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Submission Cover Sheet

Inquiry into the management of ACT school infrastructure

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ACT GOVERNMENT SUBMISSION

Inquiry into the management of ACT school infrastructure

Education Directorate

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FOREWORD

This submission provides the Standing Committee on Education and Community Inclusion with an overview of how the ACT Government manages ACT public school infrastructure and builds schools for the future.

The ACT Government is committed to an inclusive, equitable and high-quality education system that recognises the right of every child and young person to learn and benefit from the opportunities that education brings. That commitment is articulated in the *Future of Education Strategy*; the ACT Government's plan for education in the ACT over the next decade.

Investing in safe and fit-for-purpose educational infrastructure is integral to ensuring ACT public school students continue to have access to facilities that encourage learning and belonging within inclusive school environments.

This submission describes the Education Directorate's approach to planning, building, upgrading and maintaining the ACT's diverse portfolio of education infrastructure.

Chapter 1 provides a detailed description of how the Education Directorate undertakes analysis and planning for schooling services. This includes consideration of factors such as the ACT's growing population and the impact that has on demand for public school services. The Education Directorate's methodology for enrolment projections is described in this chapter as well as the use of Priorities Enrolment Areas across the ACT system.

Chapter 2 is an introduction to the Education Directorate's infrastructure portfolio and the comprehensive program it administers to undertake capital work and major projects, public school infrastructure upgrades and repairs and maintenance works.

Chapter 3 provides a detailed description of the Education Directorate's Major Projects stream of activity including the planning and construction of new schools and the expansion of existing schools to meet enrolment demand.

Chapter 4 concerns the Public School Infrastructure Upgrades program that addresses needs in schools for accessibility, sustainable infrastructure, and comfortable learning environment.

Chapter 5 described the Education Directorate's framework for repairs and maintenance of school infrastructure. This includes the Education Directorate's approach to managing hazardous materials.

Chapter 6 addresses the role of schools as community hubs, describing community use of school facilities and the promotion of social wellbeing through infrastructure such as enabling active travel.

PLANNING FOR A HIGH QUALITY EDUCATION SYSTEM

The ACT Government aims to ensure that every Canberra child has access to a great local school close to home.

Meeting the infrastructure needs of the ACT's public education system requires comprehensive planning to ensure schools are conveniently located, well-designed and ready to meet the enrolment demands from the surrounding area.

The Education Directorate manages a planning program that informs the delivery of new schools, upgrades and maintenance to ensure demand for schooling is met in a timely and responsible way. The section below describes that planning process with respect to the ACT's growing population, the impact of this on enrolment projections, enrolment forecasting methodology and the management of Priority Enrolment Areas across the system.

Population Growth in the ACT

The rate of births, interstate migration and international immigration are all factors contributing to population growth in the ACT. In the current environment population forecasts are uncertain and rely on a number of assumptions around migration policy and vaccination.

The ACT population has grown significantly over the past decade from approximately 362,000 people at June 2010 to around 431,000 at June 2020 at an average rate of 1.7 per cent annually. Enrolments in the public school system (preschool to year 12) grew at a faster rate in that time, rising from 38,853 in 2010 to 50,272 in 2020 - an increase of more than 11,000 or almost 30 per cent over the decade. Population growth is a significant factor for the Government in the planning and provision of education services.

The Centre for Population estimates that population will grow 0.75 per cent over the next decade to 2030-31. From the 2020-21 budget population estimates this means the ACT's population is projected to be 469,000 in 2030-31, an increase of 38,000 people. This differs from the previous population projections released on 15 January 2019, prior to the COVID-19 pandemic, which estimated that the projected ACT population would be 512,000 in 2030. Population forecasts will be updated again in the 2021-22 Budget, following further advice from the Commonwealth Government Centre for Population.

Public School Enrolment Demand

Beyond gross population changes, public school enrolment demand is influenced by a number of factors that manifest at the local level and result in regions experiencing significantly different levels of demand. This includes factors such as the preference of families for government or non-government schooling and the changing age demographic of an area where the number of school-aged children may be exhibiting an increase or decrease.

Significantly, the increase in demand for schooling is also being driven by an increasing preference for public education. Enrolments at public schools are growing faster than for the non-government sector and this trend is expected to continue.

In 2010, the public school market share was 57.1 per cent of total students. This increased to 61.5 per cent in 2020.

The Education Directorate undertakes comprehensive student demand modelling and planning for school enrolment capacity. Enrolments forecasting and planning occurs in advance of significant capacity pressure particularly in some regions of Canberra where population growth is strongest. This ensures necessary future infrastructure needs are identified, funded, designed and built in the right place ready for use at the time it will be required.

Forecasting and planning is informed and driven by district and regional level demographic trends, forecast enrolment growth and available capacity over the long-term. It includes infrastructure and non-infrastructure solutions aligned with the overall urban planning strategy of the Government. Where enrolment-based demand management options are not sufficient to address demand in a local area, investment in a new school or an expansion in the permanent capacity of an existing school is generally considered.

The changing composition of Canberra's residential market impacts both the demand for schooling in local areas and the capacity for existing schools to be expanded to meet it. Historically, large increases in local school demand have usually been associated with the development of greenfield suburbs as a large population moves into a new area. Land availability for schools is not typically a major issue as it is considered in the planning of new suburbs. However, where established parts of Canberra are undergoing infill development and higher density residential builds, there is a need for increased school capacity where land availability is relatively limited or constrained, such as the inner city.

While the growth in Molonglo and West Belconnen over the coming decade is driven primarily by new greenfield residential developments requiring new schools, the infill growth in central parts of Canberra and Woden will increase enrolments in existing schools in these regions.

The Education Directorate works closely with the Environment, Planning and Sustainable Development Directorate (EPSDD) on planning for schools in new greenfield suburbs to ensure these sites are well located. A significant planning and work program is currently underway to support the delivery of additional capacity that will be required to meet demand over the coming decade.

The following diagram demonstrates forecast public school enrolment growth from 2020 to 2030 within each region of the ACT.

Enrolment Projection Methodology

The Education Directorate's approach to enrolment forecasting has matured through a strategic partnership established in 2019 with the Australian National University (ANU) School of Demography and is informed by extensive demographic research.

The current approach to forecasting includes a 'cohort transition' approach to estimate future student enrolments based on understanding birth rates in an area, allocating them to a local primary school and tracking them as they graduate through to high schools and eventually college.

The model and projections are continually updated to reflect enrolment information on every school student in the ACT collected via the student census¹. It considers the preference for public schooling based on historical experience, catchment area and underlying demographics. It is also updated to consider current enrolment trends and new demographic information where this becomes available.

Cohort transition modelling has historically provided a high degree of accuracy over the short to medium term. Data on the number of children who have already been born in an area is available to the Education Directorate and, based on location, there is high degree of predictive reliability on the primary school in which they will enrol. The model then uses educated assumptions and inputs to predict and calibrate the transition of primary school students through to high school and college year by year. These assumptions are based on historical trend data relating to out of area enrolments and progression ratios between school years.

Importantly, this approach is supplemented by a significant amount of detailed area, local school and catchment specific custom modelling. This is because a higher level cohort

¹ **ACT Schools Census** – Each year The Education Directorate undertakes the ACT School Census in February, and a public schools specific census in August. This allows for ongoing data validation and analysis, which can result in trend changes over time. Accordingly, the information contained in this submission reflects the August 2020 census, as the validated February 2021 information is not yet available. Census information including August 2020 is available on The Education Directorate website: www.education.act.gov.au/about-us/policies-and-publications/publications_a-z/census

transition approach by itself may not always be able to reflect significant changes in underlying trends – for example where demand is increasing due to urban infill. Custom modelling requires more detailed analysis and inputs tied into the future demand and long-term demographics of the planned catchment region. It is used to generate alternative scenarios and to model, for example, the impact that a new school may have on household decision making in nearby suburbs. It also enables capturing more precisely the impacts of enrolment policy.

Different regions of Canberra experience demographic shifts at different times, for example as younger families move into or out of an area, or cohorts of school-aged children in an area complete their schooling. Capacity planning and modelling at a whole of ACT level also requires consideration of the long term multi-decade demographic lifecycle of a catchment area (the changing demographics of a particular suburb over time). For example, new greenfield developments will often see a rapid increase in enrolments before stabilising followed by a slow decline. This may eventually be followed by a period of rejuvenation. Different parts of the ACT will be at a different stage of their demographic profiles which also influences student movement decisions by families, for example based on surplus capacity or access to preferred transport corridors.

The Education Directorate is also working with the ANU to develop a new and enhanced projections model to build on the existing cohort transition modelling approach and ensure forecasting is contemporary and of high integrity.

The new model will include non-government schools and provides the ability to run scenarios across key factors such as public/non-government affiliation changes as well as changing migration levels, particularly relevant in the current environment of the COVID-19 pandemic.

Priority Enrolment Areas (PEA)

Under the *Education Act 2004*, the Education Directorate is responsible for ensuring every child living in the ACT between the ages of six and seventeen years old is provided access to an education. As such, every child from Kindergarten to Year 12 is guaranteed a place at a local school. The Education Directorate uses enrolment policy to manage this entitlement to education within the ACT community and respond to student demand in the context of growth.

Local school enrolments are managed through Priority Enrolment Areas (PEA). These areas provide families who live within their boundaries certainty of entitlement to their local school for kindergarten to year 12. PEAs are designed to promote equity of access to educational opportunity for all students.

Recent changes to better manage enrolment demand include standardised enrolment criteria and increasing transparency for families about enrolment options available to them, while contributing to capacity management in the longer term.

High demand schools are categorised as 'A' or 'B' schools, with Category A schools generally not able to accept students from outside their enrolment area and Category B schools having some capacity to accept students from out of their enrolment area, subject to meeting specified criteria. An increased number of Category B schools have also been provided with intake cap guidance on the number of students they can accept at the intake year level (kindergarten for primary school, year 7 for high school, year 11 for college). Intake caps guide schools in sustainably managing demand, including by aligning with a sustainable number of 'streams' parallel to the class sizes policy.

Greater certainty has also been provided to NSW residents living in the surrounding region about which ACT public schools can offer them enrolment, through establishment of NSW Pathway Schools.

Standardised preschool criteria and processes ensure that students are offered a preschool place as close to their home as possible while maximising available capacity at school sites. Preschool enrolments are an ongoing area of reform with a view to bringing them into alignment with kindergarten to year 12 arrangements.

