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MINISTER FOR EDUCATION AND TRAINING
MINISTER FOR PLANNING
MINISTER FOR TOURISM, SPORT AND RECREATION
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Ms Amanda Bresnan MLA
Chair
Standing Committee on Education, Training and Youth Affairs
ACT Legislative Assembly
GPO Box 1020
CANBERRA ACT 2601

Dear Ms Bresnan

Thank you for your letter of 14 December 2010 with supplementary questions to the inquiry into the Department of Education and Training's Annual and Financial Report 2009-10.

Responses to the questions asked by the Standing Committee on Education, Training and Youth Affairs about the Department of Education and Training are attached.

Yours sincerely

Andrew Barr MLA
Minister for Education and Training

2 FEB 2011

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LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY
STANDING COMMITTEE ON EDUCATION, TRAINING AND YOUTH AFFAIRS

Amanda Bresnan MLA (Chair), Jeremy Hanson CSC MLA (Deputy Chair), Mary Porter AM MLA

2009-2010 Annual Reports Inquiry – supplementary questions

Department of Education and Training

ETYA Question	AR page	Area	Question	Answer
01	18	Health and Well Being The Ministers Physical Activity Challenge	Last year when the challenge was in its first year and there was a participation rate of 35.7%, or 7935 students were involved. This represented half of the ACT primary schools This year 10,000 students were involved and while a percentage is not shown this does seem to still be	The majority of ACT public primary schools became involved in the challenge in 2010 representing a significant lift in the number of participating students and schools. The challenge was a strategy to increase the physical activity of primary school students both inside and outside of school. The three Physical Education consultants concentrated on raising teacher capacity and confidence to teach fundamental movement skills. This was a different but complementary program. Professor Rickwood (University of Canberra) has received survey results from a cohort of primary school teachers and the results of this study will become

			well below 50% of students and not much more than 50% of schools involved. 1. Why is the take up so slow when you have been working with the University of Canberra on it and have engaged three physical education consultants for three years to increase the capacity of primary school teachers to deliver Fundamental Movement Skills as part of the curriculum?	available in early 2011.
02	19	Earn or learn changes to the Education Act.	Changes to the Education Act were made in 2009 which required students to remain in school, learning or be employed until age 17. What has been the impact of this on ACT schools and colleges?	Acknowledging the challenges of engaging students who would have traditionally left school at 15 years of age, the Department has implemented a number of initiatives including: • convening a Departmental Steering Group to oversee the development of the necessary policies and procedures to enable initial implementation • convening a cross-sectoral Youth Commitment Steering Group with a longer-term focus on addressing the challenges of enhanced youth participation and attainment • establishing the Re-engaging Youth Leadership Group (RYLG) to identify programs and strategies that will meet the needs and support pathways for disengaged or at risk of disengaging students. The Department of Housing and Community Services and Youth Coalition

				are represented on the RYLG. Coinciding with the introduction of the ACT youth participation and attainment requirements (1 January 2010), enrolments in years 10 and 12 have increased in ACT public schools. As part of the response to the changes in the participation requirements: • high schools and colleges are becoming more proactive in developing partnerships with outside stakeholders to develop programs and pathways for students • schools and colleges provide support to students and their families regarding the processes that accompany the legislation i.e. Home Education, Exemption Certificates and Approval Statements.
03			Do you have any indication of how many students are not complying with this requirement given that this was a major concern when the department briefed us on the changes last year?	A Transfer Register is being used to track student movement across all schooling sectors. As more data is drawn from ongoing census collections trends in compliance with the requirement will become more evident.
04	22	A4 Outlook Strategic Plan. Students with a Disability	On page 22 of the Annual Report it says that "the Strategic Plan will be supported through the development and implementation of a comprehensive disability strategy". Has the strategy been developed?	Yes. The <i>Excellence in Disability Education Strategic Plan 2010-2013</i> was completed and launched on 7 September 2010.

