REPORT ON ANNUAL AND FINANCIAL REPORTS 2017-2018

STANDING COMMITTEE ON EDUCATION, EMPLOYMENT AND YOUTH AFFAIRS

MARCH 2019

REPORT 4
THE COMMITTEE

COMMITTEE MEMBERSHIP

Mr Michael Pettersson MLA   Chair
Mrs Elizabeth Kikkert MLA   Deputy Chair
Ms Elizabeth Lee MLA   Member

SECRETARIAT

Mrs Nicola Kosseck   Secretary (to December 2018)
Ms Kate Harkins   Secretary (from January 2019)
Ms Jindriska Coufalova   Research Officer
Ms Lydia Chung   Administration Officer

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RESOLUTION OF APPOINTMENT

On 13 December 2016, the ACT Legislative Assembly agreed by resolution to establish legislative and general purpose standing committees to inquire into and report on matters referred to them by the Assembly or matters that are considered by the committees to be of concern to the community, including:

A Standing Committee on Education, Employment and Youth Affairs (the Committee) to examine matters related to early childhood education and care, primary, secondary, post secondary and tertiary education, non-government education; industrial relations and work safety; and youth services.

The Legislative Assembly agreed that each committee shall have power to consider and make use of the evidence and records of the relevant standing committees appointed during the previous Assembly.¹

TERMS OF REFERENCE

At its meeting on Thursday, 25 October 2018, the Assembly passed the following resolution:

1. The annual and financial reports for the financial year 2017-2018 and for the calendar year 2017 presented to the Assembly pursuant to the Annual Reports (Government Agencies) Act 2004 stand referred to the standing committees, on presentation, in accordance with the schedule below;
2. The annual report of ACT Policing stands referred to the Standing Committee on Justice and Community Safety;
3. Notwithstanding standing order 229, only one standing committee may meet for the consideration of the inquiry into the calendar years 2017 and financial year 2017-2018 annual and financial reports at any given time;
4. Standing committees are to report to the Assembly on financial year reports by the last sitting day in March 2019, and on calendar year reports for 2017 by the last sitting day in March 2019;
5. If the Assembly is not sitting when a standing committee has completed its inquiry, a committee may send its report to the Speaker or, in the absence of the Speaker, to the

Deputy Speaker, who is authorised to give directions for its printing, publishing and circulation; and

6. The forgoing provisions of this resolution have effect notwithstanding anything contained in the standing orders.²

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<td>ACT Teacher Quality Institute</td>
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<td>Minister for Vocational Education and Skills</td>
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<td>University of Canberra</td>
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<td>Minister for Higher Education</td>
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# Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>Assembly</td>
<td>Legislative Assembly for the Australian Capital Territory</td>
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<td>BCITF</td>
<td>ACT Building and Construction Industry Training Fund Authority</td>
</tr>
<tr>
<td>CIT</td>
<td>Canberra Institute of Technology</td>
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<td>CMTEDD</td>
<td>Chief Minister, Treasury and Economic Development Directorate</td>
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<tr>
<td>Committee</td>
<td>Standing Committee on Education, Employment and Youth Affairs</td>
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<td>Directions</td>
<td>Annual Reports Directions</td>
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<td>Directorate</td>
<td>ACT Education Directorate</td>
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<tr>
<td>COAG</td>
<td>Council of Australia Governments</td>
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<tr>
<td>CTP</td>
<td>Compulsory Third Party</td>
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<tr>
<td>UC</td>
<td>University of Canberra</td>
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<tr>
<td>UNSW</td>
<td>University of New South Wales</td>
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<tr>
<td>VET</td>
<td>vocational education and training</td>
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RECOMMENDATIONS

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RECOMMENDATION 14

2.29 The Committee recommends that the Education Directorate report on the number of school leaders that have undertaken cultural awareness training either online or in person over the 2018 school year.

RECOMMENDATION 15

2.30 The Committee recommends that the Education Directorate establish strategic indicators to assess the effectiveness of cultural awareness training of staff in schools.

RECOMMENDATION 16

2.34 The Committee recommends that the Education Directorate provide an update to the ACT Legislative Assembly on the teacher mentor training program and its uptake in ACT schools.

RECOMMENDATION 17

2.35 The Committee recommends that the Education Directorate provide an update to the ACT Legislative Assembly on work being undertaken to expand the core skills of leaders and classroom teachers in early years literacy and writing in high schools program, and its uptake in ACT schools.
RECOMMENDATION 18

2.42 The Committee recommends Education Directorate provide an update to the ACT Legislative Assembly on the number of schools that have completed occupational violence training as at the end of 2018.

RECOMMENDATION 19

2.43 The Committee recommends that the Education Directorate continue to work with teachers and learning support assistants to identify and report early indicators of whether further support structures are needed to assist teacher and student safety.

RECOMMENDATION 20

2.44 The Committee recommends that the Education Directorate continue to implement the occupational violence plan.

RECOMMENDATION 21

2.45 The Committee recommends that the Education Directorate engage with parents, and school systems in other jurisdictions, to learn from and address the needs and safety of students in ACT schools.

RECOMMENDATION 22

2.46 The Committee recommends that the Education Directorate enact the four recommendations made in the Caple Report, including:
   - Key recommendation 1. Provide better targeted training and support for staff in schools who work with students with complex needs.
   - Key recommendation 2. Utilise a Workplace Health and Safety compliant risk assessment process and a case work approach for students and families with the most complex needs.
   - Key Recommendation 3. Review the options for a more suitable centrally controlled incident reporting tool for occupational violence to improve the quality and amount of data captured as well as to improve the useability and access to the data.
   - Key Recommendation 4. Develop closer working relationships with Universities to ensure pre-educators and early educators are provided placements and support to teach students with complex needs.

RECOMMENDATION 23

2.50 The Committee recommends that the Education Directorate continue to implement the recommendations from the Ombudsman’s report into reportable conduct in the ACT.

RECOMMENDATION 24

2.51 The Committee recommends that the Education Directorate update the teacher’s code of professional conduct at the soonest possible juncture to reflect both recommendations from the Ombudsman’s report into reportable conduct, and all relevant legislation.
RECOMMENDATION 25

2.54 The Committee recommends that the Education Directorate update to the ACT Legislative Assembly on the final policy for suspensions, transfers and expulsions in ACT schools.

