



STANDING COMMITTEE ON EDUCATION AND COMMUNITY INCLUSION

MICHAEL PETERSSON MLA (CHAIR), JOHNATHAN DAVIS MLA (DEPUTY CHAIR), PETER CAIN MLA

Inquiry into referred 2019–20 Annual and Financial Reports
ANSWER TO QUESTION ON NOTICE

Asked by Mr Hanson MLA:

In relation to:

Teacher numbers

1. Where a teacher is counted in reports as an FTE how many hours a week does that teacher spend on
2. Face to face classroom time for
 - a. Primary teachers,
 - b. Secondary teachers
 - c. College teachers
3. Other administrative tasks for
 - d. Primary teachers
 - e. Secondary teachers
 - f. College teachers
4. As at June 30 2019-20 what was the average teacher/student ratios for ACT public
 - g. Primary schools
 - h. High schools
 - i. Colleges
5. As at June 30 2019-20 how many
 - j. FTE registered teachers were working in ACT Public Schools in total
 - k. FTE registered teachers were working in ACT Public Schools in Colleges
 - l. FTE registered teachers were working in ACT Public Schools in High Schools
 - m. FTE registered teachers were working in ACT Public Schools in Primary Schools

Relief Teachers

6. What is the policy concerning employment of relief teachers?
7. How are they budgeted?
 - n. Across the Directorate
 - o. Across School Regions
 - p. Within individual schools?
8. How much is spent on relief teachers?
9. What proportion of classes over all schools and levels would be taught by a relief teacher on a given day?
10. What is the practise of combined classes due to the absence of a teacher called?
11. How often does this happen?
12. Is it increasing?



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Minister Berry MLA: The answer to the Member's question is as follows:

1. Clause P6 – Face-to-Face Teaching Loads of the *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022 (Agreement)* provides the face-to-face teaching hours per week for classroom teachers.
2. For classroom teachers in:
 - preschools and primary schools may be required to teach a maximum of 21 hours per week, and
 - high schools and colleges may be required to teach a maximum of 19 hours per week averaged over the teaching year.
3. The Agreement does not prescribe required or maximum working hours for undertaking administrative tasks across all sectors. It is noted that Clause P7 – Scheduling of the Agreement provide that the pattern of required hours of attendance outside of timetabled face-to-face teaching is negotiated and managed within each individual school on both a collective and individual basis.
4. As at February 2020, the approximate average student to teacher ratios in ACT public schools were:
 - Primary schools – 14.4
 - High Schools – 12.6
 - Colleges – 14.0

Note that the student enrolment data is collected and reported twice annually in February and August and that the data is collected using counting rules and terminology stated in the National Schools Statistics Collection Data Collection Manual, and excludes preschool students and preschool teaching staff.
5. As at the last pay period of the 2019-20 financial year, the total FTE of registered teachers employed in ACT public schools was 3,234.53. Note that the Directorate does not currently break down the FTE for classroom teachers per sector.
6. The *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022* provides the framework for the engagement of relief teachers on a casual or temporary basis.
7. Schools are provided a budget for relief teachers at the individual school level. Each school is given a casual budget for the calendar year to manage the relief costs for personal leave absences, new educator support, relief costs for staff attendance at approved professional development and other relief costs.
8. In 2019-20 the Directorate spent \$21.5 million on casual teaching staff.



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

QON No. 18 ECI

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9. The information necessary to respond to this question is not collected and/or held by the Directorate as engagement of casual staff are managed by each school differently based on their individual operational requirements.
10. The practice of combining classes due to the absence of a teacher is known as split classes.
11. The information necessary to respond to this question is not collected and/or held by the Directorate as engagement of casual staff are managed by each school differently based on their individual operational requirements.
12. The information necessary to respond to this question is not collected and/or held by the Directorate as engagement of casual staff are managed by each school differently based on their individual operational requirements.

Approved for circulation to the Standing Committee on Community Inclusion

Signature:

Date: 01/04/21

By the Minister for Education and Youth Affairs, Yvette Berry MLA