05			How is the strategy being implemented?	Actions, performance measures and timelines are articulated in the plan.
06			What parts of the Review of Special Education in the ACT undertaken in 2009 will it contain?	The options contained in the <i>Review of Special Education in ACT Schools</i> have been incorporated into the <i>Excellence in Disability Education Strategic Plan 2010-2013</i>. The Plan has distilled five priorities from the Department's <i>School Improvement in ACT Public Schools – Directions 2010-2013</i> and the extensive work undertaken in the review. The five priorities are: 1. staff are trained, qualified and well supported 2. Individual Learning Plans reflect high quality, inclusive adjustments, are future focussed and accountable 3. schools and families develop strong and positive partnerships to support students 4. there is a whole-of-Government approach to student learning outcomes 5. schools/staff develop networks and work with the community.
07			What consultation with parents/guardians/foster carers and teachers is taking place?	The Disability Education Reference Group, comprising of representatives of parents, staff, specific disability groups and other government agencies is a key group in the development of the plan and its implementation.
08	22/23	Achievement gap in the performance of indigenous and non indigenous students	Can you report on progress with the programs designed to halve the achievement gap by 2018?	The <i>Literacy and Numeracy Strategy 2009-2013</i> provides a framework for building teacher capacity and ensures target groups such as Aboriginal and Torres Strait Islander students are identified for monitoring and support. In addition, schools identified as a target school through the Department of Education, Employment and Workplace Relations (DEEWR) have been given extra allocations of funds equivalent to an average of one teaching day per week to enable schools to monitor this more effectively. Funds have been

				allocated taking into account NAPLAN data and the number of Aboriginal and Torres Strait Islander students enrolled at the school. A grant funding from DEEWR provides \$500 000 over two years to address <i>Closing the Gap - Expansion of literacy and numeracy programs for underachieving Indigenous students</i>. This will begin in 2011 at Gugan Gulwan. The teacher will work one-on-one with Aboriginal and Torres Strait Islander students in year 7 and 8 from four Tuggeranong schools. Partnerships will be developed that link home, school and the student.
09			It is reported on page 32 in relation to NAPLAN testing that indigenous students continue to perform, quote, "less well" than their non indigenous peers. How will the department address this in the next year?	See response to question 08.
10	34	COAG "Smart School" partnerships	During the year the department implemented plans under the agreement with the Australian Government for the "Smart Schools" set of partnerships. Reward payments to undertake additional literacy and	All Literacy and Numeracy National Partnership schools have appointed Literacy and Numeracy Field Officers and Coordinators to work with teachers and students in schools and have a National Partnership Plan on their website. The COAG Reform Council will be assessing jurisdictions' performance against the targets and will report to COAG on 25 March 2011.

11	34	The Australian Early Development Index (AEDI)	numeracy are available if targets are met. How is the ACT progressing and when will the first round of reporting against targets be available?	The AEDI project has transferred to the Department of Disability Housing and community services (DHCS). The Department has used the AEDI to inform the rollout of Universal Access to 15 hours of preschool education in ACT Government preschool units across the ACT. Increased pre-school hours have been provided first in communities with poor results. Schools are also responding to their respective data on an individual basis by implementing programs to support children and families in the early years.
			The AEDI is a COAG-supported national survey of all children in their first year of schooling. The results show that ACT children are lagging behind national results in respect of health and well being and slightly behind in social competence. You indicate the data from the survey was used to inform policy and programs. Have any plans been put in place as a result of the survey to target these underperforming areas in primary schools?	

12			Did the surveys show that other States were approaching these areas differently to the ACT?	No.	
13	37	Vocational Education and Training	Under the Departments Priorities Support Program, (PSP), in 2009-10 1,526 clients were funded to a total of \$2.32million. How many of the 1526 clients graduated?	In 2009-10, 706 Priorities Support Program (PSP) clients graduated. Note: Not all PSP clients commence and graduate training in the same year. Some of the clients who commenced training in 2009-10 may graduate in 2010-11. Similarly, some of the clients who graduated in 2009-10 might have commenced training in 2008-09.	
14			Can you give a breakdown of how many clients, from the categories listed in the Annual Report, graduated?	PSP Completions in 2009-10 by client category	
				Aboriginal and Torres Strait Islander peoples	Casual workers and volunteers
				People with a disability or mental illness, which may affect access to training and employment	Small business employees (fewer than 20 employees)
				Mature aged workers (aged 40 years and over)	Youth at risk (aged 16-24 years)
				400	129
				189	30
				20	1