RECOMMENDATION 26

2.57 The Committee recommends that the Education Directorate undertake an audit of qualifications of all specialist teaching staff and the subjects that they are currently teaching.

RECOMMENDATION 27

2.59 The Committee recommends that the Education Directorate update the ACT Legislative Assembly on progress made in developing the three year old preschool initiative.

RECOMMENDATION 28

2.63 The Committee recommends that the Minister for Education and Early Childhood Development report on results of the evaluation of chromebooks in ACT schools as an education tool in a classroom setting to the ACT Legislative Assembly.

RECOMMENDATION 29

2.64 The Committee recommends that the Education Directorate assess the academic performance improvements, including digital literacy, derived from the roll out of chrome books across ACT government schools.

RECOMMENDATION 30

2.65 The Committee recommends that the Education Directorate report on whether the chrome book roll out has led to increased homework completion to the ACT Legislative Assembly.

RECOMMENDATION 31

2.68 The Committee recommends that the Education Directorate work with Transport Canberra and City Services to harmonise responsibility for oval facilities such that ACT Government employees conduct oval maintenance.
1 INTRODUCTION

1.1 On Thursday, 25 October 2018, the Legislative Assembly for the Australian Capital Territory (the Assembly) referred the annual and financial reports for the financial year 2017-18 and for the calendar year 2017 of all ACT Government agencies to the relevant standing committees of the Assembly for the ACT for inquiry and reporting.3

1.2 The following annual reports and parts of reports were referred to, and examined by, the Standing Committee on Education, Employment and Youth Affairs (the Committee) and were the subject of public hearings in November 2018:

- ACT Building and Construction Industry Training Fund Authority;4
- ACT Long Service Leave Authority;5
- Canberra Institute of Technology – for calendar year 2017;6
- Chief Minister, Treasury and Economic Development Directorate: Workforce Injury Management and Industrial Relations Policy, Tertiary Education, Training and Research, and Skills Canberra;7
  - Education Directorate;8 and
  - University of Canberra – for calendar year 2017.9

CONDUCT OF THE INQUIRY

1.3 The Committee held the public hearings on the 6 November 2018. A list of witnesses who appeared before the Committee is Appendix A to this report.

1.4 Transcripts of the hearings can be accessed on the ACT Legislative Assembly website.10

1.5 The Committee did not call for public submissions.

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1.6 A total of 14 questions were taken on notice during the hearings. 15 supplementary questions were asked and answered.

1.7 Table 1 illustrates the breakdown of questions by portfolio:

Table 1 – Summary of Questions by Portfolio

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Questions Taken on Notice</th>
<th>Questions on Notice (supplementary questions)</th>
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<tr>
<td>Minister for Education and Early Childhood Development</td>
<td>8</td>
<td>11</td>
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<tr>
<td>Minister for Children, Youth and Families</td>
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<tr>
<td>University of Canberra</td>
<td>0</td>
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</tbody>
</table>

1.8 A full list of questions taken on notice and supplementary questions is available at Appendix B. All responses to the questions are available on the Inquiry webpage.11

ACKNOWLEDGEMENTS

1.9 The Committee thanks Ms Yvette Berry MLA, in her capacity as Minister for Education and Early Childhood Development, Ms Rachel Stephen-Smith MLA, in her capacity as Minister for Employment and Workplace Safety and Ms Meegan Fitzharris MLA, in her capacity as Minister for Higher Education and Minister for Vocational Education and Skills for assisting the Committee with the inquiry. The Committee also thanks accompanying directorate and agency officials for providing their time and expertise as witnesses.

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STRUCTURE OF THIS REPORT

1.10 This report is presented in seven chapters:

- Chapter 1 – Introduction
- Chapter 2 – Education Directorate
- Chapter 3 – Workforce Injury Management and Industrial Relations
- Chapter 4 – Vocational Educations and Skills
- Chapter 5 – Tertiary Education, Training and Research
- Chapter 6 – University of Canberra
- Chapter 7 – Conclusion

PURPOSE AND INTENT OF ANNUAL REPORTING

1.11 The Annual Reports (Government Agencies) Act 2004 sets the framework for annual reporting across the ACT public sector. In accordance with the Annual Reports (Government Agencies) Act 2004, the Annual Reports Directions (the Directions) are issued to outline agency reporting requirements.\(^\text{12}\)

1.12 The Directions outline the purpose of Annual Reports in the following terms:

Annual reports are reports from agency heads to their responsible Minister, the Legislative Assembly and the public. The focus should be on information that is relevant to:

1) The directorate/public sector body’s long term strategic direction and context;
2) Performance analysis against directorate/public sector body short term budget outputs; and
3) Financial management of the directorate/public sector body. Government Budget Papers and Statements of Intent establish core government outcomes and strategic priorities, while setting out performance targets and funding appropriations.\(^\text{13}\)

1.13 The Directions specify the characteristics of effective annual reporting, the content requirements for report, agency-specific annual reporting requirements as well as the requirements for format, publication, access and distribution, territory record keeping and processes for corrigenda and receiving feedback.

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1.14 As specified in the Directions, annual reports are ‘reports from agency heads to their responsible Minister, the Legislative Assembly and the public’. Annual reports enable agencies to provide an account of their performance, through Ministers, to the Legislative Assembly and the wider community.\(^{14}\)

1.15 Annual reports co-exist with other annual whole-of-government reporting processes to present an aggregated view of the performance of the ACT public sector as a whole.\(^{15}\)

All reports examined by the Committee were presented to the Speaker by the required date set up within the part 4 of the *Annual Reports (Government Agencies) Act 2004*.

1.16 The Committee notes that the Annual Reports considered largely comply with the Directions.

1.17 The Committee recommends that in order to comply fully the annexed reports for both the ACT Teacher Quality Institute and ACT Board of Senior Secondary Studies (BSSS) should include separate table of contents pages. Additionally, the ACT Building and Construction Industry Training Fund Authority Annual Report should include a list of abbreviations and acronyms in future editions.

1.18 The Committee also acknowledges that the Education Directorate made an administrative error, and that as a result, the Transmittal Certificate for the BSSS was not included in the Annual Report. The Committee understands this will be rectified in future reports.

