits.

On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual and long service leave.

Wages & Salaries

Accrued salaries and wages are measured at the amount that remains unpaid to employees at the end of the reporting period.

Annual and Long Service Leave

Annual and long service leave including applicable on-costs that are not expected to be wholly settled within twelve months are measured at the present value of estimated future payments to be made in respect of services provided by employees up to the end of the reporting period. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At the end of each reporting period end, the present value of annual leave and long service leave payments is estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows.

Annual leave liabilities have been estimated on the assumption that they will be wholly settled within three years. In 2015-16 the rate used to estimate the present value of future annual leave payments is 101.4% (101.0% in 2014-15).

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of seven years of qualifying service, the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and applicable on-costs. In 2015-16, the rate used to estimate the present value of future payments for long service leave is 114.7% (104.2% in 2014-15).

The provision for annual leave and long service leave includes estimated on-costs. As these on-costs only become payable if the employee takes annual and long service leave while in-service, the probability that employees will take annual and long service leave while in service has been taken into account in estimating the liability for on-costs.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(w) Employee Benefits – Continued

Annual leave and long service leave liabilities are classified as current liabilities in the Balance Sheet where there are no unconditional rights to defer the settlement of the liability for at least 12 months. Conditional long service leave liabilities are classified as non-current because the Directorate has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

(x) Superannuation

The Directorate receives funding for superannuation payments as part of the Government Payment for Outputs. The Directorate then makes payments on a fortnightly basis to the Territory Banking Account, to cover the Directorate's superannuation liability for the Commonwealth Superannuation Scheme (CSS) and the Public Sector Superannuation Scheme (PSS). This payment covers the CSS/PSS employer contribution, but does not include the productivity component. The productivity component is paid directly to the Commonwealth Superannuation Corporation (CSC) by the Directorate. The CSS and PSS are defined benefit superannuation plans meaning that the defined benefits received by employees are based on the employee's years of service and average final salary.

Superannuation payments have also been made directly to superannuation funds for those members of the Public Sector who are part of superannuation accumulation schemes. This includes the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice.

The total Territory superannuation liability for the CSS and PSS is recognised in the Chief Minister, Treasury and Economic Development Directorate's Superannuation Provision Account and the CSS and the external schemes recognise the superannuation liability for the PSSAP and other schemes respectively. This superannuation liability is not recognised at individual agency level.

The ACT Government is liable for the reimbursement of the emerging costs of benefits paid each year to members of the CSS and PSS in respect of service provided after 1 July 1989. These reimbursement payments are made from the Superannuation Provision Account.

(y) Equity Contributed by the ACT Government

Contributions made by the ACT Government, through its role as owner of the Directorate, are treated as contributions of equity.

Increases or decreases in net assets as a result of Administrative Restructures are also recognised in equity.

(z) Insurance

The Directorate insures its major risks through the ACT Insurance Authority. The excess payable, under this arrangement, varies depending on each class of insurance held.

(aa) Taxation

The Directorate's activities are exempt from all forms of taxation except Fringe Benefits Tax (FBT) and Goods and Services Tax (GST). The amount of FBT paid in the year is recorded in the Operating Statement under employee expenses.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(aa) Taxation – Continued

Revenue, expenses and assets are recognised net of GST except to the extent that the amount of GST incurred by the purchaser is not recoverable from the Australian Taxation Office.

Cash flows relating to GST are included in the Cash Flow Statement on a gross basis. The GST component of cash flows arising from investing and financing activities that are recoverable from, or payable to, the Australian Taxation Office are classified as operating cash flows. The net amount of GST recoverable from, or payable to, the Australian Taxation Office is included as part of receivables or payables in the Balance Sheet.

(ab) Contingent Liabilities and Assets

Contingent liabilities include all provisions not meeting both of the recognition criteria of a liability. These criteria are: whether it is probable that the future sacrifice of economic benefits will be required; and whether the amount of the liability can be measured reliably. Contingent assets include any assets that do not meet both of the recognition criteria for an asset. These criteria are: whether it is probable that the future economic benefits embodied in the asset will eventuate; and the asset possesses a cost or other value that can be measured reliably. The contingent liabilities are disclosed in **Note 36 – Contingent Liabilities and Contingent Assets**. There are no contingent assets.

(ac) Budgetary Reporting

Explanations of Major Variance between the 2015-16 original budget and 30 June 2016 actual results are presented in **Notes 39 and 49 – Budgetary Reporting**. The definition of ‘major variances’ and the ‘original budget’ are also provided in **Notes 39 and 49 – Budgetary Reporting**.

(ad) Significant Accounting Judgements and Estimates

In the process of applying the accounting policies listed in this note, the Directorate has made the following judgements and estimates that have the most significant impact on the amounts recorded in the financial statements:

- a. Fair Value of Land and Buildings:* The Directorate has made a significant estimate regarding the fair value of its land and buildings. Land and buildings have been recorded at the market value of similar properties less accumulated depreciation as determined by an independent valuer. The fair value of assets is subject to management assessment between formal valuations. **Note 2(q) - Measurement of Property, Plant and Equipment after Initial Recognition.**

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(ad) Significant Accounting Judgements and Estimates – Continued

- b. *Employee Benefits:* Significant judgements have been applied in estimating the liability for employee benefits. The estimated liability for annual and long service leave requires a consideration of the future wages and salary levels, experience of employee departures, probability that leave will be taken in service and periods of service. The estimate also includes an assessment of the probability that employees will meet the minimum service period required to qualify for long service leave and that on-costs will become payable. Further information on this estimate is provided in **Note 2(w) - Employee Benefits**.

The significant judgements and assumptions included in the estimation of annual and long service leave liabilities include an assessment by an actuary. The Australian Government Actuary performed this assessment in May 2014. The assessment by an actuary is performed every five years. However it may be performed more frequently if there is a significant contextual change in the parameters underlying the 2014 report. The next actuarial review is expected to be undertaken by May 2019.

- c. *Useful Lives of Property, Plant & Equipment:* Property, Plant and Equipment is systematically depreciated over its estimated useful life. The estimated useful life of Property, Plant and Equipment is based on historical experience of similar assets and in some cases has been based on assessment by an independent valuer. The estimated useful life of Property, Plant and Equipment is reassessed each year and adjusted when the condition and other factors affecting the useful life of Property, Plant and Equipment indicate an adjustment is warranted.
- d. *Impairment:* Property, Plant and Equipment is annually assessed for impairment. If this assessment indicates an asset is impaired, then an assessment of the asset's recoverable amount must be estimated to determine whether an impairment loss must be recognised. The Directorate has undertaken an assessment in relation to the school buildings and other property plant and equipment. The Directorate's impairment policy states that schools buildings used at less than 65% capacity are impaired. An adjustment is reflected in the financial statements if the overall impairment is material. There has been no adjustment for impairment in 2015-16 (2014-15 a reduction of \$0.487 million).
- e. *Budgetary Reporting:* Judgements have been applied in determining what variances are considered as 'major variances' requiring explanations in **Notes 39 and 49 – Budgetary Reporting**. Variances are considered to be major if both of the following criteria are met:
- The line item is a significant line item: the line item actual accounts for more than 10% of the relevant associated category of the financial statements; and
 - The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

(ae) After Balance Date Events

There are no known events occurring after 30 June 2016 that will materially affect the financial statements.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

(af) Accounting Standards Adopted Early for the 2015-16 Reporting Period

AASB 2015-2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 101 and AASB 2015-7 Amendments to Australian Accounting Standards – Fair Value Disclosures of Not-For-Profit Public Sector Entities have been early adopted for the 2015-16 reporting period, even though the standards are not required to be applied until annual reporting periods beginning on or after 1 July 2016.

AASB 2015-2 amends AASB 101 Presentation of Financial Statements including clarifying that agencies should not be disclosing immaterial information and that the presentation of information in notes can and should be tailored to provide users with the clearest view of an agency's financial performance and financial position.

AASB 2015-7 amends AASB 13 Fair Value Measurement to provide disclosure relief to not-for-profit public sector agencies from certain disclosures about the fair value measurements of property, plant and equipment held for their current service potential rather than to generate net cash inflows. This includes relief from disclosures of quantitative information about the significant unobservable inputs used in fair value measurements and of the sensitivity of certain fair value measurements to changes in unobservable inputs.

(ag) Impact of Accounting Standards Issued but yet to be applied

All other new standards, amendments to standards and interpretations that were issued prior to the sign off date and are applicable to future reporting periods are not expected to have a material financial impact on the Directorate.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 3. CHANGE IN ACCOUNTING ESTIMATES

a) Change in Accounting Estimates

As disclosed in **Note 2(w) – Employee Benefits**, annual leave and long service leave, including applicable on-costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The rate used to estimate the present value of employee benefit liabilities is based on an assessment made by the Australian Government Actuary.

Last financial year the rate used to estimate the present value of future long service leave and annual leave payments was 104.2% for long service leave and 101.0% for annual leave. The rate for 2015-16 is 114.7% for long service leave and 101.4% for annual leave. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in an increase in the estimate of the long service leave liability and expense in the current reporting period of approximately \$10.164 million and an increase to the estimate of the annual leave liability and expense in the current reporting period of approximately \$0.138 million.

NOTE 4. GOVERNMENT PAYMENT FOR OUTPUTS

	2016	2015
	\$'000	\$'000
Government Payment for Outputs		
Government Payment for Outputs ¹	626,616	591,010
Total	626,616	591,010

1. The increase primarily relates to additional funding for pay increases associated with the teaching staff enterprise agreement and administrative and other staff enterprise agreements and enrolment increases in public schools.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 5. USER CHARGES – ACT AND NON-ACT GOVERNMENT

	2016	2015
	\$'000	\$'000
User Charges – ACT Government		
User Charges – ACT Government	666	461
Total	666	461
User Charges – Non-ACT Government		
International Private Students Program ¹	9,002	8,146
Active Leisure Centre, Hire of Facilities and Recreational Activities	3,567	3,656
Commonwealth Agreements ²	3,694	4,678
Commonwealth Own Purpose Payments (COPE) / Specific Projects	1,167	940
Other	96	180
Total	17,526	17,600

1. The increase mainly relates to a higher number of international student enrolments combined with fee increases for international students.
2. In 2014-15 payments from the French Government for the French Australia School program at Telopea Park School were paid to the Directorate and recorded as User Charges – Non-ACT Government. In 2015-16, a new operational agreement was entered into with French Government payments now made directly to the Telopea Park School. This change has resulted in a decrease in this line item. These payments are now recorded as Schools Revenue at Note 9 – Other Revenue.

NOTE 6. INTEREST

Interest		
Interest earned from Schools Bank Accounts and Other Cash Held ¹	1,237	1,409
Total	1,237	1,409

1. The decrease relates to lower interest rates in 2015-16 compared to 2014-15.

NOTE 7. DISTRIBUTION FROM INVESTMENTS WITH THE TERRITORY BANKING ACCOUNT

Revenue from ACT Government Entities		
Distribution from Investments with the Territory Banking Account	71	82
Total	71	82

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 8. RESOURCES RECEIVED FREE OF CHARGE

This relates to legal advice and other legal services provided by the ACT Government Solicitor's Office.

	2016 \$'000	2015 \$'000
Revenue from ACT Government Entities		
Resources Received Free of Charge	621	621
Total	621	621

NOTE 9. OTHER REVENUE

Mainly comprises schools revenue from voluntary contributions, fund raising revenue and excursion funds.

Other Revenue		
School Revenue ¹	20,939	19,861
ACT Teacher Quality Institute	803	793
Other	461	704
Total	22,203	21,358

1. In 2014-15 payments from the French Government for the French Australia School program at Telopea Park School were paid to the Directorate and recorded as User Charges - Non-ACT Government. In 2015-16, a new operational agreement was entered into with French Government payments now made directly to the Telopea Park School. This change has resulted in an increase in this line item. These payments were previously recorded as User Charges at Note 5 – User Charges ACT and Non-ACT Government.

NOTE 10. GAINS ON INVESTMENTS

Gains on Investments		
Unrealised Gains on Investments with the Territory Banking Account	37	29
Total	37	29

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 11. OTHER GAINS

Other gains are transactions that are not part of the Directorate's core activities. Other gains are distinct from other revenue, as other revenue arises from the core activities of the Directorate.

	2016 \$'000	2015 \$'000
Gain from De-recognition of Finance Lease Liabilities ¹	-	107
Total	-	107

1. There were no other gains in 2015-16.

NOTE 12. EMPLOYEE EXPENSES

Wages and Salaries ¹	436,871	410,080
Movement in Employee Benefits ²	17,524	4,796
Workers' Compensation Insurance Premium	12,220	11,431
Total	466,615	426,307

1. The increase is mainly due to wage increases provided through the teaching staff enterprise agreement and administrative and other staff enterprise agreements.
2. The increase is primarily related to an increase in the rate used to estimate the present value of long service leave liabilities (refer Note 2(w) - Employee Benefits and 3(a) - Change In Accounting Estimate).

NOTE 13. SUPERANNUATION EXPENSES

Superannuation Contributions to the Territory Banking Account	33,964	34,641
Productivity Benefit	4,782	4,973
Superannuation Payment to ComSuper (for the PSSAP)	1,267	1,190
Superannuation to External Providers	25,264	21,857
Total	65,277	62,661

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 14. SUPPLIES AND SERVICES

	2016	2015
	\$'000	\$'000
Property and Maintenance ¹	13,923	20,737
Materials and Services	28,539	27,619
Travel and Transport	6,649	6,711
Administrative	3,336	3,146
Financial	4,407	4,501
Operating Lease Costs	1,199	1,505
Audit Fees	173	137
Write-Off of Assets	8	67
Total	58,234	64,423

1. The decrease in 2015-16 primarily relates to the early delivery of projects in May and June 2015, reducing the 2015-16 repairs and maintenance program.

NOTE 15. DEPRECIATION AND AMORTISATION

Depreciation

Buildings and Land Improvements	49,758	49,450
Plant and Equipment	10,217	10,756
Leasehold Improvements	192	194
Community and Heritage Assets	-	8
Total Depreciation	60,167	60,408

Amortisation

Intangible Assets	338	148
Total Amortisation	338	148

Total Depreciation and Amortisation	60,505	60,556
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NOTE 16. GRANTS AND PURCHASED SERVICES

Grant Payments - educational, apprenticeships, and VET skills reform ¹	13,201	21,093
Total	13,201	21,093

1. The decrease mainly relates to the transfer of Vocational Education and Training functions to Chief Minister, Treasury and Economic Development Directorate on 22 January 2016.

NOTE 17. BORROWING COSTS

Finance Charges on Finance Leases	-	6
Total	-	6

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 18. SCHOOL AND OTHER EXPENSES

Mainly comprise utilities, cleaning, security and maintenance costs in schools as well as educational enrichment activities.

	2016 \$'000	2015 \$'000
School Expenses	63,996	61,919
Other Expenses	1,353	1,569
Loss on Derecognition of Motor Vehicle Lease	.	211
Total	65,349	63,699

NOTE 19. ACT OF GRACE PAYMENTS, WAIVERS AND WRITE-OFFS

Write-Off of Assets	8	67
Total	8	67

1. The expense associated with the write-off of assets is reported under **Note 14 – Supplies and Services**.

NOTE 20. AUDITOR'S REMUNERATION

Auditor's remuneration consists of financial audit services provided to the Directorate by the ACT Audit Office. No other services were provided by the ACT Audit Office.

Audit Services

Audit Fees Paid or Payable to the ACT Audit Office	156	126
Total	156	126

NOTE 21. CASH AND CASH EQUIVALENTS

The Directorate holds a number of bank accounts with the Westpac Bank as part of the whole-of-government banking arrangements.

Central Office Bank Accounts	36,789	40,764
School Management Accounts ¹	43,544	39,787
ACT Teacher Quality Institute Bank Account	457	733
Other Operations Bank Accounts	37	283
Cash on Hand	10	10
Total	80,837	81,577

1. The increase mainly relates to the impact of the new Teachers' Enterprise Agreement which requires the provision of funding to schools to address change in administrative workload. This funding was paid late in the 2015-16 financial year and a significant portion remained unspent at year-end. Further, additional cash was held at year-end due to the impact of the new operational agreement for the French Australia Program at Telopea Park School. Refer **Note 5 – User Charges** and **Note 9 – Other Revenue**.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 22. RECEIVABLES

	2016 \$'000	2015 \$'000
Current Receivables		
Trade Receivables	705	998
Less: Allowance for Impairment Losses	(187)	(143)
	518	855
Other Trade Receivables ¹	265	815
Less: Allowance for Impairment Losses	-	-
	<u>265</u>	<u>815</u>
Accrued Revenue	657	35
Net Goods and Services Tax Receivable	1,827	3,394
	2,484	3,429
Total Current Receivables	<u>3,267</u>	<u>5,099</u>

1. Related to school receivables.

Ageing of Receivables

	Ageing				Total \$'000
	Not Overdue \$'000	Overdue			
		Less than 30 Days \$'000	30 to 60 Days \$'000	Greater than 60 Days \$'000	
2016					
Not Impaired					
Receivables	2,762	90	49	366	3,267
Impaired					
Receivables	-	-	-	187	187
2015					
Not Impaired					
Receivables	3,838	695	30	536	5,099
Impaired					
Receivables	-	-	-	143	143

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 22. RECEIVABLES – CONTINUED

	2016	2015
	\$'000	\$'000
Reconciliation of the Allowance for Impairment Losses		
Allowance for Impairment Losses at the Beginning of the Reporting Period	143	147
Additional/ (less) Allowance Recognised During the Reporting Period	44	(4)
Allowance for Impairment Losses at the End of the Reporting Period	187	143
Classification of ACT Government/Non-ACT Government Receivables		
Receivables from ACT Government Entities		
Trade Receivables	116	52
Other Trade Receivables	23	220
Accrued Revenue	16	21
Total Receivables from ACT Government Entities	155	293
Receivables from Non-ACT Government Entities		
Trade Receivables	589	946
Other Trade Receivables	242	595
Accrued Revenue	641	14
Net Goods and Services Tax Receivable	1,827	3,394
Less: Allowance for Impairment Losses	(187)	(143)
Total Receivables from Non-ACT Government Entities	3,112	4,806
Total Receivables	3,267	5,099

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 23. INVESTMENTS

Short-term investments were held with the Territory Banking Account in the Cash Enhanced Portfolio throughout the year. These funds are able to be withdrawn upon request.

The purpose of the investment in the Fixed Interest Portfolio is to hold it for a period of longer than 12 months. The total carrying amount of the Fixed Interest Portfolio investment below has been measured at fair value.

	2016	2015
	\$'000	\$'000
Current Investments		
Investments with the Territory Banking Account - Cash Enhanced Portfolio	260	260
Total Current Investments	260	260
Non-Current Investments		
Investments with the Territory Banking Account - Fixed Interest Portfolio	1,912	1,875
Total Non-Current Investments	1,912	1,875
Total Investments	<u>2,172</u>	<u>2,135</u>

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 24. PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment includes the following classes of assets – land, buildings, improvement to land, leasehold improvements and plant and equipment.

	2016 \$'000	2015 \$'000
Land		
Land at Fair Value	316,745	316,745
Total Land Assets	<u>316,745</u>	<u>316,745</u>
Buildings and Improvements to Land at Fair Value	1,556,490	1,492,913
Less: Accumulated Depreciation	(103,100)	(53,342)
Total Written-Down Value of Buildings and Improvements to Land	<u>1,453,390</u>	<u>1,439,571</u>
Total Land and Written Down Value of Buildings and Improvements to Land	<u>1,770,135</u>	<u>1,756,316</u>
Leasehold Improvements		
Leasehold Improvements at Cost	5,643	5,643
Less: Accumulated Depreciation	(4,700)	(4,508)
Total Written-Down Value of Leasehold Improvements	<u>943</u>	<u>1,135</u>
Plant and Equipment		
Plant and Equipment at Cost	115,046	105,650
Less: Accumulated Depreciation	(81,917)	(72,754)
Total Written-Down Value of Property, Plant and Equipment	<u>33,129</u>	<u>32,896</u>
Total	<u><u>1,804,207</u></u>	<u><u>1,790,347</u></u>

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 24. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2015-16.

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	316,745	1,439,571	1,135	32,896	1,790,347
Additions	-	63,598	-	10,034	73,632
Depreciation	-	(49,758)	(192)	(30,217)	(60,167)
Assets Transferred Out	-	-	-	(5)	(5)
Write-offs/Impairment/Other	-	(21)	-	421	400
Carrying Amount at the End of the Reporting Period	316,745	1,453,390	943	33,129	1,804,207

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 24. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2014-15.

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvement \$'000	Plant and Equipment \$'000	Community and Heritage Assets \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	330,814	1,473,760	1,329	27,151	960	1,834,014
Additions	-	41,682	-	16,730	-	58,412
Assets Transferred Out	(15,429)	(24,739)	-	-	(948)	(41,116)
Revaluation Increment/(Decrement)	1,360	(2,453)	-	-	-	(1,093)
Depreciation	-	(49,446)	(194)	(10,756)	(12)	(60,408)
Derecognition of Leased Vehicles	-	-	-	(171)	-	(171)
Write Offs/Impairment/Other	-	767	-	(58)	-	709
Carrying Amount at the End of the Reporting Period	316,745	1,439,571	1,135	32,896	-	1,790,347

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 24. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Fair Value Hierarchy

The Directorate is required to classify property, plant and equipment into a Fair Value Hierarchy that reflects the significance of the inputs used in determining their fair value. The Fair Value Hierarchy is made up of the following three levels:

- Level 1 – quoted prices (unadjusted) in active markets for identical assets or liabilities that the Directorate can access at the measurement date;
- Level 2 – inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 – inputs that are unobservable for particular assets or liabilities.

Details of the Directorate's property, plant and equipment at fair value and information about the Fair Value Hierarchy at 30 June 2016 are as follows.

2016

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land		-	316,745	316,745
Buildings and Improvements to Land	-	-	1,453,390	1,453,390
	-	-	1,770,135	1,770,135

2015

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land			316,745	316,745
Buildings and Improvements to Land		-	1,439,571	1,439,571
		-	1,756,316	1,756,316

Transfers Between Categories

There have been no transfers between Levels 1, 2 and 3 during the current or previous reporting period.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 24. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Valuation Techniques, inputs and processes

Level 2 Valuation Techniques and Inputs

Valuation Technique: The valuation technique used to value land and buildings is the market approach that reflects recent transaction prices for similar properties and buildings (comparable in location and size).

Inputs: Prices and other relevant information generated by market transactions involving comparable land and buildings were considered. Regard was taken of the Crown Lease terms and tenure, The Australian Capital Territory Plan and the National Capital Plan, where applicable, as well as current zoning.

Level 3 Valuation Techniques and Inputs

Valuation Technique: Land where there is no active market or significant restrictions is valued through the market approach which values a selection of land with similar approximate utility.

Valuation Technique: Buildings, and improvements to land were considered specialised assets by the valuers and measured using the cost approach that reflects the cost to a market participant to construct assets of comparable utility adjusted for obsolescence. For buildings, historical cost per square metre of floor area was also used in measuring fair value.

Inputs: In determining the value of land with similar approximate utility significant adjustment to market based data was required.

Inputs: In determining the value of buildings and improvements to land, regard was given to the age and condition of the assets, their estimated replacement cost and current use. This required the use of data internal to the Education Directorate

There has been no change to the above valuation techniques during the year.

Transfers in and out of a fair value level are recognised on the date of the event or change in circumstances that caused the transfer.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 24. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Fair Value measurements using significant unobservable inputs (Level 3)

Description and Fair Value at 30 June 2016	Valuation Technique(s)	Significant Unobservable Inputs
\$'000		
Land \$316,745	Market Approach - Direct comparison	Selection of land with similar approximate utility
Buildings and Improvements to Land \$1,453,390	Depreciated Replacement Cost	Consumed economic benefit/ obsolescence of asset

Description and Fair Value at 30 June 2015	Valuation Technique(s)	Significant Unobservable Inputs
\$'000		
Land \$316,745	Market Approach - Direct comparison	Selection of land with similar approximate utility.
Buildings and Improvements to Land \$1,439,571	Depreciated Replacement Cost	Consumed economic benefit/ obsolescence of asset

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 25. INTANGIBLE ASSETS

The Directorate has internally generated software and externally purchased software.

	2016	2015
	\$'000	\$'000
Computer Software		
<i>Internally Generated/Externally Purchased Software</i>		
Computer Software at Cost ¹	1,592	3,043
Less: Accumulated Amortisation	(615)	(425)
Total Computer Software	977	2,618

1. The movement primarily relates to the transfer of computer software associated with Vocational Education and Training functions to Chief Minister, Treasury and Economic Development Directorate on 22 January 2016.

NOTE 26. CAPITAL WORKS IN PROGRESS

Capital works in progress are assets being constructed over periods of time in excess of the present reporting period.

Capital Works in Progress	2,449	24,524
Total	2,449	24,524

Reconciliation of Capital Works In Progress

The following table shows the movement of Capital Works In Progress during the reporting periods.

Balance at the Beginning of the Reporting Period	24,524	16,238
Additions	2,189	21,775
Capital Works in Progress Completed and Transferred to Property, Plant and Equipment ¹	(24,264)	(10,980)
Capital Works in Progress Completed and Transferred to Chief Minister, Treasury and Economic Development Directorate	-	(2,509)
Carrying Amount at the End of the Reporting Period	2,449	24,524

1. Primarily relates to capitalisation of expenditure associated with the construction of the Charles Weston School.

NOTE 27. OTHER ASSETS

Other Current Assets

Prepayments ¹	1,457	897
Total	1,457	897

1. Increase primarily relates to higher prepayments in schools.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 28. PAYABLES

	2016	2015
	\$'000	\$'000
Current Payables		
Payables - ACT Government Entities	64	33
Payables - Non-ACT Government Entities	301	277
Accrued Expenses	4,175	5,995
Total Current Payables	4,540	6,305
Payables are aged as followed		
Not Overdue	4,514	6,250
Overdue for Less than 30 Days	14	28
Overdue for 30 to 60 Days	6	-
Overdue for More than 60 Days	6	27
Total	4,540	6,305
Classification of ACT Government/Non-ACT Government Payables		
Payables with ACT Government Entities		
Payables	64	33
Accrued Expenses	2,952	3,693
Total Payables with ACT Government Entities	3,016	3,726
Payables with Non-ACT Government Entities		
Payables	301	277
Accrued Expenses	1,223	2,302
Total Payables with Non-ACT Government Entities	1,524	2,579
 Total	4,540	6,305

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 29. EMPLOYEE BENEFITS

	2016	2015
	\$'000	\$'000
Current Employee Benefits		
Annual Leave	35,128	33,375
Long Service Leave ¹	98,970	83,236
Accrued Salaries ²	1,968	21,159
Total Current Employee Benefits	136,066	137,770
Non-Current Employee Benefits		
Long Service Leave	12,053	12,016
Total Non-Current Employee Benefits	12,053	12,016
Total	148,119	149,786
Estimate of when Leave is Payable		
Estimated Amount Payable within 12 months		
Annual Leave	29,733	26,848
Long Service Leave	6,825	6,821
Accrued Salaries	1,968	21,159
Total Employee Benefits Payable within 12 months	38,526	54,828
Estimated Amount Payable after 12 months		
Annual Leave	5,395	6,527
Long Service Leave	104,198	88,431
Total Employee Benefits Payable after 12 months	109,593	94,958
Total	148,119	149,786

1. The increase primarily relates to an increase in the rate used to estimate the present value of future long service leave payments.

2. The decrease primarily relates to less salary accrual days in 2015-16.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 30. OTHER LIABILITIES

	2016	2015
	\$'000	\$'000
Current Other Liabilities		
International Students Revenue Received in Advance ¹	5,042	4,296
Schools Revenue Received In Advance ²	2,240	551
Total	7,282	4,847
Non-Current Other Liabilities		
Other Loans ³	4,386	2,589
Total	4,386	2,589
Total Other	11,668	7,436

1. The increase relates to higher international student numbers combined with increased fees.
2. The increase primarily relates to the advance payment from the Embassy of France for the French Australia School at Telopea Park School.
3. Relates to loans from the Environment and Planning Directorate for environmentally sustainable projects in schools.

NOTE 31. EQUITY

Asset Revaluation Surplus

The Asset Revaluation Surplus is used to record the increments and decrements in the value of Property, Plant and Equipment.