15	162	VET (ACT Accreditation and Registration Council)	Registered Training Organisations (RTOs). The Annual Report shows that at 11 June 2010 there were 133 RTOs approved by the Accreditation and Registration Council to deliver and assess nationally recognised training. We had representations through the year from the RTOs that payment arrangements for their services were delayed for extensive periods. What has been done to rectify this?	Note: The total number of completions by PSP client category is greater than the total number of actual completions as some clients' completion may be counted more than once if they fit into more than one category. For example, the completion for a 45 year old client with a disability will be counted twice - once as a mature age worker and once as having a disability. Not all PSP clients commence and graduate training in the same year. Some of the clients who commenced training in 2009-10 may graduate in 2010-11. Similarly, some of the clients who graduated in 2009-10 might have commenced training in 2008-09.
			The Department experienced difficulty with the implementation of the ACT Vocational Management System (AVMS2), which was designed to manage Australian Apprentices contracts and to make payments to Registered Training Organisations (RTOs). This resulted in delayed payments to RTOs. Modifications to the system in conjunction with manual processing have allowed the backlog of payments to be cleared and for ongoing payments to meet contractual payment timeframes. Work is continuing in 2011 to further improve business processes, procedures and ICT support capabilities.	

16			Have any RTOs gone out of business or been unable to deliver training because of delays in being paid for services?	Whilst the failure of the AVMS2 system caused most RTOs some disruption to business practices, to the Department's knowledge, no RTO has gone out of business or has been unable to deliver training as a direct consequence of delayed payments.
17	39	VET Indigenous Apprentices and Workers	Can you expand on the agreements reached with various bodies to maximise employment opportunities for the employment of indigenous apprentices and workers, eg. What is involved from the employer/employee perspective?	Under the <i>Nation Building and Jobs Plan</i> construction companies approved to undertake construction projects for the ACT Department of Education and Training agreed, as part of the procurement process, to endeavour to employ one Indigenous worker by either engaging through a Group Training Organisation (GTO) or by direct employment by them. Eight candidates were sourced by Indigenous Success Australia (ISA). Pre-employment training was provided to candidates by ISA in partnership with Construction Industry Training and Employment Association (CITEA). ISA utilised funding from the Department of Education, Employment and Workplace Relations to provide general work preparation training, while CITEA provided training for candidates to achieve their Occupational Health and Safety white-card. One successful construction company sourced three Indigenous workers through Habitat Personnel. White-card training was provided to candidates by Habitat Personnel in partnership with a registered training organisation. Other successful construction companies also employed or hosted Indigenous apprentices.

18			How are the opportunities advertised or marketed?	ISA is a locally based service provider and their process for identifying, training and mentoring aims to provide long term benefits for the local Indigenous community. ISA worked in partnership with the Construction Industry Training Council (CITC) and the ACT Stimulus Package Taskforce to market this initiative to all construction companies planning to tender for the Department's construction projects. Marketing to construction companies was conducted through meetings and flyers. ISA also advertised the employment opportunities to job service providers and directly to the Indigenous community through flyers and emails to members of Indigenous networks.
19			How many apprentices and workers have been employed under these agreements in the past year?	As of 31 December 2010, 14 Indigenous workers have secured on-going employment under the initiative. Nine of these are apprentices. The remaining five are employed as trainees or labourers. Of the eight candidates sourced by ISA, two were employed as trainees at Certificate II level, the others as labourers. One candidate commenced an apprenticeship but has since moved to NSW. One of the candidates sourced through Habitat Personnel was employed as a cadet with Manteena. He is soon to complete a Certificate IV in Building and Construction (Contract Administration) through MBA Group Training. A bricklaying apprentice fully engaged on a number of public school construction projects under this initiative won the CITC Outstanding Graduating Indigenous Apprentice Award in 2010.
20	44	Pursuing	We understand that DET	Redirected to the Department of Disability, Housing and Community Services.