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2 EDUCATION DIRECTORATE

INTRODUCTION

2.1 The Minister for Education and Early Childhood Development, Ms Yvette Berry MLA, attended the Committee’s public hearing on Tuesday 6 November 2018 to discuss the Education Directorate (the Directorate) Annual Report 2017-18 (the Annual Report).16

2.2 The Annual Report provides that the Directorate delivers ‘quality public school and early childhood education to shape every child’s future and lay the foundation for lifelong development and learning.’17 In the ACT, there are 134 schools operating, including 87 public and 47 independent and non-government schools.18

2.3 The ACT public education system is based on four school geographically based networks, and the Annual Report provides details on the composition of each network.19

2.4 The Directorate has four divisions comprising 16 branches, including the:

 System Policy and Reform Division;
 Service Design and Delivery;
 School Improvement; and
 Business Services Division.20

2.5 The Minister for Education and Early Childhood Development took 8 Questions on Notice during the hearing held on 6 November 2018 and received 11 supplementary questions. Answers can be accessed on the Committee website.21

MATTERS CONSIDERED

2.6 The Committee considered a number of subjects in detail during the hearings. These are discussed below.

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NAPLAN AND STANDARDISED TESTING

2.7 The Minister told the Committee about the Council of Australia Governments (COAG) Education Council review into how NAPLAN data is used.\(^{22}\) The Committee was informed that Professor Bill Louden had been appointed to undertake the review, which started in June 2018. The Committee understands that an interim report was due to the Education Council in December 2018, and a final report will be presented in the first half of 2019.\(^{23}\)

2.8 The Committee asked about NAPLAN moving from a paper based test to an online format, noting that the ACT used the online format for the first time. Minister Berry stated that ‘there is no issue with NAPLAN moving online’ noting that that the rollout of NAPLAN online was successful in the ACT in 2018.\(^{24}\)

2.9 The Committee also heard evidence that NAPLAN online will improve access and timeliness to student data for teachers as well as parents. The Director-General told the Committee:

> It is a focus of the senior officials and the Education Council to be able to introduce the infrastructure, through NAPLAN online, that will make available to teachers valid, formative and comparable assessment tools.\(^{25}\)

2.10 The Directorate told the Committee that in response to the ACT Auditor-General Report No. 4/2017 Performance Information in ACT Public Schools,\(^{26}\) they are revising current strategic indicators relating to NAPLAN:

> What we do say in our challenges is that we are shifting our focus on addressing equity through a key focus on learning gain in our system. That is the growth in learning that we would expect students to achieve year on year, particularly using NAPLAN data, from year 3 to year 5, year 5 to year 7 and year 7 to year 9. We will be privileging that focus, as a system, over the standard mean score that we have been reporting on up until this point.\(^{27}\)

2.11 The Directorate further noted that they will continue to promote NAPLAN participation as it is expecting that ‘with the continuous implementation of NAPLAN online, we will see participation rates increase, because the value of the NAPLAN assessment will also increase along with that.’\(^{28}\)

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\(^{22}\) Minister Berry, Transcript of Evidence, 6 June 2018, pp. 2 and 9.

\(^{23}\) Minister Berry, Transcript of Evidence, 6 June 2018, pp. 2-3.

\(^{24}\) Minister Berry, Transcript of Evidence, 6 June 2018, p. 9.

\(^{25}\) Ms Howson, Transcript of Evidence, 6 June 2018, p. 10.


\(^{27}\) Ms Howson, Transcript of Evidence, 6 June 2018, p. 8.

\(^{28}\) Ms Howson, Transcript of Evidence, 6 June 2018, p. 10.
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C ompletion rate for Aboriginal and Torres Strait Islander students and retention recording

2.24 The Committee asked about the fall in completion rates for Aboriginal and Torres Strait Islander students finishing year 12.30 The Directorate explained that that number of Aboriginal and Torres Strait Islander students as a percentage of total students is very small and any

29 The Committee notes that the Chair, Mr Pettersson MLA dissented with this recommendation.
30 Transcript of Evidence, 6 June 2018, p. 10.
change into that small number has ‘a significant impact on the shift around those proportions completing.’

2.25 The Directorate noted that they provide a tailored, individual approach on a student-by-student basis to each Aboriginal and Torres Strait Islander student to help the student complete year 12. Support includes careers and transition officers using a website specifically designed for Indigenous students to explore career options.

2.26 The Directorate explained that they do not record the retention rates for Aboriginal and Torres Strait Islander students between preschool and years 6 and 7, or the retention from year 7 to year 10 as the number would be very small and ‘the proportions around retentions across those year and transition would not represent accurately the picture’. A senior official stated:

... we are seeing an increase in the success of retaining Aboriginal and Torres Strait Islander students in our system across years. As you say, we are in a position to be able to identify students that need extra supports and are able to provide that.

2.27 The Directorate also told the Committee about the Cultural Integrity Professional Development Program which was attended by all school principals to enable them to conduct cultural integrity training for staff and to develop programs to support Aboriginal and Torres Strait Islander children and their families within schools:

This particular initiative came out of the consultation that we conducted with Aboriginal and Torres Strait Islander academics and the community in relation to our resource distribution to schools. The strong advice that came through from that process was that in order to get better outcomes for Aboriginal and Torres Strait Islander students it was critical that a foundation capability was that schools offered a place where Aboriginal and Torres Strait Islander students and their families felt a sense of belonging and that they felt that, with the way in which education occurred in the school, they could see their culture and themselves as people reflected in the curriculum and the approach the school had culturally and generally—a sense of a cultural safety in the context of our schools.