Balance at the Beginning of the Reporting Period	865,335	866,635
Increment in Land due to Revaluation	-	1,000
Decrement in Buildings and Improvements due to Revaluation	-	(2,300)
Total (Decrease) in the Asset Revaluation Surplus	-	(1,300)
Balance at the End of the Reporting Period	865,335	865,335

1. There were no revaluations of assets in 2015-16.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 32. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS

On 22 January 2016, a restructuring of administrative arrangements occurred between the Education Directorate and Chief Minister, Treasury and Economic Development Directorate involving the transfer of the Education Directorate's responsibility for Vocational Education and Training functions. The income and expenses and assets and liabilities transferred as part of the restructuring of administrative arrangements at the date of transfer were as follows:

	Amounts Relating to Function when held by the Education Directorate 1 July 2015 to 22 January 2016 \$'000	Amounts Transferred to the Chief Minister, Treasury and Economic Development Directorate 22 January 2016 to 30 June 2016 \$'000
Revenue		
Government Payment for Outputs	11,303	26,064
Resources Received Free of Charge	-	3
Other Revenue	23	-
Total Revenue	11,326	26,067
Expenses		
Employee Expenses	2,790	1,948
Superannuation Expenses	324	228
Supplies and Services	1,061	1,057
Depreciation and Amortisation	149	107
Grants and Purchased Services	6,969	22,834
Total Expenses	11,293	26,174
Transferred Amounts 2015-16 \$'000		
Assets		
Intangible Assets	1,628	
Plant and Equipment	5	
Total Assets Transferred Out	1,633	
Liabilities		
Employee Provisions - Current	794	
Employee Provisions – Non Current	97	
Total Liabilities Transferred Out	891	
Total Net Assets Transferred Out	742	

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 32. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS – CONTINUED

On 31 January 2015, a restructuring of administrative arrangements occurred between Education Directorate and Chief Minister, Treasury and Economic Development Directorate involving the transfer of Education Directorate's responsibility for the management of child care centres. The income and expenses and assets and liabilities transferred as part of the restructuring of administrative arrangements at the date of transfer were as follows:

	Amounts Relating to Function when held by the Education Directorate 1 July 2014 to 31 January 2015 \$'000		Amounts Transferred to the Chief Minister, Treasury and Economic Development Directorate 31 January 2015 to 30 June 2015 \$'000
Revenue			
Government Payment for Outputs	287		285
Total Revenue	287		285
Expenses			
Employee Expenses	99		71
Superannuation Expenses	11		8
Supplies and Services	177		206
Depreciation and Amortisation	477		360
Total Expenses	764		645
Transferred Amounts 2014-15 \$'000			
Assets			
Land	15,429		
Buildings and Improvements to Land	24,739		
Community and Heritage Assets	948		
Capital Works in Progress	4,982		
Total Assets Transferred Out	46,098		
Total Net Assets Transferred Out	46,098		

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 33. DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES

At 30 June 2016

	Output Class 1 \$'000	Output Class 2 \$'000	Output Class 3 ² \$'000	Unallocated \$'000	Total \$'000
Current Assets					
Cash and Cash Equivalents	43,585	457	-	36,795 ¹	80,837
Investments	260	-	-	-	260
Receivables	3,230	37	-	-	3,267
Other Assets	1,448	9	-	-	1,457
Total Current Assets	48,523	503	-	36,795	85,821
Non-Current Assets					
Investments	1,350	-	-	562	1,912
Property, Plant and Equipment	1,804,207	-	-	-	1,804,207
Intangible Assets	977	-	-	-	977
Capital Works in Progress	2,449	-	-	-	2,449
Total Non-Current Assets	1,808,983	-	-	562	1,809,545
Total Assets	1,857,506	503	-	37,357	1,895,366
Current Liabilities					
Payables	4,536	4	-	-	4,540
Employee Benefits	135,573	493	-	-	136,066
Other Liabilities	7,282	-	-	-	7,282
Total Current Liabilities	147,391	497	-	-	147,888
Non-Current Liabilities					
Employee Benefits	12,009	44	-	-	12,053
Other Liabilities	4,386	-	-	-	4,386
Total Non-Current Liabilities	16,395	44	-	-	16,439
Total Liabilities	163,786	541	-	-	164,327
Net Assets / (Liabilities)	1,693,720	(38)	-	37,357	1,731,039

1. Cash and cash equivalents have been included in the 'Unallocated' column above as this class cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.
2. Vocational Education and Training functions (Output Class 3) were transferred to the Chief Minister, Treasury and Economic Development Directorate on 22 January 2016.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 33. DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES – CONTINUED

At 30 June 2015

	Output Class 1 \$'000	Output Class 2 \$'000	Output Class 3 \$'000	Unallocated \$'000	Total \$'000
Current Assets					
Cash and Cash Equivalents	39,885	733	-	40,959 ¹	81,577
Investments	260	-	-	-	260
Receivables	5,051	2	46	-	5,099
Other Assets	892	-	5	-	897
Total Current Assets	46,088	735	51	40,959	87,833
Non-Current Assets					
Investments	1,324	-	-	551	1,875
Property, Plant and Equipment	1,790,347	-	-	-	1,790,347
Intangible Assets	842	-	1,776	-	2,618
Capital Works in Progress	24,524	-	-	-	24,524
Total Non-Current Assets	1,817,037	-	1,776	551	1,819,364
Total Assets	1,863,125	735	1,827	41,510	1,907,197
Current Liabilities					
Payables	6,261	4	40	-	6,305
Employee Benefits	135,403	536	1,831	-	137,770
Other Liabilities	4,847	-	-	-	4,847
Total Current Liabilities	146,511	540	1,871	-	148,922
Non-Current Liabilities					
Employee Benefits	11,810	46	160	-	12,016
Other Liabilities	2,589	-	-	-	2,589
Total Non-Current Liabilities	14,399	46	160	-	14,605
Total Liabilities	160,910	586	2,031	-	163,527
Net Assets / (Liabilities)	1,702,215	149	(204)	41,510	1,743,670

1. Cash and cash equivalents have been included in the 'Unallocated' column above as this class cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 34. FINANCIAL INSTRUMENTS

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in **Note 2 - Significant Accounting Policies.**

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents, investments and receivables. Its financial liabilities are comprised of payables. The Directorate's exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'.

As receivables and payables are held in non-interest bearing arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

A significant proportion of the Directorate's financial assets consist of cash and cash equivalents. As these are held in floating interest arrangements with the Territory's banking provider, the Directorate is exposed to movements in the amount of interest it may earn on cash and cash equivalents.

There have been no changes in risk exposure or processes for managing risk since the last financial reporting period.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash, investments and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash and investment accounts are held with high credit quality financial institutions under whole of government banking arrangements. Cash at bank is held with the Westpac Bank and cash not immediately required is invested with the Territory Banking Account. Chief Minister, Treasury and Economic Development Directorate coordinates the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 34. FINANCIAL INSTRUMENTS – CONTINUED

Credit Risk – Continued

The majority of receivables consist of Goods and Services Tax (GST) refund due from the Australian Taxation Office (ATO) and ACI Government Agencies which have a strong credit history. Credit risk for investments is managed by the Directorate through only investing with the Territory Banking Account, which has appropriate investment criteria for the external fund manager engaged to manage the Territory's surplus funds and therefore the credit risk is considered low.

There have been no changes to credit risk exposure since the last reporting period.

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's exposure to liquidity risk is shown in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

Appropriations received to fund operations are drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, the Directorate cannot hold excess cash, however, in the event of cash pressure, access to additional appropriation from the Territory Bank Account can be obtained.

The Directorate's exposure to liquidity risk has not changed since the last reporting period.

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price (other than arising from interest rate risk or currency risk).

The only price risk which the Directorate is exposed to results from its investments in the Fixed Interest and Cash Enhanced Portfolio. The Directorate has units in the Fixed Interest Portfolio that fluctuate in value. The price fluctuations in the units of the Fixed Interest Portfolio are caused by movements in the underlying investments of the portfolio. To limit price risk, all bonds that make up the underlying investments of the Fixed Interest Portfolio must have a long term credit rating of BBB – or greater.

Cash and cash equivalents do not have a price risk.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period. A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

Currency Risk

Currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes to foreign currency rates.

The Directorate is not exposed to currency risk as all of its transactions are conducted in Australian dollars.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 34. FINANCIAL INSTRUMENTS – CONTINUED

Fair Value of Financial Assets and Liabilities

The carrying amounts and fair values of financial assets and financial liabilities at the end of the reporting period are:

	Carrying Amount 2016 \$'000	Fair Value 2016 \$'000	Carrying Amount 2015 \$'000	Fair Value 2015 \$'000
Financial Assets				
Cash and Cash Equivalents	80,837	80,837	81,577	81,577
Investments with the Territory Banking Account	2,172	2,172	2,135	2,135
Receivables ¹	1,440	1,440	1,705	1,705
Total	84,449	84,449	85,417	85,417
Financial Liabilities				
Payables	4,540	4,540	6,305	6,305
Other Loans	4,386	4,386	2,589	2,589
Total	8,926	8,926	8,894	8,894

1. Receivables reported under Financial Instruments do not include receivables relating to goods and service tax.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 34. FINANCIAL INSTRUMENTS – CONTINUED

Fair Value Hierarchy

The carrying amount of financial assets measured at fair value, as well as the methods used to estimate the fair value are summarised in the table below. All other financial assets and liabilities are measured, subsequent to initial recognition, at amortised cost and as such are not included in the table below.

30 June 2016	Classification According to Fair Value Hierarchy			Total \$'000
	Level 1	Level 2	Level 3	
	\$'000	\$'000	\$'000	
Financial Assets				
Investment with the Territory Banking Account - Cash Enhanced Portfolio	-	260	-	260
Investment with the Territory Banking Account - Fixed Interest Portfolio	-	1,912	-	1,912
	-	2,172	-	2,172

30 June 2015	Classification According to Fair Value Hierarchy			Total \$'000
	Level 1	Level 2	Level 3	
	\$'000	\$'000	\$'000	
Financial Assets				
Investment with the Territory Banking Account - Cash Enhanced Portfolio	-	260	-	260
Investment with the Territory Banking Account - Fixed Interest Portfolio	-	1,875	-	1,875
	-	2,135	-	2,135

Transfer between Categories

There have been no transfers of financial assets or financial liabilities between Level 1 and Level 2 during the current and previous reporting period.

Maturity Analysis and Exposure to Interest Rate

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period at 30 June 2016 and 30 June 2015. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

The Directorate does not hold any collateral as security relating to financial assets.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 34. FINANCIAL INSTRUMENTS – CONTINUED

At 30 June 2016	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:		Over 5 Years \$'000	Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000			
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	21	1.94%	44,038	-	-	-	36,799	80,837
Investments with the Territory Banking Account	23	-	-	-	-	-	2,172	2,172
Receivables	22	-	-	-	-	-	1,440	1,440
Total Financial Assets			44,038	-	-	-	40,411	84,449
Financial Liabilities								
Payables	28	-	-	-	-	-	(4,540)	(4,540)
Other Liabilities	3D	-	-	-	-	-	(4,386)	(4,386)
Total Financial Liabilities			-	-	-	-	(8,926)	(8,926)
Net Financial Assets			44,038	-	-	-	31,485	75,523

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 34. FINANCIAL INSTRUMENTS – CONTINUED

At 30 June 2015	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	21	2.02%	40,794	-	-	-	40,783	81,577
Investments with the Territory Banking Account	23		-	-	-	-	2,135	2,135
Receivables	22		-	-	-	-	1,705	1,705
Total Financial Assets			40,794	-	-	-	44,623	85,417
Financial Liabilities								
Payables	28		-	-	-	-	(6,305)	(6,305)
Other Liabilities	30		-	-	-	-	(2,589)	(2,589)
Total Financial Liabilities			-	-	-	-	(8,894)	(8,894)
Net Financial Assets			40,794	-	-	-	35,729	76,523

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 34. FINANCIAL INSTRUMENTS – CONTINUED

	2016 \$'000	2015 \$'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets at Fair Value through the Profit and Loss		
Designated upon Initial Recognition	2,172	2,135
Loans and Receivables at Amortised Cost	1,440	1,705
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	8,926	8,894

The Directorate does not have any financial assets in the 'Available for Sale' category or the 'Held to Maturity' category and as such these categories are not included above. Also, the Directorate does not have any financial liabilities in the 'Financial Liabilities at Fair Value through Profit and Loss' category and, as such, this category is not included above.

Gains / (Losses) on Each Category of Financial Asset and Financial Liability

Gains / (Losses) on Financial Assets

Financial Assets at Fair Value through the Profit and Loss	37	29
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Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 35. COMMITMENTS

Capital Commitments

Capital commitments contracted at reporting date that have not been recognised as liabilities, are payable as follows:

	2016	2015
	\$'000	\$'000
<i>Capital Commitments - Property, Plant and Equipment</i>		
Payable:		
Within one year	1,952	25,570
Later than one year but not later than five years	124	10,574
Later than five years	-	18
Total¹	2,076	36,162

1. The decrease is due to the completion of a number of major projects including the Charles Weston Primary School and the new Carsherra College Careos building.

Other Commitments¹

Other commitments contracted at reporting date that have not been recognised as liabilities are payable as follows:

Within one year	39,748	46,927
Later than one year but not later than five years	8,392	50,989
Later than five years	-	53
Total	48,140	97,969

1. The decrease primarily relates to the transfer of Vocational Education and Training functions to Chief Minister, Treasury and Economic Development Directorate on 22 January 2016.

Operating Lease Commitments

Within one year	4,227	1,764
Later than one year but not later than five years	7,141	1,886
Total¹	11,368	3,650

1. The increase primarily relates to the rollout of a large number of ICT assets in schools in 2015-16.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 36. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent Liabilities

At 30 June 2016 the Directorate had contingent liabilities in relation to known personal injury cases not settled of \$2.52m. At 30 June 2015 the liability was \$5.22m.

	2016	2015
	\$'000	\$'000
The estimated liability for known personal injury litigation cases not settled ¹	2,515	5,218
Total	2,515	5,218

1. The liability will be offset by insurance and the amount is unknown as at 30 June 2016.

There were no contingent assets at 30 June 2016 or 30 June 2015.

NOTE 37. INTEREST IN A JOINT OPERATION

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53% for the ACT Government and 47% for the Catholic Education Office.

	2016	2015
	\$'000	\$'000
Share of the Jointly Controlled Operation is as follows:		
Revenue	76	104
Expenses	(129)	(153)
Operating (Deficit)	(53)	(49)
Share of Asset in the Jointly Controlled Operation		
Current Asset	69	104
Non-Current Assets	3,273	3,312
Total Assets	3,342	3,416
Current Liabilities	6	28
Total Liabilities	6	28
Net Assets	3,336	3,388
Share of the Jointly Controlled Operation	53	87

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 38. CASH FLOW RECONCILIATION

	2016 \$'000	2015 \$'000
(a) Reconciliation of Cash and Cash Equivalents at the End of the Reporting in the Cash Flow Statement to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	80,837	81,577
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Cash Flow Statement	80,837	81,577
(b) Reconciliation of Operating (Deficit) to Net Cash Inflows from Operating Activities		
Operating (Deficit)	(60,204)	(66,068)
Add/(Less) Non-Cash Items		
Depreciation	60,565	60,556
Assets Written Off/Other Asset Adjustments	8	171
(Gain) from Sale of Assets	(1)	(41)
Unrealised (Gain) on Investments	(37)	(29)
Cash Before Changes in Operating Assets and Liabilities	271	(5,411)
Changes in Operating Assets and Liabilities		
Decrease/(Increase) in Receivables	1,832	(791)
(Increase)/Decrease in Other Assets	(560)	148
(Decrease) in Payables	(754)	(129)
(Decrease)/Increase in Employee Benefits	(774)	4,796
Increase/(Decrease) in Revenue Received in Advance	2,434	(859)
Net Changes in Operating Assets and Liabilities	2,178	3,165
Net inflows/(Outflows) from Operating Activities	2,449	(2,246)
(c) Non-Cash Financing and Investing Activities		
The Directorate has entered into finance lease arrangements for plant and equipment.		
Plant and Equipment	-	40

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 39. BUDGETARY REPORTING

The following are brief explanations of major line item variances between budget estimates and actual outcomes. Variances are considered to be major variances if **both** of the following criteria are met:

- (a) The line item is a significant line item: the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals) of the financial statements; and
- (b) The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

Cash Flow Statement Line Items	Actual 2015-16 \$'000	Original Budget ¹ 2015-16 \$'000	Variance \$'000	Variance %	Variance Explanation
Purchase of Property, Plant and Equipment	53,301	60,772	(7,470)	(12)	The variance against budget primarily relates to savings in capital works projects and the re-profiling of works into 2016-17 and 2017-18.

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2015-16 Budget Statements). These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.
2. Statement of Changes in Equity line items are covered in other financial Statements.

Explanations for variations from budget for Government Payment for Outputs, and Capital Injection are provided in the Statements of Appropriation.

EDUCATION DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
30 JUNE 2016**

Education Directorate
Statement of Income and Expenses on Behalf of the Territory
For the Year Ended 30 June 2016

	Note No.	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Income				
<i>Revenue</i>				
Payments for Expenses on Behalf of the Territory	40	259,956	247,328	250,085
Fees	41	-	-	3
Total		259,956	247,328	250,088
Expenses				
Grants and Purchased Services	42	259,956	247,328	250,085
Transfer to Government	43	-	-	3
Total		259,956	247,328	250,088
Operating Result		-	-	-

The above Statement of Income and Expenses on Behalf of the Territory should be read in conjunction with the accompanying notes.

Education Directorate
Statement of Assets and Liabilities on Behalf of the Territory
As at 30 June 2016

	Note No.	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Current Assets				
Cash and Cash Equivalents	44	208	80	
Receivables	45	2	-	10
Total Current Assets		210	80	10
Total Assets		210	80	10
Current Liabilities				
Payables	46	210	80	10
Total Current Liabilities		210	80	10
Total Liabilities		210	80	10
Net Assets		-	-	-
Equity				
Accumulated Funds		-	-	-
Total		-	-	-

The above Statement of Assets and Liabilities on Behalf of the Territory should be read in conjunction with the accompanying notes.

Net Assets and Total Equity has remained nil, therefore a Statement of Changes in Equity on Behalf of the Territory has not been prepared.

**Education Directorate
Cash Flow Statement on Behalf of the Territory
For the Year Ended 30 June 2016**

	Note No.	Actual 2016 \$'000	Original Budget 2016 \$'000	Actual 2015 \$'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		260,174	265,934	250,015
Fees		-	-	3
Goods and Services Tax Received		5,830	6,046	5,665
Total Receipts from Operating Activities		266,004	271,980	255,683
Payments				
Grants and Purchased Services		259,954	265,934	250,112
Transfer of Territory Receipts to the ACT Government		-	-	3
Goods and Services Tax Paid		5,842	6,046	5,648
Total Payments from Operating Activities		265,796	271,980	255,763
Net Cash Inflows/(Outflows) from Operating Activities	48	208	-	(80)
Net Increase/(Decrease) in Cash and Cash Equivalents Held				
		208	-	(80)
Cash and Cash Equivalents at the Beginning of the Reporting Period		-	80	80
Cash and Cash Equivalents at the End of the Reporting Period	48	208	80	-

The above Cash Flow Statement on Behalf of the Territory should be read in conjunction with the accompanying notes.

**Education Directorate
Territorial Statement of Appropriation
For the Year Ended 30 June 2016**

	Note No.	Original Budget 2016 \$'000	Total Appropriated 2016 \$'000	Appropriation Drawn 2016 \$'000	Appropriation Drawn 2015 \$'000
Expenses on Behalf of the Territory					
Expenses on Behalf of the Territory	40	265,934	267,583	260,174	250,015
Total Territorial Appropriation		265,934	267,583	260,174	250,015

The above Territorial Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers.

This amount also appears in these financial statements, in the Cash Flow Statement.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Cash Flow Statement.

Variances between 'Original Budget' and 'Total Appropriated'

Expenses on Behalf of the Territory

The difference between the Original Budget and Total Appropriated relates to the transfer of funds from 2014-15 for the Interest Subsidy Scheme (\$1.594m) and the Supporting Non-Government Preschools initiative (\$0.139m), partially offset by the transfer of funds to the Chief Minister, Treasury and Economic Development Directorate (\$0.084m) associated with the transfer of Vocational Education and Training functions.

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Expenses on Behalf of the Territory

The difference between the Total Appropriated and the Appropriation Drawn mainly relates to lower than budgeted Commonwealth grants for the National Education Reform Agreement (Students First) (\$3.377m), rollovers into 2016-17 for the Interest Subsidy Scheme (\$1.400m) due to lower interest rates and finalisation of loans, the Supporting Non-Government Preschools initiative (\$0.183m) and undrawn appropriation (\$2.449m).

TERRITORIAL NOTE INDEX

Income Notes

Note	40.	Payment for Expenses on behalf of the Territory
Note	41.	Fees

Expenses Notes

Note	42.	Grants and Purchased Services
Note	43.	Transfer to Government

Assets Notes

Note	44.	Cash and Cash Equivalents
Note	45.	Receivables

Liabilities Notes

Note	46.	Payables
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Other Notes

Note	47.	Financial Instruments - Territorial
Note	48.	Cash Flow Reconciliation - Territorial
Note	49.	Budgetary Reporting - Territorial
Note	50.	Restructure of Administrative Arrangements - Territorial

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 40. PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY

Under the *Financial Management Act 1996*, funds can be appropriated for expenses incurred on behalf of the Territory. The Directorate receives this appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to non-government schools. Refer **Note 42 – Grants and Purchased Services** for the details of the expenses.

	2016	2015
	\$'000	\$'000
Funding Received to Meet Expenses Incurred on Behalf of the Territory ¹	259,956	250,085
Total Payment for Expenses on Behalf of the Territory	<u>259,956</u>	<u>250,085</u>

1. The increase from 2014-15 primarily relates to increased Commonwealth and ACT Government grants in accordance with the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement's 'Schooling Resource Standard'.

NOTE 41. FEES

Fees		
Fees for Regulatory Services – Training ¹	.	3
Total	<u>.</u>	<u>3</u>

1. The decrease from 2014-15 relates to the removal of fees associated with Training Regulatory Services as of 20 November 2014.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 42. GRANTS AND PURCHASED SERVICES

	2016 \$'000	2015 \$'000
Grants and Purchased Services		
Payments for grants and subsidies were as follows:		
Grants - Non-Government Schools ¹	259,268	249,343
Junior Bursary Scheme	681	722
Block Release Grants ²	7	20
Total	259,956	250,085

1. The increase from 2014-15 primarily relates to increased Commonwealth and ACT Government grants in accordance with the National Education Reform Agreement: Australian Capital Territory Bilateral Agreement's 'Schooling Resource Standard'.
2. The administration of Block Release grants transferred to the Chief Minister, Treasury and Economic Development Directorate from 22 January 2016 following changes to Administrative Arrangements.

NOTE 43. TRANSFER TO GOVERNMENT

Transfers to Government primarily relates to fees that are collected on behalf of the Territory – refer to **Note 41 – Fees**.

Transfer to Government ¹	-	3
Total	-	3

NOTE 44. CASH AND CASH EQUIVALENTS

Cash at Bank ¹	208	-
Total	208	-

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold a nil equity balance. This means cash held at year-end must be taken up as a payable owed to the Territory Banking Account.
2. Under whole-of-government banking arrangements interest is not earned on cash at bank held with the Territorial Bank Account.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 45. RECEIVABLES

	2016 \$'000	2015 \$'000
Current Receivables		
Other Receivables - ACT Government	.	10
Goods and Services Tax Receivable from the Australian Taxation Office	2	
Total	2	10

Ageing of Receivables					
	Not Overdue	Overdue			Total
	\$'000	Less than 30 Days \$'000	30 to 60 Days \$'000	Greater than 60 Days \$'000	
2016					
Not Impaired					
Receivables	2	-	-	-	2
Impaired					
Receivables	-	-	-	-	-
2015					
Not Impaired					
Receivables	10	-	-	-	10
Impaired					
Receivables	-	-	-	-	-

NOTE 46. PAYABLES

All payables at 30 June 2016 are current and not overdue.

Current Payables

Payable to the Territory Bank Account (cash held at year-end)	208	.
Current Payables	2	-
Goods and Services Tax Payable to the Australian Taxation Office	-	10
Total Current Payables	210	10
Total	210	10

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 47. FINANCIAL INSTRUMENTS – TERRITORIAL

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in

Note 2 – Significant Accounting Policies.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The financial assets held by the Directorate on behalf of the Territory consist of cash and cash equivalents and receivables. Its financial liabilities are comprised of payables. As cash, receivables and payables are held in non-interest bearing arrangements, the Directorate on behalf of the Territory is not exposed to movements in interest rates in respect of these financial assets and liabilities.

As the Territory's operating cash flows are not dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss. All receivables relate to either Commonwealth, ACT or non-government agencies which have strong credit histories (most receivables consist of Goods and Services Tax refunds due from the Australian Taxation Office). Credit risk is therefore considered to be low.

Financial assets consist of cash and receivables. The Directorate on behalf of the Territory's exposure to credit risk is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Liquidity Risk

Liquidity risk is the risk that the Directorate on behalf of the Territory will not be able to meet its financial obligations as they fall due.

Expenses on behalf of the Territory appropriations are drawn down progressively throughout the year to meet operating requirements. In the event of cash pressure, access to additional funding may be obtained from the Chief Minister, Treasury and Economic Development Directorate.

Price Risk

Price risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market price.

The Directorate on behalf of the Territory is not exposed to price risk as its financial assets, consisting of cash and receivables are not affected by movements in market price.

Currency Risk

Currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes to foreign currency rates.

The Directorate on behalf of the Territory is not exposed to currency risk as all of its transactions are made in Australian dollars.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 47. FINANCIAL INSTRUMENTS – TERRITORIAL – CONTINUED

Unrecognised Financial Assets and Financial Liabilities

There were no unrecognised financial assets and liabilities.

Fair Value of Financial Assets and Liabilities

	Carrying Amount 2016 \$'000	Fair Value 2016 \$'000	Carrying Amount 2015 \$'000	Fair Value 2015 \$'000
Financial Assets				
Cash and Cash Equivalents	208	208	-	-
Receivables	10	10
Total	208	208	10	10
Financial Liabilities				
Payables	210	210	..	-
Total	210	210	-	-

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 47. FINANCIAL INSTRUMENTS – TERRITORIAL – CONTINUED

The following tables set out the maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period. All financial assets and liabilities which are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2016							
	Note No.	Floating Interest Rate \$'000	Fixed Interest Maturing In:			Non-Bearing \$'000	Total \$'000
			1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Instruments							
Financial Assets							
Cash and Cash Equivalents	44	-	-	-	-	208	208
Receivables	45	-	-	-	-	-	-
Total Financial Assets		-	-	-	-	208	208
Financial Liabilities							
Payables	46	-	-	-	-	210	210
Total Financial Liabilities		-	-	-	-	210	210
Net Financial Assets / (Liabilities)		-	-	-	-	-	-

As at 30 June 2015							
	Note No.	Floating Interest Rate \$'000	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
			1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Instruments							
Financial Assets							
Cash and Cash Equivalents	44	-	-	-	-	-	-
Receivables	45	-	-	-	-	10	10
Total Financial Assets		-	-	-	-	10	10
Financial Liabilities							
Payables	46	-	-	-	-	-	-
Total Financial Liabilities		-	-	-	-	-	-
Net Financial Assets/(Liabilities)		-	-	-	-	10	10

All financial assets and liabilities are measured, subsequent to initial recognition at amortised cost and as such no fair value hierarchy disclosures have been made.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 48. CASH FLOW RECONCILIATION

(a) Reconciliation of Cash and Cash Equivalents at the end of the Reporting Period in the Cash Flow Statement on Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

	2016 \$'000	2015 \$'000
Total Cash Disclosed on the Statement of Assets and Liabilities on Behalf of the Territory	208	-
Cash at the end of the Reporting Period as Recorded in the Cash Flow Statement on Behalf of the Territory	208	-

(b) Reconciliation of Net Cash Inflows from Operating Activities to the Operating Surplus/(Deficit)

Operating Result	-	-
Cash Before Changes in Operating Assets and Liabilities	-	-
Changes in Operating Assets and Liabilities		
Decrease/(Increase) in Receivables	8	(3)
Increase/(Decrease) in Payables	200	(77)
Net Changes in Operating Assets and Liabilities	208	(80)
Net Cash Inflows/(Outflows) from Operating Activities	208	(80)

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 49. BUDGETARY REPORTING

The following are brief explanations of major line item variances between budget estimates and actual outcomes. Variances are considered to be major variances if **both** of the following criteria are met:

- (a) The line item is a significant line item: the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals) of the financial statements; and
- (b) The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

Statement of Assets and Liabilities on Behalf of The Territory Line Items	Actual 2015-16 \$'000	Original Budget ¹ 2015-16 \$'000	Variance \$'000	Variance %	Variance Explanation
Cash and Cash Equivalents	208	80	128	160	The Territorial accounts are programs administered on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold a nil equity balance. This means cash held at year-end must be taken up as a payable owed to the Territory Banking Account.
Payables	(210)	(80)	(130)	163	The Territorial accounts are programs administered on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold a nil equity balance. This means cash held at year-end must be taken up as a payable owed to the Territory Banking Account.

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2015-16 Budget Statements).
2. There were no variations against budget in the Statement of Income and Expenses on Behalf of the Territory or the Cash Flow Statement on Behalf of the Territory in accordance with the criteria (a) and (b) above.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2016

NOTE 50. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS

On 22 January 2016, a restructuring of administrative arrangements occurred between the Education Directorate and Chief Minister, Treasury and Economic Development Directorate involving the transfer of the Block Release Program as part of the Education Directorate's responsibility for Vocational Education and Training functions. The income and expenses transferred as part of the restructuring of administrative arrangements at the date of transfer were as follows:

	Amounts Relating to Function when held by the Education Directorate 1 July 2015 to 22 January 2016 \$'000	Amounts Transferred to the Chief Minister, Treasury and Economic Development Directorate 22 January 2016 to 30 June 2016 \$'000
Revenue		
Payments for Expenses on Behalf of the Territory	5	84
Total Revenue	5	84
Expenses		
Grants and Purchased Services	5	84
Total Expenses	5	84

C.3 CAPITAL WORKS

OVERVIEW

In 2015-16, the Directorate delivered a significant capital works program, totalling \$41.0 million, following on from the \$55.8 million program in 2014-15 and \$64.3 million program delivered in 2013-14.

The highlight of the year was the opening of the new Charles Weston School – Coombs for the start of the 2016 school year. Other significant achievements include the commencement of the procurement involving a Request for Expression of Interest (REOI) for the new North Gungahlin Preschool to Year 6 (P-6) School in the suburb of Taylor, the Caroline Chisholm School Centre for Innovation and Learning and the next stage of modernisation works for Belconnen High School. Stage one modernisation works at Belconnen High School were completed during the reporting period with the opening of the new external learning and play areas and works at eight schools in the Belconnen network were completed under the Trade Skills Centres project.