EDUCATION DIRECTORATE INFRASTRUCTURE

The Education Directorate is responsible for a large and diverse asset portfolio, with 89 schools located across more than 100 sites that cater for more than 50,000 students every year.

The ACT education infrastructure portfolio has significant history, having grown in step with the Canberra region and modernised alongside education practice over many years. Over two-thirds of the ACT's 89 public schools were built before 1992, with the oldest of those opening its doors to students in 1923. As the Education Directorate continues to improve education practice in its schools, so too are infrastructure needs continuing to be met to ensure ACT public schools remain safe and fit for the purpose of enabling children to gain a contemporary, high quality education at any one of the system's 89 schools.

Under the *ACT Infrastructure Plan*, the ACT Government has identified a number of investment priorities to ensure education infrastructure supports the implementation of the *Future of Education Strategy*. These include:

- timely provision of new schools and educational facilities to meet growth-related demand;
- renewing ageing infrastructure to ensure all schools have welcoming, safe and modern facilities for learning;
- modifying facilities to support students with complex needs, and improve accessibility for students with disability;
- delivering up to date information and communication technology infrastructure;
- reducing emissions and pursuing environmental sustainability through energy efficiency improvements;

- managing, removing and safely disposing of hazardous materials like asbestos which are a legacy of the era in which some ACT education facilities were built; and
- improving school safety through car parking and traffic management upgrades as well as installing security-related infrastructure.

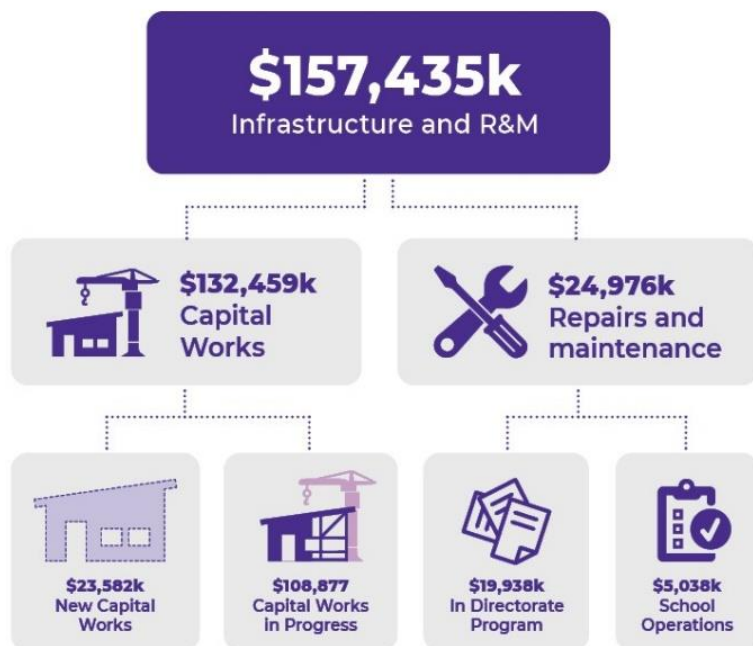
An extract from the *ACT Infrastructure Plan* that highlights the Education projects is at [Attachment A](#).

The Education Directorate administers the annual capital works program and coordinates and manages statutory and high-risk maintenance activities in addition to providing technical support to schools for repairs and maintenance activities.

Sustainable management of the Education Directorate's asset portfolio is guided by its Strategic Asset Management Plan (SAMP). This plan provides timely advice to government about risks and associated remediation options and has focused investment on core issues – such as the growth of the Territory and the impact on the Directorate's infrastructure.

The aim of the SAMP is to provide a secure, suitable, fit for purpose asset portfolio to enhance the ACT in providing a safe, healthy working environment for teaching and learning in the 21st century. The SAMP focuses on two key areas of the Directorates expenditure being, repairs and maintenance and capital upgrade works. The SAMP supports the Directorate in developing policy and understanding responsibilities and priorities in relation to ongoing school asset management.

Figure 1: 2020-21 Education Directorate Capital Works and Repairs and Maintenance budget



Source: 2020-21 Budget Statements F Education Directorate and Education Directorate Internal Budget

The Education Directorate manages three main infrastructure funding streams as capital works and recurrent funding:

- Major Projects** – The Major Projects capital works stream incorporates the construction of new schools and major works to existing sites such as large scale expansions or modernisations to existing schools. This stream includes, for example, the construction of Evelyn Scott School in Denman Prospect and a new pre-school to Year 6 school at Throsby.
- Public School Infrastructure Upgrades (PSIU)** – The Public School Infrastructure Upgrades capital works stream includes improvements and upgrades to schools such as classroom renovations, the installation of new fit-outs and safety and security improvements. Under this stream, the Education Directorate progresses works such as the installation of new lifts and ramps at schools to enable accessibility for all

students and the installation of fences and security enhancements to improve the safety of school sites.

- **Repairs and Maintenance** – The Repairs and Maintenance stream comprises smaller activities to maintain existing facilities typically undertaken by individual schools. Activities in this stream include the day to day maintenance of school buildings and the Education Directorate’s approach to the management of hazardous materials in ACT public schools.

Major Projects

The Major Projects stream of the Education Directorate's infrastructure program includes delivery of new school builds for the growing population and major upgrades or modifications to existing schools including the strategic deployment of transportable classrooms within the ACT public school system.

Designing new schools

School infrastructure planning is informed and driven by regional level trends in enrolments, forecast enrolment growth and available capacity over the long term and considering the entirety of the school network. The Education Directorate works closely with the Environment, Planning and Sustainable Development Directorate to plan for schools in new greenfield suburbs and ensure that new school sites are well located.

Education Directorate works closely with the team at Major Projects Canberra in the delivery of new capital infrastructure. This collaboration contributes to the ability of the Directorate to deliver the extensive portfolio of new schools, expansion projects and

upgrades in a timely manner. In this collaborative model, Education retains full Ministerial accountability and responsibility for budget expenditure as the asset owner, and MPC leads the procurement and contract management in their role as the ACT Government's centralised delivery agency of infrastructure projects. In addition, they provide key

Case Study: Throsby's new public school in the works



Opening in 2022, the new primary school in Throsby will cater for 450 students from kindergarten to Year 6 and up to 132 preschool students, with extra space for future student growth.

The school will also provide additional community facilities for the area and includes a large community room and kitchenette, multipurpose double gym and change-room facilities, turf sports field and outdoor multipurpose hardcourts for everyone to enjoy. The school will also be Canberra's third zero emissions school, sustainably meeting the needs of a growing region.

knowledge of the construction sector to support Education in the development of their business cases, particularly providing advice on delivery models, contract options, costs and program.

Designing and building a school is a major undertaking that considers the physical design aspects of the school and the evolution of education over the years. For example, modern learning is interactive and uses available technology. The school children learn in should reflect that, while at the same time allowing for future growth.

Comprehensive infrastructure planning takes into account the design of schools as hubs of the community and an integral part of a broader human services system which takes a holistic view of students and families and their needs in the local area.



Margaret Hendry School in Taylor opened its doors to students in 2019.

The Education Directorate's Infrastructure Specification (EDIS) identifies education-specific functional and technical requirements to inform the design of a new school. EDIS is influenced and informed by educational needs, current pedagogy, 21st century learning and research. Further information about EDIS is provided at [Attachment B](#).

EDIS has four key education principles – personalised learning, develop community partnerships, honour diversity and foster wellbeing. These translate into a set of Education Facilities Design principles and provide a constant reference point for guiding the design process for a new school.

Additionally, the Government’s commitment to cultural integrity requires the design of school facilities to consider and incorporate a cultural connection to the local Ngunnawal Country on which the school will be built. This principle is reflected in all aspects of the design of facilities.



Evatt Primary School’s indigenous garden is used to support the school’s Indigenous, social and emotional learning programs, providing a specially designed place for students to meet and talk together.

In 2021, Canberra's 89th public school opened its doors to students. Located in Denman Prospect, Evelyn Scott School provides the community with a state-of-the-art education facility focusing on 21st century education philosophies and offer both indoor and outdoor learning areas.

The school includes integrated learning environments for all students, a cafeteria/canteen, a general purpose double gymnasium with seating for 300 people, a sporting oval and hardcourts, a library/resource centre, out of school hours facilities, outdoor learning and play areas, and secure bicycle parking and storage.

This new modern school facility caters for 88 preschool and 600 primary school students, providing capacity for quality public education in this high-growth region. Stage 2 of the construction currently underway will provide high school accommodation for an additional 600 year 7-10 students, ready for the start of the 2023 school year. The high school will integrate with the primary school to form a preschool to Year 10 learning facility.

The current program for new school builds includes the design and construction of a new pre-school to Year 6 primary school at Throsby and preparation for a new high school in Kenny to deliver more local public education options in one of Canberra's fastest-growing areas. These two new schools will ensure more Gungahlin students can continue to find a place at a great public school close to home, while providing important local facilities like ovals that can be used by the wider community. The new primary school at Throsby will be ready to take students at the start of the 2022 school year, while the new high school in Kenny is planned to open in 2023.

This investment builds on the delivery of the new Margaret Hendry Primary School at Taylor which opened in 2019, and the new Evelyn Scott School completed in 2021.

Engagement strategies are developed for specific school infrastructure projects. This can include a range of face-to-face and online activities, including workshops, meetings, pop-up kiosks, one-on-one conversations and online scrapbooks. For example, there were 29

consultation activities undertaken as part of the Narrabundah College modernisation, with more than 1,000 pieces of feedback received.

School Expansion and Modernisation

Expansions and major modernisation works to existing schools are included in the Major Projects stream of the Education Directorate's infrastructure program. These large scale works ensure school facilities continue to meet enrolment demands in existing school localities as well as enabling students access to a rich and contemporary curriculum.



Students take a tour of modernised learning spaces at Belconnen High School.

As the fastest-growing region in the ACT, delivering new school capacity in Gungahlin has been a priority in recent years. Since 2008, the ACT Government has built five new schools across the region as well as undertaking several significant school expansions.

Ready for the 2020 school year, Gold Creek (Primary campus) expansion provided 300 additional places and Neville Bonner, 175 additional permanent places.

The current program of works addresses growing demand in key areas of the ACT to support the sustainable provision of education services in forward years.

Projecting steady enrolment growth in Canberra's north, the Government has committed to fund the expansion of the Margaret Hendry School to accommodate up to 600 additional primary school students for completion and delivery ready for the 2023 school year.

