





ACT Government

Annual Report 2025–26

Education Directorate

The ACT Government acknowledges the Ngunnawal people as traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region.

Acknowledgment of Country

The Education Directorate acknowledges the Ngunnawal people as traditional custodians of the ACT and recognises any other people or families with connection to the lands of the ACT and region.

We also acknowledge and pay respect to the Wreck Bay peoples as traditional owners and custodians of the land on which the Jervis Bay School is located.

We respect the Aboriginal and Torres Strait Islander people, particularly our Aboriginal and Torres Strait Islander staff, and their continuing culture and contribution they make to the Canberra region and the life of our city.

Contact for this report

General enquiries about this report should be directed to EducationAnnualReport@act.gov.au

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Information about the directorate and an electronic version of this annual report can be found on the website: www.act.gov.au/education-and-training

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Director-General's Reflection



I am pleased to present the 2025–26 Education Directorate Annual Report.

In 2025–26, the Education Directorate has laid the foundations for a significant reform program to create One Public Education System. The reform will bring together 93 public schools and the Education Support Office into a more coordinated system focused on equity, consistency and long-term sustainability.

The reform is informed by the ACT Public School System and Resourcing Review and the Government's interim response. Commissioned by the Minister for Education and Early Childhood, the review examined school resourcing, the system's operating model and the respective responsibilities of schools and the Education Support Office. Following extensive consultation, the expert panel recommended bringing all public schools and the Education Support Office together as a single, coordinated system.

While implementation will occur over time, the review provides a blueprint for the future of public education in the ACT through clearer central services, fairer resource allocation, greater consistency in teaching and learning, and stronger system leadership.

A key enabler of this work is the organisational redesign of the Education Support Office. The redesign will support a more consistent and coordinated education system while advancing the directorate's strategic priorities, including Strong Foundations, Inclusive Education, Closing the Gap, and the development of a new whole-of-system strategic plan.

To improve literacy and numeracy outcomes, the directorate has continued to embed Strong Foundations, providing schools with evidence-informed teaching resources, assessment tools, coaching and guidance, with a strong emphasis on explicit teaching. The annual Year 1 Phonics Check (the Phonics Check) was introduced to support teachers to identify students' decoding strengths and instructional needs and to plan targeted next steps in phonics instruction.

I have had the opportunity to visit schools and see Strong Foundations in action in the classroom. I thank the school leadership teams and teachers who been so open in sharing their practice, demonstrating how explicit teaching, consistent routines and effective assessment practices are supporting student learning. I was impressed by how engaged students were in this learning and how skilfully teachers were checking for understanding throughout their lessons and adjusting to students needs.

Important work is continuing under the Inclusive Education to strengthen school capability, inclusive teaching practices, specialist supports, accessible infrastructure and student participation. We are committed to public schools that are welcoming, accessible and supportive for students with disability.

I acknowledge the valuable contributions of the Student-Centred Learning Reform Board, the Inclusion Principals Advisory Group and the Disability Education Reference Group.

Student voice remains central to this work, with students contributing directly through the Inclusive Education Student Voice Forum. Our goal is for every student to feel valued, participate fully and thrive in their local school.

This year, the directorate has been having an important conversation about cultural safety and amplifying the voices and expertise of Aboriginal and Torres Strait Islander staff. The directorate commissioned an Independent Cultural Safety Review to hear from staff about their experiences. One of its key recommendations was the establishment of a standalone Aboriginal and Torres Strait Islander Education Branch, which will commence in late 2026. An Executive Branch Manager has been appointed to lead this work. The new branch will strengthen Aboriginal and Torres Strait Islander representation in leadership and decision-making, coordinate system-wide reform, and improve cultural safety and educational outcomes for students and staff.

The directorate has continued to work constructively with the Aboriginal and Torres Strait Islander Elected Body on issues raised by community. This has led to an important change to wellbeing enrolment policy to ensure cultural safety and kinship connections for young people are given priority.

Through Birrigai Outdoor School, the directorate expanded culturally grounded, on-Country learning opportunities across the public education system. Birrigai's Connection to Country Experience for preschool students received the Early Childhood Australia 2025 Sector Award for respectful collaboration and culturally safe early childhood education. The directorate also delivered 61 free primary school camps for 3,821 students, strengthening understanding of Aboriginal and Torres Strait Islander histories, cultures and reconciliation. The program achieved strong results, with 95% of students reporting increased interest in learning about Aboriginal and Torres Strait Islander cultures and reconciliation.

The Birrigai Junior Rangers Program was strengthened through partnerships with Ngunnawal Elders and community members and the appointment of an Aboriginal and Torres Strait Islander Project Coordinator. Thirty year 7 and 8 Aboriginal and Torres Strait Islander students participated in activities that strengthened connections to culture, Country, education and future employment pathways.

Construction commenced on Whitlam School, the ACT's 93rd public school, which will include an Early Childhood Education Centre and primary school for preschool to year 6 students. We also progressed major school modernisation works at Garran Primary School and Narrabundah College.

I thank our school leaders, teachers, support staff and students for their commitment throughout the year. It has been inspiring to see high-quality teaching in our classrooms and strong collaboration across schools to deliver on reform priorities. Most of all, I have valued the insights shared by students about their learning and school experiences. Their perspectives give me great confidence in the future of public education in the ACT.

Jo Wood
Director-General

Abbreviations and Acronyms

ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACAT	ACT Civil and Administrative Tribunal
ACC	Assessment and Certification Committee
ACCO	Aboriginal Community Controlled Organisation
ACECQA	Australian Children's Education and Care Quality Authority
ACER	Australian Council for Educational Research
ACS	ACT Assessment and Certification System
ACT	Australian Capital Territory
ACT SSC	ACT Senior Secondary Certificate
ACTATE	ACT Association for the Teaching of English
ACTIA	ACT Insurance Authority
ACTIC	ACT Integrity Commission
ACTMEN	ACT Music Educators Network
ACTPA	ACT Principals Association
ACTPS	ACT Public Service
ACU	Australian Catholic University
ADHD	Attention Deficit Hyperactivity Disorder
ADR	Automatic Deemed Registration
AEDC	Australian Early Development Census
AEU	Australian Education Union
AFP	Australian Federal Police
AI	Artificial Intelligence
AIS	Australian Institute of Sport
AISACT	Association of Independent Schools of the ACT
AITSL	Australian Institute for Teaching and School Leadership
ALO	Aboriginal Liaison Officer
ANSTO	Australian Nuclear Science and Technology Organisation
ANU	Australian National University
APST	Australian Professional Standards for Teachers
AQF	Australian Qualifications Framework
ARACY	Australian Research Alliance for Children and Youth
ARP	Asset Renewal Program
ARTIPL	Automatically Recognised Teacher Identified Professional Learning
ASbA	Australian School-based Apprenticeship
ASD	Autism Spectrum Disorder
ASIST	Applied Suicide Intervention Skills Training
AST	ACT Scaling Test
ATAR	Australian Tertiary Admissions Rank
ATESOL	Association of Teachers of English to Speakers of Other Languages

ATRA	Australasian Teacher Regulatory Authorities
ATSIEB	Aboriginal and Torres Strait Islander Elected Body
ATSIMA	Aboriginal and Torres Strait Islander Mathematics Alliance
ATSIPP	Aboriginal and Torres Strait Islander Procurement Policy
BFSA	Better and Fairer Schools Agreement
BMS	Building Management System
BSSS	Board of Senior Secondary Studies
BSSS Act	ACT Board of Senior Secondary Studies Act 1997
CAC	Curriculum Advisory Committee
CALD	Culturally and Linguistically Diverse
CAMHS	Child and Adolescent Mental Health Services
CAP	Corrective Action Plan
CAU	CAMHS Adolescent Unit
CCG	Capability, Culture and Governance Group
CECA	Children's Education and Care Authority
CECG	Catholic Archdiocese of Canberra and Goulburn Education Limited
CEO	Chief Executive Officer
CGS	Canberra Grammar School
CHS	Canberra Health Services
CISRA	Cultural Integrity School Resource Allocation
CIT	Canberra Institute of Technology
CMRC	Chief Minister's Reading Challenge
CMTEDD	Chief Minister, Treasury and Economic Development Directorate
COVID-19	Coronavirus Disease 2019
CRA	Concrete Representational Abstract
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CRL	Culturally Responsive Leadership Framework
CRM	Customer Relationship Management
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CWIP	Capital Works in Progress
CYCLOPS	Connecting Young Carers to Life Opportunities & Personalised Support
CYF	Child, Youth and Families
DATTA	Design and Technology Teachers Association
EAL/D	English as an Additional Language or Dialect
ECCDPP	Early Childhood Care and Development Policy Partnership
ECEC	Early Childhood Education and Care
ECS	Early Childhood School
ECT	Early Childhood Teacher
EDIS	Education Directorate Infrastructure Specifications
EGC	Executive Governance Committee
EoGGA	Electrification of Government Gas Assets
ESO	Education Support Office

ESOS	Education Services for Overseas Students
FMA	Financial Management Act 1996
FOEEF	Future of Education Equity Fund
FOI	Freedom of Information
FSDE	Finigan School of Distance Education
FTE	Full-time Equivalent
FY	Financial Year
HALT	Highly Accomplished and Lead Teacher
HCSD	Health and Community Services Directorate
HRIMS	Human Resources Information Management System
HSR	Health and Safety Representative
HVAC	Heating, Ventilation and Air Conditioning
IB	International Baccalaureate
ICE	Internal Combustion Engine
ICT	Information and Communications Technology
IDAHOBIT	International Day Against Homophobia, Biphobia, Intersexism and Transphobia
IEC	Introductory English Centre
IELTS	International English Language Testing System
IEU	Independent Education Union
ILP	Individual Learning Plan
IMP	Instrumental Music Program
IT	Information Technology
ITE	Initial Teacher Education
JACS	Justice and Community Safety Directorate
KMEIA	Kodály Music Education Institute of Australia
KSS	Kingsford Smith School
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual and Others
LLO	Legal Liaison Officer
LSA	Learning Support Assistant
M	Modified
MACR	Minimum Age of Criminal Responsibility
MACS ELC	Multifunctional Aboriginal Community Service Early Learning Centre
MCSS	Melba Copland Secondary School
MLA	Member of the Legislative Assembly
MLTAACT	Modern Language Teachers Association ACT
MSHS	Mount Stromlo High School
MTSS	Multi-Tiered Systems of Support
MYP	Middle Years Programme
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAP	National Assessment Program
NAPLAN	National Assessment Program – Literacy and Numeracy
NAT	National Applied Trial
NATSIEC	National Aboriginal and Torres Strait Islander Education Corporation

NCCD	Nationally Consistent Collection of Data
NDIS	National Disability Insurance Scheme
NESP	New Educator Support Program
NQAITS	National Quality Agenda IT System
NQF	National Quality Framework
NQS	National Quality Standard
NRS	National Relay Service
NSPIRE	National Student Pathways Inspiring Reach to Excellence
NSW	New South Wales
OBSSS	Office of the Board of Senior Secondary Studies
OSHC	Out of School Hours Care
PAT	Progressive Achievement Tests
PBL	Positive Behaviour for Learning
PCYC	Police Community Youth Club
PEA	Priority Enrolment Area
PHEV	Plug-in Hybrid Electric Vehicle
PLC	Professional Learning Community
PLCs	Professional Learning Communities
PODD	Pragmatic Organisation Dynamic Display
POM	Preschool Outcomes Measure
PRA	Preschool Reform Agreement
PROMIS	Police Real-time Online Management Information System
PSM Act	Public Sector Management Act 1994
PTT	Permit to Teach
PV	Photovoltaic
PYP	Primary Years Programme
QEP	Quality Engagement Program
QIP	Quality Improvement Plan
RED	Respect, Equity and Diversity
REDCO	Respect, Equity and Diversity Contact Officer
RPTT	Restricted Permit to Teach
RRE	Respectful Relationships Education
RSAB	Registration Standards Advisory Board
RSPCA	Royal Society for the Prevention of Cruelty to Animals
RTO	Registered Training Organisation
SAIS	Safe and Inclusive Schools Initiative
SAM	Student Adjustment Matrix
SAS	School Administration System
SCAN	Student-Centred Appraisal of Need
SCIF	Student-Centred Improvement Framework
SCIV	Student-Centred Improvement Visit
SEL	Social and Emotional Learning
SERBIR	Senior Executive Responsible for Business Integrity Risk
SES	State Emergency Service
SID	Safer Internet Day
SPELD	Specific Learning Difficulties
SPO	Student Profiles Online

SRA	School Resource Allocation
SSC	Senior Secondary Certificate
SSCS	School Satisfaction and Climate Survey
SSTIPL	System Sponsored Teacher Identified Professional Learning
STEM	Science, Technology, Engineering and Mathematics
STEP	School-Based Teacher Education Program
TAFE	Technical and Further Education
TBC	To be confirmed
TES	Tertiary Entrance Statement
TIS	Translating and Interpreting Service
TQI	ACT Teacher Quality Institute
TQI Act	ACT Teacher Quality Institute Act 2010
TRA	Teacher Regulatory Authority
TTY	Teletypewriter
UAC	University Admissions Centre
UC	University of Canberra
UCSSC	University of Canberra Senior Secondary College
UDL	Universal Design for Learning
UNSW	University of New South Wales
V	Void
VET	Vocational Education and Training
WHS	Work Health and Safety
WHSCC	Work Health and Safety Consultative Committee
WWVP	Working with Vulnerable People
YWCA	Young Women's Christian Association
ZEV	Zero Emissions Vehicle

Compliance Statement

The Education Directorate Annual Report 2025–26 must comply with the *Annual Report Directions 2026* (the Directions) made under section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the Education Directorate and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Education Directorate complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the Education Directorate are provided within the Education Directorate Annual Report 2025–26 to provide readers with the opportunity to provide feedback.

Part 2 Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Education Directorate Annual Report 2025–26 as follows:

- Transmittal Certificate, see page 10
- Organisational Overview and Performance, inclusive of all subsections, see pages 12–240
- Financial Management Reporting, inclusive of all subsections, see pages 241–361

Part 3 Reporting by Exception

The Education Directorate has nil information to report by exception under Part 3 of the Directions for the 2025–26 reporting year.

Part 4 Annual Report Requirements for Specific Reporting Entities

The following subsections of Part 4 of the Directions are applicable to the Education Directorate and can be found within the Education Directorate Annual Report 2025–26:

- Investigation of Complaints, see page 363
- Teacher Quality Institute, see page 364
- Care and Carer Support Agencies, see page 365
- Ministerial and Director-General Directions, see page 368

Part 5 Whole-of-Government Annual Reporting

All subsections of Part 5 of the Directions apply to the Education Directorate. Consistent with the Directions, the information satisfying these requirements is reported in one place for all ACT Public Services directorates, as follows:

- Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate

- Human Rights, see the annual report of the Justice and Community Safety Directorate.
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate.
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report.
- Territory Records, see the annual report of the Chief Minister, Treasury and Economic Development Directorate.

Part A

Transmittal Certificate

ACT Government
Education

Ms Rachel Stephen-Smith MLA
Minister for Education
Minister for Child Development and Wellbeing
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

2025–26 Education Directorate Annual Report

This report has been prepared in accordance with section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Report (Government Agencies) Directions 2026.*

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

I certify that the information in the attached report, and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the Education Directorate has been included for the period 1 July 2025 to 30 June 2026.

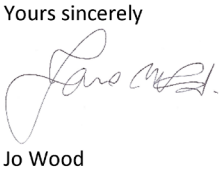
I hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006 (repealed)*, Part 2.3 (see section 113, *Public Sector Management Standards 2016)*.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the Annual Report to the Legislative Assembly within 15 weeks after the end of the reporting year.

The annual reports of the following public sector bodies are included as annexed reports:

- The ACT Teacher Quality Institute
- The ACT Board of Senior Secondary Studies.

Yours sincerely



Jo Wood
Director-General
Education Directorate
18 September 2026

GPO Box 158 Canberra ACT 2601 | phone: 132281 | www.act.gov.au

Part B

Organisational Overview and Performance

Organisational Overview

The Education Directorate (the directorate) delivers its work across the following areas:

- ACT public schools
- School Improvement
- Service Design and Delivery
- System Policy and Reform
- Infrastructure and Digital Services
- Chief Operating Officer

Our vision, mission and values

The directorate leads and delivers excellent, inclusive and equitable education where all are safe, valued and able to flourish. Empowering children and young people to learn has a lifelong impact. The directorate achieves this through:

- providing every child and young person with an excellent education, delivered and supported by highly skilled and valued professionals
- sharing the ACT Public Service values of respect, integrity, collaboration and innovation – these values shape our behaviours and actions when supporting children and young people in schools
- contributing to the ACT Wellbeing Framework by delivering our focus areas through the 4 foundations of the directorate's 2 key education strategies: Future of Education and Set up for Success: An Early Childhood Strategy for the ACT

Role, functions and services

The directorate is dedicated to facilitating quality education services across the ACT through:

- the provision of public preschools, primary, secondary and specialist schools, and colleges
- access to quality teaching, specialised learning programs and wellbeing supports for individual student needs
- enrolment and support of international students, the registration and regulation of home education, early childhood education and care services, and non-government schools.

The directorate supports the ACT Government and the Minister to meet their obligations under the following portfolio:

Yvette Berry MLA – Minister for Education and Early Childhood

As stewards of the ACT education system, the directorate works actively and has a highly collaborative relationship with a range of partners and stakeholders, including the:

- Australian Curriculum, Assessment and Reporting Authority
- Catholic Education Archdiocese of Canberra and Goulburn
- Association of Independent Schools of the ACT
- ACT Australian Education Union, Community & Public Sector Union and United Workers Union
- University of Canberra, Australian Catholic University and Australian National University
- ACT Parents (previously ACT Council of Parents and Citizens Association)
- ACT Aboriginal and Torres Strait Islander Elected Body
- ACT Principals Association
- ACT School Business Managers Association
- ACT early childhood education and care services

The ACT Teacher Quality Institute (TQI), and the ACT Board of Senior Secondary Studies (BSSS) are statutory authorities within the education portfolio reporting to the Minister for Education and Early Childhood.

As at 30 June 2026, the Education and Early Childhood portfolio was held by Yvette Berry MLA. On 30 July 2026, following changes to *Administrative Arrangements 2026 (No 1)*, the portfolio was divided into the Education portfolio and the Childhood Development and Wellbeing portfolio. Responsibility for both portfolios transferred to Rachel Stephen-Smith MLA prior to publication of this report.

Organisational structure

The directorate's organisational and leadership structure underwent significant change during the reporting period.

Director-General's Office

The Executive Branch Manager Aboriginal and Torres Strait Islander Education was established in June 2026, reporting to the Director-General. The role was created in response to the Ngarra Group Cultural Safety Review Report, an independent review undertaken within the directorate. The role will work to strengthen the inclusion of Aboriginal and Torres Strait Islander perspectives in system leadership and decision-making, with Mr Christopher Simpson commencing in the role on 9 June 2026.

Mr Simpson undertakes an active role on the Executive Governance Committee and will lead the establishment of an Aboriginal and Torres Strait Islander branch to deliver a coordinated, system-wide approach to improving education outcomes for Aboriginal and Torres Strait Islander staff, children and young people. The new branch will bring a system approach to strengthening education outcomes for Aboriginal and Torres Strait Islander children and young people across early learning and public schooling.

Deputy Director-General

Ms Angela Spence was appointed to the Deputy Director-General position in April 2026. Ms Spence had been acting in the role since 2025.

People, Governance and Communications / Chief Operating Officer

In 2025–26, the People, Governance and Communications Group was restructured as the Chief Operating Officer Group, incorporating the Strategic Finance and Procurement functions. This change consolidated all corporate functions under the oversight of the Chief Operating Officer.

System Policy and Reform

Dr Nicole Moore was appointed to the Executive Group Manager System Policy and Reform in November 2025. Dr Moore had been acting in the role since January 2025.

Finance and Infrastructure / Infrastructure and Digital Services

On 1 January 2026, the Finance and Infrastructure Group underwent a structural change and was renamed Infrastructure and Digital Services Group. The Digital Strategy, Services and Transformation Branch joined the Group, and the Strategic Finance and Procurement branch transferred to the reporting line of the Chief Operating Officer.

Service Design and Delivery

During the reporting period, Mr Mark Stirling acted in the Executive Group Manager Service Design and Delivery role from commencement of the reporting period until 22 February 2026. Ms Tina Brendas subsequently assumed the acting position from 23 February 2026 to 2 June 2026, followed by the appointment of Ms Anita Perkins from 2 June 2026.

The Curriculum, Pedagogy and Assessment Team was established within Service Design and Delivery in July 2025, to support the implementation of Strong Foundations. The Curriculum, Pedagogy and Assessment Team delivers a coordinated and strategic approach to strengthening curriculum design, evidence-based pedagogy, and assessment practices across the education system.

Organisation chart

Figure 1: Education Directorate organisation chart as at 30 June 2026

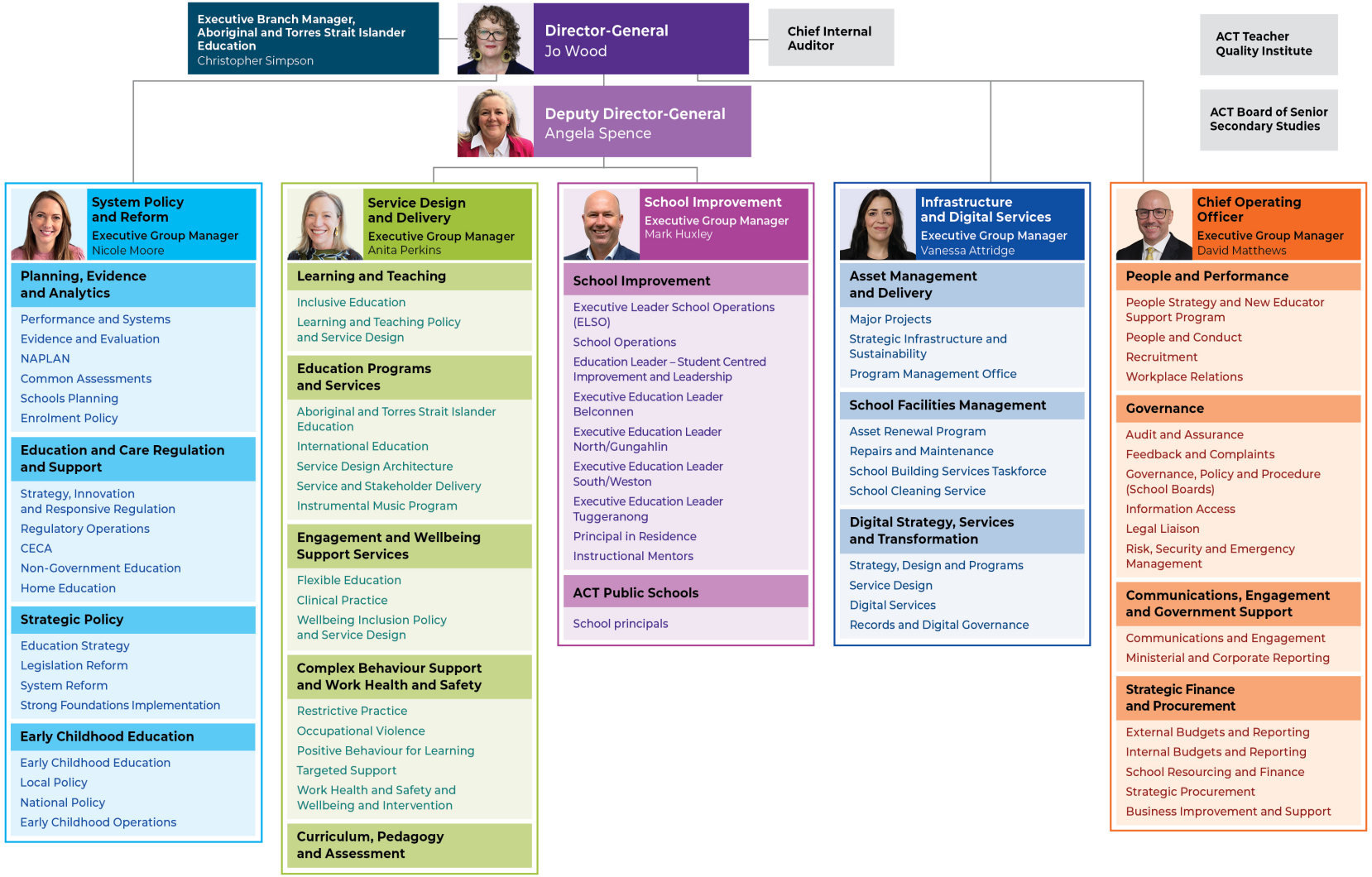
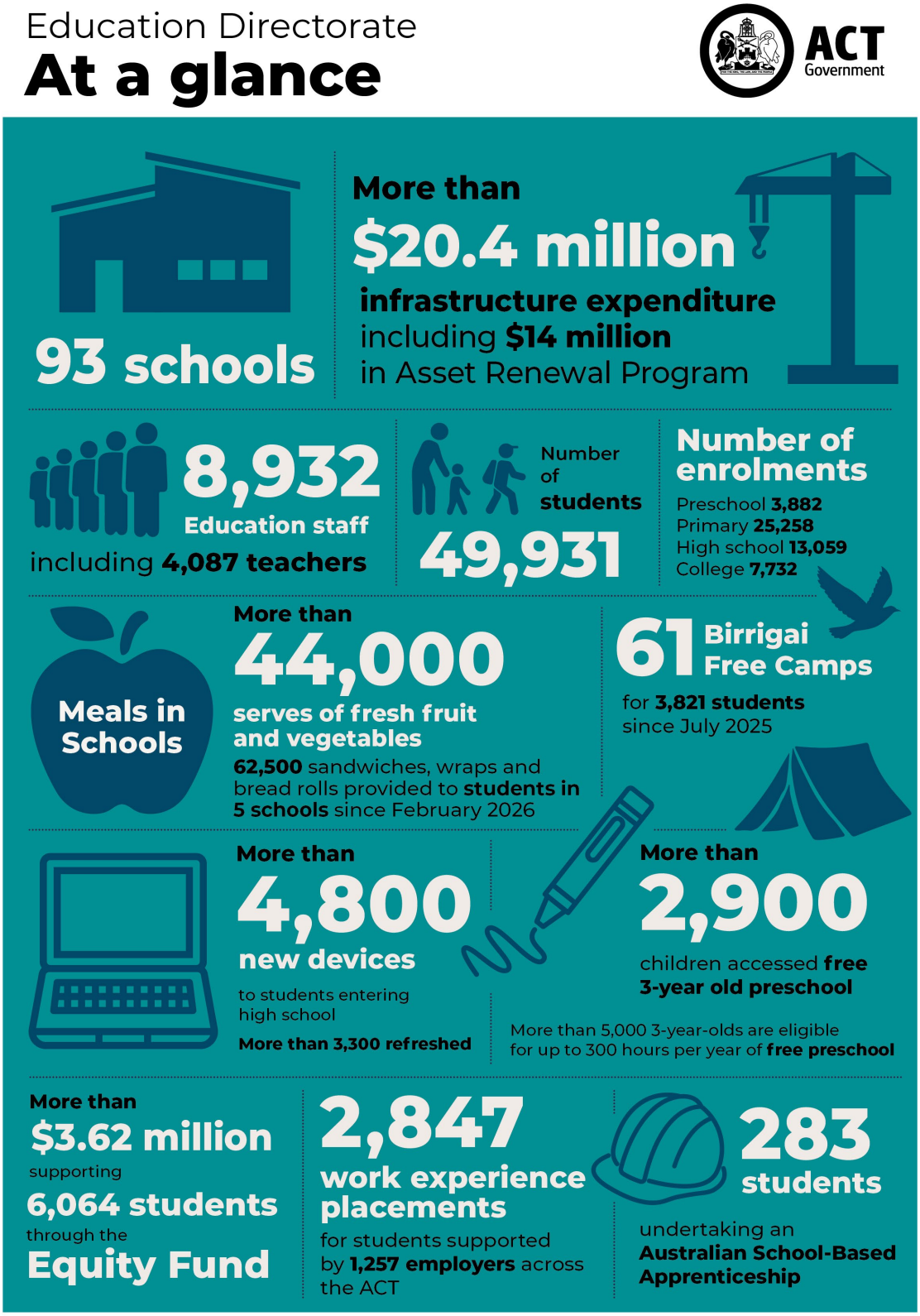


Figure 2: ACT public schools



Figure 3: Education at a glance



Our environment and planning

The Future of Education's 4 foundations and key principles continued to inform and guide the directorate's approach to public school education service delivery during 2025–26.

Foundations	Principles
Students at the centre	Equity
Empowered learning professionals	Agency
Strong communities for learning	Access
Systems supporting learning	Inclusion

Consideration of the next phase of the Future of Education coincided with the ACT Government's commissioning of the ACT Public School System Resourcing Review in October 2025, led by an Expert Panel. On 2 April 2026, the Expert Panel presented its final report to the Minister, recommending the ACT join up its 93 schools and education support office into one consistent, coordinated public education system.

On 27 May 2026, the ACT Government announced its interim response to the review, Future of Education: One public education system, launching a generational shift in public education. The response focused on efforts to strengthen:

- equity by allocating resources across the public system according to need
- consistency in evidence-based practices across all schools
- sustainability for the system in the long-term by finding more cost-effective ways to run the organisation.

Strong Foundations continues to support schools to teach in a consistent, evidence-informed way, with a focus on literacy and numeracy, by providing practical resources, assessment tools, coaching and guidance. The Inclusive Education Strategy's First Action Plan continued whole of system reform in building a more welcoming, accessible and supportive learning environment for students with disability. The strategy adopts evidence-informed and system-wide approaches to strengthening school capability, resourcing and infrastructure so every child can participate and thrive.

A continued focus in 2025–26 was the transition of national reforms under the Better and Fairer Schools Funding Agreement into local action:

- *Equity and Excellence,* through strengthening evidence informed approaches to teaching and learning
- *Wellbeing for Learning and Engagement,* through supporting students with complex needs
- *Strong and Sustainable Workforce,* through workload reduction

Outlook for 2026–27

The directorate's priorities for 2026–27 are guided by its strategic commitments:

- *Closing the Gap*, improving outcomes for Aboriginal and Torres Strait Islander students
- *Future of Education: One public education system*, equity and excellence for all students and a sustainable system
- *Better and Fairer Schools Agreement*, nationally consistent reforms on equity; wellbeing; and workforce
- *Set Up for Success,* supporting early childhood education
- *Inclusive Education Strategy,* supporting students with disability
- *Strong Foundations,* consistent, evidence-informed teaching and learning

This will be enabled by organisation design work within the education support office to provide schools with more consistent, high-quality and responsive central supports, and the joining up of strategic priorities in a new Strategic Plan reflecting where the directorate is headed as a system:

- Resources efficiently and fairly allocated
- Clear, central services and supports
- Consistent teaching and learning
- Cost-effective and financially sustainable
- United leadership across all education service delivery settings

During 2026–27, the directorate plans to progress legislative reforms, including the *Education (Non-government Schools) Amendment Bill 2026* which will seek to revise registration, review and regulatory action processes for non-government schools. The directorate will also seek to develop the *Education (Modernisation) Amendment Bill 2027* to amend and improve the legal framework for the delivery of public education.

Student-Centred Improvement Framework Implementation

Implementation of the Student-Centred Improvement Framework has continued to mature with 17 reviews and 74 Student-Centred Improvement Visits delivered across the system during the reporting period. In primary schools, Student-Centred Improvement Visits were a critical mechanism for implementing Strong Foundations, with a specific focus on embedding explicit teaching practices. These visits, which involve principals and directorate staff reviewing school data, observing classrooms and interviewing school staff, achieved several key outcomes:

- Strengthened explicit teaching practices across participating schools.
- Elevated the quality and consistency of evidence-informed professional dialogue between school leaders and review teams.
- Provided a structured, transparent process to monitor implementation, identify exemplary practices, and foster continuous improvement.
- Aligned school-level processes directly with system-led pedagogical priorities and Strong Foundations objectives.

Student-Centred Improvement Visits

Four primary school principals, working together as a network learning community, completed visits at each other's schools with a shared focus on explicit teaching. During the visits, the peer principals and directorate staff provided specific feedback on school progress alongside recommendations to strengthen classroom practice.

Beyond receiving guidance, the visiting principals identified key structural insights to implement within their own schools. This collaborative approach supported all participating schools to refine their practice while successfully building pedagogical consistency across the system.

The Student-Centred Improvement Framework has enabled schools to sharpen their strategic focus through identification and prioritisation on areas of greatest student need. Through the deliberate selection of relevant framework elements, schools gather meaningful evidence to inform their next cycle of strategic improvement planning.

Importantly, schools engage with the framework through an 'improve, not prove' mindset. This approach successfully fosters a system wide culture of continuous improvement, professional reflection, and growth, supporting a focus on enhancing practice and improving outcomes for all students.

2026 School Review

A primary school undergoing its review in 2025 initially identified 'Assessment' as its core focus area. While initial discussions and data reviews confirmed that the school's assessment plan, implementation and use to respond to student need were already distinct areas of strength, the data highlighted systems of support as a key area for development.

Partnering with the review team, the school leadership agreed to pivot the review's focus to systems of supports, evidenced based wellbeing strategies and with a range of differentiated supports. This shift, moving from validating existing strengths ('proving') to targeting areas of growth ('improving'), provided the school with rich evidence and practical strategies to directly inform their new strategic plan.

Access to evidence was significantly strengthened through consistent system-level collection of academic performance data. This expanded visibility has enhanced the capacity of review teams to provide highly targeted findings and recommended next steps. The integration of system-level phonics data this year provided an invaluable layer of diagnostic insight. Assessment, curriculum and pedagogy featured across a significant proportion of reviews.

As the Student-Centred Improvement Framework enters its next phase, the system is demonstrating a clear progression toward stronger evaluative capability and mutual accountability.

Schools are increasingly leveraging evidence, utilising data dashboards, self-evaluation tools, and disciplined cycles of inquiry, to identify student needs, monitor impact, and dynamically adjust their improvement strategies. Concurrently, the directorate continues to strengthen its stewardship role, providing the targeted support, professional learning, and differentiated review processes necessary to sustain long-term educational excellence.

ACT Public School System Resourcing Review

In October 2025, the Minister for Education and Early Childhood appointed an independent Expert Panel to review ACT public school system resourcing, including considering the system's operating model and where responsibilities should sit between schools and the Education Support Office.

The Expert Panel, consulted widely with students, 62 schools, and an advisory group comprising key stakeholders, system leaders and external experts. It analysed data and drew on the panel members' expertise in student voice, Aboriginal and Torres Strait Islander advocacy, economics, school and public sector leadership and academia.

On 2 April 2026, the Expert Panel presented its final report to the Minister, recommending the ACT join up its 93 schools and Education Support Office into one consistent, coordinated public education system. In May 2026, the ACT Government announced its interim response to the review, launching an approach to effect a generational shift in public education.

The Review and the Future of Education: One public education system reform will shape public schooling for decades to come. Although it will take time to fully implement, the reform introduces changes that will provide staff in schools the capacity to focus on teaching, learning and student wellbeing – alongside stronger centralised support, guidance and direction to enable more consistent high-quality practices, more equitable distribution of resources and more cost-effective operations for long-term financial sustainability.

Internal accountability

Senior executives

Director-General

The Director-General leads the directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting high-quality education for ACT children and young people, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education.

The Director-General also holds responsibility for the directorate's strategic direction, including the Future of Education: One public education system, Set up for Success, Inclusive Education Strategy, Strong Foundations, and the implementation of whole-of-government strategies.

The Director-General has a role in the leadership of the ACT Public Service (ACTPS) as a member of the ACTPS Strategic Board.

Deputy Director-General

The Deputy Director-General leads the delivery of high-quality education services for ACT public schools, with responsibility for student-centred improvement, teaching and learning initiatives, inclusive education, and the management of school operational risk.

The Deputy Director-General provides strategic leadership across curriculum delivery, public preschools, pedagogy, digital services to schools, health, student inclusion and wellbeing, vocational education and training pathways and transitions, Aboriginal and Torres Strait Islander education, international education, complex behaviour support, the Instrumental Music Program and flexible education.

The Deputy Director-General supports the Director-General to achieve an increase learning gain in every school and strengthen student and family engagement, and to ensure the effective implementation of the directorate's strategic priorities.

Chief Operating Officer

The Chief Operating Officer manages strategic risks and delivers a broad range of operational functions that support the delivery of high-quality education for children and young people in ACT public schools.

The role leads the directorate's audit and assurance functions, governance, integrity matters, communications and community engagement, and government support, including ministerial and assembly business. It also oversees human resource functions, feedback and complaints management, and information access including freedom of information.

The Chief Operating Officer is responsible for the directorate's budget management in partnership with the Chief Financial Officer, including financial reporting, school resourcing and funding, strategic procurement and continuous business improvement and support.

Through the People and Performance branch, the role is responsible for attracting, recruiting and retaining teachers and leaders across the ACT public school system.

The Chief Operating Officer leads all industrial matters, engages with unions and oversees enterprise agreements and workforce strategies. The role also represents the directorate at whole-of-government initiatives and inter-directorate forums, including service insourcing and broader enterprise bargaining processes.

Executive Group Manager School Improvement

The Executive Group Manager School Improvement leads and coordinates the leadership and improvement agenda for ACT public schools, while also overseeing their day-to-day operations.

The role drives a range of improvement activities, underpinned by excellence through equity and anchored in evidence, to ensure students remain at the centre of school improvement. These activities include school leadership development and recruitment, school improvement planning and review, and system-wide school operations.

The Executive Group Manager School Improvement also oversees responses to schools' operational needs, including the incident management and response system, and the Schools Management Model, which coordinates data-informed, risk-based and differentiated supports to help schools to meet their operational requirements.

Executive Group Manager Service Design and Delivery

The Executive Group Manager Service Design and Delivery leads the design, integration and continuous improvement of education services for ACT public schools, ensuring the delivery of high-quality, evidence-informed services and policy that meets the needs of students, schools and the broader community.

The role is responsible for student engagement and wellbeing, including coordinating allied health services to support student wellbeing across all ACT public schools.

The Executive Group Manager Service Design and Delivery oversees a portfolio of specialist programs and services, including Aboriginal and Torres Strait Islander education, disability services and inclusion, vocational education and training (VET), careers and transitions support, the Instrumental Music Program, and international education.

The role provides system-wide leadership in teaching and learning through policy development, strategic advice and guidance that strengthens educational outcomes across ACT public schools.

Executive Group Manager System Policy and Reform

The Executive Group Manager System Policy and Reform leads major education reform across the school and early childhood sectors, with a strong focus on inclusive education and national policy alignment. The role provides strategic advice on national education initiatives and agreements, ensuring the ACT is well positioned in the broader reform landscape.

The position coordinates the ACT's participation in national assessment programs and delivers high-quality data and analytics to inform school and system improvement. It also oversees system-wide evaluation activities, education data sharing, research engagement, and manages the delivery and analysis of local, national and international assessments and surveys. In addition, the role oversees strategic school capacity planning and enrolment policy development.

The Executive Group Manager System Policy and Reform is responsible for delivering the ACT's commitments under national education reform priorities, including coordinating the ACT's contribution to national policy development and implementation.

The role oversees regulatory and registration functions across the education system, including the regulation of the early childhood education and care sector through the ACT Regulatory Authority (Children's Education and Care Assurance), as well as the registration and regulation of non-government schools and home education.

Executive Group Manager Infrastructure and Digital Services

The Executive Group Manager Infrastructure and Digital Services is responsible for strategic leadership to deliver digital and asset services that support high-quality education for ACT public school students.

The Executive Group Manager Infrastructure and Digital Services works closely with Infrastructure Canberra, the delivery partner for Tier 1 and Tier 2 capital projects, to support the design and construction of new schools and modernisation of existing schools in alignment with the Education Design Infrastructure Specifications.

The role also works closely with Digital Canberra to ensure schools have access to modern, secure and reliable ICT services and resources, including Chromebooks and the school administration system and to provide digital technology services to the Education Support Office.

The role is responsible for delivery of Tier 3 capital projects, the ongoing management of school facilities (including small to medium infrastructure upgrades), the Asset Renewal Program, inclusion and accessibility upgrades, centrally delivered maintenance and repairs, coordination of asset compliance services and management of hazardous materials. The role also oversees the delivery of the School Cleaning Service, providing cleaning services to ACT public schools and government offices.

Remuneration for senior executives

All executives employed by the directorate were paid in accordance with the determinations of the ACT Remuneration Tribunal.

The ACT Remuneration Tribunal is an independent statutory tribunal with responsibility for setting the remuneration, allowances and entitlements for public officials in the ACT, including the ACT Government. Further information can be found at www.remunerationtribunal.act.gov.au.

Significant committees of the directorate

Governance committees

Executive Governance Committee

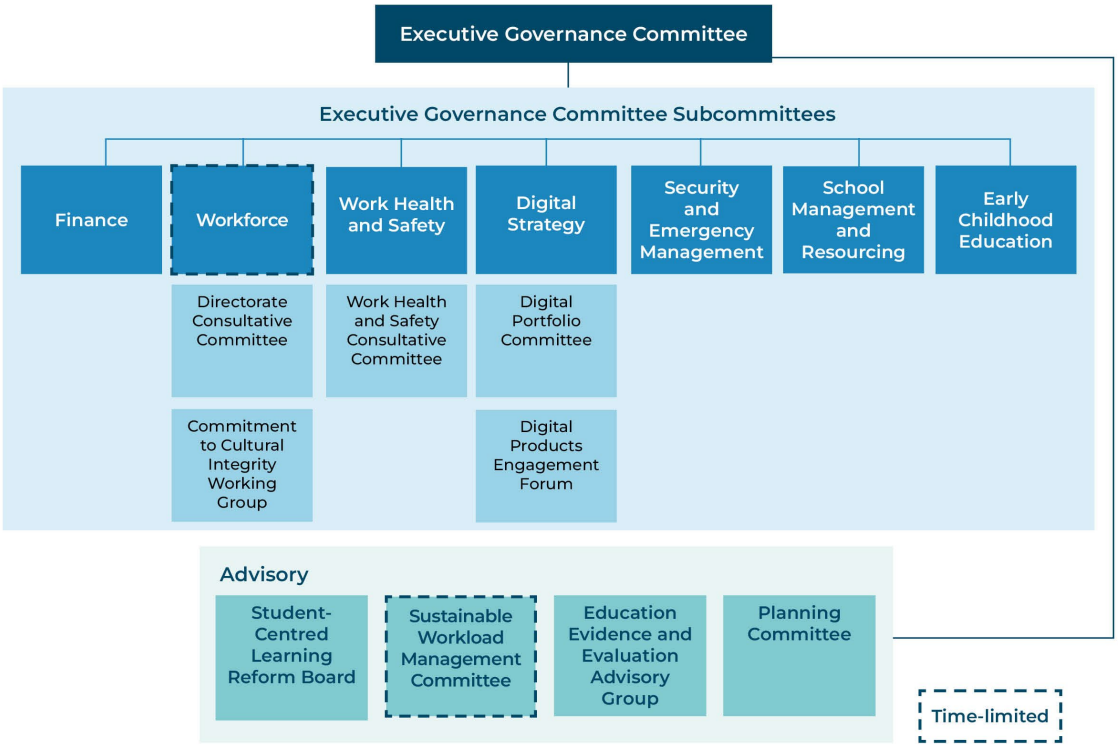
The Executive Governance Committee (EGC) supports the Director-General as the responsible officer of the directorate reporting to the Minister under Section 19 of the *Public Sector Management Act 1994.*

As the peak governance committee for the directorate, the EGC provides leadership, direction and guidance to the directorate and oversees the directorate's policy, strategy, and governance, risk, safety and compliance frameworks.

Supporting the EGC are several subcommittees which are formally established and endorsed by the EGC with defined terms of reference. They monitor, advise and regularly report on matters to support EGC's decision-making and strategic oversight.

Other directorate committees, governance groups, and advisory and consultative bodies, which are often operational in nature, may be required to provide updates to, and seek direction from, the EGC on matters relating to their function.

Figure 4: Executive Governance Committee Structure (as at 30 June 2026)



Source: ACT Education Directorate

School Management and Resourcing Subcommittee

The School Management and Resourcing Subcommittee was established and authorised by the EGC to provide advice and assurance on the operation of the Schools Management Model. It reports to the EGC on solutions to systemic problems impeding the operational management of schools.

The subcommittee ensures the appropriate, transparent, documented and accountable management of emergent and complex operational challenges in ACT public schools, and the identification of trends and patterns to guide future work programs. The subcommittee is supported by the Schools Management Working Group and is responsible for ensuring the operations of the working group provide proportionate support to schools under the Schools Management Model in a timely and effective manner.

Education Workforce Subcommittee

The Education Workforce Subcommittee was established and authorised by the Director-General as a forum to oversee the development and the implementation of the directorate's Action Plan Reform Program on Workforce and respond to the identified strategic workforce risks, including critical industrial matters. The subcommittee puts forward recommendations and/or proposed actions to address or respond to current and emerging strategic workforce risks across the directorate, including recruitment and retention, workforce satisfaction and wellbeing and injury prevention.

The subcommittee monitors implementation of strategic workforce initiatives, escalating issues as required. It oversees current and emerging workforce risks, considers and endorses mitigation actions, and provides expert advice on workforce risk management.

Work Health and Safety Subcommittee

The Work Health and Safety (WHS) Subcommittee was established and authorised by the EGC to ensure, as far as reasonably practicable, the directorate complies with its obligations under the *Work Health and Safety Act 2011.*

The subcommittee provides governance and oversight to ensure WHS due diligence is actively undertaken. It monitors WHS-related performance, compliance, strategic risks in addition to promoting continuous improvement of WHS systems and practices. The subcommittee also receives WHS reporting, considers and endorses WHS risk mitigation actions, governs the WHS Consultative Committee and provides strategic direction on WHS audits, data analysis and the directorate's Safety and Wellbeing Strategy.

Digital Strategy Subcommittee

The Digital Strategy Subcommittee provides advice on the development and implementation of digital and ICT strategies, programs and policies. It oversees the governance requirements of data usage in the directorate, provides advice and makes recommendations to the EGC about digital and ICT strategic directions, policies, risks, and proposals for system-wide initiatives.

The subcommittee meets quarterly and comprises senior leaders from Digital Canberra and the directorate, to ensure alignment with broader digital requirements of the ACT Government.

Security and Emergency Management Subcommittee

The Security and Emergency Management Subcommittee was established and authorised by the EGC to oversee the directorate's security and emergency management policies, plans and practices.

It provides advice and guidance on the development and implementation of initiatives relating to security, emergency management, business continuity, and related risk management and compliance matters across the directorate. The subcommittee also fulfils the role of an Emergency Planning Committee and supports the directorate in achieving emergency management compliance.

Finance Subcommittee

The Finance Subcommittee was established by the EGC and authorised by the Director-General to provide financial expertise and advice on the directorate's financial management, strategy, compliance and assurance risks.

The financial advice provided by the subcommittee includes, but is not limited to, branch and division forecasted positions, school finance matters, savings targets, implementation of election commitments, operational program changes, innovations prior to implementation, financial implications of policy, and compliance affecting the financial operations of the directorate.

Early Childhood Education Subcommittee

The Early Childhood Education Subcommittee was established by the EGC in April 2026 and is authorised by the Director-General to oversee governance for the Approved Provider function; provide advice in support of compliance, risk management and quality improvement needs across ACT public preschools; and make recommendations to the EGC and other directorate authorities on matters pertaining to early childhood education.

The subcommittee supports the EGC by enhancing the governance of ACT public preschools and ensuring, as far as reasonably practicable, obligations under the National Quality Framework are met by the directorate and Persons with Management or Control.

It aims to ensure a consistent, system-wide approach to quality and compliance across all ACT public preschools, particularly considering greater regulatory scrutiny for the early childhood education and care sector nationally. The subcommittee comprises senior leaders from across the directorate, including preschool representation and meets quarterly.

Directorate advisory committees

Education Evidence and Evaluation Advisory Group

The Education Evidence and Evaluation Advisory Group ensures the ACT Government Evaluation Policy and Guidelines are implemented across the directorate and oversees research occurring within, or on behalf of, the directorate. Reporting annually to the EGC, the group guides the development of evaluation plans and builds evaluation capability across the directorate. Membership comprises senior leaders from across the directorate and meets quarterly.

Education Governance Committee Planning Advisory Group

The Education Governance Committee Planning Advisory Group provides strategic advice to guide the directorate's responses to enrolment changes in the Territory. This includes identifying key areas of school enrolment capacity risks and advising on appropriate responses, which may include changes in enrolment settings, infrastructure investments and other responses. Membership comprises senior leaders from across the directorate and Infrastructure Canberra and meets quarterly.

Principal Advisory Group

During the reporting period, the Principal Advisory Group was reinvigorated, with a renewed focus on its role as a strategic consultation and communication forum. The Principal Advisory Group considers key strategic, policy and operational matters and provides advice to the Director-General, Senior Executive and schools. In addition, the Principal Advisory Group shares information with principal colleagues through established networks.

A strengthened consultation model was implemented, ensuring systematic and representative input from across the system. Issues and perspectives are gathered through network meetings, enabling the voices of all principals to be captured and consolidated. This input is brought to the Principal Advisory Group for consideration, with outcomes and feedback subsequently communicated back through networks, reinforcing a clear and consistent two-way flow of information.

The group comprises representatives from across the directorate and principals from each of the 4 school networks and meets quarterly, with additional meetings convened as required.

Inclusion Principals Advisory Group

The Inclusion Principals Advisory Group comprises ACT public school principals, directorate executives and staff with expertise in leading inclusive education practices for students with disability.

The group meets 8 times a year to provide expert advice on issues, opportunities, and risks. Drawing on extensive school leadership experience, members contribute to system-level analysis, problem-solving, and innovation to support the planning and implementation of a coordinated approach to inclusive education across ACT public schools.

Consultative committees

Sustainable Workload Management Committee

The Sustainable Workload Management Committee was established and authorised by the Director-General in accordance with recommendation 19 of the Teacher Shortage Taskforce Final Report and subclause P8.1 of the ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023–2026. The committee is a joint consultative committee between the directorate and the Australian Education Union, established to address teacher and school leader workload.

The committee identifies and provides advice on the drivers of teacher and school leader workload at a system level and makes recommendations for changes to the EGC. For further information on the Sustainable Workload Management Committee's operations, refer to page 218.

Student-Centred Learning Reform Board

The Student-Centred Learning Reform Board is the directorate's cross-reform governance board, established by the Director-General to oversee the implementation of priority education reforms. The board meets 8 times per year and provides strategic oversight of the governance, budget, and delivery of Strong Foundations, the Student-Centred Improvement Program, and the Inclusive Education Strategy.

This board provides governance for the implementation of priority education reforms to support the coherent and consistent delivery of high-quality learning in every classroom in ACT public schools. It also ensures active due diligence through monitoring, reporting, and providing advice on reform program implementation, performance and alignment.

Learning and Data Management Steering Committee

The Learning and Data Management Steering Committee was established as a subcommittee of the Student-Centred Learning Reform Board to provide technical and strategic governance, assurance and alignment for the Strong Foundations Workstream 5. Workstream 5, Enhanced Digital Learning, delivers a critical enabling capability for the program through the investigation and implementation of a Learning Management System and Data Management System. The committee comprises senior leaders from across the directorate and Digital Canberra and meets bi-monthly.

Directorate Consultative Committee

The Directorate Consultative Committee is the peak consultative forum established to monitor the operation and implementation of the relevant enterprise agreements. It also considers new and changed policies and guidelines and any workplace matters significantly affecting employees.

The membership of the committee includes representatives from the directorate, employees and unions, including the Australian Education Union, Community & Public Sector Union and the United Workers Union. Other specialists may also be invited to participate in committee meetings as required. The committee is chaired by the Executive Branch Manager, People and Performance and meets quarterly.

Workplace Consultative Committee – School Cleaning Service

The Workplace Consultative Committee – School Cleaning Service serves as a key forum for consultation on matters relating specifically to the School Cleaning Service. It also contributes to broader organisational dialogue, with issues of wider relevance escalated to the directorate Consultative Committee. As part of the directorate's commitment to ongoing engagement, the committee supports regular and constructive consultation with unions, ensuring workforce perspectives are considered in decision-making.

Committee membership comprises employees from a range of Cleaning Services classifications covered by the Infrastructure Services Enterprise Bargaining Agreement, along with representatives from the United Workers Union and the directorate. The committee meets quarterly, although there were limited formal meetings during 2025–26.

Work Health and Safety Consultative Committee

The Work Health and Safety Consultative Committee serves as a key forum for addressing health and safety matters affecting the directorate's workforce. It plays an advisory role to senior executives, supporting efforts to prevent workplace injuries and promote a safe working environment. The committee was established to help ensure, so far as reasonably practicable, that the directorate meets its consultation obligations under the *Work Health and Safety Act 2011*.

The committee facilitates the identification and discussion of workplace issues and provides advice and guidance on both current and proposed initiatives related to work health and safety, wellbeing and workforce performance. It also promotes continuous improvement by identifying opportunities to strengthen organisational performance in these areas.

The committee convenes on a quarterly basis and operates in an advisory capacity rather than as a decision-making body. Its membership comprises executive representatives from all business areas within the directorate, alongside union representatives and a range of employee representatives, including principals, teachers, business managers, learning support assistants, and health and safety representatives.

Education Digital Portfolio Committee

The Education Digital Portfolio Committee is responsible for the strategic direction and oversight of all Tier 2 projects (and other Tier 3 or 4 projects as defined by the Chair) within the directorate's digital portfolio. The committee comprises representatives from across the directorate and Digital Canberra and meets quarterly.

Data Insights Program Steering Committee

The Data Insights Program Steering Committee held its final meeting on 11 September 2025. The Data Insights Program team's work has transitioned to a business-as-usual function as agreed by the committee and endorsed by the EGC.

The committee comprised representatives from the directorate, Digital Canberra and the Chief Minister, Treasury and Economic Development Directorate. The Data Insights Program now reports to the Digital Strategy Committee.

Digital Products Engagement Forum

The Digital Products Engagement Forum considers matters of significance relating to the user, experience, and effectiveness of digital products provided to schools by the directorate, as well as matters referred to it by the Digital Strategy Subcommittee of the EGC, or other relevant governance bodies. The forum meets quarterly and comprises representatives from the directorate and school-based staff in leadership, teaching, administration and technical support roles.

The Digital Products Engagement Forum is structured as a working group of the Digital Strategy Committee to support the strategic direction of the directorate's digital ecosystem. The group provides a structured mechanism for gathering school-based feedback on existing digital products and services, ensuring that user insights inform ICT priorities, product roadmaps, and future decision-making.

Strong Foundations Implementation Partners Group

The Strong Foundations Implementation Partners Group is a consultative body established to support the implementation of the ACT Government's Literacy and Numeracy Education Expert Panel Final Report through Strong Foundations. The Strong Foundations Implementation Partners Group provides a structured forum for priority stakeholders to receive updates and offer feedback on Strong Foundations. The Strong Foundations Implementation Partners Group plays a key role in informing change management and ensuring stakeholder perspectives are embedded in the delivery of Strong Foundations. The group meets quarterly and includes representatives from the following organisations:

- Aboriginal and Torres Strait Islander Elected Body
- ACT Board of Senior Secondary Studies
- ACT Parents
- ACT Principals Association
- Australian Education Union
- Community & Public Sector Union
- ACT Teacher Quality Institute

Engagement committees

Disability Education Reference Group

The Disability Education Reference Group comprises community stakeholders who contribute information and feedback to strengthen the delivery of inclusive education to students with disability in ACT public schools and meets quarterly. The reference group includes members from the directorate and others including:

- ACT Down Syndrome and Intellectual Disability Association Incorporated
- ACT Parents
- Advocacy for Inclusion
- Australian Education Union
- Carers ACT
- Health Care Consumers' Association
- Imagine More
- Women with Disabilities ACT
- Office for Disability, Health and Community Services Directorate

Valuing Educators Reference Group

The Valuing Educators Reference Group supports the delivery of strategies and initiatives for the ACT's early childhood education and care profession. The group meets quarterly and consists of representatives from the sector (including out of school hours care) and acts as a collaborative body in shaping and guiding the direction of the workforce supports. In the reporting period members were from:

- ACT public schools
- ACT Teacher Quality Institute
- Australian Education Union
- Baringa Early Learning
- Capital Region Community Services
- Catholic Education
- Canberra Institute of Technology
- Early Childhood Australia
- Goodstart
- Harbour Early Learning
- Independent Schools Association
- National Out of School Hours Care Services Association
- SDN Bluebell
- Trinity Christian School
- United Workers Union
- University of Canberra
- Wonderschool
- YWCA

Placement Pathway Group

The Placement Pathway Group plays a central role in placing priority 3-year-old children into partnered Early Childhood Education and Care (ECEC) services. The group reviews referrals and determines the best placement with a partnered ECEC service that suit each family's needs. The group includes representation from the Health and Community Services Directorate and the ACT Regulatory Authority, Children's Education and Care Assurance, and meets fortnightly.

Strong Foundations Principal Working Group

The Strong Foundations Principal Working Group was established to support the implementation of the ACT Government's Literacy and Numeracy Education Expert Panel Final Report through Strong Foundations and meets 8 times per year. The group comprises 12 ACT public school principals who provide strategic advice on the implementation of Strong Foundations and associated workstreams.

ACT Minister's Student Congress

The Minister's Student Congress is an annual student consultation forum that brings together students from ACT public schools to discuss issues that affect their education, wellbeing and school experience. It provides a direct and valuable connection between students and the Minister for Education and Early Childhood, enabling students to share their perspectives, contribute ideas, and provide direct feedback that informs future education policies, programs and initiatives.

The 2025 Congress was attended by the Minister for Education and Early Childhood, who opened the event and observed the small group workshops. The event was also attended by directorate executives to hear directly from students and gain insight into their experiences, views, and priorities.

Participation is open to students enrolled in ACT public schools from years 2–12. Students participate in structured group sessions run by the Student Voice Working Group, a cohort of year 10 and 11 high school and college students from ACT public schools.

Through structured discussions and consultation activities, students are supported to explore issues of importance to them, contribute to conversations about their learning environments, and help shape decisions that impact their educational experience. The Congress demonstrates the directorate's commitment to student voice and meaningful participation by creating a direct pathway for student perspectives to inform educational improvement and decision-making across ACT public education.

Student Voice Working Group

The Student Voice Working Group is a student-led advisory group. It is a cohort of year 10 and 11 students from ACT public high schools and colleges responsible for planning, designing and delivering the annual ACT Minister's Student Congress.



Pictured: Student Voice Working Group.

The group works in partnership with directorate staff to develop the Congress program, identify discussion topics and consultation questions, design and lead workshop activities, and ensure the event meaningfully captures student perspectives on issues affecting them.

The Working Group meets twice each term in terms 1, 2, and 3 to plan and prepare for the Congress. In term 3, members also play a key role in hosting and facilitating the event, leading workshops discussions and supporting participation from students across ACT public schools.

The group meets once in term 4 to evaluate the Congress, provide feedback on the event and contribute to the development of the Congress report, including student findings and recommendations for consideration by the Minister and the directorate. In addition to student members, directorate executives are invited to attend meetings to engage directly with the group, share insights on directorate priorities, and support students in shaping the focus and outcomes of the Congress.



Pictured: Student Voice Working Group.

2026 Student Voice Consultation Committee Pilot program

The Student Voice Consultation Committee commenced in 2026 as a pilot program. It consists of year 7–9 students from ACT public schools and directorate representatives who meet quarterly in a structured forum to share their perspectives, experiences, and feedback on policies, programs, services, and initiatives managed by the directorate.

The committee's primary function is to ensure student voice informs the development, review, implementation, and evaluation of policies and programs that affect students. Through regular consultation, students can identify emerging issues, provide feedback on existing initiatives, and contribute ideas to support continuous improvement across the education system. The committee supports the directorate's commitment to student voice, wellbeing, inclusion, and meaningful participation by creating genuine opportunities for students to influence decisions that impact their education and school experience.

Inclusive Education Student Voice Forum

The Inclusive Education Student Voice Forum was established to give children and young people with disability, and their allies, a say in inclusive education. The forum came together in-person on the International Day of People with Disability on 3 December 2025 and provided students with the opportunity to engage with disability inclusion experts. The forum also created online opportunities for students to submit pedagogical and infrastructure advice and input to the directorate about what they would like to see in their schools.