		Industry, Community and Government Partnerships and the Discussion Paper on Transitions out of care	and CIT are finalising protocols to improve education and training pathways for young people transitioning out of care. What has been the nature of these discussions and the strategies within the protocols to improve pathways and supports?	
21			When will these protocols be finalised?	Redirected to the Department of Disability, Housing and Community Services.
22	61	External Audit - Student Support Services for Public High Schools	The Audit Office made a number of recommendations to improve student support services for public high school students. A list of responses is included in the Annual Report and you indicate the majority of the recommendations have been implemented. What recommendations are still to be addressed?	The recommendation that still needs to be addressed is Recommendation 2, which was partially agreed to. An internal audit of the suite of disciplinary policies was conducted in 2009. These policies will be reviewed as part of the standard policy review cycle which will be in mid 2011.

23			Has there been a noticeable impact as a result of the implementation of the Audit Office recommendations?	The recommendations have led to the development of new processes for school counsellors and behaviour support programs and the provision of training programs to support these changes. At this point it is too early to ascertain any impacts on student learning and wellbeing or client satisfaction.
24	86/87/88	Human Resources Performance	On pages 86, 87 and 88 in relation to Human Resources issues a number of new and ongoing initiatives are outlined. There is no mention of the issue which came to our notice through the year and that was a shortage of relief teachers and reports of students having to spend class time in school halls because of the unavailability of teachers. Can you provide an update on the situation in relation to relief teachers including what happens to students when teachers are not available?	The number of casual teachers registered for work in schools increased during 2010. Also resources were allocated to improve the level of accuracy in availability data of casual teachers. Although the demand for casual teachers was consistently high throughout the year with over 850 casual staff receiving work in many fortnights, the casual system had more than 1400 registrations. Principals employ a range of strategies when a casual teacher is not available. These include prioritising the need to engage a casual teacher, combining classes, varying the learning program, minimal supervision arrangement with older students to do project or assignment work, student directed learning activities and in college and only in very limited cases, cancellation of a class.

25		In regard to hiring practices more broadly, does DET have a target for the amount of time taken between first advertising a position and that position being filled, and if so, is it meeting that target?	Due to the need to avoid disruption to school programs, teacher selections are based around school arrangements (school terms). Therefore while the target is to complete the selection process in the minimum time, the successful applicant may not take up the position until the next term or semester. Generally the target for filling a vacancy (first advertised to verbal offer) is 40 days. While this is achieved in most central office selections, the school based figure is closer to 60 days.
26	91 Staffing Length of service	Table C7.6 shows the average length of teacher service as being 8.4 years. How does this compare with other States?	Table C7.6 shows the average length of service for all staff, including casual staff, not just teaching staff. The figure of 8.4 years is consistent with the previous years. It is not considered appropriate to directly compare average lengths of service with other states and the Northern Territory due to the unique geographical circumstances of the ACT, including the entirely urban nature of the ACT public school system.
27		What are we doing to improve the length of teacher service considering the significant investment that is made in recruiting and training teachers?	The Department constantly monitors work conditions, including average length of service of its entire staff in its efforts to be a good employer and employer of choice. In doing this, the Department recognises the unique environment that ACT public school teachers and public servants work in. The current average length of service in some ways reflects the effort by the Department to address its ageing workforce profile. Over recent years, the average age of staff has dropped from around 47 years to around 42 years. The Commissioner for Public Administration's ACT Public Service Workforce