31 Ms Howson, Transcript of Evidence, 6 June 2018, p. 10.
32 Ms McMahon, Transcript of Evidence, 6 June 2018, p. 11.
33 Ms McMahon, Transcript of Evidence, 6 June 2018, p. 11.
34 Ms McMahon, Transcript of Evidence, 6 June 2018, p. 12.
35 Ms McMahon, Transcript of Evidence, 6 June 2018, p. 12.
36 Ms Howson, Transcript of Evidence, 6 June 2018, p. 13.
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SCHOOL REVIEWS AND CURRICULUM DELIVERY

2.31 The Education Directorate Annual Report 2017-18 provides details on recent school reviews identifying two areas for improvement – analysis and discussion data and curriculum delivery.37 The Directorate explained its ongoing work with an independent panel chaired by the Australian Council for Educational Research using their evidence-based tool, the National School Improvement Tool, having identified those areas as requiring focused attention. The Directorate noted that these focus areas correspond with findings in the Auditor-General’s Report. Senior officials told the Committee:

[M]any schools have participated in professional development in relation to not just the implementation of the Australian curriculum but how to assess the standards that are required and that are prescribed in that curriculum, as well as how to use the data to inform teaching practice.38

2.32 And

The government has invested significantly in the leadership capabilities of school leaders in understanding and deeply embedding the curriculum in every classroom in their schools. Over the last 18 months we have spent a lot of time with our school leaders and our executive teachers on a deep understanding of the curriculum as the

38 Ms Howson, Mr Huxley, Transcript of Evidence, 6 June 2018, pp. 21-22.
first and foremost point so that the pedagogy can pick up the elements of the curriculum and apply that to students.\textsuperscript{39}

2.33 The Directorate also discussed the effect that equity has on educational outcomes:

[W]hat we have identified, and what every one of those reports identifies as well, and every leading international school system in the world, is that when you focus on improving equity in your school, you will improve outcomes for every single student. That is why the focus of the future of education has been on improving equity outcomes for all of our kids, which means making sure that all of our teachers have the best possible support through their professional development, and making sure that we personalise learning programs for students.\textsuperscript{40}

**Recommendation 16**

2.34 The Committee recommends that the Education Directorate provide an update to the ACT Legislative Assembly on the teacher mentor training program and its uptake in ACT schools.

**Recommendation 17**

2.35 The Committee recommends that the Education Directorate provide an update to the ACT Legislative Assembly on work being undertaken to expand the core skills of leaders and classroom teachers in early years literacy and writing in high schools program, and its uptake in ACT schools.

**Occupational Violence**

2.36 The Committee heard evidence that the Directorate is committed to addressing occupational violence within schools and the associated impacts on principals, teachers, learning support assistants, administration staff and students. All four recommendations listed within the independent report prepared by David Caple & Associates\textsuperscript{41} are in progress and reflected in the Occupational Violence Management Plan dated July 2017.\textsuperscript{42}

2.37 The Committee notes that the Annual Report\textsuperscript{43} shows that there were 3,139 incidents of violence in the past year, with 2,398 incidents reported in RiskMan (the ACT Government

\textsuperscript{39} Ms Brighton, *Transcript of Evidence*, 6 June 2018, p. 25.

\textsuperscript{40} Minister Berry, *Transcript of Evidence*, 6 June 2018, p. 23.


\textsuperscript{42} Ms Howson, *Transcript of Evidence*, 6 June 2018, p. 51.

work, health and safety records system). The Directorate noted that a number of reports may be related to a single accident from other parties (e.g. as a witness).  

2.38 The Directorate told the Committee about the procedure that should be followed in any case of occupational violence:

The general approach and policy expectations are that the supervisor responds, they make sure the staff member is okay, they look at the mechanisms around the incident and what occurred, look to strengthen things and call in expertise if they need to.  

2.39 The Committee asked about process for repeated occasions of occupational violence. A senior official told the Committee:

When schools need additional support, the Directorate Network Student Engagement as well as Work, Health and Safety teams provide expertise. The same methodology is repeated if the same staff member reports multiple times.

2.40 It was also explained to the Committee that the majority of the behavioural incidents occur in primary schools. In this case, students with a range of complex and challenging behaviours is revised to get best support to their needs after any incident occurred. The Director-General also told the Committee that in this environment “all students have access to counselling supports, psychological supports and other information that would assist them in dealing with the impact of that situation.”

2.41 The Committee notes that as of November 2018, 61 schools had completed occupational violence training with 27 schools scheduled for the remainder of 2018.

**Recommendation 18**

2.42 The Committee recommends Education Directorate provide an update to the ACT Legislative Assembly on the number of schools that have completed occupational violence training as at the end of 2018.

**Recommendation 19**

2.43 The Committee recommends that the Education Directorate continue to work with teachers and learning support assistants to identify and report early indicators of whether further support structures are needed to assist teacher and student safety.

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44 Ms Fitzgerald, Ms Howson, Transcript of Evidence, 6 June 2018, pp. 44-45.
45 Ms Brighton, Transcript of Evidence, 6 June 2018, p. 39.
47 Ms Brighton, Transcript of Evidence, 6 June 2018, p. 40.
48 Ms Howson, Transcript of Evidence, 6 June 2018, p. 41.
49 Ms Brighton, Transcript of Evidence, 6 June 2018, p. 52.
Recommendation 20

2.44 The Committee recommends that the Education Directorate continue to implement the occupational violence plan.

Recommendation 21

2.45 The Committee recommends that the Education Directorate engage with parents, and school systems in other jurisdictions, to learn from and address the needs and safety of students in ACT schools.

Recommendation 22

2.46 The Committee recommends that the Education Directorate enact the four recommendations made in the Caple Report, including:

Key recommendation 1. Provide better targeted training and support for staff in schools who work with students with complex needs.

Key recommendation 2. Utilise a Workplace Health and Safety compliant risk assessment process and a case work approach for students and families with the most complex needs.

Key Recommendation 3. Review the options for a more suitable centrally controlled incident reporting tool for occupational violence to improve the quality and amount of data captured as well as to improve the useability and access to the data.

Key Recommendation 4. Develop closer working relationships with Universities to ensure pre-educators and early educators are provided placements and support to teach students with complex needs.

REPORTABLE CONDUCT

2.47 The Committee asked about the recent Ombudsman Report considering the new reportable conduct scheme. The Minister told the Committee that the Directorate is still learning how best to implement the scheme. A senior official confirmed that the Directorate had accepted all of the recommendations and are in the process of implementing them now.

50 Ms Berry MLA, Transcript of Evidence, 6 June 2018, p. 57.
51 Ms Howson, Transcript of Evidence, 6 June 2018, p. 58.
The Committee also asked about training and heard that in the first instance training will be offered to principals, before other activities are undertaken to improve general awareness of the scheme within the broader community.\(^{52}\)

The Committee also heard that the teachers’ code of professional conduct will be updated to reflect the new scheme.\(^{53}\)

**Recommendation 23**

The Committee recommends that the Education Directorate continue to implement the recommendations from the Ombudsman’s report into reportable conduct in the ACT.