All major projects were either completed or were on target to be delivered by the scheduled completion date.

NEW SCHOOLS

Charles Weston School - Coombs

Construction work on the new primary school in Coombs was completed in December 2015 and opened for the start of the 2016 school year. The school provides the first community facilities in the Molonglo Valley including community meeting rooms, a school hall with a multi-sport court and community storage areas, facilities for before and after school care and a community playing field.

The school provides modern educational facilities including designated learning spaces for preschool to year 6 students, music curriculum enrichment spaces, a multi-purpose resource centre, a canteen and outdoor learning and play areas. The school opened with strong enrolments of 146 students, including 36 preschool students at the start of the 2016 school year and continues to grow with the development of the Coombs and Wright suburbs.

North Gungahlin Primary School

A two stage procurement process for the North Gungahlin P-6 School in the suburb of Taylor commenced in December 2015. Stage 1 of the procurement involving a REOI process was completed

in May 2016 with two respondents selected to progress to Stage 2 – a Request for Tender (RFT) process. Commencement of design of the school through an interactive tender process commenced during the reporting period.

The school is to be delivered under a Design Construct Maintain (DCM) construction methodology building on the successful DCM delivery of the recent Charles Weston School – Coombs which achieved considerable innovation in design and construction and delivered a value for money outcome for the Territory.

SCHOOL IMPROVEMENTS

Caroline Chisholm School Centre for Innovation and Learning

The project is to provide for the establishment of a focal point for student learning, teacher professional development and community use to deliver the Science, Technology, Engineering and Mathematics (STEM) curriculum. The new centre will support students attending Caroline Chisholm School and public schools in the Tuggeranong Network, teachers from across the ACT public education system and members of the local community.

Milestones achieved during the reporting period include the development of the functional design brief, the commencement of the design and procurement activities for the engagement of consultants and the builder.

Belconnen High School Modernisation

Construction of the outdoor learning and play space was completed during the reporting period.

Procurement, design and consultation phases for the Stage 2 modernisation works commenced with the appointment of the design team and the request for expressions of interest for the builder. The project includes major refurbishments to the student learning and teaching spaces, further outdoor works and the creation of a new school administration and main entry area.

Trade Skills Centre – Belconnen Network

The Australian Government approved a grant in January 2013 to establish the Belconnen Trade Skills Centre in the Belconnen school network. At the end of the reporting period, new facilities were completed at the University of Canberra Secondary College Lake Ginninderra, Hawker College, Kingsford Smith School, Canberra High School, Belconnen High School, the University of Canberra High School Kaleen and Melba Copland Secondary School (Melba and Copland sites). The facilities provided across the eight sites include hospitality, construction and horticulture.

CAPITAL UPGRADES PROGRAM

School Upgrades and New School Facilities

Works completed in the 2015-16 year included:

- > Stage 1 of a two stage master plan refurbishment at the Woden School. Works during this reporting period included upgraded classrooms, assembly hall, student and staff courtyards, and commencement of construction of the new senior school building;
- > the relocation, extension and upgrade of classrooms at Curtin Primary School to provide contemporary teaching spaces and improved canteen and toilet facilities;
- > Stage 1 of a two stage project to replace the roof at Melrose High School. Works completed this reporting period included the main school building, hall and library;
- > upgrade and expansion of preschool facilities at Mawson Primary School;
- > toilet upgrades at Monash and Mount Rogers Primary Schools;
- > car park expansions at Duffy and Macgregor Primary Schools and the Woden School. Design works for additional spaces at Mount Rogers and Ngunnawal Primary Schools;
- > creation of a Virtual Learning Environment at Calwell High school;
- > the installation of a perimeter security fence at Chapman Primary school; and
- > the installation of a child safety fence to a portion of Turner School.

Building Compliance Upgrades

Building compliance upgrades and modifications completed during the report period included:

- > lift control upgrades at Lake Tuggeranong College and Alfred Deakin High school
- > general access works at Melrose High School, Caroline Chisholm School (senior), Fraser and Richardson Primary Schools and Isabella Plains Early Childhood School.

Environmental Sustainability

As capital works are undertaken at public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency and water conservation of these spaces. A total of \$0.525 million was allocated from the schools capital upgrades program during the reporting period to support the Directorate's strategic priorities for environmental sustainability initiatives.

Refer to Section B9 for an overview of the projects and policies implemented during the 2015-16 reporting period.

CAPITAL WORKS SCHEDULES

The Directorate's capital works management program for 2015-16, detailing the completed projects and works still in progress at the year end is shown in Table C3.1.

TABLE C3.1: CAPITAL WORKS MANAGEMENT 2015-16

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Finance 2015-16	Actual Expenditure 2015-16	Total Expenditure to Date	Estimated completion date	Actual completion date	Project Approval Year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
NEW CAPITAL WORKS									
Schools for the Future – Caroline Chisholm School - Centre for Innovation and learning	5,896	5,896	0	231	239	239	Dec-17		2015-16
Schools for the Future – Modernising Belconnen High	17,627	17,627	0	1,085	1,128	1,128	Feb-18		2015-16
Schools for the Future - North Gungahlin and Molonglo	28,609	28,609	0	461	484	484	Feb-19		2015-16
CAPITAL UPGRADES									
Older School Upgrades	2,680	2,567	0	2,346	2,655	2,655	Jun-16	Jun-16	2015-16
External Learning and Playground Upgrades	1,190	1,190	0	391	387	387	Jun-16	Jun-16	2015-16
School Administration and Support Area Improvement	2,020	1,600	0	1,589	1,422	1,422	Jun-16	Jun-16	2015-16
School Learning Area Improvements	2,590	1,418	0	2,519	1,593	1,593	Jun-16	Jun-16	2015-16
Disability Access Compliance	950	857	0	915	919	919	Jun-16	Jun-16	2015-16
School Security Improvements	240	240	0	241	240	240	Jun-16	Jun-16	2015-16
School Safety Improvements	890	890	0	897	887	887	Jun-16	Jun-16	2015-16
Environmentally Sustainable Design Initiatives	425	347	0	410	391	391	Jun-16	Jun-16	2015-16
School Joint Funded Projects	740	628	0	623	532	532	Jun-16	Jun-16	2015-16
School Revitalisation – Roof Replacement Program	1,800	1,711	0	1,785	1,898	1,898	Jun-16	Jun-16	2015-16
School Revitalisation –Infrastructure Master Plans	690	690	0	309	315	315	Jun-16	Jun-16	2015-16
Total New Works	66,347	64,270	0	13,802	13,090	13,090			

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Finance 2015-16	Actual Expenditure 2015-16	Total Expenditure to Date	Estimated completion date	Actual completion date	Project Approval Year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
WORK IN PROGRESS									
Hazardous Material Removal Program – Stage 3	3,000	3,000	728	1,287	1,288	2,016	Jun-17		2014-15
Carbon Neutral Schools – Stage 1	3,500	3,500	2,463	818	824	3,287	Jun-16		2012-13
Coombs P-6 School Construction Funding	0	36,620	17,773	16,830	16,954	34,727	Jan-16	Dec-15	2013-14
Belconnen Trade Skill Centres	8,120	8,120	2,341	5,244	5,265	7,606	Jun-16	Dec-15	2013-14
Sustainable Learning Trade Training Centres – Tuggeranong	10,207	8,301	8,225	23	23	8,248	Apr-14	Dec-14	2011-12
Total Work In Progress	24,827	59,541	31,530	24,202	24,354	55,884			
PROJECTS COMPLETED									
Belconnen High School Modernisation – Stage 1	2,000	2,000	1,397	372	603	2,000	Jun-15	Dec-15	2013-14
Canberra College Cares – New Building at Phillip Campus	14,000	13,100	12,870	218	214	13,084	Feb-15	Feb-15	2013-14
Installation and artificial grass surfaces – Stage 1	2,300	2,670	2,590	80	80	2,670	Apr-13	Apr-13	2011-12
Gungahlin College	60,700	76,707	74,396	2,267	2,297	76,693	Mar-11	Mar-11	2007-08
Neville Bonner Primary School	60,270	41,270	41,240	48	13	41,264	Dec-13	Jan-14	2011-12
West Macgregor Development – Macgregor Primary School Expansion	5,650	5,899	5,899	25	0	5,899	Oct-13	Sep-13	2011-12
Total Projects Completed	144,920	141,646	138,392	3,010	3,207	141,610			
TOTAL CAPITAL WORKS PROGRAM 2015-16	236,094	265,457	169,922	41,014	40,651	210,584			

TABLE C3.2: END OF FINANCIAL YEAR RECONCILIATION SCHEDULE 2015-16

Reconciliation of total current year financing	2015-16 \$'000
Total current year capital works financing	35,770
Add: Financing of other capital initiatives	12,545
Capital Injection from Government per Cash flow statement	48,315
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	35,255
Total current year capital initiatives expenditure	17,034
Add Net Impact of accruals between financial years	1,011
Less: Capital purchases funded outside of Capital Injections	-4,985
Capital Injection from Government per Cash flow statement	48,315
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	35,255
Total current year capital initiatives expenditure	12,764
Add: Other asset purchases outside of capital works program	4,271
Add: Net Impact of accruals between financial years	1,011
Purchase of Property, Plant and Equipment as per Cash Flow Statement	53,301

Source: Education Directorate

**For more information contact:
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C.4 ASSET MANAGEMENT

The Directorate's asset management strategy is based on the following key principles:

- > asset management activities are undertaken within an integrated and coordinated framework;
- > asset management practices and decisions are guided by service delivery needs;
- > asset planning and management are integrated with corporate and business plans, as well as budgetary and reporting processes; and
- > capital expenditure decisions are based on evaluations of alternatives that take into account estimated costs, benefits and risks, in particular workplace, health and safety risks.

In 2015-16, the Directorate progressed the following tasks in relation to the asset management strategy:

- > commencement of the Strategic Asset Management Plan project;
- > the development of regional education and training studies;
- > the development of principles that will guide future planning of public schools; and
- > a process for post occupancy evaluations of new and refurbished assets.

The Directorate is responsible for 91 school sites and 28 offsite preschools. In addition, the Directorate manages three facilities for central office staff. In total, there are 122 sites under direct management by the Directorate.

The Directorate has an ongoing program to provide high quality learning environments for students

through facility upgrades and expansions. To ensure Directorate facilities are maintained at a standard suitable for delivering sustainable quality educational and care programs, the Directorate has a maintenance program for urgent and minor repairs, planned maintenance and the repair of vandalised and damaged facilities. The Directorate also has an ongoing capital works program for the upgrade of schools and preschools.

Issues managed by the Directorate included:

- > ageing asset stock;
- > provision of new schools and educational facilities to meet demographic change;
- > utilisation of existing facilities;
- > refurbishment to support changing curriculum activities and service delivery needs;
- > installation of information and communication technology infrastructure;
- > building compliance upgrades to improve accessibility and learning environments for students with special needs;
- > school safety improvements including car parking and traffic management;
- > installation of security related infrastructure;
- > hazardous materials management, removal and disposal;
- > environmental efficiency and sustainable landscapes; and
- > energy efficiency and greenhouse gas reductions.

ASSETS MANAGED

As at 30 June 2016, the Directorate managed school infrastructure assets with a total net book value of \$1,805.1 million (Table C4.1).

TABLE C4.1: ASSETS AND THEIR VALUES AT 30 JUNE 2016

Asset class	Value (\$ million)
Land and buildings (including improvements) for schools and preschools	1,770.1
Leasehold improvements	0.9
Property, plant and equipment	33.1
Intangible assets	1.0
Total	1,805.1

Source: Education Directorate

The significant assets added to the Directorate's asset register during 2015-16 are given in Table C4.2.

TABLE C4.2: ASSETS ADDED TO THE ASSET REGISTER DURING 2015-16

Asset	Value (\$ million)
Capital works (schools):	39.6
> New schools – Charles Weston School - Coombs;	
> Trade Training Centres – Belconnen Region; and	
> Belconnen High School – Modernisation Program – Stage 1	
Capital works – various schools, preschools and childcare centre sites	23.4
Capital initiatives – various ICT and other projects	8.2
Total	71.2

Source: Education Directorate

SURPLUS ASSETS

As at 30 June 2016, the Directorate did not have any properties which were not being utilised by the agency or that had been identified as potentially surplus.

ASSETS MAINTENANCE AND UPGRADE

The Directorate undertakes maintenance and upgrades in consultation with schools and their communities. The Directorate prepared annual repairs and maintenance plans for each school on the basis of information from building condition assessments, requests from schools and information gained from other sources such as consultant reports and site visits.

Works were subsequently undertaken at a local level by schools and through the Directorate's Infrastructure and Capital Works Branch, with larger and more significant works included in the Directorate's capital works program in priority order.

Maintenance and major refurbishment are a priority for the Directorate given the increasing average age of school facilities.

ASSET MAINTENANCE

In 2015-16, the Directorate spent \$12.4 million on school repairs and maintenance. The repairs and maintenance program included:

- > a program of works for all primary and secondary schools, based on the annual rolling program;
- > an allocation for unforeseen maintenance such as vandalism, fire and flood damage;
- > high priority works arising from school building condition assessment reports; and
- > a schedule of maintenance for preschools.

Building condition assessments of all schools (including preschools) are conducted on a three-year rolling program and cover buildings, services and grounds. The results of these reports are taken into account in preparing the Directorate's annual repairs and maintenance programs.

In line with the *Dangerous Substances Act 2004*, the Directorate completed the program of inspections to prepare Hazardous Materials Survey Management Plans (HMSMP) for each school (including preschool). These plans are comprehensive and include all potentially hazardous materials (asbestos containing materials, lead-based paint, synthetic mineral fibres, polychlorinated biphenyls and ozone depleting substances). The Directorate updates the asbestos register and asbestos management plan for each school once in every 5 years.

Copies of the HMSMP and the Asbestos Register are accessible at each school and preschool site for inspection by staff, parents, carers and tradespeople. Plans showing areas of known asbestos containing materials are mounted in entry areas of all schools and preschools.

Tree assessment audits are conducted at each school on an annual basis with 152 audits (88 school audits and 64 preschool sites) conducted in 2015-16. The outcomes are included in the schools' tree maintenance program.

During the reporting period, all ACT Public Schools updated their Emergency Management Plans that include preparation and response to bushfire threats. The Directorate also conducted its annual bushfire prevention audit. These audits were conducted across all ACT Public Schools to ensure mandatory preventative maintenance was completed prior to the peak bushfire season.

In addition to the planned school asset maintenance and upgrade programs managed and delivered by central office, schools are also funded to undertake repairs and minor works tasks.

ASSET UPGRADES

In the 2015-16 Budget, funding of \$14.215 million was provided for capital upgrades at schools and preschools. Details of specific works are included in Section C3.

OFFICE ACCOMMODATION

The Directorate employs 433 staff occupying a total of 7,278m². Details about the list of sites, staff numbers (head count) and space occupied are provided in Table C4.3.

A further 5,834 full-time equivalent staff are employed in ACT Public Schools. Staff located at these sites include teachers, school leaders, office administrators, general service officers and building service officers.

TABLE C4.3: CENTRAL OFFICE SITES, STAFF NUMBERS (HEAD COUNT) AND SPACE OCCUPIED, AS AT 30 JUNE 2016

Building and location	Staff numbers	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 Northbourne Avenue, Braddon	170	2,642 ^a	15.5
Hedley Beare Centre for Teaching and Learning, Stirling	233	3,196	13.7
Maribyrnong Primary School, Kaleen High, Gilmore Primary	19	727 ^b	38.3
Lyons Education Centre	11 ^c	713	64.8
Total	433^d	7,278	16.8

Source: Education Directorate

Notes:

^aIncludes meeting rooms. As part of an Administrative Arrangement Order, the Training and Tertiary Education (TaTE) was moved to the Chief Minister, Treasury and Economic Development Directorate (CMTEDD). 2015-16 resource data for TaTE is included in CMTEDD Annual Report.

^bSpace occupied by Student Services (Vision Support Team and Hearing Support Team).

^cSpace occupied by the Board of Senior Secondary Studies

(Lyons Education Centre) includes 202 m² for meeting rooms and secure storage.

^dStaff numbers have been calculated based on occupied workstations at 30 June 2016.

For further information contact:
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C.5 GOVERNMENT CONTRACTING

All procurement processes in place within the Directorate are required to comply with the procurement legislative framework including the *Government Procurement Act 2001*, *Government Procurement Regulation 2007* and subordinate guidelines and circulars. Confirmation of the procurement selection and management processes is authorised by the appropriate Delegate within the Directorate.

Under the whole of government procurement arrangements, Procurement and Capital Works continued to provide advice and support in relation to procurement and contract management issues and undertook higher value procurements on behalf of the Directorate.

The Directorate continued to be responsible for the management of contracts. Where obligations were not met the contractor was required to rectify the non-compliance immediately to avoid cancellation of the contract.

Directorate central office expenditure included acquisition of expert advice regarding curriculum,

national assessment testing and other education related matters, human resource issues and capital works activities. Contract information for schools covered a wide range of acquisitions including cleaning.

The content of Table C5.1 has been derived from the online Contracts Register website from 1 July 2016 in accordance with Government requirements. The Education Procurement team also actively encouraged staff to notify relevant contracts for uploading to the website via school bulletins and central office alerts.

The formatting of Table C5.1 matches that of the online ACT Government Contracts Register in line with the Government's response to the Standing Committee on Public Accounts, to avoid unnecessary duplication of work. An internal Education Directorate process was undertaken to cross-check the information obtained from the online Contracts Register to ensure accuracy and relevance of information.

TABLE C5.1: EDUCATION DIRECTORATE CONTRACTS EXECUTED IN 2015-16 WITH AN ESTIMATED TOTAL VALUE OF \$25,000 OR MORE

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Chapman Primary School -Installation of New Playground Equipment.	Quotations	No	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Malkara School – Air Conditioning.	Quotations	No	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Work Value Assessment - Health Access at School (HAAS) Program.	Single Select	No	Consultancy	Yes	Mercer Consulting	\$26,000	10/03/2016	29/04/2016	No
Charles Weston School - Kingfisher Library Shelving and Accessories.	No	No	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Red Hill Primary School - Year 5 Camp 2016.	Single Select	No	Services (non-consultancy)	Yes	Away We Go Tours	\$26,771	29/02/2016	02/03/2016	Yes
Latham Primary School - School Painting.	No	Goods	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Hawker College – Colleges	Quotations	No	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Belconnen High School Modernisation - Landscaping - Principal Authorised Person.	Panel- Select	No	Consultancy	No	APP Corporation Pty Ltd	\$27,225	11/01/2016	29/01/2017	No

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Lake Tuggeranong College - Purchase of 75 Chromebooks.	Quotations	No	Goods	No	Good Guys	\$27,600	23/02/2016	11/04/2016	Yes
Provision of Cleaning Services for Narrabundah Early Childhood School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	VNT Services Pty Ltd	\$29,841	24/05/2016	01/07/2017	Yes
University of Canberra Senior Secondary College Lake Ginninderra - Purchase of Chromebooks.	Quotations	No	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Narrabundah College - International Baccalaureate 2016.		No	Goods	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Curtin Primary School - Year 3/4 School Camp.	Single Select	No	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Arawang Primary School - Year 5/6 Camp.	Single Select	Services (non-consultancy)	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Cost Planning Services for Proposed Education Infrastructure at North Gungahlin & the Molonglo Valley.	Panel - Select	No	Consultancy	No	Donald Cant Watts Corke (VIC) Pty Ltd	\$31,800	19/10/2015	30/06/2016	Yes
Workplace Investigation.	Single Select	No	Consultancy	Yes	CPM Reviews	\$31,880	09/09/2015	14/10/2015	Yes
Chapman Primary School - Carpet Replacement.	Quotations	No	Works	No	Hoods Carpet Court	\$32,637	11/04/2016	18/04/2016	Yes
Performance and Evaluation Framework.	Quotations	No	Consultancy	No	Tempo Strategies Pty Ltd	\$33,000	28/07/2015	18/12/2015	Yes
Gungahlin College - Conquest PB115B Petrol Ride on Hydraulic Vacuum.	Quotations	No	Goods	No	The Clearing Warehouse	\$33,044	04/02/2016	04/03/2016	Yes
Amaroo School - School Camp.	Single Select	No	Services (non-consultancy)	Yes	Away We Go Tours	\$34,250	03/12/2015	23/03/2016	Yes
Lyneham High School - Year 10 Formal 2017.	Quotations	No	Services (non-consultancy)	No	Broadbeam Catering Pty Ltd	\$34,500	12/05/2016	05/12/2017	Yes
Provision of Cleaning Services for The Co Operative School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	VNT Services Pty Ltd	\$35,811	01/06/2016	01/07/2017	Yes
Mawson Primary School - Supply and Install Evolution Wall Mount Units.	Single Select	No	Goods	Yes	Vista Visuals Pty Ltd	\$36,245	05/01/2016	30/01/2016	No
Mount Stromlo High School - Year 8 Camp.	Quotations	No	Services (non-consultancy)	No	Action Learning Initiatives Pty Ltd	\$36,509	08/04/2016	08/04/2016	Yes
Weetangera Primary School - Supply and Installation of Inflector Window Roller Shutters.	Single Select	No	Goods	Yes	Energy Efficiency Done Right Australia Pty Ltd	\$37,081	05/04/2016	30/06/2016	No
Work Value Assessment - School Assistant Classifications Standards Framework.	Single Select	No	Consultancy	Yes	Mercer Consulting	\$37,538	16/09/2015	16/02/2016	No

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Southern Cross Early Childhood School - Forest Tree House and Bush Camp Stage 1.	30/11/2016	No	Works	No	A Space Recreation Pty Ltd	\$25,988	08/05/2016	31/05/2016	Yes
Dickson College - Year 12 Formal.	Quotations	No	Services (non-consultancy)	No	National Convention Centre	\$37,777	31/10/2015	31/01/2016	Yes
ACT Government Schools and Education Directorate Central Office Heating, Ventilation and Air-Conditioning (HVAC) Asset Stocktake.	Single Select	No	Services (non-consultancy)	Yes	Veolia Energy Technical Services Pty Ltd	\$38,355	15/09/2015	15/11/2015	Yes
Read and Write for Google Chrome Site Licence.	Single Select	No	Services (non-consultancy)	Yes	Texthelp Ltd	\$39,000	01/11/2015	31/10/2016	No
Provision of SCISWebb, SCIS Authority Files and SCIS Subject Headings to ACT Government Schools in 2016.	Single Select	No	Services (non-consultancy)	Yes	Education Services Australia Limited	\$39,981	01/01/2016	31/12/2016	No
Harrison School - Laser Printer for Woodtech.	Quotations	No	Goods	No	Trotec Laser Pty Ltd	\$40,601	23/11/2015	18/12/2015	No
Narrabundah College - Spanish School Excursion.	Single Select	No	Services (non-consultancy)	Yes	International Baccalaureate Organisation	\$30,550	23/05/2016	30/11/2016	No
Garran Primary School – Year 5/6 Camp.		No	Services (non-consultancy)	No	A Space Recreation Pty Ltd	\$42,196	04/04/2016	06/04/2016	Yes
Advisory Services for the North Gungahlin Pre-School to Year 6 Project and Sustainable Delivery of Public School Facilities.	Single Select	No	Consultancy	Yes	MBMPL Pty Ltd	\$42,900	23/02/2016	16/12/2016	Yes
Project Programming Services for Preparation of Feasibility Studies & Business Cases for Proposed Infrastructure at North Gungahlin & the Molonglo Valley.	Panel - Select	No	Consultancy	No	Blue Visions Management Pty Ltd	\$44,000	18/11/2015	18/05/2016	Yes
Lake Tuggeranong College - Year 12 Formal.	Single Select	No	Services (non-consultancy)	Yes	National Convention Centre	\$44,005	17/12/2015	18/01/2016	No
Chapman Primary School - Year 5/6 School Camp.	Quotations	No	Services (non-consultancy)	No	Away We Go Tours	\$45,033	07/03/2016	09/03/2016	Yes
Curtin Primary School - Year 5/6 School Camp.	Single Select	No	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$45,223	23/02/2016	16/12/2016	Yes
Narrabundah College - Japan School Excursion.	Quotations	No	Services (non-consultancy)	No	JTB Travel Australia Pty Ltd	\$45,240	02/03/2016	31/05/2016	Yes
Gowrie Primary School - Supply and Installation of Evaporative Air Conditioning.	Quotations	No	Works	No	Air Master	\$45,788	14/06/2016	14/09/2016	Yes
Amaroo School - Laser Cutter.	Single Select	No	Goods	Yes	Trotec Laser Pty Ltd	\$46,200	28/03/2016	08/04/2016	No

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Hedley Beare Centre for Teaching and Learning - Office Fitout.	Quotations	No	Works	No	ACT Building and Maintenance Pty Ltd	\$46,436	30/01/2016	08/02/2016	Yes
Black Mountain School - Fit Out of Cafe.	Quotations	No	Works	No	ACT Building and Maintenance Pty Ltd	\$46,724	05/11/2015	31/05/2016	Yes
Telopea Park School - Science Ceiling Repairs.	Quotations	No	Works	No	Scenic Group Pty Ltd	\$46,830	11/04/2016	22/04/2016	No
Google Chromebook Management Service License for the Education Directorate.	Quotations	No	Goods	No	Dialog Pty Ltd	\$47,300	31/07/2015	31/07/2019	No
Provision of Cleaning Services for Lyons Early Childhood School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	National Cleaning (Australia) Pty Ltd	\$47,748	01/06/2016	01/07/2017	Yes
Chapman Primary School - Construction of Sandpit.	Quotations	No	Works	No	Brindabella Contractors Pty Ltd	\$48,123	12/10/2015	18/03/2016	Yes
Narrabundah College - Italy School Excursion.	Quotations	No	Services (non-consultancy)	No	Passport Travel	\$49,300	08/05/2016	31/05/2016	Yes
Melrose High School - Year 7 School Camp 2016.	Single Select	No	Services (non-consultancy)	Yes	Action Learning Initiatives Pty Ltd	\$51,616	09/03/2016	11/03/2016	Yes
Provision of a Venue for the School Leadership Event.	Quotations	No	Services (non-consultancy)	No	Hotel Realm Pty Ltd	\$51,750	30/09/2015	01/04/2016	Yes
'Learn, Anywhere' for the Education Directorate.	Quotations	No	Goods	No	Three's a Crowd Design Pty Ltd	\$52,492	01/09/2015	27/01/2016	No
Canberra High School - Bike Compound and Shade Shelter.	Quotations	No	Works	No	Vogue Pergolas	\$53,600	01/04/2016	31/03/2017	Yes
Belconnen Regional Trade Skills Centre - Provision of Cafe Furniture.	Quotations	No	Goods	No	FED Hospitality Equipment	\$53,812	22/11/2015	31/01/2016	No
North Gungahlin Preschool to Year 6 School - Education Advisory Services.	Single Select	No	Consultancy	Yes	Julia Atkin Pty Ltd	\$54,352	27/06/2016	27/06/2017	Yes
Assessment of ETD Information Against the ACT Protective Security Policy Framework.	Quotations	No	Services (non-consultancy)	No	Redcore Pty Ltd	\$54,450	08/05/2016	31/05/2016	Yes
Canberra College - Year 12 Formal Catering.	Single Select	No	Services (non-consultancy)	Yes	Ginger Catering	\$54,846	16/11/2015	31/05/2016	Yes
Namadgi School - Japan School Excursion.	Single Select	No	Services (non-consultancy)	Yes	G.E.T. Educational Tours Pty Ltd	\$55,710	15/03/2016	08/10/2016	Yes
Mount Stromlo High School - Year 7 Camp.	Quotations	No	Services (non-consultancy)	No	Action Learning Initiatives Pty Ltd	\$58,173	08/04/2016	08/04/2016	Yes
Turner Primary School - Installation of Steel Fencing.	Quotations	No	Works	No	Olympic Fencing (NSW) Pty Ltd	\$59,180	21/01/2016	31/03/2016	No
Provision of Cleaning Services for Isabella Plains Early Childhood School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	National Cleaning (Australia) Pty Ltd	\$59,685	01/06/2016	01/07/2017	Yes