Performance Analysis

Overview

Table 1: Performance analysis overview

Strategic Objective	Strategic Indicator	Comment on 2025–26 Performance	More Information
Strategic Objective 1 To promote greater equity in learning outcomes in and across ACT public schools	Strategic Indicator 1(a): Reduction in the equity gap between proportions of the most advantaged and less advantaged students achieving the Strong or Exceeding proficiency levels in NAPLAN reading	The performance gap between the most and least advantaged groups of public school students achieving the Strong or Exceeding proficiency levels in reading was 28.1 percentage points.	Output Class 1, pages 47–55 Strategic Indicator 1(a), page 41
	Strategic Indicator 1(b): Reduction in the equity gap between proportions of the most advantaged and less advantaged students achieving the Strong or Exceeding proficiency levels in NAPLAN numeracy	The performance gap between the most and least advantaged groups of public school students achieving the Strong or Exceeding proficiency levels in numeracy was 31.0 percentage points.	Output Class 1, pages 47–55 Strategic Indicator 1(b), page 42
	Strategic Indicator 1(c): Reduction in the equity gap between proportions of the most advantaged and less advantaged students achieving the Needs Additional Support proficiency level in NAPLAN reading	The performance gap between the most and least advantaged groups of public school students achieving the Needs Additional Support proficiency level in reading was 15.2 percentage points.	Output Class 1, pages 47–55 Strategic Indicator 1(c), page 42
	Strategic Indicator 1(d): Reduction in the equity gap between proportions of the most advantaged and less advantaged students achieving the Needs Additional Support proficiency level in NAPLAN numeracy	The performance gap between the most and least advantaged groups of public school students achieving the Needs Additional Support proficiency level in numeracy was 13.6 percentage points.	Output Class 1, pages 47–55 Strategic Indicator 1(d), page 42

Strategic Objective 2 To facilitate high quality teaching in ACT public schools and strengthen educational outcomes	Strategic Indicator 2(a): Increase in the ACT public schools NAPLAN gain for year 3–5 in reading	The gain for year 3–5 reading in ACT public schools was 91 score points.	Output Class 1, pages 47–55 Strategic Indicator 2(a), page 44
	Strategic Indicator 2(b): Increase in the ACT public schools NAPLAN gain for year 3–5 in numeracy	The gain for year 3–5 numeracy in ACT public schools was 85 score points.	Output Class 1, pages 47–55 Strategic Indicator 2(b), page 44
	Strategic Indicator 2(c): Increase in the ACT public schools NAPLAN gain for year 7–9 in reading	The gain for year 7–9 reading in ACT public schools was 26 score points.	Output Class 1, pages 47–55 Strategic Indicator 2(c), page 45
	Strategic Indicator 2(d): Increase in the ACT public schools NAPLAN gain for year 7–9 in numeracy	The gain for year 7–9 numeracy in ACT public schools was 29 score points.	Output Class 1, pages 47–55 Strategic Indicator 2(d), page 45
Strategic Objective 3 To centre teaching and learning around students as individuals	Strategic Indicator 3(a): Increase in Student School Identification	The proportion of students strongly identifying with their school in 2025 was 66%.	Output Class 1, pages 47–55 Strategic Indicator 3(a), page 46
	Strategic Indicator 3(b): Increase in Staff School Identification	The proportion of staff strongly identifying with their school in 2025 was 89%.	Output Class 1, pages 47–55 Strategic Indicator 3(b), page 46
	Strategic Indicator 3(c): Increase in Parent/Carer School Identification	The proportion of parents and carers strongly identifying with their school in 2025 was 84%.	Output Class 1, pages 47–55 Strategic Indicator 3(c), page 46

Strategic Objectives and Indicators

Strategic Objective 1 – To promote greater equity in learning outcomes in and across ACT public schools

The ACT public education system is underpinned by the right of all children to access high quality education. It is recognised that not all children are able to access the same educational advantages when starting their education. Some children receive at-home and early childhood education, others first access education at the start of preschool. Children may also experience adversity at different stages of their education journey. The difference in access may be the result of socio-economic factors, physical or mental health or disability, cultural backgrounds, or familial circumstance.

Student achievement in NAPLAN is reported using proficiency standards, which replaced the previous 10-band scale and National Minimum Standard. The proficiency standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing.

There are four proficiency levels:

- *Exceeding:* the student's result exceeds expectations at the time of testing.
- *Strong:* the student's result meets challenging but reasonable expectations at the time of testing.
- *Developing:* the student's result indicates that they are working towards the challenging but reasonable expectations at the time of testing.
- *Needs additional support:* the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Table 2: Strategic Indicator 1(a): Reduction in the equity gap between proportions of the most advantaged and less advantaged students achieving the Strong or Exceeding proficiency levels in NAPLAN reading.

Reading	2023 Actual[1]	2024 Actual[1]	2025 Target	2025 Actual
Equity Gap (percentage points)	29.5	27.5	27.5	28.1

Source: ACT Education Directorate unpublished data.

Note(s):

1. The NAPLAN measurement scale was reset in 2023. NAPLAN data from 2023 onwards are not comparable to previous NAPLAN years, and equity gap measures from 2023 are not comparable to 2022 and earlier data.

Table 3: Strategic Indicator 1(b): Reduction in the equity gap between proportions of the most advantaged and less advantaged students achieving the Strong or Exceeding proficiency levels in NAPLAN numeracy.

Numeracy	2023 Actual[1]	2024 Actual	2025 Target	2025 Actual
Equity Gap (percentage points)	31.1	30.2	30.2	31.0

Source: ACT Education Directorate unpublished data.

Note(s):

1. The NAPLAN measurement scale was reset in 2023. NAPLAN data from 2023 onwards are not comparable to previous NAPLAN years, and equity gap measures from 2023 are not comparable to 2022 and earlier data.

Table 4: Strategic Indicator 1(c): Reduction in the equity gap between proportions of the most advantaged and less advantaged students achieving the Needs Additional Support proficiency level in NAPLAN reading.

Reading	2023 Actual[1]	2024 Actual[1]	2025 Target	2025 Actual
Equity Gap (percentage points)	15.5	15.5	15.5	15.2

Source: ACT Education Directorate unpublished data.

Note(s):

1. The NAPLAN measurement scale was reset in 2023. NAPLAN data from 2023 onwards are not comparable to previous NAPLAN years, and equity gap measures from 2023 are not comparable to 2022 and earlier data.

Table 5: Strategic Indicator 1(d): Reduction in the equity gap between proportions of the most advantaged and less advantaged students achieving the Needs Additional Support proficiency level in NAPLAN numeracy.

Numeracy	2023 Actual[1]	2024 Actual[1]	2025 Target	2025 Actual
Equity Gap (percentage points)	16.3	14.2	14.2	13.6

Source: ACT Education Directorate unpublished data.

Note(s):

1. The NAPLAN measurement scale was reset in 2023. NAPLAN data from 2023 onwards are not comparable to previous NAPLAN years, and equity gap measures from 2023 are not comparable to 2022 and earlier data.

Strategic Objective 2 – To facilitate high-quality teaching in ACT public schools and strengthen educational outcomes

The Future of Education Strategy sets the objective for the directorate of ensuring students succeed through the delivery of high-quality learning that engages students and supports the development of learning for life. This will be achieved through collaborative learning; by developing cohesive relationships between schools, communities and whole-of-government.

The directorate is also strengthening the pedagogy (teaching practice) to respond to diversity and build learner capabilities as well as content knowledge. Progress in student learning gain is an important measure of evaluating educational outcomes. Drawing on the concept of a year's learning for a year's teaching, these strategic indicators measure the growth in learning of our students.

To measure the growth in student education outcomes over time, the directorate compares the NAPLAN mean reading scores of children in year 3 (or year 7) with the NAPLAN mean reading scores of the same children when they have reached year 5 (or year 9).

Students generally experience a higher gain in their early years of schooling as they develop a foundation and understanding of new concepts in numeracy and literacy. This is reflected in the national NAPLAN scale which reflects double the gain between year 3 and 5 students compared with gain between year 7 and 9 students.

Reporting of gain data will be in abeyance until after the release of NAPLAN 2025 data. NAPLAN 2023 data will be put onto a new scale and the 2023 data will not be comparable to previous NAPLAN years, making 2023 the nationally agreed new baseline.

ACARA have indicated that reporting of "student progress or gain" will not be possible until 2025, two years after the time series is restarted, i.e. after students completing NAPLAN on the new scale in 2023 receive their next NAPLAN results in 2025.

Reporting against these strategic indicators will recommence for the 2026–27 budget cycle using NAPLAN 2023–2025 data, as this will be the first opportunity to recommence reporting student gain data.

Table 6: Strategic Indicator 2(a): Increase in the ACT public schools NAPLAN gain for year 3–5 in reading

	2018–20 Actual[1]	2019–21 Actual	2020–22 Actual[1]	2021–23 Actual[2]	2023–25 Target[2]	2023–25 Actual[2]	2024–26 Target[3]
Year 3	N/A	441	N/A	Reporting in abeyance	Reporting in abeyance	408	N/A
Year 5	N/A	518	N/A			499	N/A
Gain	N/A	77	N/A			91	91

Source: ACT Education Directorate unpublished data.

Note(s):

1. Due to COVID-19 disruption, the NAPLAN 2020 testing event did not occur. As a result, no data is available to report for 2018–20 or 2020–22 gain cycles.
2. NAPLAN 2023 data was reported against a new scale and the 2023 data are not comparable to results from previous NAPLAN events. Reporting against this indicator will recommence for the 2026–27 Budget using NAPLAN 2023–2025 data, as this will be the first opportunity to recommence reporting student gain data. The target will be set in line with the result for the first reporting period. Improvement targets will be set thereafter.
3. Mean scores are unavailable until after the 2024–26 target year results are finalised. Individual targets are not set for year 3 and 5. As such, the gain should be considered the target.

Table 7: Strategic Indicator 2(b): Increase in the ACT public schools NAPLAN gain for year 3–5 in numeracy

	2018–20 Actual[1]	2019–21 Actual	2020–22 Actual[1]	2021–23 Actual[2]	2023–25 Target[2]	2023–25 Actual[2]	2024–26 Target[3]
Year 3	N/A	414	N/A	Reporting in abeyance	Reporting in abeyance	407	N/A
Year 5	N/A	494	N/A			492	N/A
Gain	N/A	80	N/A			85	85

Source: ACT Education Directorate unpublished data.

Note(s):

1. Due to COVID-19 disruption, the NAPLAN 2020 testing event did not occur. As a result, no data is available to report for 2018–20 or 2020–22 gain cycles.
2. NAPLAN 2023 data was reported against a new scale and the 2023 data are not comparable to results from previous NAPLAN events. Reporting against this indicator will recommence for the 2026–27 Budget using NAPLAN 2023–2025 data, as this will be the first opportunity to recommence reporting student gain data. The target will be set in line with the result for the first reporting period. Improvement targets will be set thereafter.
3. Mean scores are unavailable until after the 2024–26 target year results are finalised. Individual targets are not set for year 3 and 5. As such, the gain should be considered the target.

Table 8: Strategic Indicator 2(c): Increase in the ACT public schools NAPLAN gain for year 7–9 in reading

	2018–20 Actual[1]	2019–21 Actual	2020–22 Actual[1]	2021–23 Actual[2]	2023–25 Target[2]	2023–25 Actual[2]	2024–26 Target[3]
Year 7	N/A	555	N/A	Reporting in abeyance	Reporting in abeyance	541	N/A
Year 9	N/A	587	N/A			566	N/A
Gain	N/A	32	N/A			26	26

Source: ACT Education Directorate unpublished data.

Note(s):

1. Due to COVID-19 disruption, the NAPLAN 2020 testing event did not occur. As a result, no data is available to report for 2018–20 or 2020–22 gain cycles.
2. NAPLAN 2023 data was reported against a new scale and the 2023 data are not comparable to results from previous NAPLAN events. Reporting against this indicator will recommence for the 2026–27 Budget using NAPLAN 2023–2025 data, as this will be the first opportunity to recommence reporting student gain data. The target will be set in line with the result for the first reporting period. Improvement targets will be set thereafter.
3. Mean scores are unavailable until after the 2024–26 target year results are finalised. Individual targets are not set for year 3 and 5. As such, the gain should be considered the target.

Table 9: Strategic Indicator 2(d): Increase in the ACT public schools NAPLAN gain for year 7–9 in numeracy

	2018–20 Actual[1]	2019–21 Actual	2020–22 Actual[1]	2021–23 Actual[2]	2023–25 Target[2]	2023–25 Actual[2]	2024–26 Target[3]
Year 7	N/A	561	N/A	Reporting in abeyance	Reporting in abeyance	535	N/A
Year 9	N/A	592	N/A			564	N/A
Gain	N/A	31	N/A			29	29

Source: ACT Education Directorate unpublished data.

Note(s):

1. Due to COVID-19 disruption, the NAPLAN 2020 testing event did not occur. As a result, no data is available to report for 2018–20 or 2020–22 gain cycles.
2. NAPLAN 2023 data was reported against a new scale and the 2023 data are not comparable to results from previous NAPLAN events. Reporting against this indicator will recommence for the 2026–27 Budget using NAPLAN 2023–2025 data, as this will be the first opportunity to recommence reporting student gain data. The target will be set in line with the result for the first reporting period. Improvement targets will be set thereafter.
3. Mean scores are unavailable until after the 2024–26 target year results are finalised. Individual targets are not set for year 3 and 5. As such, the gain should be considered the target.

Strategic Objective 3 – To centre teaching and learning around students as individuals

The Future of Education Strategy recognises the importance of developing students as individuals and creating a learning environment adapted to their needs. Children start school with diverse range of strengths and needs and the directorate will respond and adapt the teaching approaches to increase student outcomes.

The ACT Government recognises that quality peer relationships, and a sense of school belonging, positively impacts the outcomes of students and the experience of school staff. This strategic indicator draws information from students, staff, and parents. This indicator will show the change over time of the strength of identification with the schools of students, staff, and parents/carers.

The directorate reported previously on the "overall student satisfaction with the education at their public school". This information also drew from the annual survey of parents and students. The results of this survey are publicly available on the directorate's website www.education.act.gov.au.

Table 10: Strategic Indicator 3(a): Increase in Student School Identification.

	2021	2022	2023	2024	2025 Target	2025 Actual
Student	62%	60%	62%	64%	65%	66%

Source: ACT Education Directorate, unpublished data.

Table 11: Strategic Indicator 3(b): Increase in Staff School Identification.

	2021	2022	2023	2024	2025 Target	2025 Actual
Staff	88%	89%	90%	90%	91%	89%

Source: ACT Education Directorate, unpublished data.

Table 12: Strategic Indicator 3(c): Increase in Parent/Carer School Identification.

	2021	2022	2023	2024	2025 Target	2025 Actual
Parent/Carer	79%	84%	83%	82%	83%	84%

Source: ACT Education Directorate, unpublished data.

Output Classes

Output class 1: Public School Education

February 2026 census

The February 2026 census of ACT schools recorded 83,556 students enrolled in ACT public and non-government schools from preschool to year 12, representing an increase of 297 students (0.4%) since February 2025. Public schools accounted for 59.8% of the total student population.

There were 49,931 students enrolled in ACT public schools (preschool to year 12) at the February 2026 census, representing a decrease of 228 students (-0.5%) since February 2025. This reduction was primarily due to the decrease of 546 student enrolments in kindergarten to year 6 (-2.1%) since February 2025. In line with trends observed over the past 5 years, there was a decrease in the total kindergarten to year 6 cohort across the entire ACT school sector.

There were 13,059 students enrolled in ACT public high schools, an increase of 49 enrolments (0.4%) compared with 2025. There were 7,732 students enrolled in ACT public colleges, equivalent to an increase of 247 enrolments (3.3%) from February 2025 to February 2026. Growth in colleges was higher than in the other schooling levels, reflecting the progression of larger cohorts from earlier years into senior secondary education.

At the February 2026 census, there were 3,243 Aboriginal and Torres Strait Islander students enrolled in ACT schools, an increase of 123 students (3.9%) compared with 2025. Among Aboriginal and Torres Strait Islander students attending ACT schools, 77.6% (2,515) were enrolled in public schools.

Cross-border enrolments in ACT public schools

At the February 2026 census, there were 878 cross-border enrolments in ACT public schools, representing 2% of total public school enrolments (49,931). College students represented the largest cohort, with 364 students (41.5%), followed by 237 high school students (27.0%), 228 primary students (26.0%) and 49 preschool students (5.6%).

Student attendance

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

The attendance rate for ACT public school students (years 1 to 10) was 89% in 2025, slightly higher than in 2024 (88%) and the same as the national rate for all students in 2025 (89%) (Figure 5).

Figure 5: Attendance rate of public school students in year 1 to year 10, 2021 to 2025



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, School Participation.

Targeted support is available to assist schools with the engagement and wellbeing of students, including case management support for student attendance and circumstances that allow for exemptions. The Targeted Support team in the directorate is comprised of educators and health professionals who assist schools with complex student presentations needing multi-agency involvement.

One of the key functions of the team is to work with families, schools and relevant external agencies to support the attendance of disengaged students of compulsory school age[1], once all in-school attendance procedures have been followed and offers of support have been exhausted. The team also performs a compliance and monitoring function relating to enrolment and attendance.

Waruga Yardhura provides case management services for Aboriginal and Torres Strait Islander students who have either not been attending or are not enrolled in school. The Waruga Yardhura team focuses on transitions, personalised learning plans and provides case management for students from kindergarten to year 10 to engage in education or an alternative pathway.

Student retention

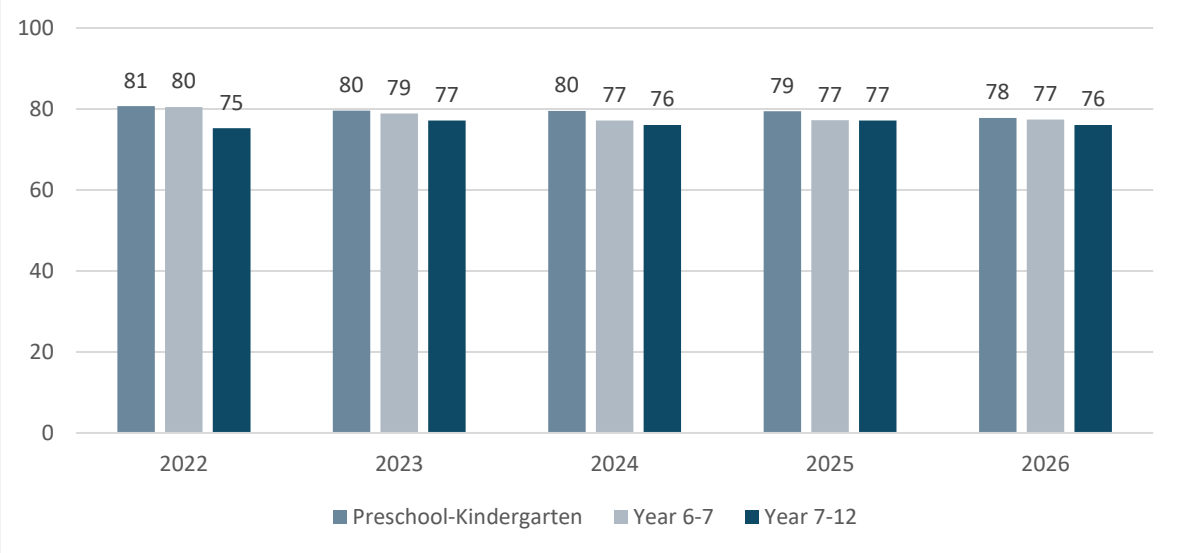
Real retention rates track the ongoing enrolment of the same students across school years. For example, the retention rate between years 7 and 12 reflects the proportion of year 7 students still enrolled in the public education system in year 12. Real retention rates in public schools in 2025, between preschool and kindergarten, year 6 to year 7, and year 7 to year 12, were largely consistent with results reported in previous years (Figure 6).

[1]Section 9 of the *Education Act 2004* defines "compulsory education age" as at least 6 years old and until the child completes year 12 or turns 17 years old, depending on which event occurs first.

Real retention is affected by several factors, including, but not limited to:

- Migration out of the ACT
- Inter-sector (affiliation) transfer
- Children of diplomats and short-term international exchange students returning to their place of origin
- Students who undertake year level acceleration or repetition.

Figure 6: Real retention rates in public schools from preschool to kindergarten, year 6 to year 7, and year 7 to year 12, 2022 to 2026



Source: Census of enrolments in ACT schools, 2022 to 2026.

Output 1.1: Public Primary School Education

Public primary school education spans the years from preschool to year 6. Learning opportunities in the primary years are designed to allow each student to experience success and achieve high quality learning outcomes.

Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the Australian Curriculum and the Early Years Learning Framework. Schools partner with parents, carers, and the community to enhance student outcomes.

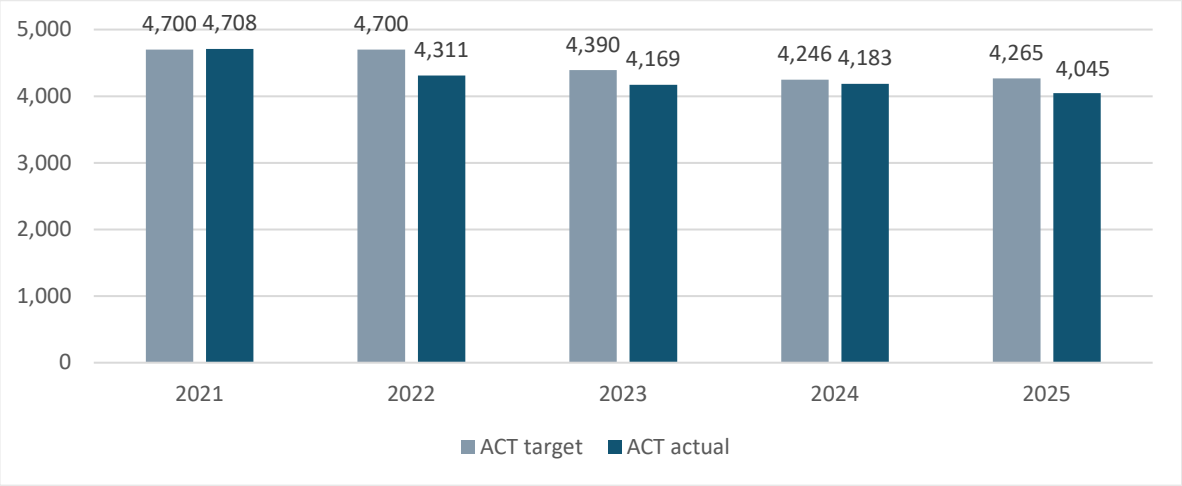
The directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contribute to ensuring quality education and care is provided to children accessing these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care and school age care programs

Preschool enrolments

Access to high-quality early childhood education is important for children's early learning and development and plays an even more significant role for children experiencing vulnerabilities or disadvantage.

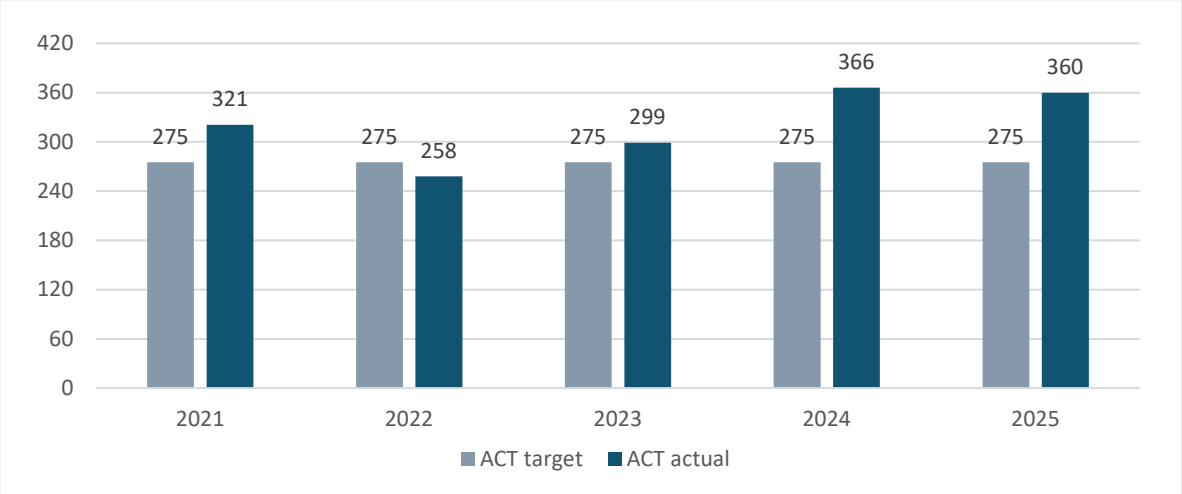
Preschool enrolments are dependent on the number of preschool-age residents during a year (including the number of births 4 years prior) and are influenced by non-government sector capacity. The target and outcomes are largely driven by demographic factors related to the number of eligible children in the community, rather than significant changes in participation in the optional preschool year (Figure 7).

Figure 7: Number of enrolments in preschool in public schools, 2021 to 2025



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (a).

Figure 8: Number of enrolments of Aboriginal and Torres Strait Islander children in preschool in public schools, 2021 to 2025



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (b).

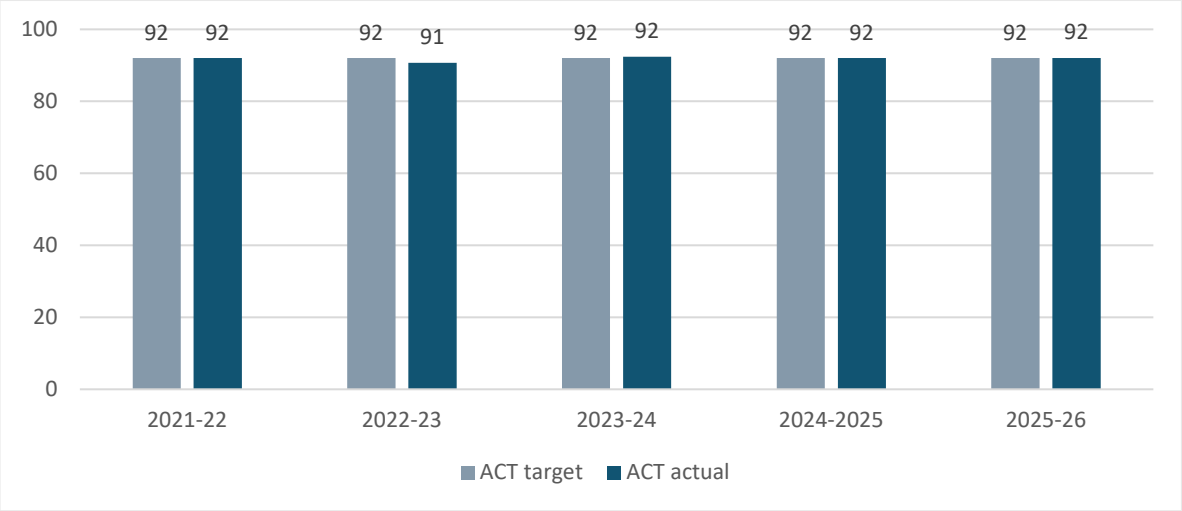
The 2025 result for Aboriginal and Torres Strait Islander children exceeded the target by 85 enrolments (30.9%) (Figure 8). This positive improvement indicates the focus on Aboriginal and Torres Strait Islander students in Set up for Success is continuing to yield positive results, with Aboriginal and Torres Strait Islander students able to enrol in both Koori Preschool and mainstream preschool - accessing a full 30 hours of preschool each week.

Output 1.2: Public High School Education

Public high school education covers years 7 to 10. Each school organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the Australian Curriculum.

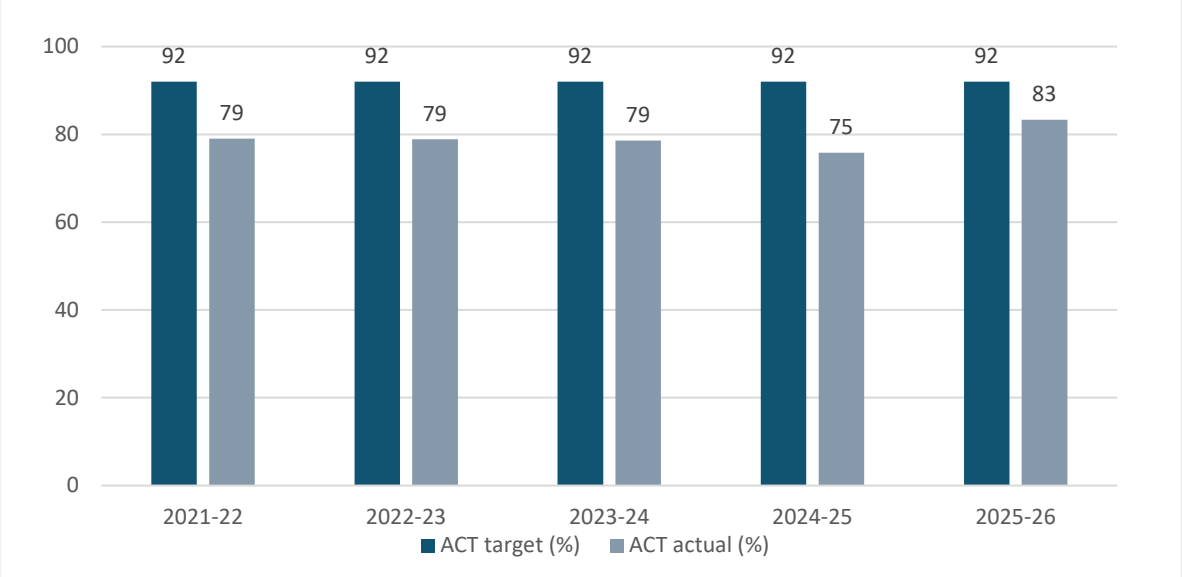
ACT public high schools offer a comprehensive education across all key learning areas. The focus is on providing challenging and engaging learning, building relationships based on mutual trust and respect, and connecting students to the outside world. School programs develop students' critical thinking, problem solving, interpersonal and teamwork skills to empower students to contribute positively to their community. Schools partner with parents, carers and the community to enhance student outcomes.

Figure 9: Percentage of year 10 students who proceed to public secondary college education, 2021–22 to 2025–26



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (a).

Figure 10: Percentage of year 10 Aboriginal and Torres Strait Islander students to proceed to public secondary college education, 2021–22 to 2025–26



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (b).

Of the 162 Aboriginal and Torres Strait Islander students in year 10 in 2025, 135 students (83%) proceeded to public secondary college education in 2026 (Figure 10). It should be noted that the small number of students in the Aboriginal and Torres Strait Islander cohort can result in significant variation between years.

Output 1.3: Public Secondary College Education

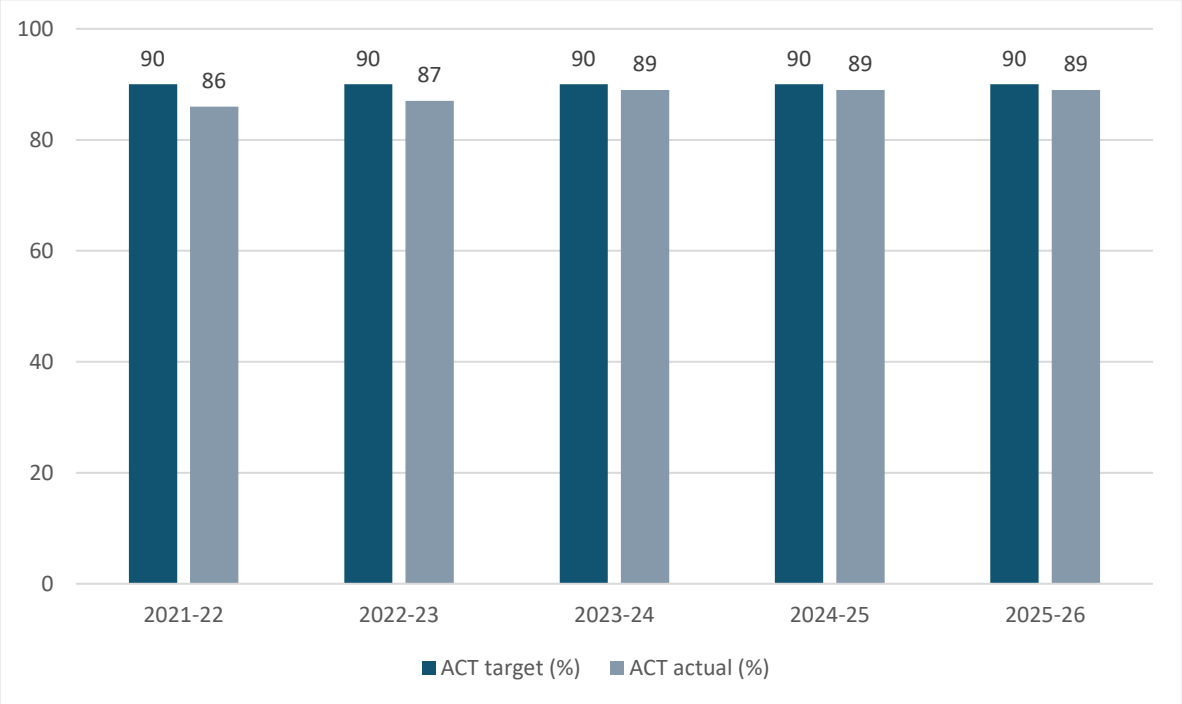
Public secondary college education covers years 11 and 12. ACT public secondary colleges offer courses catering for a broad range of student needs and interests. Courses are accredited by the ACT Board of Senior Secondary Studies (BSSS). Students can obtain an ACT Senior Secondary Certificate on successful completion of year 11 and 12 studies.

Students can also choose to obtain an ACT Tertiary Entrance Statement (TES), which includes an Australian Tertiary Admissions Rank (ATAR). Students may also achieve recognised vocational competencies or qualifications.

Year 12 certification outcomes

The directorate commenced 2 new accountability indicators in the 2020–21 Budget to measure year 12 outcomes in the attainment of an ACT Senior Secondary Certificate.

Figure 11: Percentage of year 12 students in public schools who received an ACT Senior Secondary Certificate



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (e).

For the 2021–22 Budget, the Senior Secondary Education (f) target shown in Figure 11 was increased significantly to ensure alignment with the all-student target. The policy intent is to achieve parity between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students.

A total of 137 self-identified Aboriginal and Torres Strait Islander students were enrolled in year 12 at the February 2025 census (including Older O and O2)[2], and 92 students received their ACT Senior Secondary Certificate, leading to the 67% completion rate.

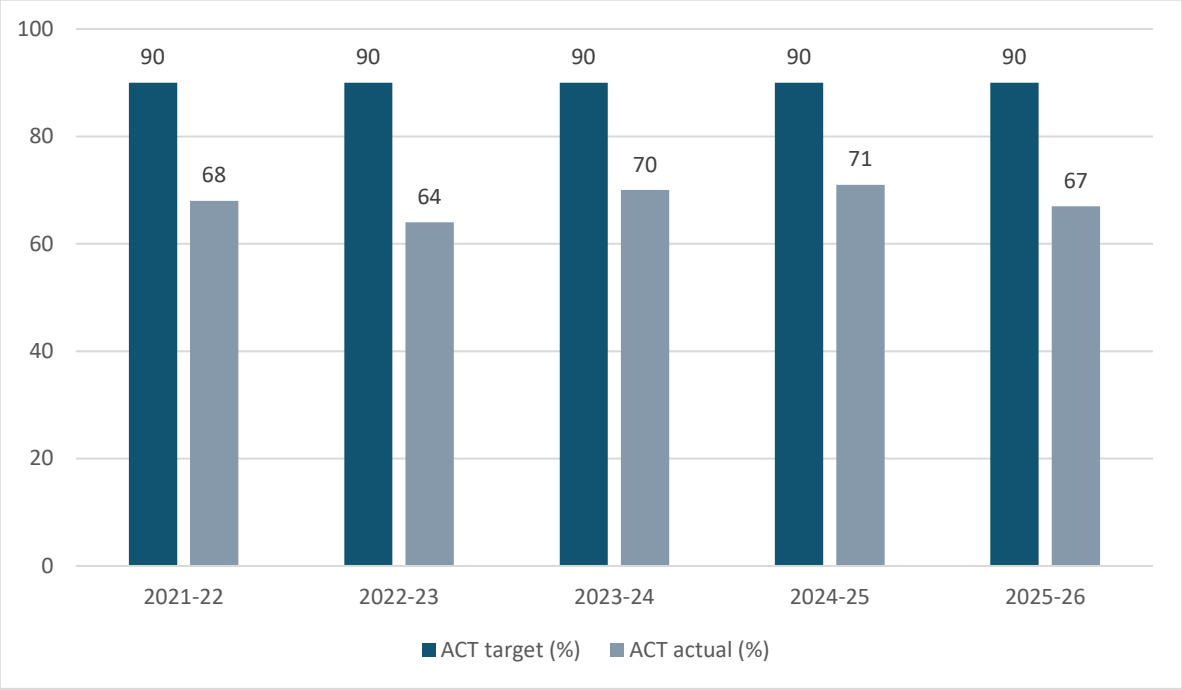
The 2025–26 result of 67% is a decrease on the 2024–25 result of 71%. The small number of students in the Aboriginal and Torres Strait Islander cohort can result in large percentage variances between years.

The directorate has several targeted and universal supports to assist Aboriginal and Torres Strait Islander students. These include:

- the Student Aspirations Program
- secondary scholarships and the Mura Awards
- targeted vocational education and training supports and programs

Individual schools and colleges also have school-based supports to assist Aboriginal and Torres Strait Islander students to complete their schooling and to complete the ACT Senior Secondary Certificate.

Figure 12: Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (f).

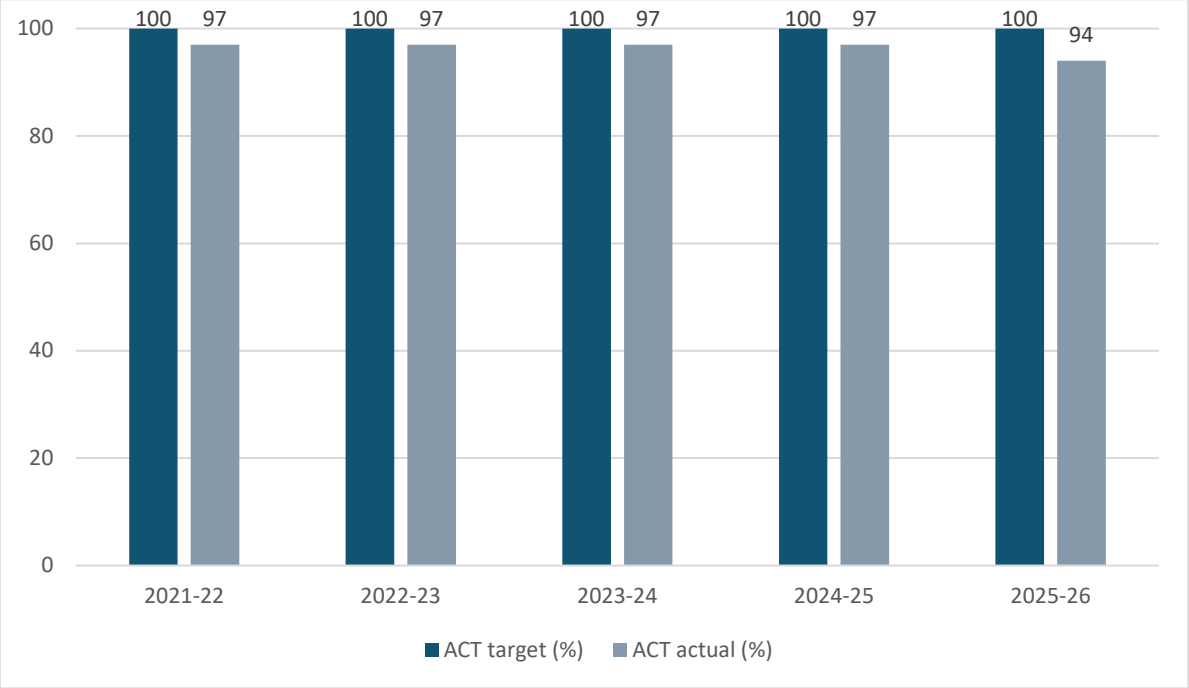
[2] O refers to students completing an abridged package in one year. O2 refers to students completing an abridged package over 2 years who are in their final year of study (these students are referred to as O1 prior to their final year). Students whose age cohort have already graduated are eligible to study an abridged package.

Output 1.4: Disability Education in Public Schools

A range of programs are available in ACT public schools for students with disability. These include access to specialist schools, specific classes or units in mainstream schools, and participation in mainstream classes with the support to access the educational programs offered by the school.

Students accessing a disability program have an Individual Learning Plan (ILP). An ILP is developed in partnership between the school, family, student (where appropriate) and other professionals. Student progress against the ILP is reviewed annually or more frequently as required.

Figure 13: Percentage of Individual Learning Plans completed for students in special and mainstream schools who accessed special education services



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Disability Education (a).

Note(s):

1. The shift to remote learning in 2020 occurred at the time when the annual ILP audit would have usually occurred. The focus during this time was on immediate learning and wellbeing of students. ILPs continued to be used, however, reporting did not occur in that year.
2. In 2025–26, the assessment and placement of students in formal disability programs was discontinued as schools transition towards the delivery of supports for students with disability through an adjustments-based approach. This variance can be further explained by a range of factors, including workforce shortages, student absences, and students who have transferred between schools during the reporting period. This measure is changing to Individual Learning Plans completed for students who receive substantial or extensive adjustments under the Nationally Consistent Collection of Data on School Students with Disability (NCCD) from 2026–27.

Disability support for students in public schools in 2025–26 included:

- school-based initiatives responding to the needs of their student cohorts, including in-classroom adjustments and 1-on-1 supports, and small-group learning opportunities
- hearing and vision support for students who are deaf/hard of hearing or blind/low vision

- the embedding of inclusion coaches in Tuggeranong network schools as part of the inclusion coach model trial
- access to specialist schools for students with moderate, severe or profound intellectual disability
- resourcing for preschools to support children with developmental delay or disability.

The directorate provides personal care support in ACT public schools as an in-kind contribution to the National Disability Insurance Scheme.

Output class 2: Non-Government Education

Output 2.1: Non-Government School Education

The directorate contributes to the maintenance of standards in non-government schools and home education through registration and the Board of Senior Secondary Studies accreditation and certification of senior secondary courses. The directorate also undertakes the administration and payment of Australian and ACT Government grants.

In addition to the funds provided by the directorate in Output Class 2, both the ACT and Australian Governments provide funding to non-government schools through the Territorial appropriation.

Non-Government Schools are regulated under chapter 4 of the *Education Act 2004.* The Minister for Education and Early Childhood and the Registrar of Non-Government schools have statutory responsibility for the maintenance of standards in non-government schools.

The accreditation and certification of senior secondary courses in non-government schools is carried out by the Board of Senior Secondary Studies.

The directorate is responsible for the administration and payment of Australian and ACT Government grants to ACT non-government schools. The directorate is also responsible for the registration of children and young people for home education.

Home education

At the February 2026 Census there were 610 ACT resident children and young people registered for home education. Home educated students represent approximately 0.73% of all ACT students.

Table 13: Home education registrations as at annual February census

Year	2021	2022	2023	2024	2025	2026
Number of registered children	395	413	465	495	571	610
Annual % growth	22.7	4.6	12.5	6.5	15.4	6.8
As a % of total enrolled students in all schools	0.50	0.50	0.56	0.60	0.69	0.73

Source: ACT Education Directorate, Censuses of ACT schools, February 2021–2026.

During the reporting period, there were 303 applications for new registrations and 186 applications for registration renewal for home education from ACT resident children. One hundred per cent of applications processed were approved.

All applicant parents were notified of the outcome of a new application within 28 days of the complete application being received. No home education registrations cancelled during the reporting period.

For further information on home education and regulation of non-government schools, refer to page 120.

Starting strong: Early childhood education across the ACT

A fair start for every child

Set up for Success

Set up for Success: An early childhood strategy for the ACT (Set up for Success) is the ACT Government's nation leading 10-year plan for early childhood education. Launched in 2020, it is based on overwhelming research that shows that the early years set the groundwork for lifelong learning and success. Delivered across 3 phases, Set up for Success demonstrates the ACT Government's commitment to providing equitable access to quality early learning and supporting a skilled and respected early childhood education and care profession.

Set up for Success has 4 foundations:

- *A fair start for every child*: Ensuring access, equity and affordability of early childhood education
- *Valuing educators, values children*: Enhancing the workforce through education, qualification and skills development
- *Every child has a story*: Fostering seamless transitions and supporting children's diverse needs
- *Working together for children*: Connecting systems and services to maximise benefits to children

The Phase 2 Evaluation Report was published in May 2026. It identifies future priorities to ensure every child and family experiences a high-quality early learning journey from birth to formal schooling. The findings will inform the Phase 3 Implementation Plan, with existing initiatives refined to strengthen quality and consistency across the early childhood system. The third and final phase commenced in January 2026 and will conclude in December 2030. The following key actions and achievements were delivered under each foundation of Set up for Success for the reporting period.

Three-year-old Preschool in early childhood education and care services

The ACT is leading the way in increasing access to 2 years of play-based learning before formal schooling. This aim reflects the 2017 findings from the Lifting our Game report which highlights the significant lifelong benefits that early childhood education delivers and recommends universal access to 600 hours per year of quality early childhood education for 3-year-olds.

At the time of reporting, the free Three-year-old Preschool program is being delivered through partnerships with 88 early childhood education and care (ECEC) providers. This represents 149 ECEC services, with over 5,000 3-year-old children eligible to access up to 300 free preschool hours per year. Enrolments are reported quarterly.

In Quarter 2, 2026:

- a total of 2,938 eligible children were enrolled
- 75 (2.5%) were Aboriginal or Torres Strait Islander children
- 96% of programs were being delivered by a degree-qualified early childhood teacher (ECT) or by educators working towards an ECT qualification
- 57% of ECTs delivering the program were registered with the Teacher Quality Institute (TQI).

The targeted 3-year-old initiative provides children experiencing vulnerability or disadvantage with access to free quality ECEC for 2 days per week, 48 weeks per year. At the time of reporting, the targeted 3-year-old initiative is being delivered in partnership with 26 not-for-profit ECEC providers across 60 not-for-profit ECEC services. As of 30 June 2026, 304 children were accessing the initiative, and a total of 1,775 had been referred into the initiative since it commenced in January 2020.

Two Early Childhood Community Coordinators facilitate and strengthen referral pathways for priority children into the targeted initiative. They also coach early learning pedagogical support and provide transition guidance to educators in partnered ECEC services and ACT public preschools. During the reporting period, they developed 16 coaching plans, assisted 85 families to engage with an ECEC service, and supported 55 families to enrol their child in 4-year-old preschool.

Early Entry to 4-year-old ACT public preschool

Early entry allows eligible 3-year-old children to begin ACT public preschool or school up to one year earlier. Eligibility categories are for:

- gifted and talented children
- Aboriginal and Torres Strait Islander children
- children from families who speak a language other than English at home
- children moving to the ACT from jurisdictions with different starting ages or who have parents in mobile employment positions.

During the reporting period, 6 children were supported to access early entry to preschool for Early Entry for Mobility and Early Entry for Gifted and Talented.

Three-year-old ACT public preschool

Preschool for 3-year-olds is delivered at Charnwood-Dunlop School and Narrabundah Early Childhood School. Places are prioritised for children based on their individual wellbeing circumstances. Children access 12 hours per week of preschool with the schools also focusing on parent engagement and transitions.

Table 14: Enrolments in the Three-year-old Preschool programs 2022–2026

Service	2022	2023	2024	2025	2026
Charnwood-Dunlop	14	13	22	12	12
Narrabundah Early Childhood School	9	8	17	22	24
Total enrolment	**23**	**21**	**39**	**34**	**36**

Source: February Census of Enrolments in ACT Schools 2022–2026.

Increasing partnerships with playgroups

Playgroups bring valuable benefits to school communities, children and their families. They foster strong relationships and connections while helping local families access early learning opportunities. During the reporting period, 4 schools were supported to establish a playgroup. The Preschool Pathways Partners attended 27 playgroups and stay and play sessions to engage with families. The Early Childhood Community Coordinators attended 6 playgroups to support referrals of priority 3-year-old children into preschool.



Pictured: Preschool students.

Valuing educators, values children

Early Learning Connection Program

The Early Learning Connection program is delivered in partnership with Baringa Early Learning Centre and provides financial and wraparound supports to individuals seeking to gain or expand their existing early childhood qualifications. Introduced in 2025, the Boori Educator Connections stream provides tailored support for Aboriginal and Torres Strait Islander participants, including flexible study options and culturally safe learning pathways.

During the reporting period, the Early Learning Connection Program supported 83 participants, including 40 in the Certificate III stream, 21 in the Diploma stream, 9 in the degree stream, 3 in the Boori educator stream and 10 in the coaching-only stream. An additional 41 ECEC leaders have been provided with employment support through the program.

Early Childhood Degree Scholarship Program

As part of the establishment of Set up for Success, the directorate reformed the Early Childhood Degree Scholarship Program to increase the attraction and retention of early childhood teachers in the ECEC sector. The scholarship program is designed for Long Day Care services in the ECEC sector.

The program is a long-term investment in educators who are working in the sector and in increasing the number of qualified early childhood teachers. The scholarships are open to educators working in non-government and non-school-based approved ECECs in the ACT.

The Early Childhood Degree Scholarship Program provides 16 scholarships per year, each to a maximum value of $25,000 for the life of the scholarship. An additional amount of up to $4,000 per scholarship is available to support employers to backfill staff while they are undertaking the practical components of their study.

In 2025–26, the directorate ran 2 scholarship rounds. Fourteen scholarships were awarded to suitable applicants, of which 6 partial scholarships were awarded for applicants that were part way through their studies and/or receiving funding through the Early Learning Connection Program.

At 30 June 2026, a total of 59 scholarship holders were actively studying towards a degree in early childhood education. Since 2019, 18 scholarship holders have successfully completed their early childhood degree.

Delivering and evaluating the cross-sector Workforce Strategy

Set up for Success recognises that a skilled workforce is essential to delivering high-quality early childhood education that supports the best educational and developmental outcomes for children.

The Valuing Educators, Values Children: A Workforce Strategy for the ACT Early Childhood Education and Care Profession 2023–25 concluded in December 2025. It aimed to support the recruitment, retention, sustainability and quality of the ACT education and care profession. All 14 actions under the Workforce Strategy are complete. The Workforce Strategy was evaluated through the Set up for Success Phase 2 Evaluation Report released in May 2026. Actions and achievements are detailed in Table 15.

The Valuing Educators Reference Group supported the implementation of the Workforce Strategy with members playing a substantial role in shaping the design and delivery of initiatives, providing practical insights and feedback to ensure that actions are relevant, responsive and aligned with sector needs.

Delivering early childhood education coaching supports

Preschool Practice Coaches

Preschool Practice Coaches are funded through the Preschool Reform Agreement with the Australian Government. They provide coaching and practice supports for long day care services. They use a relational model of coaching to develop and maintain strong relationships within a complex and dynamic profession, allowing them to respond strategically to the pedagogical and practice needs of services. The coaches build the capacity of educators including through shoulder-to-shoulder coaching, modelling, leading critical reflection sessions, codesigning and delivering professional learning, and supporting educators and educational leaders in the development and implementation of high-quality programming and planning cycles. During the reporting period, the preschool practice coaches supported 45 services.

Preschool Pathways Partners

Through a relational coaching model, the Preschool Pathways Partners build educator knowledge, confidence and capability to implement inclusive practices, strengthen transitions, and ensure continuity for children and families. Within the reporting period, they developed coaching plans with 33 ECEC services, including ACT public preschools, and presented the Preschool Pathways Program resources at 20 locations, including at preschools and community forums.

National Quality Framework Preschool Support Partners

A total of 61 out of 75 preschools engaged in a Community of Practice session delivered by the National Quality Framework Preschool Support Partners. The sessions are designed for ACT public preschool educators to create a collaborative space to refine practice and pedagogy. The insights and successes shared in these sessions act as a catalyst for continuous improvement across the preschool community. They have contributed to shared language across ACT public preschools, improvements in quality pedagogy and practice, and strengthened collegial partnerships across networks.

Table 15: Actions and achievements delivered under the Workforce Strategy for the reporting period

Key action	Outcome
Identifying workforce capacity and needs	Nous Group was engaged to undertake a comprehensive survey and needs analysis of the ACT's Early Childhood Education and Care (ECEC) and Out of School Hours Care (OSHC) workforce, aimed at developing an enhanced understanding of workforce pressures, capacity and areas for future focus. Data was gathered through delivery of focus groups and an online survey, supported by existing public datasets, policy and literature. Consultation was conducted with 363 participants, resulting in publication of the Sector Snapshot: ACT ECEC and OSHC workforce in February 2026.
Increasing culturally inclusive educational pedagogy and practice	172 educators enrolled in the free online professional learning program in Aboriginal and Torres Strait Islander culturally inclusive and responsive early childhood educational practices. Developed in partnership with Community Early Learning Australia and a local Aboriginal and Torres Strait Islander Expert Panel, the program reflects local culture and is designed to equip educators with practical tools, reflections and strategies to understand and build authentic relationships with Aboriginal and Torres Strait Islander families and communities.
Increasing educator capacity in differentiated pedagogy and practice	204 educators enrolled in the free online professional learning program in play-based learning with intentionality, designed to increase capacity for differentiated practice in ECEC. The program supports educators to build their understanding of play-based learning and intentionality and guides effective planning and embedding of best practice approaches. It is targeted at educators from a range of experience levels and contexts, including ECEC and OSHC services.
Increasing trauma responsive practice	172 educators enrolled in the free online professional learning program in trauma responsive practice in education and care, designed to support workforce capability in trauma responsive practice and build understanding, strengthen existing practices, and create networks in ECEC to enhance the learning, development, and wellbeing of all children.
Increasing respectful relationships in education	143 educators accessed the 2 free professional learning modules on anti-bias approaches and building gender-inclusive environments in early childhood education. Developed in partnership with Dr Red Ruby Scarlet, the modules provide practical strategies for early childhood educators and align with the teaching and learning resources being used in other areas of the school.

Every child has a story

Effective transitions

Effective transitions are characterised by continuity and rely on educators and families working together to make sure a child's story is passed along between education settings. The Preschool Pathways Program includes a suite of materials available for both families and educators to assist in preparing for this transition while acknowledging that success looks different for every child.

In the reporting period, 34 priority 3-year-old children and 39 other children with developmental delays, diverse learning needs of disability were supported by the Preschool Pathways Partners to transition to 4-year-old preschool, including through coordinating care team meetings, supporting visits to the preschool with families, and crafting social stories and visuals for children. A total of 134 services opted-in to receive a one-off grant of $1,540 in 2025–26 to support engagement with the ACT-wide approach to effective transitions, using funding allocated to the long day care sector under the Preschool Reform Agreement.



Pictured: Providing support for effective transitions.

Children's Voice workshops

To gather insights from 3-year-old children participating in the targeted initiative, 25 Children's Voice workshops were conducted in 8 ECEC services. Using play-based engagement and the Early Years Learning Framework, children's perspectives were captured on wellbeing, learning, relationships and transitions.

Sixteen children participated and findings included that most children felt happy and engaged at their ECEC. A significant proportion experienced mixed emotions during transitions, reinforcing the importance of strong educator relationships, play-based learning, and targeted emotional support, belonging, confidence and wellbeing. The workshops highlight the value of incorporating children's voices into program evaluation and demonstrate how experiences within ECEC settings influence children's emotional wellbeing, sense of identity and confidence.

Support for parents as first teachers

Supporting parents as first teachers means empowering them to make informed choices in relation to early learning and development. The Early Childhood Community Coordinators support families to actively engage in their children's early learning journey by building strong, trusting relationships and connecting them with relevant information, guide them in accessing quality early childhood education and provide practical strategies to support learning at home. Through this work, they empower families to be confident in their child's development, strengthening participation in early childhood education, wellbeing and positive learning outcomes.

Working together for children

Minister round table forums on child safety

The Minister for Education and Early Childhood hosted 4 round table forums on child safety in the reporting period. These forums provided a structured and collaborative platform for stakeholders to share their perspectives, supporting the ACT Government to remain responsive and transparent in addressing child safety concerns. Forums were provided specifically to sector members, educators and parents and carers.

Participants included representatives from across the Early Childhood Education and Care and Out of School Hours Care sectors including peak bodies, early childhood educators and parents and carers. The forums reinforced a shared understanding that child safety is everyone's responsibility. The report Child Safety in early childhood settings: Insights from the sector and community, published in February 2026, highlights key themes that emerged throughout discussions.

Strengthening ACT public schools

The directorate made significant progress in 2025–26 to strengthen the ACT public education system to be high-quality, equitable and inclusive. Guided by key initiatives including the Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024–2034 (Inclusive Education Strategy) and Strong Foundations, the directorate built the capacity of teachers to implement evidence-informed teaching and learning across all ACT public schools. This work supports improved educational outcomes for all students, including in literacy and numeracy.

In May 2026, the Minister for Education and Early Childhood announced the next phase of strategic reform for Future of Education: One public education system. This aims to join all aspects of public education into one consistent, coordinated system to streamline and accelerate existing reform efforts, strengthening equity, quality and financial sustainability across the public school system.

The Future of Education Strategy's foundations and principles continue to inform and guide the directorate's approach to public school education service delivery:

- Students at the centre
- Empowered learning professionals
- Strong communities for learning
- Systems supporting learning

They focus the directorate's work on all students achieving excellent results; promoting consistent, evidence-informed teaching; strong communities that support wellbeing for learning and engagement; and providing coordinated, centralised resources and supports to schools. The Future of Education Strategy's principles of equity, agency, access and inclusion, with a strong commitment to evidence, ensure continued work towards every child and young person having a great education and the life chances that flow from it.

Students at the centre

Improving teaching, learning and school performance

Consistent with the Student-Centred Improvement Framework (SCIF), the directorate strengthened support for schools to implement evidence-based improvement practices through a targeted school improvement program delivered in partnership with Breakspear Learning. By 30 June 2026, 192 school leaders from 25 primary schools had participated in 2 workshops focused on Strong Foundations implementation and whole-school improvement. The workshops provided professional learning and coaching in implementation science to support the adoption of evidence-based literacy and numeracy practices. Participating schools formed collaborative improvement networks and reported actions to strengthen school improvement structures and staff professional learning in support of system priorities.

Student voice was embedded in school improvement processes. As part of Strong Foundations, 11 schools participated in the ACT Learning Commission pilot initiative, which supported students to engage directly in school improvement planning. Students explored their school's achievement, attendance and climate survey data and contributed perspectives on opportunities for improvement. The initiative reinforced the SCIF by recognising students as active partners in decision-making and continuous improvement.

The implementation of Strong Foundations in 2025–26 was marked by the conclusion of the first implementation phase, which focused on policy and program planning, and moving into the next phase which focusses on implementation and school support.

Implementation of the Learning and Teaching Policy for ACT public schools from the beginning of 2026 marked a significant milestone in Strong Foundations. To support consistent implementation of the policy across ACT public schools, the directorate developed and consulted on the Curriculum, Pedagogy and Assessment Practice Guides and accompanying implementation resources. These resources outline system expectations for curriculum planning, evidence-informed pedagogical approaches, including explicit teaching, and assessment practices that support student progress. A system wide focus on explicit teaching as a core pedagogical practice was announced in February 2026. This has aligned professional learning, school improvement and school implementation across the system. During 2025–26, the directorate also released system-endorsed English and Mathematics scope and sequence documents, planning templates and assessment resources to support schools to implement the new policy and practice guides.

This work was further strengthened through the Accelerator Schools program, which supported leadership teams to build their capability to implement evidence-based practices and lead sustainable improvement aligned with the system priority of Explicit Teaching. During the reporting period, leadership teams from the same 25 primary schools participated in the program, contributing to a stronger and more consistent approach to high-quality teaching and learning across the ACT public education system. Both initiatives will continue throughout the remainder of the 2026 school year.

Multi-Tiered Systems of Support

The ACT Government committed to introducing Multi-Tiered Systems of Support in public schools through Strong Foundations, to provide wraparound supports for students at their point-of-need. In 2025–26, the Multi-Tiered Systems of Support model was developed and is currently being piloted in 4 primary schools: Calwell Primary School, Curtin Primary School, Kaleen Primary School and North Ainslie Primary School.

The primary schools' pilot will be in progress throughout the 2026 calendar year and will be evaluated using mixed-methods data collection such as surveys and engagement with school leaders to understand implementation strengths, challenges, and resourcing considerations. Evaluation findings will inform future refinement of the model and support implementation planning. Co-designed with educators and stakeholders, the approach brings together learning, wellbeing and behaviour supports within a structured, 3-tiered framework. It enables earlier identification of student needs and timely, proportionate intervention, with a strong focus on improving literacy and numeracy outcomes.

The model uses data to identify which students would benefit from additional small-group or individualised supports in relation to academic, wellbeing or behavioural areas. The current 6-month pilot and evaluation will inform system implementation from 2027.

Inclusion Coaches

Inclusion Coaches provided coaching and support to staff in schools across the Tuggeranong network to strengthen inclusive practice.

A commitment of the Inclusive Education Strategy, coaches provided support to teachers and school leaders. An evaluation of the program's initial 2-year pilot completed in December 2025 found it led to service delivery improvement and indications of change. The evaluation found School Satisfaction and Climate Survey data indicated emotional engagement for students with disability receiving the highest levels of adjustment (extensive and substantial) increased significantly in schools with inclusion coaches. Emotional engagement relates to student enjoyment of learning experiences and has been associated with improvement in learning outcomes in the longer term.

Initiatives led by coaches included lunchtime clubs, regulation spaces, after-school inclusive sports programs, social scripts to support students during transitions, and keyword sign initiatives to support students to communicate their needs.

Coaches delivered 61 professional learning sessions across 16 schools, with topics including Individual Learning Plans, Key Word Sign, working with learning support assistants, the Nationally Consistent Collection of Data on School Students with Disability, and Universal Design for Learning.

Inclusion Coaches worked in:

- Calwell High School
- Calwell Primary School
- Caroline Chisholm School
- Erindale College
- Fadden Primary School
- Gowrie Primary School
- Isabella Plains Early Childhood School
- Lake Tuggeranong College
- Lanyon High School
- Monash Primary School
- Namadgi School
- Taylor Primary School
- Theodore Primary School
- Wanniassa School
- Wanniassa Hills Primary School

Inclusion Transition and Careers Coaching Pilot

In response to the 'key transitions' focus area of the Inclusive Education Strategy, the Inclusion Transition and Careers Coaching pilot continued at 2 ACT public colleges, Lake Tuggeranong and Erindale College, to support students with disability in years 11 and 12 with transitions and career pathways.