The Government will expand the capacity of Amaroo School senior campus by up to 200 places. The expansion will provide additional general learning and specialist learning areas, including electronics, robotics, art, dance, drama and food technology. The expansion of the school will also assist in improving the amenity and teaching and learning environment at the school, particularly through better aligning the functional areas for the high school and primary school areas into more discrete campuses and improving and expanding the outdoor learning and play areas. Design and construction of the school expansion will occur over 2021 to enable the learning spaces to be available from the commencement of the 2022 school year.

Additionally, the Government has committed to increasing the permanent capacity of the Gold Creek School Senior campus by an additional 200 places by the beginning of the 2022 school year raising the overall capacity to around 1000 students.

The expansion of high school capacity in Gungahlin is outlined as a key investment priority in the *ACT Infrastructure Plan* and is an important part of the Government's commitment to ensuring students in our community have access to school places within their Priority Enrolment Area.

More recent focus areas include the Molonglo region, which is now home to an increasing number of residents, and the Inner North and South, which are both experiencing urban

renewal leading to population growth. In the Inner North, new school infrastructure and modernisation are already under way at Campbell Primary School.

Table 1 Education Directorate Budgets 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21
	'\$,000	'\$,000	'\$,000	'\$,000
New Capital Works	31,250	12,501	16,261	23,582
Capital Works in Progress	44,741	63,736	68,875	108,877
Total Annual Capital Works Budget	75,991	76,237	85,136	132,459

Source: 2017-18, 2018-19, 2019-20 & 2020-21 *Budget Statements F Education Directorate*

Transportable Classrooms

Transportable classrooms provide flexibility to respond to natural peaks in enrolments and medium-term transient enrolment growth. As suburbs progress through their life-cycle, student numbers tend to rise and fall. Active monitoring and management of unexpected local and short-term demand pressures is a key school planning function. There are currently 148 transportable units in place at 38 schools.

The provision of transportable classrooms enables the Education Directorate to respond quickly and flexibly to changes in enrolment demand.

Transportable classrooms are a normal part of planning for growth and they provide flexibility both for schools that are experiencing temporary growth in enrolments as well as to provide time to plan for and deliver permanent investment in capacity where it is needed for the long term.

Short-term increases in demand that are not expected to be sustained can be addressed by installing transportable classrooms at a significantly lower cost compared to that of an additional building. These are used in situations where a permanent built expansion of capacity may not be the best long term or cost-effective solution to expected demand pressures.

CASE STUDY

INTEGRATING TRANSPORTABLE CLASSROOMS – NARRABUNDAH COLLEGE

Narrabundah College was built in 1961 with some of the buildings reaching nearly sixty years of age, the school is being modernised to improve public schools and build state-of-the-art facilities.

The installation of 22 purpose built transportable units at the College provided contemporary learning and teaching spaces, as well as break out areas for students, and a range of specialist learning spaces such as science labs, art studios and home economic rooms to support learning.

Science, arts, English, philosophy, history, politics, learning support and French Bacculaureate faculties all moved seamlessly into the transportable units, known as the “Learning Hub” at the school.

The learning spaces provide a comfortable and modern learning environment. Landscaping ensures they are well integrated into the existing campus.



In addition, the provision of the transportable classrooms provides time for the Education Directorate to plan and deliver a more permanent response if sustained enrolment growth is anticipated.

Transportable classrooms are designed to be open, spacious, comfortable and inviting learning environments. They are modern, fully insulated, and designed to meet current energy targets with the same comforts and technical/IT infrastructure as a permanent learning space. They are planned and placed in areas that blend into the overall design and landscaping of the school. Transportable classrooms installed at schools today are built to the same standards (National Construction Code) as permanent structures.

Transportable classrooms are also used as interim accommodation while modernisation of schools is under way, such as at Campbell Primary and Narrabundah College.

PUBLIC SCHOOL INFRASTRUCTURE UPGRADES

The ACT Government provides funding for the Education Directorate to upgrade ACT public schools across the Territory to ensure students continue to have access to safe, fit-for-purpose learning environments.

The Education Directorate's annual *Public School Infrastructure Upgrades* (PSIU) program enables improvement works of a capital nature to be undertaken in consultation with schools. These works address a variety of needs in schools such as improving the utility of existing learning areas, addressing barriers to accessibility within a school, improving the sustainability of current infrastructure and optimising heating and cooling of learning environments.



The Woden School

Strategic school development or expansion is done over a five-year cycle via the Capital Framework and ACT Budget process, however the PSIU is used to respond to more immediate capacity management needs in schools. This includes modifying internal areas of school buildings to increase capacity by opening up learning spaces or repurposing non learning or specialised spaces into classrooms. At times PSIU is required to fund the installation of transportable classrooms.

In the 2017-18 budget, the ACT Government provided funding over four years for the renewal of public school facilities and infrastructure.

Table 2: PSIU funding 2017-18 to 2020-21

	2017-18 \$'000	2018-19 \$'000	2019-20 \$'000	2020-21 \$'000	TOTAL
School Learning Area Improvements	3,720	5,620	4,850	2,000	16,190
School Administration and Support Area Improvements	1,760	1,800	2,290	2,250	8,100
Disability Access Compliance	1,450	1,500	2,500	2,250	7,700
School Infrastructure Revitalisation	9,450	2,330	4,700	1,950	18,430
School Security Improvements	550	650	1,450	1,250	3,900
School Safety Improvements	550	1,200	800	200	2,750
External Learning Environments	450	450	1,995	750	3,645
Joint funding Works Program	1,795		1,100	600	3,495
Environmentally Sustainable Design Initiatives	975	1,050	1,450	1,200	4,675
TOTAL	20,700	14,600	21,135	12,450	68,885

Source: ACT Budget papers 2017-18, 2018-19, 2019-20 & 2020-21 – *Budget Paper 3: Budget Outlook*

The benefits of a four-year view of infrastructure upgrade allows:

- greater financial efficiency in works delivery by aligning common activities and providing scale to industry
- sufficient time for the development of adequate design and engineering solutions
- flexibility to accommodate arising needs and to reflect changing priorities
- increased certainty to schools in relation to the level of infrastructure funding support.

Ready for the start of 2021

Examples of work undertaken ready for the start of the 2021 school year:

- **Alfred Deakin High School** - Internal wall/door safety modifications, stair safety improvements.
- **Amaroo Primary School** - Small Group Unit, Administration upgrades included controlled door access.
- **Arawang Primary School** - Small Group Unit, Classroom upgrade, Classroom relocation upstairs and library relocated to ground floor allowing greater accessibility for students.
- **Black Mountain School** - Safety improvements made, swipe card and outdoor courtyard upgrades, Courtyard fencing, additional swing and gate options for another courtyard outside classroom.
- **Calwell High School** - Upgrade to multipurpose room and converted them to two small group units. A quiet room and enclosed courtyard.
- **Calwell Primary School** - Administration area safety improvements, Disability Toilet.
- **Charles Conder Primary School** - Upgrades to the fence.
- **Charnwood-Dunlop Primary School** - Disability Lift, Toilet and Classroom access.
- **Chisholm High School** - Small Group Program and Administration re-vamp.
- **Chisolm Primary School** - Small Group Program and safety improvement switch to front counter.

The renewal program delivers upgrades and extensions to existing classrooms, new classrooms, refurbishments of toilets and change rooms, new gardens and horticultural facilities, equipment upgrades and heating and cooling systems and energy efficiency improvements.

Each year the upcoming financial year's program of works are determined through input from school communities, staff and leaders, and the prioritisation of works according to need, risk, equity and government priority.

There are several initiatives within PSIU that occur each year and an annual provision in the

program is made to accommodate these items:

- Disability access compliance – including automatic doors and ramps, conversion of learning spaces to cater to small group programs, provision of additional accessible toilets for specific needs students and the creation of outdoor sensory areas;
- School security improvements – including door locking systems, separation screens for reception areas, school lock down systems and school fences;
- School safety improvements - including car park modification and expansion;
- External learning environments - including improvements to ovals and irrigation, paving, sport courts, playground equipment; and
- Sustainability improvements - including building system tuning, draft proofing, active transport and bush shelter construction and solar panel expansion.

Input to the program is continuous during the year and includes assessment of the condition of assets, their forecast capacity, consideration of submission and requests from schools, and the priority of works across the system.



Directions to facilities at Margaret Hendry School.

During 2019-20, the PSIU has delivered significant upgrades across ACT public schools, with \$28.762 million expended. Works comprised:

- **Security fence installations** at Charnwood/Dunlop Primary School, Gordon Preschool, Curtin Primary School, Dickson College, Erindale College and Gilmore Primary School;
- **School administration upgrades** at Neville Bonner Primary School, Cranleigh School, Malkara School, Theodore Primary School, Lanyon High School, Mount Rogers Primary School, Amaroo School, Taylor Primary School, Florey Primary School, Lyneham High School, Campbell High School, Bonython Primary School and Mawson Primary School;
- **Learning area upgrades** at Evatt Primary School, Calwell Primary School, Charles Conder Primary School, Torrens Primary School, Telopea School, Kaleen Primary School, Turner Primary School, Lake Ginninderra College, Charnwood/Dunlop Primary School, Campbell Primary School, Palmerston Primary School and Wanniasa School;
- **Sport facility upgrades** at Melrose High School, University of Canberra Kaleen High School, Gold Creek School, Erindale College (Active Leisure Centre), Red Hill Primary School, Duffy Primary School, Weetangera Primary School and Lake Tuggeranong College;
- **Access upgrades** at Aranda Primary School, Black Mountain School, Cranleigh School, Amaroo School, Arawang Primary School, Hughes Primary School, Latham Primary School, Campbell Primary School, Calwell Preschool, Maribyrrong Preschool, Theodore Preschool and Miles Franklin Primary School;
- **Learning support upgrades** at Melba Copland High School, Mount Rogers Primary School, Wanniasa School, Canberra High School, Gold Creek School, Fadden Primary School, Macquarie Primary School, Arawang Primary School, Yarralumla Primary School, Cranleigh School, Palmerston Primary School, Lake Ginninderra College,

Latham Primary School, Melrose High School, Farrer Primary School and Theodore Primary School;

- **Toilet upgrades** at Dickson College, Narrabundah College, Lyneham Primary School, Arawang Primary School, Hawker Primary School, O'Connor Cooperative School and Mount Stromlo High School and
- **Car park upgrades** at Gowrie Primary School, Wanniasa Hills Primary School, Theodore Primary School, Fraser Primary School, Mount Rogers Primary School, Namadgi School, Palmerston Primary School, Amaroo School and Gold Creek School.