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Arawang Primary School - Supply and Installation of Inflector Window Roller Shutters.	Single Select	No	Goods	Yes	Energy Efficiency Done Right Australia Pty Ltd	\$60,500	23/03/2016	30/06/2016	No
Wanniassa School - Refurbishment and Repairs to Lighting.	Quotations	No	Works	No	Elcom	\$63,910	16/06/2016	30/06/2016	No
Campbell High School - Year 7 Camp.	Single Select	No	Services (non-consultancy)	Yes	Sydney Academy of Sport and Recreation	\$63,988	18/03/2016	24/03/2016	No
Provision of Cleaning Services for Giralang Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	S and M Cleaning Services	\$65,653	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Southern Cross Early Childhood School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	S and M Rite Way Cleaning Services	\$65,653	26/05/2016	01/07/2017	Yes
Canberra High School - Year 7 Camp.	Quotations	No	Services (non-consultancy)	No	NSW Sport and Recreation	\$66,109	17/02/2016	19/02/2016	No
Southern Cross Early Childhood School - Forest Tree House and Bush Camp Stage 1.	Quotations	No	Works	No	BAL Building Pty Ltd	\$66,347	12/04/2016	01/08/2017	Yes
Monash Primary School - Installation of Solar Tubes.	Single Select	No	Works	Yes	Solatube Australia Pty Ltd	\$68,609	14/04/2016	30/06/2016	No
Google Management Console.	Quotations	No	Goods	No	ASI Solutions	\$70,400	05/04/2016	17/05/2016	No
Education Influenza Vaccination Program 2016.	Whole of Government Contract	No	Services (non-consultancy)	No	Aspen Corporate Medical Options Pty Ltd	\$71,000	10/03/2016	30/06/2016	No
Provision of Cleaning Services for Gilmore Primary School and Preschool Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	ACT Commercial Cleaning	\$71,622	01/06/2016	01/06/2017	Yes
Cleaning Services for Richardson Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Fred's Express Cleaning	\$71,622	02/06/2016	01/07/2017	Yes
Alfred Deakin High School - Year 7 Camp.	Single Select	No	Services (non-consultancy)	Yes	Action Learning Initiatives	\$73,045	04/04/2016	06/04/2016	Yes
Belconnen High School Modernisation - Removal of Broken Concrete and Associated Work.	Quotations	No	Works	No	Capital Hydraulics and Drains	\$73,370	06/07/2015	03/08/2015	Yes
Gowrie Primary School - Carpeting of Whole School.	Quotations	No	Works	No	Carpet Factory	\$74,000	21/12/2015	05/01/2016	Yes
Telopea Park School - Year 7 Outdoor Education Camp.	Single Select	No	Services (non-consultancy)	Yes	Office of Sport and Recreation NSW	\$74,569	24/02/2016	26/02/2016	Yes
Amaroo School - Installation of Automatic/Air Lock Doors Throughout School.	Quotations	No	Works	No	Scenic Group Pty Ltd	\$76,650	28/09/2015	28/10/2015	Yes
ACT Government Schools and Education Directorate Central Office Heating, Ventilation and Air-Conditioning (HVAC) Asset Stocktake.	Single Select	No	Services (non-consultancy)	Yes	AHI - Carrier (Australia) Pty Ltd	\$78,100	29/09/2015	09/12/2015	No

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	Young Life Australia Incorporated	\$80,000	02/02/2015	30/06/2019	No
Alfred Deakin High School - Supply and Installation of Inflector Window Roller Shutters.	Single Select	No	Goods	Yes	Energy Efficiency Done Right Australia Pty Ltd	\$80,005	23/12/2015	29/01/2016	No
Joint Infrastructure Program - Duffy Primary School - Minor Internal Works.	Quotations	No	Works	No	Quay Building Group	\$80,388	23/03/2016	29/04/2016	Yes
Maribyrnong Primary School - Senior Playground Equipment Replacement.	Quotations	No	Works	No	The Playground People	\$80,982	29/03/2016	14/06/2016	Yes
Commercial Advisor, Preparation of Business Case for Modernisation of Narrabundah College and Campbell Primary School.	Panel Select	No	Consultancy	No	Deloitte Touche Tohmatsu	\$81,414	16/02/2016	17/02/2016	No
Google Chrome Management Licenses and Devices for the Education Directorate.	Quotations	No	Goods	No	Learning With Technologies Pty Ltd	\$83,282	04/01/2016	03/01/2017	No
Provision of Cleaning Services for Bonython Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	ACT Commercial Cleaning Pty Ltd	\$83,559	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Franklin Early Childhood School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	ACT Commercial Cleaning Pty Ltd	\$83,559	02/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Fraser Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Anderson, Pamela Anne trading as Pamela Anderson	\$83,559	03/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Gowrie Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Fred's Express Cleaning	\$83,559	01/06/2016	01/07/2017	Yes
Aranda Primary School – Nature Path.	Single Select	No	Works	Yes	Paul Barnett Design Group Pty Ltd	\$84,700	01/12/2015	31/12/2016	Yes
University of Canberra Senior Secondary College Lake Ginninderra – New Storeroom.	Quotations	No	Works	No	Quay Building Services	\$85,932	11/05/2016	30/10/2016	Yes
Provision of Cleaning Services for Theodore Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Storm International	\$86,543	08/06/2016	01/07/2017	No
Master Plan Options for Modernisation of Narrabundah College and Campbell Primary School.	Single Select	No	Consultancy	Yes	Collard Clarke Jackson, Canberra Pty Ltd	\$87,824	18/12/2015	17/11/2016	Yes
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	Association of Independent Schools in the ACT	\$88,000	13/02/2015	30/06/2019	Yes

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	The Burgmann Anglican School	\$88,000	17/02/2015	30/06/2019	Yes
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	Canberra Grammar School	\$88,000	02/02/2015	30/06/2019	Yes
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	The Christian Community In Australia Incorporated	\$88,000	13/02/2015	30/06/2019	Yes
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	Covenant College Tuggeranong ACT Association Incorporated	\$88,000	19/02/2016	30/06/2019	Yes
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	Fusion Australia Ltd	\$88,000	13/02/2015	30/06/2019	Yes
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	Radford College Ltd	\$88,000	13/02/2015	30/06/2019	Yes
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	The Salvation Army Recovery Services	\$88,000	13/02/2015	30/06/2019	No
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	Seventh-Day Adventist Schools (New South Wales) Limited	\$88,000	18/02/2015	30/06/2019	No
Provision of Cleaning Services for Fadden Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Abdo's Cleaning Services	\$89,527	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Taylor Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Stefan's Sparkes Cleaning	\$89,527	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Cranleigh School and Scullin Preschool Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Menzies International (Aust.) Pty. Ltd.	\$89,527	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Calwell Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Stefan's Sparkes Cleaning	\$89,528	01/06/2016	01/07/2017	Yes

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Provision of Cleaning Services for Mawson Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Mirrors Cleaning	\$89,528	03/06/2016	01/07/2017	Yes
ATRA - ACT Teacher Recruitment Assessment.	Single Select	No	Services (non-consultancy)	Yes	Australian Council for Educational Research Ltd	\$90,000	30/09/2015	21/12/2015	No
Gold Creek School Joint Facility - Upgrade Canteen Facilities.	Quotations	No	Works	No	Binutti Constructions Pty Ltd	\$91,367	08/04/2016	06/05/2016	No
Weetangera Primary School - Purchase of Chromebooks.	Single Select	No	Goods	Yes	JB Hi Fi Solutions	\$95,370	23/11/2015	07/12/2015	Yes
Provision of Cleaning Services for Macquarie Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Mirrors Cleaning	\$95,495	02/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Wanniasa Hills Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Abdo's Cleaning Services	\$95,495	24/05/2016	01/07/2017	Yes
Provision of Cleaning Services for Yarralumla Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Salloum Cleaning Contractors	\$95,495	25/05/2016	01/07/2017	Yes
Belconnen Regional Trade Skills Centre - Small Electrical Equipment.	Quotations	No	Goods	No	AC & R Commercial Catering Equipment	\$95,755	29/09/2015	29/12/2015	No
Cost Planning Services for Belconnen High School Modernisation and Caroline Chisholm Innovations Centre.	Select	No	Consultancy	No	Donald Cant Watts Corke (VIC) Pty Ltd	\$97,240	22/04/2016	30/11/2018	Yes
Kaleen Primary School - Outdoor Learning Area.	Quotations	No	Works	No	Binutti Constructions	\$98,000	14/12/2015	12/07/2016	Yes
Provision of Cleaning Services for Latham Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	ACT Commercial Cleaning Pty Ltd	\$98,480	06/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Miles Franklin Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Faraj Cleaning Services	\$101,464	02/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Torrens Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	M and V Cleaning Services	\$101,464	27/05/2016	01/07/2017	Yes

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Provision of Cleaning Services for Maribyrnong Primary and Preschool Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	S and M Cleaning Services	\$101,464	01/06/2016	01/07/2017	Yes
Charles Weston School (Coombs) - Supply and Installation of Furniture, Fittings and Equipment.	Public	No	Goods	No	Sebel Furniture Pty Ltd	\$101,890	01/12/2015	30/12/2015	Yes
Provision of Cleaning Services for Florey Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Salloum Cleaning Contractors	\$106,236	02/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Macgregor Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	S and M Cleaning Services	\$107,433	02/06/2016	01/07/2017	Yes
Provision of Cleaning Services for North Ainslie Primary School and Hackett Preschool Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	VNT Services Pty Ltd	\$107,433	24/05/2016	01/07/2017	Yes
Provision of Cleaning Services for Weetangera Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Mirrors Cleaning	\$107,433	01/06/2016	01/07/2017	Yes
Office 365 and Identity Assessment and Windows 10 Assessment Including Network Access Protection for the Education Directorate.	Single Select	No	Consultancy	Yes	Microsoft Pty Ltd	\$107,503	18/01/2016	01/03/2016	No
Early Childhood Schools and Koori Preschool Program Evaluation.	Quotations	No	Consultancy	No	Western Sydney University	\$107,823	13/07/2015	29/01/2016	No
Joint Funded Infrastructure Program - Bonython Primary School Canteen Upgrade.	Quotations	No	Works	No	Total Project Construction Pty Ltd	\$108,167	15/09/2015	10/02/2016	Yes
Provision of Cleaning Services for Garran Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	M and V Cleaning Services	\$113,402	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Mount Rogers Primary School, Melba Preschool, Flynn Preschool and Spence Preschool Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	ACT Commercial Cleaning Pty Ltd	\$113,402	14/06/2016	01/07/2017	Yes

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Provision of Chartered Bus Service for Wreck Bay Community/Jervis Bay Village Students.	Select	No	Community-Based Services	Yes	John and Carol A Kennedy	\$119,343	29/04/2016	28/04/2017	Yes
Provision of Cleaning Services for Ainslie School, Baker Gardens Preschool and Reid Preschool Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Fred's Express Cleaning	\$119,370	02/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Chapman Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	GJK Facility Services	\$119,370	06/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Charnwood Dunlop Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	City and Town Civil Cleaning	\$119,370	08/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Curtin Primary School, Curtin North and South Preschools Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	GJK Facility Services	\$119,370	14/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Kaleen Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Universal Office Cleaning	\$119,370	06/06/2016	01/07/2017	Yes
Provision of Cleaning Services for The University of Canberra High School, Kaleen Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Faraj Cleaning Services	\$119,370	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Palmerston Primary School Under a Panel Contract Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	S and M Rite Way Cleaning Services	\$119,380	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Hedley Beare Centre for Teaching and Learning Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Phillips Cleaning Services Pty Ltd	\$121,207	01/06/2016	01/07/2017	Yes
Chair of the Audit Committee.	Single Select	No	Services (non-consultancy)	Yes	Bethomas Consulting Pty Ltd	\$125,000	26/02/2016	12/05/2017	Yes

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Provision of Cleaning Services for Charles Conder Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Rose Cleaning Group	\$125,338	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Arawang Primary School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Dynuse Pty Ltd	\$125,339	01/06/2016	01/07/2017	Yes
Dickson College - Canteen Student Hub Refurbishment Stage 1.	Quotations	No	Works	No	Cobul Constructions	\$130,130	27/06/2016	14/12/2016	Yes
Student Resource Allocation English as an Additional Language or Dialect Needs Based Loading.	Quotations	No	Consultancy	No	Deloitte Access Economics Pty Ltd	\$132,941	30/06/2016	09/09/2016	No
Provision of Cleaning Services for Turner School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Menzies International (Aus) Pty Ltd	\$137,276	23/05/2016	01/07/2017	Yes
Education Planner Services.	Single Select	No	Consultancy	Yes	Julia Atkin Pty Ltd	\$141,240	13/08/2015	30/11/2015	Yes
Aranda Primary School - Adventure Playground.	Quotations	No	Goods	No	Contour Constructions (ACT) Pty Ltd	\$142,000	25/09/2015	12/10/2015	Yes
North Gungahlin Preschool to Year 6 School - Independent Technical Advisor.	Single Select	No	Consultancy	Yes	Indec Consulting	\$142,956	06/06/2016	16/12/2017	No
Provision of Cleaning Services for Charles Weston School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Dynuse Pty Ltd	\$143,244	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Forrest Primary School and Deakin Preschool Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Dynuse Pty Ltd	\$143,244	31/05/2016	01/07/2017	Yes
Provision of Cleaning Services for Lyneham Primary School, Garling Street Preschool and Downer Preschool Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	ACT Commercial Cleaning Pty Ltd	\$143,244	07/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Neville Bonner Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Phillips Cleaning Services Pty Ltd	\$143,244	01/06/2016	01/07/2017	Yes

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Revised Principals Career Structure.	Single Select	No	Services (non-consultancy)	Yes	Dynuse Pty Ltd	\$143,244	01/06/2016	01/07/2017	Yes
Chapman Primary School - Supply and Installation of Security Fencing.	Panel-Select	No	Works	No	Olympic Fencing (NSW) Pty Ltd	\$148,225	31/07/2015	15/10/2016	No
Aboriginal and Torres Strait Islander Needs Based Loading.	Quotations	No	Consultancy	No	Deloitte Access Economics Pty Ltd	\$148,640	27/05/2016	31/07/2016	No
Provision of Cleaning Services for Ngunnawal Primary School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Mirrors Cleaning	\$161,149	23/05/2016	01/07/2017	Yes
Hedley Beare Centre for Teaching and Learning - Stage 8.	Quotations	No	Works	No	Brema Group Pty Ltd	\$164,527	16/07/2015	01/09/2016	Yes
Provision of Cleaning Services for Red Hill Primary School and Griffith Preschool Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Alpha Cleaning Services	\$167,118	24/05/2016	01/07/2017	Yes
Provision of Cleaning Services for Calwell High School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Phillips Cleaning Services	\$173,087	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Lanyon High School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	VNT Services Pty Ltd	\$173,087	01/06/2016	01/07/2017	Yes
Sustainable Development of Public School Facilities – Architectural, Engineering and Landscape.	Single Select	No	Consultancy	Yes	Indec Pty Ltd	\$173,228	13/08/2015	30/11/2015	Yes
Belconnen Regional Trade Skills Centre - University of Canberra Senior Secondary College, Lake Ginninderra - Hospitality Training Kitchen Upgrade.	Quotations	No	Works	No	Monarch Building Solution	\$173,753	09/12/2015	31/01/2016	Yes
Conduct of External Reviews in ACT Public Schools.	Quotations	No	Services (non-consultancy)	No	Australian Council for Educational Research	\$175,928	14/04/2016	30/09/2016	No

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Capital Upgrade Programmed Works 2015/2016, Packages 5A & 5B.	Panel select	No	Services (non-consultancy)	No	Xact Project Consultants Pty Ltd	\$179,772	22/10/2015	30/09/2016	Yes
Belconnen Regional Trade Skills Centre - UC Kaleen High School and Melba Copland Secondary School - Completion of Kitchen Works.	Quotations	No	Works	No	Monarch Building Supplies	\$186,230	09/12/2015	31/01/2016	Yes
Develop, Trial and Evaluate a School Leadership Strategy.	Select	No	Services (non-consultancy)	No	Hay Group Pty Ltd	\$198,000	09/12/2015	31/12/2016	No
Charles Weston School - Purchase of Interactive White Boards Under a Panel Arrangement.	Panel Quotations	No	Goods	No	Ethan Group Pty Ltd	\$199,606	15/09/2015	15/03/2016	No
Malkara School - Playground Upgrade.	Quotations	No	Works	No	Forpark Australia	\$199,916	01/09/2015	05/01/2016	No
Caroline Chisholm High School - STEM Centre for Innovation & Learning.	Panel - Select	No	Consultancy	No	SQC Architecture	\$204,512	31/03/2016	30/11/2018	Yes
Back to Base Electronic Security Monitoring of Public Schools and Central Office Locations of the Education Directorate.	Public	No	Services (non-consultancy)	No	Security 1 Pty Ltd	\$206,892	05/04/2016	01/05/2019	Yes
Turner Primary School - External Learning Environments.	Quotations	No	Works	No	Out and About Landscape Design and Construct	\$214,500	09/06/2016	28/10/2016	Yes
Provision of Repairs and Maintenance to Solar Photovoltaic Systems Installed on ACT Public Schools and Central Office Sites.	Public	No	Services (non-consultancy)	No	Ecwise Services (Australia) Pty Ltd	\$215,077	04/05/2016	30/06/2019	Yes
Provision of Cleaning Services for Alfred Deakin High School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Phillips Cleaning Services Pty Ltd	\$220,835	02/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Mount Stromlo High School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	GJK Facility Services	\$232,772	02/06/2016	01/07/2017	Yes

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Provision of Cleaning Services for Gungahlin College Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Phillips Cleaning Services Pty Ltd	\$238,740	06/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Melrose High School Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Rose Cleaning Service	\$238,740	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Narrabundah College Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Rose Cleaning Service	\$238,740	24/05/2016	01/07/2017	Yes
Belconnen Regional Trade Skills Centre - Tools, Furniture and Equipment.	Public	No	Goods	No	Machinery & General Industrial Supplies Pty Ltd	\$244,248	01/09/2015	31/08/2016	Yes
Telopea Park School - Library Refurbishment	Quotations	No	Goods	No	Binutti Constructions	\$246,575	23/11/2015	28/02/2016	Yes
Provision of Cleaning Services for Belconnen High School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	VNT Services Pty Ltd	\$250,678	06/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Dickson College Under a Panel Arrangement.	Panel Single Select	No	Services (non-consultancy)	Yes	Rose Cleaning Service	\$250,678	01/06/2016	01/07/2017	Yes
Melrose High School - Football Precinct Civil Consultant.	Panel Select	No	Consultancy	No	Cardno (NSW/ACT) Pty Ltd	\$251,159	18/12/2015	03/02/2017	No
Screenrights Remuneration Agreement.	Single Select	No	Services (non-consultancy)	Yes	Audio-Visual Copyright Society Pty Ltd T/A Screenrights	\$253,983	01/07/2015	31/12/2020	No
Provision of Cleaning Services for Lyneham High School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	Phillips Cleaning Services	\$256,646	01/06/2016	01/07/2017	Yes
Belconnen Regional Trade Skills Centre - Tools, Furniture and Equipment.	Public	No	Goods	No	B.S.T. Group Aust Pty Ltd	\$274,139	01/09/2015	31/08/2016	No
Supply and Installation of Net- Feed Solar PV Systems at 6 Schools	Quotations	No	Goods	No	Solar Hub	\$294,776	09/11/2015	10/03/2017	Yes
Charles Weston School (Coombs) - Supply and Installation of Furniture, Fittings and Equipment.	Public	No	Goods	No	Bizfirm Express Pty Ltd	\$298,336	17/12/2015	18/12/2015	No

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Provision of Cleaning Services for Amaroo School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	VNT Services Pty Ltd	\$316,330	01/06/2016	01/07/2017	Yes
Provision of Cleaning Services for Gold Creek School Under a Panel Arrangement.	Quotations	No	Services (non-consultancy)	No	GJK Facility Services	\$355,840	01/06/2016	01/07/2017	Yes
Provision of Mail and Courier Services to ACT Colleges, Schools and Central Office Locations.	Public	No	Services (non-consultancy)	No	Universal Express	\$400,000	06/05/2016	30/06/2019	Yes
Charles Weston School (Coombs) - Supply and Installation of Furniture, Fittings and Equipment.	Public	No	Goods	No	R.E. Batger Pty Ltd	\$424,990	01/11/2015	31/01/2016	No
Belconnen High School - Modernisation Design.	Public	No	Consultancy	No	Wilson Architects	\$528,836	09/06/2016	02/04/2018	No
Feasibility Studies for Proposed Education Infrastructure at North Gungahlin & the Molonglo Valley.	Select	No	Consultancy	No	Infrastructure Services Group Pty Ltd	\$674,556	09/10/2015	30/06/2016	Yes
ACT National School Chaplaincy Program.	Select	No	Services (non-consultancy)	No	Trustees for Catholic Education Office Archdiocese of Canberra and Goulbourn	\$704,000	20/02/2015	30/06/2019	Yes
School Sports Service Provision to ACT Schools.	Single Select	No	Services (non-consultancy)	Yes	ACT School Sports Council Inc	\$890,000	04/01/2016	04/01/2019	Yes
Belconnen High School Modernisation - Landscaping.	Panel Select	No	Works	No	Cobul Constructions	\$1,171,352	25/09/2015	16/12/2015	Yes
Security Patrol Services for ACT Colleges, Schools and Central Office Locations.	Public	No	Services (non-consultancy)	No	Wilson Security Pty Ltd	\$1,530,000	15/06/2016	30/06/2018	No
Charles Weston School (Coombs) - Maintenance Contract.	Public	No	Services (non-consultancy)	No	Colin Joss & Co. Pty Ltd	\$2,227,906	29/09/2015	31/01/2021	No
Capital Upgrade Programmed Works 2014/16 - Package 5.	Panel Select	No	Works	No	IQON Pty Ltd	\$2,400,687	12/10/2015	23/06/2016	Yes
Development, Provision and Marking of the ACT Scaling Test.	Public	No	Services (non-consultancy)	No	Australian Council for Educational Research	\$3,206,000	16/09/2015	16/09/2019	No

TABLE C5.2: ACTIVITIES EXECUTED IN 2014-15 FINANCIAL YEAR AND NOTIFIED TO THE CONTRACTS REGISTER IN 2015-16 FINANCIAL YEAR

Contract Title	Procurement Methodology	Social Procurement	Procurement Type	Exemption from Quotation and Tender Threshold Requirements	Contractor Name	Contract Amount \$	Execution Date	Expiry Date	Small to Medium Enterprise (SME)
Belconnen Regional Trade Skills Centre - Electrical Kitchen Equipment for Hospitality Training.	Quotations	No	Works	No	ACT Stainless Steel Pty Ltd	\$25,503	15/12/2014	31/12/2015	Yes
Kingsford Smith School -Fence.	Single Select	No	Works	Yes	Perimetech Pty Ltd	\$25,546	03/03/2015	12/03/2015	Yes
Installation of Projectors at Mount Stromlo High School Hall.	Quotations	No	Services (non-consultancy)	No	Miranda Hi Fi	\$26,116	06/08/2014	06/11/2014	No
Fraser Primary School - Year 5 and 6 Camp.	Select	No	Services (non-consultancy)	No	Away We Go Tours	\$30,274	30/03/2015	01/04/2015	Yes
North Ainslie Primary School - Year 5/6 School Camp.	Select	No	Services (non-consultancy)	No	Away We Go Tours	\$31,135	04/02/2015	06/02/2015	Yes
Belconnen Regional Trade Skills Centre - Spray Booth.	Quotations	No	Goods	No	Truflow Spraybooths (Australia) Pty Ltd	\$55,970	26/11/2014	31/01/2016	No
Mt Stromlo High School Music Room Upgrade.	Quotations	No	Works	No	Martin K Renner and Maarit H Renner trading as Cityscape Interiors	\$59,973	07/07/2014	18/08/2015	Yes
Lyneham High School - Year 7 Camp.	Quotations	No	Services (non-consultancy)	No	Jindabyne Sport and Recreation Centre, NSW Government Office of Sport and Recreation	\$111,169	02/03/2015	04/03/2015	Yes
ACT Chief Ministers Anzac Spirit Prize.	Quotations	No	Services (non-consultancy)	No	Malura Pty Limited T/A Boronia Travel Centre	\$116,000	09/11/2014	09/08/2018	No
Supply, Install, Monitor and Maintain Grid Connected 70kW Photovoltaic System at Franklin Early Childhood School.	Quotations	No	Goods	No	Solgen Energy Pty Ltd	\$119,670	07/05/2015	30/05/2015	No
Supply, Install, Monitor and Maintain Grid Connected 70kW Photovoltaic System at Neville Bonner Primary School.	Quotations	No	Goods	No	Solgen Energy Pty Ltd	\$119,670	07/05/2015	30/05/2015	No
Reading Matters Program.	Quotations	No	Services (non-consultancy)	No	University of South Australia TA Institute for Choice	\$149,447	14/10/2014	31/12/2018	No

**For further information contact:
Director
Infrastructure and Capital Works
(02) 6207 6541**

C.6 STATEMENT OF PERFORMANCE



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

Sensitive: Auditor-General

A16/06

Ms Natalie Howson
Director-General
Education Directorate
Level 6, 220 Northbourne Avenue
BRADDON ACT 2612

Dear Ms Howson

**EDUCATION DIRECTORATE - REPORT OF FACTUAL FINDINGS
STATEMENT OF PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2016**

The Audit Office has completed the review of the statement of performance of the Education Directorate for the year ended 30 June 2016.

I have attached the statement of performance and unqualified report of factual findings.

I have provided a copy of the statement of performance and report of factual findings to the Minister for Education, Mr Shane Rattenbury MLA.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'M. Cooper'.

Dr Maxine Cooper
Auditor-General

14 September 2016

c.c. Ms Carol Lilley, Chair, Audit Committee
Mr Robert Gotts, Director, Planning and Performance
Mr Mark Whybrow, Chief Financial Officer
Ms Megan Young, Chief Internal Auditor

REPORT OF FACTUAL FINDINGS

EDUCATION DIRECTORATE

To the Members of the ACT Legislative Assembly

Report on the statement of performance

The statement of performance of the Education Directorate (the Directorate) for the year ended 30 June 2016 has been reviewed.

Responsibility for the statement of performance

The Director-General is responsible for the preparation and fair presentation of the statement of performance of the Directorate in accordance with the *Financial Management Act 1996*. This includes responsibility for maintaining adequate records and internal controls that are designed to prevent and detect fraud and error, and the systems and procedures to measure the results of the accountability indicators reported in the statement of performance.

The auditor's responsibility

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2016*, I am responsible for providing a report of factual findings on the statement of performance.

The review was conducted in accordance with Australian Auditing Standards applicable to review engagements, to provide assurance that the results of the accountability indicators reported in the statement of performance have been fairly presented in accordance with the *Financial Management Act 1996*.

A review is primarily limited to making inquiries with representatives of the Directorate, performing analytical and other review procedures and examining other available evidence. These review procedures do not provide all of the evidence that would be required in an audit, therefore, the level of assurance provided is less than that given in an audit. An audit has not been performed and no audit opinion is being expressed on the statement of performance.

The review did not include an assessment of the relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets.

No opinion is expressed on the accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations.

As disclosed in the statement of performance, in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2016*, the Government Payment for Outputs and Total Cost information included in the statement of performance has not been reviewed.

Electronic presentation of the statement of performance

Those viewing an electronic presentation of this statement of performance should note that the review does not provide assurance on the integrity of information presented electronically, and does not provide an opinion on any other information which may have been hyperlinked to or from this statement of performance. If users of this statement of performance are concerned with the inherent risks arising from the electronic presentation of information, then they are advised to refer to the printed copy of the reviewed statement of performance to confirm the accuracy of this electronically presented information.

Independence

Applicable independence requirements of Australian professional ethical pronouncements were followed in conducting the review.

Review opinion

Based on the review procedures, no matters have come to my attention which indicate that the results of the accountability indicators, reported in the statement of performance of the Directorate for the year ended 30 June 2016, are not fairly presented in accordance with the *Financial Management Act 1996*.

This review opinion should be read in conjunction with the other information disclosed in this report.



Dr Maxine Cooper
Auditor-General

14 September 2016

EDUCATION DIRECTORATE

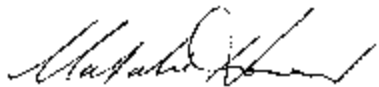
STATEMENT OF PERFORMANCE

For the year ended 30 June 2016

**Education Directorate
Statement of Performance
For the year ended 30 June 2016**

Statement of Responsibility

In my opinion, the **Statement of Performance** is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate in providing each class of outputs during the financial year ended 30 June 2016.



Natalie Howson
Director-General
14 September 2016

Output Class 1: Public School Education

Description

Public primary school education spans the years from preschool to year 6. It is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced curriculum allows the students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in ACT public schools for students with a disability. These include special needs schools, special classes or units in mainstream schools and additional support in mainstream classes.

	2015-16 Target	2015-16 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)				
1.1 Public Primary School Education	354,764	348,700	(1.7%)	
1.2 Public High School Education	178,794	173,807	(2.7%)	
1.3 Public Secondary College Education	118,447	115,534	(2.5%)	
1.4 Disability Education in Public Schools	73,950	74,801	1.2%	
Total Output Class 1	725,955	712,822	(1.8%)	
Government Payment for Output (\$'000)				
1.1 Public Primary School Education	297,223	293,804	(1.2%)	
1.2 Public High School Education	153,667	152,171	(1.0%)	
1.3 Public Secondary College Education	100,296	99,343	(1.0%)	
1.4 Disability Education in Public Schools	65,840	65,957	0.2%	
Total Output Class 1	617,026	611,265	(0.9%)	

Note:

The Total Cost and Government Payment for Output measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2016*.