			Profile 2008-09 indicated that the Department's average teacher length of service was 7.5 years and school leader length of service was 15.2 years. The ACT Government average length of service in this report was 7.6 years.
28	Gender breakdown	The gender breakdown between males and females in the Department seems to be quite disproportionate (female 4,377 and male 1,231). Is the Government doing anything to address this issue? If yes, what will it be doing to address this issue? If no, why?	Similar to other occupations, such as in the health sector, the gender balance difference in the Department reflects in many respects the traditional employment nature of the teaching profession. The Department constantly monitors work conditions in its efforts to be a good employer and employer of choice. The Department aims to produce a quality education system for all students and to do that requires the best male and female teachers. Teacher recruitment is an issue of quality and equity. Everyone who applies for a teaching job does so on a level playing field and successful applicants are those who display strong academic qualifications and the aptitude and passion needed to become a teacher, regardless of their gender. The ACT is participating in valuable national work through the Teacher Quality partnership to examine the many factors that affect the quality and retention of the teaching workforce. This work includes different strategies to attract quality people into the profession, ways to improve all aspects of pre-service education and raising the profile of the profession through the introduction of national teacher standards.
29	Staff retention	There seems to be a significant drop in staff retention after ten years of service -what is the reason for this?	An outcome of changes in the workforce age profile over the previous ten years has been a reduction in the average age of the teacher workforce. Associated with a younger workforce has been a noticeable increase in access to maternity and parenting leave. This leave may lead to an absence of five or more years from the workforce.

			Is the government doing anything to address this issue?	In addition, generation X and Y employees are more likely to take absences from the workforce to travel and work overseas. Many of these staff return to the workforce at some future point.
30			What are the initiatives currently being undertaken?	Improvement in the teacher salary scale and salary level should assist with staff retention including after ten years of service. Also improvement in the level of support to teachers through formal mentoring programs and staff development will assist in keeping teachers in the workforce.
31			What evidence is available to support the effectiveness of these initiatives?	Data is not currently collected as initiatives are yet to be fully implemented.
32	ICT support		The Government seems to be heavily focussed on introducing ICT into schools, are the 19 IT Officers sufficient? What is the waiting time for schools needing IT support?	Yes. While InTACT employs 19 IT officers to support schools IT networks, there are also currently 26 IT officers employed by schools directly. The continued centralisation of school IT networks will improve the efficiency of IT support across all schools. Response times are based on the nature of the problem and the number of schools impacted by the problem. Generally schools can expect a scheduled visit once a week from the School Support team and this would address most simple issues that arise. The number of staff in the team is adequate for dealing with these general situations but when an emergency is identified, InTACT will activate its Problem Management procedures and additional resources will be assigned to resolving the problem. The additional support required for the increased number of schools will be offset by reduced volume in tasks performed at the school level. More tasks can be completed centrally, reducing the load on both school based staff and the IT Support staff.

33			How much is spent on IT management and support in last financial year?	A total of \$8 211 110 was spent on IT management and support last financial year, including a range of projects and salaries under the Department/InTACT Service Level Agreement, the Department's Learning Technologies Team salaries, and salaries for InTACT staff working on new ICT projects/budget/capital initiatives.
34			How much has been allocated for this financial year?	A total of \$10 170 195 has been allocated for this financial year.
35	Professional development		The annual report mentions three principals who were enrolled in Harvard University's Improving Schools: The Art of Leadership course. Why Harvard?	The Harvard leadership courses are highly respected and relevant to emerging leaders and new principals. The forum for school leaders was considered to be particularly relevant for the three ACT principals establishing new schools in Tuggeranong and Gungahlin.
36			Were other options and programs considered? If yes, what other alternatives were identified? Why were these other options not chosen?	Other options were considered including the Australian Institute for Teaching and School Leadership (Australia) and the National College for School Leadership (UK). Programs were either not available at an appropriate time or still being established.
37			What was the duration of this program?	The Principals attended a nine day course.