**Recommendation 24**

The Committee recommends that the Education Directorate update the teacher’s code of professional conduct at the soonest possible juncture to reflect both recommendations from the Ombudsman’s report into reportable conduct, and all relevant legislation.

**Policy Development**

The Committee asked about ongoing policy development in relation to a number of areas.

In relation to suspension, transfer and expulsion practices, the Committee asked if there was a timeline for outcomes from the recent review undertaken.\(^{54}\) The Directorate informed the Committee that community consultation had been undertaken and that feedback from that process was being reviewed. The Committee notes that the review was due to be completed by early 2019.\(^{55}\)

**Recommendation 25**

The Committee recommends that the Education Directorate update to the ACT Legislative Assembly on the final policy for suspensions, transfers and expulsions in ACT schools.

The Committee asked about teacher scholarships designed to enhance teacher capability and increase qualification levels through further study.\(^{56}\) The Committee notes that this question

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\(^{52}\) Mr Matthews, *Transcript of Evidence*, 6 June 2018, pp. 59-60.

\(^{53}\) Ms Howson, *Transcript of Evidence*, 6 June 2018, p. 60.

\(^{54}\) *Transcript of Evidence*, 6 June 2018, p. 42.


\(^{56}\) *Transcript of Evidence*, 6 June 2018, p. 55.
was taken on notice and that the answer provided detailed the criteria for the scholarships, but did not provide information about successful applicants or subject areas pursued.\(^{57}\)

2.56 The discussion prompted the Committee to consider the broader implications of qualifications for specialist teachers including language, music or advanced unit teachers. The Committee is interested to understand how the Directorate monitors and supports specialist teachers to maintain their skills and qualifications.

**Recommendation 26**

2.57 The Committee recommends that the Education Directorate undertake an audit of qualifications of all specialist teaching staff and the subjects that they are currently teaching.

2.58 The Committee also briefly heard that the Directorate continues to work on the initiative to extend preschool to three-year-olds, and is eager to understand more about this program rollout.

**Recommendation 27**

2.59 The Committee recommends that the Education Directorate update the ACT Legislative Assembly on progress made in developing the three year old preschool initiative.

**Chromebook Rollout**

2.60 In the opening statement, the Minister told the Committee that:

> This year Chromebooks were delivered to more than 14,500 students in years 7 to 11, fulfilling the government’s commitment to provide technology enabled learning and to ensure technology equity.\(^{58}\)

2.61 When the Committee asked for an update on the rollout, a Directorate official told the Committee that:

> A lot of our focus, as well as delivering these devices, has been on working with teachers on how these devices are used and integrated into the classroom, because that can vary in different high school settings—from how it is used in a dance class to how it can be used in a maths class—but we have been working with teachers very closely to help with that pedagogical practice and what that would look like in a school environment.\(^{59}\)

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2.62 The Committee was interested to understand what benefits had been evidenced as a result of the Chromebook rollout. The Committee was told that an evaluation would commence in 2019 and run for a year. The Committee understands that at the time of the hearing evaluation criteria had not been set.60

Recommendation 28

2.63 The Committee recommends that the Minister for Education and Early Childhood Development report on results of the evaluation of chromebooks in ACT schools as an education tool in a classroom setting to the ACT Legislative Assembly.

Recommendation 29

2.64 The Committee recommends that the Education Directorate assess the academic performance improvements, including digital literacy, derived from the roll out of chromebooks across ACT government schools.

Recommendation 30

2.65 The Committee recommends that the Education Directorate report on whether the chromebook roll out has led to increased homework completion to the ACT Legislative Assembly.

MAINTENANCE OF SCHOOL OVALS

2.66 The Committee asked about which Directorate is responsible for the maintenance of school ovals. The Directorate told the Committee that school ovals are part of the overall school facility and they are responsible for the maintenance of the ovals, using their repair and maintenance allocation.61

2.67 The Directorate stated that school ovals within its jurisdiction are maintain under contracts and are not responsibility of the Transport and City Services Directorate.62

60 Mr Hawkins and Ms Howson, Transcript of Evidence, 6 June 2018, p. 15.
61 Ms Brighton and Ms Howson, Transcript of Evidence, 6 June 2018, p. 62.
62 Mr Matthews, Transcript of Evidence, 6 June 2018, pp. 62-63.
Recommendation 31

2.68 The Committee recommends that the Education Directorate work with Transport Canberra and City Services to harmonise responsibility for oval facilities such that ACT Government employees conduct oval maintenance.

2.69 The Committee also discussed a number of matters briefly with the Minister and officials. Matters raised included:

- Progress of the Future of Education Strategy;\(^{63}\)
- Chromebooks program;\(^{64}\)
- Margaret Hendry school;\(^{65}\)
- Sexual health program;\(^{66}\)
- Strategic indicators on student performance;\(^{67}\)
- School review and curriculum delivery;\(^{68}\)
- Completion rate of Aboriginal and Torres Strait Islander students for year 12 and tailored approach;\(^{69}\)
- Cultural awareness training for staff – cultural integrity initiative;\(^{70}\)
- Digital literacy and its evaluation;\(^{71}\)
- Dyslexia Awareness Month;\(^{72}\)
- Dyslexia and PIPS assessment relating to dyslexia;\(^{73}\)
- Phonics testing;\(^{74}\)
- MiniLit program, early years literacy initiative and PIPS;\(^{75}\)
- Recent independent reports on ACT performance data;\(^{76}\)
- Teacher mentor training;\(^{77}\)
- Education Directorate Employment Action Plan;\(^{78}\)