Output Class 1: Public School Education		2015-16 Target	2015-16 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Accountability Indicators					
Early childhood education					
a.	Number of enrolments in preschool in public schools	4,559	4,740	1.9%	
b.	Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	221	208	24.7%	Note 1
School participation					
a.	Attendance rate of public school students in year 1 to year 10	91.5%	91.9%	0.4%	
Education and care services					
a.	Education and care services satisfaction with assessment and monitoring functions	85%	68%	(20.0%)	Note 2
b.	Investigations and complaints commenced within stated policy timeframes	95%	71%	(25.3%)	Note 3
c.	Assessment and ratings completed within legislated timeframes	100%	97%	(3.0%)	
Disability education					
a.	Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	99%	(1.0%)	
Senior secondary education					
a.	Percentage of year 10 students who proceed to public secondary college education	85%	93.2%	9.6%	
b.	Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education	80%	86%	7.5%	
c.	Apparent retention of public school students from year 7 to year 12	100%	100%	-	
d.	Apparent retention of Aboriginal and Torres Strait Islander public school students from year 7 to year 12	75%	89.5%	19.3%	Note 4
e.	Percentage of year 12 students who receive a Tertiary Entrance Statement	50%	46%	(8.0%)	
f.	Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a Tertiary Entrance Statement	20%	17%	(15.0%)	Note 5
g.	Percentage of year 12 students who receive a nationally recognised vocational qualification	60%	55%	(8.3%)	
h.	Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a nationally recognised vocational qualification	50%	63%	26.0%	Note 6
Regulatory and process reform initiative					
a.	Commenced implementation of red tape reduction initiatives	30 June 2016	30 June 2016	-	
Average cost (\$) per student per annum in public:					
a.	Preschool	6,740	6,891	2.2%	
b.	Primary schools	15,012	13,915	(7.3%)	
c.	High schools	19,707	18,111	(15.7%)	
d.	Secondary colleges	19,120	18,584	(2.8%)	
e.	Special schools	66,807	65,061	(1.7%)	
f.	Mainstream Schools' students with a disability	28,598	28,654	0.2%	

Note:

The above accountability indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Notes to variance explanation:

1. In 2015-16 a higher than expected result was due to strong increase in enrolments in both mainstream and Koori preschool programs.
2. Response rates in the 2016 survey show lower than expected positive ratings, however response rates to the survey were too low to allow for a confident assessment of the perceptions of the sector about assessment and monitoring activities. This indicator has been discontinued for 2016-17.
3. The full year result (71%) is based on results over the period from November 2015 to June 2016. A lower than expected result is due to the introduction of changes to the methodology of assessing and tracking compliance. These changes meant it was not possible to establish a consistent measurement over a full year. This indicator has been discontinued for 2016-17 and replaced with an indicator based on the delivery of the annual compliance audit program.
4. A higher than expected result reflects a number of factors, including efforts by colleges, heightened awareness and focused approach by network leaders and senior management. It is not possible to determine the contribution of each factor.
5. Seventeen Aboriginal and Torres Strait Islander students achieved a Tertiary Entrance Statement in 2015 compared to nine in 2014. The increase in Aboriginal and Torres Strait Islander students in the February census 2014 – 83 to February census 2015 – 102 may have contributed to a lower percentage completion rate.
6. A higher than expected number of enrolments of Aboriginal and Torres Strait Islander students from 89 in 2014 to 107 in 2015 in the February census may account for this positive variance, assuming that most of these extra students received at least one vocational qualification.

Output Class 2: Non-government Education

Output 2.1: Non-government Education

Description

The Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies. The Directorate also undertakes the administration and payment of the Commonwealth and ACT Government grants.

	2015-16 Target	2015-16 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Total Cost (\$'000)	3,441	3,301	(4.9%)	
Government Payment for Output (\$'000)	2,851	2,787	(2.2%)	
Accountability Indicators				
a. All non-government schools operating in the ACT during the reporting period are registered	100%	100%		
b. The provisional registration of home educated students is completed within ten school days of the receipt of the application	100%	98%	(2.0%)	
c. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	100%		

Note:

The above Accountability indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*. The Total Cost and Government Payment for Output measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Security) Guidelines 2016*.

Output Class 3: Vocational Education and Training

Output 3.1: Planning and Coordination of Vocational Education and Training Services

Description

The Directorate was responsible and accountable for the provision of strategic advice and management of vocational education and training (VET) and higher education in the ACT. This included administering, monitoring and auditing territory and national funds for a variety of programs addressing skills development. The VET system in the ACT responds to the demands and requirements of industry and the community. The Directorate gathered advice from industry stakeholders to predict industry trends and identify the future training requirements of the ACT.

	2015-16 Target	2015-16 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Total Cost (\$'000)	36,773	17,918	(64.9%)	Note 1
Government Payment for Output (\$'000)	36,288	12,564	(65.4%)	Note 1
Accountability Indicators				
a. Funded training initiative allocation rounds administered within published timeframes	100%	100%		
b. Registered training organisation audit reports provided within 30 days of completion of on-site audit	100%	100%		
c. Total number of students undertaking vocational qualifications:				
i. all students	30,100	23,224	(22.8%)	Note 2
ii. Aboriginal and Torres Strait Islander students	755	933	23.6%	Note 3
iii. students with a disability	1,940	1,972	1.6%	
d. Participation in vocational education and training:				
i. all students (percentage)	8.2%	5.9%	(28.0%)	Note 4
ii. Aboriginal and Torres Strait Islander students (percentage)	15.5%	13.5%	(12.9%)	Note 5

Note:

The above Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 2006*. The Total Cost and Government Payment for Output measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2016*.

Notes to variance explanation:

- The responsibility for VET functions associated with this output was transferred to Chief Minister, Treasury and Economic Development Directorate (CMTEOD) from 22 January 2016 following changes to Administrative Arrangements. This is not reflected in the original budget.
- The lower than expected result is due to a decrease in student numbers, both in the ACT and nationally, since 2012. The 2014-15 target was set in 2014 based on 2012 data, and has not since been revised.
- The result is higher than expected due to the high degree of variability in the number of Aboriginal and Torres Strait Islander students undertaking vocational qualifications from year to year. The number of students increased by 33.2% (to 933) from 2014-15 to 2015-16 after decreasing by 13.1% (to 874) from 2013-14 to 2014-15.
- The lower than expected result is due to a decrease in student participation rates, both in the ACT and nationally, since 2012. The 2014-15 target was set in 2014 based on 2012 data, and has not since been revised.
- The variance is due to a change in the data series used by the ABS to estimate the number of Aboriginal and Torres Strait Islander students. The new data series produces significantly higher estimates for the population of Aboriginal and Torres Strait Islander people (up approximately 20% from the previous report).

**SECTION D:
NOTICES OF
NON-COMPLIANCE**

D.1 DANGEROUS SUBSTANCES

Section 200 of the *Dangerous Substances Act 2004* requires agencies to provide a statement on the number of notices of non-compliance serviced and the matter to which each notice related.

The Directorate did not receive any notices during the reporting period.

For further information contact:

Director

People and Performance

(02) 6205 9202

D.2 MEDICINES, POISONS AND THERAPEUTIC GOODS

Section 177 of the *Medicines, Poisons and Therapeutic Goods Act 2008* requires agencies to provide a statement on the number of notices of non-compliance serviced and the matter to which each notice related. The Directorate did not receive any notices during the reporting period.

For further information contact:

Director

People and Performance

(02) 6205 9202

**SECTION E:
AGENCY SPECIFIC ANNUAL
REPORT REQUIREMENTS**

E.1 INVESTIGATION OF COMPLAINTS

COMMUNITY FEEDBACK

During the 2015-16 reporting period the Education Directorate received over 2,500 items of feedback from the community. The feedback comprised requests for information and service, compliments, concerns and complaints received in writing and by phone.

The Directorate's handling of written feedback was enhanced during the reporting period by the introduction of an online *Customer Relationship Management* (CRM) tool. The CRM tool allows members of the community to directly lodge their feedback with the Directorate, receive a tracking code for their feedback, and specify whether the feedback was related to a request for information, a request for service, a compliment or a complaint. The CRM tool allowed the Directorate to ensure that all written feedback received a response either by the Central Office or by the relevant ACT Public School.

Feedback is also provided directly to schools and to individual teams within the Directorate. This feedback is generally responded to directly by the relevant school or area. In some cases, the feedback may need to be escalated to the Directorate's Liaison Unit for a response. These escalated cases are recorded in the CRM database and included in the count of items described earlier in this section.

FEEDBACK ABOUT ACT PUBLIC SCHOOLS

Of the 1,099 CRM records (written records) for the period, 854 items of written feedback were about ACT Public Schools, and 164 of these were complaints about ACT Public Schools.

For further information contact:

**Director
People and Performance
(02) 6205 9202**

**SECTION F:
HEALTH**

**SECTION G:
GAMBLING AND RACING**

These sections listed in the Annual Report Directions are not applicable to the Education Directorate and as such are not in this report.

**SECTION H:
MINISTERIAL AND
DIRECTOR-GENERAL
DIRECTIONS**

Agencies with responsibilities under the *Education Act 2004* must report on any Ministerial Direction and any direction given by the Director-General to a particular School Board.

In 2015-16 there were no directions given by the Minister, or by the Director-General, to a particular School Board under the *Education Act 2004*.

For further information contact:

Director

Governance

(02) 6205 5511

**SECTION I:
PUBLIC LAND MANAGEMENT
PLANS**

**SECTION J:
THIRD PARTY INSURANCE**

**SECTION K:
VICTIMS OF CRIME**

**SECTION L:
WASTE MINIMISATION
CONTRAVENTIONS**

These sections listed in the Annual Report Directions are not applicable to the Education Directorate and as such are not in this report.





ANNEX REPORTS

ACT TEACHER QUALITY INSTITUTE ANNUAL REPORT 2015-16

A. TRANSMITTAL CERTIFICATE



Mr Shane Rattenbury MLA
Minister for Education
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

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

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Teacher Quality Institute.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2015 to 30 June 2016 has been included.

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

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within 15 weeks of the end of the financial year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'William Malden'.

Dr William Malden
Board Chair
ACT Teacher Quality Institute
5 September 2016

A handwritten signature in black ink, appearing to read 'Anne Ellis'.

Anne Ellis
Chief Executive Officer
5 September 2016

B. ORGANISATION OVERVIEW AND PERFORMANCE

B.1 ORGANISATIONAL OVERVIEW

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality.

VISION, PURPOSE AND VALUES OF THE INSTITUTE

Our vision

ACT teachers uphold and embody the standards of the profession to enhance the education of students.

Our purpose

To implement professional regulation and to lead teacher quality initiatives to ensure the professional standing of ACT teachers and to enhance community confidence in the ACT teaching profession.

Our Values

- > Respect
- > Integrity
- > Collaboration
- > Excellence
- > Innovation
- > Learning

ROLE, FUNCTIONS AND SERVICES OF THE INSTITUTE

Our Role

TQI's role in relation to the ACT teaching profession stems from the TQI Act. It undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, importantly, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter, and progress through, career stages in the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT.

The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

FUNCTIONS AND SERVICES

TQI functions set out in section 11 of the TQI Act are to:

- > register or grant permits-to-teach to eligible people;
- > keep a register of, and records relating to, teachers working or intending to work in the ACT;
- > promote and encourage the continuous professional learning and development (including increased levels of skill, knowledge, expertise and professionalism) of teachers working in the ACT;
- > determine standards for, and facilitate and issue directions for, the ongoing professional learning and development of teachers working in the ACT;
- > develop and apply codes of practice about the professional conduct of teachers working in the ACT;
- > determine standards, including assessment and certification standards, for the ACT teaching profession; and
- > accredit education programs for pre-service teachers and teachers.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- > professional regulatory services;
- > quality assurance of initial teacher education and ongoing professional learning;
- > advice and training on standards and certification, accreditation of programs and teacher registration;
- > facilitation of collaborative teaching practice; and
- > promotion of continuing development and professionalism.

ORGANISATIONAL STRUCTURE, ENVIRONMENT AND PLANNING FRAMEWORK

Our structure

TQI is governed by a Board comprised of key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out in Table 2.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff (numbering 11 FTE as at 30 June 2016).



Mr Julien O'Connell AM, Pro-Chancellor, Ms Anne Ellis, TQI CEO, Associate Professor Patrick McArdle, Campus Dean, The Hon John Fahey AC, Chancellor at ACU 2016 Graduation after Ms Ellis delivered occasional address.

Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA).

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'.

Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the *Chief Minister's Annual Report Directions* issued under section 9 of that Act.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education Directorate in relation to minor financial accounting and internal audit matters.

Planning Framework

At its December 2015 meeting, the TQI Board approved a new strategic planning document: *TQI Strategic Direction 2015-19*. Under this new direction, TQI will focus its efforts on the following four key areas:

- > sustaining a comprehensive registration framework for all teachers working or intending to work in the ACT, and embedding the *Australian Professional Standards for Teachers* in the teaching practice of ACT teachers, including individual teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the Standards;
- > implementing comprehensive reforms of initial teacher education in the ACT, including accrediting teacher education courses delivered by ACT universities and developing innovative practical approaches to better prepare initial teachers entering the profession;
- > promoting increased engagement by all ACT teachers in high quality professional learning and reflection; and
- > collecting a wide range of strategic data to provide the necessary evidence for local and national research efforts aiming to enhance teacher quality and student learning.

The achievements against each of these key focus areas over the reporting period is discussed in B2 below.

TQI GOVERNING BOARD

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board other than the Chief Executive Officer. The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board.

Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Other members of the Board are not entitled to be paid for the exercise of their Board functions.

The Board met on four occasions during the reporting period:

- > 1 September 2015
- > 1 December 2015
- > 29 March 2016
- > 24 May 2016.

The Minister made one appointment to the Board during the reporting period as follows:

- > Ms Kerrie Heath resigned as the member representing teachers and principals of government schools (section 15(2)(j)).
- > Ms Julie Murkins, Principal, Lake Tuggeranong College, was appointed as the member representing teachers and principals of government schools (section 15(2)(j)) on 23 November 2015.

The above appointment is for a period of three years.

TABLE 2: TQI BOARD MEMBERS AND MEETING ATTENDANCE 2015-16

Member	Qualifications	Role	Number of meetings attended
Dr William Maiden PSM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL ACT	Chair	4
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	4
Associate Professor Carolyn Broadbent	PhD, MEd(Research), BEd, DipTeach, TPTC, FACE, FACEL	Australian Catholic University, ACT Campus	4
Ms Diane Joseph	BSc, FACEL	Director-General, Education and Training	1
Ms Moira Najdecki	MEdLeadership, GradDip (Religious Ed), GradCert (Religious Ed), MA, DipEd, BA, FACEL ACT	Catholic Education Office	3
Ms Lyn Caton	DipEd, GradCert Religious Ed, DipA (App)	NSW/ACT Independent Education Union	1
Ms Kerrie Heath	BEd, DipEd	Teaching profession in government schools	1
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	4
Mrs Narelle Hargreaves OAM	BEd, FACE, FACEL ACT	Community representative	4
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	3
Mr Michael Lee	BA, GradDipEd, GradDip (Religious Ed), Med, FACEL	Teaching profession in non-government schools	4
Associate Professor David Paterson	BEd, MEdAdmin, PhD, FACE	University of Canberra	4
Ms Julie Murkins	MIL (Masters, Instructional Leadership) BA, GradDipEd	Teaching profession in government schools	2

B.2 PERFORMANCE ANALYSIS

Overview

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students.

The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a comprehensive framework that closely integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates preparation for the profession for initial teachers, national professional standards, high quality professional learning, and formal accreditation and registration requirements. The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

The 2015-16 reporting year is the first year of the Institute's second *Strategic Direction 2015-2019*. Key achievements against the Strategic Direction over this reporting year are discussed below.

1. Sustaining a comprehensive registration framework and embedding the Australian Professional Standards for Teachers

Key elements of the registration framework established by the TQI Act and subordinate legislation include the requirements that:

- > only teachers approved under the TQI Act can work in ACT schools;
- > all teachers must comply with the TQI Code of Professional Practice and Conduct; and
- > in order to renew their registration annually, teachers must report on 20 hours of professional learning completed by them in the previous 12 months (this issue is discussed in detail in sub-section 3 below).

Over the reporting period, TQI continued comprehensive communication to all ACT teachers about their professional regulatory responsibilities including registration, professional learning and conduct. TQI also refined the online registration renewal process and enhanced the functionality of the online 'Teacher Portal'.

Other targeted initiatives included the development

of a range of practical tools to support provisionally registered teachers in their progression to Full registration, and the delivery of workshops for first year and final year teacher education students. These workshops, supported by the University of Canberra and the Australian Catholic University, focused on ACT teacher registration requirements and professional evidence and reflection against the professional standards.

In the period to 30 June 2016 TQI provided 19 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on the progress to Full registration, with over 266 teachers attending.

Under the regulatory framework, there are also important obligations imposed on all employers of teachers in ACT schools. These obligations support the integrity of the regulatory framework and help to maintain community confidence in the teaching profession in the ACT.

Over the reporting period, employers in all school sectors took action on these reporting obligations. As a consequence, TQI imposed additional conditions on the registration of four ACT teacher, suspended the registrations of three teachers, and cancelled the registration of two teachers.

One of the key responsibilities of TQI is to make the *Australian Professional Standards for Teachers* known across the ACT teaching profession and to embed the Standards in the professional practice of all teachers. This work has included enhanced communications and partnerships with universities, schools and teacher employers.

Further, TQI is the certifying authority for ACT teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the *Australian Professional Standards for Teachers*.

Over the past three years, TQI has placed emphasis on ensuring that the necessary foundations for a smooth process of certification in the ACT are in place. TQI has aimed to first ensure that there are large numbers of ACT school leaders from across the schooling sectors trained as national certification assessors. There are now 80 trained certification assessors in the ACT which is 40% of the national cohort of certification assessors.

Second, TQI has aimed to ensure interested ACT teachers are fully informed about the benefits of certification to themselves and their students and about the rigour of the process. In the past 12 months, information sessions and evidence preparation workshops have been attended by over 230 teachers.

A further important development over the reporting period was the launch of a national *Highly*

Accomplished and Lead Teacher (HALT) Network by the Federal Minister for Education and Training, Senator the Hon Simon Birmingham. The Network will develop national action plans to promote certification. The ACT had a high number of representatives at the initial meeting of the Network which was led by renowned educators Professor John Hattie, University of Melbourne and Dr Yong Zhao, University of Oregon.



Mrs Kathy Kinnane, St Clare's College, Mr Anthony Vandermolen, Montessori School and Mrs Kristine Stewart, Ngunnawal Primary School undertaking certification assessor training.

2. Implementing comprehensive reforms of initial teacher education

Reform of initial teacher education programs has been a national priority for Education Ministers for several years. Consistent with its legislative responsibilities to accredit education programs for pre-service teachers in the ACT (see s.11(1)(g) and s.76(a) of the Act), TQI has taken the lead role in progressing these reforms in the Territory.

Over the reporting period, TQI completed the accreditation of the initial teacher education programs of the University of Canberra, and worked with the Victorian Institute of Teachers to complete the accreditation of the Australian Catholic University programs for its ACT campus. All initial teacher education programs to be offered in 2017 by ACT universities are now accredited.

Further, Education Ministers at the 11 December 2015 Education Council meeting endorsed revised national Standards and Procedures for Accreditation of Initial Teacher Education Programs in Australia. The revised accreditation standards and procedures are designed to lift the quality of initial teacher education programs, and to ensure that program graduates are ready to teach.

The revised national accreditation standards and procedures require providers of ITE programs to:

- > demonstrate greater transparency in the selection of students through publication of the selection criteria and student cohort data;

- > develop formal written partnership agreements to support every professional experience placement;
- > ensure that every initial teacher education graduate has successfully completed the National Literacy and Numeracy Test;
- > develop and implement a plan for demonstrating program outcomes, including program impact;
- > provide clearly defined pathways that lead to a primary subject/curriculum specialisation for every primary initial teacher education graduate;
- > ensure that every initial teacher education graduate has demonstrated readiness to teach through successful completion of a final year teaching performance assessment; and
- > report annually to accreditation authorities on a broad range of data required for monitoring the success of initial teacher education programs and for the National Data Strategy.

TQI has the lead role in implementing these revisions in relation to the ACT. TQI has commenced consultation with ACT education stakeholders on local requirements that will enhance the intended improvements sought through the revised national standards and procedures. This work will be completed and implemented during the 2016-17 transition of current initial teacher education programs in accordance with the revised standards and procedures.

Over the reporting period, TQI also consulted with ACT education stakeholders including employers, teachers, universities providing initial teacher education programs and teacher unions to progress the development of a 'professional experience framework' for pre-service teachers in ACT schools for implementation from 2017. High quality professional experience is critically important to ensuring that newly qualified teachers are ready to teach.

3. Promoting increased engagement by all ACT teachers in high quality professional learning and reflection

Research has consistently shown that teachers who maintain their skills by pursuing relevant professional learning opportunities throughout their careers are more effective in the classroom.

Accordingly, in order to renew their registration, each year all ACT teachers must satisfy a minimum level of 20 hours of professional learning. Flexibility is given to ACT teachers so that they can tailor their professional learning to meet their specific needs and those of their schools.

This minimum level of professional learning is comparable to that required of teachers in those

Australian jurisdictions who have implemented the national education reform agreements on teacher quality improvement. It has also brought the local teaching profession into line with similar requirements for other professions in the ACT.

TQI has developed an online professional learning recording system - the 'Professional Learning Profile' - to provide practical help for all ACT teachers to meet their obligations in this area. This online system incorporates links to the *Australian Professional Standards for Teachers* to facilitate the development of individual teacher learning goals and activities. A number of user-friendly features assist teachers to search for accredited programs of relevance to them, and to record the programs that they completed.

Professional learning, to be effective, must be more than passive attendance at a course or program. Accordingly, the professional learning recording system requires teachers to reflect on their professional learning against their learning goals using the Standards.

The system can also provide data to Principals to facilitate the management of professional learning at a school and individual teacher level throughout the school year.

Of the 7251 teachers renewing registration for 2016, 7014 (97%) fully met the mandatory professional learning requirements for registration in the year preceding renewal. The remaining 237 (3%) arranged professional learning variation plans with TQI to meet their obligations.

It is particularly significant that ACT teachers recorded more than 253,000 hours of professional learning in the year preceding their 2016 registration. This amounts to an average of 35 hours per teacher – well above the mandated 20 hours minimum professional learning.

During the 2015-16 reporting period, TQI approved 512 applications for accreditation of professional learning programs. As an important quality assurance measure, TQI also assisted providers of professional learning programs with advice on the standards-based documentation required for accreditation. TQI also provided the data available from teacher evaluations of courses and programs so that the relevant providers of those courses can improve the quality and/or relevance of their future programs.

4. Collecting strategic data for research efforts aiming to enhance teacher quality and student learning

One of the five areas of focus identified in the TEMAG report for further improvement to the quality of the teacher workforce was national research and workforce planning capabilities.

The revised national *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* require the two ACT universities offering initial teacher education programs to collect and report a broad range of data and evidence on students and program outcomes to TQI on an annual basis. In addition, the universities have to develop a plan for demonstrating evidence of the impact of their programs on both initial teacher education students and school students as the basis of future accreditation of their programs.

In March 2016, Education Council tasked the Australian Institute of Teaching and School Leadership (AITSL) with scoping the development of a national strategy for initial teacher education and teacher workforce data. The purposes of the strategy include evaluating the outcomes of initial teacher education, supply and demand modelling for workforce planning, and measuring the impact and effectiveness of teaching. This stage of the development is to be completed by the end of 2016. TQI represents the ACT on the National Data Strategy Project Scoping Reference Group, which has been established to oversee this important work.

During the reporting period, TQI has continued to build the capacity of its business system to collect and report on the data collected from registered teachers during the registration renewal period and the reporting of completed professional learning. Improvements will ensure that TQI remains well-placed to participate in the national strategy for initial teacher education and teacher workforce data.

The enhanced data collection has enabled TQI to support schools in managing the professional learning of teachers through the provision of online reports on professional learning programs completed by teachers.

Also during the reporting period, the final findings of TQI-commissioned research, conducted by Ms Mary Gallagher at the Australian Catholic University (Canberra) and Dr Misty Adoniou at University of Canberra, have informed the implementation of support processes for teachers progressing from Provisional to Full registration in the ACT. The findings of this research were disseminated through a variety of forums including the cross-sectoral Teacher Mentoring Network in Term 2, 2016.

In addition, TQI continued to build the research and evaluation capacity of ACT teachers through the *Growing a Culture of Learning – Workshop and Master Class Pilot Program*, conducted in collaboration with Professor Ting Wang from the University of Canberra in August 2015. TQI offered 30 ACT teachers the opportunity to participate in a free pilot workshop and Master Class from certified teachers observing high level practice. Professor Wang explored the features of collaborative enquiry based on her research on high-performing school systems internationally, followed by a workshop on practice analysis from TQI staff. The Master classes that followed were conducted in schools by teachers recognised through certification as Highly Accomplished or Lead teachers, matched with participants who teach in the same band of schooling/teaching area. This approach generated high-level discussions, analysis of practice and cross-sectoral professional learning communities of leading educators.

Outlook

Professional learning, integrated with the *Australian Professional Standards for Teachers* (the Standards), will continue to be a central plank of the Institute's strategic efforts.

TQI will communicate with all ACT teachers to ensure both that they understand their minimum professional learning obligations so that they can maintain their registration, and to reinforce the strong links between professional learning and the standing of the teaching profession within the ACT community. The enhancements to the Institute's online business system (funded in the 2015-16 ACT Budget) will deliver an even more user-friendly interface for the teaching workforce. Work on the enhancements will be finished in the 2019 school year.

TQI sees embedding the Standards in the teaching practice of all ACT teachers as one of its key ongoing objectives. A major focus of TQI efforts will be on continuing to increase the numbers of ACT school leaders trained to assess teachers for certification at the higher levels of the Standards (i.e. the 'Highly Accomplished' and 'Lead' teacher levels). The goal is that each year, for the next four years an additional 25 ACT school leaders will be trained. The additional assessors will not only provide a sustainable cohort for the assessment of certification applicants but build capacity within ACT schools for standards-based development of teachers.

TQI will continue to pursue a wide range of strategies aimed at improving the quality of newly qualified entrants to the teaching workforce. During 2017, all initial teacher education programs accredited by TQI and offered in the ACT will transition to the revised national standards and procedures for initial teacher

education programs. The proposed professional experience framework, incorporating school/university partnerships and a final year teaching performance assessment, is key to the success of the initial teacher education reforms.

The enhanced business system should also allow TQI to collect and undertake more complex analyses of the ACT teaching workforce. This will be of assistance to all ACT teacher employers and principals, school leaders and members of the teaching profession.

TQI will also continue to place high priority on facilitating cross-sectoral collaborative practices across the teaching profession as a whole in the ACT. It will continue to build on past initiatives in this area such as the initiation of its 'casual teacher' network, with meetings each term to support casual teachers with professional learning and a forum for professional dialogue.

All these initiatives are intended to deliver a more highly skilled and professional teaching workforce within the ACT. Accordingly, over time, this stronger workforce will be in a position to ensure improved student outcomes across all school sectors.

B.4 RISK MANAGEMENT

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

Strategic Risks are identified as a part of the development and review of TQI Strategic Direction. Strategic risks, their assessment and treatments, are approved by TQI Board. *Operations/Service level risks* are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff. *Project risks* are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and project steering committees.

B.5 INTERNAL AUDIT

TQI is covered by the audit arrangements of the Education Directorate audit framework.

B.6 FRAUD PREVENTION

Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities.

B.7 WORKPLACE HEALTH AND SAFETY

In the reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

B.8 HUMAN RESOURCES MANAGEMENT

Staffing Profile

TQI has a small staff comprising the Chief Executive Officer and 11 FTEs. The staff gender ratio is 77% female, 23% male. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

Professional Development

TQI staff attended a range of professional development activities including internal TQI training, Whole-of-Government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, participation in Whole-of-Government communities of practice and administrative courses. Topics covered included initial teacher education panel training, national certification training, educational leadership, Whole-of-Government systems training, project management, business analysis and technical system administrator training.

C. FINANCIAL MANAGEMENT REPORT

C.1 FINANCIAL MANAGEMENT ANALYSIS

TQI continues to operate in a sound financial manner. The ACT Government and registration fees remain the primary sources of revenue for TQI.

C.2 FINANCIAL STATEMENTS

The summary report below shows the details of income and expenses for TQI for the financial year 2015-16 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2016 \$'000
INCOME		
Revenue		
Government Payment for Output	1	998
Interest		23
Other Revenue	2	803
Grants	3	48
Total Revenue		1,872
EXPENSES		
Employee Expenses		1,394
Superannuation Expenses		220
Supplies and Services	4	471
Total Expenses		2,085
Operating (Deficit)/Surplus		(213)
Cash at bank at the end of 2015-16		457

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and passed on to TQI.
2. Other Revenue consists of own source revenue from registration fees. This revenue is seasonal and is mainly collected between January and March when registrations are renewed.
3. Grant from Australian Institute for Teaching and School Leadership.
4. Supplies and Services consists of:

	Actual 2016 \$'000
Property Maintenance	13
Materials and Services	291
Database Development	5
Travel and Transport	23
Administrative	27
Financial	1
Operating Lease	111
Grants	0
	471

C.3 CAPITAL WORKS

In the 2015-16 Budget, TQI was allocated \$1.57 million across four years, commencing 1 July 2015. The funding was provided to further enhance digital service delivery, particularly in the areas of real time reporting for all ACT teachers and schools and information to support strategic teacher workforce planning. During the reporting period TQI expended the capital funding allocated for the 2015-16 financial year.

C.4 ASSET MAINTENANCE

The TQI business system is the single most significant asset of the Institute. Maintaining and updating that system is a key operational consideration. As noted above, TQI received additional funding in the 2015-16 Budget for the business system.

C.5 GOVERNMENT CONTRACTING

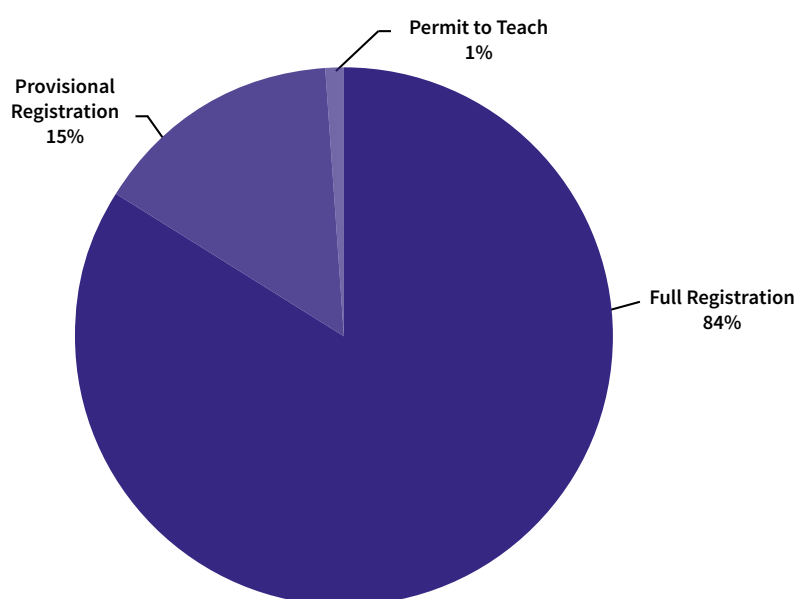
Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework. Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises Whole-of-Government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

E.2 ACT TEACHER WORKFORCE ANALYSIS

ACT Teacher Workforce Analysis

This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by section E.2 of the *Chief Minister's Annual Report Directions*.