38			What was the total cost to send each principal on this course, eg, program cost, airfare class and cost, hotel, ground transportation costs etc.	Average cost per principal was \$8 958.66. The total cost was \$26 876.64. This covered all associated costs.
39	139	Aboriginal and Torres Strait Islander (ATSI) reporting	As part of closing the learning and achievement gaps for ATSI students the Department is developing an Education Strategy and a Reconciliation Action Plan. (see page 139) 1. Can you outline what is involved in these, if they have been released and how they will assist to narrow the gaps?	The <i>Reconciliation Matters ACT Department of Education and Training Reconciliation Action Plan July 2010 – June 2011 (RAP)</i> was launched on 6 July 2010. The <i>Aboriginal and Torres Strait Islander Education Matters Strategic Plan 2010-2013</i> was completed and launched on 1 September 2010. The RAP was developed with input from departmental staff, students, parents and unions and sets out the Department's commitment to building lasting and positive relationships with Aboriginal and Torres Strait Islander peoples. Reporting on RAP targets will be made available to the public through the Department's Annual Report. The strategic plan provides clear direction for closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students. The plan is clearly aligned with the Department's strategic plan <i>Everyone Matters 2010-2013</i>, ensuring that the targets set have coherence throughout the organisation. The priorities, performance measures and key actions outlined in the plan provide a framework for committed action and innovative responses to meet the needs of Aboriginal and Torres Strait Islander students, their families and communities. Progress in achieving the priorities will be reported through the Department's Annual Report and the <i>National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014</i>.

40	English as a Second Language	Reductions proposed in the original efficiency dividend which would see one of the two current SLC English positions abolished have been revised but it has been suggested that the positions will continue until the end of 2011. What will happen after 2011?	Major policy work will be completed during 2011 and staffing points for one SLC ESL (English as a Secondary Language) Executive Officer position will be reallocated for general ESL staffing.
41		Itinerant teacher positions have been reduced by two positions. These positions provided itinerant ESL support to pre-schools. What is the current demand for ESL support for preschools?	The two itinerant ESL teachers have identified pre-school ESL students, provided advice to pre-school teachers and have assessed eligible ESL students' Language Performance Ratings (LPRs) for the August ESL census. ESL points are allocated to the primary school for ESL staffing once the students enter kindergarten.
42		How will the new arrangements whereby these positions will be directly allocated for schools cater for preschools?	Primary school principals will be responsible for ensuring ESL students in their preschools are identified and supported as required.

43		What is the Government's definition of 'minimal language skills' in relation to ESL students?	The term 'minimal language skills' is not a defined or official term. ESL students who meet the Department's ESL eligibility criteria in terms of background and time in an Australian school are assessed annually in the four language macro-skills: Listening, Speaking, Reading and Writing. They are allocated a Language Performance Rating (LPR) from 0 – 5 on a scale where four is average for a native English speaker of the same age and year level. On this scale, students with LPRs below one are rated as having minimal English language.
44		Is there a minimum specified threshold? If yes, how is this decided? How does this compare with other jurisdictions?	Whilst there is not a minimum specified threshold, ESL students who enrol in an ACT public school with insufficient English to access the curriculum are referred to an Introductory English Centre (IEC). Students normally exit an IEC with an LPR of or slightly above 0.5. Each jurisdiction has a different method of identifying, assessing, scaling and funding ESL students.
45		Does this mean that students above the government's 'minimum language skills' threshold cannot access ESL support programs?	No, this is not the case. All students whose English proficiency is below that of an average native speaker have the potential to attract staffing points so they receive support from an ESL teacher. Students with the greatest need are staffed. Whilst ESL funding varies from year to year, generally students up to an LPR of two attract ESL staffing points – i.e. students whose English language proficiency is rated minimal, well below or below average.
46		What is the rate of growth of ESL students in the education system?	The number of ESL students in the public education system has been increasing steadily. The growth rate in the number of ESL students from February 2009 to February 2010 was approximately five percent. As at February 2010, ESL students accounted for approximately 12 percent of all enrolments in public schools (excluding preschool).