Condition assessments are undertaken throughout the year by the Education Directorate Repair and Maintenance Network Officers. These assessments inspect the school's building fabric and include non-invasive visual inspection of general plant and equipment. The majority of the works identified through this process are the responsibility of the school or the Education Directorate's central Repair and Maintenance (R&M) function, however major end of life issues or assets/areas that are no longer fit for purpose will be referred for inclusion in the PSIU program.

Condition assessments are also undertaken by the Heating Ventilation and Cooling contractors and the ACT Property Group. The ACT Property Group manage several service requirements on behalf of the R&M unit which include lifts, fire monitoring and control systems and hydraulic systems. Similar to the Network Officer reports, many items are immediately rectified through business-as-usual activities and other items are referred to the R&M unit for additional funding. In the case of a major system approaching the end of life it may be referred to the PSIU program.

The Education Directorate examines key energy use assets throughout the year. These assets may be included in the above condition assessments, however the sustainability area has a focus on energy consumption/greenhouse gas emissions. Assets that are showing higher

than expected energy consumption receive further investigation by the sustainability unit and may be recommended for replacement through the PSIU program.

Schools are asked to provide a prioritised list of initiatives, developed with their local stakeholders including the School Board, Parents and Citizens Association, staff and their industrial representatives, users of school space and their local community.

Throughout the year the Education Directorate is approached by schools to provide additional or upgraded infrastructure for a specific issue. As these issues cannot be forecast, no provision is made in the annual budget. If the issue can be temporarily managed by non-infrastructure means, then the issue may be able to be addressed through the annual capital works approval process. At times the issue is urgent and cannot wait for the next financial year. In these cases, another project may need to be deferred or cancelled if it is of a lower priority.

The capital upgrades register contains the details of all known requests for capital works in schools. Following the submission of school infrastructure requests each year, the register is updated with works from schools according to their revised priorities.

The register contains early budget estimates for each activity and this information is then used to allocate works to the various funding provisions within the PSIU budget. In populating the forthcoming year's budget, the Education Directorate balances need, risk, equity and government priority.

Accessibility and Inclusion

All ACT schools are required to adhere to legislation as set out in the *Disability Standards for Education 2005 and Disability Discrimination Act 1991*, which seeks to ensure people with disability have access to equal participation in education on the same basis as those without disability.

Additionally, all ACT public schools are required to:

- consult with parents to understand their child's educational needs and the adjustments required to support the student;
- apply reasonable adjustments to enable students with disability to take part in education on the same basis as other students; and
- assist students and families to feel safe and supported in the education environment.

CASE STUDY

Accessibility at Torrens Primary

Recent upgrades to the infrastructure at Torrens Primary School has improved accessibility across the school campus for students, staff and visitors.

Automatic sliding doors and a ramp have been installed, improving the ability to move through the school safely and easily. The ramp has been integrated into an existing corridor, replacing what was previously a small lift. Rachel Matthews, Torrens Primary School's principal, says that the new doors also allow students to access school corridors hands free.

"Students in wheelchairs or on crutches can access all corridors hands free. Previously students were relying on adult assistance to hold open doors, reducing their independence. By having automatic sliding doors, rather than attempting to keep doors propped open all the time, safety is enhanced and the temperature in the school stays comfortable, benefitting everyone", said Rachel.



Adjustments may be made in areas of the curriculum, environment and/or teaching methods, and will vary according to the individual student.



Alfred Deakin High School - Quiet seating area for student withdrawal or small group work

The Education Directorate provides guidance² on the provision of equitable and inclusive education for students with disability, which ensures compliance with the requirements of the *Disability Discrimination Act 1991* and the *Disability Standards for Education 2005*. The Education Directorate is committed to ensuring staff understand their obligations under the policy and relevant legislation and that they have the appropriate skills and training to work with students with disability.

² [*Students with a Disability Meeting their Educational Needs Policy*](#)

Between 2016 and 2019, the ACT Government invested \$6.452 million in infrastructure improvements for the development of safe and inclusive environments. This has included the development of sensory gardens, outdoor courtyards and playgrounds; classroom modifications to support sensory play and accommodate appropriate withdrawal spaces; and the establishment of spaces for small group learning. These areas have been carefully designed and established in collaboration with schools and allied health experts to ensure they are safe and appropriate.



A sensory garden at Lake Tuggeranong College

These spaces are designed to support students to relax, reduce anxiety and regulate their sensory needs, when they feel overwhelmed or need a safe place to go throughout the day. Sensory gardens, for example, are designed to make sure everyone can enjoy an outdoor area with a range of sensory experiences. The Education Directorate is delivering sensory gardens to schools across the region to make sure students can relax, play or do some group learning with their teacher.

The *Public School Infrastructure Upgrade Program* has a budget provision for the creation of, and improvements to, specialist spaces and improved access for existing schools. These

works are centred on the needs of individual students via recommendations from the Education Directorate’s occupational therapists.

This fund has spent \$10.3 million from July 2017 until December 2020 on infrastructure improvements. A list of work undertaken during 2019 and 2020 is at [Attachment C](#).



Infrastructure improvements are underpinned by the principles of universal design which are

Campbell Primary School - Sensory garden and small group learning space

outlined in the Education Directorate’s *Education Directorate’s Infrastructure Specification (EDIS)*. These infrastructure improvements are made to meet increase the accessibility of school sites for all students and improve the provision of inclusive education programs. This includes initiatives such as flexible classroom spaces with works done to enable adjacent small group learning areas – allowing small groups to work seamlessly with mainstream

classes to maximise the inclusion of students with disability – and quiet rooms, where students can meet with a teacher or self-regulate. These design aspects are also incorporated into external school designs, such as inclusive playgrounds.

EDIS was used in the design of Margaret Hendry School and Evelyn Scott School, and is being used in the design of new schools at Throsby and Kenny. The Functional Design Brief was also used to inform the modernisation of Belconnen High School and will be applied to all schools that receive major upgrades. Small scale refurbishments are undertaken using the universal design principles for the space being upgraded.

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Sustainability

The Government is committed to providing comfortable and healthy learning and teaching spaces to maximise learning outcomes for all children, and the wellbeing of the school community. Ecological Sustainable Development (ESD) plays a key role in achieving this goal and is a central theme in the Education Directorate's infrastructure design and management.

The Education Directorate's strategic priorities for ESD align with the ACT Government's key policy commitments, notably the *ACT Climate Change Strategy 2019-25*, and its predecessor the *ACT Climate Change Adaptation Strategy, 2016*.

Sustainable design is integrated into new schools, major projects, capital upgrades and outdoor facilities including bicycle parking facilities. Examples include:

- policy agreement for new schools to achieve zero emissions in their operation and include a 100kW of solar photovoltaic cells;
- annual funding for small scale sustainability initiatives (Building Tuning Program) targeting improved energy efficiency, with a priority on schools with high gas use intensity (gas use per gross floor area);
- inclusion of sustainability standards into minor works including window and door replacement, furniture and high efficiency electrical and water appliances; and
- installation of small-scale solar installations across all schools as part of the National Solar Schools Program (2011-2014).

This approach is supported by strategic programs to address asset management requirements while maximising thermal comfort and energy efficiency objectives.

The ACT Government has provided funding for these programs including:

- \$17.96 million in the 2018-19 budget for a roof replacement program to replace aged and/or uninsulated roof systems with new roof systems that incorporate high levels of insulation; and

- \$15.964 million in the 2019-20 budget to deliver energy-efficient updates for ACT public schools to upgrade end of life heating systems with low to zero emissions technology and improve the resilience of buildings to extreme temperatures.

Through the *Carbon Neutral Government Loan Fund*, administered by EPSDD, interest free loans are provided to undertake energy and emission reduction projects, including lighting upgrade programs. Participating schools repay the loan amount across six years, with loan repayments tailored to be equal to or less than anticipated savings. In 2019-20, LED lighting upgrades were completed across eight school hall and gym buildings; these sites included specialist lighting not upgraded under previous programs.

From 2018-19 to 2019-20, the ACT Government funded a tree planting program to provide future shade to buildings, reduce the impact of heat banking surfaces and provide cool shade to students and playgrounds. The program planted advanced tree specimens and a maintenance program to assist trees to establish in the first twelve months.

Tree planting site selection was informed by existing Landscape Masterplans, Energy Audits and the Building Tuning Program. In 2018-19, aerial drone surveys of vegetation were undertaken across 11 schools. The surveys assessed existing tree plantings, canopy cover and tree health to plan future tree planting and maintenance programs and assist in developing a response to the *Canberra Living Infrastructure Plan*.

Energy efficiency and emission reduction initiatives implemented in 2019-20 comprised:

- major upgrades and thermal improvements to the building envelope at Melba Copland School (Secondary Campus) and Gordon Primary School;
- LED Lighting upgrades to the Charnwood Primary School hall, Dickson College hall and gym, Gowrie Primary School hall and Mount Stromlo hall and gym;
- energy efficiency upgrades to the gas boilers at Erindale College, Melba Copland Secondary School Melba campus and Wanniasa School;

- draught proofing of external doors at 23 schools. The initiative was supported by the schools through co-investment. End of life doors identified in the 2018-19 draught proofing round were replaced with thermally improved doors;
- minor upgrades and/or thermal improvements to the building envelope at Harrison School and Namadgi School;
- replacement of end of life gas heating systems at Hawker College and Melba Copland School College Campus with hybrid electric/gas heating systems;
- roof upgrades including a minimum of R4 insulation at Calwell High School and North Ainslie Primary School; and
- solar carpark lighting at Mount Rogers Primary School.

Heating and Cooling

Students and teacher comfort is also important to the ACT Government. All schools have an extreme temperature management plan.

Each management plan for extreme temperatures is site specific. Activities to manage high temperatures include:

- Optimising natural ventilation, air movement and shade;
- Using additional fans or coolers;
- Easy access to water and increased use of water play;
- Rotating classes through cooler areas on site;
- Adjusting educational programs and access to certain areas of the school to minimise potential for heat stress;
- Adjusting uniforms, if required; and
- Limiting playground access to shaded areas in addition to ensuring all students playing outside have hats, sunscreen and a water bottle.