There were 7,656 approved teachers as at 30 June 2016. 745 teachers were newly approved during the reporting period.



APPROVED TEACHERS BY EMPLOYER AND GENDER

Sector	Number of teachers	% of approved teachers	% female	% male
Catholic Education	1313	17%	80%	20%
Education Directorate	4581	60%	77%	23%
Independent Schools	1465	19%	67%	33%
Not currently teaching in an ACT school	294	4%	77%	23%

1. Figures exclude approved teachers whose employment status is not recorded with TQI.
2. A teacher may have more than one employer.
3. Teachers working in the Central Office of an employer are included in the sector numbers.

APPROVED TEACHERS QUALIFICATIONS

	Bachelor Degree	Graduate Diploma/ Certificate – All	Graduate Diploma/ Certificate – Non Education	Masters Degree	Doctoral Degree
Number of approved teachers reporting	7101	2776	740	1398	127
Percentage of approved teachers reporting	93%	36%	10%	18%	2%

A teacher may have multiple qualifications.

Figures displayed only for levels 7-10 of the Australian Qualifications Framework.

Qualifications for approved teachers who were registered under Transitional arrangements in 2011 are self-reported.

H. MINISTERIAL DIRECTIONS

Over the reporting period no directions were given by the Minister under s.25 of the Act.

Public Interest Disclosure

The Public Interest Disclosure Act 2012 defines the types of wrongdoing that fall within the definition of disclosable conduct. Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

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

No disclosures were received in the reporting period.

For more information contact:

The secretariat, the Chief Executive Officer or the Board Chair of TQI:

Secretariat:

ACT Teacher Quality Institute

Ms Anne Ellis

Chief Executive Officer

ACT Teacher Quality Institute

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JAMISON CENTRE ACT 2614

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ATTACHMENT 1

2015-16 ACCREDITED PROFESSIONAL LEARNING PROGRAMS

(Section E.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the education programs available for the professional learning and development of teachers.)

NON SCHOOL BASED PROFESSIONAL LEARNING

Program name	Provider
3PLLC2016	3P Learning Australia Pty Limited
3PReggs	3P Learning Australia Pty Limited
5 Circles of Dreaming Landscapes Course (Online Modules for Early Educators)	Education Dreaming
Acting For the Fun of It	Acting For the Fun of It
AFL PD	AFL NSWACT
AFMLTA/MLTAACT Inc. Ready?Set?Plan! Australian Curriculum - Languages	Modern Language Teachers Association of the Australian Capital Territory Incorporated
African Drumming Course 2016	Drum Effect
After the Bomb: An Introduction	The Association of Independent School of NSW
AIS ICT Integration Conference 2015	The Association of Independent School of NSW
AISACT NCCD Moderation Session	Association of Independent Schools of the ACT
AISACT Teaching, Learning and School Leadership Colloquium 2015	Association of Independent Schools of the ACT
Akoustic Odyssey Live Performance Plus Professional Development	Musica Viva Australia
ALEA Unconference - Literacy Speed Dating!	ALEA
An Actor Prepares	Acting For the Fun of It
Analysing student data to inform programming, teaching and assessment	The Association of Independent School of NSW
Anxiety & Depression Workshop (late Primary school/ High School/ College)	i talk mental health
ANZIAM Mathematics Education Workshop	UNSW Canberra
Archimedes and the Law of the Lever	UNSW School of Mathematics and Statistics
Archimedes and the Law of the Lever (2)	UNSW School of Mathematics and Statistics
Assessment and Management of Students with Vision Loss	RIDBC Renwick Centre
Assisting struggling readers in primary classes: Kaye Lowe	Primary English Teaching Association Australia
Australian Schools Colloquium Day 6	National Excellence in Schools Leadership Institute
Autism Awareness and Strategies for the Educational Environment	TTA
Big Picture Education Foundation	Big Picture Education
Book Week A.C.T	Zart
Bright But Struggling 1	Australian Gifted Support Centre
Brush Up Your Shakespeare	Acting For the Fun of It
Certificate of Christian Education (Design)	National Institute for Christian Education

Program name	Provider
Chinese Cultural Context and Chinese Teaching	The Australian School of Contemporary Chinese (ASCC)
Chinese Teaching Strategies	The Australian School of Contemporary Chinese (ASCC)
Chinese teaching: classroom management	The Australian School of Contemporary Chinese (ASCC)
Choice, Music and the Curriculum	ANU Music Program
Coaching Accreditation Program	Growth Coaching International Pty Ltd
Cognitive Coaching-PD20150617-Gungahlin Network	Hawker Brownlow Professional Learning Solutions
College Conference 2016 - 2hr version	ACT Public Colleges Professional Learning Committee
Colleges Conference 2016	ACT Public Colleges Professional Learning Committee
CONSEA ACT 2016	Science Educators Association for ACT (SEA ACT)
Contemporary Perspectives on Learning and Instruction in Spelling	Primary English Teaching Association Australia
Conversations For Life.	OzHelp Foundation
Country and Place and Indigenous Protocols (Online module: 8)	Education Dreaming
Dance for the Primary Classroom	Ausdance ACT
Dance Ready with Move Up!	Ausdance ACT
Dance Ready with Move Up! for Primary teachers	Ausdance ACT
Delivering Pleasurable Food Education	Stephanie Alexander Kitchen Garden Foundation
Delivering sustainability Education through the Curriculum	ACT Environment and Planning Directorate
Delivering the MYP	International Baccalaureate - Asia Pacific
Developing a Growth Mindset in your Classroom	Australian Catholic University Limited
Developing Differentiated Curriculum for Gifted Learners - Part 1	Gateways Education
Developing differentiated curriculum using conceptual frameworks - Part One	Association of Independent Schools of the ACT
Differentiating the Curriculum and Assessment for Gifted Learners	Gateways Education
Differentiating the Curriculum! - 1	Promoting Learning International
Digital Citizenship, Skills Development & Curriculum Connections	Eduwebinar Pty Ltd
Digital Citizenship: Advanced Skills & Leadership (ONLINE)	Syba Signs
Digital Citizenship: Core Concepts & Practice (ONLINE)	Syba Signs
Driving Climate Change for Pastoral Care and Student Wellbeing	The Association of Independent School of NSW
Driving Energy Efficiency Through Student Engagement	ACT Environment and Planning Directorate
Dynamic Geometry and Algebra with GeoGebra	TTA
EdTechTeam Canberra Summit 2016	EdTechTeam Pty Ltd
Educating Gifted and Talented Students	Australian Gifted Support Centre
Education for Sustainability Through School Food Gardens	ACT Environment and Planning Directorate
Educator Wellbeing	Communities@Work
Effective Use of Interactive Whiteboards	Class Cover Pty Ltd
Emotional Intelligence for Teachers	4D Learning
Every Chance to Dance	Kulture Break
Everyone Everyday	Disability ACT
Everyone Everyday - A teachers toolkit for the inclusion of people with disability (5 hours)	Disability ACT
Everyone Everyday - A Toolkit for Inclusion - 2 hour	Disability ACT
Folk Songs and Games Across the Curriculum	ANU Music Program

Program name	Provider
Food&ME - Preschool	Nutrition Australia ACT Incorporated
Food&ME K-6	Nutrition Australia ACT Incorporated
Food&ME Preschool	Nutrition Australia ACT Incorporated
Foundation Knowledge of Australian Indigenous People - Primary Educators (Online module:1)	Education Dreaming
From Page to Stage	Acting For the Fun of It
Fun with Dramatising the Curriculum	ANU Music Program
Fun with Music and Art 2015	ANU Music Program
GEG Canberra Term 4 Workshop	GEG Canberra
Gifted and underachieving -Strategies for the classroom	Australian Gifted Support Centre
Gifted Education - Identification and teaching	Australian Gifted Support Centre
Grammar Basics	English for Work
Group Dynamics and Conflict Management	Communities@Work
IB Diploma Programme Category 2 Subject Workshops	International Baccalaureate - Asia Pacific
IB Diploma Programme Subject Specific Seminars Category 3	International Baccalaureate - Asia Pacific
Identifying, Understanding and Developing Programs for Gifted Learners in Mixed Ability Classrooms	Gateways Education
Inquiry Learning, Investigations, and Misconceptions	Science Time Education
Introduction to Consumer and Financial Literacy Education for Teachers- ASICsMoneySmart Teaching	Australian Securities and Investments Commission (ASIC)
Is it behaviour or is it Communication?	Imagine More Ltd
Lamp - Leading & Mentoring Program 2016	Dragonfly Consulting & Coaching Pty Ltd
Launching the MYP	International Baccalaureate - Asia Pacific
Learn the Piano in 3 Hours	ANU Music Program
Linking Principles of Pedagogy to 21st Century learning and student engagement	DavisGreig Consultancy
Little Scientist - Air Workshop	Communities@Work
Macquarie Literacy Program (MacqLit) Professional Learning Workshop	MultiLit Pty Ltd
Making the PYP happen	International Baccalaureate - Asia Pacific
Managing Assessment in the MYP	International Baccalaureate - Asia Pacific
Managing Challenging Behaviours in Schools	Association of Independent Schools of the ACT
Mathletics Certification Level 1_16	3P Learning Australia Pty Limited
Mathletics Certification Level 2_16	3P Learning Australia Pty Limited
Measuring Student Reading Progress for Schools PL workshop	MultiLit Pty Ltd
Media Marketing and Teen Girls: Building Confidence and Resilience	Helen Roe Coaching
Mental Health and Wellbeing of Young People Seminar 2016	Generation Next
Mentoring Pre-service Teachers	Australian Catholic University Limited
MEP Basic Principles and Practice	ANU Music Program
MEP Early Childhood Course - 2015	ANU Music Program
MEP Kidding for Kindergarten	ANU Music Program
MEP Kidding for pre-school	ANU Music Program
MEP Kidding for Year 1	ANU Music Program
MEP Kidding for Year 2	ANU Music Program

Program name	Provider
MEP Kidsing for Year 3	ANU Music Program
MEP Kidsing for Year 4	ANU Music Program
MEP Kidsing for Year 5	ANU Music Program
MEP Kidsing for Year 6	ANU Music Program
MEP Primary Course - 2015	ANU Music Program
Message Stick Learning - Dreaming (Module 2)	Education Dreaming
Message Stick Learning - Seasonal Knowledge (Module 6)	Education Dreaming
Mind Brain Education Conference 2016	Pearson Australia
Mini COGE	School of Education UNSW
MiniLit Professional Learning Workshop	MultiLit Pty Ltd
MLTA ACT Inc. Joe Dale Workshop - 'Harnessing Google in the Languages Classroom'	Modern Language Teachers Association of the Australian Capital Territory Incorporated
MLTA ACT Inc. Mini-Conference 15 Aug 2015 - CLIL	Modern Language Teachers Association of the Australian Capital Territory Incorporated
MoneySmart maths for primary teachers (online)	Australian Securities and Investments Commission (ASIC)
Morris Gleitzman's Writing School	ALEA
Move Up with Ballet Basics for the Classroom	Ausdance ACT
Move Up! Indigenous Interactive Lecture/Workshop for Primary & Secondary teachers.	Ausdance ACT
MultiLit Positive Teaching for effective classroom behaviour management (primary schools)	MultiLit Pty Ltd
MultiLit Reading Tutor Program Professional Learning Workshop	MultiLit Pty Ltd
MultiLit Word Attack Skills Extension Professional Learning Workshop	MultiLit Pty Ltd
Musica Viva Teacher Forum - Dr Anita Collins	Musica Viva Australia
Musica Viva Teacher Forum - Sound In Motion	Musica Viva Australia
Musica Viva Teacher Forum- Music and Maths	Musica Viva Australia
National Mentoring for Science and Mathematics Teachers:Online workshops	Education Institute, University of Canberra
National Science Teachers' Summer School (NSTSS)	National Youth Science Forum
National Visual Art Education Conference 2016	National Gallery of Australia
Nolan printmaking workshop for art teachers	Canberra Museum and Gallery
Online Module-Introduction to Consumer & Financial Literacy Education - MoneySmart Teaching	Australian Securities and Investments Commission (ASIC)
Open Inquiry in the Classroom	Science Educators Association for ACT (SEA ACT)
Orff from the Ground Up - Orff-full Beginnings	Orff Schulwerk Association of NSW Inc.
Parliament of Youth on Sustainability - Teacher Information Sessions	SEE-Change
PCM Part 1 - What Makes Us Tick?	Square Leg Pty Ltd
People Leadership Workshop	Association of Independent Schools of the ACT
Planning for Active and Energetic Children	Communities@Work
Play Writing Workshop	Cultural Facilities Corporation
Playing to Their Strengths	A.C.T. Down Syndrome Association
Powerful Writing Strategies	3P Learning Australia Pty Limited
PreLit Professional Learning Workshop	MultiLit Pty Ltd
Primes, Modular Arithmetic and RSA Encryption	UNSW School of Mathematics and Statistics

Program name	Provider
Professional Learning in Chinese teaching: spoken Chinese	The Australian School of Contemporary Chinese (ASCC)
Programming for the Australian Curriculum - Technologies	Design and Technology Teachers Association ACT
Public Speaking and Presentation Skills	4D Learning
Quizzes in the Classroom	Quizling Pty Ltd
Responding well to people labelled as having "Challenging Behaviour"	Imagine More Ltd
Rethinking the Collection: Principles and Practice for 21C School Libraries	Syba Signs
Robot Bird Creative Writing - Divergent to Convergent Thinking Works	ALEA
Rugby League International Games Coach (Secondary Teacher) Accreditation Workshop	National Rugby League
Rugby League Modified Games Coach (Primary Teacher) Accreditation Workshop	National Rugby League
Safe Cycle Year 5 and 6	Physical Activity Foundation
School Based Gifted and Talented Program Part 1	Australian Gifted Support Centre
Sharing the Secrets of Success 2016	ACT Association for the Teaching of English (ACTATE)
Showcasing 'Best Practice' Sustainability Education- Primary	ACT Environment and Planning Directorate
Showcasing 'Best Practice' Sustainability Education - Secondary Schools	ACT Environment and Planning Directorate
Shrewd Brass Live Performance Plus Professional Development	Musica Viva Australia
Simple instruments - Hands On Activities to enhance music-making	ANU Music Program
Simply Music Technology!	Orff Schulwerk Association of NSW Inc.
Smarter Assessment	NSW ACT Independent Education Union
SoSAFE- Promoting students' social safety	Sexual Health and Family Planning ACT
Spelling in the primary school years	Tessa Daffern
Spell-It Professional Learning Workshop	MultiLit Pty Ltd
Starting Stop.Motion.Nolan for primary teachers	Canberra Museum and Gallery
Strategic Planning	CIT Solutions
Strategies for Supporting Students with Hearing Loss	RIDBC Renwick Centre
Stress Free Rest Times	Communities@Work
Stronger Smarter Leadership Program (SSLP) 2016	Stronger Smarter Institute
Student Wellbeing Conference 2015	The Association of Independent School of NSW
Sue Larkey Online Programme	Education Events
Supervising Preservice Teachers - Effective Partnerships	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Making Judgements	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Practice Analysis	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Unpacking the Graduate Standards	Australian Institute for Teaching and School Leadership (AITSL)
Sustainable Energy an unbiased Review of Options	TTA
Synthetic Phonics Fast and Fun	TTA
Tai Chi and tennis balls: Haptic techniques for teaching pronunciation	ATESOL ACT
Teacher Resilience & Wellbeing	Celebrity Teacher
Teacher Resilience and Wellbeing	Celebrity Teacher
Teacher Wellbeing	i talk mental health

Program name	Provider
Teaching English Grammar and Vocabulary for Writing and Reading (Secondary and Middle School)	TTA
Teaching Essay Writing	Jeanne O'MALLEY
Teaching Mathematics	National Institute for Christian Education
Teaching Playwriting	Kirsty Budding
Teaching Primary Drama: Fundamentals, The Elements & Improvisation	Pip Buining
Teaching Primary Drama: Playbuilding	Pip Buining
Teaching Primary Drama: Process Drama & Creative Movement	Pip Buining
TECHnow Technology Teachers Conference 1	Design and Technology Teachers Association ACT
The 3 R's Risk, Resilience & Recovery	i talk mental health
The Accidental Counsellor Training (Face to Face)	Human Connections
The Accidental Counsellor Training (Online)	Human Connections
The Art of Playwriting	Kirsty Budding
The Fear-less Teacher	4D Learning
The NET-Generation: Practical Evidence for Schools	The Association of Independent School of NSW
The Power of Storytelling ad Puppetry	ALEA
Toward a Positive Understanding of Autism Spectrum Disorder	Education Events
Train the Trainer Read&Write for Google Workshop	Greg O'Connor - Independent Consultant
Transdisciplinary Learning in the PYP	International Baccalaureate - Asia Pacific
Transverse Mentoring for Intergenerational Women	PunkPD
Turning your maths classroom into an engaged learning environment	TTA
UC AMSPP Conference	Education Institute, University of Canberra
UC AMSPP Design Mentees and Mentor workshops	Education Institute, University of Canberra
Understanding Gifted Learners: Planning The Way Forward	Association of Independent Schools of the ACT
Understanding Play - Superhero and Gun Play	Communities@Work
Understanding the Australian Curriculum Civics and Citizenship	Australian Catholic University Limited
Understanding the Visual Spatial Thinking System of students with ASD, ADHD and Dyslexia	Australian Gifted Support Centre
Universal Design for Learning	The Association of Independent School of NSW
Unstoppable Learning: Unleash the learning potential of your students	Solution Tree Australia
Ursula Dubosarsky's Writing Workshop	ALEA
Using data to track and plan for student learning	The Association of Independent School of NSW
Voting in the Classroom	Australian Electoral Commission
Waste and Recycling in Schools - educational and fun!	ACT Environment and Planning Directorate
Words Their Way: 5 Steps for Classroom Use	Pearson Australia

SCHOOL BASED PROFESSIONAL LEARNING PROGRAMS

Program name	Provider
10 Essential Skills Revisited	Belconnen High
2015 Dirrum Dirrum Conference	Radford College
2016 Leadership Summit, Leading Transformational Schools	(EDU) School Leadership
2016 Pastoral Care Program- Love and Mercy	Merici College
A Growth Mindset with BYOD Principles	Calwell High
A Growth Mindset: What does this mean for assessment and feedback?	Burgmann Anglican School
A Pathway to Cultural Competence 2016	(CE) Religious Education and Curriculum Services
A Pathway to Cultural Competence for Executive staff 2016	(CE) Religious Education and Curriculum Services
A positive approach to educating and engaging boys	Alfred Deakin High
A Whole School Approach to Teaching Grammar and Punctuation	Sts Peter and Paul Primary
ACER training in National School Improvement Tool (NSIT)	(EDU) School Leadership
Achieving a stronger culture of learning through effective differentiation	Daramalan College
ACT Indonesian Teachers' Professional Learning Programme Day 1	(EDU) Learning and Teaching Branch
Active and Reflective Programming	(EDU) Learning and Teaching Branch
Addressing Student Needs Through Data and Curriculum	Mother Teresa Primary School
Advanced Skills: Coaching Teachers in Essential Skills	(EDU) Student Engagement and Student Wellbeing Branch
Agreed Practice at Duffy Primary School	Duffy Primary
An Introduction to Writer's Workshop using the 6+1 traits	Radford College
Art in the Classroom	Telopea Park School
Arts up Front	Instrumental Music Program
ASA Conference, Canberra	Canberra Grammar School
Asian Engagement: Developing Understanding & Capabilities	Canberra Grammar School
Assessing Reading in the Early Years K-3: A Refresher	Holy Trinity Primary
Assessment at Calwell	Calwell Primary
Assessment for Learning	Brindabella Christian College
Assessment Workshop	Torrens Primary
Australian Curriculum: Health and Physical Education	(EDU) Learning and Teaching Branch
Beginner: Google Classroom	Lanyon High
Blue Gum Philosophy and Practice 2016	Blue Gum Community School
Breaking the Stereotype II	St Edmund's College
Bringing It All Together: Evaluating and Improving Classroom Practice	St Mary MacKillop College
Bringing the Fact Sheets out of the box	Macgregor Primary
Building Inquiring Minds	Turner School
BYOD and Differentiated Assessment	Calwell High
Canberra College 2016 Literacy Strategies PL	Canberra College
Canberra REAIE Professional Learning Community	Canberra Grammar School
Case management approaches for gifted learners: The use of ILPs as a program strategy	(EDU) Learning and Teaching Branch

Program name	Provider
Catering for ALL Students.	Burgmann Anglican School
Catholic Education LEAD Conference 2016	(CE) School Services
Chatz with Jatz - Start with Why	St Edmund's College
Chatz with Jatz - Start With Why by Simon Sinek	St Edmund's College
Christian Education workshop	Covenant Christian School
Circle Time: Advanced Application of the Circle time Process	(EDU) Student Engagement and Student Wellbeing Branch
Collaborative Problem Solving	(EDU) Student Engagement and Student Wellbeing Branch
Combined Literacy, Numeracy and EALD Forum	(EDU) Learning and Teaching Branch
Combined Literacy, Numeracy and EALD Professional Learning Forum	(EDU) Learning and Teaching Branch
Conceptual development in Number with Peter Sullivan	St Anthony's Parish Primary
Connect, Succeed, Thrive	St Monica's Primary
Connecting the Australian Curriculum with current research	Good Shepherd Primary
Conversations for Life Version 2	(EDU) Student Engagement and Student Wellbeing Branch
Cooperative Reading and the Australian Curriculum	Gordon Primary
Cooperative Reading K-6	Gordon Primary
Count Me In Too (CMIT)	(EDU) Learning and Teaching Branch
Creating A Community of Practice	Radford College
Creating a Culture of Inclusion	Sacred Heart Primary
Critical Thinking in the classroom	Emmaus Christian School
CSYMA National Teacher Formation Conference	St Edmund's College
Curriculum at Calwell	Calwell Primary
Curriculum Practice	Sacred Heart Primary
Daily Five and Reader's Workshop - Macgregorised!	Macgregor Primary
Dan Haesler - Growth Mindset Session 2	Lanyon High
Dan Haesler: Morning Session	Lanyon High
Data use	Emmaus Christian School
Developing a Community of Practice (CPL Program 2016) - Primary School	Canberra Grammar School
Developing Differentiated Curriculum for Gifted Learners	(EDU) Learning and Teaching Branch
Developing Differentiated Curriculum for Gifted Learners Part 3	(EDU) Learning and Teaching Branch
Developing Language Through PlayScripts- Harrison School	Harrison School
Developing Mathematics Inquiry Lessons From Australian Curriculum	North Ainslie Primary
Diane Siemon - Big Ideas in Number	Holy Family Parish Primary School
Differentiated Frameworks for Gifted and Talented Education	Yarralumla Primary
Differentiating for learners 1	Curtin Primary
Differentiation 1	St Edmund's College
Differentiation in the Classroom	Emmaus Christian School
Differentiation: Challenging all students with pedagogy & assessment.	St Mary MacKillop College
Differentiation: responding to the needs of all learners	Fraser Primary
Disciplinary Literacy in the Secondary Years	Campbell High

Program name	Provider
Diving for Pearls: Let's Go Deep Into Cross-Curricular Differentiated Learning	Orana Steiner School
Duffy Primary School: Formative Assessment and Visible Learning	Duffy Primary
EAL/D Teachers' Professional Learning Forum Term 1	(EDU) Learning and Teaching Branch
EAL/D Teachers Professional Learning Forum Term 3	(EDU) Learning and Teaching Branch
EALD Fact Sheets	Majura Primary
Early Childhood Music Workshop	Instrumental Music Program
Educating Boys in the 21st Century Dr Ian Lillico	Marist College
Effective Spelling	Chapman Primary
Effective Spelling Strategies	Southern Cross Early Childhood School
Effective Spelling Strategies	O'Connor Cooperative School
E-Learning of EAL/D Fact Sheet Modules	Alfred Deakin High
Embedding Critical Reflection in an early Childhood Setting	Mother Teresa Primary School
Engaging with data through action inquiry	(EDU) Student Engagement Branch, All other Areas
English as an Additional Language or Dialect PL (EALD)	(CE) Religious Education and Curriculum Services
Engoori at Gilmore: How do we want to be together?	Gilmore Primary
ESL in the mainstream for the early learner	(EDU) Learning and Teaching Branch
Essential Skills and Beyond	(EDU) Student Engagement and Student Wellbeing Branch
Essential Skills for Classroom Teachers	(EDU) Student Engagement and Student Wellbeing Branch
Evidence Based Instruction	Black Mountain School
Exploring Mathematics Theory and Practice informed by Carol Spencer.	Palmerston District Primary
Exploring open-ended investigations in Numeracy	St Vincent's Primary
Exploring visual arts within the Australian Arts curriculum	Rosary Primary
First Steps 2nd Edition Reading	(EDU) Learning and Teaching Branch
First Steps 2nd Edition Speaking and Listening	(EDU) Learning and Teaching Branch
First Steps 2nd Edition Writing	(EDU) Learning and Teaching Branch
Focus on Practice: Intentional Teaching	(EDU) Learning and Teaching Branch
Formative Assessment in Action	Richardson Primary
Formative Assessment Practices	Belconnen High
Functional Behaviour Analysis	(EDU) Student Engagement and Student Wellbeing Branch
Google Apps for Education (GAPE) for beginners	Lanyon High
Google Read & Write	Lanyon High
Gowrie Curriculum Implementation (AC Version 8)	Gowrie Primary
Gowrie Strategic Plan and Teacher Implementation	Gowrie Primary
Grammar, Marking and Feedback	Calwell Primary
Guiding Young Children's Behaviour – Louise Porter	Blue Gum Community School
Healthy Minds	Canberra Girls' Grammar School
High Possibility Classrooms	Brindabella Christian College
High Possibility Classrooms : A Framework for Action	Canberra Girls' Grammar School
How to make the most of Teacher Mentoring & Classroom Observations	Trinity Christian School
ICT PD	Hughes Primary

Program name	Provider
Implementing ABLES and The National Curriculum in a Specialist School	Cranleigh School
Inclusive Education - Working Effectively with Inclusive Education Assistants	St Francis Xavier College
Individual Learning Plans (ILP) The Process Induction Workshop 2015	(EDU) Student Engagement and Disability Services Branch
Individual Learning Plans (ILP) The Process Induction Workshop 2016	(EDU) Student Engagement and Disability Services Branch
Inquiry Learning using the conceptual model at Maribyrnong Primary	Maribyrnong Primary
Inquiry-based relief teaching: A practical approach	Macquarie Primary
Integrated Inquiry	Charles Conder Primary
Integrating iPads into Koori Preschool	(EDU) Learning and Teaching Branch
Integrating Mobile Technology in the Classroom	St Francis of Assisi Primary
Interdisciplinary Learning	Gold Creek School
Introduction to Circle Time	(EDU) Student Engagement and Student Wellbeing Branch
Introduction to Inquiry Based Learning	Canberra Girls' Grammar School
Introduction to Professional Learning Communities	University of Canberra High School Kaleen
Introduction to Second Step - SEL Program	(EDU) Student Engagement and Student Wellbeing Branch
Investing in Teacher Capacity	Narrabundah Early Childhood School
Investing in Teacher Practice: Adam Voight	Richardson Primary
Italian Language in Music and the Music of Italian	(EDU) Learning and Teaching Branch
JBS Writing Professional Development	Jervis Bay Primary
Kagan iPads and Brain Friendly Thinking	St Francis Xavier College
Kaleen Primary – Using Data to Improve Teaching and Learning	Kaleen Primary
Kids Matter Component 3	Gordon Primary
Kids Matter Component 3	St Monica's Primary
KidsMatter - Social and Emotional Learning, Restorative Practice and Circle Time for Chapman Primary	Chapman Primary
KidsMatter Component 1	St Michael's Primary
KidsMatter in the PDHPE Syllabus	St Vincent's Primary
KidsMatter: Component 1 and 2	St Matthew's Primary
KidsMatter: Component 2 Staff Training	Caroline Chisholm School
Koori Preschool Professional Learning Day - Encountering Place	(EDU) Learning and Teaching Branch
Language Learning Space	(EDU) Learning and Teaching Branch
Lanyon Cluster Action Research 2016	Lanyon High
Leadership Conference 2015	Catholic Education Office
Leading Improvements in Primary Mathematics	Theodore Primary
Literacy and Numeracy PL Forum February 2016	(EDU) Learning and Teaching Branch
LTC Professional Learning Communities	Lake Tuggeranong College
Making Connections for Quality Learning	St Clare of Assisi Primary
Making it a Success: Sue Larkey	Fraser Primary
Malarkey PLAYwork	Ainslie School
Mapping Australian Curriculum v8 to IB planning docs	Miles Franklin Primary
Mathematics - from assessment and evidence to learning	Gordon Primary