\(^{63}\) Transcript of Evidence, 6 June 2018, pp. 2, 28-31.
\(^{64}\) Transcript of Evidence, 6 June 2018, pp. 2, 13-17. Also referenced in Question Taken on Notice number 3.
\(^{65}\) Transcript of Evidence, 6 June 2018, pp. 3-4.
\(^{66}\) Transcript of Evidence, 6 June 2018, pp. 4-6.
\(^{67}\) Transcript of Evidence, 6 June 2018, pp. 7-9.
\(^{68}\) Transcript of Evidence, 6 June 2018, pp. 8, 21-22.
\(^{69}\) Transcript of Evidence, 6 June 2018, pp. 10-12.
\(^{71}\) Transcript of Evidence, 6 June 2018, pp. 15-16.
\(^{72}\) Transcript of Evidence, 6 June 2018, p. 18. Also referenced in QuestionTaken on Notice number 5.
\(^{73}\) Transcript of Evidence, 6 June 2018, pp. 17-18.
\(^{74}\) Transcript of Evidence, 6 June 2018, pp. 18-19.
\(^{75}\) Transcript of Evidence, 6 June 2018, pp. 19-21.
\(^{76}\) Transcript of Evidence, 6 June 2018, pp. 22, 24-26.
\(^{77}\) Transcript of Evidence, 6 June 2018, p. 23.
\(^{78}\) Transcript of Evidence, 6 June 2018, p. 26.
Aboriginal and Torres Strait Islander employment;\textsuperscript{79}
Aboriginal and Torres Strait Islander scholarship;\textsuperscript{80}
Supports with students with special needs;\textsuperscript{81}
Risk assessments for student and teacher safety;\textsuperscript{82}
Criteria for establishing a Learning Support Unit in particular schools;\textsuperscript{83}
Workplace investigation – RiskMan system and incident reporting;\textsuperscript{84}
Support for new educators;\textsuperscript{85}
Teacher Scholarships;\textsuperscript{86}
ANU H music course;\textsuperscript{87}
Reportable conduct scheme;\textsuperscript{88}
Support to students witnessing or observing violent incidents in classroom;\textsuperscript{89}
Suspension, exclusion and transfer of Students in ACT Public Schools Policy review;\textsuperscript{90}
Future skills academy and Innovation and Learning centres;\textsuperscript{91}
English as a second language - arrangements for enrolments;\textsuperscript{92}
English as a second language learning progressions;\textsuperscript{93}
Upgrades to Amaroo school;\textsuperscript{94}
Florey oval to be converted into part of the Florey Primary School;\textsuperscript{95} and
Maintenance of school ovals.\textsuperscript{96}

\textsuperscript{79} Transcript of Evidence, 6 June 2018, pp. 26-27.
\textsuperscript{80} Transcript of Evidence, 6 June 2018, pp. 27-28. Also referenced in Question Taken on Notice number 7.
\textsuperscript{81} Transcript of Evidence, 6 June 2018, pp. 31, 34-35. Also referenced in Question Taken on Notice number 8.
\textsuperscript{82} Transcript of Evidence, 6 June 2018, pp. 31-33.
\textsuperscript{83} Transcript of Evidence, 6 June 2018, pp. 31-34.
\textsuperscript{84} Transcript of Evidence, 6 June 2018, pp. 35, 38-41, 44-45. Also referenced in Question Taken on Notice number 10.
\textsuperscript{85} Transcript of Evidence, 6 June 2018, pp. 53-55.
\textsuperscript{86} Transcript of Evidence, 6 June 2018, p. 55. Also referenced in Question Taken on Notice number 12.
\textsuperscript{87} Transcript of Evidence, 6 June 2018, pp. 55-57.
\textsuperscript{88} Transcript of Evidence, 6 June 2018, pp. 57-60.
\textsuperscript{89} Transcript of Evidence, 6 June 2018, pp. 40-42.
\textsuperscript{90} Transcript of Evidence, 6 June 2018, pp. 42-43.
\textsuperscript{91} Transcript of Evidence, 6 June 2018, pp. 46-48.
\textsuperscript{92} Transcript of Evidence, 6 June 2018, pp. 48-49.
\textsuperscript{93} Transcript of Evidence, 6 June 2018, pp. 49-51.
\textsuperscript{94} Transcript of Evidence, 6 June 2018, pp. 60-61.
\textsuperscript{95} Transcript of Evidence, 6 June 2018, pp. 62-63.
\textsuperscript{96} Transcript of Evidence, 6 June 2018, pp. 63-64.
3 Workforce Injury Management and Industrial Relations Policy

Introduction

3.1 The Workplace Safety and Industrial Relations unit within the Chief Minister, Treasury and Economic Development Directorate (CMTEDD) is responsible for ACT workplace relations regulatory frameworks including for work safety, workers’ compensation, dangerous substances, workplace privacy, public holidays and portable long service leave. The unit also supports the management and prevention of workplace injuries by delivering safety, return to work and injury management services for the ACT Government.97

3.2 The Minister for Employment and Workplace Safety, Ms Rachel Stephen-Smith MLA, attended the Committee’s public hearing on Tuesday 6 November 2018 to discuss relevant parts of the CMTEDD Annual Report 2017-18.

3.3 The Minister for Employment and Workplace Safety took 1 Question on Notice and received 1 supplementary question.

Matters Considered

3.4 Matters discussed in relation to workforce injury management, workplace safety and industrial relations included the following:

- workplace safety and industrial relations unit’s KPIs;98
- Mental Health Australia case on long service leave contributions and other non-governmental organisations;99
- review of the long service leave scheme conducted next year;100
- workers compensation to family day care providers;101
- workers compensation policy and procurement;102
- the long service leave invested schemes funds – returns and investment fund portfolio;103

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98 Transcript of Evidence, 6 June 2018, pp. 65-66.
100 Transcript of Evidence, 6 June 2018, p. 68.
102 Transcript of Evidence, 6 June 2018, pp. 72-73.
103 Transcript of Evidence, 6 June 2018, pp. 73-74.
• relation between the proposed CTP scheme and the current workers compensation scheme;\textsuperscript{104} and
• lost time injury rates.\textsuperscript{105}

**INTERACTION BETWEEN THE PROPOSED COMPULSORY THIRD PARTY SCHEME AND THE CURRENT WORKERS COMPENSATION SCHEME**

3.5 The Committee asked about what arrangements could be considered for people injured in a motor vehicle accident on the journey to or from work, or between work meetings, and the proposed Compulsory Third Party (CTP) scheme covering people injured in a motor vehicle accident generally. A senior official told the Committee:

> We have not finalised that consideration yet, but it is likely to involve a choice on the part of the person. I think the matters in question are how long that person has the opportunity to choose schemes for, whether you can change your decision after a certain period of time and questions of that nature. That is where the complexity arises. We are just working through that now, going through different cases and what it means for different people in different situations.