During the 2020 bushfire emergency, the ACT experienced extreme smoke conditions. In response during the first week of term 1 2020 and with the assistance of donations from the community, the Education Directorate deployed air purifiers to every public school and pre-school to assist in improving air quality for vulnerable groups.

The Education Directorate also worked with experts, including the ACT Chief Health Officer and WorkSafe Commissioner in developing guidelines on air quality conditions. Consultation was undertaken with a range of stakeholders including unions, the non-government sector, the Asthma Foundation and the Parents and Citizens Association to confirm the planned responses.

Guidance on air quality for public school to assist in managing vulnerable students and staff was available on the Education Directorate's website.

In previous years, heating, ventilation and air conditioning audits of 32 schools have been undertaken between 2016-17 and 2018-19 to assess the lifecycle, condition, and efficiency of mechanical systems across the school portfolio. Schools were selected based on highest gas use intensity across facility classes (primary school, high school, college etc.). Findings of the audits were analysed against building energy audits and have informed the Energy Efficient Heating System Renewal Program, Building Tuning Program and the Tree Planting Program.

There is significant alignment in the Education Directorate's approach to providing thermal comfort in its schools and the achievement of its sustainability goals including the prioritisation of Ecological Sustainable Development.

These initiatives have seen ACT public schools collectively achieve annual emission reduction targets from 2016-2020, with an annual emission reduction of 7.58 per cent achieved over 2019-20. This accomplishment has seen the Education Directorate recognised as a leader in emissions reduction.

The ACT Government takes its commitment to a net zero emission and sustainable future for our young people seriously. To demonstrate this commitment the Education Directorate has set a 33 per cent emission reduction target by 2025 in alignment with Action 5.12 of the *ACT Climate Change Strategy 2019-25*, which aims to establish a pathway to zero emissions for ACT Government schools. The target is supported by a five-year investment plan that draws on synergies between asset management, environmental and economic sustainability to achieve incremental change and establish the key infrastructure elements to support the transition to zero emissions. Key additional initiatives include:

Solar Battery Trial – the objectives of the trial are to test the impact of medium to large scale solar photovoltaic expansions on electricity demand and operational costs in preparation for increased electrification of schools; and to understand the added benefit of pairing these systems with battery energy storage system.

Collaboration with EPSDD saw two batteries installed in 2019-20, at Margaret Hendry School and Caroline Chisolm School Senior Campus. The first school is designed to operate solely on electricity; the latter is a conventional gas heated school and received an 80kW solar expansion in addition to the battery energy storage system. Two other schools benefited from the trial including Monash Primary School and Mount Stromlo High School. Mount Stromlo High School

Case study Margaret Hendry School

In 2019 the new Margaret Hendry School was the first ACT public school designed to operate using 100 per cent renewable electricity.

This enabled the school to take advantage of the ACT's transition to 100 per cent renewable electricity by 2020 and produce zero emissions in its operations.

The school integrates sustainable design features including onsite generation of electricity via a 100kW solar array, solar passive design, natural ventilation, double glazing and energy efficient heating and cooling systems.

In 2020, a Batteries in Schools economic stimulus project installed a 400kW battery at Margaret Hendry School. While the installation is recent, the project is already showing the potential of batteries, with the school showing a 54 per cent reduction in electricity use, notably during the peak tariff period.

By driving an integrated approach to sustainability, the Government has delivered a school that showcases social, environmental, and economic sustainability.

received a 179kW solar photovoltaic upgrade in preparation for transition to a 100 per cent electric heating system.

Feed in Tariff Program – small scale solar photovoltaic systems installed under the N SSP program generate feed in tariff income for all schools. This income is assigned to improving school sustainability performance. The Education Directorate assists schools to identify and implement capital projects, ensuring high quality sustainability outcomes. The program is unique in Australia.

Water Management Plan – water logging and monitoring has been in place across school sites since 2013. The monitoring program monitors water consumption at schools and prevent costly leaks and damage to infrastructure. In 2020-21, the Education Directorate commenced an audit of water consumption, water storage facilities and data logging equipment to inform the development of a *Water Management Plan*.

REPAIRS AND MAINTENANCE

The Repairs and Maintenance stream of the Education Directorate's infrastructure program is directed at efficiently and effectively maintaining the utility of existing assets across the system.

Repairs and Maintenance activities comprise works that are undertaken with the intention of:

- Reinstating physical condition to a specified standard (e.g. Australian Standard);
- Preventing further deterioration or failure;
- Ensuring operational reliability (i.e. Reduce the risk of operational failure);
- Restoring correct operation within originally specified parameters; and
- Making temporary repairs for immediate health, safety and security reasons.

These activities address needs in schools such as Heating Ventilation and Cooling (HVAC); Stormwater, sewer and roof gutter clearances; Fire systems; Plant and Machinery; Roof Safety; and Building Condition Reports.

Schools are responsible for the day-to-day maintenance and upkeep of their buildings and grounds and are provided an annual budget through the Schools Operational Allocation funding model for that purpose. The Schools Operational Allocation provides cash funding to schools to administer the operational costs of running a school excluding staffing expenditure. The funding allocation is to meet the educational and school administration costs including utilities and minor maintenance. In 2021, \$31.6 million will be allocated to schools through the Schools Operational Allocation, with around \$6 million allocated for repairs and maintenance works undertaken at the school level.

Additionally, the Education Directorate provides all schools with a Core Allocation under the Student Resource Allocation Program for school staffing expenses. Schools draw on the Core Allocation to employ building service officers as members of the school staff to undertake

repairs and maintenance activities on the buildings and grounds. As of 31 March 2021, there were 204 Building Service Officers employed across the ACT Public School system.

The Education Directorate supports schools to develop their repairs and maintenance plans 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.

Where repair and maintenance works are required to address a priority issue across the ACT public school system, such as the management of hazardous materials, the Education Directorate adopts a central approach to managing and guiding the necessary repairs and maintenance works. The Education Directorate's Repairs and Maintenance program also manages service contracts on behalf of schools, such as:

- Photo-voltaic panel maintenance;
- Security monitoring; and
- Security patrols.

Each year, the Education Directorate's annual report contains detailed reporting on asset management and infrastructure upgrades expenditure.³

In 2019-20 the Education Directorate managed just under 13,000 separate maintenance activities. These activities include those tasks which are beyond a school's responsibility (such as regulatory compliance tasks) or where a school requires additional capability or financial support. Of the works undertaken, 65 per cent were preventative with 35 per cent being reactive.

The ACT Audit Office undertook a performance audit in the second half of 2019 to provide an independent opinion to the Legislative Assembly on the efficiency and effectiveness of

³ [Education Directorate 2019-20 Annual Report](https://www.education.act.gov.au/_data/assets/pdf_file/0004/1677064/Section-C.pdf), pp 202-211,
https://www.education.act.gov.au/_data/assets/pdf_file/0004/1677064/Section-C.pdf

repair and maintenance activities of ACT public school infrastructure. The final audit report was presented on 19 December 2019.

The overall conclusion of the final report highlights that the Education Directorate has a sound framework for the management of school infrastructure activities, including repair and maintenance activities.

The report also noted that the Education Directorate had not fully implemented its asset management framework and could improve the supporting systems and processes.

The final report made a total of eight recommendations, which were all supported by the Government in the Government's response presented in April 2020.

The sections below describe in more detail the Education Directorate's approach to managing hazardous material in ACT public schools including the use of a hazardous material register and the management of lead paint and asbestos containing materials.

Managing Hazardous Materials in ACT Public Schools

The ACT Government places a high priority on managing the presence of hazardous materials in ACT public schools.

This investment complements the work that is continually undertaken by the Education Directorate to maintain and improve ACT public schools, which includes the management of hazardous materials. In practice, the management of hazardous materials is often addressed and remedied during the process of implementing comfort and safety upgrades in schools. For example, replacing windows in an older school to improve energy efficiency and student comfort may also result in windows with lead paint being removed.

The Education Directorate has set up an internal Taskforce to coordinate the management and removal of hazardous materials across school buildings, ensuring priority and focus is maintained on this important work. Chaired by the Deputy Director-General, the Taskforce is

responsible for ensuring activities align with Government policy settings and health and safety requirements, engaging with appropriate stakeholders and ensuring effective communication to schools and their community, and government.

The Taskforce is supported by an Expert Panel, established by the Education Directorate to provide expert advice and guidance on the Directorate's response to incidents involving hazardous materials and the ongoing management of hazardous materials in public schools. The skills and experience of the members of the Expert Panel ensures the response is informed by international best practice.

Table 3 Expert panel membership

Name	Background
Professor Mark Taylor	Professor of Environmental Science and Human Health at Macquarie University, Sydney specialising in environmental contamination and the risks it can pose
Professor Martyn Kirk	Professor of applied epidemiology and National Health and Medical Research Council (NHMRC) Fellow at the Australian National University
Mr Robert Alford	Director, Workplace Protection, Office of the Work Health and Safety Commissioner
Mr Jason Kneipp	Director, Environment and Radiation Safety, ACT Health Directorate (nominated by Chief Health Officer)

The panel first met in December 2020 and will continue to meet as the program for accelerated management and removal of hazardous materials progresses.

Further to the establishment of the Taskforce and Expert Panel, the Education Directorate has taken additional steps to improve the management of hazardous materials, including:

- reviewed hazardous materials registers in every public school to ensure they remain current;
- assessed the condition of paint in every public school known to have lead paint;
- developed a triage model to systematically address instances of lead paint in ACT public school buildings;

- during the 2020-21 summer school holidays, over 20 schools received upgrades and maintenance to manage the presence of hazardous materials.

On 17 March 2021, the Education Directorate published a range of material to its website⁴ about how the Government is managing hazardous materials in ACT public schools.

Additionally, Professor Mark Taylor from Macquarie University, member of the Hazardous Materials Expert Panel, provided briefings to media outlets on his global experience with lead. Professor Taylor confirmed his view the risk is being adequately managed in the ACT and that it remains extremely low.

Names of all public schools with a confirmed presence of lead paint and/or asbestos have been published online as part of the Education Directorate's communications activities around increasing community awareness of hazardous materials management. A complete list of schools and the type of materials present and is at [Attachment D](#).

Hazardous Materials Register

Every school with known hazardous materials has a *Hazardous Materials Register*. The Register is a collection of reports about what hazardous materials exist in the school, where they are, and how they are being managed. It is used by tradespeople doing maintenance or upgrades, so they know where these materials are before they start work. Registers are kept at a school's front office and are public documents.