During the reporting period, students requiring additional supports and adjustments to access learning were supported to build career readiness through a range of student-focused, industry-informed, and information-based learning opportunities.

These inclusive learning programs included curriculum offerings, external stakeholder classroom workshops, community led excursions, industry led incursions, and vocational experiences. Key learning programs included:

- *Life Skills Program:* Integrated career education modules aligned to existing course curriculum.
- *Pathways to Work and Learning Program (Modified Curriculum):* Provided opportunities for students to develop the knowledge, understanding and skills required to access further studies and employment.
- *Work Readiness Workshops:* Delivered in consultation with school inclusion teams for students with low to medium career readiness; 13 workshops were delivered, including sessions from Young Workers Union, Career Tools lessons, and career resources from myfuture, Australia's national career information service.
- *Disability Service Provider Workshops:* Seven employment-readiness workshops covering resume writing, communication skills, interview skills, induction training and work experience exploration.
- *Vocational Ventures:* Fifteen students with disability participated in workplace learning across 5 local businesses over a 3-week rotational program. Several participants were offered work experience, with 2 students obtaining casual employment.
- *School Leaver Employment Support:* Students attended 2 interactive work-readiness workshops delivered by the Personnel Group in consultation with the ACT State Emergency Service (SES). Activities included teamwork exercises and exposure to emergency response roles, providing insight into SES career pathways.
- *Education Trade Program:* Three workshops provided hands-on learning aligned to the building industry. Students attended presentations on electrical safety and plumbing awareness, and with participated in practical demonstrations.

Other initiatives included partnerships with the National Disability Insurance Agency, Local Area Coordinators and external stakeholders to strengthen engagement and improve access to supported employment pathways and services for students. Career education resources, coaching and professional learning for schools, to support staff to guide students in planning for career pathways; and the development of work-related curriculum was also progressed.

Assessment Schedule

Through Strong Foundations, the directorate implemented a system-wide Assessment Schedule (the Schedule) for ACT public schools. The Schedule provides a single, coordinated calendar for system-required assessments conducted as part of the National Assessment Program (NAP), agreed by the Australian Government and state and territory governments. In addition to NAP assessments, the Schedule includes ACT system-required assessments implemented through Strong Foundations: Progressive Achievement Tests (PAT) Early Years Reading and Mathematics for kindergarten and year 1 students, the Year 1 Phonics Check, and PAT Adaptive Reading and PAT Adaptive Mathematics for students in years 2 to 10.

From January 2026, the Assessment Schedule formed part of the implementation framework for the Learning and Teaching Policy for ACT public schools. The policy requires schools to administer assessments specified in the Schedule. Together, the Learning and Teaching Policy and Schedule support consistent assessment practice and the use of multiple sources of evidence, including teachers' professional judgement, to inform teaching and monitor student progress.

Year 1 Phonics Check

The directorate has implemented an annual Year 1 Phonics Check (the Phonics Check) across all ACT public primary schools as part of Strong Foundations. The Phonics Check is a short, one-to-one assessment comprising 40 items. It is not a performance assessment. It supports teachers to identify students' decoding strengths and instructional needs and to plan targeted next steps in phonics instruction. The Phonics Check is delivered through the Literacy Hub, which is managed by Education Services Australia.

In 2025, the Phonics Check was administered in weeks 8 to 10 of term 3. All ACT public primary schools administered the Phonics Check, with 97% of student participating. Of participating students, 56% were classified as 'fluent' decoders. Over time, longitudinal Phonics Check data will support the directorate to monitor trends in decoding outcomes and strengthen a consistent, evidence-informed approach to early years phonics instruction across ACT public schools.

International education

The directorate embraces cultural diversity and welcomes enrolment from preschool to year 12 of international fee-paying students on Visa Subclass 500 (school sector) and the dependants of temporary residents that hold visa classifications, including employment, higher education, partner or humanitarian. There are reciprocal benefits for local students as they, and the overseas students, experience 'real life' contexts to develop intercultural understanding, a competency highlighted in the Australian Curriculum.

International education service offerings align with the ethos of the Australian Strategy for International Education 2021–2030, and the priorities of the Future of Education Strategy. A student-centred approach in communities of learning at school sites is prioritised, with a focus on inclusion, connection, wellbeing, agency, critical inquiry, creativity and Individualised Learning Plans. Wraparound services are in place to support a holistic academic, social and cultural experience for overseas students.

In December 2025, 64 international students graduated from year 12, with 44 completing a tertiary package, of whom 19 attained an ATAR above 85 and a further 8 above 70. The top scoring international student and ACT dux, with an ATAR of 99.95, secured a scholarship to University of Sydney to study engineering. From the cohort of 44, 33 (75%) progressed to local tertiary bodies and 9 (20%) to interstate institutions.

Another 20 graduates completed their secondary schooling with accredited packages to scaffold future vocational pathways. At the February 2026 census, 258 Visa Subclass 500 (school sector) students are enrolled in ACT public schools, which increased to 264 enrolled students by 30 June 2026.







Pictured: The Instrumental Music Program's choirs, bands and ensembles perform at Winter Winds 2026, hosted at Llewellyn Hall.

Instrumental Music Program

The Instrumental Music Program (IMP) provided music and arts education in 66 ACT public schools during the reporting period, across 110 primary school and 8 affiliated high school band classes. The program delivered instrumental music tuition to more than 3,000 students.

The IMP operated 8 extension ensembles for students from ACT public schools chosen by audition, including one percussion ensemble, 2 choirs, 2 jazz bands and 3 concert bands for students in years 4 to 12. There were 400 ACT public school students involved in extension ensembles in the reporting period.

The IMP is responsible for additional arts programs across ACT public schools for both students and teachers, including Arts Up Front, an annual professional conference for arts educators that was held in March 2026 at Gungahlin College. The conference featured 25 practical workshops for 150 attendees, including professional and community artists and educators as workshop leaders.

Performances by IMP ensembles for the Canberra community included the Arts Up Front Conference, Floriade, Canberra Nara Candle Festival, Wattle Day at Government House, Summer Sounds and National Reconciliation Day.

In the reporting period, the IMP Winter Winds and Summer Sounds Concerts featured over 400 IMP extension ensemble musicians and attracted more than 2,000 audience members to Llewellyn Hall at the ANU School of Music.

Step into the Limelight

The Step into the Limelight Gala Showcase, held in September 2025, brought together more than 1,500 student performers and crew from more than 50 ACT public schools in a spectacular 2-night performance at the AIS Arena.

The 2026 Step into the Limelight Art Exhibition held in June 2026 showcased more than 400 original works by students in kindergarten to year 12 from ACT public schools, celebrating creativity across a diverse range of media.





Pictured: Step into the Limelight Gala Showcase, held at the AIS Arena.

These events highlighted the depth of artistic talent and collaboration in ACT public schools, drawing in thousands of audience members and reinforcing the value of arts education in our community.

Chief Minister's Reading Challenge

The Chief Minister's Reading Challenge (CMRC) continues to promote a culture of reading for enjoyment across all ACT schools, supporting students to engage with a diverse range of texts and develop lifelong reading habits. In 2025, 30,122 students registered for the CMRC from 88 ACT public and non-government schools, including community language schools. To successfully complete the CMRC, students in preschool to year 6 must read 30 books, and students in year 7–12 must read 15 books.

Paperchain Bookstore provided sponsorship to the value of $5,000, with the directorate providing a further $2,600 to ensure all schools that successfully completed the challenge were awarded a prize of $100 in the form of a book voucher. Paperchain Bookstore has been the primary sponsor of the CMRC for 21 years.

The CMRC awards ceremony was held on Friday 24 October 2025 at the National Library of Australia and was attended by the ACT Chief Minister, who presented certificates to representatives of winning schools.



Pictured: Chief Minister Andrew Barr and Chief Minister's Reading Challenge participants.

Future of Education Equity Fund

In the reporting period, the Future of Education Equity Fund continued to deliver financial support to low-income families across the ACT, helping students access essential resources that promote both educational engagement and overall wellbeing.

The 2026 Equity Fund round opened on 1 December 2025. As of 30 June 2026, 3,091 applications had been approved under the 2026 round, supporting 6,080 students with total funding commitments of $3,613,250. By comparison, there were 3,218 applications approved during the full 2025 school year, supporting 6,283 students with payments totalling $3,720,050. As at 30 June 2026, 3,029 families experiencing financial hardship accessed support through the 2026 round, compared with 3,143 families during the full 2025 school year.

While the 2026 application round is still underway, data as of 30 June 2026 shows an increase in uptake from preschoolers and college students within the Catholic school sector, as well as a similar rise among college students in the independent school sector.

Applications from the ‘other’ category (e.g. Canberra Institute of Technology, home education) are also steadily growing. This trend appears to be driven by stronger communication and collaboration with these sectors.

This is the third year the Equity Fund has collected survey data on how families use the support. Across multiple years, recipients most often report using the funds for uniforms, stationery, excursions, school camps and sport. Transport was added as a response option in 2026, which may have diluted responses to other categories.

Gender Equality in Schools

The Gender Equality in Schools Initiative oversees 2 programs of work, Respectful Relationships Education and the Safe and Inclusive Schools Initiative.

Respectful Relationships

The directorate is strengthening ACT public schools by embedding Respectful Relationships Education (RRE), a national priority focused on the prevention of family, domestic and gender-based violence. RRE is an evidence-based approach that supports student wellbeing, strengthens school culture, helps prevent bullying, and promotes safe and respectful learning environments. Central to this work is the delivery of an evidence-informed and evaluated social and emotional learning program, which equips students with the skills to build and maintain healthy relationships at school and beyond.

To support implementation, coaches work alongside school leaders to implement a whole school approach, delivering targeted professional learning and supporting teachers to deliver age-appropriate, curriculum aligned, evidence-informed lessons. Research shows effective implementation improves student behaviour, strengthens peer relationships, and reduces bullying, harassment and other forms of gender-based violence.

RRE builds school capacity to actively promote gender equality and prevent violence. Early feedback from participating ACT schools shows positive cultural shifts and strong support from staff and parents. As of June 2026, RRE was commenced through an opt-in model by 9 primary schools, one high school, 4 preschool to year 10 schools, and alternative school settings. Additional schools are preparing to commence implementation in the 2027 school year.

Safe and Inclusive Schools Initiative

The Safe and Inclusive Schools Initiative (SAIS) aims to build the capacity of schools to develop and sustain inclusive practices for all students, regardless of gender identity, intersex status or sexual orientation. Throughout the reporting period, the directorate partnered with Sexual Health and Family Planning ACT to support the implementation of the initiative.

The SAIS provides a comprehensive range of supports, including tailored advice for schools, connections to relevant health and community services, and professional learning for directorate staff. These strategies help schools respond to diverse student needs, including supporting students affirming their gender and strengthening whole school inclusive practice.

During the reporting period, 188 staff from 12 ACT public schools participated in professional learning under the SAIS initiative. Of those who provided post-training feedback, 100% reported the training had enhanced or affirmed their professional practice. The initiative supports the ACT Government's Capital of Equality Strategy 2024–29 by improving access to resources and support for LGBTQIA+ inclusion across public schools.

English as an Additional Language or Dialect

The key areas of focus for English as an Additional Language or Dialect (EAL/D) were capability building for educators and supporting students as they transition from an Introductory English Centre (IEC) to their local public school, which aligns with the expected practices outlined in Strong Foundations and the Inclusive Education Strategy.

A key deliverable is the ongoing development of a Graduate Certificate in EAL/D, co-designed by the directorate and the University of Canberra (UC) Faculty of Education, demonstrating strategic tertiary-sector collaboration. The 12-credit-point program is under development by scaling up an initial micro-credential, with close collaboration to ensure a strong focus on curriculum design across 4 units. The resulting professional certificate, nested within the Master of Education suite, is progressing to the UC Academic Board for approval, with approval anticipated in late 2026, and will strengthen pathways for teachers in multilingual education.

Professional learning for school-based educators in relation to EAL/D instruction has been reviewed to strengthen alignment to the Learning and Teaching Policy for ACT public schools suite as part of Strong Foundations. EAL/D professional learning was provided to 160 teaching and learning support assistants during the reporting period.

The year 1 Reading Moderation task was reviewed to ensure alignment with evidence-based literacy instruction. The other year levels (kindergarten to year 2) will be reviewed based on the year 1 Reading Moderation task feedback throughout 2026–27.

Transition processes for students enrolled in an IEC were reviewed to strengthen information sharing for school staff and support a smooth experience for students. EAL/D contacts in each primary school have received a copy of the IEC transition checklist, which provides a list of assessment and student information receiving schools require as part of the transition process. During the reporting period, 276 students have transitioned from IEC to their local school.

Measures of impact on student learning and engagement is planned for 2026–27, including tracking and monitoring the language proficiency phases of students exiting the IEC in their first 6 months of returning to their local school to measure language growth.

Flexible Education

Flexible education provides a range of alternative settings and services designed to offer safe, inclusive and bespoke learning environments for students requiring complex and intensive support. Flexible Education settings include the Murrumbidgee School, the Hospital School, the Cottage, Muliyan, Outreach, Waruga Yardhura and Distance Education.

Within these settings teachers design academic, wellbeing and transition goals in partnership with students to personalise their learning with a focus on creating opportunities to build sustainable future pathways.

Muliyan

The Muliyan off-campus flexible learning program supports public high school students who require additional support. The aim of the program is to engage and positively connect students with their learning and wellbeing. This flexible education model encourages students to co-develop personalised learning plans, which include both academic and wellbeing goals using trauma-informed practices. This model aids the promotion of inclusivity and identifies connections to a multidisciplinary team responsive to student needs.

In 2024–25, an outreach offering was introduced for a high-risk cohort who were unable to access learning through Muliyan. Throughout 2025–26, the outreach program was consolidated, refined, and strengthened to better support sustained engagement and access to learning for students with complex needs. During the reporting period, 34 students were supported through Muliyan and 31 students participated in the outreach program. This offering has a strong focus on transitions, ensuring students are supported to return to their enrolled school or move into further education, training or employment opportunities.

A major achievement this year has been the development of the Birrigai Flexible Education learning space, creating authentic opportunities for students to engage in construction, horticulture, environmental learning and Aboriginal cultural education.

Students commenced the Certificate I in Construction Pathways, gaining practical industry skills, workplace health and safety knowledge and work experience through real-world projects linked to the activation of the Birrigai site which create opportunities into employment.

Strong partnerships with community and industry organisations, including Master Builders, Majura Valley Farm, Dreamtime Connections, Ginninderry Conservation Trust, Aboriginal Natural Management Group, Tharwa Valley Forge, Yarra Civil Construction, Ainslie Urban Farm and the Ngunnawal Language Group have further strengthened pathways into employment while embedding sustainability, cultural learning and hands-on education within the Flexible Education model.

Distance Education

The Distance Education Program (Distance Education) is provided through a partnership with the New South Wales Finigan School of Distance Education (FSDE). Students undertake a full online curriculum program, appropriate to their year level and delivered by FSDE. Students are required to attend online classes where learning is provided through resources, activities and discussion forums. In the reporting period, 53 students from the ACT accessed distance education, supported by the directorate.

Distance Education has continued to strengthen its partnership with the FSDE, providing coordinated wraparound educational support for ACT students and ensuring continuity of learning.

A key focus has been supporting successful transitions back into face-to-face education, particularly for year 10 students moving into ACT colleges. The expansion of the teaching team has enabled students to participate in a broader range of practical learning opportunities, including hospitality, equine therapy and the Pre-Learner Driver Education Course, supporting engagement, social connection and future education and employment pathways.

Hospital School

The Hospital School operates within the Adolescent Ward of the Centenary Hospital for Women and Children. Students attending the Hospital School may be enrolled in government and non-government schools or home-schooled, and do not need to be residents of the ACT. The mission of the Hospital School is to keep children and young people connected to, or re-engage them with, their learning.

The program is tailored to each student based on their age, health needs and length of admission. For students with longer admissions, teachers at the Hospital School work closely with students enrolled schools to ensure they can support continuity of learning and a successful transition back to their school community.

During the reporting period, the Hospital School teaching team reviewed and strengthened educational service delivery for young people accessing the separate Child and Adolescent Mental Health Services (CAMHS) Adolescent Unit (CAU). While the CAU operates as a distinct clinical service, it is supported by the same Hospital School teaching staff. In partnership with the CAU, adjustments were made to better respond to the educational, wellbeing and engagement needs of young people accessing the unit. These improvements have strengthened an integrated and responsive educational approach, ensuring highly vulnerable young people experiencing acute mental health challenges continue to access meaningful learning alongside their clinical care.

The Hospital School has established a shared, trauma-informed approach between education and health staff, ensuring students in the CAU remain connected to learning throughout their admission. Improved collaboration has increased student engagement through flexible learning both on the ward and within the classroom, while maintaining strong connections with students' enrolled schools. Individual successes, including students completing accredited learning such as the Pre-Learner Driver Education Course during admission, demonstrate the impact of maintaining educational continuity during periods of significant health need.

Murrumbidgee School

Murrumbidgee School is located within Bimberi Youth Justice Centre and provides educational and training programs to all young people in custody in the ACT. Murrumbidgee School provides a range of programs targeting literacy and numeracy learning, year 10 and year 12 certificates (in partnership with the student’s enrolled school), Canberra Institute of Technology (CIT) courses, and other recognised certification and training. During the reporting period one student achieved their year 10 certificate and one student achieved their year 12 certificate.

A significant role of Murrumbidgee School staff is to work with multidisciplinary care teams to support young people with their transition back into the community. Transition plans can encompass re-engagement with education, training, work experience and paid employment. Successful transition outcomes are often strengthened through collaboration with external support agencies and community organisations that focus on health, wellbeing, skills development and culturally responsive services. Key partners include Northside Community Service, Sexual Health and Family Planning ACT, Gugan Gulwan Youth Aboriginal Corporation and CIT Yurauna.

During the reporting period, Murrumbidgee School continued to strengthen student transitions through the development and implementation of a targeted bridging program to support young people transitioning from Bimberi into their local communities, promoting continuity of learning, wellbeing and engagement. Murrumbidgee School staff liaise with the student's enrolled school to ensure they can continue their learning while in custody.

A significant achievement this year has been the expansion of vocational education and industry pathways for young people transitioning from custody back into the community. Through additional funding, Murrumbidgee School has strengthened access to work experience, accredited training and industry partnerships, providing students with practical skills, recognised qualifications and greater confidence as they prepare for employment and further education. This investment has enhanced continuity of support beyond custody, creating more purposeful transition pathways that improve engagement, build aspirations and increase opportunities for successful reintegration into education, training and employment.

The Cottage

The Cottage is operated by the CAMHS and is a day program for young people who have moderate to severe mental health issues that impact their ability to attend school. The program aims to support young people to make functional gains, build their confidence and capacity, and return to school or vocational programs.

The directorate works in partnership with the Canberra Health Services to provide a classroom teacher to deliver learning as part of the program, who comprises part of the multidisciplinary team that develops ILPs for student and supports transitions into education settings.

The Cottage continued to deliver innovative, trauma-informed learning experiences through STEM, equine therapy and Meaningful Movement programs, supporting student wellbeing, confidence and engagement. Stronger collaboration between the directorate and the CAMHS Health Team has improved transitions and created a more coordinated approach to student care. A highlight was the student-led RSPCA community fundraiser, where students demonstrated teamwork, citizenship and growing confidence while engaging families and supporting a community cause. These initiatives contributed to a significant increase in student attendance across the year, reflecting stronger engagement and positive educational outcomes.

Waruga Yardhura

The Waruga Yardhura program continued to provide case management for 64 Aboriginal and Torres Strait Islander students from kindergarten to year 10 who had not been attending or engaging in school.

The Waruga Yardhura team, comprising of 3 Indigenous student engagement officers and a school leader, work directly with students, families, schools and community to provide case management and develop personalised learning and transition plans. A Community Reference Group comprising of Aboriginal and Torres Strait Islander community partners provides ongoing review and feedback for the program.

- *Improving school engagement through family-centred support:* A primary school student was referred to Waruga Yardhura after recording 22% attendance in term 1 2026, following attendance below 25% throughout terms 3 and 4 of 2025. Their siblings were also experiencing similarly low attendance. Working collaboratively with the school and the First Nations team within Children, Youth and Families in the Health and Community Services Directorate the Indigenous Student Engagement Officer built strong relationships with the family, supporting re-engagement with education. As a result, all siblings achieved attendance of more than 60% during term 2 2026, demonstrating the impact of coordinated, culturally responsive early intervention.
- *Supporting successful re-engagement through alternative education:* After 2 years of intensive support, a young person with significant disengagement from mainstream education and involvement with the youth justice system successfully re-engaged in learning. Through the persistence and relationship-based approach of the Indigenous Student Engagement Officer, the young person initially accessed the Canberra Police Community Youth Club (PCYC) program before transitioning into Muliyan. They engaged positively throughout semester 2 and successfully graduated from the program in 2025, marking an important milestone towards ongoing education and community participation.
- *Creating pathways to long-term success:* Waruga Yardhura supported a young person through their transition from Murrumbidgee School into college following a period of disengagement from secondary education. Ongoing support to both the young person and their family has contributed to a successful transition, with the student completing 6 units in semester 1 and remaining on track to achieve their ACT Senior Secondary Certificate. Alongside their academic progress, they have completed work experience, achieved their Road Ready Certificate, commenced driving lessons, and actively sought opportunities to participate in extracurricular activities, including music, demonstrating growing confidence, independence and aspirations for the future.

Hearing and Vision support

The Hearing and Vision team includes teachers and school assistants who support deaf and hard of hearing students and blind and low vision students in ACT public schools. The team delivered targeted support to 108 students across 45 schools and provided specialised professional learning to 30 schools.

The team provided essential Auslan access for Deaf students and ensured blind and low vision students had physical access to the curriculum through tactile maths diagrams, braille and large-print formats for worksheets, assessments, textbooks and novels.

Teachers of the Deaf at Mount Rogers Primary School initiated a lunchtime sign club, a program encouraging students using Auslan to 'bring a friend' for voice-off time, successfully building peer social networks and awareness.

Empowered learning professionals

Workforce capability building

As part of Strong Foundations, a more consistent approach to curriculum and assessment was strengthened across ACT public schools. This included the development and release of curriculum planning resources, including kindergarten to year 6 English and Mathematics scope and sequences, supported by professional learning opportunities to build school and teacher capability, as well as practice guides that outline expectations for pedagogy, curriculum and assessment were drafted, tested and trialled in schools. These guides enact the Learning and Teaching Policy for ACT public schools.

Targeted professional learning and network improvement activities engaged staff across the system. In May and June 2026, 192 school leaders from 25 primary schools participated in the Strong Foundations Accelerator Schools program, which combined targeted professional learning with coaching in implementation science. The program aligned Strong Foundations with the Inclusive Education Strategy and Student-Centred Improvement Framework. Participating schools formed professional networks to support collaboration and accelerate improvement efforts. The program comprised 4 workshops across 2026, with workshops continuing in terms 3 and 4.

The directorate progressed the development of a system-wide Approach to Literacy and Approach to Numeracy, which was co-designed with a team of teachers and school leaders. The approaches were developed to provide a consistent, evidence-based framework to support high-quality literacy and numeracy teaching across ACT public schools.



Pictured: Educator and primary school student.

Throughout the reporting period, 155 literacy and numeracy leaders met twice each term to evaluate current practices, contribute to the development of the approaches, and build their capability to lead implementation within their schools. Initial consultation on the draft Approach to Literacy and Approach to Numeracy engaged all 156 leaders, including 115 early childhood and primary leaders and 41 secondary and senior secondary leaders, through dedicated workshops held in May 2026 and a follow-up drop-in session in June 2026.

Broader consultation was also supported through the directorate's intranet, enabling school-based staff to review and provide feedback on the draft approaches. This process generated 36 responses, informing further refinement of the documents and helping to ensure they reflect the needs and contexts of schools across the ACT public education system.

Strong Foundations mandated system-level literacy and numeracy assessments across ACT public schools from kindergarten to year 10, including the Year 1 Phonics Check, to support consistent assessment practices and provide schools with reliable data to inform teaching and learning.

Professional learning was also provided to support evidence-based literacy instruction. A total of 218 teachers attended a series of 4 TQI-accredited professional learning sessions on phonemic awareness and phonics in October and November 2025. This supports schools to deliver phonics instruction and respond to the Year 1 Phonics Check data. Professional learning on the system Evidence-Informed Teaching Strategies was delivered to new educators in January 2026 and across schools. A total of 402 teachers across 11 schools participated in school based professional learning about curriculum, pedagogy or assessment. The directorate partnered with Dataworks to deliver explicit teaching professional learning to approximately 1,100 primary school teachers, with 12 schools hosting on-site coaching to embed this learning.

Professional networks continued to support collaboration and knowledge sharing across the system, including the Learning Support Assistant Network, Physically Included Network, Supporting Students with Disability Network, and Disability Education Coordination Officer Network. Networks were supported through regular meetings and targeted professional learning opportunities.

Child safety in schools

In May 2026, a Child Safe Standards in Practice online training module was launched. The module equips teachers with practical strategies to embed the Child Safe Standards in everyday practice, with a strong focus on fostering safe and supportive learning environments for both students and staff. It incorporates key insights from the Royal Commission into Institutional Responses to Child Sexual Abuse, particularly those relevant to educational settings, supporting a reflective, informed and proactive approach to safeguarding children and young people.

The online training module complements face-to-face training delivered by the directorate, with a particular focus on support staff. In this reporting period, 59% of schools have implemented training for support staff and 47% have implemented training to address students displaying sexualised behaviour.

In January 2026, 124 new educators received training on implementing the ACT Child Safe Standards in practice, supported by an established Community of Practice to promote ongoing implementation. The directorate also delivered fortnightly sessions for school business managers, promoting practical approaches to embedding child safe practices.

The directorate delivered Child Safe Standards education through forums, committees and targeted sessions, including engagement with school leaders, school psychologists, Safe

and Supportive School Contact Officers and Inclusion Coaches. Child Safe Standards information was also provided to School Boards, supporting consistent implementation across all areas of the system.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is an evidence-based Multi-Tiered System of Supports framework schools use to build safe and supportive learning environments. These supports are co-designed with school leadership, for all classrooms and all settings throughout a school. The PBL framework is underpinned by regular data collection and evaluation cycles, including staff and student voice.

The directorate is supporting schools in their implementation of the PBL framework:

- Conducting a system-wide review of the minor and major incident reporting process.
- Redesigning the Preventing & Responding to Bullying professional learning package to align with draft recommendations resulting from the national Anti-Bullying Rapid Review in 2025. The package includes supporting documents to guide school leaders to plan for effective elimination of bullying, a School-wide Reflection Tool and an Action Planning scaffold. Training is also available to schools.
- Team Teach is an accredited training program present in 68 schools, with 22 schools completing the program in the reporting period. Team Teach is a system wide behaviour management training that provides teachers and other school-based staff with skills and strategies to minimise risk and de-escalate complex and challenging students. There are 141 Team Teach coaches embedded in 60 schools, who function as behaviour practice leads. There are an additional 17 Education Support Office Team Teach coaches who support intensive coaching and targeted interventions.
- Reviewing and updating the 10 Essential Skills for Educators professional learning package. This online package is accessed by 142 teachers annually.
- Developing a draft Growth Matrix. This provides a reflective tool designed to support schools to develop, implement, embed and sustain high-quality, equitable universal systems, structures and supports for behaviour and wellbeing. The matrix is aligned with the Student-Centred Improvement Framework and the Inclusive Education Self-Reflection Tool, to guide planning conversations using a common language, coaching and professional learning.
- Developing the Restorative School Communities package, the goals of which are to support school leadership teams with language and practices to proactively build healthy cultures based on strong relational practices and repair of harm. The package was piloted with leadership teams in 2 schools during the reporting period. It builds on and draws together modules from both PBL and Team Teach as system wide offerings.
- Continuing the PBL Evaluation project. A baseline report was drafted and methodologies and parameters were confirmed.
- Developing a New Educator Support Program package, including introductory modules for PBL (221 new educators) and Team Teach (135 new educators) frameworks. It was

designed with differentiated supports for primary and secondary teachers in their first, second and third year of practice.

- PBL's 5 external coaches working with schools and their PBL internal coaches supporting schools at their point of need, including providing resources, professional learning and coaching guidance to fulfil the schools Action Plan.

During the reporting period, 92 schools engaged with the PBL team to participate in training for the revised Behaviour Incident Reporting process, supporting its implementation from term 3, 2026. During the reporting period, 2 schools commenced engagement with PBL for the first time, and 55 schools participated in the Tiered Fidelity Inventory and Self-Assessment Survey data collection cycle.

Professional learning and co-design offerings

In the second half of 2025, a suite of professional learning was designed and delivered in response to feedback from school-based staff seeking to build capability in phonics instruction. The directorate partnered with speech pathologists to co-design 4 modules which covered a range of topics including phonics, phonemic awareness, the implementation of a structured scope and sequence for phonemes and graphemes, and targeted approaches to support specific student needs. Across the 4 sessions, 218 educators participated.

To support implementation of the Pedagogy Practice Guide, a suite of masterclass professional learning modules was developed, enabling school staff to engage at their own pace. These offerings focused on explicit teaching as a key foundational practice within the ACT Responsive Teaching Framework, supporting consistent, high-quality instructional approaches across schools.

Professional Learning Communities

Professional Learning Communities (PLCs) have remained a central mechanism for building collective efficacy and improving teaching practice. In 2025, 26 schools participated in the System Sponsored Teacher Identified Professional Learning program, which provided an intensive, structured model of support to strengthen PLC implementation through induction, coaching, check-ins and cross-school networking.

Across the System Sponsored Teacher Identified Professional Learning program, 1,238 participants were supported through a total of 11,768 Teacher Quality Institute-approved professional learning hours, demonstrating the significant system investment in collaborative professional learning. In 2026, this transitioned to a targeted and sustainable approach with support focused on universal professional learning, cross-school networks, shared resources and differentiated assistance aligned to school context and PLC maturity.

School leaders

During the reporting period, leadership development focused on strengthening leadership and evaluative capability across all career stages, aligned to system priorities under the Student-Centred Improvement Framework, Strong Foundations and Inclusive Education Strategy. Leadership Forums continued to support senior and middle leaders, with delivery increasingly bringing together leaders from across the directorate. This approach

strengthened leaders' capacity to use evidence and evaluation to inform decision-making, while reflecting early progress toward a more connected system approach to leadership.

Targeted leadership supports continued across key career stages, including Collaborate and Connect for early career principals and the Principal Coach Mentor program. During the reporting period, 32 early career principals participated in Collaborate and Connect, while 18 principals received individualised mentoring through the Principal Coach and Mentor Program, supported by 18 experienced principal mentors. This one-to one mentoring approach provided structured opportunities for collaboration, coaching and professional growth, strengthening leadership practice and supporting improved outcomes for students.

Network meetings, led by Executive Education Leaders, provided regular, structured opportunities for school leaders to engage with system priorities, share effective practices, strengthen evaluative thinking and improve consistency of implementation across schools, supporting improved outcomes for students.

Teachers and learning support assistants

Teachers and learning support assistants (LSAs) had access to a wide range of professional learning opportunities focused on supporting children and young people with disability and diverse learning needs.

Universal Design for Learning (UDL) is based on the architectural principles of universal design to remove barriers and improve accessibility, such as ensuring ramps and other accessibility considerations are considered in the design of new buildings, rather than retrofitting them. Similarly, UDL recognises that children and young people learn in different ways and ensures multiple ways of learning are available. This includes providing information in different forms and allowing students to demonstrate their understanding in a way that is accessible to them. A new series of online professional learning sessions focused on the proactive practice of UDL were developed and delivered in 2026. This professional learning was accessed by 38 staff from 15 schools. Face-to-face UDL professional learning was delivered at 9 Tuggeranong schools.

Many students with disability and diverse learning needs benefit from small group learning opportunities for some, or part, of the school day. In recognition of this, a new facilitated professional learning network focused on small group learning was established. Existing facilitated networks for LSAs and Disability Education Coordination Officers also continued to meet. In the reporting period, 221 staff members attended across 7 facilitated network meetings.

Other professional learning opportunities included in-person and online sessions about sensory processing; complex communication needs, understanding neurodiversity, and supporting deaf and hard of hearing students. Across the 12 sessions, 141 staff participated.

Schools were supported to meet their Nationally Consistent Collection of Data (NCCD) on School Students with Disability reporting obligations. The directorate continued to support schools in implementing the NCCD on School Students with Disability through targeted professional learning, online drop-in sessions, and a range of updated online resources.

This included training videos, written guidance and frequently asked questions to assist school staff in applying the Student Adjustment Matrix (SAM) and completing the annual NCCD census.

To further strengthen consistency and quality in NCCD processes, all schools were offered a supportive review conducted by the NCCD Review Team. These personalised reviews enabled schools to moderate their SAMs with the review team, receive tailored feedback, and strengthen their NCCD evidence collection and reporting practices. During the reporting period, 37 schools have participated in a review, with a further 15 schools scheduled to undertake reviews in semester 2, 2026. Through this combination of professional learning, resources and tailored support, the directorate has enhanced school capability to accurately identify, document and report adjustments provided to students with disability.

Affiliated Schools

During the reporting period, 25 schools participated in the Affiliated Schools Program. The program is an award-winning partnership between the directorate and the University of Canberra to develop quality teacher practice from pre-service teacher education to experienced teacher learning and development.

Affiliated Schools hosted more than one third of preservice teacher professional experience placements in ACT public schools and more than 1,000 preservice teachers participated in school-based teacher education clinics, providing real-life experience to university students. Affiliated Schools partnered with University of Canberra research experts to undertake action research projects in their schools as part of the 'teachers as researchers' element of the program. Research areas included mathematics fluency, effectiveness of college transitions, formative assessment, and personalised feedback.

The Affiliated Schools Research Program had 3 school-based research projects continue, 4 new projects commenced and an additional 2 were approved but not yet started. These projects are aimed at meeting school and system needs. Examples of research areas during the reporting period were mathematics, respectful relationships, and culturally responsive pedagogies.

The development of a new mentoring element, leading from the classroom, commenced with a workshop that drew together experienced classroom teachers from each affiliated school. A total of 23 participants explored the foundations of mentoring including how to develop effective mentoring relationships, how to prepare a practical mentoring toolkit and reflections on their mentoring experiences with colleagues.

The annual professional learning seminar series showcased educational research conducted throughout affiliated schools by school leaders and teachers, university teaching and academic staff, directorate staff and preservice teachers exploring progress, outcomes and implications for practice.

Scholarships to support teachers and school leaders to undertake postgraduate study at the University of Canberra focus on improving student outcomes by providing educators with deeper pedagogical understandings and the opportunity to conduct and analyse research relevant to the teaching profession. In March 2026, 10 teachers and school

leaders who had been supported with a scholarship graduated with a Master of Education. This was the sixth cohort of scholarship recipients to graduate from the program. A further 15 were awarded scholarships in 2025–26.

Teacher Librarian Initiative

The ACT Government initiative was supported through scholarships for existing teachers to undertake a Master of Education (Teacher Librarianship). Through this program, there were 4 scholarships awarded in the reporting period with recipients commencing their studies in the 2026 academic year. This brings the total number of teacher librarian scholarships awarded under the program since its launch in 2021 to 32 as of 30 June 2026.

The teacher librarian initiative was fully delivered in the reporting period. The final 11 positions commenced in 2026, bringing the total number of full-time equivalent (FTE) teacher librarian positions funded through the initiative to 24.8 FTE across 27 public schools.

To further support teacher librarians, ACT public schools continue to have access to the online Encyclopaedia Britannica and World Book, ensuring equity of information access.

Science, Technology, Engineering and Mathematics

The directorate supported Science, Technology, Engineering and Mathematics (STEM) teaching and learning in 75 schools, reaching 374 teachers from preschool to year 12 through the Academy of Future Skills (the Academy). Support included curriculum planning, in-class assistance, teacher mentoring, STEM excursions, and resource borrowing.

The resource library continued to grow, with demand increasing significantly as schools sought equipment to make STEM lessons more contemporary and engaging. A key benefit of the lending library is equitable access to specialist equipment for all public schools.

Pre and post-engagement surveys show a clear strengthening in teachers' content knowledge and their ability to plan and deliver STEM lessons after working with the Academy's staff. Teachers reported increased student engagement through hands-on learning. Access to modern equipment from the Academy's library was identified as a major contributor to improved engagement and learning outcomes.

In addition to in-class support, the Academy delivered 10 professional learning sessions to 134 participants across topics including forensic science, physical sciences, digital technologies, coding, and curriculum integration. Evaluation results show all participants agreed or strongly agreed that the sessions met Australian Professional Standards for Teachers and improved their practice.



Pictured: Students working with an Academy of Future Skills STEM teacher, Paula Taylor.

In July 2025, the Academy released a comprehensive suite of kindergarten to year 6 science teaching resources, including unit plans, curriculum links, slides, and practical activities. By April 2026, 901 unique users had accessed these resources. Download data and associated equipment requests indicate they are practical, valuable and ready for classroom use.

The directorate partnered with RoboCup Junior ACT to provide equitable access to robotics kits, teacher professional learning, and student mentoring to support participation in regional and national competitions. More than 750 students from across Australia competed in the national finals at Shirley Smith School in October 2025, demonstrating resilience, ingenuity, teamwork, and strong design and coding skills.

Building on this success, the Academy hosted the first ACT public school RoboCup Sumo Competition in May 2026, with 60 teams comprised of 230 students from 12 schools. The event provided a welcoming environment for many first-time participants to develop coding and robotics skills. During this reporting period, the Academy supported 22 schools and 426 students in robotics learning.

To mark the 2025 International Year of Quantum Science and Technology, the Academy of Future Skills hosted Your Quantum Future in July 2025, a free 3-day conference at the Mungga-iri Jingee STEM Centre and ANU Physics Department, which was attended by 76 ACT public school students (years 10–12). The conference introduced students to the global quantum industry and highlighted study and career pathways, particularly within the ACT.

The keynote speaker was Dr Cathy Foley, quantum pioneer and Australia's ninth Chief Scientist (2021–2024). Contributors included leading researchers and industry experts from Australian National University, the University of Queensland, University of Wollongong, Nomad Atomics, Defence Science and Technology Group, University of Technology Sydney, Quantum Australia, University of Newcastle, Commonwealth Scientific and Industrial Research Organisation (CSIRO), the Department of Industry, Science and Technology, Quantum Brilliance, and Swinburne University of Technology. Students were highly engaged, and feedback from speakers highlighted the high quality of student questions.

The 2 STEM centres, Mungga-iri Jingee and Dhawura Ngadjung, continued to host student excursions, professional learning, conferences, and directorate meetings. Their extensive use highlights their versatility as hubs for collaboration, innovation, and learning. The directorate's investment in STEM through the Academy is unique and nation leading, providing tailored, on-demand support that meets teachers at their point of need.

Science Mentors ACT

The Science Mentors ACT Program provides extension opportunities for students in years 9–12 with a strong interest in scientific research. Participants work with a mentor from the scientific community to complete a research project, culminating in a formal report. In the reporting period, 40 students completed research projects and a further 52 students were matched with mentors and began work. Mentors are drawn from a wide range of scientific institutions in the ACT and beyond. Demand for physics projects has increased following the directorate's successful Your Quantum Future student conference in 2025.

During the reporting period, the program expanded opportunities by developing research projects that could be completed in school settings, such as phage therapy investigations and forensic studies of fingerprint deposition on metals. This approach reduces reliance on specialised workplaces, improving accessibility and sustainability for both students and mentors. There has also been an increase in mentors from outside the ACT, enabling better alignment with student interests and access to specialised expertise.

Student survey data indicates the program significantly improves communication and writing skills, data analysis capabilities, and understanding of scientific concepts.

Artificial intelligence in schools

The directorate recognises the importance of incorporating emerging technologies to enhance teaching and learning experiences and drive innovation in education. The directorate's position on use of generative artificial intelligence (AI) tools in schools is guided by the principles of Australia's AI Ethics Framework and Australian Framework for Generative AI in Schools.

Following endorsement of the Safe Use Guidelines and the Interim Position on the Safe Use of Artificial Intelligence (AI) in Schools in 2024, key actions and safeguards were implemented in consultation with stakeholders across the directorate.

To support the safe and effective use of AI, in term 4 2025 the directorate approved 2 AI platforms, Google Gemini and NotebookLM, for use by teachers and staff within the existing teaching and learning digital ecosystem in public schools. The introduction of these platforms was supported by a range of professional learning workshops and resources designed to build staff capability, guide practice, and promote the responsible use of AI in educational settings. As of 30 June 2026, over 340 teachers have completed this suite of professional learning.

An additional suite of professional learning to uplift educator expertise in digital pedagogies was offered, including in Google Workspace and Artificial Intelligence. Key strategic initiatives included the Google AI Fellowship, professional learning to support the

system rollout of generative AI tools, and the Classroom Innovation Day: UC x Google for Education.

In October 2025, the Classroom Innovation Day, delivered in partnership with the University of Canberra and Google for Education, attracted over 150 registered educators and school leaders. The program provided practical strategies to reduce administrative workloads, differentiate student learning, and embed data-informed classroom practices.

Across semester 2 2025, more than 20 ACT teachers, school leaders, information technology officers, and education support staff participated in the inaugural Australian cohort of Google for Education's AI Fellowship. Participants developed and showcased projects leveraging Gemini and NotebookLM to optimise professional and classroom practice. Project outcomes included the creation of personalised content repositories for resource development, interleaving practice schedulers, retrieval support tools, and the application of AI to adapt lessons using the Universal Design for Learning framework.

Work commenced to plan for and develop the approach for a student trial of AI tools, including to support student learning, responsible use, and ensure suitable risk mitigation, governance, privacy, security, safety arrangements in place.

The directorate is committed to ensuring these technologies are introduced in a way that is safe, age-appropriate, equitable and aligned with curriculum, assessment, information management and cyber security requirements.

Strong communities for learning

Strong Foundations Independent Implementation Review

Each year, the Literacy and Numeracy Expert Panel (the Panel) are invited to conduct a review of implementation of Strong Foundations and make recommendations. In December 2025, the Panel provided the Strong Foundations Independent Implementation Review Report to the Minister for Education and Early Childhood. The report has been released publicly and included 8 high-level recommendations:

1. A more comprehensive and publicly accessible implementation plan.
2. A more comprehensive change management plan.
3. A more comprehensive and well-resourced communication plan.
4. A comprehensive professional learning plan.
5. Streamlined governance.
6. Supported principals.
7. Empowered Executive Education Leaders.
8. Leveraging work of act early adopters and other school systems.

Language Education Action Plan

The directorate continues to support the provision of high-quality language education as one of the 8 learning areas under the Australian Curriculum. ACT public schools offer a range of language education programs reflective of the diverse and international

community in the ACT, with a focus on 8 priority languages: Chinese, French, German, Indonesian, Italian, Japanese, Korean and Spanish.

In the reporting period, the directorate undertook actions to support implementation of the Language Education Action Plan. These actions were focused on 3 priority areas: workforce planning, pedagogy and curriculum and partnerships. This resulted in improved reporting of language education offerings in schools, increased promotion of language teaching opportunities for new and existing teachers, and ongoing partnerships with embassies and other cultural organisations to support language teaching and learning in ACT public schools.

Birrigai Free Camps initiative

School excursions and camps form an important part of school education in developing student wellbeing, supporting curriculum delivery and contributing to a positive school culture. For decades this has occurred at Birrigai Outdoor School (Birrigai).

Birrigai, which means laughter in Ngunnawal language, is defined as a school in special circumstances within the directorate.



Pictured: Students at a Birrigai Outdoor School.

Birrigai is located on Ngunnawal Country adjacent to the Tidbinbilla Nature Reserve and Namadgi National Park. Birrigai has a 45-year history as a provider of high-quality school camps and On-Country learning experiences for ACT public school students. Birrigai is recognised as a leader in Cultural Integrity and Cultural Safety within the directorate.

Birrigai offers curriculum-aligned programs that include Aboriginal and Torres Strait Islander histories and culture, outdoor adventure, and STEM activities. It is an ideal venue for primary school aged children to be inspired to view the world differently and connect to Country in the ACT.

In recent years, feedback and data showed the cost to families poses a barrier to many young people accessing the valuable experience school camps provide. To ensure equity for all students, in February 2025 the ACT Government announced the Birrigai Free Camps initiative with the aim of providing every primary school student in ACT public schools one free camp at Birrigai during their primary school years. During the reporting period, Birrigai delivered 61 free camps for 3,821 students.

Meals in Schools

Following the conclusion of the 2024–25 Meals in Schools pilot, an internal post-pilot survey was conducted between July and August 2025, receiving 283 responses from students, families and school staff. Responses showed strong support for the program, citing improved student wellbeing, food access, engagement, reduced cost pressures for families and less stigma through universal access.

To continue ongoing program delivery, the ACT Government committed funding from 2025–26 to 2028–29 across 5 schools:

- Narrabundah Early Childhood School
- Gilmore Primary School
- Richardson Primary School
- Gold Creek School (years 7–10)
- Melba Copland Secondary School (years 10–12)

In 2026, the program shifted to a 'grab and go' model with dietitian designed menus combining shelf-stable items with fresh produce, sandwiches and wraps. The menu meets the ACT Public School Food and Drink Policy and provides approximately 50% of students' daily requirements across the 5 food groups.

In terms 1 and 2 2026, the model delivered approximately 240,000 items, including over 44,000 serves of fresh fruit and vegetables, 62,500 sandwiches, wrap and bread rolls, and more than 130,000 snack and dairy items.

Legal Assistance Services in Colleges program

The directorate partners with Legal Aid ACT to deliver on the ACT Government's commitment to the provision of legal support for students experiencing vulnerability. The Legal Assistance Services in Colleges program provides onsite legal support across ACT public colleges, ensuring students and their families can access confidential legal advice and appropriate referrals to legal and other services within a safe and familiar educational environment.

Legal Liaison Officers (LLOs) provide legal support services to students across 9 colleges, supporting students who present with a wide range of legal issues. These include family violence, independent living, employment, care and protection, personal protection, parenting disputes and criminal matters.

During the reporting period, the program delivered 160 individual legal support services to students and families. The volume and nature of these matters demonstrate the program's reach to vulnerable cohorts and highlight the demand for accessible, school-based legal assistance. The established referral pathways, together with the capacity of LLOs to provide legal advice, negotiation, mediation and court-related support, enable timely intervention across a range of complex legal issues. Early legal assistance is helping to address matters before they escalate and, in some cases, reducing progression into more complex legal proceedings.

As part of the program, LLOs also deliver Community Legal Education activities designed to improve legal literacy and increase awareness of available supports. During the reporting period, 30 Community Legal Education sessions were delivered, reaching students and staff across participating colleges.

LLOs work collaboratively with teachers and wellbeing staff to design and deliver targeted sessions for Legal Studies classes, pastoral care groups, assemblies and Australian School-based Apprenticeship programs. These sessions focus on contemporary legal issues affecting young people and build students' capacity to recognise legal issues, understand their rights and responsibilities, and seek assistance when required.



Pictured: Students participating in the Understanding Building and Construction Program

Career pathways and vocational learning

The directorate is responsible for the funding, design and delivery of a diverse range of programs supporting young people transitioning from education to employment. This includes both accredited and non-accredited vocational learning opportunities, work experience placements and industry-targeted career education programs aligned with current workforce needs.

The programs play a key role in supporting the career development of young people, helping them to explore pathways, make informed decisions and build the skills needed to navigate an evolving labour market.

In the reporting period, the directorate implemented a range of initiatives and programs, including Head Start, Australian School-based Apprenticeship pathways, Work Experience, Vocational Learning Programs and the Understanding Building and Construction Program.

In addition, the directorate undertakes promotional and engagement activities, to raise awareness of vocational options, strengthen partnerships with industry, and ensure students are equipped with the skills, knowledge, and confidence needed to pursue meaningful post-school career opportunities.

CareersXpo

The 2025 Canberra CareersXpo was delivered in collaboration with the Rotary Club of Aurora Gungahlin and the directorate, showcasing education, training, and employment pathways. The two-day event, held on 13 and 14 August 2025, attracted more than 8,000 students and visitors and featured 120 local, national and international exhibitors. The event provided students with valuable opportunities to engage directly with industry, education and training providers to support informed career decision-making.

Australian School-based Apprenticeship pathways

Australian School-based Apprenticeships (ASbA) provide an opportunity for students to achieve a nationally recognised vocational qualification by combining paid work and training as part of their education program. Participation in an ASbA delivers significant

educational, personal, and career benefits for students while building employability skills and industry competencies. Through regular participation in the workplace, students develop critical soft skills such as communication, teamwork, problem-solving and time management.

As of 30 June 2026, 283 ACT public school students were undertaking an ASbA qualification across 18 national training packages. Of these students, 11.7% were Aboriginal or Torres Strait Islander and 12% were students with disability. The 3 industries with the highest number of students undertaking an ASbA are construction including plumbing and technical services (49 students), community services (42 students) and tourism, travel and hospitality (42 students).

Head Start Program

The Head Start Program was funded for an additional 2 calendar years (2025–2026) to support a cohort of 50 students to commence their ASbA during 2025. The program provides tailored ASbAs for students from year 10 and 11 while completing their Senior Secondary Certificate.

As of 30 June 2026, there were 32 active Head Start students, including 6 identified as at risk of disengagement from school, 2 Aboriginal and Torres Strait Islander students, and 8 students with disability. A total of 18 students completed the Head Start program during the reporting period, with 12 transitioning directly into full-time employment with their HeadStart employer.

Head Start is working with 26 employers across 13 occupational pathways. Of the 26 employers, 14 have not previously employed students through an ASbA pathway. Occupational pathways include:

- early childhood education and care
- electrotechnology and telecommunications
- automotive – body repair
- automotive –refinishing technology
- automotive – light vehicle mechanical technology
- locksmithing
- manufacturing – cabinet making
- business
- hospitality
- commercial cookery
- plumbing
- carpentry

All students have attended pre-vocational training covering a range of topics, including work, health and safety, time management, college packages, ASbA responsibilities and effective communication. Vocational training will continue throughout the program for Head Start ASbA students in 2026.

Work experience placements

Work experience placements provide early career exploration opportunities. Students gain first-hand insight into different industries and occupations, helping them identify interest areas and better understand workplace expectations. This exposure supports informed subject selection and clearer post-school pathway planning.

In the reporting period, there were 2,847 work experience placements registered in ACT public high schools and colleges. These include 85 Aboriginal and Torres Strait Islander students. A total of 1,257 employers provided these placements. An additional 86 structured workplace learning placements were also registered. There were 556 New Host employers that were also registered for work experience.

The 3 industries with the highest number of students participating in work experience were in education professions (483 students), building and construction (457 students), and hospitality (291 students). The directorate collaborates closely with stakeholders to design and deliver pilot work experience programs aimed at expanding career exploration opportunities.

Canberra Health Services Work Experience Program

There were 89 placements offered to students across a variety of areas in the health industry, including nursing, midwifery, physiotherapy, podiatry, health service assistant, clinical measurement science and medical imaging.

Girls on Fire & Resilience Program



Pictured: Try-A-Trade Day 2026.

The directorate supported ACT Emergency Services Agency to deliver the Girls on Fire & Resilience Program. The program provided 30 young women aged 12–18 from ACT public schools to build resilience, self-confidence, and awareness of volunteer and career pathways in the fire and emergency services sector.

Vocational learning programs

Vocational learning programs to provide universal and targeted program offerings to students from years 9–12, in both accredited and non-accredited training. These programs support students to explore the world of work, career and transition pathways through activities such as work experience, industry immersion activities and industry speakers.

In 2025, the directorate established a Services Panel Arrangement providing a pre-approved list of external providers that have been assessed through a formal procurement process and deemed suitable to deliver specific vocational training services to ACT public schools.

In semester 1, 2026, the directorate funded 20 programs to be delivered by 5 Registered Training Organisations across 8 industries, offering 362 placements for students. Of these placements, 20 are designated for students with disability.



Pictured: Vocational Education and Training Construction participants from Kingsford Smith School with their completed project.

As of 30 June 2026, the directorate has received 861 expressions of interest across all programs. Of the 335 students who commenced a vocational learning program, 274 completed their program. Successful completions include 29 students with disability, 11 Aboriginal and Torres Strait Islander students and 17 students registered with Home Education.

The directorate was also involved in the delivery of a range of programs:

- *Beyond the Bell*: 50 students participated in a one-day industry immersion designed to encourage and support students to pursue a range of careers within ACT public schools. Students had the opportunity to hear from current and former ACT public school staff including teachers, principals, psychologists, learning support assistants, and careers advisors.
- *On the Tools*: A program for students at risk of disengagement from education, supported 2 cohorts of 12 participants by providing practical, hands-on experience alongside tailored support and industry-specific knowledge. The initiative aimed to facilitate successful transitions into further education, training, or employment within the building and construction sector. Participants were supplied with Personal Protective Equipment and completed mandatory safety training at no cost. Upon completion of the program, students were further supported to undertake a 5-day work experience placement within the building and construction industry.

- *Health Immersion Program*: An immersive health career exploration program was delivered in partnership between the directorate and Canberra Health Services for ACT students with disability. The program involved 17 students and their carers from ACT public high schools and colleges, as well as home education. Students represented a range of disabilities, including mild to moderate intellectual disability, vision impairment, and physical or mobility disability. Delivered at Belconnen Community Health Centre, the program provided an inclusive and supportive opportunity to explore health careers through facility tours and interactive sessions with Allied Health Assistants, Mental Health Allied Health Assistants, Enrolled Nurses, and Clinical Coders. These sessions offered insight into roles, responsibilities and qualification pathways. The program strengthened understanding of career pathways in community health services, supporting more informed post-school transitions.



Pictured: Understanding Building and Construction Program graduates.

Understanding Building and Construction Program – Try-A-Trade

The Understanding Building and Construction Program – Try-A-Trade is a curriculum-aligned initiative delivered in ACT public high schools to increase student awareness of, and participation in, careers in the building and construction industry, with a focus on supporting female and gender-diverse students.

Building on a successful pilot project and strong collaboration with industry, the program expanded from July 2025 through an investment of $1.4 million over 4 years. This expansion has enabled more young women to explore careers in building and construction and support greater gender diversity in the industry.

This funding enables delivery in 10 schools each year, providing opportunities for up to 250 female and gender-diverse year 9 and 10 students to participate annually in an elective course, Women in Construction. Participating schools also deliver an introductory program for up to 2,000 year 8 students each year. In semester 1 2026, 5 schools (Calwell High School, Caroline Chisholm School, Gold Creek School, Harrison School, and Melba Copland Secondary School) delivered the year 9 and 10 Women in Construction elective, with 105 students enrolled.

On 18 May 2026, a Try-A-Trade Day was delivered by the Canberra Institute of Technology, providing 93 students from the semester 1 cohort with the opportunity to undertake practical activities across a range of trades in a specialised training environment.

Employment options supported by National Disability Insurance Scheme Project

Employment options supported by the National Disability Insurance Scheme (NDIS) is a program supporting the Inclusive Education Strategy. It focused on building partnerships with NDIS providers and Local Area Coordinators to help students with disability and their families better understand and access employment pathway supports.

The program improved access to personalised vocational pathways through stronger school engagement, enhanced collaboration with NDIS providers and Local Area Coordinators, and improved support structures. Key activities included school-based information sessions, co-locations with Local Area Coordinators, promotion of success stories, and coordinated partnerships to deliver pre-vocational training and work experience.

This work delivered on the Inclusive Education Strategy First Action Plan 2024–2026 by increasing awareness of NDIS employment supports, strengthening connections between schools, families and service providers and expanding vocational learning and work opportunities.





Pictured L: On the Tools | Pictured R: Students participating in the Understanding Building and Construction Program.





Pictured: Students at Try-A-Trade Day 2026.

Systems supporting learning

During the reporting period, the directorate worked with Proximity Advisory Services to develop system-level evaluation and accountability frameworks for the Inclusive Education Strategy 2024–2034. These frameworks will support robust and meaningful evaluation of the 10-year strategy, supporting continuous improvement and accountability.

Allied health services

Students are supported to access and participate meaningfully in education through evidence-informed allied health services, which consists of 150.6 FTE allied health professionals. These services draw on multidisciplinary expertise, including occupational therapists, speech and language pathologists, physiotherapists, allied health assistants, school psychologists, social workers and senior youth workers. The multidisciplinary team provides evidence-informed holistic services using the Multi-Tiered Systems of Support framework (universal, selected and targeted). During the reporting period, 9.1% of ACT public school students received an allied health service. The services, including a range of selected and universal offerings, were provided across all 93 public schools.

Integrated incident preparation and response

Allied health professionals play a key role in preparing and supporting school communities to manage critical incidents (serious incident of violence or injury, unexpected death or natural disaster). Initiatives to support schools included:

- in collaboration with Be You, a mental health and wellbeing imitative for learning communities in Australia delivered by Beyond Blue, 83% of ACT public schools were trained in Postvention Planning Partnership Series
- Applied Suicide Intervention Skills training was completed by 116 staff
- development of the Education Directorate Extreme Violence Support framework

When a critical incident occurs, psychologists and social workers mobilise support to provide psychological first aid, risk assessment and targeted therapeutic interventions as needed. They also provide advice on communications to students, staff and the school community and collaborate with government and community agencies to activate supports and promote ongoing community safety and recovery.

> *"During a particularly challenging period for our school, Clinical Practice provided responsive, compassionate, and highly skilled support. Their work made a meaningful difference to the wellbeing of our students, staff, and broader community."*
>
> Principal from an ACT public school

Allied health speech and language pathologists

The Building your Visual and Augmentative and Alternative Communication Toolkit workshop series was delivered. Participants from 10 primary schools attended the series to learn how to use the toolkit to engage students and grow their language and communication skills, through high exposure and modelling strategies.

School psychology assessment team

School psychologists support students by using assessments to understand learning and developmental differences, which inform school-based adjustments, identify disabilities, and support referral to external agencies when appropriate. The assessment team is a centralised team of psychologists with a special interest and skills in psycho-educational assessment. During the reporting period, the team provided:

- 27 psycho-educational assessments
- consideration of eligibility for 6 students for specialist schools
- consideration of eligibility for 1 student for early entry to preschool or kindergarten
- training for 7 psychologists new to education
- peer consultation for 9 cases to strengthen psychologist assessment practice

The below feedback from a parent highlights the impact school psychologists have in helping students to access the support they need.

> *"The school psychologist has worked so diligently with our child and has played a really important role in helping us get them the support they need. We have been very impressed with her attention to detail, her communication, and the way she explained each step of the process so clearly. Our child really enjoyed the time they spent with the school psychologist, which meant a lot to us as parents."*
>
> Parent of an ACT public school student

School psychologist intern program

In 2025–26, the directorate's first group of 4 intern psychologists completed their internship. The ACT Education psychology internship is an intensive supervised training program that involves psychological practice in an approved work role, supervision by a Board-approved supervisor and professional development activities. All psychologists were offered permanent positions with the directorate at the conclusion of their internship and 3 commenced with the directorate in April 2026.

Youth work practitioners

The directorate employed 3 youth work practitioners in 2025 to further strengthen practice. The team trialled the delivery of targeted, small group and universal group programs, with an evaluation completed in term 4, 2025. Findings informed the development of a service delivery model which commenced in 2026 with youth work practitioners delivering onsite supports several days a week across 9 schools, which include:

- *Primary and high schools*: delivery of selected and universal group programs focused on social engagement and connection, emotional development, managing change and resilience

- *Colleges:* delivery of short-term targeted support to students including service information, warm referral and advocacy to support them through their transition to early adulthood

In the reporting period, the senior youth work team:

- provided practice supervision and guidance to 78 school-based youth workers
- delivered 3 professional learning days for school-based youth workers
- hosted 8 networking events to strengthen engagement with the community sector
- provided recruitment and induction support to 5 schools
- co-facilitated 27 groups or events in partnerships with school-based youth workers.

Onsite social workers

From the beginning of the 2026 school year, the onsite social work team delivered 2 days of onsite social work supports in 24 schools. In 2025–26, the onsite social work team:

- provided targeted support to 561 students and families, reducing barriers in accessing and participating in education
- established parent drop-in sessions strengthening direct access to social work support for vulnerable families
- supported school and community connection with local support services through school newsletter updates, community expos and partnerships with external services
- facilitated 37 selected group programs to support students social and emotional development
- established 33 lunch time clubs to support social engagement and connection for students
- facilitated 11 parent workshops to strengthen parent/child relationships
- delivered 11 professional learning sessions to school-based staff focused on fostering safe and supportive relationships to enhance student wellbeing.
- supported the upskilling of school-based staff through case consultation.

Feedback from a school highlighted the impact having onsite social work offered to students and families.

> *"I just wanted to take a moment to share how incredibly grateful we've been to have an onsite social worker working with us this year. She's done an outstanding job supporting our students and families—whether it's been through one-on-one work with students, outreach to families in crisis, or helping connect them to community services. She's become such a trusted presence here, and it's clear she's made a real impact.*
>
> Staff member at an ACT public school

Infrastructure

Work to embed inclusive design across school infrastructure, planning processes and inclusive education considerations are being integrated into asset planning and delivery processes. Opportunities to incorporate student voice into infrastructure planning and decision-making were identified, with processes in development to support ongoing engagement.

The Inclusive Works Implementation team met fortnightly throughout the reporting period, with processes evolving to strengthen program oversight and governance. This supported greater consistency in decision-making, improved service delivery, and a stronger focus on equitable outcomes.

The directorate developed and maintains a shared view of confirmed enrolments, infrastructure project priorities and scope, budget allocation, resourcing, and risk and issue management.