47	NAPLAN	The recent NAPLAN results identified that approximately 470 Year 9 students did not have the most basic writing skills and that two out of every class of 20 students failed to meet minimum standards. How will the government better support these students? Will they be given individual learning plans, and their progress more closely monitored? If yes, how will this be implemented?	Each ACT public high school has a designated literacy coordinator. These coordinators are expected to spend half their allocated time coaching teaching staff and the other half providing targeted support for identified students. The Learning and Teaching Branch provides leadership, modelling, support and guidance to support coordinators in schools. In addition, the Department facilitates professional learning for teachers in schools. In 2011, the main professional learning offered to high school teachers will be a continuation of the <i>Incorporating Strategies for an Inclusive Curriculum</i> (InSinc) program. The InSinc program addresses the language and literacy needs of a diverse range of students in mainstream classes including ESL learners, students with learning difficulties and gifted and talented students. This program has been aligned to the Quality Teaching model. Other professional learning available for this content area includes workshops on 'Persuasive Writing' as well as the Western Australian <i>Steps</i> resource 'Tactical Teaching'. This program is currently offered in 'Reading', 'Speaking' and 'Listening', with 'Writing' to be established in 2011. An additional five high schools receive a Literacy and Numeracy Field Officer who contributes to supporting students and teachers in their pedagogy.
48		What efforts will be made to examine the ACT's NAPLAN results with comparable socio-economic areas in Sydney and Melbourne?	The comparison of ACT NAPLAN results using metropolitan outcomes is broadly covered in each year's analysis. Refinement of this analysis to directly compare the ACT with specific locations (or areas) within another state or territory (e.g. Sydney or Melbourne) is outside the scope of available NAPLAN data.

49		The Annual Report states that six Indigenous Literacy and Numeracy Officers were appointed to support approximately 141 students from kindergarten to Year 4. Are these the same support officer positions to be discontinued in the recent efficiency dividend cuts?	The funding allocation for the Aboriginal and Torres Strait Islander Literacy and Numeracy Officers (formally ILNO program) has been redistributed to schools. Schools identified as a target school through the Department of Education, Employment and Workplace Relations have been given extra allocations of funds equivalent to an average of one teaching day per week. This allocation is to be used for explicit targeted intervention to improve the literacy and numeracy outcomes of identified Aboriginal and Torres Strait Islander students enrolled at each school. Copies of Personalised Learning Plans (PLPs) need to be developed by the end of term 1 with all stakeholders and reviewed on a regular basis. The monitoring and tracking of literacy and numeracy outcomes for these students is a requirement of the funding allocation. Funds have been allocated taking into account NAPLAN data and the number of Aboriginal and Torres Strait Islander students enrolled at the school.
50	School Safety Cyber-bullying	It was noted in the annual report that a number of proposals have been considered by the ACT Safe Schools Taskforce to support awareness of cyber-bullying and internet safety—what are the proposals that have been submitted?	A proposal to hold an ACT Schools Student Summit has been considered and agreed to by the ACT Safe Schools Taskforce. The Summit will provide year 9 students in the ACT with an opportunity to be involved as partners in the responsible use of digital technologies. The date of the Summit will coincide with the National Day of Action Against Bullying and Violence on 18 March 2011. A proposal for the Department to produce bullying prevention guidelines has been adopted. These will include specific guidelines about cyber-safety and cyber-bullying. Activities led by Pastoral Care Coordinators to raise awareness in high school students of cyber safety were also considered and supported.