If there is a discovery of hazardous material(s) not previously identified (like in the ductwork of air vents, for example) or the hazardous material is removed or managed, the register is updated so it accurately reflects any changes in the school environment.

Any hazardous material removal works are completed in accordance with WorkSafe ACT requirements by licensed removalists who are monitored by an independent licensed

⁴ <https://www.education.act.gov.au/our-priorities/managing-hazardous-materials-in-act-public-schools>

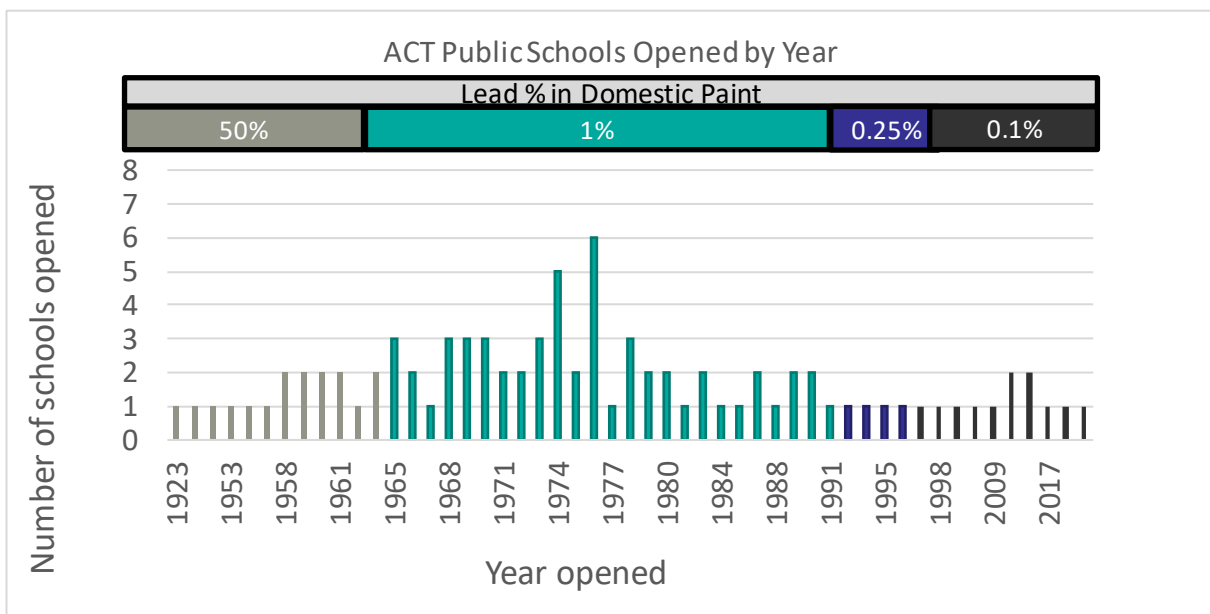
assessor. Asbestos is removed after hours when there are no students in the school (i.e. at night, on weekends and during school holidays).

If a hazardous material problem is identified, the area is isolated and does not become available to staff or students until testing confirms that it is safe to do so.

Lead paint

Over two-thirds of ACT public schools were built before 1992 – and just like houses built at this time, these schools were painted using lead paint. Up until 1969, paint was allowed to have 50 per cent lead content. This was reduced over time to less than 1 per cent content in 1992. The result across the ACT public school system is depicted in the graph below.

Lead paint in ACT public schools by year of opening:



Lead paint is a hazard and becomes a risk when it deteriorates, is damaged or disturbed, and is subsequently inhaled or swallowed. The Education Directorate regularly inspects public school buildings to make sure they remain safe for staff and students. Through a continual

program of site inspections and testing, there are 75 school, with confirmed presence of lead paint⁵.

The Education Directorate regularly checks the condition of lead paint in school buildings and acts if it has deteriorated, been damaged or disturbed. To accurately test for lead a sample of the paint is sent to an accredited measurement lab. Analysis determines the amount of lead contained in the paint, which provides important information on next steps to manage the paint.

Across public schools, lead paint is most typically found on painted timber surfaces including window frames, eaves and handrails, but has also been found in storage and equipment rooms.

There are four main strategies for managing lead paint⁶:

- Leave in place and monitor the condition
- Stabilise the paint
- Remove the paint
- A combination of these options as required to keep the area safe.

The most appropriate course of action may not be removing the paint. Removing lead paint that is in poor condition can produce lead dust which may increase the risk to the school community. In most cases, Lead paint can be stabilised by painting over the surface with a non-lead based paint. This is called encapsulation.

New instances of lead paint or dust have been discovered while undertaking works, e.g. in duct work. These areas are cleaned and certified as safe to occupy before students or staff can reoccupy impacted areas.

⁵ Is defined paint that has been confirmed to have a lead content of greater than 0.1 per cent by mass (per 2017 Australian Standard)

⁶ Adapted from Australian Standard on hazardous Paint Management (ASNZS4361.2:2017)

Maintenance and upgrades are happening constantly in schools and no new work is done without painted surfaces first being assessed for lead paint. For example, before installing a new smart board the wall is assessed for lead paint.

Only qualified or licensed contractors can remove lead paint. Any work that could disturb lead paint is done out of school hours. If it is major work, it takes place in the school holidays. This allows extra time for follow-up testing to ensure the area does not pose a risk for students and staff.

Regular painting is also undertaken in public schools. This makes sure existing lead paint is safely encapsulated.

The following example shows how deteriorating lead paint on external windows and doors has been stabilised at a public school using the encapsulation method.

Before Stabilisation





After stabilisation

ACM – Asbestos Containing Materials

Asbestos was frequently used in building materials in Australia until the mid to late 1980s. The predominance of the use of Asbestos Containing Materials (ACM) lessened after this time until it was banned in 2004.

The majority of asbestos found in ACT public schools is non-friable asbestos, also known as bonded asbestos. Asbestos remains safe if it is not disturbed or has not deteriorated. There is no “Mr Fluffy” asbestos in ACT public schools.

There are 71 public schools with confirmed presence of ACM. All schools with known asbestos have been surveyed and have a management plan. Asbestos surveys are reviewed annually. An independent licensed asbestos assessor is engaged by the Directorate to prepare the documentation.

Any asbestos removal works are completed in accordance with WorkSafe ACT requirements by a licensed asbestos removalist who are monitored by an independent licensed asbestos

assessor. Asbestos is removed after hours when there are no students in the school (at night, on weekends and during school holidays).

In the event of ACM being located or disturbed by a contractor on an education site, the following control actions are undertaken:

- If at any time material is suspected of containing asbestos, works must cease immediately, the area made safe and isolated.
- The contractor notifies WorkSafe ACT and the Education Directorate immediately.
- Demolition and excavation work in areas where it is possible that ACM may be exposed (e.g. wet areas) must be undertaken after hours.
- In all cases, ACM must be removed and transported off site after school operating hours by a licensed asbestos removalist.
- A copy of the air monitoring results and/or the clearance certificates will be provided by the National Association of Testing Authorities (NATA) registered laboratory prior to staff, students or general public gaining access to the area. The same clearance is also required prior to work recommencing by the contractor.
- If a large quantity of ACM or contaminated materials (soil, fire damaged buildings) is removed from a site, the contractor is to inform the ACT Environmental Protection Authority (EPA) and WorkSafe ACT and is to maintain records of compliant disposal.

SCHOOLS AS COMMUNITY HUBS

The *Future of Education* Strategy acknowledges that community expectations of their public school system are changing. While the core function of schools is to provide education, schools are also key community hubs providing more than access to learning. Through schools, children and their families connect with each other and form enduring relationships. Schools are an integral part of a broader human service system that builds relationships and brings services and people together to meet the diverse needs of children and their families.

The Education Directorate recognises schools as important resources for the community and maintains appropriate policies that enable community use of public school facilities.

Community use of facilities

Access to school facilities is managed by schools in accordance with the Education Directorate's *Community Use of School Facilities Policy*⁷ and the *School Facility Hire Agreement*. There is a positive obligation on schools to make available school facilities when not in use by the school.

There are currently around 415 different external users of school facilities. These users include playgroups, sporting groups, music and drama groups, language groups, church and cultural groups and many others. Each of these groups have specific needs which the schools try to accommodate.

The Education Directorate has approved *Community Use Rates* to be applied when hiring out school facilities. Schools may not charge a higher rate than the approved community use rate. However, individual school principals may waive and/or reduce hire rates based on the

⁷ https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/facilities-and-assets/communityout-of-hours-use/community-use-of-school-facilities-policy

marginal costs of usage, taking into consideration any staffing, electricity or cleaning costs and should be based on cost recovery and not a source of revenue for the school.

There is a range of facilities available which includes meeting rooms, sporting facilities and outdoor areas. A comprehensive listing is available on the Education Directorate’s website⁸.

Table 4: Typical facilities for different school types

School types	Typical facilities
Early Childhood School (preschool – year 2)	Hall, oval and classrooms
Primary School (preschool - year 6)	Hall, oval and classrooms.
High school (year 7 - year 10)	Gymnasium, hall, technology facilities, sporting facilities and classrooms.
Preschool to year 10	Gymnasium, hall, technology facilities, sporting facilities and classrooms and performing arts theatres
College	Gymnasium, hall, technology facilities, sporting facilities and classrooms and performing arts theatres.
Specialist School	Hall, hydrotherapy pools and classrooms.

Additional special facilities in ACT public schools include hydrotherapy pools, performing arts theatres and synthetic sporting facilities ranging from playing fields, cricket pitches, basketball courts and tennis courts.

For schools with security fencing arrangements are made with the community for appropriate outside school hours access. The community use aspect for after school access will outweigh security concerns unless there is a real and apparent security issue.