New and expanded schools

Responsibility for delivery of Tier 1 and Tier 2 capital projects transferred to Infrastructure Canberra (iCBR) under the *Administrative Arrangement Orders (Administrative Arrangements 2024 (No 1))*, effective 8 November 2024.

During the reporting period, the directorate worked with iCBR to progress the planning and delivery of new schools and the modernisation and expansion of existing schools across Canberra:

- *Early Childhood Education and Care (ECEC) to year 6 school in Strathnairn*: Stage 1 of the Strathnairn School opened for the first day of term 1, 2026 welcoming the first cohort of students and staff. The ECEC opened for students and families on 20 April 2026. Stage 2 construction is progressing with completion anticipated in the second half of 2026.



Pictured: Construction at Whitlam School.

- *ECEC to year 6 school in Whitlam:* Stage 1 construction for Whitlam School commenced in June 2025, with completion of the first stage anticipated for the first day of term 1, 2027.

- *Second college in Gungahlin at Nicholls*: Design up to final sketch plan, including the lodgement of the Development Application in December 2025. The school is set to open by the end of the decade.
- *Garran Primary School modernisation and expansion:* Stage 1 of the project opened in November 2025. Stage 2 construction progressed, with completion anticipated by the end of 2026.
- *Telopea Park School modernisation:* Design up to final sketch plan, including the lodgement of the Major Plan Amendment in December 2025, occurred for modernisation of the high school.
- *Majura Primary School modernisation:* Community consultation and engagement took place in the second half of 2025 on the Majura Primary School modernisation project, to identify modernisation priorities. Community engagement continued throughout the first half of 2026 to update the community on progress and work to deliver the confirmed scope of requirements. Design and procurement commenced for some of the modernisation works.
- *Narrabundah College modernisation:* Construction of the new Design, Arts, Technology and Science building at Narrabundah College continued throughout the reporting period.

For further information, refer to the Infrastructure Canberra Annual Report.

The directorate contributed planning across government for future schools in Molonglo Valley and West Belconnen. Planning is continuing for a new college and high school in the future Molonglo Town Centre, and additional sites identified for public primary schools and non-government schools.

Accessibility upgrades at public schools

The directorate continues to deliver inclusion and accessibility upgrades to schools, delivered through the Asset Renewal Program and other capital works initiatives. Allied Health professionals completed inclusive learning environment assessments to inform 55 tailored inclusion and accessibility upgrades that support both individual and collaborative learning.

Improvements included the installation of automatic doors, ramps, lifts, accessible toilets, and safe, sensory-friendly spaces. These upgrades respond to a wide range of accessibility needs identified in partnership with allied health professionals.

Infrastructure upgrades (Asset Renewal Program)

Infrastructure upgrades continued under the Asset Renewal Program (ARP), supporting modern, safe and adaptable learning environments that meet the needs of both students and staff. A total of 66 projects were delivered within the reporting period. These works include improvements that address diverse and individual student requirements, ensuring ACT public schools are inclusive and accessible to all.

Critical and inclusive infrastructure projects were prioritised under the ARP, meaning some other projects were ceased, or paused, pending consideration of delivery in future years.

Investment through the ARP and broader capital works has delivered more flexible and accessible infrastructure across school sites. These upgrades help ensure learning environments can respond to the changing and varied needs of students.

Targeted ARP initiatives have improved existing facilities to meet inclusion and accessibility standards, including the addition of ramps, lifts, accessible toilets, and sensory-friendly spaces. These enhancements enable students with disability to fully participate in school life.

Schools are also being modernised with flexible, multipurpose spaces that support both individual and collaborative learning. These environments are designed to accommodate a wide range of learning styles and educational needs.

Together, these initiatives reflect a strong commitment to the Inclusive Education Strategy, promoting flexibility, accessibility and equity so that every student can thrive in ACT public schools, regardless of ability or background.

Flexibility to meet changing needs

All new schools are constructed according to the Education Directorate Infrastructure Specifications. These specifications require designs to use the principles of Universal Design and adaptable and flexible learning spaces.

New learning spaces are constructed to enable a broad range of teaching and learning activities and can be expanded to include adjacent rooms. For example, science laboratories have services and equipment located around the perimeter of the classroom to enable multiple uses.

Priority Enrolment Area changes

Priority Enrolment Area (PEA) changes were implemented ahead of enrolments opening in April 2025 to create a PEA for the new Strathnairn School, which opened in February 2026.

PEA changes were also implemented in May 2026 to serve the new Whitlam School, due to open in 2027. The directorate responded to community feedback to make the suburb of Florey a shared zone between Hawker College and Melba Copland Secondary School (year 11–12 enrolments) from the 2027 school year.

Out of area enrolments

Every child in Canberra is guaranteed a place at their local public school. To make sure local places are available for local students, and to manage school capacity across the system, out of area enrolments are limited to students meeting specified criteria.

Students in kindergarten to year 12 may be enrolled at a school outside their PEA if they are eligible under common criteria, in some cases subject to capacity and demand from local students. Applications that do not meet these criteria are typically not accepted and referred to their PEA school. This ensures that PEA students and students who are most in need of an out of area enrolment are prioritised.

Of 12,129 kindergarten to year 12 enrolment applications from ACT residents for the 2026 school year (received to 30 June 2026), 2,952 applied to enrol at a school outside their PEA. The criteria these enrolments applied under is provided in Table 16, along with the proportion of those applications accepted for out of area enrolment.

Table 16: Out of area enrolment applications, 2026 school year, by outcome (as at 30 June 2026)

Criterion	Applied	Accepted %
Legal considerations	19	47
Individual circumstances related to student wellbeing	1,441	35
ACT-based sibling at the school	603	83
Curriculum choice not available at PEA school	869	64
Child lives in a high-demand PEA (Gungahlin)	13	46
NSW-based sibling at the school	7	0

Source: ACT Education Directorate Admissions System reporting.

Note(s):

1. An enrolment is not considered to be 'accepted' if the application is cancelled or otherwise not progressed by the family.

Table 17: NSW enrolment applications to non-NSW pathway schools, 2026 school year, by outcome (as at 30 June 2026)

Criterion	Total number of applications	Accepted
Individual circumstances related to student wellbeing	3	0%
NSW-based siblings at the school	23	74%

Source: ACT Education Directorate Admissions System reporting.

Note(s):

1. An enrolment is not considered to be 'accepted' if the application is cancelled or otherwise not progressed by the family.

Of 402 kindergarten to year 12 enrolment applications from New South Wales (NSW) residents for the 2026 school year (received to 30 June 2026), 26 applied to enrol at a school other than a NSW pathway school. The criteria these enrolments applied under is provided in Table 17, along with the proportion of those applications accepted for enrolment at a non-NSW pathway school.

In 2025 (for the 2026 school year), the directorate piloted a new approach to assess applications to attend an out of area school 'under the individual circumstances', based on student wellbeing criterion.

The pilot aimed to improve consistency and transparency of decision-making, coordination of specialist expertise, and access for students with the greatest need, while reducing workload for schools.

The pilot introduced centralised assessment which coordinated specialist input and provided a statement of reasons for all decisions. This enabled out of area enrolments on wellbeing grounds to prioritise those students who need it most.

An internal evaluation found the pilot met its objectives, including a reduction in enrolment-related complaints. The evaluation identified improvement opportunities such as enhancing public information, further strengthening assessment rigour, increasing principal engagement, and streamlining processes which have been incorporated into revised procedures for the pilot to continue in 2026 (for the 2027 school year).

Planning for future school capacity

Enrolment projections are a key input into schools planning and demand response deliberations, supporting the directorate to anticipate and plan for future growth and make best use of current school capacity. Through this, children and young people are guaranteed enrolment at their local PEA school.

During the reporting period, the directorate contributed to planning across government for future schools in Molonglo Valley and Ginninderry-West Belconnen. Planning is continuing for a new college and high school in the future Molonglo Town Centre, and additional sites for public primary schools and non-government schools, including a public primary school in Denman Prospect Stage 3.

The directorate contributed more broadly to planning across government for a future non-government school site in Kenny and additional public school capacity to meet anticipated demand resulting from envisaged urban intensification and greater infill development in general, but also in particular in East Lake, along the Northern and Southern Gateway corridors, and as a result of aspirations for increased ‘missing middle’ residential development. The directorate has also undertaken a feasibility study relating to a potential future public primary school within the University of Canberra campus in Bruce.

Adjustments-based resourcing

The directorate continued to prepare for the implementation of adjustments-based resourcing for students with disability. The new model, a commitment in the Inclusive Education Strategy, will improve the way schools receive funding for students with disability and processes for students and families. Data collected through the Nationally Consistent Collection of Data (NCCD) for Students with Disability will inform the model.

It is anticipated that 2027 will see a significant change in disability funding, with a disability diagnosis no longer required for schools to access disability support funding. Funding and supports will be based upon levels of adjustment required to meet student need. The directorate has seen significant practice change to support this transition in 2026, with formal Disability Education Program Applications and Student-Centred Appraisal of Needs ceasing.

Online safety education

Educator resources and supports

ACT public schools were supported to help students stay safe and make good choices online, with more than 600 staff accessing tailored online safety professional learning during the reporting period.

Sessions introduced the foundations of online safety, explored emerging trends, supported school communities through the implementation of social media age restrictions, and provided proactive strategies and practical resources.

The directorate was invited to provide subject matter expertise at several local and national events, including the ACT Child and Youth Mental Health Sector Alliance Forum, the Australian Research Council Centre of Excellence for the Digital Child Annual Meeting, and ClickView's webinar series on media and digital literacy for teachers. Additionally, the directorate maintained active representation on key national panels, working groups and committees.

Online safety education for parents and carers

The directorate provided parent and carer online safety education through online workshops, holding 14 webinars that attracted more than 400 parent and carer registrations.

The sessions supported families to develop knowledge and skills about contemporary digital challenges, including the rise and implications of artificial intelligence, algorithms, online influencers, emerging cyber risks, and navigating legislative changes to social media age restrictions. Additional targeted sessions were held for year 7 families in term 1, 2026 when students received Chromebooks for high school.

Student Engagement and online safety awareness initiatives

Student Chromebooks were updated each term with custom backgrounds and pop-up messages delivering age-appropriate, engaging online safety content. These interactive messages were tailored for primary and secondary students and included links to high-quality resources, such as the eSafety Commissioner's website, to support continued learning about safe and responsible online behaviour. Curriculum-aligned teaching and learning materials were provided to educators to unpack these messages further within the classroom.

Safer Internet Day (SID) is a global initiative to unite communities, families, schools and organisations from over 200 countries to advocate for safer online environments. SID was held on 10 February 2026 and had the theme 'Connect. Reflect. Protect.' with ACT public schools and communities encouraged to foster a safer online environment every day.

In support of SID, the directorate delivered cyber safety awareness campaigns alongside promotional and educational resources for staff and students. In conjunction with online safety professional development opportunities, virtual classrooms were shared with schools to raise awareness about online safety issues and encourage positive and responsible online behaviour.

System stewardship: supporting education across the ACT

The Future of Education Strategy's foundations and principles continued to inform and guide our approach to collaboration across the ACT education system with non-government partners and our engagement with intergovernmental partners on national reform directions through the Better and Fairer Schools Agreement.

Parties are committed to targeted reforms through the Better and Fairer Schools Agreement, focused on 3 national areas:

- *Equity and excellence*
- *Wellbeing for learning and engagement*
- *A strong and sustainable workforce*

The targeted reforms support ongoing cross-sectoral collaboration to the benefit of all ACT students, working towards better outcomes for students wherever they go to school.

Early childhood regulation

Quality and compliance in public preschools

The directorate is the largest Approved Provider of ECEC services in the ACT through its 75 public preschools. In the ACT, public preschools operate under the National Quality Framework (NQF), which is governed by the Education and Care Services National Law and Regulations. Quality and compliance under the NQF are regulated by the Children's Education and Care Assurance (CECA), also known as the ACT Regulatory Authority for Early Education and Care Services.

In 2025, Education Ministers agreed to a comprehensive package of reforms to strengthen child safety in education and care services. These reforms reflect expectations by governments and community across Australia for the highest standards of safety and quality in children's education and care and include updates to the National Quality Framework. The directorate is committed to ensuring these reforms are reflected across all of ACT's public preschools and promote a strong culture of child safety.

In December 2025, the directorate consolidated public preschool quality and compliance functions into one branch to support public preschools in understanding their obligations under the NQF. Support to preschools consists of weekly communications on relevant NQF topics to strengthen knowledge, multiple professional learning and community of practice sessions, targeted support following regulatory audits and compliance activity, support in updating preschool specific risk assessments and procedures, and advice on staffing arrangements to meet compliance and advice around child safety reforms that have been implemented across the early education sector (including public preschools).

ACT public preschools achieving an Excellent National Quality Standard Rating

In this reporting period, there are 75 public preschools operating in ACT under the NQF. Out of the 75 public preschools, 51 have an overall 'exceeding' rating, which is the second highest rating. In 2025, Evelyn Scott School became the first public preschool in the ACT to receive an 'excellent' rating.

The directorate celebrated this milestone alongside the outstanding achievements of Hawker Primary School, Yarralumla Primary School, Hughes Primary School, and O'Connor Cooperative School, all of which achieved an 'exceeding' rating across all 7 quality areas of the NQF.

Safe use of digital technologies and online environments

Consistent with the child safety reforms and the changes to the Education and Care Services National Law and Regulations, the directorate has implemented an Interim Safe Use of Digital Technologies and Online Environments Policy and Procedure focused on supporting child safe practices in public preschools.

Child safety and child protection training

In addition to the directorate's well-established mandatory child safety training and practices, a new national child safety training package was developed by the Australian Centre for Child Protection. All staff providing education under the NQF are required to complete this training to support child safety in public preschools.

National Early Childhood Worker Register

In February 2026, the directorate introduced its Early Childhood Worker Register in accordance with the child safety reforms and the NQF. This Register is part of the national child safety reforms.

Preschool Reform Agreement

In November 2025, the Preschool Reform Agreement (PRA) was extended for 2026 and 2027. To facilitate the PRA, the directorate passes funding to the non-government school sector and invests the funding for the long day care sector into initiatives that strengthen quality and support participation for all children. Deeds of Grant were established between the directorate and non-government schools for 2026 and 2027. Funding for 2025 was fully acquitted, confirming that PRA funding is being used as intended to support 600 hours of preschool delivered by a qualified early childhood teacher for all children.

Preschool Outcomes Measure

Under the PRA, the directorate supported the ACT's participation in the Preschool Outcomes Measure (POM) National Applied Trial (NAT) from June to September 2025. The POM is a formative assessment tool designed to support teacher and educator understanding of children's learning and development in the year before full-time school. It focuses on 2 key domains: oral language and literacy, and executive function.

A total of 82 ECEC services participated in the trial, including 25 ACT public preschools and 2 Koori preschools. Teachers and educators accessed professional learning delivered by the Australian Council for Educational Research, and mentoring support for service

leaders. Participating services received funding to support their involvement. The NAT provided the first opportunity for teachers and educators to use the POM and share feedback. This feedback is directly informing further development of the tool, helping ensure it is practical, effective and responsive to the needs of ACT children, teachers and educators.

Participation in the POM is supporting the ACT Government's commitment to explore formative assessments under Set up for Success.

Building Early Education Fund

In January 2026, the ACT Government signed a Federal Funding Agreement with the Australian Government under the Building Early Education Fund, securing $10 million to support building a new ECEC service co-located at Whitlam School. The service will be delivered by a not-for-profit provider and improve access to quality early education for children and families in the Molonglo Valley region. It will also support smoother transitions to school by strengthening connections between early learning and the school environment.

Education and Care Services National Law – ACT Regulatory Authority

In 2012, all states and territories and the Australian Government implemented the National Quality Framework (NQF) for the education and care sector. The NQF incorporates education and care from long day care, family day care, preschools, and outside school hours care (OSHC).

The primary function of the NQF is to create a framework for education and care for children from 0 to 5 years old who are not enrolled in school, and primary school aged children (5 to 12 years old) who attend OSHC.

The NQF for the early childhood education and care (ECEC) sector includes the Education and Care Services National Law and Regulations, and a consistent approach to the regulation and quality assessment of the sector. The directorate's Director-General is the ACT's Regulatory Authority. The functions of the Regulatory Authority are delegated to officers within Children's Education and Care Assurance (CECA).

The National Law places obligations on CECA to undertake investigations, compliance monitoring, enforcement actions, assessment and rating against the National Quality Standard (NQS), and to educate and inform the ECEC sector and community.

As of 30 June 2026, the ACT had 371 ECEC services approved under the *Education and Care Services National Law (ACT) Act 2011* (National Law). The capacity of the ECEC sector in the ACT is approximately 31,125 full-time places for children.

The ACT also had 11 childcare centres, such as playschools, approved under chapter 20 of the *Children and Young People Act 2008*. These childcare centres are licensed for a period of 3 years and are required to comply with the ACT Childcare Services Standards.

CECA is comprised of the following teams:

- Quality Assurance
- Audit and Risk Management
- Investigation and Compliance
- Strategy, Innovation and Responsive Regulation

Quality assurance

The key objective of quality assurance is to assist providers and services in their journey of continuous improvement in delivering quality ECEC to children, acknowledging that this is fundamental to obtaining the maximum benefits from early learning for every child.

CECA's quality assurance team undertake the assessment and rating of ECEC services in accordance with the National Law. This process provides several benefits, including:

- prompting approved providers and services to reflect on practice and commit to quality improvements

- providing opportunities for information sharing and links to contextual resources to support quality improvements
- supporting families to assess the quality of education and care services in their local area through a national register of ratings.

Under the National Law, services are assessed and rated against the NQS. Following an assessment, an overall rating is given with consideration of quality across 15 standards within 7 quality areas:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Governance and leadership

There are 4 potential rating levels awarded by the Regulatory Authority within the assessment and rating process:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

As of 30 June 2026, of the 371 approved services, 347 had a quality rating, representing approximately 93% of services.

During the reporting period, 63 services were assessed and rated, with approximately 91% of ACT services rated as 'meeting' or above. The percentage of services receiving a 'working towards' NQS rating has continued to decline to 8% from 12% in 2024–25, 15.5% in 2023–24 and 19.2% in 2022–23. This trend indicates improving quality outcomes across the ACT ECEC sector.

The positioning of ECEC services in the ACT assessed against the 4 rating levels were:

- 150 (40%) services have an 'exceeding' rating
- 165 (44%) services have a 'meeting' rating
- 30 (8%) services have a 'working towards' rating
- No service had a 'significant improvement required' rating.

In addition to the above assessments, 2 services (1%) continue to be awarded an 'excellent' rating by the Australian Children's Education and Care Quality Authority (ACECQA). This level of achievement requires an application to ACECQA, an existing exceeding rating and additional requirements beyond exceeding.

Quality Engagement Program

CECA implement the Quality Engagement Program (QEP). Commencing in February 2024, the QEP was developed as a part of Set Up for Success and focuses on governance and leadership of providers to support their services to improve quality.

The key objective of the QEP is to provide intensive and targeted support to ECEC providers and their services rated 'working towards' or at risk of 'working towards' the NQS, in lifting the quality of these services to improve outcomes for children. The goal of the QEP is to build the practice and knowledge of quality improvement into ECEC providers' governance.

Officers worked directly with providers, persons with management and control, and service leaders. ECEC leadership teams were supported to work through a process of analysis, identifying barriers and solutions, and strategic plan development.

The QEP provide resources and practical benefits to ECEC providers engaged in the program, including:

- a framework of how to replicate the improvement work themselves across all their services
- building providers' knowledge and skills to be shared with all their services
- building the providers' capacity to create a positive service culture for embedding long-term change and improvements
- supporting providers to understand the importance of, and to implement, a sustained culture of learning, innovation, staff development and continuous improvement.

During the reporting period, 8 providers with a total of 44 ECEC services were new participants in the QEP. Of these services, 11 were rated as 'working towards' the NQS, 12 providers continued their participation from 2024–2025. Of the services actively participating in the QEP, 5 were assessed and rated against the NQS by the Regulatory Authority. Of these services, 2 were rated as 'exceeding', 2 as 'meeting' and 1 remained as 'working towards'.

Sector leadership and knowledge sharing

Approved providers that successfully participate in the QEP actively share their improvement journeys and insights with the broader ECEC sector.

On 22 July 2025, CECA hosted the ACT early childhood education and care governance symposium. The event brought together providers, leaders, educators and guest speakers to explore governance requirements under the NQF and approaches to embedding effective governance in ECEC services. CECA emphasised the role of strong leadership and governance in sustaining quality improvement. YWCA Canberra presented their QEP experience and shared key learnings with attendees.

On 25 March 2026, CECA hosted its regular ACT ECEC Sector Meeting. YWCA shared their continuous learning journey at this event. The program encourages providers to celebrate their achievements and maintain momentum by sharing their learning and quality improvement journey across the sector.

Audit and risk management

CECA undertake compliance audits and risk assessment audits of ECEC services. Compliance audits help to ensure that services are meeting their minimum requirements as set out by the National Law.

Unannounced compliance audits are conducted throughout the year. The team also carries out short-notice audits in response to incidents and/or complaints. This type of audit is called a 'risk audit' or, if appropriate, 'emergency response audit'. Risk audits and emergency response audits are conducted to identify and resolve any specific and immediate risks to children.

The team monitors the risk level of each ECEC service in the ACT using the National Quality Agenda IT system (NQAITs) to assess the risk level of each approved service. Risk levels inform the long-term scheduling of audits and contribute to the development of the assessment and rating cycle. Each service is assigned a risk level score and overall risk level, which informs the frequency of audits required to monitor the health, safety and wellbeing of children. During the reporting period, CECA carried out 193 audits, including 29 risk audits requiring a rapid response, compared to 25 risk audits in 2024–25.

Investigation and compliance

CECA assess notifications and information received from multiple sources to determine if there may be contravention of the National Law, or a risk to the safety, health and wellbeing of children.

In the reporting period, CECA assessed 2,458 notifications of incidents or complaints at services and commenced 75 investigations. At the end of the financial year, 97 investigations were completed, and 53 investigations remained open.

Other matters were either managed appropriately by the providers, compliance action taken for offences substantiated without the need for formal investigation, or there were no breaches or risks engaged by the notification.

Major areas of investigation during 2025–26 were allegations of inappropriate discipline or interactions with children, inadequate supervision, and missing or unaccounted for children.

Compliance actions

During the reporting period, CECA adjusted the team to create greater delineation between investigation tasks and compliance decisions. CECA took 150 compliance actions during the reporting period. Compliance actions include administrative letters, cautions to individuals, prohibition of individuals, enforceable undertakings, emergency action notices, compliance notices, imposing of conditions to service and provider approvals, and cancellations of service or provider approvals.

CECA also initiated formal meetings with providers to discuss plans to address systemic non-compliance and/or areas of suspected unmanaged risks to children.

Publication of Enforcement Actions

In 2026, CECA began publishing compliance actions on the Australian Children's Education and Care Quality Authority's (ACECQA's) StartingBlocks website. CECA is also preparing a new website that will publish ACT compliance actions and curated resources for the sector and families.

On 22 August 2025, Education Ministers agreed to child safety reforms and measures to increase transparency in ECEC services for families. Under these reforms and transparency measures, enforcement actions taken against ECEC services and providers are now published on the StartingBlocks website.

Waivers for early childhood educators

Under the National Law, ECEC services can apply to the Regulatory Authority for a waiver when unable to comply with certain regulations. CECA monitor and support the education and care sector through the applications of waivers. The ACT, like other jurisdictions, is experiencing a demand for workforce that is greater than availability.

Waivers for staff shortfalls are usually granted for a 6-month period. The provider is required to establish a plan for how they will attempt to fill this position over this time.

If a service applies for the same waiver for a second 6-month period, the provider must demonstrate ongoing recruitment efforts. This includes attempting to fill the position externally, as well as supporting professional development within their staff for example, an educator actively working towards the required qualification.

As of 30 June 2026, there were no temporary waivers for an early childhood teacher, and 4 temporary waivers for educators not meeting regulation 126. All 4 services are out of school hours care providers, where preschool children are enrolled but the service does not have an educator with a diploma-level qualification

At the end of the reporting period, there were zero services without an early childhood teacher and zero services with less than a full complement of early childhood teachers.

Strategy, innovation and responsive regulation

Early childhood education and care workforce

The COVID-19 pandemic and the necessary response had a substantial and continuing impact on the ACT ECEC sector. Providers and services continue to experience challenges in recruiting and retaining qualified staff at all levels.

213A Order response

On 24 June 2025 the Legislative Assembly passed a resolution under Standing Order 213A ordering the production of information held by the ACT's Early Childhood Education and Care Regulatory Authority and other government documents.

In accordance with Standing Order 213A, the order called for the tabling of documents related to notifications of serious incidents made to and notices served by CECA over the past 5 years.

Section 2 (a) of the order called for Emergency action notices, prohibition notices, suspension notices, compliance notices, show cause notices or other notices or directions serviced on or regarding ECEC providers under the Education and Care Service National Law. Section 2 (b) called for briefs provided to ministerial offices over the past 5 years.

Due to the complexity and volume of documents involved, the order was varied on 18 September 2025 to reduce the scope and to provide an extension of time until 24 December 2025.

A 213A team was established to respond to the Motion. There were 2,455 documents submitted to the ACT Legislative Assembly (the Assembly) on 24 December 2025 in response to the amended Motion. These include compliance actions and notices, notifications of incidents or complaints and briefs.

An additional 179 documents were submitted to the Assembly on 26 March 2026 after they were identified as missing from the first return, due to a record keeping error in the NQAITS database.

All documents are now available to the public on the Legislative Assembly website. The estimated cost to the directorate of the 213A Order response was $644,000.

Child safety reforms

CECA to worked with all jurisdictions and ACECQA to implement recommendations from the Review of Child Safety Arrangements under the NQF (child safety review).

ACECQA commenced the child safety review in May 2023, at the request of the Australian Government and supported by all education Ministers. ACECQA published the child safety review final report in December 2023.

In August 2025, Education Ministers endorsed the Decision Regulation Impact Statement following national consultation and analysis. Education Ministers further agreed to progress a comprehensive package of additional legislative and non-legislative reforms under a National Child Safety Action Plan.

During the reporting period, CECA contributed to development of guidance material to support the sector to improve child safety and comply with new regulatory requirements.

The first tranche of reforms was implemented between September 2025 and February 2026, through amendments to the National Law and Regulations.

The reforms included:

- restrictions in the use of digital devices in ECEC services
- mandatory child safety and child protection training
- commencing a National Early Childhood Workforce Register.

CECA delivered 2 online information sessions on the child safety reforms in February 2026, to support sector awareness of regulatory changes.

Increased transparency was provided for families, through the addition of regulatory information on the national StartingBlocks website and the release of 5 years of CECA's regulatory decisions through the ACT Legislative Assembly.

CECA continues its part in progressing the second tranche of child safety reforms that address additional areas identified through the Child Safety Review and other reviews in Victoria and New South Wales (Tranche Two). These include supervision practices (including across the service ratios), strengthening scrutiny of and regulatory tools for persons with management or control, further transparency measures for families, whistleblower protections, and improving physical safety requirements such as fencing.

In March 2026, CECA undertook 2 sector consultation sessions about Tranche Two reforms. Further consultation took place via a national child safety survey in April 2026, with the results informing ongoing national policy development.

CECA informed the ACT early childhood education and care sector about the child safety reforms through consultation, resources and guidance through email, website and Facebook channels.

Educate and inform

The National Law requires CECA to educate and inform the sector about responsibilities and best practices under the National Quality Framework (NQF).

CECA supports providers, service leaders and educators to:

- understand their legislative obligations
- apply best practice and continuous improvement
- make informed decisions that improve outcomes for children.

CECA provides quality information through the following channels:

- Social media, podcasts and surveys
- Email notifications, alerts and newsletters
- The www.act.gov.au website
- Online consultations and information sessions
- In-person forums, meetings and symposiums

CECA uses evidence, sector trends and responsive regulation to inform this work.

In the reporting period, CECA delivered 9 events. Sector participation was high, with participant numbers ranging from 68 to 158 for each event, and waitlists of up to 50 participants for some events. All event materials, resources and tools were shared sector-wide through CECA's communication channels.

ACT Early Childhood Symposium — July 2025

On 22 July 2025, CECA hosted its annual ACT Early Childhood Symposium, with 109 attendees. The event focused on governance under the National Quality Framework.

The Minister for Education and Early Childhood highlighted the importance of developing future sector leaders. Dr Leanne Gibbs, Senior Lecturer, School of Education, Charles Sturt University explained governance and leadership theory, showcasing how empowered teams support strong practice.

CECA presented strategies for quality improvement. They addressed barriers and reflective approaches. The YWCA team shared their Quality Improvement Plan journey and learnings from the Quality Engagement Program. Wonderschool and Australian Institute of Company Directors graduate Sarah Wilcox defined governance in practice and outlined management responsibilities.

Empower, Learn, Motive Consulting Managing Director, Amanda Tobler introduced the ACT ECEC Professional Learning Network and its leadership group. Speakers shared practical examples of governance in ECEC settings, and CECA concluded the symposium with a panel discussion.

ACT ECEC Sector Meeting — November 2025

On 4 November 2025, CECA hosted the ACT ECEC Sector Meeting. CECA provided updates on child safety reforms and policy developments, with 99 event attendees. Ms Anna Perry, ACT Australian Early Development Census (AEDC) Coordinator, presented the 2024 AEDC results. Participants reviewed local data and explored ways to improve child outcomes.

Early childhood teachers, Ms Jo Stratton and Ms Nikki Ross, shared teaching practices from Evelyn Scott Preschool. They highlighted slow pedagogy, community engagement and inclusive environments.

National Child Safety Reforms Tranche One information sessions

In February 2026, CECA delivered 2 online Child Safety Reform information sessions focussing on the commencement of regulatory changes in late February. There were respectively 97 and 68 participants.

During these sessions CECA:

- outlined changes to the Education and Care Services National Regulations
- explained updates to the National Quality Standard
- advised that changes would commence on 27 February 2026

The sessions also addressed questions and provided clarifications.

National Child Safety Reforms Tranche Two consultation sessions

In March 2026, CECA delivered 2 online Child Safety Reform consultation sessions. The sessions focused on proposed Tranche Two reforms. There were 67 and 69 attendees respectively. During these sessions CECA:

- presented regulatory options for consideration
- provided a consultation paper outlining proposed changes
- participants reviewed the proposals and shared feedback during the sessions
- invited further feedback through surveys and written submissions.

Participants contributed insights to inform future reform decisions. The sessions also addressed questions and provided clarifications.

ACT Early Childhood Education and Care Sector Meeting

In March 2026, CECA hosted its ACT ECEC Sector Meeting. Given the high level of interest, CECA ran 2 sessions of the sector meeting to allow larger attendance. There were 97 attendees in the morning session and 68 in the afternoon session.

- Mr Brendan Moon, First Assistant Secretary, Child Care Integrity Division, Department of Education, Australian Government shared broader national insights on child safety reforms.
- CECA provided update on national child safety reforms, focusing on immediate and practical implications.
- Ms Emily Andrews, YWCA Quality Support Officer and Ms Nicola Jeffery, Educational Leader, from YWCA Canberra Reid Early Childhood Centre shared their continuous improvement journey. YWCA Canberra Reid Early Childhood Centre has moved from Significant Improvement Required to Exceeding the NQS.

Speakers shared practical strategies for quality improvement across services. CECA concluded the meeting with participants discussing child safety reforms.

ACT Early Childhood Symposium

In June 2026, CECA hosted the ACT Early Childhood Symposium, which was attended by 131 participants. The event focused on responsive relationships with children and collaborative partnerships with families.

Associate Professor Kathy Cologon, Associate Director, Children, Families and Communities, Children's Voices Centre, Charles Sturt University presented research on inclusive approaches to gathering children's perspectives. Sector representatives shared strategies for building respectful relationships with children and families. ACT Parents, Executive Officer, Ms Veronica Elliott shared parent perspectives on family engagement.

CECA concluded the symposium with a panel discussion, which highlighted relationships as central to quality outcomes for children.

Active messaging

In the reporting period, CECA's sector engagement included timely, tailored and targeted messaging to educate and engage the ECEC community. Key messaging covered:

- Set up for Success: An Early Childhood Strategy for the ACT initiatives
- Child Safety Reforms
- Effective ECEC and school transitions for children
- Educator wellbeing, professional networking, training and professional development opportunities
- Australian Early Development Census 2024 Results
- ACT Child Safe Standards

- Risk assessment and management
- Standing Order 213A
- Leadership and governance
- Quality educational programs and practice
- Children's rights, safety, health, wellbeing, and inclusion

National ECEC legislative reforms

During the reporting period, CECA continued to work with all jurisdictions on legislative amendments to support the child safety reforms. CECA participated in the Legislative Working Group, a subgroup of the Early Childhood Policy Group. Legislative amendments commencing operation in the reporting period were:

1. *Education and Care Services National Amendment Regulations 2025*: Introduced mandatory safe technology policies, a requirement to report physical and sexual abuse within 24 hours, and the prohibition of vaping substances and devices in education and care services

2. *Early Childhood Legislation Amendment (Child Safety) Bill 2025:* Amended the National Law to implement key recommendations arising from the child safety review and the national reform agenda agreed by Education Ministers in 2025. The amendments embedded children's rights, safety and wellbeing as the paramount consideration in service delivery, and strengthened child safety, regulatory tools, and workforce accountability across the early childhood education and care sector. Key reforms included mandated child protection and child safety training, establishment of a National Early Childhood Workforce Register, controls around images and video of children, additional tools for regulators, and a new offence of inappropriate conduct towards children

3. *Education and Care Services National Further Amendment Regulations 2025*: Increased penalties, expanding the range of offences and infringement notice powers, removing the ability to obtain supervision-related service waivers and enhancing risk assessment for family day care residences

4. *Education and Care Services National Amendment Regulations 2026*: Prescribed information gathering powers for related providers, details of mandated child safety and protection training, and strengthening working with children requirements, including a 'no card, no start' provision

National Workforce Strategy: Shaping Our Future

Shaping Our Future: Children's Education and Care National Workforce Strategy, a 10-year plan (2022–2031) was led by ACECQA and developed closely with the education and care sector. The Shaping Our Future: Implementation and Evaluation Plan, committed governments and national sector stakeholders to 21 actions.

The ACT Government led the contract management of Focus Action 1-1 (FA1-1): Investigate options for improving workforce pay and conditions, which was completed in November 2023.

The ACT continued to advocate for publication of the Early Childhood Education and Care Pay and Conditions Research Report, which covers FA1-1, through the Workforce Working Group. The Report was published on the ACECQA website in early March 2026

OSHC assessment and rating reform

CECA continue to contribute to recommendation 6.1 from the 2019 NQF Review: 'Review and consider changes to the assessment and rating methodology for services whose main purpose is providing education and care to children over preschool age' via the national Operational and Emerging Issues Working Group.

The project findings informed the development of 3 focus areas. In collaboration with the New South Wales Government, CECA is supporting Focus Area 2. Focus Area 2 involves development of a product to promote recognition of the value and importance of quality OSHC and support relationship building between OSHC services and school sites.

The New South Wales Government and CECA's draft was reviewed by Operational and Emerging Issues Working Group members. The draft is with ACECQA and the National Communications Working Group to inform decisions regarding format, publication location and timeline.

Non-government School Regulation

Non-government schools

A total of 49 non-government schools are registered to operate in the ACT, including 29 Catholic system schools and 20 independent schools.

School registration applications

Hillcrest Christian College

During the reporting period, one in-principle approval application to register a school was received from Hillcrest Christian College Ltd based in Queensland. The proposed levels of education to be provided by the school are kindergarten to year 10, to commence on 2 February 2028. The proprietor wishes to provide distance education to ACT resident children. The Registrar gave public notice of the in-principle approval application for Hillcrest Christian College Ltd during the reporting period. On 10 June 2026, the Minister for Education and Early childhood also approved the in-principle approval application for Hillcrest Christian College Ltd.

Canberra Christian School

During the reporting period, the proprietor for Seventh-day Adventist Schools (SNSW) Ltd, applied to amend the Canberra Christian School's registration to deliver distance education. The application was referred to the Registration Standards Advisory Board (RSAB) and advice provided to the Minister for Education and Early Childhood. The Minister approved the registration amendment application for Canberra Christian School, and the registerable change became effective in February 2026.

Connections High School

During the reporting period, the Minister for Education and Early Childhood referred the registration application for Connections High School to the RSAB. On 25 August 2025, the Minister approved the registration of Connections High School. The school commenced operating in February 2026.

Stromlo Forest Anglican College

During the reporting period, the Minister for Education and Early Childhood referred the registration application for Stromlo Forest Anglican College to the RSAB. On 25 August 2025, the Minister approved the registration of Stromlo Forest Anglican College. The school commenced operating in February 2026.

Annual Registration Review Program

Chapter 4 of the *Education Act 2004* (the Act) provides for the ongoing registration of ACT non-government schools.

To accompany ongoing registration, registration reviews are conducted through an annual program or after a concern is raised with the Registrar about a school's non-compliance with the Act. The methodology for the Annual Registration Review Program is developed in consultation with the RSAB.

Of all registered schools, 15% are selected for review under each annual registration review program. This comprises of both independent schools and catholic system schools. Schools are selected via 2 methods, non-probability sampling and in-probability (random). One or more of the following Registration Standards were the subject of each review for the 2025 calendar year's registration review program:

- 2.3(2) Governance Structure: separation of governance and executive roles
- 2.9 Complaints policy and procedures
- 2.13(b) Student learning outcomes: reasonable adjustments and individual learning plans
- 2.15 Child safe standards
- 2.18 Behaviour management policy and procedures

One or more of the following Registration Standards are the subject of each review for the 2026 calendar year's registration review program:

- 2.6 Annual Statement
- 2.7 Continuous improvement
- 2.15 Child safe standards
- 2.21 Teaching Staff
- 2.22 Compliance with WWVP

The program is not an exhaustive review of all elements of each standard. The program applies a method of ensuring the existence and exercise of elements requested from each school and is not the mechanism for determining specific non-compliances that may be raised through specific concerns raised with the Registrar or by referrals from other regulators. During the reporting period, 6 non-government schools were reviewed under the annual registration review program.

Non-government schools compliance

Any person can raise a concern with the Registrar about a non-government school's compliance with the Act, including the Registration Standards. The Registrar must consider whether to refer the concern to the school, to refer the issue to another regulator if appropriate or determine that a registration review is necessary. If the matter is referred to a school, the Registrar may also require the school to provide a written report about how they investigated the concern, the results of the investigation and any action taken or proposed to be taken in relation to the concern.

If the Registrar determines that a registration review is required, an Authorised Person will conduct a review of the non-government school's compliance with the Registration standards relevant to the concern.

During the reporting period the Registrar completed registration review guidelines following consultation with the RSAB and the ACT Association of Independent Schools and Catholic Archdiocese of Canberra and Goulburn Education.

The Registrar can refer concerns to other entities such as the Human Rights Commission, WorkSafe ACT or Access Canberra.

During the 2025–26, the Registrar received 27 concerns about non-government schools, with 12 finalised during the reporting period. Expulsion, teacher conduct, exclusion of children and young people with disability were common themes in these concerns.

On 8 January 2026, the registrar finalised a registration review relating to concerns raised by the parents of a child who was expelled from a non-government school in 2024.

The parent raised concerns that the school did not comply with relevant legislative and regulatory requirements, specifically Chapter 2A of the Act and the application of the Disability Standards for Education, under the Registration Standards. The Registrar's decision was made under section 119 of the Act and was provided to the school, the Human Rights Commissioner and the Minister for Education and Early Childhood, with a summary shared with the parents, ensuring fairness and parity.

The decision did not impose regulatory action on the school. However, it included a range of recommendations to strengthen processes and ensure compliance with legislative and registration requirements.

The parent raised a complaint with the Human Rights Commission regarding the Registrar's decision. A meeting involving the parent, the Registrar and the Human Rights Commission was held during the reporting period.

KPMG audit

During the reporting period, the directorate's Audit Committee reviewed the Registrar's processes for managing concerns relating to non-government schools. On 10 October 2025, KPMG was engaged to undertake an audit of the processes. The review examined the effectiveness of managing concerns and the application of orthodox complaint handling arrangements, stakeholder engagement practices, and the management of information provided by complainants and schools.

KPMG provided a report with recommendations aimed at improving the management of concerns. The Registrar has commenced work to implement KPMG's advice and is progressing actions to address identified gaps and improve regulatory practice.

Communication and engagement with non-government school stakeholders

The Registrar for non-government schools engages the sector using responsive regulation and best practice. The Registrar delivers timely, targeted and tailored messaging. This supports stakeholder engagement with relevant, evidence informed information and resources. The Registrar communicates through the following channels:

- ACT Education Directorate website updates
- Email notifications
- Quarterly Registrar updates
- Symposiums

Key messaging for 2025–26 included:

- governance
- annual registration review program
- ACT Child Safe Standards Scheme
- risk assessment and management
- Australian Education Research Organisation evidence-based teaching resources
- student movement register
- social media age restrictions
- changes to the Registration Standards Advisory Board
- child safety reforms in early childhood
- the Children's Online Privacy Code.

ACT non-government schools governance symposium

On 25 July 2025, the directorate hosted its 2025 non-government schools Governance Symposium. The event focused on governance under chapter 4 of the *Education Act 2004* and the Registration Standards.

The Registrar of ACT non-government schools presented on overview of ACT school enrolment trends. Ms Adrienne Day, Director at Day and Hodge Associates, explained governance responsibilities, outlining legal obligations for school boards. Ms Sarah Meier, General Counsel, Governance, Policy and Risk Manager, Catholic Archdiocese of Canberra and Goulburn, discussed governance reform. Ms Meier highlighted links between stewardship, governance and compliance obligations. Speakers shared practical strategies to strengthen governance in schools. The directorate concluded the symposium with an interactive panel discussion.

ACT non-government schools symposium

On 25 June 2026, the directorate hosted its 2026 ACT non-government schools symposium. The event focused on online safety and generative artificial intelligence in education.

Ms Kellie Britnell, Program Manager, Outreach and Education, eSafety, outlined developments in online safety. She highlighted emerging risks and trends affecting school communities. She shared practical guidance and trusted eSafety resources.
Dr Beth Chapman, Associate Head of School of Professional Education at the University of Canberra, presented research on generative artificial intelligence in education. She explored implications for assessment, academic integrity, policy, teacher practice and student wellbeing. Speakers shared practical strategies to support safe and effective technology use in schools. The symposium concluded with a panel discussion.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)

During the reporting period, the directorate completed their assessment of the compliance with the requirements of the *Education Services for Overseas Students (ESOS) Act 2000* and *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)* for its CRICOS renewal. In October 2025, the renewal was approved for the maximum 7-year period until 29 June 2031.

During the reporting period, the directorate commenced an assessment of compliance with the requirements of the *ESOS Act 2000* and *National Code 2018* for 2 school providers seeking renewal: Canberra Grammar School and the Canberra Institute Technology (CIT) for their year 12 school course.

Home education

During the reporting period, directorate representatives met with the parents of 319 registered children and young people to confirm compliance with the statutory conditions of home education registration. ACT parents can also choose to register their children for home education, while also attending school part-time. Approximately 8.7% of home educating parents choose the part-time option.

During the reporting period the directorate facilitated the following supports:

- Monthly introductory webinars for new home educating parents
- Monthly webinars on a range of topics to support home educating parents such as record keeping, reporting, and curriculum topics
- Webinars for public school executives and administration staff teams relating to information about home education and School Administration System processes
- Online coaching sessions and follow up provision of resources
- Face-to-face curriculum or welfare support meetings
- Referrals and consultations for internal and external agencies

The directorate increased services offered to support families and other government agencies during the reporting period. New initiatives included:

- careers webinar
- Meet and Greets in the community
- supporting home educating young people to participate in:
- CIT Hospitality Taster and Health Care Taster
- Explore UC 2026
- Teen Hang Out Group Sessions (supporting the group run by a home educating parent).

The directorate facilitated events and training courses for home educating children and young people and their families including:

- the Pre-Learner Licence course for young people aged 15 and over
- NAPLAN testing
- the Chief Minister's Reading Challenge
- creation of Career Tools accounts and completing InPlace searches for work experience placement information.

Registration Standards Advisory Board Chair Report 2025–26

REGISTRATION STANDARDS ADVISORY BOARD

Role and function of the RSAB

The Registration Standards Advisory Board (RSAB) oversees the non-government school Registration Standards in accordance with the *Education Act 2004* (the Act). The Registration Standards outline the obligations and compliance requirements for non-government school principals and proprietors in 4 key areas:

- Governance, including financial viability
- Educational programs
- Safety and welfare
- Requirements for operation, including compliance with other applicable laws.

Section 76 of the Act outlines the below functions of the RSAB:

a) to advise the Minister for Education and Early Childhood about whether applications to register non-government schools meet the criteria for registration

b) to assist the Registrar of non-government schools in developing annual registration review programs, including identifying registered schools for registration reviews and areas of focus for registration reviews

c) to advise the Minister for Education and Early Childhood on matters relating to the Registration Standards, including matters arising from registration reviews

d) to assist the Registrar in advising the Minister for Education and Early Childhood about proposed regulatory action against registered schools

e) to advise the Minister for Education and Early Childhood about potential improvements to the Registration Standards

f) any other function given to the board under this Act or another territory law.

Between 1 July 2025 and 28 February 2026, the RSAB held 5 meetings, including one out-of-session meeting.

During this period, the RSAB:

- consulted with the Registrar on the Annual Registration Review Program and finalised the program as part of their workplan
- considered 2 referrals from the Minister for Education and Early Childhood regarding applications for registration of new schools and provided advice to the Minister
- assessed one application for a registration amendment and provided advice to the Minister
- reviewed 2 reports on concerns relating to ACT non-government schools and noted improvements to the directorate's management of concerns
- provided feedback to the Annual Registration Review Program methodology 2026.

Mr Andrew Wrigley resigned from the Registration Standards Advisory Board (RSAB) in June 2025 following his retirement. At the Board's request, Mr Wrigley remained in his position until the end of July 2025 to support the RSAB during the transition period. Ms Tracey Taylor, Executive Director, Association of Independent Schools ACT and Mr David de Carvalho, Executive Director, Catholic Archdiocese of Canberra and Goulburn Education Limited (CECG) attended meetings as observers having been nominated for appointment. The incoming Chair, Professor Stephan Bartos, also attended the 27 February 2026 meeting as an observer. On 8 December 2025, the Minister for Education and Early Childhood appointed Ms Tracey Taylor and Mr David de Carvalho as new members of the RSAB under sections 76(d) and (e) of the Act. The appointments for Ms Sue Chapman, Ms Carmel Franklin, Ms Amy Tang and Ms Gai Beecher ended on 28 February 2026.

Table 18: Registration Standards Advisory Board membership (as at 1 July 2025) and meeting attendance, 2025–26

Name	Position	Meetings eligible to attend	Meetings attended
Ms Sue Chapman	Chair	5	5
Mr Andrew Wrigley	Member (AISACT nominee)	5	3
Ms Gai Beecher	Member (Director-General nominee)	5	5
Ms Carmel Franklin	Member	5	5
Ms Amy L Tang	Member	5	5
Ms Tracey Taylor	Observer/AISACT nominee	5	4 (observer) 1 (member)
Mr David de Carvalho	Observer/CECG nominee	5	3 (observer) 1 (member)
Prof. Stephan Bartos	Observer	5	1 (observer)

Source: Registration Standards Advisory Board.

Commencement of new Board Members

On 26 February 2026, the Minister for Education and Early Childhood appointed the following new members to the RSAB for the 2026–2029 term:

- Professor Stephan Bartos, Chair
- Ms Anne Twyman, Member
- Ms Coralie McAlister, Member
- Ms Gai Beecher, Member

At 8 March 2026 the RSAB members were:

- Professor Stephan Bartos, Chair
- Ms Tracey Taylor
- Mr David de Carvalho
- Ms Anne Twyman, Member
- Ms Coralie McAlister, Member
- Ms Gai Beecher, Member (reappointed, Director-General's nominee)

Board induction and initial meeting

An induction session for the newly appointed RSAB members was conducted on 8 May 2026. During the session, the Registrar provided an overview of the Board's statutory functions in accordance with section 76 of the *Education Act 2004.*

Members were also briefed on the principles outlined in Chapter 4 of the Act, as well as the regulatory framework, including procedural and information requirements for the approval, registration and amendment of registration of non-government schools.

The first meeting of the newly constituted RSAB was held on 19 June 2026. At this meeting, the Board:

- reviewed regulatory action undertaken in 2025 as a case study
- considered the application of conditions imposed on a proprietor as part of an amendment to a school's registration.

Attendance is summarised in Table 19.

Table 19: New RSAB membership (as at 8 March 2026) and meeting attendance for the reporting period

Name	Position	Meetings eligible to attend	Meetings attended
Prof. Stephan Bartos	Chair	2	2
Ms Tracey Taylor	Member (AISACT nominee)	2	2
Mr David de Carvalho	Member (CECG nominee)	2	2
Ms Gai Beecher	Member (Director-General nominee)	2	2
Ms Anne Twyman	Member	2	2
Ms Coralie McAlister	Member	2	2

Source: Registration Standards Advisory Board.



Ms Sue Chapman
Chair

Registration Standards Advisory Board
2023–2026



Prof Stephen Bartos
Chair

Registration Standards Advisory Board
2026–Present

Scrutiny

Auditor-General Reports

Table 20: ACT Auditor-General's Report No.6 /2021 – Teaching Quality in ACT Public Schools

Government Response to the ACT Auditor-General's Report No. 6/2021 – Teaching Quality in ACT Public Schools

Recommendation	Status and Action
Recommendation No. 3 – People Practice and Performance Framework The Education Directorate should review and update the People, Practice and Performance Framework to: reflect the revised structure of the Education Support Office, including the roles of Directors of School improvement and Instructional Mentors and their role to support and maintain accountability for school principals; reflect the requirements of the Evidence and Data Plan for School Improvement (2019); and require all schools to participate in school improvement activities as well as complete and publish all required school improvement documentation on their website.	**Complete** The People, Practice and Performance Framework has been successfully replaced by the Student-Centred Improvement Framework, which was fully implemented across schools in 2025. The Student-Centred Improvement Framework was developed through a co-design process with ACT principals and experts in the field of school improvement. This process included a Trial and Test of the Student-Centred Improvement Framework with schools, feedback from which was incorporated into the final framework. The new framework reflects the updated roles and responsibilities of Executive Education Leaders and Instructional Mentors, changed school-based evaluation and reflection, and data-informed practice.
Recommendation No. 4 – Evaluation of School Improvement Documentation As part of Recommendation 3, the Education Support Office should review and revise the People, Practice and Performance framework to require the formal evaluation of school	**Complete** The Student-Centred Improvement Framework has significantly redefined the school improvement and review process. External reviews (mandated to occur at least once every 5 years under the *Education Act 2004*) are delivered flexibly once every three-to-

improvement documentation on an annual basis. The evaluation should involve consideration of school improvement plans, action plans, school visits feedback and impact reports as a method of gaining specific, actionable and timely information about ACT public schools' progress in improving student educational outcomes. The evaluation should then be used to assess and review Education Support Office supports for teaching quality to determine any refinements or additional assistance required to support schools achieve this outcome.	five years according to progress demonstrated via school self-evaluation and Directorate evaluation of data and evidence. Every year (except external review years), Executive Education Leaders are conducting a Student-Centred Improvement Visit for every school in their network. These visits are an opportunity to validate ongoing improvement work in the setting and respond to any questions or concerns the school may have. These visits are aligned to the priorities and strategies under the school's multi-year Strategic Plan (developed following an external review). Additional work is also ongoing via building a digital business system that will allow real-time data access and insights across schools' strategic planning and implementation information. This will support schools in their ongoing self-evaluation of improvement strategies and cycles. This will also enable more responsive school- and system-level insights around needs for Education Support Office supports which will help further determine any refinements or additional assistance required to support schools.

Table 21: **ACT Auditor-General's Report No.8/ 2023 Supports for Students with Disability in ACT Public Schools**

Government Response to the ACT Auditor-General's Report No.8/ 2023 Supports for Students with Disability in ACT Public Schools

Recommendation	Status and Action
Recommendation 1 – Clear and Accessible Information The Education Directorate should systematically review and improve communication material for students with disability and their families, including: a. the Education Directorate's website; b. individual school websites; and c. other written communication material provided to students and families.	**Complete** Content on the Directorate's website was rewritten to improve information for students with disability and their families and to reflect the release of the Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools (2024–2034). Communications material was also developed (videos, news stories, newsletter articles) to further explain the Inclusive Education Strategy and first Action Plan, and how supports are provided in practice across schools for students. Subsequently, the directorate engaged in an ACT Government-wide program to consolidate and improve accessibility of all website content. This program moved all directorate information onto the new act.gov.au website, which is written and designed to meet accessibility standards.

	A full audit of all ACT public schools' websites was completed. Consistent inclusive education content has been deployed across all public school websites to improve accessibility and accuracy of information for students with disability and their families from their local public school.
Recommendation 2 – ACT Student Disability Criteria and Disability Education Program Application The Education Directorate should amend its processes associated with the application of the Disability Education Program Application and ACT Student Disability Criteria to ensure alternative criteria can be applied for students who have immediate support needs in their school context but do not have formal medical diagnoses. The amended processes should ensure these students are not disadvantaged in access to resourcing or timely implementation of reasonable adjustments.	**In progress** Work is continuing on the implementation of practice change prior to the commencement of the adjustments-based resourcing model from 2027. School funding allocations for 2026 have been based on 2025 budgets plus indexation. In 2025, resources were allocated to schools via Disability Education Programs and resourcing defined by the Student-Centred Appraisal of Need. These have now been phased out with existing funding supports rolled over and new enrolments or changes in student profile captured via an upward adjustments process or Student Resource Allocation adjustments. Students are entitled to receive any reasonable adjustments regardless of whether they have a diagnosis in place and/or were previously in a formal disability program. Schools are being supported to implement effective Nationally Consistent Collection of Data evidence and recordkeeping processes to support the distribution of funding according to adjustment under the future Adjustment Based Resourcing Model.
Recommendation 3 – The role of School Psychologists The Education Directorate should identify and evaluate alternative case coordination and social work models currently being trialled in ACT public schools and determine if they are effective in: a. reducing routine, administrative, coordination and liaison work for school psychologists and school leaders; b. supporting families to access medical diagnosis and the NDIS; and c. supporting implementation of reasonable adjustments for students with disability.	**In progress** The directorate undertook Phase Two consultation of the Allied Health Review from March to May 2026. During this period, staff and key stakeholder groups were invited to provide feedback on the options outlined in the draft options paper. This paper synthesised earlier consultation findings, including identified current-state challenges and potential solutions. The directorate is currently consolidating and analysing the feedback received. Targeted internal business improvements are being progressed, and strategic and structural issues are being considered in the directorate's organisational redesign program and broader reforms.

Recommendation 4 – Student Centred Appraisal of Need The Education Directorate should prioritise work to transition from the Student-Centred Appraisal of Need (SCAN) to a functional needs-based assessment model that: a. considers students' voice, aspirations, goals and strengths; b. considers students' functional needs in their school context; c. is aligned to NCCD levels of adjustment; and is clearly linked to provision of reasonable adjustments.	**In progress** The new Adjustment Based Resourcing Model is being implemented, with practice change the focus in 2026. Student-Centred Appraisal of Need (SCAN) is no longer required with the Student Adjustment Matrix and Preschool Adjustment Matrix informing the new model, aligned to Nationally Consistent Collection of Data levels of adjustment. The matrixes were developed to meet the objectives of this deliverable.
Recommendation 5 – School Resource Allocation Model The Education Directorate should make information on its school resource allocation model for students with disability publicly available, including: a. the eligibility requirements for different levels or types of funding; b. allowable uses for different levels or types of funding; c. case studies illustrating how funding may be effectively used in different types of schools and for different student cohorts; and funding rates and calculation methods.	**In progress** Communications on the practice change in 2026 in preparation for the implementation of the Adjustment Based Resourcing Model, as well as information on Nationally Consistent Collection of Data reviews have been circulated to schools in Terms 1 and 2 2026 via the Inclusive Education quarterly communications.
Recommendation 7 – Physical Accessibility Modifications – Minimum Standards The Education Directorate should provide information to schools and on their website about: a. the minimum physical accessibility features or upgrades available for ACT public schools; and the process for obtaining these.	**In progress** The Inclusive Education Infrastructure Working Group will continue to meet throughout 2026, providing advice on infrastructure responses and continuing to embed inclusive education through the directorate's strategic asset initiatives. Work is underway to review community engagement processes to include engagement with Student Voice forums to advise on infrastructure matters including delivery of new schools and asset renewal.

Table 22: ACT Auditor-General's Report No.12/2024 – 2024–25 Financial Audits Financial Audit Results and Findings Government Response to the ACT Auditor-General's Report No.12/2024 – 2024–25 Financial Audits Financial

Recommendation	Status and Action
School Administration System (SAS) Audit Management Report for year ended 30 June 2025: First reported 2023–24, not resolved **Recommendation No. 1** The Directorate should: a. conduct a risk assessment of business area group access to determine whether duties are adequately segregated to prevent personnel from making changes and then implementing them without independent approval. For example, high-risk groups such as Education Support Office Administrators that have access to financial transaction processing; b. update the segregation of duties restrictions outlined in SAS User Access Procedure based on the results of the risk assessment, preferably using a segregation of duties matrix; and c. implement system based preventative controls over segregation of duties.	**Complete** The Directorate implemented a level-based Access Control List aligned to a revised segregation of duties matrix, informed by risk assessment. Education Support Office administrative users no longer have access to the purchase order module, and users with 'Finance Enterprise' access can maintain purchasing settings and workflows. User assigned to the purchase order workflow can approve purchase orders, noting however, that there is active monitoring of privileged user activity that mitigates any inappropriate assignment of workflow steps and approvers. These changes are documented in the approved SAS User Guide. This reduces the risk that erroneous or fraudulent transactions performed by a single user may go undetected and unaddressed.
School Administration System (SAS) Audit Management Report for year ended 30 June 2025: First reported 2021–22, partially resolved **Recommendation No. 2** The Directorate should continue with its work to implement an event logging strategy that is informed by a risk assessment, and the formalisation of responsibilities for monitoring audit logs of activities performed by privileged users. Reviews of audit logs should be periodically performed by an independent officer, documented and reported to appropriately authorised individuals with responsibility over the SAS system and its data.	**Complete** The Directorate implemented a structured log monitoring process supported by system-generated extracts across various risk-based scenarios, focused on privileged user activities and key finance functions. The process is performed quarterly, with outcomes documented and independently reviewed and approved. This reduces the risk that inappropriate or fraudulent changes to SAS may go undetected and not be promptly addressed.

Table 23: ACT Auditor-General's Report No.1/2026 – Diversity, equity and inclusion in the ACT Public Service

Government Response to the ACT Auditor-General's Report No.1/2026 Diversity, Equity and Inclusion in the ACT Public Service

Recommendation	Action
Recommendation No. 5 When developing future frameworks, strategies and plans for diversity, equity and inclusion initiatives, ACT Government agencies should clearly identify: a. strategic objectives and outcomes; b. actions with timeframes for implementation; and c. performance measures with targets. **Government Response – Agreed**	The ACT Government agrees with this recommendation and recognises that the intent is consistent with existing ACT Performance and Accountability Framework, as well as the planning and performance reporting framework for ACT directorates and agencies. The Capability, Culture and Governance Group (CCG) within the Chief Minister, Treasury and Economic Development Directorate will include details of strategic objectives, actions with timeframes and measures of success as part of the continued development and implementation of a whole-of-service Inclusion and Belonging Strategy. Responsibility for the implementation of this recommendation will be shared by all ACTPS government directorates and agencies that develop and publish diversity, equity and inclusion- related frameworks, strategies and plans.

ACT Auditor-General's Report No 4/2026 Implementation of *Carers Recognition Act 2021*

The ACT Auditor-General's Report No. 4/2026, Implementation of *Carers Recognition Act 2021*, includes Recommendation 5, which states that the Education Directorate, in its capacity as a care and carer support agency, should establish an implementation plan to manage the implementation of the *Carers Recognition Act 2021*. At the time of reporting, the Government response to this recommendation has not yet been tabled. An update on progress will be provided in the 2026–27 Annual Report following the tabling of the Government response.

ACT Auditor-General's Report No. 5/2026 Concession, Rebate and Social Support Schemes

The ACT Auditor-General's Report No. 5/2026, Concession, Rebate and Social Support Schemes, includes Recommendation 4, which states that the Education Directorate should conduct a Privacy Impact Assessment and maintain a risk management plan and risk register in relation to the administration of the Future of Education Equity Fund. At the time of reporting, the Government response to this recommendation has not yet been tabled. An update on progress will be provided in the 2026–27 Annual Report following the tabling of the Government response.

Legislative Assembly Committee Reports

Table 24: Standing Committee on Education and Community Inclusion – Inquiry into the Management of School Infrastructure – Report 3

Government Response to the Standing Committee on Education and Community Inclusion – Inquiry into the Management of School Infrastructure – Report 3

Recommendation	Status and Action
Recommendation 4 The Committee recommends that the ACT Government build a flexible offsite learning centre on Canberra's northside. **Government response – Agreed**	**In progress** The directorate remains committed to the ACT Government's election commitment to explore expanding flexible education offerings so students from all backgrounds who need additional support to engage with learning can thrive at school. In October 2025, the directorate engaged Deloitte through a competitive procurement process to deliver the Review of Flexible Education in the ACT. The review focuses on Muliyan, Flexible Education Outreach and Waruga Yardhura, aiming to identify service gaps, opportunities for improvement and inform infrastructure needs. The directorate will receive a final report from Deloitte early in the 2026–27 reporting period. Funding through the Better and Fairer Schools Agreement (BFSA) 2025–2034: – The Better and Fairer Schools Agreement 2025–2034 (BFSA) through the ACT Bilateral Agreement, provides $4.368 million allocated to expanding flexible education offerings. This funding will be used to support the directorate to: – Expand Murrumbidgee School and implement a bridging program for students transitioning from Bimberi back into their local community. – Implement a new Hospital School Service supporting students in the Child and Adolescent Mental Health Services.