... There is a rationale for giving people a very reasonable period to choose. They should be able to choose the circumstances that best suit their needs at the time. There is also a desire, of course, not to have people change between the schemes unnecessarily. We want to, essentially for administrative purposes, provide assistance to people and get them on the road to recovery. Those two objectives are what we are balancing. We will be giving advice to the government in the near future about how we think that should look.\textsuperscript{106}

3.6 The Minister later provided the Committee with a list of differences in the statutory defined benefits available in the current workers compensation scheme and the proposed CTP scheme.\textsuperscript{107}

3.7 The Committee also asked about the interaction between common law rights and the workers compensation scheme. A senior official told the Committee:

> I think that, in practice, for a common law damages settlement to succeed under the workers compensation scheme there needs to be negligence by the employer. It is very difficult to show negligence in the case of a journey claim where the injury was on a

\textsuperscript{104} Transcript of Evidence, 6 June 2018, pp. 74-77.

\textsuperscript{105} Transcript of Evidence, 6 June 2018, p. 77.

\textsuperscript{106} Mr Nicol, Transcript of Evidence, 6 June 2018, p. 75.

public road. So we do not see a lot of common law settlements in journey claims. Where we do see them, it tends to be around concerns about shiftwork, fatigue and that type of thing that the employer has some control over. But otherwise workers compensation arising from motor vehicle claims on journeys tends not to have a high frequency of common law settlement.\textsuperscript{108}

3.8 The Committee was also told that following public consultation in 2011, the Government ‘formed the strong view that it did not intend to modify the workers compensation scheme design for the private sector’\textsuperscript{109} and as such ‘there is no proposed change to the workers compensation scheme.’\textsuperscript{110}

\textsuperscript{108} Mr Young, \textit{Transcript of Evidence}, 6 June 2018, pp. 76-77.
\textsuperscript{109} Mr Young, \textit{Transcript of Evidence}, 6 June 2018, p. 76.
\textsuperscript{110} Mr Young, \textit{Transcript of Evidence}, 6 June 2018, p. 76.
4 Vocations Education and Skills

Introduction

4.1 The Minister for Vocational Education and Skills, Ms Meegan Fitzharris MLA, attended the Committee’s public hearing on Tuesday 6 November 2018 to discuss the ACT Building and Construction Industry Training Fund Authority and Skills Canberra, which forms part of the Chief Minister, Treasury and Economic Development Directorate (CMTEDD). The Minister is also responsible for oversight of the Canberra Institute of Technology.

4.2 The Minister for Vocational Education and Skills took 4 questions on notice and received 1 supplementary question.

Building and Construction Industry Training Fund Authority

Introduction

4.3 The ACT Building and Construction Industry Training Fund Authority (BCITF) provides funding for the training of eligible workers and for the development of skills identified as being in short supply in the building and construction industry. It aims to improve the culture, level and access to training and to support the entry of new people into the building and construction industry.111

Matters Considered

4.4 Matters discussed in relation to the BCITF included:

- annual training plan development;112
- adequacy of funding for planned training;113
- outlook for the construction sector – modelling;114
- levy on light rail and on business applications broadly,115 and

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112 Transcript of Evidence, 6 June 2018, p. 87.
113 Transcript of Evidence, 6 June 2018, pp. 87-88.
114 Transcript of Evidence, 6 June 2018, pp. 88-89.
115 Transcript of Evidence, 6 June 2018, pp. 89-90.
emerging skill sets.\textsuperscript{116}

\section*{Canberra Institute of Technology}

\section*{Introduction}

4.5 The Canberra Institute of Technology (CIT) is the largest registered training organisation in the ACT offering over 400 courses ranging from Statement of Attainments, traineeship and apprenticeship, through to diplomas and degrees.\textsuperscript{117}

4.6 CIT is a Territory Authority established under the \textit{Canberra Institute of Technology Act 1987}.\textsuperscript{118}

\section*{Matters Considered}

4.7 Matters discussed in relation to the CIT included:

- Transition of CIT from Woden – final stage and a plan for the site;\textsuperscript{119}
- Student enrolments;\textsuperscript{120}
- Marketing and its impacts to students;\textsuperscript{121}
- Proportion of market held by CIT;\textsuperscript{122}
- New courses offering to students;\textsuperscript{123}
- Staff currently on work compensation or have current claims;\textsuperscript{124} and
- Bullying cases.\textsuperscript{125}
SKILLS CANBERRA

INTRODUCTION

4.8 Skills Canberra is a business unit within the Economic Development portfolio of CMTEDD. Skills Canberra is responsible and accountable for the provision of strategic advice and overall management of vocational education and training (VET) in the ACT. Skills Canberra manages ACT and Commonwealth funding directed to VET programs for a variety of initiatives addressing skills development for entry level and existing workers, as well as adult community education. Skills Canberra gathers advice from research and industry stakeholders to predict industry trends and identify future training requirements in response to the demand and requirements of industry and the community.

MATTERS CONSIDERED

4.9 Matters discussed in relation to the Skills Canberra included:

- Complicated funding base and its external review;
- Women in Trades grants; and
- CIT and University of New South Wales (UNSW) collaboration.

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128 Transcript of Evidence, 6 June 2018, pp. 96-98.
130 Transcript of Evidence, 6 June 2018, pp. 103-105.
5 TERTIARY EDUCATION, TRAINING AND RESEARCH

INTRODUCTION

5.1 The Minister for Higher Education, Ms Meegan Fitzharris MLA, attended the Committee’s public hearing on Tuesday 6 November 2018 to discuss Tertiary Education, Training and Research, which sits within CMTEDD.