During the height of the COVID-19 pandemic the ACT Government provided measures to support the community sector to meet increased demand; this included the waiving of hire fees for public education facilities. This enabled the sector to meet the challenges of

⁸ <https://www.education.act.gov.au/about-us/school-facilities-for-community-use>

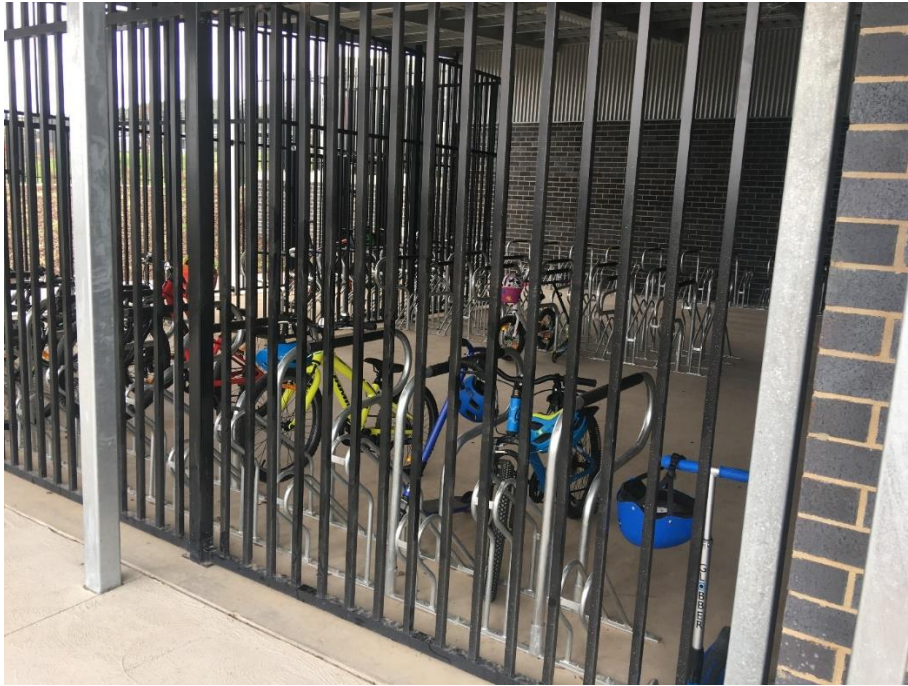
COVID-19 and re-emerge in the strongest possible position. Hire fees resumed for all education facilities on 1 April 2021.

Encouraging active travel

The ACT Government encourages the community to participate in active travel with a successful campaign that includes active travel for schools.

School environments are busy during the morning and afternoon peak periods and the best way to reduce congestion and increase safety in these environments is to encourage more children to use active travel, which includes walking, riding or public transport.

To support this schools include bike shed facilities. From 2015-16 to 2019-20 bicycle parking facilities have been constructed and or upgraded at twelve schools to encourage car free travel and the health benefits of active travel. Prioritisation of schools is based on sign up date and active participation in the ACT Government's Ride and Walk to School and It's Your Move initiatives. Installations integrate water sensitive urban design and low carbon design features such as recycled aggregate in place of concrete with solar lighting to be a feature of future installations at College campuses.



Bike shed facilities at Evelyn Scott school

The management of traffic and road safety around and within schools is a cross-directorate responsibility of the ACT Government. To ensure parking and traffic safety is managed in and around school environments, the Education Directorate works closely with Transport Canberra and City Services (TCCS), Justice and Community Safety Directorate (JACS) and ACT Policing.

The Education Directorate works directly with TCCS to ensure traffic and parking safety matters are managed appropriately and concerns are addressed. This results in the Education Directorate and TCCS meeting with the school which may include the Principal, the senior school management team, the Parents and Citizens Association, and/or other key stakeholders, to ascertain the details of the concerns.

Upgrade of car parks and improvements to traffic safety at ACT public schools is funded from the annual PSIU program and addresses issues that impact on the safety of pedestrians, car parking spaces, safe school set-down and pick-up areas, and compliance with current ACT Parking and Vehicular Access General Code within school grounds.

The 2016-2020 Parliamentary Agreement committed the ACT Government to improvements in road safety around schools. To increase safety around schools, the Education Directorate worked with TCCS in the creation of individual 'School Travel and Traffic Management Plans' and invested in effective and appropriate safety improvements including slower traffic speeds, more pedestrian crossings, improved walking and cycling connections, improved signage and education initiatives that will help both students and parents to use school car parks and roads more safely.

The Active Travel campaign also considers traffic management and parking around schools. Traffic management and road safety around Canberra schools is a matter for everyone in the community. Speed, illegal parking and the volume of cars on the road all reduce safety for children, so drivers are reminded to drive cautiously near schools and to try and reduce the number of days they drive or to vary the drop off and pick up locations, which can make a significant difference to improve traffic management safety.

Parking operations, police and mobile speed vans regularly patrol school zones to enforce safe behaviours.

Schools are encouraged to develop a process or set of guidelines to manage the pick-up and set down zones. Information for schools, parents/carers, staff/volunteers and students is included on the Active Travel page of the Transport Canberra website (www.transport.act.gov.au/about-us/schools/traffic-management).



Source: Traffic management around schools, www.transport.act.gov.au/about-us/schools/traffic-management

The development of the school site, and its interface with its surrounding streets and local neighbourhood, considers measures that limit traffic congestion and facilitate the safe and efficient arrival and departure of students and staff regardless of their selected mode of travel. Consistent with the *ACT Parking Action Plan*, parking options at ACT schools support safe school environments and increased active travel to school.

Principle reference documents for design requirements for vehicle parking include:

- the ACT Government's Building an Integrated Transport Network – Parking (Parking Action Plan); and
- the ACT Parking and Vehicular Access General Code.

ATTACHMENTS

Attachment A – Extract from ACT Infrastructure Plan, p. 44-45

Indicative project pipeline

Project	Budget announced ¹	Considered over next five years	Longer term	Description
New schools and Campuses				
New P-6 Schools + Early childhood education centres to address demand and land release			>\$500m	New or expanded P-6 schools with early childhood education centres in Kenny, Woden, the Parliamentary triangle, the Belconnen Town Centre, City area, Northern Gateway, Ginninderry (Strathairn and Parkwood)
New 7-10 Schools to address demand and land release			>\$500m	New or expanded 7-10 high schools in Whitlam, Molonglo 3, Woden, the Belconnen Town Centre, City area, Northern Gateway, Parliamentary triangle and Ginninderry (Parkwood)
New CIT campus		\$100-250m		A modern new campus to replace the existing CIT facility at Reid
Delivering a new High School at Kenny		\$50-100m		A new high school in Kenny to provide places for around 1,000 students in years 7 to 10. The new high school will help provide more capacity as the Gungahlin community grows up, and will open in 2023
P-6 School with Early Childhood in Whitlam, Molonglo 3		\$50-100m		New P-6 schools with early childhood education centres in Whitlam and Molonglo 3
Narrabundah College modernisation		\$50-100m		Modernise school infrastructure at Narrabundah College to support 21st century learning
New Special Needs School			\$50-100m	New or upgraded school infrastructure to meet the needs of all students with a high level of special needs
Early Childhood Education Centres - Molonglo and Throsby primary		<\$50m		New early childhood education centres in Molonglo and Throsby primary schools
Delivering a new primary school at Throsby	\$44m			The Government will construct a new primary school at Throsby to help meet continuing growth in public school enrolments in Gungahlin. The P-6 school will be ready to take students at the start of the 2022 school year
More schools, better schools - Delivering Molonglo P-6	\$41m			The Government is constructing a new primary school in the Molonglo Valley and undertake planning activities for a future 7-10 campus on the adjoining site. The primary school will begin taking students in the 2021 school year, ensuring quality local school facilities are available as more Canberra residents move into the Molonglo region
Existing School Expansion				
7-10 Schools expansion			\$50-100m	Expansions to existing high schools in Gungahlin and North and South Canberra to accommodate enrolment growth, including from City and Gateway developments
P-6 Schools expansion			\$50-100m	Expansions to existing primary schools to accommodate enrolment growth
North Canberra College		\$50-100m		Deliver expanded school capacity and infrastructure for College students residing in Gungahlin and the Inner North in line with population increases
Canberra College Expansion		<\$50m		Expand the existing Canberra College

Project	Budget announced ¹	Considered over next five years	Longer term	Description
Transportable Buildings for expanding schools (across ACT)		<\$50m		Continued delivery of transportable buildings to meet enrolment growth at schools across the ACT
Expanding Franklin Early Childhood School	\$29m			The Government will expand the Franklin Early Childhood School from a P-2 school into a full P-6 school from 2021, ensuring students can stay on at this local school throughout their primary years
More schools, better places at Gungahlin schools	\$19m			The Government will continue to support growth in enrolments across Gungahlin by expanding capacity at Amaroo (K-10), Gold Creek K-6 and Neville Bonner P-6 for a further 500 students
School improvements				
Better schools for our kids - Public school infrastructure upgrades	\$76m			The Government is investing in the renewal of our public school facilities, including upgrades and extensions to existing classrooms, new classrooms, refurbished toilets and change rooms, garden and horticultural facilities, heating and cooling upgrades, and energy efficiency improvements
Roof Replacement Program - Stage 2		<\$50m		Invest in the renewal of public school facilities by replacing roofs at a range of ageing ACT schools
Performing Arts infrastructure for Belconnen Network		<\$50m		Provide performing arts facilities including a high quality rehearsal space and performance space for public school students and the wider community
Hedley Beare Centre refurbishment		<\$50m		Upgrade the Hedley Beare Centre for Teaching and Learning in Stirling
Hazardous Materials Removal Program		<\$50m		Remove hazardous materials to ensure schools continue to meet the current and future needs of students, teachers and the community
Supporting our School System - Improving ICT	\$31m			The Government is investing in school information and communication technology infrastructure to support the provision of contemporary learning and teaching - for example through the provision of wireless access to high speed networks
More schools, better schools - Roof Replacement Program	\$18m			The Government will continue to invest in the renewal of public school facilities by replacing roofs at six ACT schools
More schools, better schools - Upgrading Campbell Primary School Modernisation	\$18m			The Government is renewing Campbell Primary and adding new facilities to meet the current and future needs of students, teachers and the community
Energy Efficient Heating Upgrades in ACT Public Schools - Stage 2			<\$50m	Continue to upgrade and modernise heating systems at ACT public schools to improve comfort for staff and students

Notes: 1. Budgeted totals are from the 2019-20 Budget and represent the remaining budget for listed projects, where this is equal to or exceeds \$10million.