Program name	Provider
Mental Health and Wellbeing of Children and Adolescents	Good Shepherd Primary
Middle Years Mental Computation (MYMC) Addition and Subtraction	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Decimals	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Fractions	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Introduction	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Multiplication and Division	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Percentages	(EDU) Learning and Teaching Branch
Mind Matters 2016	Caroline Chisholm School
MindMatters - Modules 1 & 2	Harrison School
MindMatters, through the Principals Institute of Australia – Module 1 & 2 (Online Course)	Trinity Christian School
Mindset - Happiness	Calwell Primary
More than drawing- Authentic engagement with Visual Art.	St Thomas Aquinas Primary
Namadgi Mental Computation: Teaching Decimals	Namadgi School
Neuroscience and music learning - the next step for learning	Instrumental Music Program
Numeracy Essentials	(CE) Religious Education and Curriculum Services
Numeracy Essentials (3)	Catholic Education Office
Numeracy Essentials Nos 2 & 3 - Professor Peter Sullivan.	(CE) Religious Education and Curriculum Services
NumUp	St Francis Xavier College
OLT Autism Spectrum Disorder	(EDU) Student Engagement and Disability Services Branch
OLT Dyslexia and Significant Reading Difficulties	(EDU) Student Engagement and Disability Services Branch
OLT Motor Coordination Difficulties	(EDU) Student Engagement and Disability Services Branch
OLT Speech, Language and Communication Needs	(EDU) Student Engagement and Disability Services Branch
OLT Understanding and Managing Behaviour	(EDU) Student Engagement and Disability Services Branch
OLT Understanding Hearing Loss	(EDU) Student Engagement and Disability Services Branch
Online Learning and Collaboration Tools and Resources	Farrer Primary
Online Training course: Speech, Language and Communication Needs - 1	(CE) Religious Education and Curriculum Services
Online Training course: Speech, Language and Communication Needs:	(CE) Religious Education and Curriculum Services
Online Training course: Understanding and Managing Behaviour - 1	(CE) Religious Education and Curriculum Services
Online Training course: Understanding Autism Spectrum Disorders	(CE) Religious Education and Curriculum Services
Online Training course: Understanding Autism Spectrum Disorders - 1	(CE) Religious Education and Curriculum Services
Online Training course:Understanding & Supporting Behaviour	(CE) Religious Education and Curriculum Services
Online Training course:Understanding Motor Coordination Difficulties	(CE) Religious Education and Curriculum Services
PANTHERS - developing a Sports Leadership Program in High Schools	Alfred Deakin High
Part 2 - Developing differentiated curriculum for gifted and talented students	(EDU) Learning and Teaching Branch
Part 3 - Summative and Formative Assessment with Gifted Learners	(EDU) Learning and Teaching Branch
PAT Testing - Data Analysis	St Edmund's College
Pathways Website Leader Program	(EDU) Student Engagement Branch, All other Areas

Program name	Provider
Pedagogical Approaches for Successful Learners	Gordon Primary
Pedagogy Practices and Curriculum Development	St John the Apostle Primary
Pedagogy Practices and Data Development	St John the Apostle Primary
Peer Observations	Belconnen High
Phonics & Teaching Spelling	Trinity Christian School
Positive Behaviour for Learning: Tier 1 Universal facilitator training	(EDU) Student Engagement and Student Wellbeing Branch
Positive Behaviour Management and Pedagogy	Daramalan College
Positive Behaviour Management and Pedagogy	Maribyrnong Primary
Positive Behaviour Support: Intro to complex & challenging behaviours	The Galilee School
Practical skills in differentiation for the classroom and assessment	Canberra High
Prayer Experiences for Students and Staff	(CE) Religious Education and Curriculum Services
Principles of Pedagogy	St Bede's Primary
Professional Learning Communities at Work	Franklin Early Childhood School
Professional Learning Teams at Kingsford Smith School	Kingsford Smith School
Professional Learning Teams within a PLC	St Michael's Primary
Professional Practice Teams	Dickson College
Program of Inquiry Review	North Ainslie Primary
Programming for Gifted Learners: Understanding and implementing grouping and accelerated programs	(EDU) Learning and Teaching Branch
Protective Behaviours School Training	(EDU) Student Engagement and Student Wellbeing Branch
Protective Behaviours Training	(EDU) Student Engagement and Student Wellbeing Branch
QT Assessment Rounds	Red Hill Primary
Quality Curriculum & Writing	Curtin Primary
Reading Matters: Literacy in the home-school transition	(EDU) Learning and Teaching Branch
Reflective Practice 2	Emmaus Christian School
Restorative and Relational Practices in the school setting	Red Hill Primary
Restorative Practice	St Monica's Primary
Reviewing the way we report student learning	(CE) School Services
Sacred Scriptures and Our Lives	(CE) Religious Education and Curriculum Services
Scaffolded Literacy at Harrison School	Harrison School
School Vision and Curriculum Organisation	St Bede's Primary
Secondary School Pastoral Care and Improving Learning Outcomes for Students at Radford College	Radford College
Seeds of Growth	St Joseph's Primary
SEL: Friendly Schools Plus	(EDU) Student Engagement and Student Wellbeing Branch
Semester 2 PL Workshops at Melrose	Melrose High
Smart Thinking - Justin Coulson	Lanyon High
South/Weston Network High Schools: The AC and Learning Differences.	Telopea Park School
Spectator's Guide to Worldviews	Brindabella Christian College
Spelling for Life	Palmerston District Primary
STM English TALE	St Thomas More's Primary

Program name	Provider
Strategies for Tracking Improvement	Calwell High
Strategies to Support Students with ASD in the Mainstream Classroom	Gowrie Primary
Student/Staff Wellbeing	Hughes Primary
Support at Preschool - Positive and Practical Behaviour Support in Preschool	(EDU) Student Engagement and Disability Services Branch
Supporting readers and writers in the classroom	Giralang Primary
Tactical Teaching: Reading	(EDU) Learning and Teaching Branch
Tactical Teaching: Speaking and Listening	(EDU) Learning and Teaching Branch
Targeted Literacy Strategies	Forrest Primary
Targeting Challenging Behaviour	(EDU) Student Engagement and Student Wellbeing Branch
Teacher Inquiry Program (MPSTIP) Phase:3	Macquarie Primary
Teacher of Reading 2016	St Francis Xavier College
Teachers New to Schools Implementing Inquiry Focused Literacy Blocks	(CE) Religious Education and Curriculum Services
Teaching English Additional Language Learners in the Mainstream classroom	Lyons Early Childhood School
Teaching ESL Students in Mainstream Classrooms (TESMC) - Modules 1-5	(EDU) Learning and Teaching Branch
Teaching ESL Students in Mainstream Classrooms (TESMC) - Modules 6-9	(EDU) Learning and Teaching Branch
Teaching Human Sexuality in a Catholic Context	Catholic Education Office
Teaching Professional Standards: From Proficient to Lead	St Francis Xavier College
Teaching Spelling and Grammar in Context	Florey Primary
Team-Teach V2.0	(EDU) Student Engagement and Student Wellbeing Branch
The Australian Curriculum and EALD Learners	(EDU) Learning and Teaching Branch
The essential role of phonics when moving from talking to writing.	Gordon Primary
The Eucharist - Our Celebration as Source, Summit and Centre	(CE) Religious Education and Curriculum Services
The Influence of Teaching - Emotions, Mindsets and Agency	Lynham High
The Lost Sacrament of Reconciliation	(CE) Religious Education and Curriculum Services
The Power of Chrome	Canberra Girls' Grammar School
The Theology of the Body - Teenagers and Sexuality Part 1	(CE) Religious Education and Curriculum Services
The Theology of the Body - Teenagers and Sexuality Part 2	(CE) Religious Education and Curriculum Services
The Third Teacher	St Matthew's Primary
TherapyACT Assistance Program	Southern Cross Early Childhood School
Transforming Teaching and Learning - Module 6	Catholic Education Office
Trauma Responsive Education	(EDU) Student Engagement and Student Wellbeing Branch
Twice Exceptional and Underachieving Gifted Students: Identification and Intervention	(EDU) Learning and Teaching Branch
Understanding how trauma can impact student learning	Kaleen Primary
Understanding the role of Protective Behaviours and the impact on student learning	Kaleen Primary
Understanding the Sacraments-Eucharist	Catholic Education Office
Understanding the Sacraments-Reconciliation	Catholic Education Office
Update - Understanding Learning Difficulties	(EDU) Student Engagement and Student Wellbeing Branch
Using Assessment in Mathematics to improve Pedagogy	St John Vianney's Primary

Program name	Provider
Using Data to Develop the Systematic use of Formative Assessment to improve Differentiation	John Paul College
Using data to inform our practice	Lanyon High
Using Evidence for School Improvement	Catholic Education Office
Using Google Apps to enhance collaboration	Aranda Primary
Using the DISC Model to develop teacher capacity	(CE) School Services
Using UbD to Improve Teaching Practice	St Thomas Aquinas Primary
Visible Learning Foundation Day	Arawang Primary
Voice in the Western, Secular, Post-Modern World	Brindabella Christian College
Wellbeing- An Introduction	(EDU) Student Engagement and Student Wellbeing Branch
Wellbeing Workshop	(EDU) Student Engagement and Student Wellbeing Branch
Whole School Approach – Classroom Management and Student Engagement	University of Canberra High School Kaleen
Why the Year of Mercy?	(CE) Religious Education and Curriculum Services
Writing Assessment Practices	(EDU) Learning and Teaching Branch
Writing every day with word walls	St Vincent's Primary
Writing Modules from Queensland Literacy and Numeracy Academy	Trinity Christian School

ATTACHMENT 2

ASSESSMENT STANDARDS REQUIRED TO BE MET BY TEACHERS.

(Section E.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the current assessment and certification standards that are required to be met by teachers.)

NEW APPLICANTS ARE REQUIRED TO MEET THE FOLLOWING ASSESSMENT STANDARDS:

Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in Australia or New Zealand in the previous five year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the Proficient level of the Australian Professional Standards for Teachers. If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a Principal or their delegate who can attest to the professional practice of the applicant.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

Provisional Registration

Provisional registrants meet the qualification requirement for Full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for Full registration but is unable at the time to provide the relevant supporting evidence.

Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

Permit to teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Suitability to teach

TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.

English language proficiency

TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the higher education study, leading to the award of the qualification in their area of specialisation in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least 7 in Reading and Writing. If there is an exceptional demonstrated need by a school for the person's particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.

ACT TEACHER QUALITY INSTITUTE REGULATION 2010 PART 2A

ASSESSMENT STANDARDS REQUIRED TO BE MET BY TEACHERS

Certification against Highly Accomplished and Lead level of the Australian Professional Standards for Teachers

Assessment standards required to be met by teachers

Certification against Highly Accomplished and Lead level of the Australian Professional Standards for Teachers

Certification

Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.

Certification assessment

Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.

Eligibility criteria to apply for Certification

- > Australian or New Zealand citizenship or Australian permanent residency visa.
 - > Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead.
 - > Full registration with the ACT Teacher Quality Institute.
-

Current Certification standards - required to be met by teachers who elect to apply.

The collection of evidence required for assessment

- > Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total).
- > Lesson observation reports.
- > Teacher reflection on the direct evidence as a written statement addressing the Standards.
- > A written description of a Lead initiative for Lead applications.
- > Referee statements.

The direct observation of classroom practice

- > Classroom observation.
 - > Discussion with the principal and other colleagues.
 - > Professional discussion with the applicant.
-

ACT BOARD OF SENIOR SECONDARY STUDIES ANNUAL REPORT 2015-16

SECTION A. TRANSMITTAL CERTIFICATE



AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES



Mr Shane Rattenbury MLA
Minister for Education
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report of the ACT Board of Senior Secondary Studies for the year ending 30 June 2016.

This Report has been prepared under section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Board of Senior Secondary Studies.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies during the period 1 July 2015 to 30 June 2016 has been included and that it complies with the Chief Minister's Annual Report Directions.

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

The Annual Report of the ACT Board of Senior Secondary Studies is annexed to the administrative report of the Director-General of the Education and Training Directorate.

I commend the Annual Report to you.

Yours sincerely

A handwritten signature in black ink that reads 'Rosemary Follett'.

Rosemary Follett AO
Chair
12 July 2016

SECTION B: PERFORMANCE REPORTING

B.1 ORGANISATIONAL OVERVIEW

The Board of Senior Secondary Studies (the Board) was established in 1991 and the *Board of Senior Secondary Studies Act 1997* (the BSSS Act) was enacted in January 1998.

The key functions of the Board are to:

- > provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements and vocational certificates;
- > maintain the credibility and acceptance of courses through a regular accreditation program;
- > monitor and support the validity of assessment in years 11 and 12;
- > improve the comparability of standards across ACT and overseas schools through moderation procedures;
- > gain the widest possible recognition for the credentials awarded by the Board; and
- > service the information needs of the community.

The Board is committed to:

- > a general education of high standards providing equal opportunity for all students to the end of year 12;
- > choice of courses for students supported by expert advice;
- > senior secondary college responsibility for course development;
- > senior secondary college responsibility for the assessment of its students;
- > shared responsibility for education; and
- > open access to information.

Twenty five ACT colleges and seven schools located in Fiji, Indonesia and Papua New Guinea are delivering courses certificated by the Board. These schools are listed in Appendix C. Students from Kimbe International School, Kimbe, New Britain, Papua New Guinea received ACT Senior Secondary Certificates for the first time in December 2015. Students from Our Lady of the Sacred Heart International School, Kavieng, New Ireland, Papua New Guinea will receive ACT Senior Secondary Certificates for the first time in December 2016.

The Board's goal is to provide a high quality curriculum, assessment and certification system that supports:

- > all young adults to achieve an ACT Senior Secondary Certificate or equivalent vocational qualification;
- > high levels of achievement in literacy and numeracy;
- > improving educational outcomes for disadvantaged students; and
- > effective transitions from school to post-school pathways.

In 2013 the Board developed a new strategic plan to guide its activities for the period 2014-2016. The key focus areas for the Board are:

- > an informed and effective response to international, national and local initiatives; and
- > a high quality, high equity curriculum, assessment and certification system that caters for all students.

Four amendments were made to the BSSS Act 1997 in August 2015.

- > Specific mention of the delivery of BSSS curriculum, assessment and certification services to overseas school was included.
- > Board membership was increased to include a nominee from the ACT Campus of the Australian Catholic University.
- > Provision was made for proxy voting by Board members.
- > The Act was amended in relation to the business and industry nominee. This was necessary because of the merger of the ACT and Region Chamber of Commerce and Industry with the Canberra Business Council.

During 2015-16, the Board continued to provide advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the senior years' Australian Curriculum and to discuss with ACARA implementation of the Australian Curriculum in the ACT. The Board commenced a trial implementation of ACT year 11-12 courses embedding the Australian Curriculum from the beginning of 2014 and commenced full implementation from the beginning of 2016. The ACT is one of three jurisdictions to have commenced delivery of year 11-12 courses embedding the Australian Curriculum. The others are South Australia and Western Australia. In 2016, the Office of the Board has been assisting Tasmania with its planned implementation of the Australian Curriculum.

Full implementation of the ESL and Geography courses integrating the Australian Curriculum will occur in 2017.

The Board commenced a Review of Senior Secondary Curriculum in 2015 and appointed a committee to investigate a range of key issues including a vision statement, design specifications for courses, organisation of course frameworks and the purpose and scope of registered units. The committee delivered its recommendations to the Board in October 2015. The recommendations included:

- > vision and principles for ACT Senior Secondary curriculum;
- > revision of policy and procedures for Registered units;
- > ACT BSSS senior secondary courses design specifications alignment with ACARA senior secondary course design specifications;
- > reduction in multiple courses in a subject area;
- > revision of the course development cycle;
- > lead college role and responsibilities for development of courses;
- > organisation of course frameworks; and
- > relationship between course frameworks and course areas.

In August 2014, the Review of Certification committee recommended to the Board that the Assessment and Certification Committee (ACC) explore online, adaptive literacy and numeracy testing developed with a view to:

- a. implementing online, adaptive literacy and numeracy testing in the ACT for years 10 to 12;
- b. deciding on how and to what extent students' literacy and numeracy attainment could be reported on the ACT Senior Secondary Certificate; and
- c. determining how students who do not meet the requisite level of literacy/numeracy can gain the necessary support to do so.

The Board approved the recommendation and the investigation is ongoing. Negotiations were held throughout 2015 with the Western Australian School Curriculum and Standards Authority (SCSA) resulting in two ACT trials of the SCSA's Online Literacy and Numeracy Assessment (OLNA) tool. In November 2015, year 10 students from four schools across the three sectors participated in the OLNA Reading, Numeracy and Writing tasks. The trial provided valuable information to the schools and to the students on literacy and numeracy standards including detailed diagnostics on those students who fell below the Australian Core Skills Framework (ACSF) level 3 in

literacy and/or numeracy. The trial also provided an indication of the technological capabilities of the individual schools in relation to online testing.

In 2016, a more extensive trial was conducted with year 10 and year 11 students across eleven schools sitting the Reading and Numeracy components of the OLNA. This extended trial provided insights into the issues associated with rolling out the test on a larger scale and once again gave the schools valuable data on students' literacy and numeracy levels.

In 2016, the Office of the Board of Senior Secondary Studies (OBSSS) organised a celebration of the 40th Anniversary of the ACT Senior Secondary System. In 1976, the ACT commenced delivery of its own senior secondary certificate. The report *Secondary Schools for Canberra* provided the blue print for the new system with its recommendation to replace external exams by continuous assessment where results were moderated using a system wide scaling test. Another key recommendation was the introduction of senior secondary colleges in the public sector. The OBSSS took the lead in celebrating this milestone with current and past members of the ACT education community.

The reunion was held at the Canberra College Performing Arts centre in April and attended by well over 100 significant contributors to the system, past and present, including the Minister for Education. The centrepiece of the evening was presentations from three of the pioneers who recounted tales of the early days framed by a backdrop slide presentation of photographs contributed by schools.

The presenters were:

- > Professor Richard Campbell – Chair, *Secondary Schools for Canberra, Report 1974*; Chair ACT Schools Authority 1979-1985;
- > Ms Julia Ryan – President Canberra District Historical Society; Foundation Teacher, School without Walls; and
- > Dr Mick March – Foundation Principal, Narrabundah College.

Three of the four public college foundation principals were able to attend. This event enabled current educators to connect with individuals who played a role in the formation of the ACT Senior Secondary system. Moreover, the event created a platform for imagining the future.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Tuesday 15 December 2015 for distribution to students. Over 9,900 certificates were produced by the Board for students in year 12 and over 1,300 vocational qualifications were issued for students in year 10.

Key focus areas over the next year will include the ongoing implementation of courses embedding the Australian Curriculum, the implementation of recommendations coming from the Review of

Curriculum, the continuing investigation of online literacy and numeracy testing, and the upgrading of the moderation database within the BSSS certification database.



INTERNAL ACCOUNTABILITY

Board membership

The BSSS Act (s8) creates a board with a broad membership of 15 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education for a period of up to three years. Members can be reappointed if they are eligible. One new member was appointed to the Board and three members were reappointed in February 2016.

Nominees from the following four organisations have been submitted to the Minister for appointment:

- > Canberra Institute of Technology nominee appointed from 2014-2016 resigned in December 2015;
- > Association of Parents and Friends of ACT Schools appointed from 2014-2016 resigned in October 2015;

- > Australian Catholic University, addition to the BSSS Act; and
- > Business and Industry organisations' representative in the ACT, rewording to the BSSS Act.

Remuneration for Board members

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal.

Ethical standards

Prior to appointment, Board members are provided with the *Bowen Code of Conduct* as a guide to ethical behaviour. Members sign a declaration that they have read and agree to observe the principles of the code, and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *ACT Public Sector Management Act 1994*.

TABLE BSSS 1: BOARD MEMBERSHIP AS AT 1 JULY 2015

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2015
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2017	3/3
Ms Sue Maslen	Canberra Institute of Technology	11 April 2014	31 December 2016	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2016	1/3
Professor Royston Gustavson	Australian National University	31 July 2015	31 December 2017	2/3
Professor Robert Fitzgerald	University of Canberra	1 January 2013	31 December 2015	3/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	2/3
Mr Stewart Clode	ACT Branch, Australian Education Union	31 July 2015	31 December 2017	3/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	3/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	1/3
Mr Hugh Boulter	ACT Council of Parents & Citizens Associations	1 January 2013	31 December 2015	3/3
Ms Julie Sengelman	Association of Parents & Friends of ACT Schools	11 April 2014	31 December 2016	1/3
TBA	Business and Industry organisations' representative in the ACT			0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	3/3
Ms Leanne Wright	Delegate of the Director-General, Education Directorate	July 2012	October 2015	1/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2015.

TABLE BSSS 2: BOARD MEMBERSHIP AS AT 30 JUNE 2016

Member	Affiliation	Initial	Appointment expires	Meetings attended July-Dec 2015
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2017	3/3
TBA	Canberra Institute of Technology			0/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2016	2/3
Professor Royston Gustavson	Australian National University	31 July 2015	31 December 2017	2/3
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	2/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	2/3
Mr Stewart Clode	ACT Branch, Australian Education Union	31 July 2015	31 December 2017	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	3/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	3/3
TBA	ACT Council of Parents & Citizens Associations			0/3
TBA	Association of Parents & Friends of ACT Schools			0/3
TBA	Business and Industry representative organisations in the ACT			0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	3/3
TBA	ACT Campus, Australian Catholic University			0/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	October 2015	Ongoing	2/3

The above Board has met on three occasions from January to June 2016.

Standing Committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below. Membership of these committees in 2015 and 2016 is included in Appendix B.

TABLE BSSS 3: BOARD STANDING COMMITTEES AND THEIR ROLES

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum matters and overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Vocational Education and Training Committee	To advise the Board on vocational education and training issues, particularly those relating to national agreements and post-school linkages with the VET sector; and to provide advice on VET initiatives for secondary education.
Accreditation Panels	To advise the Board on the accreditation and registration of year 11-12 courses, which have been developed by teachers, industry and business groups, tertiary institutions and other organisations.

Board Secretariat

The Board secretariat is managed by the Director of the Board and consists of 10 other staff; six teachers and four administrative officers, all employed through the Directorate. The Director reports to the Board on its legislated functions and to the Directorate on ministerial, financial, audit, human resource and other corporate functions.

B.2 PERFORMANCE ANALYSIS

An informed and effective response to international, national and local initiatives

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in curriculum development and surveys, consultation and membership of national working parties. The Board has made contributions to the Consultation on the Transparency of Higher Education Admissions Processes, the Review of VET in Public Colleges, the Review of the Interstate Transfer Index (ITI), the Review of the NSW/ACT meshing processes for the Australian Tertiary Admission Rank (ATAR), the National Education Evidence Base Issues Paper, the national International Baccalaureate/ATAR conversion process and the Commonwealth Government's Work Readiness Research Project.

In 2015, the Office of the Board (OBSSS) assumed responsibility for the leadership for the Australasian Curriculum and Certification Authorities (ACACA) when the Director was appointed as the Chair of ACACA and the Technical Advisor assumed responsibility for secretariat services to ACACA. ACACA is a high level forum composed of the Chief Executives of Australian and New Zealand Boards of Studies, the Chief

Executive of ACARA and a representative from the Commonwealth Department of Education.

The Board continued to support the H courses delivered under the Australian National University (ANU) Extension Program. In 2015, 121 students (61 females, 60 males) from 17 colleges completed an H course through the Australian National University Extension Program. Seventy six students (63%) used their scaled H course score in their ATAR calculation. Graduates from the Extension Program included those in the recently introduced courses in astrophysics, engineering and music.

A high quality, high equity curriculum, assessment and certification system that caters for all students

In 2015-16, course frameworks in Commerce, Behavioural Science, Politics & Law and Integrated Learning have been endorsed by the Board. Nineteen courses were approved for delivery to year 11-12 students from 2016 and 22 teams are currently developing courses for implementation from 2017. These courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community. A list of the panels that met to consider courses in 2015-16 is included in Appendix B.

The Board has continued its focus on the enhancement of assessment in colleges. Feedback on the quality and effectiveness of school-based assessment and consistency in the application of grade achievement standards has continued to be provided to colleges through system wide moderation. Over 1,000 senior secondary teachers from the ACT and overseas participated in each of the Moderation days in August 2015 and March 2016.

Year 12 outcomes 2015

In 2015, 4,701 students met the requirements for an ACT Senior Secondary Certificate. This included 4,407 students enrolled in ACT colleges, including CIT Pathways College, and 178 students enrolled in overseas colleges. In the ACT, this represented 90.5 percent of year 12 students compared with 91.5 percent in 2014. There was a decrease in the percentage of females achieving a Senior Secondary Certificate from 2014 to 2015 and an increase in the percentage of males.

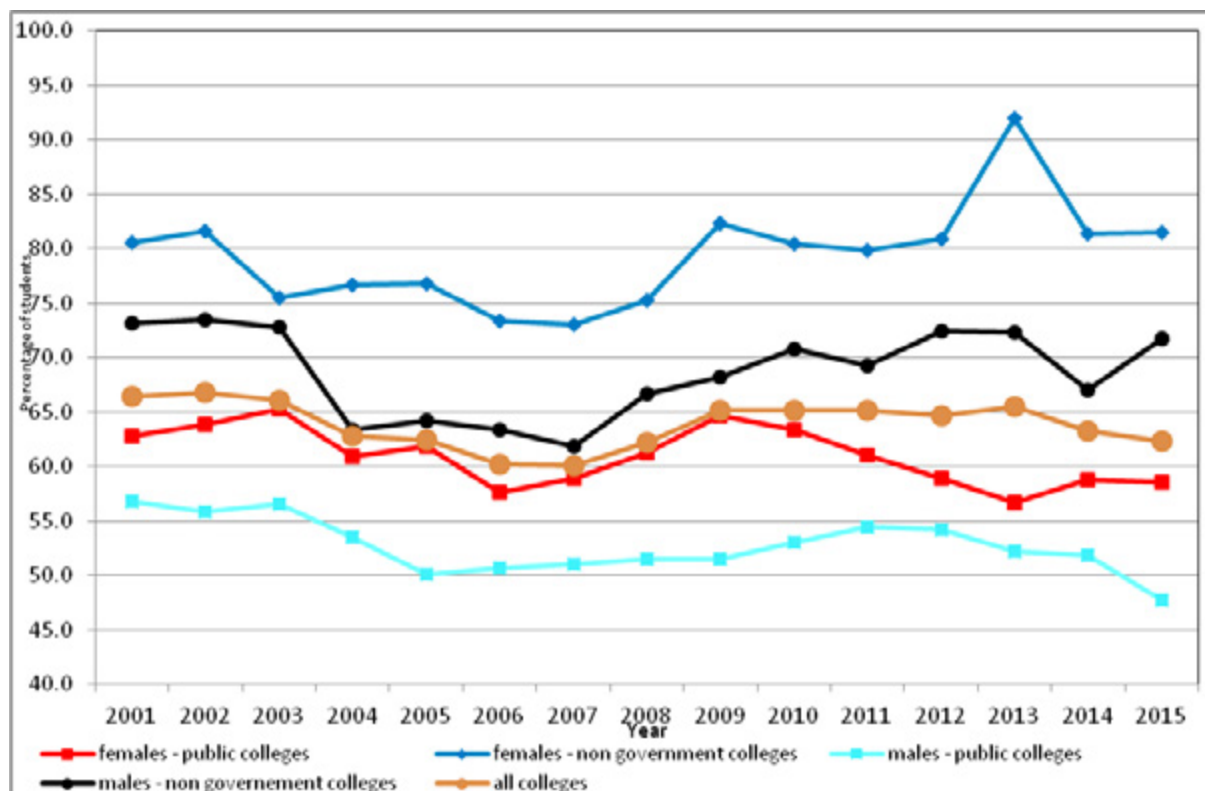
Of the Senior Secondary Certificate receivers 2,933 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,781 students enrolled in ACT colleges and 152 students enrolled in overseas colleges.

One hundred and twenty one students (61 females, 60 males) from 17 colleges completed an H course through the ANU Secondary College Program in 2015. Of these students, 10 completed a course in Mathematics, 9 in Physics, 7 in Astrophysics, 29 in Chemistry, 19 in Conservation Biology, 28 in Japanese, 1 in Chinese, 4 in Indonesian, 3 in Music and 11 in Engineering. Seventy six students (63 percent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Senior Secondary Certificate, students are required to study a minimum of 17 standard units, which form at least four accredited courses from three different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2015, 76.5 percent of Senior Secondary Certificate receivers (Standard Package) completed 20 or more standard units and 74.2 percent of Senior Secondary Certificate receivers completed five or more accredited courses from different course areas. These percentages are similar to those in 2014.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2001 to 2015. In 2015, 62.3 percent of ACT students receiving a Senior Secondary Certificate also received a TES. This is lower than in 2014 when it was 63.6%.