Recommendation 19 The Committee recommends that the ACT Government report on the tree canopy at ACT Government schools and detail plans for its expansion. **Government response – Agreed**	**Complete** Reporting of tree canopy coverage in ACT public schools continues in ArcGIS. The directorate and Urban Treescapes in City Environment Directorate expanded potential tree canopy in ACT public schools, planting over 1,000 seedlings since June 2025.
Recommendation 24 The Committee recommends that the ACT Government ensures that operational asset plans and annual maintenance plans are adequately funded by the Directorate to remove the current need for schools to use money from other areas of their budget for maintenance. **Government response – Agreed**	**Complete** Implementation of the directorate's Strategic Asset Management Framework is continuing. Schools continue to be supported to develop an Annual Maintenance Plan. The rolling Asset Condition Assessment Program is progressing across ACT public schools, with assessments continuing in 2026, the second year of implementation. Current asset information will be incorporated in development of Operational Asset Management Plans, to support maintenance planning, targeted upgrades and inform future infrastructure investment.
Recommendation 29 The Committee recommends that the ACT Government ensures that all indoor spaces in ACT public schools are climate controlled by the end of 2024. **Government response – Agreed in principle**	**Complete** Delivery of the Energy-Efficient Upgrades program for ACT public schools was completed.

Table 25: Standing Committee on Education and Community Inclusion – Inquiry into the ACT Auditor-General Report No.6 of 2021 – Teaching Quality in ACT Public Schools – Report 5

Government Response to the Standing Committee on Education and Community Inclusion – Inquiry into the ACT Auditor-General Report No.6 of 2021 – Teaching Quality in ACT Public Schools – Report 5

Recommendation	Status and Action
Recommendation 8 The Committee recommends that the ACT Government invest additional resources in occupational health and safety for ACT public schools, and ensure that at a minimum: all public schools in the ACT have clear, consistent policies for managing occupational violence in school settings and reducing risks to staff and students; staff have the capacity to manage risks of violence, including clear strategies for escalation and de-escalation; and staff have access to streamlined processes for reporting and recording incidents and are enabled to share experiences in a safe and non-judgmental setting. **Government response – Agreed**	**Complete** The directorate invested additional resources in occupational health and safety for ACT public schools through the establishment of the Safe at School Taskforce (2022–2025). The final phase of the Safety and Wellbeing Strategy 2023–25 (The Prevention and Management of Occupational Violence Procedures) was published on the directorate's website on 9 October 2025 along with the supporting procedures and collateral.
Recommendation 16 The Committee recommends that the ACT Government work with teachers, school leaders and other relevant stakeholders to develop and implement clear policy and guidance on the work that teachers can reasonably be expected to perform outside of school settings, and the priority that should be assigned to particular activities. **Government response – Agreed in principle**	**In progress** The Sustainable Workload Management Committee continues to identify the system-level drivers of teacher and school leader workloads in partnership with ACT public school staff and the Australian Education Union. Consultation on guidance regarding out of hours community/parent engagement was delayed and is due to recommence in 2026–27.

Table 26: Select Committee – Inquiry into the Appropriation Bill 2022–23 and Appropriation Bill (Office of the Legislative Assembly) 2022–23

Government Response to the Inquiry into the Appropriation Bill 2022–23 and Appropriation Bill (Office of the Legislative Assembly) 2022–23

Recommendation	Status and Action
Recommendation 94 The Committee recommends that the ACT Government annually update the Assembly on progress of the use of in-built relief teachers across all schools to support schools in managing teachers' absences. **Government response – Agreed**	**Complete** In 2026, the Education Directorate implemented functionality in the School Staffing Expenditure Management System (SSEMS) to capture information on staff who are employed as in-built relief teachers. Uptake of this new functionality remains low and the Directorate will continue to encourage schools to identify in-built relief usage to mature the data across future years. Future updates on the directorate's use of in-built relief teachers will be provided through the Education Directorate Annual Report.

Table 27: Standing Committee on Education and Community Inclusion – Inquiry into the Future of School Infrastructure in the ACT – Report 9

Government Response to the Standing Committee on Education and Community Inclusion – Inquiry into the Future of School Infrastructure in the ACT – Report 9

Recommendation	Status and Action
Recommendation 2 The committee recommends that the ACT Government prioritise equity in public school infrastructure by: – finalising the minimum property quality standards for all ACT public school sites; – auditing all school infrastructure against these standards; – setting out a schedule for improvement until all sites reach minimum standards; and – reporting progress against these standards in annual reports. **Government response – Agreed in principle**	**In progress** Development of the directorate's Property Quality Standards is underway and has included comprehensive mapping of existing processes across all infrastructure service areas and review of the service targets for alignment with policy and government priorities.

Recommendation 3 The committee recommends that the ACT Government review school infrastructure funding allocations to ensure the infrastructure needs identified by the process outlined at Recommendation 2 are met. **Government response – Agreed in principle**	**Complete** The ACT Government will review school infrastructure funding which will inform prioritisation of required works and future infrastructure investment decisions. Property Quality Standards are being developed.
Recommendation 4 The committee recommends that the ACT Government review processes for major works in schools, including centralising school infrastructure building services to ensure equity and lower school leader workload. **Government response – Agreed**	**In progress** The directorate continues to support improved school and workload outcomes by assisting schools with managing the day-to-day operation of school facilities through centralised and coordinated recruitment, the delivery of centrally managed training (including the delivery of core minimum training), and exploring and implementing further centralisation of key functions and activities as agreed. In the first half of 2026 arrangements that centralise playground audits and inspections has been successfully implemented. Under these arrangements all playground inspections for the first half of the year have now been completed. The Taskforce continues to explore additional opportunities for insourcing and centralisation of functions to further strengthen service delivery while easing the burden on schools and school-based staff.
Recommendation 5 The committee recommends that the ACT Government develop a school capacity formula that more accurately represents usage of schools and responds to existing crowding issues accordingly. **Government response – Agreed in principle**	**In progress** The directorate continues to deliver capacity at ACT public schools through a range of policy, as well as temporary and permanent infrastructure solutions. ACT public school capacities are reviewed regularly to support demand management and inform future planning.
Recommendation 10 The committee recommends that the ACT Government set tree canopy targets for each public school campus. **Government response – Agreed in principle**	**Complete** The directorate is working with City and Environment Directorate to target priority schools most in need of additional tree coverage and facilitate additional Shade our Play and Wattle Day planting programs. More than 5,000 trees have been planted in ACT public schools since 2023.

Recommendation 11 The committee recommends that the ACT Government commit to fully funding the infrastructure upgrades deemed necessary by the Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024–2034, through a discrete and centrally funded program, including developing a schedule for updates to ensure that every school site has the capacity for inclusion. **Government response – Agreed in principle**	**Complete** The Asset Renewal Program delivers Inclusive Works Program upgrades that improve accessibility and inclusion guided by universal design and expert input. This ensures ACT public schools provide safe, high-quality learning environments for all students.
Recommendation 18 The committee recommends that the ACT Government ensure teacher and student safety in ACT public schools by centrally funding infrastructure works to reduce violence risk. **Government response – Agreed in principle**	**Complete** The Asset Renewal Program continually funds school infrastructure upgrades ensuring inclusive and safe learning environments. Works are informed by expert advice and developed in liaison with schools to meet needs and strengthen student and teacher safety.
Recommendation 20 The committee recommends that the ACT Government develop and implement long-term air quality plans and ensure adequate heating and cooling in ACT public schools. **Government response – Agreed in principle**	**In progress** The directorate continues to work with ACT public schools to maintain and upgrade heating and cooling for improved thermal comfort and air quality. Minimum requirements for Heating, Ventilation and Air Conditioning (HVAC) system infrastructure are included in the Education Directorate's Infrastructure Specification (EDIS) and all new schools. Directorate HVAC upgrades are also supported through the Asset Renewal Program and the Electrification of Government Gas Assets (EoGGA) program. A heating and cooling audit is underway in schools to identify priorities and inform a program of upgrades through the Public Schools Heating and Cooling Fund. The directorate's building analytics program is continuing.

Recommendation 24 The committee recommends that the ACT Government improve public school planning and maintenance systems by reforming budget processes within the Education Directorate so that all repairs, maintenance, upgrades, and new builds are funded centrally, rather than from within school budgets. **Government response – Agreed in principle**	**Complete** Most ACT public school maintenance and upgrades are funded centrally, and schools receive funding for minor school maintenance in their individual school operating budget.
Recommendation 26 The committee recommends that the ACT Government better publicise school infrastructure processes to ensure transparency around decision-making on major works at public schools. **Government response – Agreed**	**In progress** The directorate continues to apply the established project prioritisation process and annual engagement with schools with a strong focus on inclusive works to ensure students can attend their local school. Work is currently underway to progress the Asset Renewal Program (ARP) Audit recommendations with a focus on enhancing the governance framework to further define decision rights, escalation pathways and portfolio level oversight across all ARP streams. Parallel to this a pipeline of asset renewal needs is being developed that integrates condition-based work to support long term planning and investment decisions.

Table 28: **Standing Committee on Education and Community Inclusion – Inquiry into Annual and Financial Reports 2022–23 – Report 10 Government Response to the Standing Committee on Education and Community Inclusion – Inquiry into Annual and Financial Reports 2022–23 – Report 10**

Recommendation	Status and Action
Recommendation 1 The committee recommends that the ACT Government continue the trial of disability inclusion coaches and provide the committee a copy of any evaluation of the initiative. **Government response – Agreed**	**In progress** The 2-year Inclusion Coach trial concluded in December 2025. The pilot took a 'try, test and learn' approach through operating in the Tuggeranong schools network. An Inclusion Coach Evaluation Plan has been completed and endorsed by Education Evidence and Evaluation Advisory Group in April 2026.

	Analysis has indicated that while the current model has many benefits and can be a high-quality service option for included schools, it does not provide a system-wide capability uplift. Across multiple evaluation activities there was evidence the pilot had a significant positive impact on inclusive practices within schools, broadly meeting its objectives.
Recommendation 2 The committee recommends that the ACT Government continue construction of a second college for Gungahlin and include the following information in its Annual Report until construction is complete: – Progress of construction, including any delays to completion; and – Capacity levels at the existing Gungahlin College campus. **Government response – Agreed**	**Complete** Education Directorate's action is complete. Education is responsible for reporting ACT public school capacity data, which is included in the Census of ACT Schools publication, made available on the Education Directorate website following the annual February school census. Progress on construction including any delays to completion is now reported by Infrastructure Canberra and updates are published on Built for CBR.

Table 29: **Select Committee on Estimates – Appropriation Bill 2024–25 and Appropriation (Office of the Legislative Assembly) Bill 2024–25**

Government Response to the Select Committee on Estimates – Appropriation Bill 2024–25 and Appropriation (Office of the Legislative Assembly) Bill 2024–25

Recommendation	Status and Action
Recommendation 45 The Committee recommends that the ACT Government make publicly available the Prevention and Management of Occupational Violence in ACT Public Schools review. **Government response – Agreed**	**Complete** The review into the prevention and management of occupational violence in ACT is now complete with the publishing of the updated Work Health Safety and Wellbeing Policy and supported procedures on directorate website on 9 October 2025.

Table 30: Standing Committee on Health and Community Wellbeing – Inquiry into Raising Children in the ACT – Report 13

Government Response to the Standing Committee on Health and Community Wellbeing – Inquiry into Raising Children in the ACT – Report 13

Recommendation	Status and Action
Recommendation 19 The Committee recommends that the ACT Government investigate the viability of providing an after-hours childcare facility to accommodate shift workers. **Government response – Agreed**	**Complete** Feasibility studies undertaken in 2025 found that many existing services are already providing flexible services to the community and the ACT performs well on indicators of accessibility compared to other jurisdictions. There is a lack of evidence of demand for extended or non-standard hours of care in the ACT, specifically in relation to evening, overnight or weekend care. Additionally, early childhood education and care services are currently facing significant cost and workforce pressures which would be exacerbated by the provision of access to extended hours. Without clear evidence of widespread need, expanding services could lead to inefficient resource allocation.

Table 31: Standing Committee on Social Policy – Inquiry into Annual and Financial Reports 2023–24 – Report 1

Government Response to the Standing Committee on Social Policy – Inquiry into Annual and Financial Reports 202–24 – Report 1

Recommendation	Status and Action
Recommendation 39 The Committee recommends that the ACT Government provide a formal report of progress on the 12 priority actions listed in the Strong Foundations Phase 1 Implementation Plan due to be completed in 2024. **Government response – Agreed**	**Complete** The Directorate reports progress against priority actions listed in the Strong Foundations Phase 1 Implementation Plan through the Annual Report. All priority actions have been completed as of June 2026.

Recommendation 40 The Committee recommends that the ACT Government provide ongoing updates on the 11 priority actions listed in the Strong Foundations Phase 1 Implementation Plan due to be progressed throughout 2025. **Government response – Agreed**	**In progress** The directorate continues to report on the progress of actions under the Strong Foundations Phase 1 Implementation Plan. The Phase 1 Plan will conclude by June 2026 with the Strong Foundations Phase 2 Implementation Plan to commence from July 2026.
Recommendation 43 The Committee recommends that ACT Government provide a clear timeline and engagement plan surrounding the Majura Primary School upgrades. **Government response – Agreed**	**Complete** The directorate and Infrastructure Canberra have developed a timeline and engagement plan regarding Majura Primary School modernisation. School community engagement commenced in June 2025 and is continuing, with minimum 2 updates provided through the school newsletter each term, as well as engagement and information provided to the School, School Board and P&C.
Recommendation 44 The Committee recommends that the ACT Government provide a clear timeline and delivery plan to bring all ACT public school heating and cooling systems up to standard. **Government response – Agreed in principle**	**In progress** Heating and cooling upgrades are being provided in schools over time. The Public Schools Heating and Cooling Fund program of works is being developed and will be available in the second half of 2026. Upgrades are also being provided through the Asset Renewal Program and Electrification of Government Gas Assets program.
Recommendation 45 The Committee recommends that the ACT Government continue to engage with other jurisdictions to both widen the scope and expand the powers of early childhood education and care regulators to capture concerning operator behaviours beyond the area of immediate child safety and ensure stronger protection for educators and families. **Government response – Agreed in principle**	**Complete** The ACT Government continues to work with all jurisdictions on potential changes to the National Quality Framework to better regulate problematic providers, particularly those with complex corporate structures. On 27 February 2026 changes to the National Law commenced to enable regulatory authorities to consider and take action against related providers where systemic risk is present. Governments are currently considering various potential additional reform options, including increased focus on fitness and propriety of providers and persons with management or control of providers.

Table 32: Select Committee on Estimates 2025–2026 – Inquiry into the Appropriation Bill 2025–2026 and Appropriation (Office of the Legislative Assembly) Bill 2025–2026

Government Response to the Inquiry into the Appropriation Bill 2025–2026 and Appropriation (Office of the Legislative Assembly) Bill 2025–2026

Recommendation	Status and Action
Recommendation 38 The Committee recommends that the ACT Government ensure the announced review of ACT school budget management is undertaken with publicly available terms of reference, includes consideration of resourcing, maintenance and facilities for individual schools and the school system, forward planning processes, and demographic pressures; and that the results of the review are published as soon as practicable after its completion. **Government response – Agreed**	**Complete** The Expert Panel provided its final report to the Minister for Education and Early Childhood on 2 April 2026. The report, as well as an interim Government response were tabled in the ACT Legislative Assembly on 27 May 2026.
Recommendation 39 The Committee recommends that the ACT Government strengthen transparency and engagement in school budget management by: – publishing the guidelines schools use to develop budget management plans; and – publishing comprehensive details of any net job losses in the Education Directorate or schools during the current calendar year, as reflected in the staffing profile in Budget Statements F. **Government response - Agreed**	**Complete** The Directorate has a wide range of resources available on its Intranet site to assist ACT public schools with budgeting and financial management. These resources include guidance on how to engage with stakeholders such as school boards and Parents and Citizens (P&C) Associations in relation to budgeting and financial management. The directorate also provides support to school-based staff via a dedicated team who are available to support schools with their budget and financial management responsibilities.
Recommendation 64 The Committee recommends that the ACT Government develop a plan to improve the relative performance of ACT schools, including:	**Complete** The ACT Government has developed plans to improve the relative performance of ACT schools: the Strong Foundations program and the Inclusive Education Strategy.

– monitoring and publicly reporting on the implementation of literacy and numeracy initiatives, with progressive testing beyond NAPLAN to ensure milestones are met; and – maintaining continuity of core programs such as curriculum offerings, excursions and staffing during the current calendar year. **Government response – Agreed in principle**	These strategies include – implementation of literacy and numeracy initiatives, with progressive testing beyond NAPLAN (ACER's PAT Assessments for Literacy and Numeracy) – an annual implementation review – an internal evaluation – public reporting through the directorate's Annual Report. – The directorate is also maintaining continuity of core programs such as curriculum offerings, excursions and staffing during the current calendar year.

Risk Management

The directorate faces a range of potential strategic and operational risks and is committed to implementing effective controls and risk treatments. Regular risk reviews and ongoing monitoring across the directorate ensures early identification and prompt action. This risk management approach aligns with the directorate's vision, mission and values in delivering education services for children and young people.

Risk management aims to promote a positive risk culture and risk maturity through standardisation, robust governance, consistency, and accountability in schools and the Education Support Office. The directorate prioritises the health and safety of all staff, students and visitors. Deliberate actions and decisions are taken to achieve objectives and goals, with staff actively contributing to risk management as part of the broader safe systems of work.

To support implementation of the directorate's risk framework, several actions have been undertaken in the reporting period. These actions were designed to align with the overall goals of enhancing risk management maturity, strengthening leadership, building staff capability and fostering a culture of risk awareness and proactive management throughout the directorate, and included:

- embedding strategic risk management activities into the Executive Governance subcommittee structure utilising the expertise of committee members to review, monitor and update risk profiles
- understanding risk through a security lens in the review and analysis of the ACT Protective Security Framework and the individual Core Practice Standards
- delivery of directorate-wide risk management training, both general risk management and tailored programs including overseas excursions, to deepen understanding of effective risk management and staff roles and responsibilities in mitigating risk in their area of business and service delivery
- integrating standardised risk reporting to ensure consistency in monitoring and communication of critical and emerging risk
- collaboration across key business areas within the directorate and external stakeholders to enhance risk identification and interdependencies, enabling proactive management strategies to be implemented
- applying various risk assessments methods, including dynamic risk assessments and Operational, Political, Economic, Social, Technological, Legal, Environmental, Demographic (OPESTLED) analysis, to identify areas requiring deeper root cause analysis.

Key risks to the directorate achieving its strategic objectives, as documented in the Strategic Risk Register, are:

- that the directorate is not preparing all children and young people for the changing social and economic future
- core education services and strategic reforms are impacted by insufficient workforce capacity and capability
- work health and safety and wellbeing are not effectively managed across the directorate
- ineffective prevention, management and response to security, emergency incidents and climactic or weather variations
- failure to manage data, information and records to meet compliance and performance obligations
- failure to provide effective governance systems, including preventing of fraud and corruption
- available resourcing not effectively allocated or utilised to meet the needs of students, educators and the wider community, now and into the future.

Risk management is monitored, reviewed, and reported through the established '3-lines model', with a focus on the identification and escalation of risks. Enhanced risk discussions across the directorate have significantly strengthened a proactive, informed, and strategic approach to identifying, assessing and mitigating risks, especially those impacting the safety of staff and students. Risk management reports are provided to the Executive Governance Committee and the Audit Committee that offer a comprehensive overview of strategic risk management activities.

The ongoing enhancement of risk maturity remains a strategic priority for the directorate. Key initiatives include building organisational risk capability through training, targeted support, maintaining school site visits to support effective risk assessments, and assisting schools in the review and update of site risk registers. The ACT Insurance Authority (ACTIA) risk matrix continues to underpin risk-informed decision-making across both operational and strategic contexts.

Collaboratively working with ACTIA, staff are provided training opportunities to support various business needs. A tailored education program on risk management is offered to schools to address specific risks such as business requirements and workplace health and safety. A total of 7 risk management workshops were delivered to school staff during the reporting period, with 10 staff participating across the 7 sessions. In addition, 16 representatives from the Education Support Office attended 10 Psychosocial Risk Assessment Pilot Program workshops facilitated by CMTEDD, providing support to initiatives aimed at strengthening workplace health, safety and wellbeing.

Comprehensive staff training covers roles and responsibilities in managing workplace risks, conducting risk assessments and assessing control effectiveness.

Risk management is also integrated into training for overseas excursions, physical activities and excursions and in support of identifying risks in incident and emergency management. Integration of risk across the directorate fosters a risk-aware culture and increases risk maturity.

The Risk Management Framework supports risk training and provides staff with procedural steps, tools and guidance materials to ensure a standardised approach to risk management across the directorate's diverse settings.

Risks are identified and managed through multiple internal governance control structures, including:

- the directorate's Risk Management Framework, policies and procedures
- the Executive Governance Committee and subcommittees
- the Fraud and Corruption Prevention Plan
- the directorate's Strategic Risk Register
- school operational risk registers
- the annual Internal Audit Plan
- school compliance reporting
- detailed policies and controls, such as the Director-General's Financial Instructions
- comprehensive financial operating procedures and practices.

For further information on potential risks that could influence the future financial position of the directorate, refer to page 243.

Internal Audit

The Internal Audit function provides assurance to the Director-General that the directorate's financial and non-financial management activities are transparent and subject to continuous improvement. The Chief Internal Auditor is accountable to the Audit Committee and Director-General for the efficient and effective operation of the internal audit function.

During the reporting period, the Audit Committee commenced the annual review of the Audit Committee Charter and the Internal Audit Charter. These charters reflect ACT Government requirements and the 'Global Internal Audit Standards' issued by the Institute of Internal Auditors and the Framework for Internal Audit Committee and Function.

The Audit Committee's membership during the reporting period comprised 3 external independent members (including the Chair) and an internal non-member adviser. As required by the Audit Committee Charter, the Director-General appoints all members of the Committee and membership was reviewed during the reporting period.

The Audit Committee provides independent advice on the directorate's:

- enterprise risk management framework and whether it effectively identifies and manages business and financial risks
- fraud and corruption prevention plan, including whether there are adequate systems to detect, capture and effectively respond to fraud and corruption risks, including reporting from the Senior Executive Responsibility for Business Integrity Risk (SERBIR)
- financial and performance reporting activities, including reviewing the annual audited financial statements and related management representations
- resourcing, coverage and independence of the internal audit function
- internal audit reports and implementation of agreed audit actions
- overall control environment as it relates to governance, risk management and assurance arrangements

The Audit Committee met 5 times during the reporting period. The committee membership and attendance are detailed in Table 33.

There were 7 internal audit activities tabled at the Audit Committee in the reporting period:

- TQI financial and performance reporting
- school audits 2025–26
- education and care regulation and support management of concerns in relation to non-government schools
- asset renewal program
- procurement compliance
- financial management accountability framework
- 2026 review of strategic internal audit plan 2025–2028

The directorate used a mix of internal and external resources to complete its internal audit program. When used, external resources were sourced from the ACT Government's professional and consulting services panel.

Table 33: Audit Committee membership and meetings in 2025–26

Name of Member	Position	Meetings eligible to attend	Meetings attended
Ms Julie Elliott	Independent Member and Chair	5	5
Mr Jeremy Chandler	Independent Member	5	5
Mr Greg Field	Independent Member[1]	1	1
Ms Diana Hamono	Independent Member[2]	5	5
Mr David Matthews	Non-Member adviser/observer (Chief Operating Officer)	5	5

Source: Chief Internal Auditor, Audit and Assurance.

Note(s):

1. Membership ended in July 2025.
2. Membership commenced in July 2025.

Fraud Prevention

The directorate's fraud and corruption prevention strategies address the requirements of the ACT Public Service (ACTPS) Integrity Governance Policy and are incorporated into the 2026 Fraud and Corruption Prevention Plan. The plan is a key component of the directorate's integrity framework and describes the fraud and corruption control processes for undertaking risk assessments as well as a yearly plan of fraud and corruption prevention actions.

The Director-General's Instructions (Section 2.2 Management of Risk, Fraud and Corruption Prevention) and the Fraud and Corruption Reporting Policy and Procedure capture overall integrity requirements and outline the responsibilities of staff to record and report suspected fraud and corruption.

The directorate's fraud and corruption prevention plan details the directorate's fraud prevention strategies and actions. All instances of fraud and corruption are reported to the Director-General and the Audit Committee. This ensures the potential for fraud or corruption is mitigated with appropriate controls.

The directorate maintains a Fraud Risk Register, which is updated at least annually, and periodically where new risks are identified.

The Executive Branch Manager, Governance is the directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR). The SERBIR reports to the Director-General and Audit Committee on matters of fraud and integrity. The SERBIR has continued to deliver educational staff presentations and activities on fraud and corruption prevention. There is ongoing focus on integrity awareness across the directorate to ensure preventative measures are put in place to help detect and combat fraud and corruption.

The directorate's intranet provides staff with access to the Fraud and Corruption Prevention Plan, resources for ethical decision-making, information on Public Interest Disclosures and guidance on conflict of interest. The site also includes a series of information articles for staff to raise awareness of integrity issues in the workplace.

The general obligations for all ACTPS staff are outlined in the ACTPS Code of Conduct, Section 9 of the *Public Sector Management Act 1994* (PSM Act), and the relevant Enterprise Agreements. All new directorate staff are required to undertake an induction program that includes the PSM Act, ACTPS Code of Conduct, mandatory online training modules, as well as job specific codes of conduct, covering teachers and school-based staff.

Fraud matters

Over the reporting period, the directorate continued to promote fraud and corruption prevention, including reporting obligations under the *Integrity Commission Act 2018*.

During the reporting period, the SERBIR was notified of 9 new cases of possible fraud or corruption. As at 30 June 2026, 9 matters remained open:

- An investigation continued by the ACT Integrity Commission (ACTIC) into misappropriation of funds in a school setting. This matter was referred by the directorate to ACTIC and ACT Policing in 2024
- A matter concerning inappropriate conduct by a school staff member has been assessed through an internal process and did not result in adverse findings. The matter was previously referred to ACTIC by a third party and will remain open pending ACTIC's advice
- Preliminary assessments (PAs) were completed for 2 separate cases involving misuse of school assets. Both matters were referred to the ACT Public Sector Standards Commissioner and remain under review. In one of the matters, the employee subject to allegations has been suspended
- Concerns were raised about a potential probity matter by 2 staff members in relation to their communications with a supplier about an upcoming procurement process. One of these staff members has retired. Further actions are progressing to ensure that robust governance arrangements are upheld by all staff
- Concerns of potential maladministration arose during the transfer of commercial operations to a private operator. Concerns around the main transfer have been settled, but the matter is being kept open until all residual operational matters have been finalised
- Concerns were raised by a supplier regarding the directorate's engagement with a competing supplier, which appears to be a private dispute. Further enquiries were undertaken to confirm the directorate followed appropriate processes
- A report was submitted to Comcare alleging a fraudulent compensation claim by an Education Directorate staff member. The matter is being investigated by the Work Safety Group in the Chief Minister, Treasury and Economic Development Directorate under ACT Public Service Workers compensation arrangements
- A new matter involves a potential conflict of interest by a staff member in engaging a third-party contractor. Initial assessments are underway

During the reporting period, 8 matters were closed:

- An internally reported matter concerning potential unauthorised or inappropriate information sharing was investigated. No evidence was found that confidential or official information had been disclosed. Actions were taken to reinforce staff awareness of responsibilities and decision-making standards. The matter was closed with no findings of fraud or corruption.
- A matter involving allegations of discriminatory practices and potential corruption by a school staff member was reviewed. No evidence of corrupt conduct was identified, and the matter was closed.

- An internally reported matter regarding a potential conflict of interest in negotiating a compensation claim for an external agency was examined. The interest appeared personal rather than systemic, and no broader issues were identified. The individual concerned is no longer employed in the ACT Public Service.
- A matter involving a staff member who made an unauthorised purchase of services was closed following the staff member's retirement.
- A matter involving a staff member and potential conflict of interest in dealings with a public school was resolved and included counselling provided to the staff member
- A matter involving two allegations was investigated and closed:
    - A staff member engaging a relative for contracting work at a school. This issue had previously been referred to the directorate via ACTIC and resulted in a preliminary assessment. No corrupt conduct was found, and the matter was closed.
    - An officer allegedly purchasing unnecessary equipment and later relocating it to a personal residence. Further enquiries determined the information was hearsay and related to historical issues. No evidence of fraud or corruption was found.
- A matter involving a school staff member who misused government assets was closed following the staff member's retirement.
- A matter concerning suspected theft of personal effects from a public service workplace was reported to ACT Policing. No staff members were identified and the matter was closed.

Freedom of Information

Requests under ACT legislation

The *Freedom of Information Act 2016* (the FOI Act) promotes openness and transparency across government through Freedom of Information (FOI) access applications and the Open Access Information Scheme. FOI reporting as required by the FOI Act, which commenced on 1 January 2018, is provided in the following tables.

Table 34: Open Access Information - Section 96 (3)(a) (i), (ii) and (iii)

Open Access Information	Number
Number of decisions to publish Open Access information	53
Number of decisions not to publish Open Access information	0
Number of decisions not to publish a description of Open Access information withheld	0

Source: ACT Education Directorate.

Table 35: FOI applications received and decision type - Section 96 (3)(a) (iv), (vii), (viii) and (ix)

FOI applications received and decision type	Number
Number of access applications received[1]	145
Number of applications where access to all information requested was given[2]	20
Number of applications where access to only some of the information requested was given (partial release)[2]	97
Number of applications where access to the information was refused[2]	12

Source: ACT Education Directorate.

Note(s):

1. Application outcomes include matters that were withdrawn, invalid, transferred, responded to informally, not covered by the Act, or remained on hand at 30 June 2026. As a result, the number of access decisions does not directly reconcile to the number of applications received.
2. Includes decisions carried over from the 2024–25 reporting period.

There were 43 applications on hand on 1 July 2025 and 44 on 30 June 2026.

The number of decisions made in accordance with Section 35 of the FOI Act during 2025–26 was 129. In addition, 3 applications were withdrawn, 4 applications did not meet the requirements of a valid application set out at section 30 of the FOI Act, 2 applications were informally responded to and 5 were not covered by the FOI Act. One application was transferred to another directorate in accordance with section 57 of the FOI Act as the directorate did not hold the information sought by the applicant. The total number of FOI matters finalised during 2025–26 was 144.

Three of the applications processed by the directorate during 2025–26 were for records held by the ACT Board of Senior Secondary Studies (2) and Teacher Quality Institute (1).

Additionally, 962 requests for access to personal information relating to 1,354 individuals were processed by the directorate under the *Information Privacy Act 2014* and the Access to Student Records Policy, available via www.education.act.gov.au. This enables requests for routine records for current students, such as academic reports and student attendance information, and all records for former students who are now adults, to be handled outside of the formal FOI process, providing a faster response to the applicant.

Table 36: FOI processing timeframe - Section 96 (3)(v) and (vi); Section 96 (3)(d)

FOI processing time	Number
Total applications decided within the time to decide under section 40	85
Applications not decided within the time to decide under section 40	44
Number of days taken to decide over the time to decide in section 40 for each application	2–350

Source: ACT Education Directorate.

Of the 44 applications not decided within the time to decide under Section 40 of the FOI Act, 33 were extended by agreement of the applicant and 2 were extended by agreement of the Ombudsman in accordance with sections 41 and 42 of the FOI Act. The remaining 9 applications are considered decisions not made in time in accordance with section 39 of the FOI Act.

Table 37: Amendment to personal information - Section 96 (a)(x) and Section 96 (3)(e)

Request type	Number
Number of requests made to amend personal information, and the decisions made (e.g., amended, refused, notation added to record, other)	0

Source: ACT Education Directorate.

Table 38: Reviews - Section 96 (3)(b); Section 96 (3)(c)

Request type	Number
Number of applications made to Ombudsman under section 74 and the results of the application (e.g., affirmed, varied, set aside, and substituted, withdrawn, other)[1]	11
Number of applications made to ACAT under section 84 and the results of the application (e.g., affirmed, varied, set aside, and substituted, withdrawn, other)	0

Source: ACT Education Directorate.

Note(s):

1. The directorate received 11 notifications from the Ombudsman of decisions to be reviewed under Part 8 of the FOI Act. In addition, there were 5 Ombudsman reviews carried over from 2024–25. The Ombudsman's decisions were received for 10 matters (affirmed 2, varied 1, set aside and substituted 1, withdrawn 4, other 2), and 6 are awaiting decision.

Table 39: Fees - Section 96 (3)(f)

Fee collected	Number
Total charges and application fees collected from access applications	0

Source: ACT Education Directorate.

Requests under Commonwealth legislation

The directorate processes FOI requests under the *Freedom of Information Act 1982 (Commonwealth)* in accordance with the *Education and Care Services National Law (ACT) Act 2011* and associated regulations. This applies to requests for records held by Children's Education and Care Assurance, the ACT Regulatory Authority, relating to the regulation of preschools, family day care, long day care, and out-of-school hours care.

During the reporting period:

- as at 1 July 2025, there were 4 applications carried over from the previous reporting period that had not yet been finalised
- 3 applications were received
- 3 applications were decided - the outcomes were partial release of information for 2 matters and 1 application was withdrawn
- 4 applications were undecided by 30 June 2026 and are carried over to 2026–27

On 30 June 2026, the decision for 1 matter was undergoing review by the National Education & Care Services Freedom of Information Commissioner at the request of the applicant.

For further information, please refer to the National Education & Care Services, FOI & Privacy Commissioners & Ombudsman Annual Report, available at https://necsopic.edu.au/.

Lodging an FOI request

Information about how to make an access application through FOI request is available at https://www.act.gov.au/directorates-and-agencies/access-act-government-information.

The directorate's Disclosure Log provides information about the access applications that have been processed, including a copy of the decision and documents released to the applicant. The Disclosure Log does not include information about any access applications seeking personal information and does not disclose the applicant's personal information. The Disclosure Log is available at https://www.act.gov.au/open/education-foi-disclosure-logs.

Community Engagement and Support

Community engagement activities

During the reporting period, the directorate undertook a range of engagement activities across ACT public schools and their local communities. Engagements included:

- communication through email and written correspondence
- face-to-face engagement with stakeholders, school staff and the broader community
- online information sessions, open house information sessions, school events and project announcement opportunities
- social media posts, act.gov.au website and school website updates and news stories, newsletters, flyers, surveys and YourSay engagements

Punjabi and Hindi language education

During the reporting period, the directorate engaged with the community, staff, key stakeholders and students about the possible introduction of Punjabi and Hindi language in ACT public schools.

Community views were received through a YourSay conversations web page (that received 19,335 views), with 1,750 contributions received to the conversations page, 948 survey responses and 785 message board responses. This feedback informed further consultation between November 2025 and March 2026, with a Listening Report published in November 2025 on the YourSay platform.

Learning and Teaching Policy for ACT public schools

Final revisions of the Learning and Teaching Policy for ACT public schools commenced in term 3 2025 after extensive stakeholder consultation across 2024 and 2025. In term 1 2026, the policy was formally endorsed, with schools commencing implementation and aligning their practices with Strong Foundations.

Schools are working to plan and align their teaching practice using the assessment, curriculum and pedagogy practice guides as part of their school improvement processes.

As part of Strong Foundations, strengthening teacher knowledge and fostering consistent practice are critical to ensuring that evidence-based approaches are implemented across all schools. During this reporting period, extensive research, co-design, and consultation informed the development of resources to support implementation of the Learning and Teaching Policy for ACT public schools. The policy suite developed includes the Curriculum Practice Guide, Pedagogy Practice Guide, Assessment Practice Guide, Approach to Literacy and Approach to Numeracy. Collectively, these resources are designed to support high-quality, consistent teaching practice across the system.

A series of workshops facilitated collaboration between the directorate and school-based literacy and numeracy leaders. These workshops provided opportunities to review research, engage in professional dialogue about effective practice, and identify the essential components of the Approaches to Literacy and Numeracy documents for ACT public schools.

Feedback and expert advice were sought from a range of external partners, including the Australian Education Research Organisation, the Australian Curriculum, Assessment and Reporting Authority (ACARA), and members of the Literacy and Numeracy Expert Panel. The documents are currently undergoing community consultation and will be finalised during 2026–27, with the aim of supporting full implementation across ACT public schools by the end of 2028.

Corporate Sponsorship Policy

During term 2, 2025, the directorate engaged with community, staff and key stakeholders about updates to the Corporate Sponsorship Policy that applies to ACT public schools and the directorate more broadly.

Community views were sought through a YourSay conversations web page, with 70 community contributions and 45 survey responses received. The directorate invited 100 community groups and boards to participate and conducted 20 consultation and information sessions. Feedback received informed updates to the policy which was finalised and published on the directorate's website in December 2025.

Allied Health Review

An Allied Health Review progressed through consultation and engagement phases, involving internal and external stakeholders, with outcomes expected to inform future improvements to the service delivery model. The review aims to ensure the school allied health model is best placed to support staff to meet the educational needs of students in ACT public schools.

Supervision of Students on School Sites Policy

The Sustainable Workload Management Committee undertook consultation on the revised Supervision of Students on School Sites Policy, with feedback received from a broad cross-section of school staff and stakeholders. The consultation process provided valuable insights into how the proposed changes may operate in practice and identified key considerations to inform refinement of the final policy and its implementation.

Engaging the community on infrastructure projects

The directorate is committed to providing great schools that ensure every young person can access a quality education in facilities that are accessible, safe, inclusive and sustainable. In delivering these projects, the directorate works closely with the school leadership team, school community, stakeholders and the wider community.

During the reporting period, the directorate provided information to keep the community informed on infrastructure projects, as well as inviting engagement and participation.

The directorate used school and ACT Government websites, social media platforms, the Built for CBR website, school newsletters, email communications, community information stalls, and presentations to school board and P&C meetings to provide updates on school infrastructure projects to school communities and the broader Canberra community.

New public schools in Strathnairn and Whitlam

The directorate engaged with local communities about:

- Strathnairn School, which opened for the 2026 school year
- the new primary school in Whitlam, which was formally named Whitlam School in May 2026, in honour of former Prime Minister Gough Whitlam.

Engagement was conducted for official names for both Strathnairn and Whitlam Schools with Traditional Owners and ACT Place Names. The directorate also engaged with the next-of-kin for the person the schools are named after, where it was required. Feedback on logo and uniform design options for Strathnairn School were sought via the YourSay Conversations website.

The directorate provided progress updates about both schools via social media posts, school newsletters, and presentations to community stakeholders.

Expansions and modernisations of ACT public schools

The directorate worked with Infrastructure Canberra to continue communication about the expansion and modernisation projects at:

- Garran Primary School
- Majura Primary School
- Narrabundah College
- Telopea Park School Senior Campus

Community members were consulted about modernisation priorities for Majura Primary School via in-person and online engagements. The directorate consulted with the community about the Narrabundah College modernisation via an open house community information session. Regular updates were provided on all projects through the school websites, school newsletters, letterbox drops, social media posts, the Built for CBR website and Our Canberra newsletters.

Access to public spaces at or near ACT public schools

The directorate requested community input about access to facilities at ACT public schools during 2025–26.

From late October to mid-December 2025, the directorate engaged the local communities around 9 hub schools on community access and use of school facilities when not in use by the schools. The engagement aimed to identify community access opportunities and barriers. The directorate surveyed school staff and hirers of school spaces at nine schools participating in the Community Use Program, and an online YourSay consultation was visited by 1,407 people with 323 surveys completed, supported by social media outreach to 34,102 people.

Communities around the 9 hub schools were consulted in term 3, 2025, for feedback about their experiences in accessing school grounds outside of school hours. Information from this engagement will be used to inform policy updates and guide infrastructure improvements for use of school grounds by the community.

The Fraser Oval Refresh Project sought ideas from the school community, Traditional Owners and the wider community, via in-person engagements and the online YourSay community conversations platform. From May to August 2025 and again from February to April 2026, the directorate delivered a comprehensive engagement program for the Fraser School oval refresh project, combining in-person and digital communications to reach a broad community audience.

Engagement activities regarding the upgrade of public space for the Fraser Oval Refresh Project included student workshops with 265 participants, three pop-up sessions with over 40 attendees, and an online YourSay consultation that reached 796 people and generated 114 contributions, supported by social media outreach to more than 11,600 people. Feedback confirmed strong community awareness and participation and directly informed the final design.

Inclusive Education Student Voice Forum

The Inclusive Education Student Voice Forum, established to give children and young people with disability and their allies a say, came together in-person on the International Day of People with Disability on 3 December 2025 where students engaged with disability inclusion experts. The forum also created online opportunities for students to submit pedagogical and infrastructure advice and input to the directorate about what they would like to see in their schools.

Work commenced to embed the Inclusive Education Student Voice Forum and student input to inform school infrastructure, in line with the Inclusive Education Strategy, commitment. Education Directorate Infrastructure Specifications already exceed the National Construction Code on accessibility provisions by providing infrastructure such as larger-than-required bathrooms and internal structure for hoists. By seeking input from students, design can incorporate student needs from a lived experience perspective.

Table 40: Community support initiatives: grants and sponsorship

Recipient	Project purpose/Summary	Term of grant	Amount
Early Childhood Degree Scholarship Program Recipients	The directorate provides scholarships to recipients undertaking an early childhood teaching degree.	Ongoing scholarship program; scholarship period covers 4 years (full time)/8 years (part time) study	$131,835
Secondary Scholarship Program Recipients	The directorate provides scholarships to Aboriginal and Torres Strait Islander students who are interested in pursuing a career in post-year-12 study and/or vocational pathway	Ongoing scholarship program scholarship period covers the 2025 school year	$51,818
Tertiary Scholarship Program Recipients	The directorate provides scholarships to Aboriginal and Torres Strait Islander Recipients undertaking an approved teaching or health degree	Ongoing scholarship program; scholarship period covers the 2025 school year	$25,000
Mura Awards Recipients	An initiative that recognises the achievements of Aboriginal and Torres Strait Islander students, which supports the Future of Education Strategy and cultural integrity in ACT public schools.	Ongoing award program; award period covers the 2026 school year	$16,000[1]
The ACT Council of Parents & Citizens Association	The directorate provides an annual grant to facilitate consultation with parents and citizens with an interest in public school. The association uses financial assistance to: – support affiliated associations – promote parent participation in ACT public schools – advise the government on views of parents – support participation on relevant committee	Three-year deed of grant paid annually to 2029	$258,961
Australian Children's Television Foundation	Access to Australian Children's Television Foundation film and video resources, lesson plans, classroom materials, online resources and professional learning for all sectors in the ACT.	Three-year deed of grant, paid annually 2025–2028	$18,700

University of New South Wales (UNSW) H Course Program	The directorate provides a grant to the UNSW for access to 'H courses' which will provide opportunities for year 11 and 12 students to attend UNSW to undertake a unit of study, with access to a range of resources to assist with their studies and prepare them for transition to university after completing year 12.	Three-year deed of grant, paid annually 2026 – 2028	$109,091
ACT Children's Week	Run by the ACT Children's Week Committee, this initiative provides seeding grants of up to $200 to organisations to celebrate and promote ACT Children's Week. It also invites schools to nominate individuals and groups for awards acknowledging local Canberrans who have made a difference to children and young people. The directorate provides the Committee with a grant to contribute to the annual cost of this initiative	Annual grant	$22,000
History Teachers Association	National History Challenge Prize encourages students to engage in research and inquiry-based learning to discover history of the world through an examination of an event or person in terms of a theme. The prize winner receives a medal, prize money and attends the National Ceremony held in November.	Annual grant	$1,000
ACT NAIDOC Awards Night 2025	The awards acknowledge Aboriginal and Torres Strait Islander leaders and highlights the achievements of Aboriginal and Torres Strait Islander people in our community.	Annual sponsorship	$7,500
CareersXpo	A sponsorship was provided for the 2026 Canberra CareersXpo presented in association with the Rotary Club of Aurora Gungahlin.	Annual sponsorship	$3,850
Belconnen Arts Centre	A sponsorship was provided for NAIDOC in the North events.	Annual Sponsorship	$1,500

Source: ACT Education Directorate.

Note(s):

1. There were 43 students approved to receive bursaries totalling $16,000 in the 2026 school year, with the full approved amount disbursed by the end of the reporting period. This included 2 jointly awarded bursaries shared across 4 recipients.

Aboriginal and Torres Strait Islander Reporting

The directorate is committed to investing in programs and initiatives to improve outcomes and experiences for Aboriginal and Torres Strait Islander students and families. Effective practices are occurring in some ACT public schools. These practices need to be amplified and shared across the system, alongside the development of innovative, co-designed approaches to drive transformational change, lift the standards across the system and support delivery of the commitments made under National Agreement on Closing the Gap (the National Agreement) and the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028 (the ACT Agreement)

The directorate is committed to driving positive, system-wide change for Aboriginal and Torres Strait Islander students, families and communities by aligning and delivering on existing reforms, reviews, agreements and commitments. This work aims to strengthen accountability, embed cultural safety and improve educational outcomes.

The 2025 ACTPS Employee Survey found that Aboriginal and Torres Strait Islander employees experience barriers that negatively affect wellbeing, engagement and trust. These findings highlight that cultural safety is a system-wide challenge and reinforce the need for leadership and sustained organisational action. While there is considerable goodwill across the organisation and a genuine commitment to constructive engagement, greater organisational capability, accountability and leadership is required to embed cultural safety in policies, systems and everyday practice. To support this work, the directorate is focusing on 4 priority reform areas that align with Priority Reform 3:

- developing a shared understanding of cultural safety
- strengthening Aboriginal and Torres Strait Islander leadership
- reforming Aboriginal and Torres Strait Islander education structures
- building workforce cultural capability.

A significant reform initiative during the reporting period was the establishment of the Aboriginal and Torres Strait Islander Education Branch, led by Executive Branch Manager Mr Christopher Simpson. The branch provides dedicated leadership to advance implementation of both the National Agreement on Closing the Gap and the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028, while strengthening a system-wide focus on improving outcomes for Aboriginal and Torres Strait Islander children and young people.

The establishment of the branch reflects the directorate's commitment to long-term reform through cultural safety, genuine partnership, shared decision-making and accountability. The branch is leading efforts to embed culturally safe practices across the ACT public education system, strengthen Aboriginal and Torres Strait Islander leadership and influence, and ensure policies, structures and decision-making processes better support Aboriginal and Torres Strait Islander peoples.

This work closely aligns with Priority Reform Three under the National Agreement, supporting systems and organisations to be more culturally responsive and free from racism.

Significant work has been undertaken to strengthen cultural integrity across ACT public schools and support the aspirations of Aboriginal and Torres Strait Islander students, families and communities. Koori Preschool continues to provide culturally safe, play-based learning for Aboriginal and Torres Strait Islander children aged 3 to 5 years.

In partnership with Aboriginal and Torres Strait Islander communities, including children and families, the directorate co-designed the Koori Preschool Cultural Safety Framework, curriculum and supporting resources to guide the program's ongoing development. Capacity has also expanded from 110 to 176 places across 5 Koori Preschools, increasing access to culturally responsive early childhood education.

The directorate has also introduced Birrigai Outdoor School (Birrigai) Free Camps initiative, providing students with opportunities to engage with Aboriginal and Torres Strait Islander cultures through connection-to-Country experiences, learning alongside Aboriginal Rangers, and exploring native plants, animals and cultural knowledge. Since its introduction, thousands of ACT public school students have participated in the initiative, with positive feedback from students, families and schools.

Targeted support programs are also helping address barriers to educational engagement. The Waruga Yardhura program provides culturally responsive case management for Aboriginal and Torres Strait Islander students from kindergarten to year 10 who are disengaged from, or at risk of disengaging from, education. The program delivers wraparound, student-led support and incorporates Aboriginal and Torres Strait Islander perspectives and expertise to strengthen relationships with students and families, improve cultural understanding and support positive engagement in learning.

Despite these positive initiatives, evidence continues to demonstrate significant challenges. Australian Government and Territory-based reviews, including the Productivity Commission's Closing the Gap reporting, the independent Indigenous-led review of Closing the Gap, and the Jumbunna Institute's Independent Review into the Over-Representation of First Nations People in the ACT Criminal Justice System, highlight the ongoing impact of systemic racism across government systems, including in education.

The Jumbunna review identified 12 education-related recommendations aimed at improving educational engagement and outcomes for Aboriginal and Torres Strait Islander children and young people. These recommendations focus on strengthening cultural safety, addressing racism, improving access to data, expanding flexible learning options, and providing better support for young people who are disengaged from education or transitioning from the justice system back into schooling.

The directorate acknowledges disparities in educational outcomes, attendance and suspension rates for Aboriginal and Torres Strait Islander students indicating that inequities persist within the system. While outcome gaps in the ACT are smaller than those reported in other jurisdictions, they remain unacceptable and require a sustained and coordinated response. Improved data collection and reporting have strengthened the directorate's understanding of these issues and are informing actions to address them.

In response, the directorate is strengthening mechanisms for Aboriginal and Torres Strait Islander voices to inform decision-making and system reform. Consultation has commenced with Aboriginal and Torres Strait Islander communities on options for a formal advisory mechanism to ensure lived experiences and perspectives of young people, families and communities directly shape policy and service delivery.

The directorate recognises the critical role of Aboriginal Community Controlled Organisations (ACCOs) in supporting educational engagement and wellbeing. Work is underway to strengthen collaboration with ACCOs and explore opportunities for formal partnerships to support improved outcomes for Aboriginal and Torres Strait Islander students and families.

To further support system-wide change, a First Nations Educators Reference Group was established to bring together Aboriginal and Torres Strait Islander educators from across the public education system. The group will provide strategic advice, share effective practice and strengthen opportunities for Aboriginal and Torres Strait Islander expertise and leadership to inform education reform.

The directorate remains committed to creating a culturally safe, inclusive and high-performing public education system. Achieving meaningful progress on Closing the Gap will require ongoing partnership with Aboriginal and Torres Strait Islander students, families, communities and organisations, together with sustained reform of policies, practices and systems. Through this work, the directorate aims to improve educational engagement and achievement while strengthening relationships, cultural safety and trust across the education system.

Progress in implementing both the National Agreement and the ACT Agreement

The directorate recognises that implementation of the National Agreement and the ACT Agreement requires sustained reform, genuine partnership, shared decision-making and accountability to Aboriginal and Torres Strait Islander peoples.

During 2025–26, the directorate continued to embed the principles and priorities of both agreements across policy development, service delivery, governance arrangements, workforce practices, procurement, funding decisions and organisational reform. In accordance with the *Public Sector (Closing the Gap) Legislation Amendment Act 2025*, the directorate has:

- had regard to the principles and priority reforms of both the National Agreement and the ACT Agreement in the exercise of its functions
- strengthened mechanisms for Aboriginal and Torres Strait Islander participation in decision-making affecting education policy and service delivery
- taken measures to improve cultural safety, accountability and organisational capability
- progressed reforms intended to improve outcomes for Aboriginal and Torres Strait Islander children and young people.

The National Agreement has 19 national socio-economic targets across 17 socio-economic outcome areas which impact life outcomes for Aboriginal and Torres Strait Islander people.

These targets are monitored to track progress across each outcome area. Implementation plans set out how policies and programs are aligned to the National Agreement and what actions will be taken to achieve the 4 Priority Reforms:

1. Strengthen and establish formal partnerships and shared decision-making
2. Build the Aboriginal and Torres Strait Islander community-controlled sector
3. Transform government organisations so they work better for Aboriginal and Torres Strait Islander people
4. Improve and share access to data and information to enable Aboriginal and Torres Strait Islander communities make informed decisions

Progress against the ACT Agreement and the National Agreement is scrutinised by the Aboriginal and Torres Strait Islander Elected Body (ATSIEB) through its Annual Hearings process.

During 2025–26, the directorate continued to embed the principles of both agreements across policy development, service delivery, governance, workforce practices and decision-making. Key activities focused on strengthening Aboriginal and Torres Strait Islander voices in education, enhancing cultural safety, building partnerships with ACCOs, and improving accountability for outcomes. Opportunities were identified to strengthen cultural safety, Aboriginal and Torres Strait Islander leadership, and organisational accountability across the directorate. These findings informed a program of reform and improvement that commenced during the reporting period.

In response to the *Public Sector (Closing the Gap) Legislation Amendment Act 2025,* the directorate's Executive committed to 2 priority actions to strengthen implementation across the organisation.

The directorate committed to enabling genuine shared decision-making with Aboriginal and Torres Strait Islander communities, aligned with Priority Reform One: Formal Partnerships and Shared Decision-Making, and the principles of self-determination and partnership. This includes working with the ATSIEB to identify opportunities for improvement across education programs and services. Issues raised through the ATSIEB processes are actively considered, actioned where appropriate, and responded to, strengthening transparency and accountability and engagement with community.

The directorate committed to strengthening data-informed decision-making and increasing focus on Closing the Gap outcomes, aligned with Priority Reform Four: Shared Access to Data and Information and the directorate's Cultural Integrity, Leadership and Accountability priorities. This includes identifying and addressing gaps in data disaggregation to improve monitoring of outcomes for Aboriginal and Torres Strait Islander students and staff, while ensuring data practices align with the principles of Indigenous Data Sovereignty. The Executive Governance Committee will oversee this work through quarterly consideration of data availability, quality and reporting gaps. Project plans will be developed to address priority areas and support evidence-informed decision-making.

These commitments complement broader reforms underway across the directorate, including strengthening Aboriginal and Torres Strait Islander leadership, improving cultural safety, enhancing shared decision-making mechanisms, and increasing accountability for progress towards Closing the Gap outcomes.

Priority Reform One: Formal partnerships and shared decision-making

In support of Priority Reform One, the directorate progressed development of an ACT Voice to Education representative mechanism through a community-led co-design process. Engagement with ATSIEB, the Waruga Yardhura Community Reference Group and the First Nations Educators Reference Group strengthened opportunities for Aboriginal and Torres Strait Islander people to influence education policy and service delivery.

The directorate also committed to working closely with ATSIEB to identify opportunities for improvement across programs and services and to provide feedback on actions taken, strengthening transparency and shared decision-making.

Priority Reform Two: Building the community-controlled sector

Under Priority Reform Two, the directorate continued to partner with Aboriginal Community-Controlled Organisations (ACCOs) to design and deliver initiatives that support educational engagement and outcomes. This included delivery of the Aunty Agnes Shea Early Childhood Scholarship Program in partnership with Yerrabi Yurwang Child and Family Aboriginal Corporation, collaboration on Koori Preschool initiatives, and ongoing work to expand community-controlled involvement in education services and supports.

Priority Reform Three: Transforming government organisations

Priority Reform Three remained a significant area of focus. The directorate continues to strengthen cultural safety, Aboriginal and Torres Strait Islander leadership, and organisational accountability based on the findings of recent reform work. A dedicated Aboriginal and Torres Strait Islander Education Branch was established to help drive system-wide reform.

Other initiatives included implementation of the Commitment to Cultural Integrity, expansion of cultural capability professional learning, and policy changes recognising the authority of Aboriginal and Torres Strait Islander families to determine what constitutes a culturally safe learning environment.

Priority Reform Four: Shared access to data and information at a regional level

Progress against Priority Reform Four included continued efforts to strengthen the collection, analysis and use of data relating to Aboriginal and Torres Strait Islander students and staff. The Executive Governance Committee committed to quarterly oversight of data disaggregation gaps and actions to improve data quality and availability, consistent with the principles of Indigenous Data Sovereignty. This work will support evidence-based decision-making and strengthen accountability for Closing the Gap outcomes.

Through these initiatives, the directorate progressed implementation of both the National Agreement on Closing the Gap and the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028. The directorate acknowledges that achieving meaningful and sustainable change requires ongoing partnership with Aboriginal and Torres Strait Islander peoples, community-controlled organisations and the ATSIEB. The directorate remains committed to strengthening cultural safety, shared decision-making, accountability and educational outcomes for Aboriginal and Torres Strait Islander children and young people.

Programs and projects

Starting strong: Actions for children in early childhood education

Preschool access for Aboriginal and Torres Strait Islander children

Aboriginal and Torres Strait Islander children in the ACT can access Koori Preschool and their local 4-year-old preschool concurrently, providing them with up to 30 hours per week of free, quality early learning. This integrated offer ensures children can benefit from accessing both settings.

This approach aligns with independent research commissioned by Secretariat of National Aboriginal and Islander Child Care and the Early Childhood Care and Development Policy Partnership that around 30 hours per week of culturally safe early learning leads to the best outcomes for Aboriginal and Torres Strait Islander children.

The directorate delivered 20 Koori Preschool check-ins and 4 gatherings in the reporting period, centred around the Koori Preschool Curriculum and Koori Preschool Cultural Safety Framework. The aim was to ensure Koori Preschool continues to be underpinned by a culturally responsive educational approach for Aboriginal and Torres Strait Islander children and aligned to the Early Years Learning Framework.

Table 41: Enrolments of Aboriginal and Torres Strait Islander children in the Koori Preschool Program 2022–2026[1]

	2022	2023	2024	2025	2026
3-year-old children	31	36	41	44	41
Children in year before full-time school (4- and 5-year-olds)	52	54	73	73	67
Total enrolment	**83**	**90**	**114**	**117**	**108**

Source: February Census of Enrolments in ACT Schools 2022–2026.

Note(s):

1. This data is not directly comparable to previous reporting on Koori Preschool enrolments. Previous reporting used the August census to align with national reporting. February census data has been used this time to provide the most recent data available for the reporting period.

Induction sessions for incoming Koori Preschool co-educators were established with the aim of strengthening their professional identity and capacity in the Koori Preschool environment.

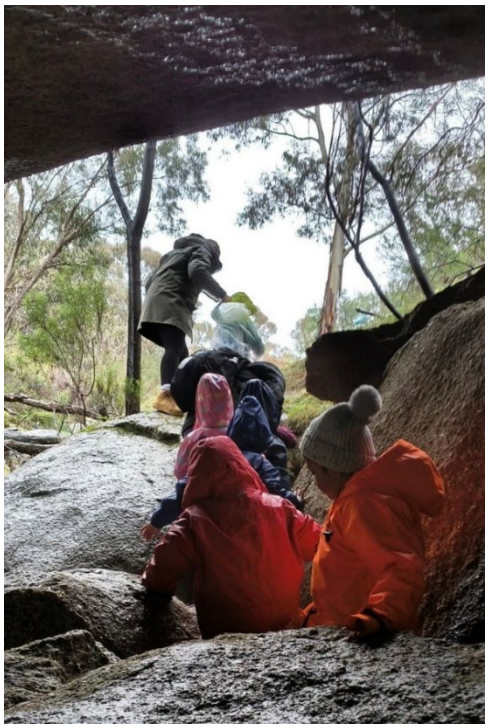
During the reporting period, Koori Preschool was promoted at Yuma Day and NAIDOC Week celebrations. Engagement continues with Aboriginal Community Controlled Organisation (ACCO) Yerrabi Yurwang Child and Family Aboriginal Corporation, to promote and share information about the role of Koori Preschool co-educators to support them in these positions or support their transition into these positions as opportunities become available.

Connection to Country excursions

Connection to Country excursions for 4-year-old preschool children from long day care services were offered at Birrigai Outdoor School, with 4 services undertaking an excursion.

Funded through the Preschool Reform Agreement, the excursions give children opportunities to connect with and explore Ngunnawal Country and deepen their understanding of Country through a guided bushwalk, storytelling, scaffolded play invitations and self-directed exploration.

Feedback from preschool services highlighted that the excursions are fostering sustained engagement with Indigenous perspectives, in addition to providing teaching ideas for educators to support children to care for and connect with Country.



Pictured: Preschool students enjoying a Walk on Country at Birrigai Outdoor School.

Three-year-old preschool access for Aboriginal and Torres Strait Islander children

Gudjahgahmiamia Multifunctional Aboriginal Community Service Early Learning Centre (MACS ELC), funded by the Australian Government and facilitated by the directorate, provides 9 free places for Aboriginal and Torres Strait Islander 3-year-olds in the Wreck Bay community. This support contributes to Closing the Gap targets, strengthening access and equity for the Wreck Bay Aboriginal community, and improved long-term educational outcomes for children in Jervis Bay.

Early Entry to 4-year-old ACT public preschool

In addition to enrolment in Koori Preschool, 3-year-old Aboriginal and Torres Strait Islander children can concurrently enrol in their local preschool from term 3 in the year prior to their preschool year under the Early Entry for Aboriginal and Torres Strait Islander Children process.

Preschool Outcomes Measure National Applied Trial Participation

The ACT participated in the Preschool Outcomes Measure National Applied Trial to test a new national formative assessment tool and ensure it meets the needs of all children, including being culturally relevant for Aboriginal and Torres Strait Islander children. Aboriginal and Torres Strait Islander organisation Ninti One provided advice on the tool's content and delivered professional learning for teachers and educators.

Ninti One also visited the 2 participating Koori Preschools to provide practical support in using the tool and to facilitate feedback from teachers and educators on their experience and perspectives. Feedback from the Koori Preschools is informing the tool's ongoing development and helping ensure that it is culturally relevant and effective for Aboriginal and Torres Strait Islander children.