51	CCTV	Please provide a list of all schools currently having CCTV systems, date of CCTV implementation, and associated costs of maintaining such systems	Twenty two ACT public schools currently have non-recordable CCTV systems installed for the purpose of monitoring children in first aid rooms. A full list of these schools is as follows: • Arawang Primary • Charnwood-Dunlop Primary School • Curtin Primary School • Fadden Primary School • Farrer Primary School • Florey Primary School • Garra Primary School • Gilmore Primary School • Giralang Primary School • Gowrie Primary School • Kaleen Primary School • Macgregor Primary School • Majura Primary School • Melrose High School • Miles Franklin Primary School • Monash Primary School • Mt Rogers Primary School • Red Hill Primary School • Southern Cross Early Childhood School • Taylor Primary School • Wannassa School - senior campus • Yarralumla Primary School.
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			A further two schools have non-recordable CCTV installed in rooms to observe student safety whilst in time out: • Charles Conder Primary School • The Woden School. Erindale College inherited a recordable CCTV system when it took over responsibility for the Erindale Theatre and the Active Leisure Centre. The system was initially installed in 1995 to provide security for community areas and its clients. The costs of maintenance are not separately recorded.
52		How many applications for CCTV has the Government received from schools in FY2007-08, FY2008-09, and FY2009-10?	The Department of Education and Training has received one application from a school regarding the installation of CCTV systems: FY2007-08 – nil applications received FY2008-09 – nil applications received FY2009-10 – one application received on 24 June 2010.
53		Which schools have submitted an application for CCTV? Where applications have been denied, please state year(s) of application, case for CCTV application and grounds for application denial.	In 2010, the Department received a request from Lanyon High School for the installation of closed circuit television (CCTV) cameras to prevent vandalism. In assisting the school to respond to its concerns, the Department is installing additional security fencing, upgrading current security fencing, and implementing other security measures, to decrease the incidence of property damage and vandalism at the school.

54	Cleaning contract	What are the elements of the new contractual arrangements for clustered cleaning services at schools?	The establishment of the Panel of Cleaning Contractors will provide standard terms and conditions, including price, for all cleaning services at all schools.
55		Will services be contracted at the market rate, and if not, what is the alternative costing model?	The Department has set a market rate for all cleaning contracts. This hourly rate has been developed with the Liquor Hospitality and Miscellaneous Union (LHMU) and the Building Services Contractors Association of Australia (BSCAA). This rate will be reviewed on 1 July each year and will include consultation with unions and industry and examination of local and national market conditions.
56		What savings have been identified with the new contractual agreements?	The introduction of an hourly set price is not premised on savings. The initiative ensures a fair price for all contractors to enable them to meet their legal obligations and achieve a quality standard of cleaning.
57	National Curriculum	The NSW Board of studies has criticised the National Curriculum as being inferior to the existing NSW curriculum, and is said to have too much content. What reviews have the ACT Government conducted prior to	The ACT Government has in place a current, relevant and effective curriculum framework entitled <i>Every Chance to Learn</i> , Curriculum framework from preschool to year 10. The ACT mapped <i>Every Chance to Learn</i> against the four draft learning areas of the phase 1 Australian Curriculum and found strong alignment. ACT teachers were widely consulted in Canberra and by ACARA and ten trial schools participated in the development of phase 1 documentation.

			supporting the latest stage of the National Curriculum?	
58			How were the Governments consultation findings different from the other jurisdictions, eg, NSW?	NSW has a syllabus, ACT has a framework. ACT teachers have developed expertise through the implementation of our framework and are keen to be involved. NSW education and ACT education operate under different legislative arrangements.
59			What provisions have been made to allow teachers to properly learn and understand the new curriculum? Is there financial support for teachers?	A bridging document was issued to every teacher in the ACT in December 2010. Curriculum coordinators will be given information and hands-on activities to familiarise them with the curriculum documents and equip them with processes which they can then deliver in their schools. Several train-the-trainer sessions have already taken place, including a two day workshop for 145 curriculum coordinators. Ten lead schools have been identified and will be resourced to develop units of work to support the new curriculum. The units of work will be published on the Department's website and will also be available through the Connected Learning Community (an interactive website for all ACT public schools). The Connected Learning Community will provide an ideal learning environment to facilitate communication between teachers and to share work samples. A total of \$250 000 has been set aside for teacher professional development. A detailed plan for professional learning across sectors is currently being finalised for the 2011 school year.

60	Class sizes	Seventy teachers were appointed in 2009-10 in primary schools, 50 in high schools and 10 in colleges. Which schools and colleges were these new teachers assigned to?	The number of teachers at individual schools is primarily determined by enrolments. As enrolment numbers change year to year at schools, teacher numbers also change. All teacher positions in the class sizes initiative were implemented across schools. The additional teachers to reduce class sizes were added to the total pool of staff available to primary schools, high schools and colleges.
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