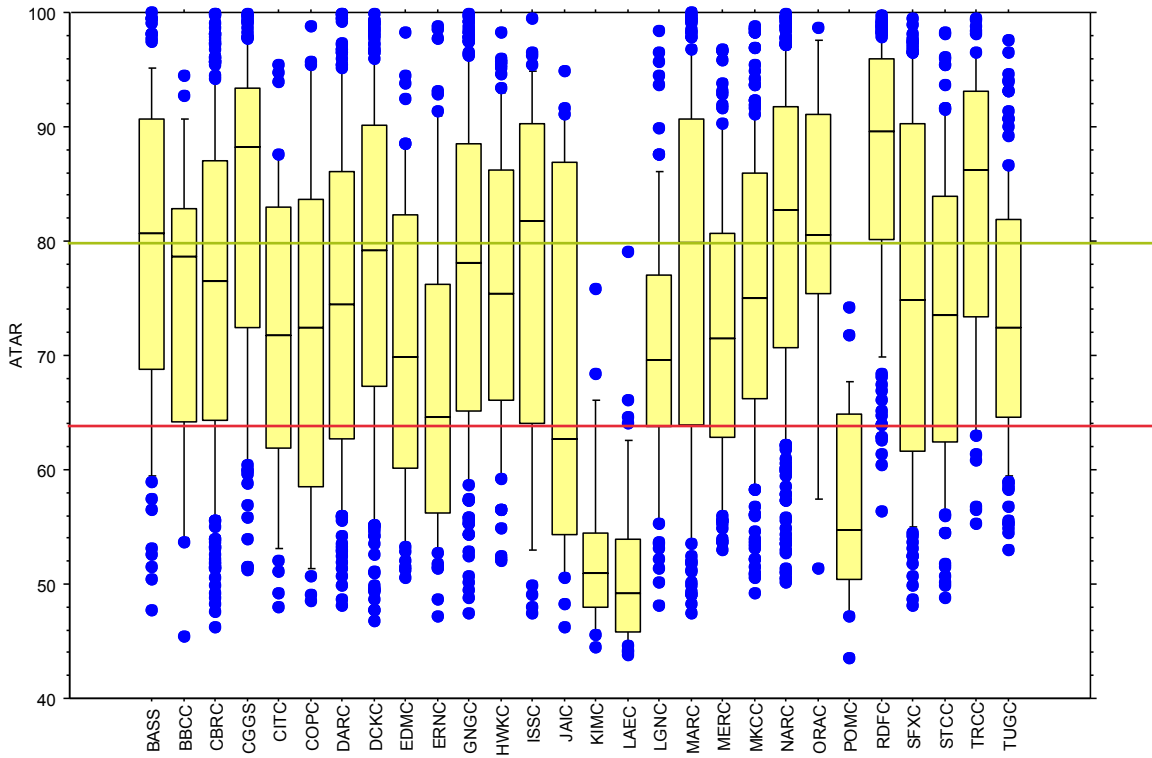
FIGURE BSSS 1: PERCENTAGE OF ACT SENIOR SECONDARY CERTIFICATE RECEIVERS WHO ACHIEVED A TERTIARY ENTRANCE STATEMENT 2001 - 2015



Source: ACT Board of Senior Secondary Studies

Note: From 2006 students classified as Mature Age are included in the data.

FIGURE BSSS 2: ILLUSTRATES THE RANGE OF ATARS ACROSS COLLEGES FOR 2015.



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges are listed in Appendix C.
2. The central line in the box represents the median ATAR.
3. The block indicates the spread of 50 percent of the scores.
4. The single vertical line indicates the spread of the next 15 percent of scores.
5. Circles represent individual results in the top and bottom ten percent of ATARs.

The horizontal lines show an ATAR of 80 (green) and an ATAR of 65 (Red).

Of students in the ACT who achieved an ATAR, 74% achieved an ATAR of 65 or more.

The following table gives the percentage of Senior Secondary Certificate and TES receivers who completed an accredited course in the nominated areas.

TABLE BSSS 4: SELECTED COURSES ON SENIOR SECONDARY CERTIFICATES AND TERTIARY ENTRANCE STATEMENTS, 2014 AND 2015

Course Area	Percentage of ACT Senior Secondary Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2015	2014	2015	2014
English/English as a second language (ESL)	97.1	96.9	99.6	99.7
Mathematics	91.8	91.3	94.6	94.4
Information Technology	9.7	10.1	10.3	10.9
Sciences	43.1	43.5	56.5	57.2
History	16.3	16.5	19.8	20.0
Languages	15.0	15.9	20.6	21.7

Source: ACT Board of Senior Secondary Studies

Whilst the minimum number of courses from different course areas required for an ACT Tertiary Entrance Statement is two T and/or H courses, 63.9 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is an increase of 0.1 percent from the 2014 cohort.

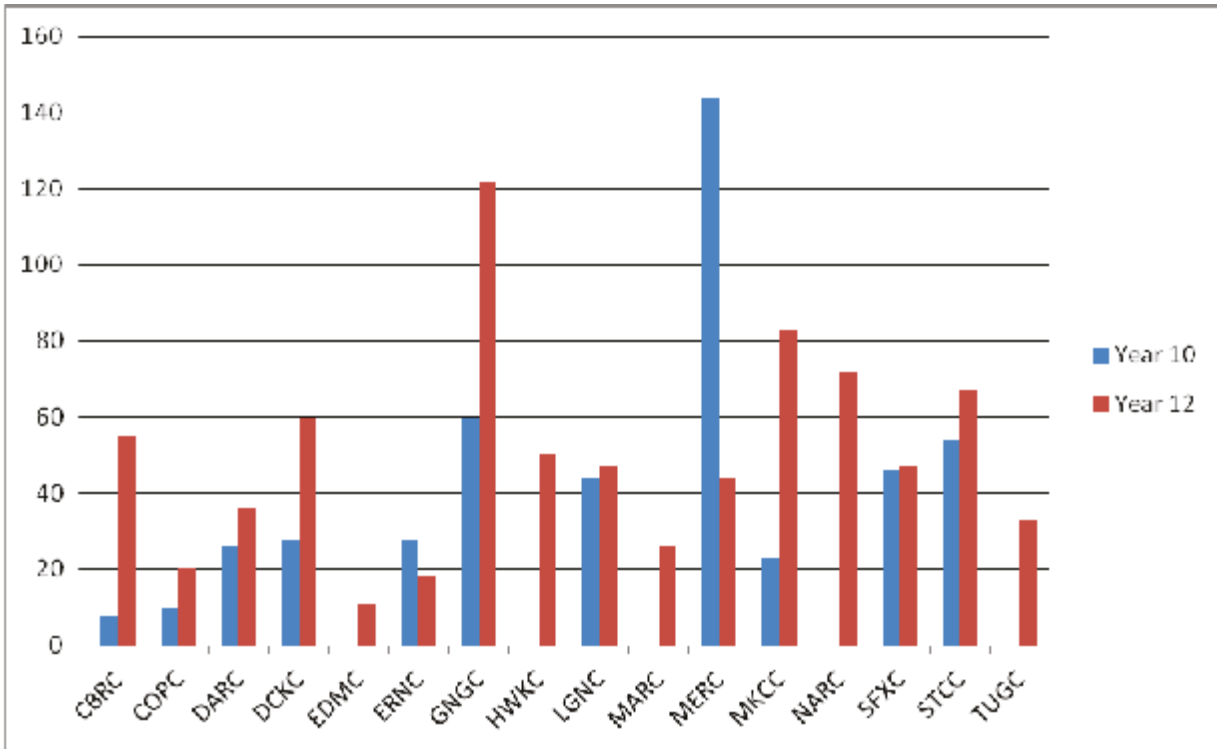
There were no compulsory courses for the 2015 graduating cohort in the ACT; however, the above data shows that 97.1 percent of ACT Senior Secondary Certificate receivers and 99.6 percent of TES receivers completed a course in English/ESL, and 91.8 percent of ACT Senior Secondary Certificate receivers and 94.6 percent of TES receivers completed a course in Mathematics. All students in the graduating cohort of 2016 will be required to have completed a course from the English framework.

The Board recognises on a student's Senior Secondary Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2015, 1,138 students received such recognition under Recreational Activities, 1,011 students received recognition under Community Involvement and 215 students received recognition under Recognition of Outside Learning.

The Board issues vocational certificates to years 10 and 12 students who have completed vocational qualifications through colleges as Registered Training Organisations (RTOs). In 2015, this included 556 year 10 students and 1,105 year 12 students. Of these students, 32 completed an Australian School-based Apprenticeship with their college as the RTO.

The following figure displays the number of students receiving Vocational certificates issued by the Board for each RTO by year level in 2015. It should be noted that students may have received more than one vocational certificate.

FIGURE BSS3: NUMBER OF STUDENTS RECEIVING VOCATIONAL CERTIFICATES, 2015 BY COLLEGE AND YEAR LEVEL



In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Senior Secondary Certificate. In 2015, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Senior Secondary Certificate as an E course. In 2015, eight students were awarded an E course. The E courses were in the areas of Business, Hair & Beauty and Hospitality.

In 2015:

- > 448 year 12 students achieved a vocational qualification through an external RTO, which was recognised on their Senior Secondary Certificate; and
- > this is an increase compared to 2014 of 82 students.

Students may receive recognition for more than one vocational qualification completed with external RTOs.

**For more information contact:
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GPO Box 158 CANBERRA ACT 2601
(02) 620 57181
bsss.enquiries@act.gov.au
<http://www.bsss.act.edu.au>**

APPENDIX A: SECTIONS NOT COVERED IN THIS REPORT

The following are covered in the Education Directorate Annual Report 2015-16:

Section B Organisation Overview and Performance - Part B.3 Scrutiny through to B.9 Ecologically Sustainable Development;

Section C Financial Management Reporting;

Section D Notices on Non Compliance;

Section E Agency Specific Annual Report; and

Section H-Ministerial and Director-General Directions.

APPENDIX B: BOARD COMMITTEES THAT OPERATED IN 2015-16

Curriculum Advisory Committee 2015

Mr Angus Tulley	Chair
Mr Martin Hine	Education and Training Directorate
Ms Melissa Planten	ACT Principals' Association
Ms Kathy Holding	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Julie Sengelman	Association of Parents & Friends of ACT Schools
Ms Amanda Bichard	ACT Council of Parents & Citizens Associations
Ms Joy Terry	ACT and Region Chamber of Commerce and Industry
Dr Jenny Chesters	University of Canberra

Assessment & Certification Committee 2015

Ms Rita Daniels	Chair
Mr Ken Gordon	Education and Training Directorate
Mr Peter Clayden	ACT Principals' Association
Mr Paul Carroll	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Mr Matt Williams	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member

Vocational Education & Training Committee 2015

Ms Sue Maslen	Chair
Ms Belinda Muir	Catholic Education Office
Mr Tim McNevin	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Anne Ehsman	Canberra Institute of Technology
Ms Anne Brown	ACT Trades and Labour Council
Vacant	ACT and Region Chamber of Commerce and Industry
Ms Helen Uren-Randall	ACT Teachers in Vocational Education Association
Mr David Miller	Education and Training Directorate
Mr Matt Williams	ACT Council of Parents & Citizens Associations

Curriculum Advisory Committee 2016

Mrs Kerrie Grundy	Chair
Ms Josephine Andersen	Education Directorate
Ms Melissa Planten	ACT Principals' Association
Mrs Sandra Darley	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Linda Fleming	Association of Parents & Friends of ACT Schools
Ms Amanda Bichard	ACT Council of Parents & Citizens Associations
TBA	Canberra Business Chamber
Professor Mike Gaffney	University of Canberra

Assessment & Certification Committee 2016

Ms Rita Daniels	Chair
Mr Ken Gordon	Education Directorate
Mr Gerard Barrett	ACT Principals' Association
Mrs Loretta Wholley	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Melissa Hankinson	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member

Vocational Education & Training Committee 2016

Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Office
Mr Tim McNevin	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Kelly Aldred	Canberra Institute of Technology
Ms Anne Brown	ACT Trades and Labour Council
TBA	Canberra Business Chamber
Association disbanded	ACT Teachers in Vocational Education Association
Mr Michael Mahar	Education Directorate
Mr Adam Miller	ACT Council of Parents & Citizens Associations

Accreditation Panels 2015-16

Accreditation Panel	Panel Chair	School
Biology	Dr Anne Cleary	Merici College
Japanese	Ms Heidi Vellnagel	Canberra Girls' Grammar School
Physics	Mr David James	Daramalan College
Chemistry	Ms Cate Rosier	Narrabundah College
English	Ms Judy van Rijswijk	Canberra College
Mathematics	Mr Gerard Barrett	UC Senior Secondary College, Lake Ginninderra
Religious Studies	Mr Peter Hawes	Marist College
History	Ms Bernadette Mearns	Trinity Christian School
Design & Technology	Mr Terence Pereira	Marist College

APPENDIX C: INSTITUTIONS DELIVERING BOARD CERTIFICATED COURSES

Public colleges	Code
Black Mountain School	BMTS
Canberra College	CBRC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
Lake Tuggeranong College	TUGC
Melba Copland Secondary School	COPC
Narrabundah College	NARC
The Woden School	WODS
University of Canberra Senior Secondary College Lake Ginninderra	LGNC

Non-Government colleges	Code
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls' Grammar School	CGGS
Daramalan College	DARC
Marist College Canberra	MARC
Merici College	MERC
Orana Steiner School	ORAC
Radford College	RDFC
St Clare's College	STCC
St Edmund's College	EDMC
St Francis Xavier College	SFXC
St Mary MacKillop College	MKCC
Trinity Christian School	TRCC

Other ACT institutions	Code
CIT Pathways College	CITC
Australian National University (ANU) Extension Program	ANUC
Canberra School of Music, ANU	MUSC

International schools	Code
Sekolah Cita Buana, Indonesia	CBJC
Australian International School, Indonesia	JAIC
Port Moresby International School, Papua New Guinea	POMC
Kimbe International School, Papua New Guinea	KIMC
Coronation College, Papua New Guinea	LAEC
Our Lady of the Sacred Heart International School, Papua New Guinea	OLSH
International School, Fiji	ISSC

Outside Private Providers
Polish Language School
Spanish Language and Culture Program in Australia
The Australian School of Contemporary Chinese





APPENDICES

APPENDIX 1: LIST OF TABLES

List of Tables		Page
B5.1	Audit Committee membership and meetings in 2015-16	83
B7.1	Reduction in the incidence rate of claims resulting in one or more weeks off work by at least 30 percent	87
B7.2	Reduction in the incidence rate of claims for musculoskeletal disorders (MSD) by at least 30 percent	88
B8.1	Attraction and Retention Incentives	91
B8.2	Individual Special Employment Arrangements	92
B8.3	Group Special Employment Arrangements	92
B8.4	FTE and headcount by gender	92
B8.5	Headcount by classification and gender	93
B8.6	Headcount by employment category and gender	93
B8.7	FTE and headcount by Division/Branch	93
B8.8	Headcount by division/branch and employment type	94
B8.9	Headcount by age group and gender	94
B8.10	Headcount by length of service, generation and gender	94
B8.11	Average years of service by gender	95
B8.12	Headcount by diversity group	95
B8.13	Recruitment and separation rates by division/branch	95
B8.14	Recruitment and separation rates by classification group	95
B9.1	School-based sustainable development performance 2014-15 and 2015-16	96
B9.2	Office-based sustainable development performance 2014-15 and 2015-16	100
C1.1	Net cost of services	105
C1.2	Line item explanation of significant variances from the amendment budget - Directorate operating statement	108
C1.3	Line item explanation of significant variances from the amendment budget - Directorate balance sheet	111
C3.1	Capital works management 2015-16	196
C3.2	End-of-year reconciliation schedule 2015-16	198
C4.1	Assets and their value at 30 June 2016	199
C4.2	Assets added to the asset register during 2015-16	200
C4.3	Central office sites, staff numbers (head count) and space occupied, as at 30 June 2016	201
C5.1	Education Directorate contracts executed in 2015-16 with an estimated total value of \$25,000 or more	202
C5.2	Activities executed in 2014-15 Financial Year and notified to the Central Register in 2015-16 Financial Year	217
BSSS 1	Board membership as at 1 July 2015	272
BSSS 2	Board membership as at 30 June 2016	273
BSSS 3	Board Standing Committees and their roles	274
BSSS 4	Selected courses on Senior Secondary Certificates and Tertiary Entrance Statements, 2014 and 2015	277

APPENDIX 2: LIST OF FIGURES

List of Figures		Page
B2.1	Mean achievement score of all year 5 public school students in reading in NAPLAN, 2011 to 2015	61
B2.2	Mean achievement score of all year 9 public school students in reading in NAPLAN, 2011 to 2015	61
B2.3	Mean achievement score of all year 5 public school students in numeracy in NAPLAN, 2011 to 2015	62
B2.4	Mean achievement score of all year 9 public school students in numeracy in NAPLAN, 2011 to 2015	62
B2.5	Mean achievement score of ACT and Australian year 10 students in NAP ICT, 2004 to 2014	63
B2.6	Mean achievement score of year 6 ACT students in civics and citizenship, 2004 to 2013	64
B2.7	Mean achievement score of year 10 ACT students in civics and citizenship, 2004 to 2013	64
B2.8	Percentage of year 12 students who received a nationally recognised vocational qualification, 2011 to 2015	65
B2.9	Percentage of apprentices satisfied with their training under Australian Apprenticeships, 2011 to 2015	66
B2.10	Proportion of school enrolments, 2012 to 2016	66
B2.11	Number of enrolments in preschool in public schools, 2011 to 2015	67
B2.12	Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools, 2011 to 2015	67
B2.13	Real retention rates in public schools from preschool to kindergarten, year 6 to year 7 and year 7 to year 12, 2013 to 2016	68
B2.14	Staff retention rate, 2011 to 2015	69
B2.15	Average number of years of employment with the Directorate, 2012 to 2016	69
B2.16	Number of Directorate Aboriginal and Torres Strait Islander employees, 2012 to 2016	70
B2.17	Percentage of overall student satisfaction with education at public schools, 2011 to 2015	71
B2.18	Percentage of year 12 public school students who received an ACT Senior Secondary Certificate, 2011 to 2015	71
B2.19	Percentage of year 12 Aboriginal and Torres Strait Islander public school students who received an ACT Senior Secondary Certificate, 2011 to 2015	72
B2.20	Percentage of public school year 12 graduates studying or employed six months after completing year 12, 2011 to 2015	73
B2.21	Proportion of graduates with improved employment status after training, 2011 to 2015	73
B2.22	Mean achievement score of Aboriginal and Torres Strait Islander year 5 public school students, in reading, 2011 to 2015	74
B2.23	Mean achievement score of Aboriginal and Torres Strait Islander year 9 public school students, in reading, 2011 to 2015	74
B2.24	Mean achievement score of Aboriginal and Torres Strait Islander year 5 public school students, in numeracy, 2011 to 2015	75
B2.25	Mean achievement score of Aboriginal and Torres Strait Islander year 9 public school students, in numeracy, 2011 to 2015	75
B2.26	Full fee paying and fee-exempt international students in public schools, 2011 to 2015	76
B2.27	Attendance rate of public school students in year 1 to 10, 2011 to 2015	77
B2.28	Percentage of year 10 students who proceed to public secondary college education	78

List of Figures		Page
B2.29	Percentage of overall satisfaction of parents and carer with the education provided at public schools, 2011 to 2015	79
B2.30	Number of new FOI requests, 2011-12 to 2015-16	79
B4.1	Critical incidents in public schools, 2011-12 to 2015-16	82
C1.1	Components of Revenue 2015-16	106
C1.2	Components of Expenditure 2015-16	107
C1.3	Total Assets at 30 June 2016	109
C1.4	Total Liabilities at 30 June 2016	110
C1.5	Sources of Territorial revenue	112
BSSS 1	Percentage of ACT Senior Secondary Certificate Receivers Who Achieved a Tertiary Entrance Statement 2001-2015	275
BSSS 2	Australian Tertiary Admission Rank by college, 2015	276
BSSS 3	Number of students receiving vocational certificates by college and year level, 2015	278

APPENDIX 3: ABBREVIATIONS AND ACRONYMS

Abbreviations and Acronyms	
AAMS	Australian Apprenticeships Management Systems
ABS	Australian Bureau of Statistics
ACACA	Australasian Curriculum Certification Authorities
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACC	Assessment and Certification Committee
ACSF	Australian Core Skills Framework
ACT	Australian Capital Territory
ACTPS	ACT Public Service
AITSL	Australian Institute of Teaching and School Leadership
ANU	Australian National University
APPS	Applications (as in Google Apps)
ARIns	Attraction Retention Incentives
ASBA	Australian School-based Apprenticeships
AST	ACT Scaling Test
ATAR	Australian Tertiary Admissions Rank
AuSSI	Australian Sustainable Schools Initiative
AVETARS	ACT Vocational Education and Training Administration System
AWA	Australian Workplace Agreement
BSO	Building Service Officer
BSSS	Board of Senior Secondary Studies
CIT	Canberra Institute of Technology
CMTEDD	Chief Minister, Treasury and Economic Development Directorate
CO2	Carbon Dioxide
CPRU	Children's Policy and Regulation Unit
CRM	Customer Relationship Management
CSD	Community Services Directorate
DCM	Design Construct Maintain
EALD	English as an Additional Language or Dialect
EAP	Employee Assistance Program
EDU	Education Directorate
ESDD	Environment and Sustainable Development Directorate
FACE	Fellow of the Australian College of Educators
FACEL	Fellow of the Australian College of Educational Leaders

Abbreviations and Acronyms

FMA	Financial Management Act
FOI	Freedom of information
FTE	Full-time equivalent
GHG	Greenhouse gas emissions
GPO	Government Payments for Outputs
HALT	Highly Accomplished and Lead Teacher
HEC	Higher Education Committee
HMSMP	Hazardous Materials Survey Management Plans
HSR	Health and Safety Representative
HSW	Health, Safety and Wellbeing Team
HVAC	Heating, ventilation, and air conditioning
ICT	Information and communication technology
IECs	Introductory English Centres
ITI	Interstate Transfer Index
Maze	School Administration System
MLA	Member for the Legislative Assembly
MSD	Musculo Skeletal Disorders
NAPLAN	National Assessment Program - Literacy and Numeracy
NCVER	National Centre for Vocational Education Research
NDIA	National Disability Insurance Agency
NDIS	National Disability Insurance Scheme
NSET	Network Student Engagement Team
OBSSS	Office of the Board of of Senior Secondary Studies
OLNA	Online Literacy and Numeracy Assessment
PALLs	Principals as Literacy Leaders
PPLF	Principal Professional Learning Fund
PID	Public Interest Disclosure
PODD	Pragmatic Organisation Dynamic Display
PPP	Productivity Places Program
RAP	Reconciliation Action Plan
RED	Respect, Equity and Diversity
REOI	Request for Expression of Interest
RFT	Request for Tender
RiskMan	ACT Public Sector Work Injury Reporting online reporting system
RTO	Registered training organisation

Abbreviations and Acronyms

SA4	School Assistant 4
SCSA	Western Australian School Curriculum and Standards Authority
SEAs	Special Employment Agreements
SERBIR	Senior Executives Responsible for Business Integrity Risk
SET	Senior Executive Team
SEW	Survey of Education and Work
SLC	Executive Teacher
SNLs	School Network Leaders
SRA	Student Resource Allocation
STEM	Science, Technology, Engineering and Mathematics
TaTE	Training and Tertiary Education
TES	Tertiary Entrance Statement
TPLF	Teacher Professional Learning Fund
TQI	Teacher Quality Institute
VET	Vocational Education and Training
VOCSTATS	Australian Vocational Education and Training Statistics
WCU	Working Consultation Units
WESP	Work Experience and Support Program

APPENDIX 4: INDEX

A	
Aboriginal and Torres Strait Islander	11, 14, 16, 23, 26, 33, 37-9, 45, 57, 65, 67, 70, 72, 74,-5, 78, 90, 92, 95, 213
ACARA	269-70, 272, 288
Accountability	16, 19, 50, 52, 104, 277
ACT Board of Senior Secondary Studies	12, 19, 65, 71-2, 268-70
ACT Principals Association	277-8, 281-2
ACT Senior Secondary Certificate	36, 71-2, 269-70, 272-3, 275-6
ACT Teacher Quality Institute	12, 19, 89, 90, 240-41, 244, 267
Actsmart	98, 101
Apprentice/ship	24, 41, 45, 50, 57, 65-6, 73, 93, 95, 275, 288
Asset	53, 80, 98, 104-5, 107, 109, 111, 198-201, 204, 206, 249
Association of Independent Schools	207, 243, 252, 257, 277
Audit	10, 17, 19, 80-85, 104, 200, 211, 242, 248, 279
Auditor-General	23, 80-1, 280
Australian Professional Standard for Principals	89
Australian Professional Standards for Teachers	89, 241-2, 244, 246-7, 266-7
Award	36-7, 40, 56-9, 267
B	
Belconnen Trade Skills Centre	51, 195
Business Innovation	11-2, 49, 60, 79, 104
C	
Capital	16, 52-3, 81, 99, 109, 111, 194-6, 199-202, 214, 249
Carbon Neutral	96, 98, 197
Catholic Education Office	216, 243, 261, 264, 281
Challenge	11, 22, 25, 31-2, 38, 46, 52
Chief Minister's Reading Challenge	22
Committee	17, 81-4, 86, 202, 211, 247, 270, 279, 281-2, 289
Community	11-2, 22-3, 25, 30, 36, 41, 43-4, 46-7, 51, 55, 58, 60, 64, 78-9, 97, 104, 194, 231, 241, 244, 247
Complaint	231
critical incident	82, 85
Curriculum	12, 22, 25, 27, 30, 41, 45, 51, 54, 63, 83, 89, 98, 101, 194, 199, 202, 245, 252, 269-72, 279, 281

D	
Dangerous Substances Act	200, 229
Disability	14, 37, 39, 95, 105, 196, 253
E	
Early Childhood	10-1, 13-4, 23, 25, 45-6, 56, 86, 101, 195, 203-5, 217
Education Act	19, 235
Efficiency	53, 96, 98-100, 195, 199, 203
Employee Assistance Program	85-6, 288
Energy	53, 96-101, 195, 199, 203, 206, 217, 253
Enrolment	14, 47, 52-3, 66-7, 71, 92, 105-7, 194
Enterprise agreement	17-8, 89, 91, 105-7
Executive Teacher	89
Expense	80, 105, 107-8, 112-3, 242, 248-9
F	
Facebook	47
Families	11-2, 16, 37, 39, 43-4, 46-7, 60, 78, 86, 101, 104
Fast facts	26, 33, 39, 47, 53
Financial	16-7, 23, 31, 69-70, 80, 82-4, 89, 104-7, 109-11, 114, 198, 217, 242, 248-9
Fraud	80, 82, 84, 248
Freedom of Information	79
Funding	24, 37, 45, 54, 90, 106, 112, 197, 201, 249
G	
Gifted and talented students	30, 36, 252-4, 258
Google Apps	50, 54-5, 260, 265
Greenhouse gas emissions	53, 96-100, 199
H	
High expectations	11-2, 35-6, 60, 70, 104
Higher education	266-7, 272
Home education	14, 104
Human resources	89, 248
I	
Information and communication technology	17, 50, 54, 63, 93, 95, 104, 199
Injury	85-6, 88, 289
International education	76
Introductory English Centres	39

L	
Leadership	10, 12, 16-7, 29-33, 36, 56-60, 68, 89-90, 104, 205, 214, 243, 246, 248
Learning environment	12, 38, 50, 52, 97-8, 195, 199, 214
Liabilities	110-11
Literacy	10, 12, 22-3, 25, 30, 32-3, 36, 38, 52, 60, 63, 74, 245, 252, 259, 265, 269-71
M	
Management	16-7, 19, 22, 32, 50, 82-6, 88-90, 96, 98-9, 101-2, 104, 111, 199-0, 202
N	
NAPLAN	26, 36, 60-2, 74-5
National Assessment Program	16, 36, 38, 52, 60, 63-4
National Disability Insurance	37, 108
National Partnership Agreement	24, 45, 108
National Quality Framework	45-6
Numeracy	10, 12, 22-3, 25, 30, 32, 36, 38, 47, 52, 60, 62, 75
P	
Parental engagement	44, 46
Pathways	25, 41, 245, 269, 272, 285
Performance	10-2, 16, 18, 22, 32, 36, 46, 50, 53, 60-5, 70, 74-5, 80, 82, 85-6, 89-91, 96-100, 104, 241-2, 245
Principals as Literacy Leaders	22, 30, 33
Priorities	12, 17, 19, 60, 90, 96, 195
Professional Development	23, 30, 51, 60, 90, 98, 104, 194, 248, 252
Public interest disclosure	84, 251
Q	
Quality learning	10, 12, 22-3, 60, 68, 104, 199, 261
R	
Reconciliation	11, 32, 45, 90, 198, 264
Records	50, 72, 231, 241
Registered Training Organisations	12, 24-6, 57, 275
Respect, Equity and Diversity	17
Retention	68-9, 78, 89, 91
Revenue	105-6, 108, 112, 248-9
Risk Management	17, 19, 82, 104, 247

S	
Safety	45, 82, 85-6, 88, 91, 195-6, 199, 248, 251
Satisfaction	39, 47, 65, 70-1, 73, 78-9
Scholarship	31-2, 37, 58
School Boards	19
School Census	65, 68, 71
School environment	40
School Improvement	16, 50, 85, 194, 258
Schools for All	27, 32, 36-8, 104
Science	12, 22-3, 25, 51, 55, 101, 194, 205, 272, 275
Scrutiny	80
Senior Executive Team	15-7, 82-3
Skilled Capital	24
Skills	12, 23-4, 30-2, 40, 45, 51, 53-5, 58, 63-4, 91, 108, 194-5, 205, 209, 213-7, 245, 253, 266, 270
STEM	22-3, 25, 51, 55, 194, 214
Strategic Asset Management	104, 199
Strategic Plan	10, 17, 19, 60, 104, 269
Sustainable	18, 89, 96-101, 196-7, 199, 204, 247
T	
Teaching Leadership	12
Tertiary Entrance Statement	36, 269, 272-3, 275
Trainee	57, 93, 95
Training and Tertiary Education	19, 100, 201
V	
Values	11-2, 32, 45, 54, 64, 199, 241
Vision	10, 12, 19, 24, 30, 32, 37, 44, 60, 241, 270
Vocational education and training	11-2, 14, 24, 26, 45, 50, 65, 73, 104, 106-7
W	
Workforce	12, 17, 30-1, 56, 85, 89-90, 92, 95, 104, 241, 244, 246-7, 249-50
Y	
Year 12	24, 37, 41, 65-6, 68, 71-3, 204, 269-0, 272, 275-6