5.2 The CMTEDD Annual Report 2017-18 states that:

Higher Education, Training and Research works closely with Innovate Canberra to deliver collaborative sector building projects in partnership with ACT region higher education and research institutions.\textsuperscript{131}

5.3 The Minister for Higher Education took 1 question on notice.

MATTERS CONSIDERED

5.4 Matters discussed in relation to Tertiary Education, Training and Research output included the following:

- 190 visa and UNSW Reid programs under Economic Development portfolio;\textsuperscript{132}
- UNSW proposal and Vice-Chancellors Forum;\textsuperscript{133} and
- Promotion of Canberra as a study destination.\textsuperscript{134}

\textsuperscript{131} CMTEDD, Annual Report 2017-18, p 19.
\textsuperscript{132} Transcript of Evidence, 6 June 2018, pp 101-102.
\textsuperscript{133} Transcript of Evidence, 6 June 2018, pp 103-105.
\textsuperscript{134} Transcript of Evidence, 6 June 2018, pp 106-107.
6 UNIVERSITY OF CANBERRA

INTRODUCTION

6.1 The University of Canberra (UC) was established by the Commonwealth Government in 1967 as the Canberra College of Advanced Education, under the Canberra College of Advanced Education Act 1967 (Cth). The College became the University of Canberra with effect from 1 January 1990. On 1 December 1997, the jurisdiction for the UC was passed to the Australian Capital Territory governed under the University of Canberra Act 1989.¹³⁵

6.2 On behalf of the University of Canberra, Professor Deep Saini, Vice-Chancellor and President, and Ms Vicki Williams, Vice-President Finance and Infrastructure, attended the Committee’s public hearing on Tuesday 6 November 2018 to discuss the University of Canberra 2017 Annual Report.

6.3 The University of Canberra received 1 supplementary question.

MATTERS CONSIDERED

6.4 Matters discussed in relation to the University of Canberra included:

- Broderick review¹³⁶ on campus culture;¹³⁷
- International students at the UC;¹³⁸
- Drug policy;¹³⁹
- Pill testing and music festival;¹⁴⁰
- University of Canberra Student Representative Council and its relation with the union;¹⁴¹
- Remuneration of council members for the University of Canberra;¹⁴²
- On-campus accommodation;¹⁴³

¹³⁷ Transcript of Evidence, 6 June 2018, pp. 78-79.
¹³⁸ Transcript of Evidence, 6 June 2018, p. 79.
¹³⁹ Transcript of Evidence, 6 June 2018, p. 79.
¹⁴⁰ Transcript of Evidence, 6 June 2018, pp. 79-81.
¹⁴¹ Transcript of Evidence, 6 June 2018, pp. 80-81.
¹⁴² Transcript of Evidence, 6 June 2018, pp. 81-82.
¹⁴³ Transcript of Evidence, 6 June 2018, pp. 82-83.
- Infrastructure plans;\textsuperscript{144} and
- Cancer program and research.\textsuperscript{145}

\textsuperscript{144} Transcript of Evidence, 6 June 2018, pp. 83-84.
\textsuperscript{145} Transcript of Evidence, 6 June 2018, pp. 84-85.
7 CONCLUSION

7.1 This report presents a summary of the Committee’s Inquiry into the work of a number of agencies and directorates for the financial year 2017-178 and calendar year 2017 including:

- ACT Building and Construction Industry Training Fund Authority;
- ACT Long Service Leave Authority;
- Canberra Institute of Technology – for calendar year 2017;
- Chief Minister, Treasury and Economic Development Directorate: Default Insurance Fund, Workforce Injury Management and Industrial Relations, Work Safety Commissioner and Skills Canberra;
- Education Directorate; and
- University of Canberra – for calendar year 2017.

7.2 The Committee has made 31 recommendations in response to its scrutiny of Annual Reports.

ACKNOWLEDGEMENTS

(i) The Committee thanks the relevant ACT Government Ministers and accompanying directorate officials who assisted the Committee during the course of its inquiry by providing their time and expertise as witnesses to the Committee.

Mr Michael Pettersson MLA

Chair

14 March 2019
APPENDIX A - WITNESSES

6 NOVEMBER 2018

Ms Yvette Berry, Deputy Chief Minister, Minister for Education and Early Childhood Development, Minister for Housing and Suburban Development, Minister for the Prevention of Domestic and Family Violence, Minister for Women, and Minister for Sport and Recreation

Ms Rachel Stephen-Smith, Minister for Employment and Workplace Safety, Minister for Aboriginal and Torres Strait Islander Affairs, Minister for Disability, Minister for Children, Youth and Families, Minister for Government Services and Procurement, and Minister for Urban Renewal

Ms Meegan Fitzharris, Minister for Higher Education, Minister for Vocational Education and Skills, Minister for Transport, Minister for Health and Wellbeing, and Minister for Medical and Health Research

Education Directorate

- Ms Natalie Howson, Director-General
- Ms Meg Brighton, Deputy Director-General
- Ms Deb Eftymiades, Deputy Director-General, System Policy and Reform
- Mr David Matthews, Executive Director, Business Services Division
- Mr Ross Hawkins, Executive Director, Service Design and Delivery
- Mr Mark Huxley, Executive Director, School Performance and Improvement Division
- Ms Judith Hamilton, Director, School Improvement – North/Gungahlin
- Ms Kate McMahon, Director, Learning and Teaching
- Mr Sam Seton, Director, Student Engagement
- Ms Coralie McAlister, Director, Strategic Policy
- Ms Alison Fitzgerald, Director, People and Performance
- Mr Martin Watson, Acting Executive Director, Office of Board of Senior Secondary Studies
- Mr Lee Barker, Manager, Major Projects, Infrastructure and Capital Works

ACT Teacher Quality Institute

- Ms Anne Ellis, Chief Executive Officer

Chief Minister, Treasury and Economic Development Directorate:
Mr David Nicol, Under Treasurer
Mr Michael Young, Executive Director, Workplace Safety and Industrial Relations, Economic Budget and Industrial Relations
Ms Kareena Arthy, Deputy Director General, Economic Development
Mr Ian Cox, Executive Director, Innovation, Industry and Investment
Mr David Miller, Director, Skills Canberra

ACT Long Service Leave Authority
Ms Tracy Savage, Chief Executive Officer and Registrar

ACT Building and Construction Industry Training Fund Authority
Mr Glenn Carter, Chief Executive Officer

Canberra Institute of Technology
Ms Leanne Cover, Chief Executive Officer

University of Canberra
Professor Deep Saini, Vice-Chancellor and President
Ms Vicki Williams, Vice-President Finance and Infrastructure
## Appendix B – Questions taken on Notice/
### Questions on Notice

Questions taken on Notice – 6 November 2018

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