Students at the centre: Actions for children and young people in ACT public schools

Aboriginal and Torres Strait Islander Education Officers and Cultural Integrity Coordinators

Aboriginal and Torres Strait Islander Education Officers work collaboratively with schools to develop and implement programs and resources to embed Aboriginal and Torres Strait Islander perspectives across learning areas, strengthen staff capability and promote maintain productive relationships and communication networks with students, their families and the community. They supported the planning and delivery of events celebrating days of significance, including Reconciliation Week, National Sorry Day, Mabo Day and NAIDOC Week.

During the reporting period, Aboriginal and Torres Strait Islander Education Officers supported teachers and schools to build cultural integrity. The Cultural Integrity Coordinators supported the Aboriginal and Torres Strait Islander Education Officers and worked collaboratively with Education Support Office staff.

Student Aspirations Program

The Student Aspirations Program (the Program), comprised of the Tertiary and Secondary Scholarship Programs and the Mura Awards, continued throughout the reporting period.

A total of $90,000 is available each year through the Aboriginal and Torres Strait Islander Tertiary Scholarships program. Scholarships of up to $10,000 per annum for up to 4 years are available to Aboriginal and Torres Strait Islander students undertaking a teaching qualification at an ACT university.

In the reporting period, the Tertiary Scholarships held 3 application rounds, resulting in 3 successful applicants who will be supported to pursue their teaching qualifications. Low engagement with the Program in recent years prompted a review of its impact, purpose and effectiveness. To address low demand, the scholarship term was extended from 3 to 4 years, ensuring students receive financial support for the whole duration of their full-time studies. The scholarship eligibility criteria were also expanded to include Aboriginal and Torres Strait Islander students undertaking full-time study towards an Early Childhood Education degree.

The directorate refined and expanded promotional activities for the Program, including social media posts featuring previous scholarship recipients and engagement with relevant ACT universities to encourage currently enrolled students to apply.

A total of $90,000 is available each year for Secondary Scholarships of up to $4,000 per annum. These scholarships are available to senior secondary Aboriginal and Torres Strait Islander students and support retention, year 12 completion and pathways to further education and training.

There were 2 application rounds in 2025, with 22 applications received. Of the 22 applicants interviewed, 13 were assessed as suitable for a scholarship. Support continued for 5 secondary scholarships that were awarded in 2024 for the 2025 school year. Unsuccessful applicants received an Aspirations Bursary to the value of $400.

The Mura Awards is an annual program providing bursaries of $400 to Aboriginal and Torres Strait Islander students in key transition years (years 5, 6, 9, 10 and 11) who demonstrate high engagement with learning, leadership within their school community, or improved achievement. Mura Awards were awarded to 47 students totalling $18,800 for the 2025 school year. In the 2026 school year, there were 43 students approved to receive bursaries totalling $16,000, including 2 bursaries that were jointly awarded and shared across 4 recipients.



Pictured: Students playing a game of Buroinjin during the Buroinjin Carnival Days.

Buroinjin

The Buroinjin Carnival Days, which have been held since 2013, continued in 2026. Buroinjin is a traditional Aboriginal game played along the east coast of Australia. A community-based sport, Buroinjin is played by mixed teams of boys and girls. The game is like European handball and uses a ball, known as a Buroinjin, which is traditionally made from animal skin, sewn together with sinew and stuffed with grass. In 2025–26, the junior and senior carnivals were held on 7–8 May 2026 and saw great attendance, with a total of 31 teams (approximately 450 students) competing across 2 days.

Birrigai Junior Rangers Program

The Birrigai Junior Rangers Program supports Aboriginal and Torres Strait Islander students to strengthen their connection to culture, Country, education and future employment pathways. Funded through the National Indigenous Australians Agency Junior Rangers initiative, the program contributes to Closing the Gap priorities by supporting educational engagement, achievement and pathways to further study, training and employment.

During the reporting period, Birrigai appointed an Aboriginal and Torres Strait Islander Project Coordinator and worked closely with Ngunnawal Elders, community members and cultural knowledge holders to guide program design and delivery, ensuring activities reflect community aspirations and cultural knowledge. Through the Engaged Through Culture stream, 30 students in years 7 and 8 participated in culturally grounded learning experiences that strengthened cultural identity and connection to Country. Students engaged with Ngunnawal Elders and community members through activities designed to build confidence, belonging and engagement in their learning both at Birrigai and in their home schools.

The Culture@Work stream supported 33 Aboriginal and Torres Strait Islander students in years 10–12 to explore future education and employment pathways. A partnership with the Australian Training Company was established to support vocational learning and school-based apprenticeship opportunities, helping students develop personalised learning plans and pathways beyond school.

Birrigai Connection to Country Experience

As part of the Education Directorate's Valuing Educators, Valuing Children Strategy, Birrigai expanded opportunities for young children to learn on Country through the Connection to Country Experience.

The program provides preschool children attending ACT long day care services with opportunities to explore Ngunnawal Country through guided bushwalks, storytelling, play-based learning and self-directed discovery. Designed in partnership with Aboriginal communities, the experience supports children to develop an early appreciation of culture, Country and the enduring connection of Ngunnawal people to the ACT region. During the reporting period, 43 groups from long day care services participated in the program, engaging 627 children in culturally rich outdoor learning experiences.

The program's impact was recognised through the Early Childhood Australia 2025 Education and Care Awards, where Birrigai received the Sector Award. The panel acknowledged Birrigai's commitment to delivering programs grounded in respectful collaboration with Aboriginal communities and promoting culturally safe and responsive practice across early childhood education.

Birrigai Truth-Telling Program

The Birrigai Truth-Telling Program continued to provide meaningful opportunities for students, educators and ACT Government employees to deepen their understanding of Aboriginal and Torres Strait Islander histories, cultures and experiences.

Delivered to ACT schools, public sector staff and Birrigai Free Camps initiative participants, the initiative supports truth-telling, reflection and learning through culturally informed experiences. The program has also strengthened the cultural integrity of Birrigai's broader educational offerings by embedding Aboriginal and Torres Strait Islander perspectives across learning experiences.

Since 2024, more than 3,000 students and adults have participated in the program. Evaluation findings indicate strong outcomes, with 95% of participating students reporting they were motivated to learn more about Aboriginal and Torres Strait Islander histories and cultures and to engage in reconciliation activities. Educators also reported increased confidence in adopting culturally inclusive and culturally safe teaching practices.

The program remains accredited by the ACT Teacher Quality Institute, enabling participating teachers to count their involvement towards professional learning requirements. Ongoing demand from schools and ACT Government directorates highlights the growing recognition of truth-telling as an important component of cultural capability development, reconciliation and the implementation of Closing the Gap priorities.

Empowered learning professionals: Actions for Education Directorate staff

The directorate offers a range of professional learning opportunities and programs for staff to strengthen cultural integrity to meet the needs and aspirations of Aboriginal and Torres Strait Islander students, in addition to supporting all students and staff to deepen their understanding of Aboriginal and Torres Strait Islander histories, cultures, languages, and knowledges.

Aboriginal and Torres Strait Islander Employment Action Plan 2024–27

Implementation of the Aboriginal and Torres Strait Islander Employment Action Plan 2024–27 continued throughout the reporting period, supporting the directorate's commitment to increasing the representation, retention and career development of Aboriginal and Torres Strait Islander employees.

Of the 31 actions outlined in the plan, 6 actions were completed and embedded as ongoing business practices, while a further 9 actions were actively progressing during the reporting period.

Key achievements include:

- raising the profile of the Winyu First Nations Staff Network and providing regular opportunities for the network to engage and advocate to the directorate's Executive Governance Committee
- embedding cultural integrity as a core component in the New Educator Induction program and professional learning suite
- strengthening partnerships with Aboriginal and Torres Strait Islander recruitment organisations and training providers
- enhancing the collection and analysis of workforce data to better understand and respond to the experiences of Aboriginal and Torres Strait Islander employees
- promotion of new whole-of-government resources focused on workforce inclusion and cultural integrity.

These initiatives contribute to a more culturally responsive and inclusive workplace and support the ongoing implementation of the Aboriginal and Torres Strait Islander Employment Action Plan 2024–27.

New Educator Induction and workshops

In July 2025 and January 2026, induction sessions were delivered to 162 new educators, covering cultural integrity in schools, the distinction between Welcome to Country and Acknowledgement of Country, the Cultural Integrity Framework, Engoori, and approaches to embedding Aboriginal and Torres Strait Islander perspectives.

All attendees received literature that introduced the histories, cultures and contributions of Aboriginal and Torres Strait Islander peoples. Written from an Indigenous perspective, the information explored key themes including identity, Country, and the Dreaming, while challenging stereotypes and highlighting both enduring strengths and shared histories.

All second and third-year new educators were offered additional cultural integrity professional learning throughout 2025–26. The session provided to second-year educators explored cultural integrity as a foundation for effective teaching practice, focusing on how it can be embedded through pedagogy and ways of being and doing. For third-year educators, a session was delivered that examined the ongoing impacts of intergenerational trauma on Aboriginal and Torres Strait Islander people, emphasizing the importance of a truthful understanding of Australia's history to support culturally responsive practice and meaningful reconciliation in schools.

Ngunnawal language workshops

During the reporting period, 4 Ngunnawal language workshops were delivered to 49 school-based and Education Support Office staff. These workshops provided participants with an introduction to the Ngunnawal language revitalisation journey, explored the impacts of colonisation on Aboriginal languages, and built understanding of the cultural protocols that guide the respectful use of language.

Through practical learning activities, participants developed their pronunciation skills and learned how to deliver an Acknowledgement of Country in Ngunnawal language. Feedback highlighted the value of the workshops in building confidence and understanding, with many participants reporting an increased ability to use Ngunnawal language in their professional practice.

The continued delivery of these workshops is supporting the broader use of Ngunnawal language across schools and workplaces, while strengthening cultural understanding and fostering deeper connections to the histories, cultures and contributions of the Traditional Custodians of the ACT region.

Australian Institute of Aboriginal and Torres Strait Islander Studies Core training

Core is an online professional learning program comprising 10 interactive modules that support deeper understanding of Aboriginal and Torres Strait Islander histories, cultures and perspectives. Through reflection, discussion and practical application, the program helps staff build culturally responsive practices that strengthen outcomes for students and engagement with families and communities.

During the reporting period, 50 staff participated in the program, with all available places filled and strong demand resulting in a waiting list. Participants reported increased confidence in incorporating Aboriginal and Torres Strait Islander perspectives into their work, including more informed approaches to resource selection, language use and engagement with Aboriginal and Torres Strait Islander students, families and communities.

The ongoing uptake of the program demonstrates a strong commitment to building cultural capability across schools and the Education Support Office, supporting inclusive learning environments where Aboriginal and Torres Strait Islander histories, cultures and contributions are recognised, respected and valued.

Aboriginal and Torres Strait Islander Education Symposium

The Aboriginal and Torres Strait Islander Education Symposium was held on 7 August 2025, with 161 ACT public school staff attending. This annual event supports educators to strengthen their understanding and practice in embedding Aboriginal and Torres Strait Islander histories, cultures, and perspectives in education. The program included a keynote by Ms Kylie Captain, a Gamilaroi woman and bestselling author, teacher, and public speaker, as well as a range of workshops focused on cultural competency, truth-telling, language, and practical classroom strategies. Participants also engaged in networking, collaboration and shared reflection.

Feedback was highly positive, with participants reporting that the program was relevant, practical, and aligned to professional standards. Many noted increased confidence in embedding Aboriginal and Torres Strait Islander perspectives, particularly through frameworks such as the 8 Aboriginal Ways of Learning, and in using culturally responsive teaching strategies. Participants identified a clear impact on their professional practice, including strengthening cultural integrity, challenging deficit thinking, and building more meaningful connections with community. Many participants reported already applying strategies such as yarning circles and integrated planning approaches, with expected flow-on benefits for student engagement and whole-school practice. Overall, the symposium aimed to build capability and confidence across the workforce, supporting more inclusive, culturally responsive learning environments.

Grant Sarra for New Educators and Executives

Grant Sarra professional learning workshops were delivered during 2025, supporting new educators and directorate executives to deepen their understanding of Aboriginal and Torres Strait Islander histories, cultures and the ongoing impacts of colonisation. Two workshops were delivered, with 30 new educators attending and 24 ACT Public Service staff participating in the executive session.

Post-workshop feedback indicated that participants valued the opportunity to engage with personal storytelling and reflective discussions. Participants reported increased understanding of systemic racism and greater confidence to incorporate Aboriginal and Torres Strait Islander perspectives into their professional practice, with many highlighting a strengthened commitment to reconciliation in their work.

Allied health professional learning

Allied health professional learning had a strong focus on reflective practice that considers culturally responsive practices and strength-based approaches. Two Allied Health professional learning workshops were delivered during the reporting period, with 128 staff participating. The workshops explored ideas and themes of privilege and disadvantage, dominant and mainstream culture, unconscious bias, and challenging assumptions.

Centre for Cultural Competency Australia – Embedding Cultural Safety

The directorate supported staff participation in the Embedding Cultural Safety program, delivered by the Centre for Cultural Competency Australia. The program aligned with the BEING domain of the Australian Public Service Aboriginal and Torres Strait Islander Cultural Capability Framework.

During the reporting period, 10 licenses were allocated, with 3 participants completing the program. Remaining participants are currently undertaking the program, which is designed to be completed over a 6 month period.

The program builds upon prior cultural capability training and supports staff to embed cultural values, safety and accountability into their practice. Early outcomes indicate improved understanding of culturally safe approaches to decision-making, stakeholder engagement and service delivery. This contributes to the directorate's commitment to Closing the Gap and strengthening culturally safe environments for Aboriginal and Torres Strait Islander students and staff.

Culturally inclusive and responsive professional learning

A total of 172 educators enrolled in the free online professional learning program in Aboriginal and Torres Strait Islander culturally inclusive and responsive early childhood educational practices. Developed in partnership with Community Early Learning Australia and a local Aboriginal and Torres Strait Islander Expert Panel established to co-design the program, the initiative reflects local culture and equips educators with practical tools, reflective practices and strategies to build authentic relationships with Aboriginal and Torres Strait Islander families and communities.

Aunty Agnes Shea Early Childhood Scholarship Program

Under the Aunty Agnes Shea Early Childhood Scholarships Program, 6 scholarships were awarded in partnership with Yerrabi Yurwang Child and Family Aboriginal Corporation (Yerrabi). The program offers up to 10 Aboriginal people per year the opportunity to undertake a Certificate III or bachelor early childhood qualification, supported by financial assistance and wraparound support services.

Evaluation of the program's first year identified challenges in attracting Aboriginal people working in Koori Preschools and ECEC services. The directorate is working with Yerrabi to identify and implement strategies to address these challenges and strengthen participation in the program.

As part of the Aunty Agnes Shea Early Childhood Scholarship Program, the Strong Beginnings Aboriginal Educator Network provides a space for Aboriginal early childhood educators to connect, share knowledge and strengthen professional practice in a culturally safe and empowering space, helping shape a stronger, more culturally informed ECEC sector. There were 3 network sessions were held in the reporting period.

Boori Educator Stream – Early Learning Connection Program

The Early Learning Connection program is delivered in partnership with Baringa Early Learning Centre and provides wraparound and financial supports to individuals seeking to gain or expand their existing early childhood qualifications.

Introduced in 2025, the Boori Educator Connections stream provides tailored support for Aboriginal and Torres Strait Islander participants, including flexible study options and culturally safe learning pathways. In the reporting period, 3 participants accessed the stream to gain a Certificate III in early childhood education and care.

Systems supporting learning: Actions to ensure system-level change

Commitment to Cultural Integrity

The Education Directorate's Statement of Commitment to Cultural Integrity (the Commitment) sets out the directorate's formal commitment to embedding cultural integrity as a core principle guiding all aspects of its work, including policy development, service delivery, workforce capability and engagement with Aboriginal and Torres Strait Islander peoples.

The Commitment establishes cultural integrity as a whole of directorate approach to reconciliation, ensuring that Aboriginal and Torres Strait Islander perspectives, knowledges and priorities are recognised, respected and embedded in decision-making and practice. It is underpinned by the domains of the Cultural Integrity Framework and acts as a central reference point for driving sustained, systemic change across public schools and the Education Support Office.

The Commitment is aligned with:

- the National Agreement on Closing the Gap, particularly Priority Reform Three: Transforming Government Organisations
- the *Public Sector (Closing the Gap) Legislation Amendment Act 2025*, which requires directorates to demonstrate how Closing the Gap principles are embedded in their functions and decision-making
- achieving actions against the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028

Delivery of the Commitment occurred at multiple levels, to ensure support for both structural reform and practical application:

- School and branch-level implementation, including the integration of Cultural Integrity Commitment actions into branch plans and school improvement processes
- Workforce capability uplift, through targeted professional learning, tools and guidance for staff and leaders to embed culturally responsive practices
- Individual accountability, supported through expectations that all staff contribute to cultural integrity through their roles and professional practice
- System-wide support, including the launch of Cultural Integrity resources, such as implementation guidance, a self-assessment tool, professional learning materials, and the Cultural Integrity Advocate Network

This multi-layered approach ensures that cultural integrity is not treated as a standalone initiative, but is embedded into core business practices, governance and performance expectations across the directorate.

Progress during 2025–26 has demonstrated a shift from establishing the Commitment to operationalising and embedding cultural integrity in practice, ensuring ongoing alignment with the directorate's commitments under the ACT and National Agreements.

Voice to Education

In 2024, the directorate contracted Curijo to conduct a co-design process to provide options for an ACT Voice to Education. The proposed mechanism would provide advice and recommendations to the ACT Government on Aboriginal and Torres Strait Islander education matters and represent the ACT at the National Aboriginal and Torres Strait Islander Education Corporation Voice to Education Minister Meetings. Curijo delivered its final report, including consultation findings and options for this mechanism, to the directorate in June 2025.

The Voice to Education Reference Group (the Reference Group) was established in January 2026 to present Curijo's proposed options to the community and seek feedback on preferred arrangements for representation at Education Minister's Meetings. Community engagement commenced in April 2026.

Early Childhood Care and Development Policy Partnership

The Early Childhood Care and Development Policy Partnership (ECCDPP) is a shared decision-making forum focused on care and protection, out-of-home care and early childhood education and intervention targets under Closing the Gap. It enables Aboriginal and Torres Strait Islander people to work in genuine partnership with governments to drive community-led early childhood care and development outcomes.

Alongside the Health and Community Services Directorate, the directorate co-represents the ACT Government on ECCDPP. Highlights include the delivery of independent research on funding model options for Aboriginal Community Controlled Organisation-led early childhood education and care (ECEC) services as well as an evidence-based review on optimal hours of ECEC access for Aboriginal and Torres Strait Islander children.

National Quality Framework

The National Quality Framework (NQF) plays an important role in ensuring that Aboriginal and Torres Strait Islander cultures, perspectives and communities are recognised, respected and supported within ECEC services across Australia, with this recognition embedded throughout the framework as a core element of quality education and care.

One of the guiding principles of the NQF is that 'Australia's Aboriginal and Torres Strait Islander cultures are valued.' This principle establishes a clear expectation that approved providers, educators and services actively incorporate Aboriginal and Torres Strait Islander perspectives into educational programs, service practice and community engagement.

The framework recognises that children's identity, wellbeing and sense of belonging are strengthened when their cultures, histories and communities are meaningfully reflected in education and care environments.

Children's Education and Care Authority conduct assessment and rating of all ACT ECEC services against the National Quality Standard (NQS). The NQS forms part of the NQF and reinforces cultural expectations across multiple quality areas. Under Quality Area 1 – Educational Program and Practice, services are required to deliver programs that are culturally responsive and inclusive.

Educators are expected to embed Aboriginal and Torres Strait Islander histories, stories, languages and knowledge systems into everyday practice, supporting children to develop understanding and respect from an early age.

The approved learning frameworks, including the Early Years Learning Framework, complement the NQF by explicitly recognising the importance of Aboriginal and Torres Strait Islander perspectives in children's learning and development. Through the principles of belonging, being and becoming, educators are supported to embed cultural inclusion in curriculum and to promote understanding of diversity, fairness and respect in age appropriate ways.

Educators play a central role in this by developing cultural competence, reflecting on their practice, and building their understanding of Aboriginal and Torres Strait Islander cultures. The NQF also supports ongoing reflection and continuous improvement. Overall, the NQF supports Aboriginal and Torres Strait Islander engagement as an integrated and ongoing responsibility across all aspects of service delivery.

Out of area enrolments for Aboriginal and Torres Strait Islander students

Cultural safety

Following advocacy from the ATSIEB, the directorate reviewed how it considers cultural safety of Aboriginal and Torres Strait Islander students when assessing out of area school enrolment applications submitted under the individual circumstances, based on student wellbeing criteria.

Prior to this, supports at a child's Priority Enrolment Area (PEA) school were generally the determinant of whether an out of area enrolment application was approved. This approach was found to be inconsistent with commitments and definitions under Closing the Gap, which is, 'Only the Aboriginal and Torres Strait Islander person who is recipient of a service or interaction can determine whether it is culturally safe.'[3]

As a result, enrolment applications that cite cultural safety as the reason for seeking an out of area enrolment now satisfy the individual circumstances, based on student wellbeing criteria for acceptance at the preferred school, subject to capacity under the Class Size Policy. If there is insufficient capacity at the preferred school, the directorate will work with the family on an alternate option.

The revised approach acknowledges the lived experiences of Aboriginal and Torres Strait Islander students and families and respects their authority to determine what constitutes a culturally safe learning environment for themselves. It also ensures greater alignment with the directorate's obligations under the *Discrimination Act 1991 (ACT)*, the *Public Sector (Closing the Gap) Legislation Amendment Act 2025*, and the intent of the National Agreement on Closing the Gap.

[3] 12. Definitions | Closing the Gap

Kinship

ACT public schools prioritise enrolment for siblings of children already enrolled at a school, regardless of whether that school is their PEA school. The definition of 'siblings' includes cultural siblings, in recognition of Aboriginal and Torres Strait Islander kinship relationships.

Feedback from schools identified inconsistency in how this provision was being applied, with school leaders seeking greater guidance from the directorate on assessing out of area enrolments under the sibling criteria. Following the directorate's discussion with the ACT Elected Body member, guidance is now being provided to school leaders to support consistent application.

ACT Aboriginal and Torres Strait Islander Agreement 2019–2028

The directorate continues to meet its reporting obligations under the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028 and has worked alongside all ACT Government directorates, and in partnership with the Aboriginal and Torres Strait Islander Elected Body, to develop and implement action plans for Phase 3 of the ACT Agreement.

Phase 3 experienced significant delays, with an original commencement date of January 2025. To ensure Phase 4 commences as scheduled, the duration of Phase 3 has been reduced, with completion now expected by December 2026.

The action plans are available at www.act.gov.au/open/act-aboriginal-and-torres-strait-islander-agreement. Reporting on annual progress can be found under the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028 – ACT Annual Impact Statement 2024–25.

Under Phase 2 of the ACT Agreement, the directorate had leadership responsibility for the following focus areas and actions. The final updates on Phase 2 actions were coordinated in March 2026.

Phase 2 actions under the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028

Table 42: Phase 2 actions under the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028

Priority Action	Status update
Action plan – Children and young people	
Priority Action 4 Work to build supports around children and their families accessing the 3-year-old initiative, including investigating the feasibility of developmental checks to make sure children have the best possible start to their education, including speech and hearing, and undertake further screening prior to them starting school, as well as linking their parents and families with a range of other supports.	**Complete** The directorate supported the implementation of a 3-year-old development check pilot to be delivered in Tuggeranong and Gungahlin, across terms 3 and 4 2025. The directorate will continue to support this work through collaboration with Health and Community Services Directorate as the lead agency for Thriving Kids, noting at the time of reporting, further roll out is subject to future government decisions.
Action plan – Lifelong learning	

Priority Action 2 Strengthen the Aboriginal and Torres Strait Islander Secondary and Tertiary Scholarship Programs to support Year 12 retention and attainment and to extend support for Aboriginal and Torres Strait Islander students undertaking a teaching degree.	**Complete** The directorate will undertake an internal services review, part of which will be assessing the intent, effectiveness and impact of the Student Aspirations Program. This priority action will be considered as part of Phase 3 reporting.
Priority Action 5 Monitor the uptake and breadth of Australian School-based Apprenticeship opportunities for Aboriginal and Torres Strait Islander school students to inform future planning.	**Complete** The continuation of Head Start placed one Aboriginal and Torres Strait Islander-identifying student into an early childhood education and care Australian School based Apprenticeship, one Aboriginal and Torres Strait Islander-identifying student has been shortlisted to participate in a work experience placement in plumbing. In June and July 2025, the Chief Minister, Treasury and Economic Development Directorate (CMTEDD) Employment Pathway Program commenced recruitment of a new cohort of ACT public school students. CMTEDD have confirmed there will be 5 Australian School based Apprenticeship opportunities available for Aboriginal and Torres Strait Islander-identifying ACT public school students annually. Of the 5, one participant completed in December 2025 and 4 expected to complete in December 2026. CMTEDD will improve students' access to these opportunities through annual intakes from 2026 and expand across additional directorates to increase the volume and variety of employment opportunities available.
Action plan – Cultural Integrity	
Priority Action 5 In collaboration with the Winanggaay Ngunnawal Language Group, develop Ngunnawal language resources for use in ACT Government and public schools.	**Delayed** Winanggaay Language Group was unable to meet the timeframes for the initial deliverables due to unforeseen circumstances. It was agreed that an additional 6 months would be sufficient for the Group to meet its obligations.

	The ACT Government Solicitor was consulted and provided an updated Deed of Variation that extends the milestone dates (deliverables and payment installations) set out in the Deed of Grant by 6 months.
Action plan – Inclusive Community	
Priority Action 6 Increase diverse Aboriginal and Torres Strait Islander user perspectives for all programs and services early and often.	**Complete** The directorate's Cultural Integrity Framework has been introduced to guide all future service and policy design. Efforts are made to ensure representation of Aboriginal and Torres Strait Islander students into the Student Voice Working Group. Waruga Yardhura is a case management offering for students. The Waruga Yardhura Community Reference Group helps guide aspects of the work which is comprised of members who are Aboriginal and Torres Strait Islander.
Priority Action 7 Co-design mainstream government policy and service pathways with Aboriginal and Torres Strait Islander communities.	**Complete** In 2025, Curijo was contracted by the directorate to conduct a co-design process with the aim of establishing a Voice to Education mechanism. Stakeholder consultations took place in February/March 2025. A Voice to Education Community Reference Group was established in early 2026 to engage community around the preferred structure and function of the representative mechanism. While this action is continuing into Phase 3 reporting, for the purposes of Phase 2 reporting this action is completed.
Priority Action 10 The ACT Government will collect wellbeing data for Aboriginal and Torres Strait Islander peoples in the ACT and region, to help identify barriers experienced by Aboriginal and Torres Strait Islander peoples and support self- determination in seeking solutions.	**Complete** The directorate continues to collect wellbeing data for ACT public school staff and students (year 4 and above) that can be disaggregated by Aboriginal and Torres Strait Islander status.

Phase 3 actions under the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028

Under Phase 3 of the ACT Agreement, the directorate had leadership responsibility for the following focus areas and actions.

Table 43: Phase 3 actions under the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028

Priority action	Status update
Action plan – Community Leadership	
Priority Action 17 Establish a Voice to Education Representative Mechanism for the ACT **Detailed action description** The ACT Government will work with ATSIEB and community members to establish an independent Voice to Education (VTE) representative mechanism through a staged, community-led process. The mechanism will ensure ACT Aboriginal and Torres Strait Islander students, families, and schools have representation at national forums such as NATSIEC and the Education Ministers Meeting. It will also provide culturally informed advice to the Education Directorate on policies and programs.	**Delayed** This initiative was originally scheduled for delivery in early 2026. Additional time was allocated to support extensive consultation with Aboriginal and Torres Strait Islander communities and stakeholders, ensuring the governance model is informed by diverse perspectives and community priorities. The scope of the work was further strengthened by the ACT Government's response to the ACT Public School System Resourcing Review, released on 27 May 2026. As part of this response, the government committed $2 million over 4 years to establish an ongoing Aboriginal and Torres Strait Islander governance body through a community-led process. The directorate continues to work in partnership with key stakeholders, including the Voice to Education Community Reference Group and the ACT Aboriginal and Torres Strait Islander Elected Body, to co-design the governance mechanism. This collaborative approach is supporting the development of a sustainable and representative model that will strengthen Aboriginal and Torres Strait Islander participation in education decision-making. As a result of the expanded consultation process and enhanced scope of work, implementation timeframes have been revised to support the successful establishment of the governance mechanism and ensure the initiative reflects community aspirations and government priorities.

Priority Action 23

Embed Cultural Integrity into Early Childhood Education Curriculum and Practice

Detailed action description

The ACT Government will embed cultural integrity into early childhood education curriculum and practice. This will involve developing curriculum resources in collaboration with Aboriginal Community-Controlled Organisations (ACCOs), community leaders and Aboriginal and/or Torres Strait Islander curriculum experts and delivering professional learning to educators to support culturally responsive pedagogy. The initiative aims to improve cultural responsiveness in early learning environments and increase participation and outcomes for Aboriginal and Torres Strait Islander children.

In progress

The directorate is providing ongoing pedagogical support and professional learning through quarterly individual Koori Preschool site check-ins to assist with the monitoring of goals and engaging in critical reflection. Quarterly collaborative gatherings have also provided opportunities for staff from all 5 sites to collaborate and reflect on practice that embeds the Koori Preschool resources and ensures Aboriginal and Torres Strait Islander perspectives are reflected across the program.

Preschool Pathways Partners have been actively engaged with preschools and Koori Preschools to provide coaching support to educators.

Since the directorate launched the Aboriginal and Torres Strait Islander Culturally Inclusive and Responsive Early Childhood Educational Practice professional learning package in 2025, 352 educators have enrolled in the program.

When developing the Culturally Inclusive and Responsive Early Childhood Educational Practice professional learning program and associated resources, a time-limited local Aboriginal and Torres Strait Islander advisory group was established. In addition to the advisory group, United Ngunnawal Elders Council, Yerrabi Yurwang Child & Family Aboriginal Corporation, Local Ngunnawal Elders, Ms Selina Walker, Winanggaay Ngunnawal Language Aboriginal Corporation, Birrigai Outdoor School, Narrabundah Early Childhood School Koori Preschool, and Manuka Occasional Child Care Association were also consulted on the development of the program.

There has been not yet been specific work in developing curriculum resources with ACCOs. A function of the new Aboriginal and Torres Strait Islander Education branch will be to provide supports across the directorate for further collaboration with ACCOs.

The directorate participated in the procurement panel to select a preferred supplier to undertake in-depth analysis of the ACT's Australian Early Development Census (AEDC) results, which is led by HCSD.

Priority Action 51

Strengthen Culturally Responsive Practices in Early Learning through the Early Years Learning Framework

Detailed action description

The ACT Government will deliver targeted supports for Aboriginal and Torres Strait Islander children and families through the Early Years Learning Framework. This initiative aims to strengthen culturally responsive practices in early learning environments and increase engagement with early childhood services. The program will be designed in partnership with Aboriginal Community-Controlled Organisations (ACCOs) to ensure that supports are tailored to the needs of Aboriginal and Torres Strait Islander families and delivered in culturally safe ways.

In progress

The Early Childhood Education branch is providing ongoing pedagogical support and professional learning through quarterly individual Koori Preschool site check-ins to assist with the monitoring of goals and engaging in critical reflection. Quarterly collaborative gatherings have also provided opportunities for staff from all 5 sites to collaborate and reflect on practice that embeds the Koori Preschool resources and ensures Aboriginal and Torres Strait Islander perspectives are reflected across the program.

Preschool Pathways Partners have been actively engaged with preschools and Koori Preschools to provide coaching support to educators.

Since the Early Childhood Education branch launched the Aboriginal and Torres Strait Islander culturally inclusive and responsive early childhood educational practices professional learning package in 2025, 352 educators have enrolled in the program.

The 2021–2022 co-design work on the evolution of Koori Preschool Cultural Safety Framework and Koori Preschool Curriculum was led by proud Ngiyampaa and Wiradjuri woman, Shona Chapman. More than 170 stakeholders from Koori Preschools, local organisations, peak bodies, schools, government, and the community were consulted. In addition, 49 children were also engaged. There are no specific ACCO partnerships informing in the delivery of pedagogical support, professional learning, check-ins and gatherings for Koori Preschools at this stage, however a key aspect of the new Aboriginal and Torres Strait Islander Education branch will be to provide further support to develop partnerships with ACCOs.

Priority Action 52

Deliver Targeted Supports for Aboriginal and Torres Strait Islander Students in Primary and Secondary Education

Detailed action description

The ACT Government will deliver targeted supports for Aboriginal and Torres Strait Islander students in primary and secondary education. This

In progress

Reviews of the Trauma Informed Practice and Protective Behaviours programs are underway and are expected to conclude by the end of term 4, 2026. The reviews aim to strengthen culturally inclusive and accessible learning environments by ensuring professional learning and support programs reflect current best practice and meet the diverse needs of students and staff.

includes strengthening culturally responsive teaching practices, inclusive education models, and partnerships with Aboriginal Community-Controlled Organisations (ACCOs) to co-design wellbeing and learning supports. The initiative will also expand vocational education and training (VET) pathways and school-based apprenticeships to improve educational outcomes and career readiness for Aboriginal and Torres Strait Islander students.

As part of ongoing professional learning, Clinical Practice staff participated in Centring First Nations Frameworks: Anti-Racism Training, delivered by Associate Professor Jessica Russ-Smith of Australian Catholic University in term 1, 2026. This learning was complemented by a session delivered by the Aboriginal and Torres Strait Islander Education Team, which included engagement with the Consent Framework and its application in educational settings.

The Explicit Teaching Masterclass, delivered as part of the ACT Responsive Teaching Framework, continues to be available through online learning and is attracting strong engagement from teachers across the ACT public education system.

A number of primary schools are continuing to build capability in Explicit Direct Instruction through professional learning, in-school coaching and targeted workshops. During the reporting period, 5 Explicit Direct Instruction sessions were delivered, supported by additional workshops attended by Education Support Office, primary school and high school staff. Current professional learning initiatives have reached more than 1,100 school leaders, learning support assistants and Education Support Office staff. Lesson demonstrations and coaching were provided in 12 schools, with staff from 31 schools participating. An advanced masterclass for teachers and school leaders was also delivered, attracting 35 participants from schools and the Education Support Office.

The Practice Guides for Pedagogy, Assessment and Curriculum remain on track for approval by the end of term 2, 2026. Many schools are already engaging with the draft materials, with the final guides scheduled for release at the commencement of term 3 to support consistent, high-quality teaching and learning practices across the system.

To support the Student-Centred Improvement Framework (SCIF), the First Nations Reference Group for Culturally Responsive Leadership has developed a Culturally Responsive Leadership Framework. A Leadership Steering Group, including 2 Aboriginal and Torres Strait Islander school leaders, has been established to guide a system-wide approach to leadership and to inform consideration of the framework's implementation across ACT public schools.

	Continued strengthening of literacy and numeracy teaching practices includes a focus on rigorous curriculum planning and the meaningful integration of the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. The Curriculum Practice Guide reinforces the requirement for ACT public schools to implement the ACT Public Schools Cultural Integrity Framework, supporting the inclusion of Country/Place, Culture and People across learning areas. Draft literacy and numeracy approaches are currently being considered through system-wide consultation. These approaches seek to strengthen expectations for knowledge-rich curriculum design and planning practices that incorporate all three dimensions of the Australian Curriculum. In February 2026, the Education Directorate commenced discussions with Indigenous Allied Health Australia and the Health and Community Services Directorate to explore a partnership supporting Aboriginal and Torres Strait Islander students' engagement with health careers. This collaboration has informed the design of a proposed Health Immersion Program, featuring culturally responsive learning experiences, engagement with ACCOs and health services, peer networking opportunities, keynote speakers, panel discussions and information on health career pathways. Delivery of the proposed Health Immersion Program has been rescheduled from September 2026 to term 1, 2027 to align with partner availability. Planning is ongoing, with continued positive collaboration between the Education Directorate, Indigenous Allied Health Australia, and the Health and Community Services Directorate.
Priority Action 53 Support Aboriginal and Torres Strait Islander Students in Senior Secondary Education and Transitions to Further Study and Employment **Detailed action description** The ACT Government will deliver targeted supports for Aboriginal and Torres Strait Islander students in senior secondary education. The initiative aims to improve Year 12 completion rates by creating culturally	**In progress** The directorate promoted the Student Aspirations Program Tertiary Scholarship through a coordinated communications approach, utilising social media platforms, university publications and ACT public school channels. In 2026, one student participated in an Indigenous Allied Health Australia placement during terms 1 and 2, providing valuable exposure to allied health career pathways.

safe learning environments and expanding access to tertiary scholarships and career pathways. Partnerships with Aboriginal Community-Controlled Organisations (ACCOs) will be strengthened to support transition planning and mentoring for Aboriginal and Torres Strait Islander students, ensuring culturally responsive and holistic support through the final years of schooling and beyond.	Reviews of the Trauma Informed Practice and Protective Behaviours programs are underway and are expected to conclude by the end of term 4, 2026. The reviews aim to ensure that Clinical Practice professional learning opportunities are culturally inclusive, accessible and responsive to the needs of students and staff. Youth Work Practitioners continue to support students across three college campuses, providing on-site support one day per week at each location. Two additional outreach locations have been identified to support the expansion of Flexible Education programs, including Muliyan Outreach and Waruga Yardhura. Planning is currently underway with Infrastructure Canberra to establish appropriate tenancy arrangements. The ACT Emergency Services Agency has committed to delivering a targeted program for First Nations students in semester 1, 2027, creating additional opportunities for engagement and career exploration. As part of the Student-Centred Improvement Framework, the First Nations Reference Group for Culturally Responsive Leadership has developed a Culturally Responsive Leadership Framework. A Leadership Steering Group, including two Aboriginal and Torres Strait Islander school leaders, has been established to guide a system-wide approach to leadership and to consider the implementation of the framework across the ACT public education system.

Government response to Aboriginal and Torres Strait Islander Elected Body Hearing Report

Table 44: Government response to Aboriginal and Torres Strait Islander Elected Body Hearing Report

Recommendation	Government Response	Status Update
Recommendation 36 - Embed Community Oversight in Suspension, Exclusion and Attendance Interventions Establish an Aboriginal and Torres Strait Islander-led Children and Families Advisory Council, or equivalent, with shared decision-making authority to review education policy, provide cultural oversight of exclusion and attendance practices and monitor system performance across the lifecycle of a child. Develop and implement a community-governed model for review of suspensions, exclusions and mutually agreed leave, with data transparency, independent advocacy support and cultural consultation in decision making. Remove punitive pathways by embedding healing-aware,	**Agreed in principle** The ACT Government Agrees in Principle with the Elected Body's Recommendation. Agreement to this Recommendation is dependent on the establishment of a community governed oversight model in response to the Jumbunna Report to prioritise community-led responses to incidents including suspension and issues with attendance. The ACT Government notes this Recommendation is being considered alongside recommendation 4.1-4.3 within the Jumbunna Report which prioritise community led responses to student incidents including suspension and issues with attendance. This work will commence in 2026. The Education Directorate is working to embed a focus on culturally responsive leadership and outcomes for Aboriginal and Torres Strait Islander students. This work is being progressed through the Student-Centred Improvement Framework, which incorporates cultural responsiveness as a concept and asks leaders to reflect on outcomes specifically for Aboriginal and Torres Strait Islander students, through a self-evaluation process.	**Not yet commenced** Work is scheduled to commence in the second half of 2026 following the establishment of the Aboriginal and Torres Strait Islander Education Branch. This will enable a coordinated approach to considering review options and mechanisms relating to attendance, suspensions, exclusions and mutually agreed leave. A key component of the Aboriginal and Torres Strait Islander Education Branch's work will be to further progress a Voice to Education mechanism, which directly relates to creating a body with shared decision-making over education policy, as well as a community-governed model for reviews. In 2024, the directorate contracted Curijo to conduct a co-design process to provide options for an ACT Voice to Education mechanism. This mechanism will provide advice and recommendations to local government relating to Aboriginal and Torres Strait Islander education issues and provide input, as part of the National Aboriginal and Torres Strait Islander Education Corporation at Education Minister Meetings. A final report of the consultations and resulting options for this mechanism was delivered to the directorate in June 2025. In January 2026, a Voice to Education Reference Group (the Reference Group) was established to present Curijo's proposed options to the ACT community and seek feedback on the preferred model for

culturally safe re-engagement plans for every Aboriginal and Torres Strait Islander student at risk of early departure from the education system, led in partnership with Aboriginal Community-Controlled Organisations.		the mechanism. Community engagement commenced in April 2026, and further implementation work is proceeding.
Recommendation 37 - Building a System of Care, Not Criminalisation, for Aboriginal and Torres Strait Islander Children Mandate cultural safety training and accreditation for all school leaders and educators across the public school system. Establish school-based restorative response teams, in partnership with Aboriginal and Torres Strait Islander wellbeing experts, to de-escalate conflict and provide trauma-informed interventions. Exclude police involvement in non-criminal behavioural incidents involving Aboriginal and Torres Strait Islander	**Agreed in principle** The ACT Government acknowledges the Elected Body's recommendation and is committed to building a system of care, not criminalisation for Aboriginal students. There is work underway to address this recommendation. Engagement and Wellbeing Support Services explore and respond to the needs of young people to reduce recidivism. Trauma informed and trauma responsive frameworks are used for supporting needs of all students. The Education Directorate works alongside HCSD ACT Policing and Justice and Community Safety Directorate (JACS) to provide a holistic response that addresses risk factors identified for a student that may lead to offending behaviours. Engagement with learning is one of the key protective factors and through referral, flexible education pathways are available to students and young people who are unable to attend their home school due to personal factors. A review of flexible education offerings is currently underway. The recommendations from this review will enable future planning based on need, involvement of ACCOs and capacity building of schools across sectors on supporting students at risk of disengagement.	**In progress** EDU continues to work with key stakeholders (ACT Policing, the Justice and Community Safety Directorate) to mobilise supports for students to reduce rates of recidivism. Trauma-informed and trauma responsive decision making is at the forefront when working with students and their families. The review of select Flexible Education offerings (Muliyan Outreach and Waruga Yardhura) was completed by Deloitte in May 2026. The recommendations proposed are being considered as part of a larger feasibility work to expand flexible education offerings across sites. Two community venues have been identified for the Flexible Education offerings, which would allow students to be in a trauma-informed setting that is predictable, culturally safe and therapeutically aligned with the needs of the students. Transportation supports have been considered as part of this offering. Aboriginal and Torres Strait Islander students in Out of Home Care (OoHC) are supported through a dedicated position to facilitate strong collaboration between schools, the Children, Youth and Families (CYF) unit in HCSD, and OoHC providers. This position works to remove educational disadvantage through case coordination and

students, including all children under 14 years old.

Implement a mandatory, co-designed protocol to eliminate police callouts for minor incidents in residential care, education and healthcare settings.

Minimum Age of Criminal Responsibility (MACR)

On 1 July 2025, the ACT raised the MACR from 12 to 14 years of age. The MACR reforms aim to divert children and young people who engage in harmful behaviour away from the criminal justice system and provide them with therapeutic supports to address the underlying causes of their conduct.

Prior to raising of the MACR, ACT Policing members undertook a combined total of around 2,500 hours attending MACR related training to support the operationalisation of the reforms and ensure the intent of the MACR reforms could be realised as soon as possible.

From 1 July 2025 – 31 December 2025, there were no Aboriginal and/or Torres Strait Islander children aged under 14 apprehended by Police.

Number of unique Aboriginal and/or Torres Strait Islander offenders apprehended aged between 12 and 13:[4]

2020–21: 12

2021–22: 9

2022–23: 12

2023–24: 14

2024–25: 5

2025–26: 0[5]

The ACT Government acknowledges that the Jumbunna Report recommended that for incidents involving Aboriginal and Torres Strait Islander students, Aboriginal referral to additional supports.
In addition, the CYF/Education Directorate Liaison Officer acts as a vital link between directorates to enhance collaboration between agencies and ensure the timely exchange of information to support child safety. This position works closely with the First Nations Family Response and Engagement team at CYF to ensure culturally safe and responsive practices for students presenting with child protection concerns.

[4] *Source: PROMIS as at 14 January 2026*.

[5] 1 July 2025 to 31 December 2025.

	and Torres Strait Islander community representatives should be preferred as first responders rather than police. ACT Policing will continue working with the Aboriginal and Torres Strait Islander community, as well as ACT Education and Heath and Community Services Directorates on these matters; however, remains committed to its role to foster peace and public safety across the ACT by responding to calls for assistance where there is a risk to public safety, regardless of the apparent age or background of those involved. In this context, ACT Policing notes the vital importance of continued efforts to build positive relationships between police and Aboriginal and Torres Strait Islander young people through engagements that build trust and confidence, including through provision of safety-themed education programs and resources.	
Recommendation 45 - Expand Access to Cultural Learning through Individualised Equity Funding Revise the Cultural Integrity Funding model in ACT schools to provide flexible, student-level support, including opportunities for on-Country learning, healing camps and culturally guided tutoring with Traditional Custodians and Elders.	**Agreed in principle** The ACT Government will consider options in relation to revised cultural integrity funding, following completion of the ACT Public School System Resourcing Review and the development of a government response. The response is due to be tabled in the Legislative Assembly in May 2026. Education has also revised the Cultural Integrity Funding guidelines for schools. The core changes to the guidelines included adding explicit guidance on culturally appropriate use of the funding in school settings, as well as a list of recommended businesses and services for schools to engage.	**In progress** The directorate will introduce a new loading in the 2027 school budgets (distributed through the Student Resource Allocation) for Aboriginal and Torres Strait Islander students, in addition to the current Cultural Integrity Allocation. An additional $7 million will be allocated on a per student basis to support Aboriginal and Torres Strait Islander students across the system. The use of these additional funds will need to be agreed between each school, the Education Support Office and community representative bodies. The Education Directorate has been reviewing the Cultural Integrity School Resource Allocation (CISRA) model to investigate how this funding can better meet the needs of

Enable families and Aboriginal Community-Controlled Organisations to design and oversee individualised cultural learning plans, ensuring funding directly supports community-determined priorities and strengthens cultural connection and wellbeing.		Aboriginal and Torres Strait Islander students in ACT public schools. The review of the CISRA funding model will promote greater strategic alignment with the ACT Agreement and the National Agreement. It contains strong consideration for how to progress further opportunities for collaboration with ACCOs. In the interim of any formal changes being made to the CISRA funding model, the directorate has updated and circulated the Cultural Integrity Funding Guidelines to all ACT public schools.
Recommendation 51 - Redefine Success and Accountability in Education with Community Leadership Expand and redesign the existing School Leaver Survey to include culturally relevant, strengths-based success measures, including cultural identity, connection, wellbeing and non-linear transitions across systems. Embed these new metrics of success into school performance frameworks, educator performance development and school governance structures, holding systems accountable for what	**Agreed in principle** The ACT Government is considering the cost/benefit in continuing the current Post School Destination survey due to low response rates (in general), and in particular for equity groups including Aboriginal and Torres Strait Islander students and students with disability. The ACT Government notes there are currently no culturally defined wellbeing and engagement indicators, no equality targets, and no community led measurement frameworks however will work alongside community leadership to identify how the existing metrics below measure success and accountability aligned to what matters to community, including identification of any gaps. The ACT Government will explore opportunities to leverage national data linkage assets (i.e. that link ACT and Commonwealth administrative data at the person-level), with the intent to gain a much richer understanding of the post-school pathways pursued and attained by ACT students. This will also be pursued through ACT whole-of-government data projects aligning with Recommendation	**In progress** The Post School Destination survey was discontinued in 2026 and will be replaced with a survey of study and employment intentions for students in year 12. This will be facilitated through the School Satisfaction and Climate Survey (SSCS) and retains the option to contact students in the years following year 12. The new survey will cover students in public schools only. Non-government schools have been notified of the conclusion of the survey. Data on year 12 completion for Aboriginal and Torres Strait Islander students will not be impacted by this decision. Facilitating the collection of this information through SSCS will enable study and employment intentions to be analysed early, and in relation to other SSCS variables, such as wellbeing, school engagement, disability and Aboriginal and Torres Strait Islander status. The SCIF incorporates cultural responsiveness and requires school leaders to reflect on outcomes for different student cohorts as part of the self-evaluation process. In 2025, the self-evaluation survey included

matters to community, not just test scores.

29. The scope of any research projects will be shaped by the needs of the Aboriginal and Torres Strait Islander community.

Under the Better Fairer Schools Agreements (BFSA), all governments have committed to an Improvement Measure that, 'by 2030, increase the proportion of students with Year 12 (or equivalent) certification by 7.5 percentage points, compared with 2022 results, nationally (for all students)' This includes annually reporting on the number of Aboriginal and Torres Strait Islander students with a Year 12 (or equivalent) certification, where statistically possible.

The ACT Government has a target of 90 per cent of Aboriginal and Torres Strait Islander students in public schools receiving an ACT Senior Secondary Certificate (Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (f)). In 2024–25 the proportion of students was 71 per cent.

Under the BFSA, all governments will also work to develop a sub-measure that captures the alternative pathways available to young people (including Vocational Education and Training (VET), traineeships and apprenticeships, at the Australian Qualifications Framework (AQF) Certificate III and above level). This is in recognition of the multiple (non-Year 12 certificate) pathways students may pursue and would provide a more comprehensive understanding of student post-school pathways.

The Student-Centred Improvement Framework (SCIF) incorporates cultural responsiveness as a concept and SCIF self-evaluation processes ask leaders to reflect on outcomes for different demographic groups.

broad prompts relating to equity groups; however, these were not sufficiently explicit to support focused evaluation of outcomes for Aboriginal and Torres Strait Islander students.

To address this, enhancements are being made to the 2026 SCIF self-evaluation tool to include more explicit prompts and guided inquiry relating to Aboriginal and Torres Strait Islander student outcomes. These changes are intended to strengthen schools' consideration of cultural responsiveness and improve the quality of self-evaluation in this area.

Further refinements are also being progressed to align with the Inclusion Self-Reflection expectations for the 2026 self-evaluation process, with final details to be confirmed through consultation with the responsible team.

Recommendation 52 - Embed Truth-Telling in School Curriculum and Pedagogy

Integrate locally co-designed truth-telling content on Ngunnawal history, culture and the broader national story of Aboriginal and Torres Strait Islander people into all ACT public school curricula from preschool to Year 12. Ensure pedagogy is strengths-based, community-determined and culturally safe.

Agreed in principle

The ACT Government is fully committed to embedding truth-telling in teaching and learning and this work is ongoing. P-12 curriculum is implemented within the context of a school, and K-10 schools are supported to implement the Teaching with Cultural Integrity domain of the ACT Public School Cultural Integrity Framework. To this end, teachers are supported to embed the Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum Priority across all subject areas and year levels. Fundamental to this is the exploration of the elements of Country/Place, Culture, and People.

ACT schools have access to the Birrigai Outdoor School where the Cross-Curriculum Priority is embedded through a range of programs, the most recent being the 'truth-telling' First Nations Program. This Program guides students to safely engage with some difficult content with the aim to have them motivated and informed to take the next step in their journey of reconciliation.

Schools implement pedagogical approaches that are culturally safe and relevant. The Learning and Teaching Policy is being implemented across schools from 2026, supported by a Practice Guide that outlines effective pedagogy for ACT schools.

This Practice Guide will be updated to explicitly communicate that the recommended pedagogical approaches are culturally responsive pedagogies. Supporting the implementation is guidance for coaching in classrooms.

In progress

The directorate delivers truth-telling through the delivery of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority and the Teaching with Cultural Integrity domain of the ACT Public School Cultural Integrity Framework. Critical to this is a suite of professional learning offerings that build teacher capability in cultural integrity, Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.

During 2025-26, opportunities included:

- New Educator Induction workshops delivered to 162 new educators across July 2025 and January 2026
- two Grant Sarra professional learning workshops, including sessions for 30 new educators and 24 executive staff
- AIATSIS Core training, with 50 licences purchased and allocated (30 teaching staff and 20 Education Support Office staff), resulting in a waiting list
- Four book clubs attended by 53 participants
- Three On Country walks delivered across Mulligans Flat, Red Hill and Jerrabomberra Wetlands, with 54 staff participating.
- Two tailored professional learning workshops for allied health staff, attended by 128 participants.
- The Aboriginal and Torres Strait Islander Education Symposium held on 7 August 2025, attended by 161 ACT public school staff.

Professional learning supported educators to apply Aboriginal and Torres Strait Islander perspectives through

inquiry units, science, technology, engineering and mathematics (STEM) learning, integrated planning approaches, truth-telling, language inclusion and culturally responsive teaching strategies.

Feedback indicated that these learning opportunities strengthened cultural understanding, increased confidence in engaging with community, and supported more meaningful and non-tokenistic approaches to curriculum implementation. Collectively, participants reported increased confidence and capability to embed Aboriginal and Torres Strait Islander histories, cultures, languages and perspectives in teaching and learning programs, improved awareness of the Cultural Integrity Framework, and greater capability to locate and use quality resources.

Birrigai Outdoor School continued to deliver on Country learning opportunities, including the Truth-Telling Program, which supports students to learn about Aboriginal and Torres Strait Islander histories, the impacts of colonisation and reconciliation.

The directorate continued to work with Ngunnawal community members and the Winanggaay Ngunnawal Language Corporation to support the sharing and revitalisation of Ngunnawal language and culture.

Disability Inclusion Act 2024 Reporting

The *Disability Inclusion Act 2024* provides reporting entities with a legislated framework to address barriers to, and promote the inclusion of, people with disability in the ACT.

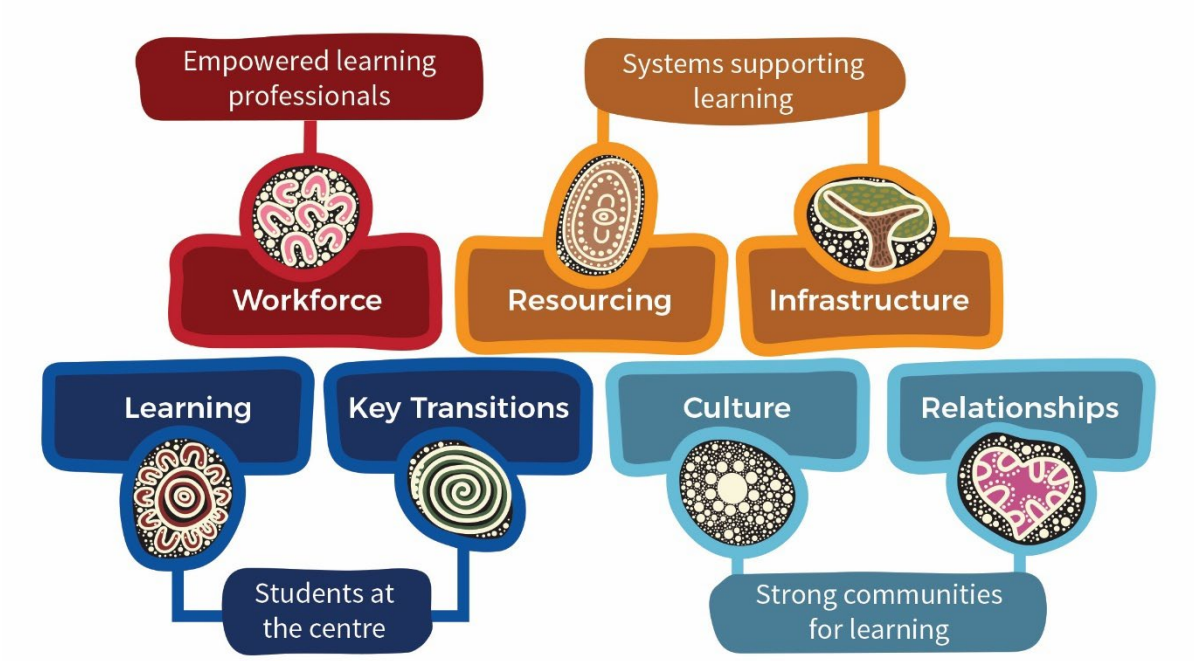
Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024–2034

The ACT Education Directorate continued implementation of the Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024–2034 (the Strategy) through delivery of the First Action Plan 2024–2026 (the action plan).

The Strategy provides a vision where every child and young person is welcomed, valued, has a sense of belonging and can access quality education designed to meet their needs at their local school. This vision is underpinned by the principles of the right to education, a whole of system commitment, and continuous improvement.

The action plan outlines tangible actions which intend to strengthen inclusive practices across the ACT public school system. In the reporting period, work continued to deliver key actions across the Strategy's 7 focus areas.

A substantial proportion of the actions in the action plan are complete or transitioning to business-as-usual delivery. Of the 37 actions, 22 have been completed and 15 are in progress.



Pictured: The Inclusive Education Strategy's 7 focus areas are culture, relationships, learning, key transitions, workforce, resourcing and infrastructure.

Professional learning, developed in partnership with Macquarie University, continued to be available to staff in ACT public schools. The professional learning package provides evidence-based introductory modules across key areas including neurodiversity, sensory processing, Deaf and hard of hearing learners, complex communication needs, and behaviour support.

Universal Design for Learning remained a key focus, with ongoing professional learning and coaching provided to support schools to proactively meet the needs of all learners. The Everyone, Everyday program continued to support inclusive school cultures across P–12 settings through curriculum-aligned resources and professional learning, supporting teachers to explicitly teach social awareness and social management skills and promote classroom environments that value diversity.

Ongoing work to implement the Student-Centred Improvement Framework supported schools to strengthen evaluative practices, including the use of data to monitor and respond to the needs of students with disability. Phase 1 of the Inclusion Self-Reflection Tool pilot commenced to support consistent, system-wide approaches to inclusive school improvement.



Pictured L-R: Eleanor Robinson (Inclusion Officer), Gareth Richards (Principal, Namadgi School) and Carrie Webster (Inclusion Officer) working to implement the Inclusion Self-Reflection Tool.

Inclusion Coaches, supported by a Senior Inclusion Coach and an Inclusion Transition and Careers Coach, continued to provide in-school coaching and support to staff across the Tuggeranong network.

This included development and sharing of evidence-based resources to support inclusive practice across all ACT public schools. Consultation and engagement were undertaken as part of the Allied Health Review, involving internal and external stakeholders to inform future improvements to the service delivery model.

In 2025, the 4 specialist schools commenced their partnership projects to provide students with greater opportunity for inclusion and to share teaching expertise between staff from specialist schools and staff from local schools. The Education Support Office continued to work with specialist schools and project leads to support planning, implementation, and evaluation activities.

Professional networks continued to support collaboration and knowledge sharing across the system, including the Learning Support Assistant Network, Physically Included Network, Supporting Students with Disability Network, and Disability Education Coordination Officer Network. These networks were supported through regular meetings and targeted professional learning opportunities.

The Inclusive Education Student Voice Forum continued to provide an opportunity for children and young people with disability to inform the development of inclusion reforms, including decision relating to school infrastructure and learning environments. A series of engagement opportunities, including online activities and an in-person forum on International Day of People with Disability, enabled students to share their perspectives and experiences directly with educators and system leaders.

The directorate also progressed changes to process and practices, in preparation for a new Adjustments-Based Resourcing Model, to be implemented from 2027, to improve alignment between school resourcing and the needs of students with disability.

The Inclusion Principal Advisory Group continued during the reporting period, meeting twice a term. This forum provides an opportunity for public school principal representatives to be consulted and contribute to the development and enactment of the Strategy. During the reporting period this has included specific areas including policy and implementation approaches including the development and pilot of the Inclusion Self Reflection Tool.

More information on the Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024–2034 and the First Action Plan (2024–2026) is available at www.act.gov.au/open/inclusive-education-strategy.

Disability Inclusion Action Plan

The directorate commenced a collaborative engagement program with staff across its workforce to inform a revised Disability Inclusion Action Plan, which will guide meaningful action to strengthen workplace inclusion for employees with disability. The Disability Inclusion Action Plan was drafted to align with the principles of the *Disability Inclusion Act 2024* and will be implemented in the 2026–27 reporting period.

Multiculturalism Act 2023 Reporting

The *Multiculturalism Act 2023* was introduced in 2023 and commits the ACT Government to a whole-of-government approach to reporting. It includes reporting on the Charter for Multiculturalism to ensure the ACT continues to grow as an inclusive jurisdiction which values and promotes cultural and linguistic diversity.

Table 45: Education Directorate actions 2025–26

Part 4 Section 15			Action Status
Requirements under the *Multiculturalism Act 2023*	**Initiative/Project**	**Status**	**2025–26 Actions Summary**
Promotes multiculturalism	Education Directorate Policy Framework	**Underway**	The Directorate remains committed to promoting multiculturalism and preventing discrimination across its policy suite. The directorate has taken deliberate action to build a policy environment that is inclusive, transparent, and responsive to the needs of all students, families, and staff, such as by making policies easier to use and understand by: – streamlining content and improving structure – using clearer, simpler language to enhance accessibility for all stakeholders, including culturally and linguistically diverse (CALD) families – improving accessibility and inclusion using inclusive design principles. A policy review and triaging process under the policy framework helps embed inclusive practices and multicultural perspectives in policy development. This includes reviewing

		existing policies in a way that advances equity, student agency, accessibility and inclusion, and prevents assumptions, bias, barriers and marginalisation. The directorate's policy development processes have been enhanced to reflect the ACT's diverse community and uphold equity and cultural safety. For example, the Child Safe Standards are embedded in the Policy Framework to ensure that child safety, agency and wellbeing are prioritised and protected in policy. The directorate continues to expand its use of co-design processes and strengthened awareness of unconscious bias, particularly through multicultural engagement channels. These initiatives ensure that policies are informed by the lived experiences of diverse communities.
Recruitment policies and guidance	**Underway**	The directorate is committed to cultivating a culturally diverse workforce and an inclusive workplace. Recruitment processes and advertising strategies are guided by policies that uphold equity and inclusion for all individuals, regardless of cultural background. As part of this commitment, the directorate actively positions itself as a culturally safe and inclusive employer of choice for teachers in the ACT. This is reflected in the use of inclusive language and imagery across recruitment materials, as well as in targeted initiatives. Through staff profiles, media interviews and social media engagement, the initiative highlights the diverse experiences and backgrounds of the ACT public school and directorate workforce. Recruitment initiatives also incorporate anecdotal content to encourage teachers from culturally diverse backgrounds to consider employment with the directorate. These efforts aim to attract a broad and representative pool of candidates, visibly promoting multiculturalism throughout the recruitment process. The directorate welcomes diversity and encourages applications from Aboriginal and Torres Strait Islander peoples, people with disability, LGBTQIA+ individuals and all diversity groups.