Attachment B – Education Directorate’s Infrastructure Specification (EDIS)

Guiding Principles

Throughout the Output Specification various sets of ‘principles’ are referred to:

- **Education Principles** translate the Directorate’s vision, values and priorities into general principles to guide the design of all aspects of education—pedagogy, curriculum, professional learning, school organisation, leadership, inclusion, wellbeing, cultural integrity and engagement with community
- **Education Facilities Design Principles** capture the implications of the education principles for the design of facilities.
- **Universal Design Principles**, from the Centre for Excellence in Universal Design, concern the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design.
- **Cultural Integrity** encompasses the capture and inclusion in the design of the connection to the local Ngunnawal Country.
- **Architectural, Urban Planning and Master planning Principles.**

Overarching Principles and Education Facilities Design Principles

Education Facilities Design Principles guide the design of school facilities to ensure they are aligned with the Directorate’s vision and values. They include both general overarching design principles and more specific education facilities design principles derived from the Directorate’s vision for learning.

The three key overarching design principles are:

- Responsive design
- Universal design
- Cultural Integrity

Overarching Principle – Responsive Design

Adhering to the specific Education Facilities Design Principles the design and subsequent construction of the facilities and the facilities management systems must also be **responsive** to the requirements of individual schools i.e.:

- enable individual schools to implement their own learning and teaching approach e.g. ensure the schools can adapt to a range of different organisational models that may be developed by the school leaders, staff and community over the life of the facility
- enable school-based decisions concerning specialisation
- embed the potential for adaptability for varied current uses

Therefore, responsive design requires that facilities be able to be reconfigured, without major re-construction and expense, to accommodate changing needs resulting from new learning technologies, curriculum changes and changing demands for use that might occur over the long term. As such this brief requires the minimal use of “load-bearing walls” in the construction to allow for ease of removal if required in the future.

School design must be responsive to the needs of the learners, which may vary from school to school. Consequently, the design and construction of learning facilities must be careful not to impose one way of working. Rather, the designs need to support whatever organisational model that a school develops to suit the needs of their learners.

Overarching Principle – Universal Design

The Directorate’s commitment to the principles of ‘equity, universality and non-discrimination’ highlights the necessity to incorporate Universal Design principles into all aspects of the design of the Facilities. Universal Design is the design of products and environments to be usable by all people, without the need for adaptation or specialised design. Universal Design focuses on creating the environment that promotes inclusion.

- **Principle 1.** Equitable use: the design is useful to people with diverse abilities.
- **Principle 2.** Flexibility in use: the design accommodates a wide range of individual preferences and abilities.
- **Principle 3.** Simple and intuitive: use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

- **Principle 4.** Perceptible information: the design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
- **Principle 5.** Tolerance for error: the design minimizes hazards and the adverse consequences of accidental or unintended actions.
- **Principle 6.** Low physical effort: the design can be used efficiently and comfortably and with a minimum of fatigue.
- **Principle 7.** Size and space for approach and use: appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Attachment C – 2019-2020 Sensory Spaces

LOCATION	Nature of Work/Services
Alfred Deakin High School	LSU works, air conditioner Room 205
Amaroo School	LSU, Calming room and outdoor courtyard
Arawang Primary School	LSU, Calming room
Belconnen High School	Landscape works creating new spaces as a part of modernisation
Black Mountain School	Multiple Courtyard upgrade works and quiet spaces
Calwell High School	LSU, Calming room and outdoor courtyard
Calwell Primary School	Quiet room upgrade
Campbell High School	Outdoor courtyards
Campbell Primary School	Outdoor learning area upgrade in preschool and new playground and deck
Canberra College	Outdoor courtyards
Canberra High School	LSU, Calming room and outdoor courtyard
Caroline Chisholm School - High	LSU, Calming room and outdoor courtyard
Caroline Chisholm School - Primary	LSU, Calming room and outdoor courtyard
Charles Conder Primary School	LSU Autex Tiles to improve acoustics and help de-escalation
Charnwood Dunlop Primary School	Outdoor area upgrades to create sensory spaces
Cranleigh School	New Calming Rooms and outdoor area upgrades
Dickson College	Shade structure for calming space
Evatt Primary	Upgrades to classrooms, calming room and outdoor courtyard upgrades
Fadden Primary School	Outdoor courtyard in LSU
Florey Primary school	Acoustic and improvements and de-escalation area upgrades
Forrest Primary School	LSU, Calming room and outdoor courtyard
Gilmore Primary School	Grass play area improvement
Giralang Primary School	Upgrades to access and outdoor courtyard
Gold Creek School	LSU, Calming room and outdoor courtyard

Gordon Primary School	LSU, Calming room and outdoor courtyard
Harrison School	Upgrades to courtyard
Hughes Primary School	Playground Works
Isabella Plains ECS	Outdoor courtyard upgrades with multiple calming spaces
Kaleen Primary School	LSU, Calming room and outdoor courtyard
Lake Tuggeranong College	Outdoor learning space, Establishment of an outdoor learning environment
Lanyon High School	LSU and Calming room
Macgregor Primary School	Remediation and landscaping around astro turf area in addition to more seating for students
Macquarie Primary School	LSU, Calming room and outdoor courtyard
Majura Primary School	Playground Upgrade
Malkara School	Upgrades to calming room and outdoor areas for descalation
Margaret Hendry School	Upgrades shared quiet areas
Maribyrnong Primary School	Upgrades to outdoor courtyard in LSU
Miles Franklin Primary School	Upgrades to calming space
Mt Rogers Primary School	LSU, Calming room and outdoor courtyard
Namadgi School	Upgrades to LSU and calming spaces
Narrabundah ECS	Multiple outdoor area improvements
Ngunnawal Primary School	LSU, Calming room and outdoor courtyard,
Palmerston Primary School	LSU, Calming room and outdoor courtyard
Taylor Primary School	Outdoor Learning Environment upgrade
Theodore Primary School	Upgrades to outdoor courtyard in LSU
Torrens Primary School	LSU, Calming room and outdoor courtyard
Turner Primary School	Expanding pergola area outside library area to become a large outdoor classroom
UC Kaleen High School	LSU, Calming room and outdoor courtyard
Wanniassa High School	Multiple LSU's and calming spaces upgrades

Wanniassa Hills Primary School	Landscaping and LSU
Wanniassa Primary School	Upgrades to SGU and outdoor area
Wanniassa School	External Learning and Playground Upgrades
Weetangera Primary School	LSU, Calming room and outdoor courtyard
Woden School	Courtyard upgrades and installation of new swings, multi-sport/multipurpose play surface with cross and circuit fitness

Attachment D ACT Public Schools with lead paint or asbestos

School Name	Lead Paint Detected on Site	Asbestos Detected on Site
Ainslie School	Yes	Yes
Alfred Deakin High School	Yes	Yes
Amaroo School	No	No
Aranda Primary School	Yes	Yes
Arawang Primary School	Yes	Yes
Belconnen High School	Yes	Yes
Black Mountain School	Yes	Yes
Bonython Primary School	No	Yes
Calwell High School	Yes	No
Calwell Primary School	Yes	Yes
Campbell High School	Yes	Yes
Campbell Primary School	Yes	Yes
Canberra College	Yes	Yes
Canberra High School	Yes	Yes
Caroline Chisholm School	Yes	Yes
Chapman Primary School	Yes	Yes
Charles Conder Primary School	Yes	Yes
Charles Weston School	No	No
Charnwood-Dunlop Primary School	Yes	Yes
Co-operative School O'Connor	Yes	Yes
Cranleigh School	Yes	Yes
Curtin Primary School	Yes	Yes
Dickson College	Yes	Yes
Duffy Primary School	Yes	Yes
Erindale College	Yes	Yes
Evatt Primary School	Yes	Yes
Evelyn Scott School	No	No
Fadden Primary School	Yes	Yes
Farrer Primary School	Yes	Yes
Florey Primary School	Yes	No
Forrest Primary School	Yes	Yes
Franklin School	No	No

School Name	Lead Paint Detected on Site	Asbestos Detected on Site
Fraser Primary School	Yes	Yes
Garran Primary School	Yes	Yes
Gilmore Primary School	Yes	Yes
Giralang Primary School	Yes	Yes
Gold Creek School	Yes	No
Gordon Primary School	No	No
Gowrie Primary School	Yes	Yes
Gungahlin College	No	No
Harrison School	No	No
Hawker College	Yes	Yes
Hawker Primary School	Yes	Yes
Hughes Primary School	Yes	Yes
Isabella Plains Early Childhood School	No	No
Jervis Bay School	Yes	Yes
Kaleen Primary School	Yes	Yes
Kingsford Smith School	No	No
Lake Ginninderra College	Yes	Yes
Lake Tuggeranong College	Yes	Yes
Lanyon High School	Yes	No
Latham Primary School	Yes	Yes
Lyneham High School	Yes	Yes
Lyneham Primary School	Yes	Yes
Lyons Early Childhood School	Yes	Yes
Macgregor Primary School	Yes	Yes
Macquarie Primary School	Yes	Yes
Majura Primary School	Yes	Yes
Malkara School	Yes	Yes
Margaret Hendry School	No	No
Maribyrnong Primary School	Yes	Yes
Mawson Primary School	Yes	Yes
Melba Copland Secondary School (MCSS)	Yes	Yes
Melrose High School	Yes	Yes
Miles Franklin Primary School	Yes	Yes
Monash Primary School	Yes	Yes
Mount Rogers Primary School	Yes	Yes

School Name	Lead Paint Detected on Site	Asbestos Detected on Site
Mount Stromlo High School	Yes	Yes
Namadgi School	Yes	Yes
Narrabundah College	Yes	Yes
Narrabundah Early Childhood School	Yes	Yes
Neville Bonner Primary School	No	No
Ngunnawal Primary School	Yes	No
North Ainslie Primary School	Yes	Yes
Palmerston Primary School	No	No
Red Hill Primary School	Yes	Yes
Richardson Primary School	Yes	Yes
Southern Cross Early Childhood School	Yes	Yes
Taylor Primary School	Yes	Yes
Telopea Park School	Yes	Yes
The Woden School	Yes	Yes
Theodore Primary School	No	No
Torrens Primary School	Yes	Yes
Turner School	Yes	Yes
UC Kaleen High School	Yes	Yes
Wanniassa Hills Primary School	Yes	Yes
Wanniassa School	Yes	Yes
Weetangera Primary School	Yes	Yes
Yarralumla Primary School	Yes	Yes

	Schools with lead paint	Schools with asbestos	Schools with both lead and asbestos	Schools with either lead or asbestos
Yes	75	71	69	76
No	14	18	20	13
Total	89	89	89	89



ACT
Government

ACT Government Submission

Education Directorate

May 2021