Takes into account the charter for multiculturalism in exercising functions	Diversity of representation on boards and committees	**Underway**	The directorate requires all ACT public school boards to operate in line with the *Discrimination Act 1991*, as outlined in the School Board Handbook. Board members are reminded of their responsibility to make non-discriminatory decisions that promote equity, inclusion and opportunity for all members of the school community. To strengthen cultural representation and inclusivity in school governance, the directorate uses the ACT Diversity Register, managed by the Office for Women and has established strategic partnerships with the Community Services Directorate, including the ACT Office for Aboriginal and Torres Strait Islander Affairs, and the Office of Multicultural Affairs. These collaborations, alongside the directorate's internal Aboriginal and Torres Strait Islander Education and Diversity and Inclusion teams, support a targeted engagement campaign aimed at increasing the cultural diversity of school board membership. The directorate encourages balanced board membership that reflects the school community. All appointments are made to strengthen diversity and ensure inclusive, culturally responsive decision-making.
	Education Directorate Executive Governance Committee	**Underway**	The directorate's peak executive governance body, the Executive Governance Committee (EGC), commits to embedding cultural integrity in all EGC meetings and recognises the value and importance of the ACT Aboriginal and Torres Strait Islander Agreement and National Agreement on Closing the Gap. The EGC oversees the directorate's program of works to meet commitments under these agreements and ensure Aboriginal and Torres Strait Islander student outcomes are at the centre of system planning. During the reporting period, a senior indigenous leadership role was established to lead a new Aboriginal and Torres Strait Islander Education Branch and embed indigenous perspectives in decision-making, governance, accountability, and leadership. This role entails membership on the EGC to ensure a senior First Nations voice is at the point where consequences and priorities are determined for the education system. The EGC values diverse perspectives and experiences and the contributions of the Student Voice Working Group and the directorate's staff inclusion networks: First Nations, Winyu Staff Network, Disability Advocacy, Pride, and Culturally and Linguistically Diverse.

Develops, applies, and reviews policies, programs and services in a way that promotes multiculturalism	Education Directorate Infrastructure Specifications	**Underway**	The Education Directorate Infrastructure Specifications inform and promote the delivery of multicultural initiatives in new schools and major infrastructure upgrades, such as incorporating dedicated prayer rooms into new school designs.
	Compliance	**Underway**	The directorate supports positive compliance outcomes that promote and protect multiculturalism. This includes monitoring schools' compliance activities to ensure that staff facilitate effective communication with culturally and linguistically diverse families through the appropriate use of the Translating and Interpreting Service (TIS National) when required. The directorate requires that all students with Beginning English Language proficiency, as defined by the Australian Curriculum and Reporting Authority (ACARA) – English as an Additional Language/Dialect (EAL/D) Learning Progression, have access to the Introductory English Centre. Inclusive communication is promoted by requiring directorate staff to report EAL/D learners' English language proficiency to parents of students in the beginning, emerging and developing phases. This is achieved using the ACT EAL/D Student Observation Guides, which align with the ACARA EAL/D Learning Progression. Additionally, EAL/D Student Resource Allocation and international fee-paying students' annual tuition fees are used exclusively to provide English language support for EAL/D learners in the beginning, emerging and developing phases. The directorate also monitors that this support is delivered by EAL/D teachers with postgraduate qualifications in Teaching English to Speakers of Other Languages and/or specialised training, experience and expertise.
	Promoting multiculturalism	**Underway**	The directorate remains committed to fostering an inclusive and culturally diverse workplace. In the reporting period, the directorate continued its support for the CALD Staff Network by actively promoting days of significance, including Harmony Day.

Consults with the council and the ACT community about how to promote multiculturalism	Encouraging public communication in languages other than English	**Underway**	In 2025, the directorate undertook community consultation to explore the need and interest of ACT public school students to access Punjabi and Hindi language education. The YourSay Conversations consultation was open from 24 July to 7 September 2025. The directorate received more than 1,800 contributions from community members, including current and previous students, parents and carers, directorate employees, community language teachers, community organisations and members of the greater ACT community. The consultation highlighted strong community interest for Punjabi and Hindi language education for ACT public school students. Key findings from the consultation are available in the Listening Report.
Works with the council, other administrative units, and territory agencies to promote multiculturalism	Walks on Country	**Underway**	The directorate collaborates with Aboriginal and Torres Strait Islander community members to conduct Walks on Country for new public schools and major modernisation programs occurring on Ngunnawal land. In 2025, a Walk on Country occurred for the new Whitlam School site, alongside engagement with Aboriginal and Torres Strait Islander community members and representatives on key design elements for the school.
	Diversity action plans	**Underway**	The directorate actively collaborates with the Multicultural Council and other ACT Government directorates to promote multiculturalism through a strong focus on cultural integrity and inclusive practices. This commitment is embedded in all staff and new educator induction programs, where the promotion of diversity is a key priority. Promotion of staff networks is integrated into all induction programs and communications around days of significance. Additionally, a 'day of significance' calendar, developed in collaboration with all diversity staff networks, supports coordinated recognition efforts across the directorate.
Provides effective and equitable access to information, programs, and services to the ACT Community	Accessible provision of translating and interpreting services	**Underway**	The directorate acknowledges the diverse needs of families and students with culturally and linguistically diverse (CALD) backgrounds. In all communication and engagement activities the diversity of the ACT community is considered. Communication products are tailored to ensure language is simple and has a readability level that is accessible by community.

Where possible, key information and fact sheets are developed as easy-read documents to support more accurate translation when online translation tools are used. At the school level, staff engage with families to support access to translating and interpreting services and translation support when required.

The Future of Education Equity Fund (FOEEF) offers financial assistance to any eligible low-income families with children enrolled from preschool through to year 12 who are experiencing financial hardship and meet the eligibility requirements.

The FOEEF is promoted by government, non-government schools and community organisations, including at quarterly meetings with the Migrant and Refugee Settlement Services. The FOEEF has been given access to TIS National by the EAL/D team for families from CALD backgrounds with students in government schools.

Period Products and Facilities (Access) Act 2023 Reporting

The introduction of the *Period Product and Facilities (Access) Act 2023* (the Act) made the ACT the first jurisdiction in Australia to introduce legislation that requires the government to provide free menstrual products at designated and accessible places, including schools, tertiary education and TAFE providers, hospitals and community centres.

In 2024, the directorate commenced the roll out of free period products to ACT public schools. Phase 2 of the program commenced in 2025, to trial use of period product dispensers, with a view to ensuring all schools comply with the Act. In August 2025, the Period Products Pilot (the pilot) was launched by the Minister for Education and Early Childhood, the Minister for Women, and the Minister for Disability, Carers and Community Services.



Pictured: Period product dispenser at an ACT public school.

The directorate provides age- and stage-appropriate period products in all ACT public schools, including tampons and sanitary pads in high schools and colleges, and sanitary pads in primary schools. Signage is provided in ACT public schools to inform students about where they can access free period products.

The pilot was implemented in 31 ACT public schools during terms 3 and 4 2025 to provide access to free period products with privacy and dignity. Period products also continued to be made available at all ACT public school front offices. The trial of period product dispensers supported access with greater privacy and dignity.

An evaluation confirmed the trial was successful. Participating schools included primary schools, P–10 schools, high schools, and colleges. The pilot:

- provided individually wrapped products throughout schools, including in dispensers installed in bathrooms
- provided age-appropriate access to products
- developed and delivered educational materials
- conducted initial surveys and a feedback survey to assess uptake
- engaged media and community through official launch and communications.

Survey feedback from over 900 students confirmed strong support for the program, with most respondents reporting easier access to products and greater comfort discussing menstrual health. Outcomes included perceived improvement in student wellbeing, reduced absenteeism, and enhanced dignity in school environments.

Following the success of the trial of period product dispensers, the directorate will roll out dispensers in the remaining ACT public schools in semester 2, 2026. The directorate provides information on where and how to access period products through the Access Arrangements listed on https://www.act.gov.au/community/women/free-period-products.

Work Health and Safety

The directorate maintains a strong commitment to fostering safe and healthy workplaces, as set out in its Work Health Safety and Wellbeing Policy. This commitment is supported by the directorate's Work Health and Safety Management Plan, which guides ongoing enhancements to safe work practices, and compliance with the *Work Health and Safety Act 2011* (the WHS Act) and continuous system wide improvement.

In the reporting period, the directorate focused on:

- completion of the Tier 1 Work Health and Safety (WHS) Audit Corrective Action Plan (CAP), including:
  - improvement of the directorate's WHS Management System
  - revision of WHS key performance indicators to support issue identification and continuous improvement
  - establishment of a directorate WHS Annual Action Plan incorporating actions from the directorate's Safety and Wellbeing Strategy and Tier 1 WHS Audit CAP recommendations
  - implementation of a Tier 3 WHS audit program to support assurance
  - strengthening processes to support implementation of legislative amendments and changes to Codes of Practice.
- consultation with the WHS Consultative Committee to strengthen workforce engagement and collaboration on safety matters
- review of WHS and Early Intervention and Wellbeing teams' service offering
- provision of post-incident counselling and wellbeing support to staff through the Employee Assistance Program including targeted support following critical incidents
- training and engagement of 133 Health and Safety Representatives (HSRs) across the system
- development of procedures, training, and resources
- improvement of WHS practices across the organisation through the provision of expert advice and support to staff.

The directorate delivers WHS support to all ACT public schools and the Education Support Office through a combination of proactive, responsive and assurance services. This includes addressing workplace incidents, responding to requests from schools and connecting schools with relevant directorate services where required.

Supporting the physical and psychological safety of staff is fundamental to achieving of high-quality educational outcomes. Key supports provided to staff in the reporting period:

- Facilitating wellbeing services proactively and in response to incidents, including promotion of and referral to the Before Blue early intervention mental health coaching

program and arranging onsite or phone standby Employment Assistance Program support following critical incidents and traumatic events.

- Strengthening staff wellbeing and school support through the development of training, policies and procedures that promote safe practices in all workplaces.
- Supporting staff to prevent and effectively respond to occupational violence incidents through monitoring and analysing data to inform continuous improvement.
- Promoting a positive reporting culture across all schools through awareness campaigns, targeted risk management support and training.
- Providing timely incident insights through developing and refining data analysis tools and reporting platforms.
- Delivering the annual influenza vaccination program to staff across 98 directorate sites, including the Education Support Office.

Psychosocial safety and risks

Psychosocial safety presents the most significant WHS risk across ACT public schools. Occupational violence was the single largest contributing factor to psychosocial health and safety in 2025–26, with incidents having a direct and cumulative impact on staff.

In 2025–26, there were 9,262 distinct work incident reports submitted via the whole-of-government work incident reporting system in relation to occupational violence[6], while an additional 1,359 reports detailed impacts to staff wellbeing as a direct result of student or parent behaviour[7]. This is in comparison to 9,644 work incident reports in relation to occupational violence, and 939 reports detailing impacts to staff wellbeing as a direct result of student or parent behaviour in 2024–25.

Measures to mitigate the risk of impacts on staff psychosocial health and safety include participation in a psychosocial risk assessment pilot across 10 directorate sites in partnership with the Chief Minister, Treasury and Economic Development Directorate (CMTEDD) and a third-party provider. The pilot was designed to uplift staff capability to identify and control psychosocial risks, using preventative practices aligned with contemporary WHS standards.

In 2025, the directorate published the Managing Psychosocial Health and Safety Procedure and Workplace Wellbeing Guide to ensure implementation of systems to prevent and manage staff exposure to psychosocial hazards arising from their work.

[6] Direct physical or psychological impact due to student/parent behaviour classified as occupational violence based on the Education Directorate's accepted definition: "any action, incident or behaviour that departs from reasonable conduct in which a person is assaulted, threatened, harmed, injured in the course of, or as a direct result of their work.

[7] Incidents impacting staff wellbeing due to student/parent/other behaviour refer to cases where no specific occupational violence 'incident' has occurred based on the above definition, however staff have experienced wellbeing impacts due to working with a student or parent/carer. Examples of this could include feeling stress preceding work due to the potential of an incident with a student occurring, supporting a student who has self-harmed, or anxiety due to seeing a parent in the community (where no interaction has taken place).

The Management of Occupational Violence Procedure, published in 2025, ensures the directorate implements systems to protect the work health and safety of its workers by preventing and managing exposure to occupational violence as a result of their work.

At 30 June 2026, 83.6% of directorate employees had completed the mandatory occupational violence online training module designed to assist staff to understand what constitutes occupational violence, the importance of reporting incidents, and strategies to manage the risk of occupational violence.

Resourcing and consultation arrangements

Table 46: Dedicated work health and safety resources

Position	Number of resources
Senior Director, Work Health, Safety and Early Intervention and Wellbeing (Senior Officer Grade A)	1
Director Work Health, Safety Early Intervention and Wellbeing (Senior Officer Grade B)	1
Assistant Director, Work Health and Safety Policy and Programs (Senior Officer Grade C)	1
Assistant Director, Work Health and Safety (Senior Officer Grade C)	1
Assistant Director, Early Intervention and Wellbeing (Senior Officer Grade C)	1
Assistant Director, Injury Management Business (Senior Officer Grade C)	2
Wellbeing Officer (Administrative Service Officer Class 6)	2
Work Health and Safety Adviser (Administrative Service Officer Class 5)	2
Incident Triaging Officer (Administrative Service Officer Class 5)	1

Source: Shared Services/ACT Education Directorate staffing data.

The Executive Governance Committee's WHS Subcommittee supports WHS performance, activity, and the effective consultation and communication of WHS matters. The WHS Consultative Committee (WHSCC) provides a forum to consult on WHS matters relevant across the directorate. For further information on the WHS Subcommittee, refer to page 32.

In 2025–26, the directorate had 133 Health and Safety Representatives (HSRs) across schools and the Education Support Office with 49 HSRs participating in initial or refresher training. The HSR network plays a critical role in informing the development of WHS guidance, policies and procedures through network meeting engagement and representation on the WHSCC. The directorate facilitated 4 HSR network meetings to support consultation, capability building, and information sharing.

Audit Activity

The Tier 3 WHS audit program began implementation in August 2025. The following 23 schools participated in a Tier 3 audit site visit by the directorate during 2025–26, including:

- Ainslie Primary School
- North Ainslie Primary School
- Gold Creek School
- Margaret Hendry School
- Red Hill Primary School
- Palmerston Primary School
- Aunty Agnes Shea High School
- Theodore Primary School
- Macquarie Primary School
- Calwell High School
- Belconnen High School
- Lake Ginninderra College
- Gungahlin College
- Lake Tuggeranong College
- Jervis Bay School
- Fadden Primary School
- Amaroo School
- Majura Primary School
- Charles Weston Primary School
- Latham Primary School
- Yarralumla Primary School
- Kingsford Smith School
- Shirley Smith High School

Incident reporting and notices under the *Work Health and Safety Act 2011*

Work incident reporting

During 2025–26, there were 13,110 incident reports lodged across the directorate using the whole-of-government work incident reporting system. In accordance with Part 3 Section 38 of the *Work Health and Safety Act 2011*, 120 incidents were notified to WorkSafe ACT.

WorkSafe ACT activity

During 2025–26, WorkSafe ACT issued 6 Improvement Notices to the directorate under the *Work Health and Safety Act 2011*. No prohibition notices were issued. The 6 Improvement Notices were in relation to matters at 4 schools and the Education Support Office:

- Education Support Office[8]
- Telopea Park School (2)
- Lanyon High School (1)
- Jervis Bay School (1)
- Gilmore Primary School (1)

[8] The Improvement Notice issued to the Education Support Office was appealed by the directorate and set aside by WorkSafe ACT on 13 July 2026.

The directorate engaged with WorkSafe ACT to address the issues identified and to close them within the agreed timeframes.

Performance against the ACTPS Work Health and Safety Strategy Targets

Table 47: Reduction of at least 10% in the incidence of serious workplace injury

WHS/Workers Compensation	2024–25 Target %	2024–25 Actual %	2025–26 Target[1] %	2025–26 Actual %
Education	10.1	10.6	10.67	13.83

Source: Work Safety Group, Office of Industrial Relations and Workforce Strategy, CMTEDD.

Note(s):

1. Subject to change to reflect 1 July 2025 machinery of government changes.

The result for the 2025–26 reporting period reflects ongoing challenges associated with both physical and psychological injury claims, including an increasing long-tail claim cohort. The directorate is actively working with CMTEDD Injury Management to implement strategies focused on claim duration, early intervention and injury prevention to improve performance against this measure over time.

Human Resources Management

Directorate Enterprise Agreements

In 2025–26, the directorate continued to implement and support the suite of ACT public sector enterprise agreements that underpin employment conditions for its workforce. The directorate has 6 enterprise agreements that cover a broad range of employee classifications:

- ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023–2026
- ACT Public Sector Administrative and Related Classifications Enterprise Agreement 2023–2026
- ACT Public Sector Infrastructure Services Enterprise Agreement 2023–2026
- ACT Public Sector Health Professionals Enterprise Agreement 2023–2026
- ACT Public Sector Technical and Other Professional Enterprise Agreement 2023–2026
- ACT Public Sector Support Services Enterprise Agreement 2023–2026

The directorate continued to deliver key outcomes from the ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023–2026, which represented a $201 million investment in improved pay and workload conditions to support the attraction and retention of high-quality educators.

The directorate undertook a comprehensive review of the Business Manager Classifications to ensure business managers are appropriately classified in accordance with the ACTPS Classification Schedules. The final report was delivered in October 2025.

Employees and unions were notified of the commencement of bargaining for the ACT Public Sector enterprise agreements in July 2025. The directorate, in conjunction with other directorates, continues to bargain in good faith to replace the agreements.

Teacher Shortage Taskforce

Launched in August 2022, the Teacher Shortage Taskforce Final Report outlined 20 recommendations to address the ongoing teacher shortage in the ACT. In previous reporting periods, the directorate worked to complete 14 recommendations (recommendations 1, 2, 3, 4, 5, 6, 8, 9, 12, 15, 16, 17, 18, and 19).

During 2025–26, the directorate made further progress to complete the remaining recommendations (recommendations 7, 10, 11, 13, 14 and 20) through:

- progression of a Memorandum of Understanding between the directorate and local early childhood and care (ECEC) providers to enable priority access and support partnership development
- commencing the implementation of the Tiered Supervision Matrix to respond to, and address the challenges of teacher shortages

- development of the Prevention and Management of Occupational Violence Procedure and the publishing of its resources on the directorate's website to support the teaching workforce.

The directorate continues to partner closely with the Australian Education Union to finalise the remaining recommendations, including through enterprise bargaining.

ACT Education Directorate Teacher Attraction and Retention Plan 2023–2028

The ACT Education Directorate Teacher Attraction and Retention Plan 2023–2028 provides projected teacher workforce requirements for the ACT public education system. As actual enrolments are confirmed, the directorate updates the required teacher full-time equivalent (FTE) for each calendar year.

Based on the February 2026 actual enrolment numbers, the directorate's revised teacher FTE target is 3,754 FTE. At 17 June 2026, the directorate's teaching workforce (classroom teachers and school leader Cs) was 3,921.1 FTE. This exceeds the revised target by 167.1 FTE and represents a decrease of 5.7 FTE since 18 June 2025.

The directorate acknowledges that not all schools have a full complement of FTE teaching staff and continues to actively prioritise recruitment and placement of teachers to fill all vacant positions in ACT public schools.

Table 48: Revised projected annual teaching workforce requirements 2022–2028[1]

	2022	2023	2024	2025	2026	2027	2028
Required teacher FTE[2] as stated in the Teacher Attraction and Retention Plan	3,841	3,915	3,973	4,011	4,050	4,082	4,107
Revised teacher FTE target based on February actual enrolments for each respective year	-	3,801	3,780	3,771	3,754	-	-
June actual teacher FTE	-	3,791.9	3,854.0	3,926.8	3,921.1	-	-
Progress at June against yearly target for actual February enrolment	-	(9.1)	74	155.8	167.1	-	-

Source: ACT Education Directorate.

Note(s):

1. Student enrolment projections are subject to fluctuations and are revised in line with ACT population projections.
2. From the Education Directorate Teacher Attraction and Retention Plan 2023–2028.

Permit to Teach

The Permit to Teach (PTT) Program is an employment-based pathway available for final year university students completing an Initial Teacher Education degree.

The PTT is available in 2 categories:

- *Restricted Permit to Teach (RPTT):* Allowing pre-service teachers to teach up to a 0.6 FTE load for a specified period in a specific school setting aligned with their study.
- *Permit to Teach (Unrestricted):* Allowing pre-service teachers who have completed their final practicum placement to teach without restrictions, up to a FTE load prior to graduation.

The directorate has PTT agreements with 7 universities:

- University of Canberra
- Australian Catholic University
- Charles Darwin University
- Charles Sturt University
- Queensland University of Technology
- Swinburne University
- University of New England

Pre-service Teacher Pathway Program

The Pre-service Teacher Pathway Program was launched in 2024 and has become a key employment pathway for pre-service teachers in the ACT public education system. Designed for final year education students, the program provides an invaluable opportunity for pre-service teachers to gain meaningful classroom experience, work alongside experienced educators, and build the skills and confidence needed for a successful teaching career. The program places strong emphasis on professional development, mentorship, and wellbeing. The program encompasses both RPTT and PTT and provides structured progression from study into the teaching workforce.

In the reporting period, the program successfully placed 77 pre-service teachers through the RPTT pathway. A further 33 candidates have progressed through the program under PTT following completion of their final practicum. Many participants are transitioning into permanent teaching roles, establishing this program as an essential pathway in the development of the teaching profession and shaping the future of education in Canberra.

School-Based Teacher Education Program (STEP)

In partnership with the University of Canberra and supported by Australian Government funding through the Commonwealth High Achieving Teachers program, the directorate commenced the School-Based Teacher Education Program (STEP) in 2025. This 3-year pilot program is the first employment-based teacher education program of its kind in the ACT.

The STEP provides a pathway for high achieving, tertiary trained, mid-career professionals to transition into teaching. The program addresses key barriers to career change by providing scholarship funding, paid employment in ACT public schools throughout their study, and a tailored postgraduate learning experience designed to build on participants existing professional expertise and capabilities.

As of term 1 2026, 18 participants from the inaugural 2025 program are currently employed as RPTT teachers. A further 39 participants commenced employment as Learning Support Assistants.

Scholarships and Career Pathways to Teaching Program

The directorate launched the Scholarships and Career Pathways to Teaching Program in March 2026 to support the attraction and development of future teachers in the ACT. The program aims to strengthen teacher workforce supply and support priority areas of need across ACT public schools.

In partnership with the University of Canberra and the Australian Catholic University, the program provides scholarships each year from 2026 to 2029 to help students complete an Initial Teacher Education degree. The scholarships are structured across multiple program streams that are designed to attract a range of cohorts, including career changers, directorate staff undertaking a pathway into teaching, and individuals pursuing priority specialisations.

Over 4 years, up to 30 scholarships will be offered annually, supporting both undergraduate and postgraduate Initial Teacher Education pathways. The program provides financial support of up to $50,000 for undergraduate, and up to $25,000 for postgraduate study, which includes an appointment allowance of up to $6,000 for graduates who take up temporary or permanent roles in ACT public schools after successfully completing their degree under the program.

Across participating universities, 18 scholarships were awarded to eligible participants in the reporting period. These investments contribute to the development of a future teacher workforce pipeline for ACT public schools.

Sustainable Workload Management Committee

The Sustainable Workload Management Committee (the committee) was established in accordance with recommendation 19 of the Teacher Shortage Taskforce Final Report and subclause P8.1 of the ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023–2026.

The committee is a joint consultative committee established by the directorate in partnership with the Australian Education Union, to identify and address system drivers of teacher and school leader workloads and provide recommendations for changes to the Executive Governance Committee.

The committee made progress in embedding sustainable workload practices across the directorate in the reporting period.

Digitisation of preschool incident reporting

A new digital preschool incident form was developed to provide a single platform for reporting preschool incidents. The committee identified that preschool staff were undertaking dual reporting, via a paper-based form to meet regulatory requirements in conjunction with entering information into the School Administration System for record-keeping. The committee established that this was contributing to administrative workload pressures in preschool settings.

School Workload Report

A new School Workload Report was launched in March 2026, providing individual schools with detailed reports on the prevalence of workload factors reported within the school. These tailored data insights, available via the workforce planning portal, support evidence-based, local decision-making. This initiative marked a significant advancement beyond system-level reporting by enabling school leadership teams to identify and address specific workload drivers within their own contexts, recognising the variation in workload experiences across schools and supporting more targeted and responsive workload management strategies.

Looking ahead, the Sustainable Workload Management Committee remains dedicated to identifying and addressing workload impacts, ensuring that teacher and school leader time is protected and prioritised for teaching and learning.

National Teacher Workforce Action Plan

The directorate collaborated inter-jurisdictionally to implement the National Teacher Workforce Action Plan (the Action Plan), bringing national focus to the teacher shortage and setting a clear path for addressing it across Australia.

Under action 12 of the Action Plan, the directorate partnered with the Australian Government to pilot 2 initiatives through the Workload Reduction Fund.

New Educator Support Program Pilot

The New Educator Support Program (NESP) Pilot seeks to address high workloads by providing increased support to new educators and their mentors in school settings. Due to high demand, the pilot was offered to 21 schools (exceeding the initial target of 20 schools) as part of the expansion of the existing program from 5 to 20 schools in the ACT.

Participating schools received funding of up to $10,000 to establish:

- a New Educator Coordinator role, providing additional release time and centralised supports to lead the school-wide implementation of mentoring, and build mentor capability
- dedicated New Educator space where new educators and mentors can collaborate, assess resources and strengthen professional practise.

To maximise the effectiveness of the pilot, the directorate established a centralised coordinator role to work closely with school-based New Educator Coordinators. The centralised coordinator provides targeted support to schools requiring additional assistance with mentoring and development, while also offering direct support to new educators where required.

The NESP Pilot incorporates a range of complementary initiatives designed to support mentor and new educator development. These include a new 3-year professional learning series that provides scaffolded professional development opportunities aligned to the needs of new educators. The professional learning series is accredited by the Teacher Quality Institute, supporting new educators to meet their annual teacher registration requirements while building professional capability and confidence.

Results from the 2025 NESP Pilot demonstrate positive impacts across pilot schools. The pilot established greater consistency in mentoring practises through the implementation of a shared framework and clear expectations. Mentors reported improved work-life balance and a stronger intention to continue their employment with the directorate. New Educator coordinators reported increased confidence and clarity in their role. Schools that established dedicated new educator spaces reported the strongest gains in new educator engagement, confidence, wellbeing and mentor confidence, highlighting the value of targeted support for new educators and their mentors.

Evidence-Informed Curriculum and Coaching Pilot

During the reporting period, the directorate developed the Evidence-Informed Curriculum and Coaching Pilot (the Pilot), which aims to reduce the workload of teachers and school leaders in ACT public schools by improving access to consistent, high quality and evidence-informed literacy and numeracy curriculum resources. These resources will be supported by targeted in-school coaching to enable effective and efficient use in classroom practice.

The Pilot brings together centrally provided, quality assured curriculum resources with externally procured, in-school coaching to support teachers and school leaders to embed shared approaches to literacy and numeracy teaching. By reducing the need for schools to independently design, source and validate curriculum materials, and by supporting efficient implementation through practical modelling and leadership coaching, the Pilot is intended to reduce planning burden, minimise duplication of effort, and strengthen consistency of practice across schools.

The Pilot will act as an enabler of Strong Foundations, which is establishing a system-wide, evidence informed approach to literacy and numeracy teaching and learning informed by the findings of the Literacy and Numeracy Education Expert Panel Inquiry. The Pilot will strengthen how centrally provided resources are adopted and embedded in schools, ensuring that the shift toward greater system consistency translates into genuine and measurable workload reduction, rather than additional implementation burden, for teachers and school leaders. Implementation work will begin in the 2026–27 reporting period.

Induction

The directorate provides a suite of induction programs to ensure all staff are aware of their obligations as ACTPS employees. Induction programs provide an overview of the directorate's strategic direction, key roles and responsibilities, and essential compliance information. Induction programs prioritise workplace health, safety and wellbeing, including equipping staff with the knowledge and skills to recognise, prevent and respond to occupational violence.

Tailored induction programs are delivered for specific cohorts such as new educators and school cleaning services, to provide relevant and targeted support.

New Educator Induction

To support their successful transition into teaching, new educators (in their first 3 years of professional practice) participate in a tailored induction program, that is delivered either prior to the commencement of the school year or during the mid-year stand down period.

During 2025–26, the New Educator Induction program was delivered to 2 discrete cohorts on 14–18 July 2025 and 19–23 January 2026, with a total of 162 new educators attending across both cohorts. Subject matter experts from across the directorate delivered sessions on topics including:

- professional expectations and obligations
- workplace health, safety and wellbeing
- equity and inclusion for students
- literacy and numeracy as part of the Strong Foundations
- student behaviour management
- resilience
- cultural integrity



Pictured: ACT public school staff at the New Educator Induction Week.

Training and development programs

During the reporting period, directorate staff completed 29,059 eLearning courses across 69 directorate-specific modules. In addition, 2,229 staff attended instructor-led training delivered across 49 courses, tailored specifically to the needs of directorate employees.

Staff also accessed whole-of-government face-to-face training opportunities, with 57 people participating across 10 courses. This training was provided at no cost to the directorate, supporting workforce capability development through collaboration across the ACT Public Service.

Mandatory training

The directorate requires all staff to complete a suite of mandatory online training modules every 2 to 5 years. The modules support staff to understand and meet their professional and legislative obligations, whilst ensuring the directorate maintains a safe, inclusive and respectful environment for staff, students, and visitors.

During 2025–26, the directorate reviewed and updated the Code of Conduct and Reportable Conduct modules, with further reviews scheduled to ensure content remains current and relevant. The following mandatory training modules are delivered to staff through Human Resources Information Management System (HRIMS) Learning:

- Work Health and Safety
- Occupational Violence in the Workplace
- Reportable Conduct
- Codes of Conduct
- Keeping Children and Young People Safe
- Work Health and Safety – Due Diligence for Leaders (for School Leaders and Senior Executives only)
- Disability Standards for Education (mandatory for school-based staff only)

Entry-level programs

The directorate delivers a range of entry-level programs to support individuals seeking to commence a career in teaching, as outlined in the ACT Education Directorate Teacher Attraction and Retention Plan 2023–2028. In addition, the directorate participates in whole-of-government initiatives that provide new starters, graduates, and inclusion participants with opportunities to gain practical experience across the directorate. These programs support workforce talent attraction and engagement strategies, while contributing to the directorate's priorities.

During 2025–2026, graduates were placed within teams across the Education Support Office, where they developed their professional skills and contributed to key projects and initiatives. The directorate hosted one participant through the ACTPS Graduate Program in 2025 and 2 graduates through the 2026 program.



Pictured: New educators and student.

Study Assistance Program

The ACT Public Service Study Assistance Policy supports staff undertaking approved study aligned with the operational needs of their work area and contributes to the directorate's strategic priorities. Assistance may include paid or unpaid leave and financial assistance to cover study course costs.

During the reporting period, 41 staff received support through the study assistance program. Of this, 10 staff were approved for assistance for more than one semester, 36 received paid study leave, and 10 received financial assistance, including 9 staff who received both study leave and financial assistance. A total of $30,465 in financial assistance was provided.

Staff undertook a range of studies, including teacher librarianship, accounting, social work, human resource management, education and advanced study in education, supporting the ongoing development of workforce capability across the directorate.

Awards and recognition

The directorate values and recognises the contribution and achievements of employees. The ACT Public Education Awards provides an opportunity to celebrate excellence in public education and acknowledge the outstanding work of educators, school leaders, support staff and volunteers across ACT public schools.

In 2025, nominations were sought from the community across 14 award categories. The recipient of the Director-General's Award for Excellence was selected from the category award winners, recognising exceptional contribution and achievement in public education.

Table 49: ACT Public Education Awards Winners

Award	Name	School/Team
Early Childhood Teacher of the Year	Sally Gore-Johnson	Florey Primary School
Primary Teacher of the Year	Tahlia Levi	Cranleigh School
Secondary and College Teacher of the Year	Jenny Missen	UCSSC Lake Ginninderra
Secondary and College Teacher of the Year	Dr Chris Bishop	Gungahlin College
School Leader of the Year	Trish Marton	Lanyon High School
New Educator of the Year	Marina Leko	Kingsford Smith School
Learning Support Assistant of the Year	Jacqueline Kendall	Black Mountain School
School Support Person of the Year	Belinda Wise	Gilmore Primary School
Allied Health Professional of the Year	Jesica Rennie	Clinical Practice
Education Support Office Employee of the Year	Ryan Elwell	Learning Teaching and Policy Service Design
Excellence in Innovation	Data Insights Program	Digital Services
Excellence in Innovation	Leadership Team	Jervis Bay School
Volunteer of the Year	Theodore Primary P&C	Theodore Primary School
Outstanding Partnership of the Year	Cranleigh School and Aranda Primary School	
Excellence in Cultural Integrity	Brent Lamb	Mount Stromlo High School
Excellence in supporting Diversity and Inclusion	Inclusion Faculty	Belconnen High School
Director Generals Excellence Award	Trish Marton	Lanyon High School

Source: ACT Education Directorate.

Highly Accomplished and Lead Teachers

The directorate recognises and rewards teachers who demonstrate exemplary professional practice through certification against the Australian Professional Standards for Teachers at the Highly Accomplished and Lead Teacher (HALT) career stages.

Under the Education Directorate (Teaching Staff) Enterprise Agreement 2023–2026, HALT teachers are eligible to receive an additional salary increment or an allowance for one year. During the reporting period, 2 directorate employees achieved certification at the HALT level, and one employee successfully renewed their certification at their 5-year HALT anniversary.

Diversity and inclusion

The directorate is committed to fostering a diverse, inclusive and respectful workplace where all employees feel valued, supported and empowered to contribute. This commitment is reflected in the Future of Education Strategy, which promotes an inclusive workplace and learning environment where every student and staff member can thrive and succeed.

During 2025–2026, the directorate progressed several initiatives to strengthen diversity, equity and inclusion across the workforce. Key achievements included:

- developing the directorate's Disability Inclusion Action Plan, to support the attraction, retention and career development of staff with disability
- progressing the implementation of the Aboriginal and Torres Strait Islander Employment Action Plan 2024–27
- strengthening implementation of the Cultural Integrity Framework
- supporting staff with disability and their managers to implement workplace adjustments.

These initiatives contribute to building a workforce that reflects the diversity of the ACT community and supports positive outcomes for staff and students.

Gender equity remains a key component of the directorate's commitment to fostering a diverse, inclusive and respectful workplace. During 2025–2026, the directorate progressed the development of a Gender Equity Action Plan, with proposed actions under review and approval. The directorate continued to support gender equality through a range of initiatives, including:

- mandatory learning modules that promote respectful workplace behaviour and expectations
- providing access to a broad range of leave provisions including parental, carers, bonding, family and domestic violence, adoption, surrogacy, gender affirmation and assisted reproduction leave, supporting staff at different stages of life and work
- celebrating International Women's Day, promoted by executives, reinforcing the importance of safe, respectful workplaces and equitable career opportunities for all employees.

Days of Significance

To support the directorate's overall objective to promote inclusiveness, respect, and a sense of belonging for everyone, a range of initiatives to recognise and celebrate days of significant cultural, diversity and inclusion events. These activities provided opportunities for employees to learn, engage, and reflect on the diverse communities represented across the workforce and the broader community.

During the reporting period, the directorate acknowledged and celebrated:

- NAIDOC Week
- National Reconciliation Week
- International Day of People with Disability
- International Women's Day
- Harmony Day
- Wear It Purple Day
- IDAHOBIT Day

These events reinforced the directorate's commitment to equity, diversity and inclusion, and contributed to building a workplace culture where all employees are valued, respected and supported to bring their authentic selves to work.

Diversity Networks

The directorate continued to support and promote its 4 staff diversity networks:

- Winyu First Nations Staff Network
- Culturally and Linguistically Diverse Staff Network
- Disability and Advocacy Staff Network
- PRIDE Staff Network

These networks play an important role in fostering an inclusive workplace culture, strengthening staff engagement, and providing opportunity for connection and advocacy. Network representatives also participated at new educator and all-staff induction sessions to raise awareness of the networks and encourage staff involvement.

Respect Equity and Diversity Contact Officers

The directorate continued to invest in the training and support of Respect, Equity and Diversity Contact Officers (REDCOs) across the organisation. REDCOs play an important role in promoting respectful workplaces and providing information and support to staff on workplace equity, diversity and inclusion matters.

As of 30 June 2026, there were 144 REDCOs, including 124 based in ACT public schools. The directorate continued efforts to increase REDCO representation across all worksites, ensuring greater access to this important support network.

Workforce profile

The workforce figures in this section represent directorate employees who received a payment on the last payday of 2025–26. Employees who separated from the ACTPS prior to 17 June 2026, but received a payment, are included. The figures exclude employees not paid by the ACTPS and employees on leave without pay.

The directorate focused on strengthening workforce supply and sustainability through targeted recruitment, expanded pipeline programs and enhanced partnerships to address ongoing skills shortages. This strategic focus supported a stable workforce profile, with most staff concentrated in school-based roles and improved retention, diversity and overall workforce capability.

Overall headcount and full-time equivalent

Most staff are within School Improvement Group, which includes both the School Improvement Branch and ACT public school staff. This group represents 73.4% of all staff and 78.0% of the total FTE, highlighting its central role in service delivery.

Table 50: FTE and headcount by group

Group	FTE	Headcount
Director-General's Office	7.5	8
Deputy Director-General's Office	5.0	5
Chief Operating Officer	164.6	168
Infrastructure and Digital Services	403.2	551
School Performance and Improvement[1]	5,760.8	6,538
Service Design and Delivery	457.4	505
System Policy and Reform	147.5	153
Casual employment pools[2]	455.6	1,004
Total[3]	**7,401.6**	**8,932**

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Note(s):

1. The School Improvement Group includes 6,502 (5,724.8 FTE) staff working within ACT public schools, with an additional 36 (36.0 FTE) staff working in the Education Support Office.
2. Casual employment pools exist for Teachers, School Assistants, and Building Services Officers.
3. Total may differ from the Education Directorate 2025-26 Financial Statements due to rounding.

FTE by headcount and gender

The directorate's workforce remained predominantly female, comprising 71.4% of employees compared with 28.5% males and 0.2% identifying as non-binary. This distribution is consistent with the 2024–25 reporting period.

Table 51: FTE and headcount by gender

	Female	Male	Non-binary	Total
FTE by gender	5,252.9	2,136.9	11.9	7,401.6
Headcount by gender	6,374	2,544	14	8,932
% of workforce[1]	71.4%	28.5%	0.2%	100.0%

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Note(s):

1. Figures may not add due to rounding.

Headcount by classification and gender

Table 52: Headcount by classification group and gender

Classification Group	Female	Male	Non-binary	Total
Administrative Officers	2,053	677	9	2,739
Executive Officers	11	11	0	22
General Service Officers and Equivalent	196	378	0	574
Health Assistants	4	0	0	4
Health Professional Officers	74	11	1	86
Information Technology Officers	2	28	0	30
Legal Officers	1	0	0	1
Professional Officers	109	21	0	130
Rangers	0	2	0	2
School Leaders	616	240	0	856
Senior Officers	297	104	0	401
Teachers	3,011	1,072	4	4,087
Total	**6,374**	**2,544**	**14**	**8,932**

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Females comprise 72.0% of school leaders and 73.7% of teachers. Females are also strongly represented among health professional officers (86.0%), professional officers (83.8%), and senior officers (74.1%). In contrast, male employees are more prevalent in information technology roles (93.3%), and general services roles (65.9%).

The directorate continues to observe an increase in the proportion of males represented in teacher roles, increasing from 25.8% in 2024–25 to 26.2% in 2025–26. This trend is also observed in school leader roles, with the proportion of males represented increasing from 27.6% in 2024–25 to 28.0% in 2025–26. Over the 5-year period from 2020–21 to 2025–26, the proportion of males in teacher and school leader roles have grown 2.8% and 0.8%, respectively.

Headcount by employment category and gender

Female employees continue to represent the majority across all employment categories, comprising 69.7% of permanent full-time staff compared to 30.2% male. Male employees have a stronger presence in temporary full-time roles, accounting for 37.7% of that category. Casual roles are also predominantly held by female employees (67.0%), followed by males (32.8%).

Table 53: Headcount by employment category and gender

Employment category	Female	Male	Non-binary	Total
Casual[1]	677	331	2	1,010
Permanent Full-time	2,951	1,276	5	4,232
Permanent Part-time	2,131	587	3	2,721
Temporary Full-time	197	121	3	321
Temporary Part-time	418	229	1	648
Total	**6,374**	**2,544**	**14**	**8,932**

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Note(s):

1. There are an additional 6 staff employed on a casual basis that are embedded within their business units, rather than employees in the casual employment pools for teachers, school assistants, and building services officers.

Headcount by age group and gender

The largest segment of the workforce falls within the 35 to 44-year-old age group, representing 27.3% of the total workforce, followed by 45 to 54 years at 23.5% and 25 to 34 years at 20.7%. Female employees were the majority across all age groups, particularly in the 35 to 44 years and 45 to 54 years brackets. Non-binary employees represented a very small proportion of the workforce overall, with the highest representation in the 25 to 34 years category.

Table 54: Headcount by age group and gender

Age Group	Female	Male	Non-binary	Total
Under 25	546	370	2	918
25-34	1,244	600	8	1,852
35-44	1,758	679	2	2,439
45-54	1,589	506	2	2,097
55 and over	1,237	389	0	1,626
Total	**6,374**	**2,544**	**14**	**8,932**

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Gender pay gap

The average salary for females was $116,966 and $113,433 for male employees, resulting in a pay gap of 3.1% in favour of women. Females earned more than males in several classification groups, including executive officers (13.0%), information technology officers (10.2%), and professional officers (7.1%).

Male employees had higher earnings in general service officers (6.7%), senior officers (3.9%), and school leaders (2.2%). The smallest pay gaps were among teachers (1.5% in favour of women) and school leaders (2.2% in favour of men).

Table 55: Gender pay gap

Classification Group	Female Avg Salary ($)	Male Avg Salary ($)	Pay Gap %
Administrative Officers	86,860	83,001	(4.6%)[1]
Executive Officers	275,714	243,944	(13.0%)[1]
General Service Officers and Equivalent	76,486	81,995	6.7%
Health Assistants	88,818	-	N/A
Health Professional Officers	130,534	125,392	(4.1%)[1]
Information Technology Officers	116,927	106,067	(10.2%)[1]
Legal Officers	179,876	-	N/A

Professional Officers	133,590	124,695	(7.1%)[1]
Rangers	-	92,187	N/A
School Leaders	164,617	168,293	2.2%
Senior Officers	150,969	157,091	3.9%
Teacher	122,812	121,003	(1.5%)[1]
Total	**116,966**	**113,433**	**(3.1%)[1]**

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Note(s):

1. A negative percentage (shown by brackets) indicates that the pay gap favours females.

Average length of service by gender

The directorate's average length of service increased across all genders, with the overall average rising from 8.7 years in 2024–25 to 9.0 years in 2025–26.

Table 56: Average years of service by gender

	Female	Male	Non-binary	Total
Average years of service	9.5	7.6	3.5	9.0

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Headcount by diversity group

During 2025–26, the proportion of employees within the directorate who identify as Aboriginal or Torres Strait Islander increased to 2.3% from 2.0% in 2024–25.

People with disability increased to 2.9% from 2.7% in 2024–25, and culturally and linguistically diverse employees increased to 17.5% from 16.6% in 2024–25.

Table 57: Headcount by diversity group and as proportion of total staff

Diversity Group[1]	Headcount	% of Total Staff
Aboriginal and/or Torres Strait Islander	204	2.3%
Culturally and Linguistically Diverse	1,565	17.5%
People with a disability	261	2.9%

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Note(s):

1. Employees may identify with more than one of the diversity groups.

Recruitment and separation rates

Recruitment and separation rates indicate the proportion of all employees hired within the directorate and those who exited the directorate during the year, respectively, as a percentage of the total workforce.

The directorate's workforce separation rate decreased from 7.1% in 2024–25 to 6.8% in 2025–26. The recruitment rate also decreased from 17.1% in 2024–25 to 5.8% in 2025–26.

Table 58: Recruitment and separation rates

	Recruitment rate %	Separation Rate %
Total	5.8%	6.8%

Source: Office of Industrial Relations and Workforce Strategy, CMTEDD.

Ecological Sustainability Reporting

Through targeted sustainability, climate adaptation and continuous improvement, the directorate continued to support schools to reduce emissions, optimise energy use and enhance thermal comfort for staff and students. The directorate is strengthening climate resilience through behavioural change, systems improvement and infrastructure solutions.

By integrating sustainability into asset management, operations, and decision-making, the performance and resilience of ACT public schools is being strengthened while contributing to broader environmental goals.

Climate adaptation and resilience

While new schools are designed and constructed with advanced climate ready features, in line with the Education Design Infrastructure Specifications (EDIS), many older school buildings were not designed to respond to current climate impacts or future climate risk.

To address these infrastructure challenges at older schools, climate adaptation and resilience activities focused on targeted school site assessments, supporting schools with climate adaptation guidance, improved preparedness for extreme heat through behaviour change, tree planting across ACT public schools and collaboration across the ACT Government on broader climate adaptation initiatives.

The directorate undertook climate adaptation site investigations at priority schools, inspecting buildings and grounds to identify the root cause of key areas of concern, then worked with schools to develop both short and longer-term solutions. This work strengthened the evidence base for improving thermal comfort, site resilience and long-term strategic asset planning.

Schools were also empowered to self-activate behavioural change through the delivery of presentations, workshops and policy advice on extreme heat risk, managing extreme temperatures, thermal comfort, tree management, climate risk and disaster resilience. These activities improved awareness of climate-related risks and supported more consistent operational preparedness across the system.

Tree planting on ACT public school sites continued as an important adaptation measure, with new plantings delivered across many ACT public schools to increase shade, improve local microclimate conditions and support more liveable outdoor environments.

Climate adaptation and resilience initiatives completed or commenced in 2025–26 include:

- doubling glazing at Calwell Primary School, Calwell High School, Hughes Primary School and Malkara School
- external learning environments at Macquarie Primary School
- living infrastructure initiatives, such as the Shade our Play Program and Wattle Day, which resulted in 1,140 trees planted at 26 schools.

Thermal comfort/sustainability investigations at schools including:

- Amaroo School
- Belconnen High School
- Canberra High School
- Dickson College
- Forrest Primary School
- Giralang Primary School
- Gungahlin College
- Kingsford Smith School
- Majura Primary School
- Melrose High School
- Mount Rogers Primary School
- Telopea Park School
- University of Canberra High School Kaleen
- Wanniassa School.

Energy efficiency and emissions reduction

Energy efficiency and emissions reduction initiatives play a key role in strengthening ACT public schools by ensuring school facilities are sustainable, resilient and fit-for-purpose. These efforts help deliver safe, comfortable and efficient learning environments by reducing energy consumption, lowering greenhouse gas emissions, and improving thermal performance across the public education asset portfolio.

In partnership with the City and Environment Directorate, the directorate is delivering a Heating, Ventilation and Air Conditioning (HVAC) Building Analytics Program across 17 of the highest gas-consuming schools. This innovative project enables real-time data-driven optimisation of building HVAC systems, improving operational performance, reducing emissions, and lowering energy costs at scale across some of the government's most energy-intensive sites.

Energy efficiency and emissions reduction initiatives overlap and complement many Climate Adaptation initiatives, also providing benefits to thermal comfort, school operations and learning outcomes.

Energy efficiency and emissions reduction projects completed or commenced in 2025–26 include:

- LED lighting upgrades at Calwell Primary School, Canberra College, Mawson Primary School and Wanniassa Hills Primary School
- solar photovoltaic (PV) installations at Bonython Primary School and Taylor Primary School
- electrification of HVAC systems at Canberra High School, Maribyrnong Primary School and Weetangera Primary School, including investment through the Electrification of Government Gas Assets Program
- Airlocks at Gowrie Primary School and Narrabundah Early Childhood School
- HVAC Building Management System (BMS) enabling and optimisation works to support data analytics to improve energy efficiency at Lake Tuggeranong College

- HVAC BMS analytics implementation at 17 schools:
    - Amaroo School
    - Calwell High School
    - Campbell High School
    - Canberra High School
    - Dickson College
    - Gold Creek School Senior Campus
    - Harrison School Junior Campus
    - Kingsford Smith School
    - Lake Tuggeranong College
    - Lanyon High School
    - Melba Copland Secondary School High and College
    - Melrose High School
    - Mt Stromlo High School
    - University of Canberra College Lake Ginninderra
    - Shirley Smith High School
    - Wanniassa School Junior Campus

Revenue generated from solar PV systems continues to provide schools with a valuable funding stream to deliver localised sustainability improvements. This enables schools to identify, prioritise and self-deliver initiatives that respond to their specific operational needs while enhancing the functionality and performance of their facilities for the benefit of students.

In 2025–26, the directorate supported 73 projects through this program, including lighting upgrades, battery powered tools and buggies, water refill stations, double glazing, blind installation, living infrastructure works as well as waste and recycling initiatives. Through these projects, students have an opportunity to actively engage with sustainability activities.

Electrification of Government Gas Assets Program

The Electrification of Government Gas Assets (EoGGA) Program is a whole-of-government initiative to eliminate emissions from natural gas by replacing all gas infrastructure with electric alternatives.

The directorate supported EoGGA investments to replace gas assets, including major HVAC system upgrades, occurring in ACT public schools. Works completed or commenced under the EoGGA program in public schools include:

- detailed design for future electrification at three primary schools, for consideration through potential future EoGGA upgrades
- feasibility and design to identify the electrification scope of works at 18 public schools, for consideration through potential future EoGGA upgrades
- construction of a fully electric geothermal ground source heat pump system at Weetangera Primary School is underway
- procurement for HVAC electrification works at Hawker Primary and Latham Primary Schools with construction anticipated to commence in the 2026–27 reporting year

- Electrification of 11 gas domestic hot water systems at 10 schools:
    - Black Mountain School
    - Lyneham Primary School
    - Lyons Early Childhood School
    - Malkara School
    - Melrose High School
    - Mount Stromlo High School
    - North Ainslie Primary School
    - Southern Cross Early Childhood School
    - Telopea Park School and Torrens Primary School.

For further information, refer to the Infrastructure Canberra Annual Report.

New schools and modernisations

Sustainable design features were included in new school and major school modernisations, commenced or completed in 2025–26:

Strathnairn School

Stage 1 of Strathnairn School opened for the 2026 school year. Strathnairn School will be a 5-Star Greenstar-certified facility once complete, demonstrating the directorate's ambitious approach to sustainable design in its facilities. The school is entirely electric-powered and designed to meet the directorate's sustainability design specifications with energy efficient LED lighting and HVAC systems connected to a BMS to optimise efficiency. Natural lighting and views to the surrounding landscape are features of the internal areas due to the extensive use of internal glass walls and strategically placed double-glazed windows.



Pictured: Aerial shot of Strathnairn School, including the solar PV array.

Strathnairn School includes a new 233kW solar PV system and air permeability barriers to provide air tightness to maintain thermal comfort within the buildings. Air tightness performance testing has been, and continues to be, carried out to ensure the design achieves thermal efficiency targets.

The landscape design of the school aims to achieve a 30% tree canopy target in accordance with the ACT Climate Change Strategy, maintaining existing significant trees within the school grounds as part of the project. Native plants are used extensively to minimise water use. The school also utilises inground water tanks to capture rainwater and reuse for landscaping irrigation.

A large secure bike area opened in Stage 1 for students and staff to encourage active transport, along with electric vehicle charging infrastructure. Sustainable low carbon concrete was utilised for all concrete slabs.





Pictured: Construction at Whitlam School and Principal Felicity Levett.

New Whitlam School

Construction work commenced on the new ECEC to year 6 in Whitlam School. Stage 1 of the project will cater for preschool to year 6 students and once fully complete the school will also include an ECEC. The school will be 100% electric and is designed to meet the directorate's sustainability design specifications with energy efficient LED lighting and HVAC systems connected to a BMS to optimise efficiency. Natural lighting and views to the surrounding landscape are features of the internal areas due to the extensive use of internal glass walls and strategically placed double-glazed windows.

The construction also includes a new solar PV system and air permeability barriers to provide air tightness to maintain thermal comfort within the buildings. Air tightness performance testing will be carried out to ensure the designed thermal efficiency targets are achieved. The directorate will strive to achieve a 30% tree canopy target in accordance with the ACT Climate Change Strategy. Native plants will be used extensively to minimise water use. The school also utilises inground water tanks to capture rainwater and reuse for landscaping irrigation. Two secure bike areas will be available for students and staff to encourage active transport, along with the provision for future electric vehicle charging infrastructure.

Garran Primary School modernisation

Stage 1 construction was completed in November 2025 and Stage 2 construction is in progress. The modernisation project will include integrated sustainability features such as 500kW solar PV system, double glazing, air permeability barriers to provide air tightness and maintain thermal comfort, LED lighting and a fully electric HVAC system connected to a BMS to optimise efficiency and provision for electric vehicle charging points. Air tightness performance testing will be carried out to ensure the designed thermal efficiency targets are achieved.



Pictured: Garran Primary School modernisation, featuring the rooftop garden.







Pictured: Garran Primary School modernisation.

During design and construction, the directorate placed prioritised maintaining a significant number of existing trees on the site, with the addition of new trees to maintain the existing canopy coverage. Stage 1 also included an innovative roof top garden with a large inground rainwater tank included in Stage 2 for landscaping irrigation. A large secure bike area will be included in Stage 2 for students and staff to encourage active transport.

Narrabundah College modernisation

Construction works are well underway for the new Design, Arts, Technology and Science building. The new building will include integrated sustainability features such as double glazing, air permeability barriers to provide air tightness and maintain thermal comfort for occupants, LED lighting and a fully electric HVAC system connected to a BMS to optimise efficiency. Air tightness performance testing will be carried out to ensure the designed thermal efficiency targets are achieved.

Sustainable design

The directorate's best practice infrastructure design specification informs the design and construction of new schools, major modernisation and expansion projects. The EDIS requires design contractors and head contractors to incorporate the following considerations into all new infrastructure, and where possible modernisations and expansions:

- integrated design
- building life-cycle costs
- circular economy
- material safety
- climate adaptation and resilience
- water sensitive landscape design

All new schools and modernisation projects are designed as fully electric facilities and feature extensive sustainability initiatives such as:

- solar PV systems
- high-performance facades including double glazing
- air permeability barriers to provide air tightness and maintain thermal comfort
- LED lighting
- energy efficient HVAC connected to a central BMS
- provision for electric vehicle charging points
- water retention tanks for re-use onsite and water sensitive urban design incorporated into the overall design

These design elements will support new schools to remain resilient to the effects of climate change into the future.

Major construction projects in design during 2025–26 include:

- construction of a second college in Gungahlin
- Telopea Park School modernisation
- Majura Primary School modernisation.

State of the Environment Report

During 2025–26, the directorate received no requests from the Office of the Commissioner for the Environment and Sustainability to provide a response to recommendations contained in the State of the Environment Report.

Table 59: Sustainable Development Performance: Current and Previous Financial Year

Indicator as at 30 June	Unit	Current FY[1]	Previous FY[2]	Percentage change
Stationary energy usage				
Electricity use	Kilowatt hours	28,699,809	28,046,435	+2.3
Fossil fuel gas use (non-transport)	Megajoules	111,045,354	106,230,456	+4.5
Diesel use (non-transport, e.g. generators)	Kilolitres	0	0	0
Liquid Petroleum Gas	Kilolitres	0	0	0
Fleet vehicles				
Zero Emissions Vehicles (ZEV)	Number	11	11	0
Plug-in Hybrid Electric Vehicles (PHEV)	Number	7	9	-22.2
Hybrid Electric Vehicles (HEV)	Number	0	6	-100
Internal Combustion Engine (ICE) vehicles	Number	78	65	+20
Water usage				
Water use	Kilolitres	399,593	397,926	+0.4
Resource efficiency and waste[3]				
Waste to landfill	Litres	24,139,262	24,100,626	+0.2
Co-mingled material recycled	Litres	2,518,254	2,838,265	-11.3
Paper and cardboard recycled (incl. secure paper)	Litres	6,697,080	6,175,136	+8.5

Organic material recycled	Litres	21,428	5,001	+328.5
Greenhouse gas emissions[4, 5]				
Emissions from fossil fuel gas use (non-transport)	Tonnes CO_2-e	5,722	5,474	+4.5
Emissions from diesel use[6]	Tonnes CO_2-e	146	130	+12.3
Emissions from petrol and E10 use[7]	Tonnes CO_2-e	9	28	-67.9
Emissions from Compressed Natural Gas (transport) where applicable	Tonnes CO_2-e	0	0	0
Emissions from refrigerants	Tonnes CO_2-e	182	184	-1.1
Total emissions[8]	**Tonnes CO_2-e**	**6,059**	**5,816**	**+4.2**

Source: Enterprise Sustainability Platform, waste invoices and SG Fleet.

Note(s):

1. 2025–26 figures may include estimated accrual data where actual data is not available.
2. As reported in the 2024–25 Education Directorate Annual Report.
3. Where waste data was provided in tonnes, conversion factors supplied by the Government of South Australia were used to convert into litres.
4. Emission factors used to calculate natural gas and transport fuels are based on the latest National Greenhouse Account factors.
5. The ACT Government reports zero greenhouse gas emissions from electricity use based on the ACT's 100% renewable electricity supply.
6. In 2024–25 emissions from diesel use was combined with emissions from petrol and E10 use to equal 158 Tonnes CO_2-e.
7. In 2024–25 emissions from petrol and E10 use was combined with emissions from diesel use to equal 158 Tonnes CO_2-e.
8. Total emissions include scope 1 and scope 2 emissions and exclude scope 3 emissions.

Part C

Financial Management Reporting

Management Discussion and Analysis

Financial management analysis

General overview

Objectives

The Education Directorate's purpose is to lead and deliver excellent, inclusive and equitable education where all are safe, valued, and able to flourish. Empowering children and young people to learn has a lifelong impact. By fostering student engagement and centring teaching and learning around students as individuals, educational growth is enabled for every child and young person year on year. By focusing on engagement and learning growth, equity across our system will be strengthened so that all children and young people receive an excellent education, delivered and supported by highly skilled and valued professionals.

The directorate achieves this through:

1. the provision of public preschools, primary, secondary and specialist schools and colleges;
2. access to quality teaching, specialised learning programs and wellbeing supports for individual student needs;
3. enrolment and support of international students; and
4. the registration and regulation of home education, early childhood education and care services and non-government schools.

As stewards of the ACT education system, the directorate works actively with a range of partners and stakeholders; and has a highly collaborative relationship with Catholic Education Canberra and Goulburn and the independent schooling sector represented by the ACT Association of Independent Schools. The directorate also works closely with ACT Parents and maintains a constructive and active working relationship with the Australian Education Union ACT, the Community and Public Sector Union, the United Workers Union, and other relevant unions. The directorate also engages with a wide range of early childhood education and care providers.

The directorate will deliver the government's priorities through the Future of Education Strategy Phase Three Implementation Plan and the Set Up for Success Phase Two Implementation Plan.

Risk management

The directorate maintains a robust governance framework to identify, assess, and manage strategic risks that may impact its operations and financial sustainability. Oversight of the directorate's strategic risk profile is provided by the Executive Governance Committee and its sub-committees, which play a critical role in ensuring that risk management practices are embedded across all levels of the organisation.

Key strategic risks currently identified include:

- Risk 1 – the directorate is not preparing all children and young people for the changing social and economic future
- Risk 2 – delivery of core education services and strategic reforms is impacted by insufficient workforce capacity and capability
- Risk 3 – work health and safety and wellbeing are not effectively managed across the directorate
- Risk 4 – ineffective prevention, management and response to security, emergency incidents and climactic or weather variation
- Risk 5 – failure to manage data, information and records to meet compliance and performance obligations
- Risk 6 – ineffective governance and lack of integrity
- Risk 7 – available resourcing not effectively allocated or utilised to meet the needs of students, educators and the wider community – now and into the future.

These risks have the potential to influence the directorate's future financial position, service delivery, and strategic objectives. The directorate is committed to implementing effective controls and mitigation strategies to manage these risks effectively and proactively.

Financial Risks

In addition to the above strategic risks, the ACT Government has committed to whole-of-government expenditure reform which requires directorates to constrain the rate of growth in expenditure through enhanced budgetary control processes. The aim of this reform is to better align expenditure with ACT Government priorities at a sustainable trajectory.

Directorate Financial Performance

The following financial information is based on audited financial statements for 2024–25, 2025–26 actuals and the 2025–26 Budget shown in the directorate's 2025–26 Budget Statements.

Table 60: Net Cost of Services

Net Cost of Services	Actual 2025 $m	Original Budget 2026[1] $m	Actual 2026 $m	Budget vs Actual Variance $m	Actual to Actual Variance $m
Total expenditure	1,270.1	1,289.2	1,295.2	6.0	25.1
Total own source revenue[2]	90.0	85.9	85.5	(0.4)	(4.5)
Net cost of services	1,180.1	1,203.3	1,209.7	6.4	29.6

Source: ACT Education Directorate.

Note(s)

1. The Original Budget presented in the Management Discussion and Analysis reflect amounts presented in the directorate's 2025–26 Budget Papers.
2. Relates to Total Income excluding Controlled Recurrent Payments.

Net cost of services

The directorate's net cost of services for 2025–26 of $1,209.7 million was $6.4 million or 0.5% higher than the 2025–26 original budget of $1,203.3 million. The increase in comparison to budget was primarily due to higher employee expenses related to the backfill of frontline staff and supporting increased student complexities. This increase was partially offset by lower camp and excursion costs and lower repairs and maintenance expenditure.

In comparison to 2024–25, the net cost of services increased by $29.6 million or 2.5%. The increase was primarily due to annual wage and salary increases associated with enterprise agreements combined with a decrease in own source revenue related to services provided free of charge from Infrastructure Canberra. The increase in net cost of services was partially offset by a decrease in the present value factor used to calculate annual leave and long service leave entitlements compared to the prior year actual.

Operating result

In 2025–26, the operating deficit for the directorate was $114.0 million and was $4.6 million or 4.2% higher than the original budget deficit of $109.4 million. The variance was primarily due to higher employee expenses as detailed in the Net Cost of Services section above.

Total income

The directorate's income for 2025–26 totalled $1,181.2 million. As shown in Table 61, the main source of income for the directorate is Controlled Recurrent Payments.

Table 61: Total Income by Category ($'m)

	Actual 2025 $m	Original Budget 2026 $m[1]	Actual 2026 $m	Budget vs Actual Variance $m	Actual to Actual Variance $m
Income					
Controlled Recurrent Payments	1,038.2	1,094.0	1,095.7	1.7	57.5
Sale of Goods and Services from Contracts with Customers	21.2	14.7	19.3	4.6	(1.9)
Interest Revenue	3.2	3.3	2.9	(0.4)	(0.3)
Grants and Contributions Revenue	63.5	65.8	61.8	(4.0)	(1.7)
Other Income	2.1	2.1	1.5	(0.6)	(0.6)
Total Income	**1,128.2**	**1,179.9**	**1,181.2**	**1.3**	**53.0**
Total Own Source Revenue[2]	**90.0**	**85.9**	**85.5**	**(0.4)**	**(4.5)**

Source: ACT Education Directorate.

Note(s):

1. The Original Budget presented in the Management Discussion and Analysis reflect amounts presented in the directorate's 2025–26 Budget Papers.
2. Relates to Total Income excluding Controlled Recurrent Payments. Material movements in Own Source Revenue are explained in the Net Cost of Services Section above.

Comparison to 2025–26 Budget

The directorate's income for 2025–26 of $1,181.2 million was $1.3 million or 0.1% higher than the original budget of $1,179.9 million, which is materially in line with budget. Within total revenue, Sales of Goods and Services from Contracts with Customers was $4.6 million or 31.3% higher than budget primarily as a result of increased revenue from international students and higher than budgeted revenue from whole of government cleaning services. Grants and Contributions Revenue was $4.0 million or 6.1% lower than budget mainly due to lower schools' revenue from excursions and camps.

Comparison to 2024–25 Actuals

In comparison to the 2024–25 actual of $1,128.2 million, income increased by $53.0 million or 4.7%. The increased income was primarily due to funding received to support higher salaries and wages expenditure associated with enterprise agreements provided through Controlled Recurrent Payments and increased Commonwealth Government grants including funding associated with the Better and Fairer Schools Agreement.

Total expenses

Expenses for the directorate totalled $1,295.2 million for 2025–26. As shown in Table 62, the main component of expenses is employee expenses and superannuation.

Table 62: Expenditure by Category ($'m)

	Actual 2025 $m	Original Budget 2026 $m[1]	Actual 2026 $m	Budget vs Actual Variance $m	Actual to Actual Variance $m
Expenses					
Employee Expenses	978.4	961.8	993.7	31.9	15.3
Supplies and Services	98.5	106.9	98.5	(8.4)	0.0
Depreciation and Amortisation	102.0	105.2	103.6	(1.6)	1.6
Grants and Purchased Services	19.2	32.4	24.9	(7.5)	5.7
Borrowing Costs	0.1	0.1	0.2	0.1	0.1
Schools and Other Expenses	71.8	82.8	74.3	(8.5)	2.5
Total Expenses	**1,270.0**	**1,289.2**	**1,295.2**	**6.0**	**25.2**

Source: ACT Education Directorate.

Note(s):

1. The Original Budget presented in the Management Discussion and Analysis reflect amounts presented in the directorate's 2025–26 Budget Papers.

Comparison to 2025–26 Budget

In 2025–26, total expenses of $1,295.2 million was $6.0 million or 0.5% higher than the original budget of $1,289.2 million, which is materially in line with budget. The increase in comparison to budget was primarily due to higher employee expenses. This increase was due to higher than budgeted staffing associated with backfill of frontline staff and supporting increased student complexities. This increase was partially offset by lower than anticipated expenditure related to the repairs and maintenance and re-profiling of grants related to the Commonwealth Preschool Reform Agreement.

Comparison to 2024–25 Actuals

Total expenses were $25.2 million or 2.0% higher than 2024–25 ($1,270.0 million). The increase was primarily due to annual wage and salary increases associated with enterprise agreements, higher wages and salaries costs due to higher than budgeted staffing associated with backfill of frontline staff and supporting increased student complexities, partially offset by a decrease in the present value factor used to calculate annual leave and long service leave entitlements.

Financial position

Table 63: Net Assets ($'m)

	Actual 2025 $m	Original Budget 2026 $m[1]	Actual 2026 $m	Budget vs Actual Variance $m	Actual to Actual Variance $m
Financial Position					
Total Assets	2,756.7	2,754.7	3,161.1	406.4	404.4
Total Liabilities	309.2	292.1	316.7	24.6	7.5
Net Assets	**2,447.5**	**2,462.6**	**2,844.4**	**381.8**	**396.9**

Source: ACT Education Directorate.

Note(s):

1. The Original Budget presented in the Management Discussion and Analysis reflect amounts presented in the directorate's 2025–26 Budget Papers.

Assets

The directorate held most of its assets in property, plant and equipment including capital works in progress. As shown in Table 63, at 30 June 2026, the directorate's assets totalled $3,161.1 million, which was $406.4 million or 14.8% higher than the original budget of $2,754.7 million and $404.4 million or 14.7% higher than the prior year. The increase over the budget and prior year is primarily due to the revaluation of the directorate's land and buildings as at 30 June 2026. In accordance with ACT Accounting Policy and Australian Accounting Standards the directorate undertakes a revaluation of Land and Buildings every 3 years.

Liabilities

The directorate's liabilities comprised primarily employee benefits. At 30 June 2026, the directorate's liabilities totalled $316.7 million. This was $24.6 million or 8.4% higher than the original budget of $292.1 million. This is primarily due to an increase, against budget, in the present value factor used to calculate future annual leave and long service leave liabilities combined with an additional day of accrual for wages and salaries.

The increase as at 30 June 2026 against prior year actual was mainly due to wage and salary increases and growth in the liabilities associated with a further 12 months of accruals, partially offset by leave taken.

Current Assets to Current Liabilities

At 30 June 2026, the directorate's current assets ($139.8 million) were lower than its current liabilities ($297.9 million). The directorate does not consider this as a liquidity risk as working capital needs are funded through appropriation from the ACT Government on a cash needs basis.

The directorate's current liabilities mainly relate to employee benefits and while the majority are classified under a legal entitlement as current, the estimated amount payable within 12 months is significantly lower and can be met with current assets. In addition, in the event of high cash termination payments, the directorate is able to meet its obligations by seeking additional appropriation under section 16A of the *Financial Management Act 1996.*

Territorial Statement of Income and Expenses

General Overview

Territorial income is mainly comprised of funding for non-government schools from the Commonwealth and ACT Governments.

Territorial Financial Performance

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

Territorial income totalled $407.9 million in 2025–26, which was $8.0 million or 2.0% higher than original budget of $399.9 million and is materially in line. The increase from original budget primarily relates to increased funding associated with Commonwealth Government grants in accordance with the Better and Fairer Schools Agreement.

When compared to the same period last year, total income increased by $16.2 million or 4.1%. The increase from 2024–25 primarily relates to increased funding associated with Commonwealth Government grants in accordance with the Better and Fairer Schools Agreement.

Table 64: Financial Performance ($'m)

	Actual 2025 $m	Original Budget 2026 $m[1]	Actual 2026 $m	Budget vs Actual Variance $m	Actual to Actual Variance $m
Income					
Payments for Expenses on Behalf of the Territory	391.7	399.9	407.9	8.0	16.2
Grants and Purchased Services	391.7	399.9	407.9	8.0	16.2
Operating Result	0.0	0.0	0.0	0.0	0.0

Source: ACT Education Directorate.

Note(s):

1. The Original Budget presented in the Management Discussion and Analysis reflect amounts presented in the directorate's 2025–26 Budget Papers.

Territorial Financial Position

As at 30 June 2026, Territorial assets totalled $0.4 million which was $0.1 million (23.0%) lower than the original budget and $0.2 million (97.8%) higher than the prior year actuals. These assets were comprised entirely of cash held due to the timing of drawdowns and payment.

Territorial liabilities as at 30 June 2026 are entirely made up of the liability to the Territory for cash held at year end in the administered account on behalf of the Territory (ACT Government).

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Financial Statements

of

Education Directorate

For the Year Ended

30 June 2026

INDEPENDENT AUDITOR'S REPORT

To the Members of the ACT Legislative Assembly

Opinion

I have audited the financial statements of the Education Directorate (Directorate) for the year ended 30 June 2026 which comprise the:

- Statement of responsibility and statement by the chief finance officer;
- Controlled financial statements – operating statement, balance sheet, statement of changes in equity, statement of cash flows and statement of appropriation;
- Territorial financial statements – statement of income and expenses on behalf of the Territory, statement of assets and liabilities on behalf of the Territory, statement of changes in equity on behalf of the Territory, statement of cashflows on behalf of the Territory and Territorial statement of appropriation; and
- Notes to the financial statements, including a summary of material accounting policies.

In my opinion, the accompanying financial statements:

(i) present fairly, in all material respects, the Directorate's financial position as at 30 June 2026, and its financial performance and cash flows for the year then ended; and

(ii) are presented in accordance with the *Financial Management Act 1996* and comply with Australian Accounting Standards.

Basis for opinion

I conducted the audit in accordance with the Australian Auditing Standards. My responsibilities under the standards are further described in the 'Auditor's responsibilities for the audit of the financial statements' section of this report.

I am independent of the Directorate in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (*including Independence Standards*) (Code). I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of the Directorate for the financial statements

The Director-General is responsible for:

- preparing and fairly presenting the financial statements in accordance with the *Financial Management Act 1996,* and relevant Australian Accounting Standards;
- determining the internal controls necessary for the preparation and fair presentation of the financial statements so that they are free from material misstatements, whether due to error or fraud; and
- assessing the ability of the Directorate to continue as a going concern and disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting in preparing the financial statements.

Auditor's responsibilities for the audit of the financial statements

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

My objective is to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls;
- obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the Directorate's internal controls;
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Directorate;
- conclude on the appropriateness of the Directorate's use of the going concern basis of accounting and, based on audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Directorate's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in this report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of this report. However, future events or conditions may cause the Directorate to cease to continue as a going concern; and
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether they represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Director-General regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identified during my audit.

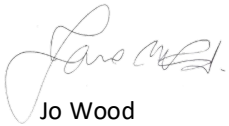


Clea Lewis
Assistant Auditor-General, Financial Audit
29 September 2026

EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2026

Statement of Responsibility

In my opinion, the Directorate's financial statements fairly reflect the financial operations for the year ended 30 June 2026 and its financial position on that date.



Jo Wood
Director-General
Education Directorate
24 September 2026

EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2026

Statement by the Chief Finance Officer

In my opinion, the Directorate's financial statements have been prepared in accordance with the Australian Accounting Standards, are in agreement with its accounts and records and fairly reflect its financial operations for the year ended 30 June 2026 and the financial position on that date.



Lauren Callaghan
Chief Finance Officer
Education Directorate
24 September 2026

EDUCATION DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30 JUNE 2026

EDUCATION DIRECTORATE
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EDUCATION DIRECTORATE
OPERATING STATEMENT
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Actual 2026 $'000	Original Budget 2026 $'000	Actual 2025 $'000
Income				
Controlled Recurrent Payments	#	1,095,748	1,094,012	1,038,204
Sales of Goods and Services from Contracts with Customers	5	19,253	14,666	21,178
Grants and Contributions Income	6	61,819	65,841	63,509
Interest Revenue		2,947	3,288	3,198
Other Income	7	1,460	2,084	2,126
Total Income		**1,181,227**	**1,179,891**	**1,128,215**
Expenses				
Employee Expenses	8	993,690	961,761	978,413
Supplies and Services	9	98,515	106,899	98,507
Depreciation and Amortisation	14,15	103,617	105,224	101,990
Grants and Purchased Services	10	24,920	32,413	19,209
Borrowing Costs		154	107	133
School and Other Expenses	11	74,341	82,843	71,821
Total Expenses		**1,295,237**	**1,289,247**	**1,270,073**
Operating Result		**(114,010)**	**(109,356)**	**(141,858)**
Other Comprehensive Income				
Items that will not be reclassified subsequently to profit or loss				
Increase in the Asset Revaluation Surplus	14	296,551	-	-
Total Other Comprehensive Result		**296,551**	**-**	**-**
Total Comprehensive Result		**182,541**	**(109,356)**	**(141,858)**

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

Refer to the Statement of Appropriation.

EDUCATION DIRECTORATE
BALANCE SHEET
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Actual 2026 $'000	Original Budget 2026 $'000	Actual 2025 $'000
Current Assets				
Cash and Cash Equivalents	12	126,819	137,103	90,882
Receivables	13	6,616	8,473	7,005
Other Assets		6,321	2,605	5,730
Total Current Assets		**139,756**	**148,181**	**103,617**
Non-Current Assets				
Property, Plant and Equipment[1]	14	3,016,400	2,596,417	2,649,232
Intangible Assets[1]	15	4,944	10,120	3,878
Total Non-Current Assets		**3,021,344**	**2,606,537**	**2,653,110**
Total Assets		**3,161,100**	**2,754,718**	**2,756,727**
Current Liabilities				
Payables	16	10,485	11,566	9,826
Contract Liabilities	16	3,579	4,055	5,101
Borrowings		204	204	197
Lease Liabilities		977	228	605
Employee Benefits	17	264,787	239,221	256,173
Other Provisions	18	16,990	18,266	17,525
Other Liabilities		834	188	796
Total Current Liabilities		**297,856**	**273,728**	**290,223**
Non-Current Liabilities				
Lease Liabilities		1,488	672	1,097
Employee Benefits	17	17,146	17,601	17,523
Borrowings		146	146	349
Other Liabilities		17	-	17
Total Non-Current Liabilities		**18,797**	**18,419**	**18,986**
Total Liabilities		**316,653**	**292,147**	**309,209**
Net Assets		**2,844,447**	**2,462,571**	**2,447,518**
Equity				
Accumulated Funds		1,211,107	1,125,781	1,110,729
Asset Revaluation Surplus		1,633,340	1,336,790	1,336,789
Total Equity		**2,844,447**	**2,462,571**	**2,447,518**

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

1. In the 2024-25 financial statements, the Capital Works in Progress (CWIP) line item was disclosed on the face of the Balance Sheet. However, in the 2025-26 financial statements, the CWIP line item has been consolidated with the Property, Plant and Equipment (PPE) and the Intangible Assets line items of the Balance Sheet, refer to *Note 14 – Property, Plant and Equipment* and *Note 15 – Intangible Assets* for further information.

EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Accumulated Funds Actual 2026 $'000	Asset Revaluation Surplus Actual 2026 $'000	Total Equity Actual 2026 $'000	Total Equity Original Budget 2026 $'000
Balance at 1 July 2025		**1,110,729**	**1,336,789**	**2,447,518**	**2,468,049**
Comprehensive Income					
Operating Result		(114,010)	-	(114,010)	(109,356)
Increase in the Asset Revaluation	14	-	296,551	296,551	-
Total Comprehensive Result		**(114,010)**	**296,551**	**182,541**	**(109,356)**
Transactions Involving Owners					
Capital Injections	#	74,591	-	74,591	103,878
Net Assets transferred from other Agencies	14	153,604	-	153,604	-
Net Assets transferred out as part of an Administrative Restructure	19	(13,807)	-	(13,807)	-
Total Transactions Involving Owners Affecting Accumulated Funds		**214,388**	**-**	**214,388**	**103,878**
Balance at 30 June 2026		**1,211,107**	**1,633,340**	**2,844,447**	**2,462,571**

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

Refer to the Statement of Appropriation.

EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY – CONTINUED
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Accumulated Funds Actual 2025 $'000	Asset Revaluation Surplus Actual 2025 $'000	Total Equity Actual 2025 $'000
Balance at 1 July 2024		**1,166,018**	**1,336,789**	**2,502,807**
Comprehensive Income				
Operating Result		(141,858)	-	(141,858)
Total Comprehensive Result		**(141,858)**	**-**	**(141,858)**
Accumulated Funds				
Capital Injections	#	136,920	-	136,920
Net Assets transferred out as part of an Administrative Restructure	19	(50,351)	-	(50,351)
Total Transactions Involving Owners Affecting Accumulated Funds		**86,569**	**-**	**86,569**
Balance at 30 June 2025		**1,110,729**	**1,336,789**	**2,447,518**

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

Refer to the Statement of Appropriation.

EDUCATION DIRECTORATE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Actual 2026 $'000	Original Budget 2026 $'000	Actual 2025 $'000
Cash Flows from Operating Activities				
Receipts				
Controlled Recurrent Payments		1,095,748	1,094,012	1,038,204
Sales of Goods and Services from Contracts with Customers		17,038	14,666	21,034
Interest Received		2,947	3,288	3,198
Schools and Other		29,043	30,504	26,919
Goods and Services Input Tax Credits from the Australian Taxation Office		13,648	16,343	28,805
Goods and Services Tax Collected		1,716	1,940	2,342
Total Receipts from Operating Activities		**1,160,140**	**1,160,753**	**1,120,502**
Payments				
Employee Payments		985,676	954,419	941,808
Supplies and Services		59,429	70,406	62,654
Grants and Purchased Services		24,920	32,413	19,209
Schools and Other		74,177	82,744	72,602
Borrowing Costs		154	107	133
Goods and Services Remitted to the Australian Taxation Office		1,728	1,940	2,545
Goods and Services Tax Paid		13,403	16,343	26,261
Total Payments from Operating Activities		**1,159,487**	**1,158,372**	**1,125,212**
Net Cash Inflows/(Outflows) from Operating Activities	12	**653**	**2,381**	**(4,710)**
Cash Flows from Investing Activities				
Receipts				
Proceeds from the Sale of Property, Plant and Equipment		17	-	25
Total Receipts from Investing Activities		**17**	**-**	**25**
Payments				
Purchase of Property, Plant and Equipment and Buildings		38,312	69,194	139,537
Total Payment from Investing Activities		**38,312**	**69,194**	**139,537**
Net Cash (Outflows) from Investing Activities		**(38,295)**	**(69,194)**	**(139,512)**
Cash Flows from Financing Activities				
Receipts				
Capital Injections		74,591	103,878	136,920
Total Receipts from Financing Activities		**74,591**	**103,878**	**136,920**
Payments				
Repayment of Borrowings		197	77	191
Repayment of Lease Liabilities - Principal		815	6	795
Total Payments from Financing Activities		**1,012**	**83**	**986**
Net Cash Inflows from Financing Activities		**73,579**	**103,795**	**135,934**
Net Increase/(Decrease) in Cash and Cash Equivalents		**35,937**	**36,982**	**(8,288)**
Cash and Cash Equivalents at the Beginning of the Reporting Period		90,882	100,121	99,170
Cash and Cash Equivalents at the End of the Reporting Period	12	**126,819**	**137,103**	**90,882**

The above Statement of Cash Flows is to be read in conjunction with the accompanying notes.

EDUCATION DIRECTORATE
CONTROLLED STATEMENT OF APPROPRIATION
FOR THE YEAR ENDED 30 JUNE 2026

Description and Material Accounting Policies relating to Controlled Recurrent Payments

Controlled Recurrent Payments are revenue received from the ACT Government to fund the costs of delivering outputs. Controlled Recurrent Payments are recognised when the Directorate gains control over the funding which is obtained upon the receipt of cash, given they do not contain enforceable and sufficiently specific performance obligations, as defined by AASB 15 *Revenue from Contracts with Customers*. Capital injection appropriations are not recognised as income but instead are recognised as equity injections and a cash inflow which is primarily used to purchase and/or build assets.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Statement of Cash Flows in the Budget Papers. This amount also appears in the Statement of Cash Flows.

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

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in the Statement of Cash Flows.

	Original Budget 2026 $'000	Total Appropriated 2026 $'000	Appropriation Drawn 2026 $'000	Appropriation Drawn 2025 $'000
Controlled				
Controlled Recurrent Payments	1,094,012	1,115,312	1,095,748	1,038,204
Capital Injections	103,878	114,150	74,591	136,920
Total Controlled Appropriation	**1,197,890**	**1,229,462**	**1,170,339**	**1,175,124**

The above Statement of Appropriation is to be read in conjunction with the accompanying notes.

Variances between '2025-26 Controlled Recurrent Payments Appropriation Drawn' and '2024-25 Controlled Recurrent Payments Appropriation Drawn'

The increase in Controlled Recurrent Payments was mainly due to changes in wages and salaries parameters, indexation, Commonwealth grants and funding provided through a Treasurer's Advance to meet additional costs associated with learning needs of students in public schools.

Variances between '2025-26 Capital Injection Appropriation Drawn' and '2024-25 Capital Injection Appropriation Drawn'

The decrease in Capital Injections is predominately due to less Budget initiatives funded through capital injection and higher funding being reprofiled into the 2026-27 financial year through the Budget process.

EDUCATION DIRECTORATE
CONTROLLED STATEMENT OF APPROPRIATION
FOR THE YEAR ENDED 30 JUNE 2026

Variances between 'Original Budget', 'Total Appropriated' and 'Appropriation Drawn'

Reconciliation of Appropriation for 2025-26	Controlled Recurrent Payments $'000	Capital Injections $'000
Original Appropriation	1,094,012	103,878
Variation of Appropriations for Employee Entitlements (FMA s.16A)	-	5,387
Rollover of Undispersed Appropriation (FMA s.16B)	-	5,767
Variation of Appropriations for Commonwealth Grants (FMA s.17 and s.19B)[1]	4,418	-
Transfer of Funds Between Appropriation (FMA s.14)	882	(882)
Treasurer's Advance (FMA s.18)[2]	16,000	-
Total Appropriated	**1,115,312**	**114,150**
Undrawn Appropriation[3]	(4,566)	-
Budget Rollovers[4,5]	(14,998)	(39,559)
Controlled Appropriation Drawn	**1,095,748**	**74,591**

1. Primarily relates to revised grants for the Commonwealth Preschool Reform Agreement.
2. The Treasurer's Advance funding relates to additional funds received through the Supporting Public Schools and Management of Contaminated Sand Products in Public Schools Budget initiatives approved through the 2025-26 Budget Review.
3. The undrawn appropriation primarily relates to funds not drawn in 2025-26 as the result of timing of payments and program requirements.
4. Controlled Recurrent Payments reprofiled into 2026-27 include the Better and Fairer Schools Agreement for Government Schools ($5.015 million) due to timing of program requirements, Preschool Reform Agreement ($2.488 million) and Early Childhood Scholarships ($1.504 million) to align funding to payment scheduling and Workload Reduction Fund ($1.333 million) due to project delivery requirements
5. Capital Injections reprofiled into 2026-27 include the New and Expanded Schools-Infrastructure Upgrades Across Canberra Schools ($11.987 million) and Public School Roof Replacements ($5.468 million) delays associated with complexity in project scoping and procurement, and Asset Renewal Program 2025-26 ($14.473 million) due to lead time on scoping works and program requirements.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2026

NOTE 1. OBJECTIVES OF THE DIRECTORATE

The Directorate is a not-for-profit ACT Government entity in the General Government Sector (as profit is not its principal objective) that delivers education services to the ACT community. The Directorate is a leading learning organisation where our people are valued and work together to deliver high quality early childhood education and public school education in an accessible and inclusive environment.

The Directorate is dedicated to facilitating high quality and equitable education services across the ACT through:

- the provision of government learning institutions in the form of public preschools, primary, secondary and special schools and colleges;
- access to quality teaching, specialised learning programs and well-being supports for individual student needs;
- enrolment and support of international students; and
- the registration and regulation of home education, early childhood education and care services and non-government schools.

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

Legislative Requirement

The *Financial Management Act 1996* (FMA) requires the preparation of annual financial statements for ACT Government Agencies. The FMA and the Financial Management Guidelines issued under the Act, require the Education Directorate's financial statements to include:

i. an Operating Statement for the year;

ii. a Balance Sheet for the year;

iii. a Statement of Changes in Equity for the year;

iv. a Statement of Cash Flows for the year;

v. a Statement of Appropriation for the year;

vi. an Operating Statement for each class of output for the year;

vii. the material accounting policies adopted for the year; and

viii. other statements as are necessary to fairly reflect the financial operations of the Education Directorate during the year and its financial position at the end of the year.

These general purpose financial statements have been prepared in accordance with Australian Accounting Standards (as required by FMA), supplemented by following the ACT Accounting and Disclosure Policies.

Accrual Accounting

The financial statements have been prepared using the accrual basis of accounting. The financial statements have also been prepared according to the historical cost convention, except for non-current assets held in property, plant and equipment and financial instruments which were valued at fair value in accordance with the revaluation policies applicable to the Directorate during the reporting period.

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – CONTINUED

Currency

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

Individual Not-For-Profit Reporting Entity

The Directorate is an individual not-for-profit reporting entity.

Controlled And Territorial Items

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control.

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

The Directorate's Controlled financial statements include the consolidation of the ACT Teacher Quality Institute, an independent statutory authority established through the *ACT Teacher Quality Institute Act 2010*.

The basis of preparation described applies to both Controlled and Territorial financial statements except where specified otherwise.

Reporting Period

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ended 30 June 2026 together with the financial position of the Directorate as at 30 June 2026.

Comparative Figures

Budget Figures

To facilitate a comparison with the Budget Papers, as required by the FMA, budget information for 2025-26 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Papers/Budget Addendum.

Prior Year Comparatives

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

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

Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars ($'000). Use of "-" represents zero amounts or amounts rounded down to zero.

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – CONTINUED

Going Concern

The 2025-26 financial statements have been prepared on a going concern basis as the Directorate has been funded in the ACT Government 2026-27 Budget and the Budget Papers include forward estimates for the Directorate.

NOTE 3. IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

The information below applies to both the Controlled and Territorial financial statements.

All Australian Accounting Standards and Interpretations issued, but yet to be applied, are applicable to future reporting periods and will be adopted from their application date.

Standards and interpretations issued, but yet to be applied, have been assessed as not being relevant to the Directorate or will have an immaterial financial impact on the Directorate. However, AASB 18 *Presentation and Disclosure in Financial Statements* (applicable 1 January 2028) does contain some major presentation/disclosure changes that will impact on the Directorate including:

- that operating, investing and financing categories as well as additional subtotals have to be included in the Directorate's operating statement;
- the disclosure of management-defined performance measures and reconciliations of these measures with the subtotals required by AASB Standards; and
- enhanced requirements for the grouping (aggregation and disaggregation) of information in the financial statements and in the notes.

The Australian Accounting Standards Board has issued an exposure draft (ED 338 *Application of AASB 18 and AASB 107 by Superannuation and Not-for-Profit Entities and Operating Cash Flow Reconciliation*) that outlines modifications to AASB 18 for not-for-profit public sector entities. If these modifications in the exposure draft are adopted, they will effectively enable the Directorate to continue to broadly apply the existing disclosure requirements contained in AASB 101 *Presentation of Financial Statements*. However, as this exposure draft is not yet finalised, the impact on the Directorate's financial statements from the adoption of AASB 18 cannot be determined at this time.

NOTE 4. CHANGE IN ACCOUNTING POLICY AND ACCOUNTING ESTIMATES

The information below applies to both the Controlled and Territorial financial statements.

Changes in Accounting Policy

The Directorate has had no changes in accounting policy during the reporting period.

Change in Accounting Estimates

Revaluation of Assets

During 2025-26, the Directorate engaged an independent qualified valuer, Colliers Valuation and Advisory Services (Colliers), to undertake a valuation of its Land and Buildings, based on fair values. The revaluation resulted in an increase in the value of the Directorate's Land and Buildings by $296.551 million. The latest valuation of assets was performed as at 30 June 2026. For details see *Note 14 – Property Plant and Equipment*.

Employee Benefits

As disclosed in *Note 17 – Employee Benefits*, annual leave and long service leave, including applicable on-costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The present value of future payments is estimated from an assessment made by the Australian Government Actuary.

Last financial year (2024-25) the rate used to estimate the present value of future long service leave and annual leave payments was 100.1 per cent for long service leave and 99.5 per cent for annual leave. The rate for 2025-26 is 95.5 per cent for long service leave and 98.0 per cent for annual leave. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in a decrease in the estimate of the long service leave liability and expense in the current reporting period of approximately $8.242 million and a decrease to the estimate of the annual leave liability and expense in the current reporting period of approximately $1.024 million.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2026

INCOME NOTES

Material Accounting Policies – Income

Income Recognition

Revenue is recognised in accordance with AASB 15 *Revenue from Contracts with Customers* where the contract is enforceable and contains sufficiently specific performance obligations, otherwise income is in the scope of AASB 1058 *Income of Not-for-Profit Entities*.

NOTE 5. SALES OF GOODS AND SERVICES FROM CONTRACTS WITH CUSTOMERS

Description and Material Accounting Policies relating to the Sale of Goods and Services

The Directorate earns revenue from providing goods and services to other ACT Government agencies, private sector consumers and to the public. This revenue is legally retained by the Directorate and driven by consumer demand. Where payment is not received at the time of purchase, payments from customers are generally required within 30 days of the provision of services.

The Directorate assesses its revenue from contracts with customers and uses key judgements in determining the satisfaction of performance obligations.

International Private Students Program

This revenue stream relates to the international private students' program and is revenue associated with student enrolment fees. The performance obligation is the provision of education services to international students based on an approved study program. The revenue is recognised over time, that is recorded monthly based on school semester enrolment fees.

Active Leisure Centre

Active Leisure Centre revenue is earned from the facilitation of memberships, primarily associated with health and fitness memberships. The performance obligation is satisfied through the provision of facilities and services to members. Control to members is transferred at a point in time based on agreed terms of the membership. Under Administrative Arrangements dated 8 November 2024, the Active Leisure Centre was to be transferred from the Directorate to Infrastructure Canberra (iCBR). The transfer did not occur when the administration arrangement came into effect on 8 November 2024 due to the need for related administrative processes to be completed. In consultation with iCBR, the transfer took place as at 18 August 2025 and revenue and expenses for the Active Leisure Centre are recognised up to this date in the Directorate's 2025-26 financial statements, refer to *Note 19 – Restructure of Administrative Arrangements*.

Hire of Facilities and Recreational Activities

This revenue stream relates to the hire of Directorate facilities (such as schools) for community use. Revenue is earned at a point in time when the facility is provided to the hirer for use.

Commonwealth National Partnership Agreements

This is revenue provided from the Commonwealth through National Partnership Agreements, primarily associated with Jervis Bay Territory School.

Jervis Bay Territory School and associated services revenue is made up of a number of components comprising school services, early childhood education and home education. The performance obligation is to provide educational services with revenue recognised over time, on a monthly basis.

NOTE 5. SALES OF GOODS AND SERVICES FROM CONTRACTS WITH CUSTOMERS – CONTINUED

	2026 $'000	2025 $'000
International Private Students Program[1]	9,502	8,014
Active Leisure Centre[2]	480	2,923
Hire of Facilities and Recreational Activities	924	877
Commonwealth National Partnership Agreements[3]	4,450	5,631
Commonwealth Own Purpose Payments / Specific Projects	14	56
Other	3,883	3,677
Total Sales of Goods and Services from Contracts with Customers	**19,253**	**21,178**

1. The increase in 2025-26 is due to increased study tours and an increase in international college students attracting higher fees compared to other student cohorts.
2. The decrease from 2024-25 is due to the transfer of the Active Leisure Centre to iCBR as at 18 August 2025. For further information, refer to *Note 19 – Restructure of Administrative Arrangements*.
3. The decrease from 2024-25 is due to the Commonwealth National Capital Functions Agreement for the French Australia School and International Baccalaureate program being directly appropriated in the Directorate's Controlled Recurrent Payments from 2025-26 onwards.

NOTE 6. GRANTS AND CONTRIBUTIONS INCOME

Description and Material Accounting Policies relating to Grants and Contributions Income

Legal Services

Legal Services were received free of charge from the ACT Government Solicitor's Office for the provision of advice and representation of the Directorate. The Directorate would have had to pay for these services had they not been received free of charge.

Chief Minister, Treasury and Economic Development Directorate (CMTEDD) Resources Received Free of Charge

Shared Services Resources Received Free of Charge

The Directorate is required by the ACT Government to use Shared Services for its financial and HR processing. Shared Services is part of CMTEDD. Given Shared Services is directly appropriated by the ACT Government to provide certain services at a fixed cost to the Directorate, it means that the Directorate does not have to pay for these services.

Professional Standards Unit (PSU)

PSU is part of CMTEDD and provides investigation services regarding misconduct and other complaints relating to employees across the ACT Public Service. In addition to investigating complaints, PSU, through the office of the Public Sector Standards Commissioner also advises the Chief Minister on matters arising from investigations conducted.

Given PSU is directly appropriated by the ACT Government, the Directorate does not have to pay for these services. CMTEDD provided the Directorate with the fair value of the services provided.

Territory Records Office (TRO)

TRO is part of CMTEDD and provides record management services to the Directorate free of charge. TRO is directly appropriated to provide these services across the ACT Government and as such, the Directorate is required to use these services. CMTEDD provided the Directorate with the fair value of the services provided.

Digital Canberra (DCBR)

The DCBR provides information and communication technology (ICT) services to the Directorate. DCBR is directly appropriated by the ACT Government to provide these ICT services to the Directorate and as such the Directorate receives these services free of charge. The Directorate is required by the ACT Government to use DCBR for these services.

Infrastructure Canberra (iCBR)

iCBR provides office accommodation to the Directorate. iCBR is directly appropriated by the ACT Government to provide office accommodation and as such the Directorate receives this free of charge. Additionally, iCBR provide procurement and infrastructure delivery services to the Directorate free of charge. iCBR is directly appropriated to deliver these services and as such, the Directorate is required to use these services. The fair value of project management services are capitalised on the Balance Sheet as they are directly attributable to the creation of the assets for which the service is provided.

Other Grants and Contribution Income

School Income

School income mainly comprises of schools' voluntary contributions, fund raising and excursion funds.

NOTE 6. GRANTS AND CONTRIBUTIONS INCOME – CONTINUED

	2026 $'000	2025 $'000
Resources Received Free of Charge		
Legal Services provided by the ACT Government Solicitor's Office	1,478	1,259
Financial Services provided by Shared Services	744	798
Human Resources Services provided by Shared Services[1]	5,800	8,348
Record Management Services provided by the TRO	5	3
Investigation Services provided by the PSU	2,020	1,970
Information and Communication Technology Services provided by DCBR	22,138	21,640
Drafting and Publishing Services provided by Justice and Community Safety Directorate	113	119
Office Accommodation provided by iCBR[2]	1,806	-
Project Management Services provided by iCBR[3]	1,580	4,529
Total Resources Received Free of Charge	**35,684**	**38,666**
Other Grants and Contributions Income		
School Income	25,824	24,784
Other Grants	216	40
Gains arising from the Contribution of Asset[4]	95	19
Total Other Grants and Contributions Income	**26,135**	**24,843**
Total Grants and Contributions Income	**61,819**	**63,509**

1. The decrease predominately relates to the Human Resources Information Management Systems (HRIMS) being provided by DCBR from 2025-26 onwards, rather than Shared Services.
2. The increase reflects office accommodation being facilitated and provided by iCBR from 2025-26 onwards, with the appropriation transferred to iCBR.
3. The decrease reflects reduced project management support from iCBR following the restructuring of administrative arrangements between the Directorate and iCBR in 2024-25. Under the restructured arrangements, iCBR now undertakes major projects directly in-house rather than on behalf of the Directorate.
4. The gains from contribution of assets in 2025-26 and 2024-25 relate to electric vehicle chargers transferred from the City and Environment Directorate (CED).

NOTE 7. OTHER INCOME

Description and Material Accounting Policies relating to Other Income

Other Revenue

Other Revenue arises from the core activities of the Directorate.

	2026 $'000	2025 $'000
Other Revenue		
Other Revenue[1]	1,460	2,126
Total Other Revenue	**1,460**	**2,126**
Total Other Income	**1,460**	**2,126**

1. This revenue primarily comprises regulatory service fees charged by the Teacher Quality Institute (TQI), insurance recoveries from the ACT Insurance Authority (ACTIA) and other miscellaneous revenue. The decrease from 2024-25 mainly relates to decreased insurance recoveries from ACTIA.

EXPENSE NOTES

NOTE 8. EMPLOYEE EXPENSES

Description and Material Accounting Policies Relating to Employee Expenses

Employee expenses comprise all costs incurred in relation to employing staff including wages and salaries, fringe benefits tax, leave entitlements, annual leave loading, termination payments, workers' compensation insurance premiums, accrued flextime, non-monetary benefits, and other employee benefits and on-cost expenses.

Wages and salaries are recognised in the reporting period when the employee renders services to the Directorate. They are measured based on the amount paid to employees during the year as well as any wages and salaries due to employees that remain unpaid at the end of the financial year.

Superannuation Expense

Employees of the Directorate will have different superannuation arrangements due to the type of superannuation schemes available at the time of commencing employment, including both defined benefit and defined contribution superannuation scheme arrangements.

For employees who are members of the defined benefit Commonwealth Superannuation Scheme (CSS) and Public Sector Superannuation Scheme (PSS) the Directorate makes employer superannuation contribution payments to the Territory Banking Account at a rate determined by the Chief Minister, Treasury and Economic Development Directorate. The Directorate also makes productivity superannuation contribution payments on behalf of these employees to the Commonwealth Superannuation Corporation, which is responsible for administration of the schemes.

For employees who are members of defined contribution superannuation schemes (the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice) the Directorate makes employer superannuation contribution payments directly to the employees' relevant superannuation fund.

All defined benefit employer superannuation contributions are recognised as expenses on the same basis as the employer superannuation contributions made to defined contribution schemes. The accruing superannuation liability obligations are expensed as they are incurred and extinguished as they are paid.

NOTE 8. EMPLOYEE EXPENSES – CONTINUED

	2026	2025
	$'000	$'000
Wages and Salaries[1,2]	767,580	736,805
Annual Leave Expense[1]	61,261	61,196
Long Service Leave Expense[1,3]	12,701	35,134
Workers' Compensation Insurance	15,747	16,998
Superannuation Contributions to the Territory Banking Account	45,775	46,592
Productivity Benefit	3,976	4,033
Superannuation to External Providers[4]	86,791	76,257
Flextime Expense[5]	(141)	1,398
Total Employee Expenses	**993,690**	**978,413**

1. In accordance with ACT Accounting Policy, from 2025-26 onwards, Annual Leave and Long Service Leave expense amounts are disclosed separately.
2. The increase is mainly due to the flow on impact of teaching, administrative and other staff enterprise agreements and new and continuing budget initiatives.
3. Long Service Leave expenses have decreased in 2025-26 primarily due to a reduction in the present value factor by 4.6% to 95.5%. Refer to *Note 17 – Employee Benefits*.
4. The increase is primarily associated with increased employee costs, as superannuation is a function of wages and salaries expenditure. The increase also reflects new staff joining superannuation schemes with external providers as legacy superannuation schemes are closed to new entrants.
5. The decrease in flextime expense is predominately due to the application of updated 2025-26 ACT Accounting Policy on employee benefits. The Accounting Policy required the calculation of flextime liability on the basis of Australian Government Actuarial advice providing individual agency percentage of wages and salaries of all eligible staff in the Directorate and the inclusion of one week flex leave liability for all eligible staff.

NOTE 9. SUPPLIES AND SERVICES

Description and Material Accounting Policies Relating to Supplies and Services

General – Supplies and Services

Purchases of supplies and services generally represent the day-to-day running costs incurred in normal operations, recognised in the reporting period in which these expenses are incurred. Supplies and Services are measured at the amount paid or payable, or where supplies and services have been provided free of charge, they are measured at their fair value at the time they are provided.

Property and Maintenance

Maintenance expenses, which do not increase the service potential of an asset, are recognised as an expense.

Materials and Services

Materials and Services primarily consists of software licences, web hosting services and services received by CMTEDD associated with information technology, human resource and finance services.

Audit Service Fees

Audit Fees consist of financial audit services provided to the Directorate by the ACT Audit Office to conduct the audit of 2025-26 financial statements and review of its Statement of Performance. No other services were provided by the ACT Audit Office.

	2026	2025
	$'000	$'000
Property and Maintenance[1]	27,204	29,881
Materials and Services[2]	60,748	58,167
Travel and Transport	462	524
Administrative	5,845	5,344
Insurance and Financial	3,726	3,755
Audit Service Fees	203	239
Lease Rental	327	597
Total Supplies and Services	**98,515**	**98,507**

1. The decrease is primarily associated with lower repairs and maintenance expenditure in schools in comparison to 2024-25.
2. The increase is mainly associated with consultant fees for capital works projects.

NOTE 10. GRANTS AND PURCHASED SERVICES

Description and Material Accounting Policies Relating to Grants and Purchased Services

Grants are amounts provided to ACT Government agencies and non-ACT Government agencies for general assistance or for a particular purpose. Grants may be for capital, current or recurrent purposes and the name or category reflects the use of the grant. The grants given are usually subject to terms and conditions set out in the contract, correspondence, or by legislation.

Grants are goods, services or assets that are provided to another entity without receiving approximately equal value in return. Grants are measured at the fair value of the transaction, at the time that transaction occurs. The Directorate provides recurrent grants to various community organisations. Recurrent Grants expenditure is generally recognised when the services have been performed by the grantee, or the grant eligibility criteria has been satisfied.

Purchased services are amounts paid to obtain services from other ACT Government agencies and external parties. Purchased services are typically services that are purchased by the Directorate which are not provided directly to the Directorate itself, but are instead provided on behalf of the Directorate to others, whereas the expenses included in *Note – 9 Supplies and Services* are typically provided directly to the Directorate itself. Purchased services transactions are reciprocal in nature.

	2026 $'000	2025 $'000
Recurrent Grants		
ACT Government Grant - Future of Education Equity Fund	4,027	3,679
Commonwealth Grants[1]	13,598	11,127
Other Grants	1,903	1,749
Total Recurrent Grants	**19,528**	**16,555**
Purchased Services		
ACT Government Program - Three-Year-Old Preschool Program[2]	5,392	2,654
Total Purchased Services	**5,392**	**2,654**
Total Grants and Purchased Services	**24,920**	**19,209**

1. The increase primarily reflects higher payments under the Commonwealth Preschool Outcomes Measures National Partnership.
2. The increase is predominately due to a change in the program payment structure and timing of payments in previous years.

NOTE 11. SCHOOL AND OTHER EXPENSES

Description and Material Accounting Policies Relating to School and Other Expenses

School Expenses

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

Civil Claim Settlements

Civil claim settlements comprise potential civil claims associated with Institutional Child Sexual Abuse that do not fall within the scope of the National Redress Scheme or occurred in the periods 1977 – 1998. From 1998 onwards the ACT Insurance Authority (ACTIA) is responsible for meeting the cost of claims made against the Territory. This includes the cost of future civil claim settlements relating to historical allegations of child abuse, including claims that have already been reported to the ACT Government (that have yet to be paid) and claims that are expected to be reported in future.

	2026 $'000	2025 $'000
School Expenses[1]	73,005	70,249
Civil Claim Liability[2]	(535)	(568)
Other Expenses	1,871	2,140
Total School and Other Expenses	**74,341**	**71,821**

1. The increase is mainly attributable to the establishment of new schools in 2025-26, increased utilities and overhead costs, and expenditure associated with the ACT Strong Foundations for Literacy and Numeracy program and Commonwealth Preschool Outcome Measures.
2. The reduction from 2025-26 represents a change in the actuarial estimate of the liability from $17.525 million in 2024-25 to $16.990 million in 2025-26. The full amount of the 2025-26 liability is reflected in *Note 18 – Other Provisions*.

ASSET NOTES

NOTE 12. CASH AND CASH EQUIVALENTS

Description and Material Accounting Policies Relating to Cash and Cash Equivalents

Cash and Cash Equivalents

The Directorate holds a number of bank accounts with Westpac Banking Corporation as part of the Whole-of-Government banking arrangements. As part of these arrangements, the Directorate does not receive interest on the Education Support Office Bank account. Interest is received for funds held in the School Management Accounts, the ACT Teacher Quality Institute Bank Account and Other Operations Bank Account.

Cash includes cash at bank and cash on hand. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value. Bank overdrafts are included in cash and cash equivalents in the Statement of Cash Flows but not in the cash and cash equivalents line on the Balance Sheet.

(a) Cash and Cash Equivalents Balances

	2026 $'000	2025 $'000
Cash and Cash Equivalents		
Educational Support Office Bank Accounts[1]	59,542	26,245
School Management Accounts	67,070	64,296
ACT Teacher Quality Institute Bank Account	180	386
Other Operations Bank Accounts	18	(54)
Cash on Hand	9	9
Total Cash and Cash Equivalents	**126,819**	**90,882**

1. The increase at 30 June 2026 is primarily due to cash being drawn prior to year-end to facilitate payment of the Directorate's wages and salaries on 1 July 2026.

NOTE 12. CASH AND CASH EQUIVALENTS – CONTINUED

	2026 $000	2025 $000
(b) Reconciliation of Cash and Cash Equivalents at the End of the Reporting Period in the Statement of Cash Flow to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	126,819	90,882
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Statement of Cash Flows	**126,819**	**90,882**
(c) Reconciliation of Operating Result to Net Cash (Outflows) from Operating Activities		
Operating Result	(114,010)	(141,858)
Add/(Less) Non-Cash Items		
Depreciation and Amortisation	103,617	101,990
Assets Written Off/Other Asset Adjustments	6,881	346
Assets Transferred or Contributed	(95)	(19)
(Gain) from Sale of Assets	(17)	(25)
Cash Before Changes in Operating Assets and Liabilities	**(3,624)**	**(39,566)**
Changes in Operating Assets and Liabilities		
Decrease in Receivables	401	3,571
(Increase) in Prepayments	(592)	(3,123)
(Decrease)/Increase in Payables	(706)	1,215
(Decrease)/Increase in Contract Liabilities	(1,522)	1,046
Increase in Employee Benefits	8,239	36,682
(Decrease) in Other Liabilities	(1,008)	(3,967)
(Decrease) in Other Provisions	(535)	(568)
Net Changes in Operating Assets and Liabilities	**4,277**	**34,856**
Net Cash Inflows/(Outflows) from Operating Activities	**653**	**(4,710)**

NOTE 13. RECEIVABLES

Description and Material Accounting Policies Relating to Receivables

Accounts Receivable

Accounts receivable (including trade receivables and other trade receivables) are measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. Receivables relating to the Sale of Goods and Services from Contracts with Customers are recognised when invoiced, as this is the point in time that the consideration is unconditional because only the passage of time is required before the payment.

Expected Credit Losses – Accounts Receivable

The amount of expected credit loss is recognised in the Operating Statements (see *Note 11 – School and Other Expenses*). The allowance for expected credit losses of trade receivables is measured based on an assessment of each debtor. The majority of the Directorate's receivables relate to goods and services tax owed from the Australian Taxation Office and receivables from the Commonwealth Government and other ACT Government agencies.

Contract Receivables

The Directorate does not hold any contract receivables as at 30 June 2026.

	2026 $'000	2025 $'000
Current Receivables		
Trade Receivables	4,681	4,234
Less: Expected Credit Loss Allowance	(878)	(831)
	3,803	**3,403**
Other Trade Receivables[1]	1,037	592
	1,037	**592**
Accrued Revenue[2]	796	1,797
Net Goods and Services Tax Receivable[3]	980	1,213
Total Current Receivables	**1,776**	**3,010**
Total Net Receivables	**6,616**	**7,005**

1. The increase mainly relates to higher debtor balances within ACT Public School accounts.
2. The decrease is primarily due to the Commonwealth National Capital Functions Agreement for the French Australian School and the International Baccalaureate program not requiring to be accrued at 30 June 2026, as from 2025-26 it is directly appropriated in the Directorate's Controlled Recurrent Payments.
3. The decrease relates to timing of payments and refunds from the Australian Taxation Office during June 2026.

NOTE 13. RECEIVABLES – CONTINUED

Expected Credit Loss Allowance

Ageing of Receivables

	Estimated total gross carrying amount at default $'000	Expected credit loss allowance $'000	Expected credit loss rate %
30 June 2026			
Not Overdue	4,512		-
1-30 Days Past Due	118	-	-
31-60 Days Past Due	183	-	-
>61 Days Past Due	2,681	(878)	33
Total	**7,494**	**(878)**	**-**
30 June 2025			
Not Overdue	5,139	-	-
1-30 Days Past Due	169	-	-
31-60 Days Past Due	144	-	-
>61 Days Past Due	2,384	(831)	35
Total	**7,836**	**(831)**	**-**

	2026 $'000	2025 $'000
Reconciliation of the Loss Allowance		
Accounts Receivable		
Expected Credit Loss Allowance at the Beginning of the Reporting Period	831	989
Additional Allowance Recognised During the Reporting Period	47	-
Reduction in Allowance from Amounts Recovered During the Reporting Period	-	-
Reduction in Allowance from Amounts Written-Off During the Reporting Period	-	(158)
Expected Credit Loss Allowance at the End of the Reporting Period	**878**	**831**

NOTE 14. PROPERTY, PLANT AND EQUIPMENT

Description and Material Accounting Policies Relating to Property, Plant and Equipment

Property, plant and equipment includes the following classes of assets:

- **Land** is defined as the ground, including soil covering, land under roads and any associated surface waters. Land incorporates the vegetation on the land and earthworks associated with that vegetation. Land includes leasehold land held by the Directorate and land under buildings.
- **Buildings** are structures that have a roof and walls which stand permanently in one place. These structures are separately identifiable from the land they are constructed upon and as such do not include land. Buildings include schools and land improvements that are adjoining a building as well as fences around a building. Land improvements are long-life items erected on land that increase the land's usefulness or value. Land improvements include parking lots, retaining walls and purpose built children's playground structures and landscaping adjoining a building.
- **Leasehold improvements** are capital expenditure items incurred in relation to leased assets. Leasehold improvements represent fit-outs in leased buildings.
- **Plant and equipment** comprises tangible assets used by the Directorate to provide services to the community. Plant and equipment are assets that are used directly by the Directorate rather than directly by the general community. Plant and equipment tend to be smaller and more mobile in nature than other types of property, plant and equipment like buildings and land. Plant and equipment includes mobile plant, water tanks, air conditioning and heating systems, office and computer equipment, furniture and fittings, and other mechanical and electronic equipment. Right-of-use plant and equipment are not classified as plant and equipment asset class.
- **Right-Of-Use Plant and Equipment** has the same definition as plant and equipment with the exception that they are held under lease. Right-of-use plant and equipment held by the Directorate under this category are motor vehicles.
- **Capital Works in Progress (CWIP)** is property, plant and equipment that is in the process of being constructed and as such is not yet in use or available for use. That is, CWIP is property, plant and equipment which is not in a location and condition necessary for it to be capable of operating in a manner intended by management. CWIP held by the Directorate include buildings and leasehold improvements under construction. Works in Progress relating to intangible assets are included in intangible assets.

Property, plant and equipment does not include assets held for sale or investment property.

Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment is initially measured at cost, which comprises its purchase price, any directly attributable costs and the initial estimate of the costs of dismantling and removing the item and restoring the site on which it is located. For right-of-use assets cost comprises the initial amount of the lease liability, initial direct costs, prepaid lease payments, estimated cost of removal and restoration less any lease incentives received.

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Acquisition and Recognition of Property, Plant and Equipment – Continued

Capital works in progress are recognised at the time the construction activity occurs. These assets are measured at the cost of constructing the asset. The cost includes direct construction costs (e.g. direct materials and direct labour costs of construction workers), and 'directly attributable' costs in bringing the asset to a location and condition ready for use, and the initial estimate of the costs of dismantling and removing the item and restoring the site on which it is located. Directly attributable costs included in capital works in progress by the Directorate are the cost of site preparation, initial delivery and handling costs of materials, installation and assembly costs, functional testing and professional fees. However, the Directorate initially recognises service concession assets at current replacement cost in accordance with the cost approach to fair value in AASB 13 *Fair Value Measurement*.

Where property, plant and equipment is acquired at no or nominal cost, cost is its fair value as at the date of acquisition. However, property, plant and equipment acquired at no cost or minimal cost as part of a restructuring of administrative arrangements is measured at the transferor's book value.

Property, Plant and Equipment with a value equal to or higher than the relevant threshold are capitalised.

Asset Class	Capitalisation Threshold
Land	$1
Buildings	$5,000
Leasehold Improvements	$5,000
Plant and Equipment	$5,000
Right-of-Use Plant and Equipment	$5,000
Capital Works in Progress	$1

Measurement of Property, Plant and Equipment After Initial Recognition

Plant and Equipment is measured at cost. The Directorate measures land and buildings at fair value.

After the commencement date, right-of-use assets are measured at cost less any accumulated depreciation and accumulated impairment losses and adjusted for any re-measurement of the lease liability. Right-of-use assets are classified in property, plant and equipment in their own separate asset class.

Major Cyclical Maintenance – Infrastructure Asset

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade, increasing the service potential of the existing asset, the cost is capitalised.

Valuation of Non-Current Assets

Colliers, an independent valuer, has performed the valuation of the Directorate's land and buildings. Colliers hold a recognised and relevant professional qualification and have recent experience in the location and category of the land and buildings involved. The latest valuation was performed as at 30 June 2026. Colliers will also undertake annual desktop valuations of the Directorate's asset portfolio in 2026-27 and 2027-28 to ensure the values remain materially correct.

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Valuation of Non-Current Assets – Continued

The Directorate has made a significant estimate regarding the fair value of its property, plant and equipment. Land and buildings have been recorded at the market value of similar properties as determined by an independent valuer. In some circumstances, buildings that are purpose built may in fact realise more or less in the market. The valuation uses significant judgements and estimates to determine fair value, including the appropriate indexation figure and quantum of assets held.

Revaluation

Land and buildings are revalued every three years. Towards the end of each financial year the Directorate assesses whether there are any indicators that the carrying amount of land and buildings is materially different to fair value. Where these indicators exist, the asset will be revalued regardless of when the last valuation took place.

Any accumulated depreciation relating to buildings at the date of revaluation is written back against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

Impairment of Assets

At each reporting date, the Directorate assesses whether there is any indication of impairment for assets that are measured at cost subsequent to initial recognition and for property, plant and equipment measured at fair value subsequent to initial recognition. Property, plant and equipment is also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

Any resulting impairment losses relating to land and buildings, are recognised as a decrease in the asset revaluation surplus relating to these classes of assets. This is because these asset classes contain assets that are measured at fair value and have an asset revaluation surplus attached to them. Where the impairment loss is greater than the balance in the asset revaluation surplus for the relevant class of asset, the difference is expensed in the Operating Statement.

Impairment losses for plant and equipment and leasehold improvements are recognised in the Operating Statement (see *Note 11 – Schools and Other Expenses*), as plant and equipment and leasehold improvements are measured at cost.. The carrying amount of the asset is reduced to its recoverable amount. There are no impairment losses in 2025-26.

Property, plant and equipment that have previously been impaired are reviewed for possible reversal of impairment at each reporting date.

Depreciation and Useful Life

Depreciation is the systematic allocation of the cost of an asset less its residual value over its useful life. Depreciation commences when property, plan and equipment is ready for its intended use.

Depreciation is applied to physical assets such as buildings, and plant and equipment.

Land has an unlimited useful life and is therefore not depreciated. The vegetation on the land and earthworks associated with that vegetation have been assessed as having an unlimited useful life and are therefore also not depreciated.

All depreciation is calculated after first deducting any residual values, which remain for each asset.

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Depreciation and Useful Life – Continued

Depreciation for property, plant and equipment is determined as follows:

Class of Asset	Depreciation Method	Useful Life (Years)
Buildings	Straight Line	50
Leasehold Improvements	Straight Line	5
Plant and Equipment	Straight Line	2-20

Land improvements are included within the buildings asset class.

The Directorate has made a significant estimate in determining the useful lives of its property, plant and equipment. The estimation of useful lives of property, plant and equipment is based on the historical experience of similar assets and in some cases has been based on valuations provided by Colliers. The useful lives are assessed on an annual basis and adjustments are made when necessary.

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment – 2025-26

	Land $'000	Buildings $'000	Leasehold Improvement $'000	Plant and Equipment $'000	Right-of-Use Plant and Equipment $'000	Capital Works in Progress $'000	Total $'000
Carrying Amount at the Beginning of the Reporting Period	**467,230**	**2,100,046**	**112**	**52,238**	**1,645**	**27,961**	**2,649,232**
Additions[1]	-	5,352	-	2,417	1,577	31,295	**40,641**
Revaluation	81,420	215,131	-	-	-	-	**296,551**
Acquisition through Transfers[2]	-	151,469	-	2,230	-		**153,699**
(Disposal) through Administrative Restructuring[3]	(1,190)	(12,617)	-	-	-	-	**(13,807)**
Depreciation	-	(86,203)	(6)	(16,009)	(815)	-	**(103,033)**
Capital Works in Progress Completed and Transferred to another class of Property, Plant and Equipment[1]	-	17,890	-	25,258	-	(43,148)	**-**
Capital Works in Progress Recognised in a Prior Period but Expensed in the Current Period	-	-	-	-	-	(6,835)	**(6,835)**
Write-offs/Other	-	-	-	(48)	-	-	**(48)**
Carrying Amount at the End of the Reporting Period	**547,460**	**2,391,068**	**106**	**66,086**	**2,407**	**9,273**	**3,016,400**

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment – 2025-26 – Continued

	Land $'000	Buildings $'000	Leasehold Improvements $'000	Plant and Equipment $'000	Right-of-Use Plant and Equipment $'000	Capital Works in Progress $'000	Total $'000
Carrying Amount at the End of the Reporting Period, is presented							
Gross Book Value	547,460	2,392,448	122	97,674	4,026	9,273	**3,051,003**
Accumulated Depreciation[4]	-	(1,380)	(16)	(31,588)	(1,619)	-	**(34,603)**
Carrying Amount at the End of the Reporting Period	**547,460**	**2,391,068**	**106**	**66,086**	**2,407**	**9,273**	**3,016,400**

1. Primarily relates to works for the following initiatives, New and Expanded Schools – Upgrades for Fraser Primary School and Melba Copland Secondary School, Delivering Energy efficient program, Investing in Public Education - Digital Access and Equity , Support our School System - Improving ICT, Universal Access to Preschool for Three-Year Olds, Feasibility, Planning and Design for Future Public Schools and 2025-26 Asset Renewal Program.
2. The acquisition through transfer relates to Garran Primary School Stage 1 ($69.539 million) and Strathnairn Primary School Stage 1 ($84.065 million) transferred from iCBR and the transfer of electric vehicle charges ($0.095 million) from the City and Environment Directorate (CED).
3. The disposal through administrative restructures is associated with the transfer of the Active Leisure Centre to iCBR following the *Administrative Arrangements 2025 (No 2)*. Refer to *Note 19 – Restructure of Administrative Arrangements*.
4. Accumulated depreciation in 2025-26 is nil for most buildings as at 30 June 2026, following the revaluation of land and buildings. The $1.380 million of accumulated depreciation relates to newly built schools - Garran Primary School Stage 1 and Strathnairn Primary School Stage 1 transferred from iCBR.

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment – 2024-25

	Land $'000	Buildings $'000	Leasehold Improvement $'000	Plant and Equipment $'000	Right -of- Use Plant and Equipment $'000	Capital Works in Progress $'000	Total $'000
Carrying Amount at the Beginning of the Reporting Period	**467,432**	**1,994,403**	**145**	**48,981**	**1,175**	**147,246**	**2,659,382**
Additions[1]	-	4,163	-	2,760	1,168	132,501	**140,592**
Acquisition through Transfers[2]	-	-	-	19	-	-	**19**
Depreciation	-	(82,718)	(33)	(15,800)	(698)	-	**(99,249)**
Transfer due to Administrative Restructure[3]	-	-	-		-	(50,645)	**(50,645)**
Capital Works in Progress Completed and Transferred to another class of Property, Plant and Equipment[1]	-	184,300	-	16,336	-	(200,636)	**-**
Capital Works in Progress Recognised in a Prior Period but Expensed in the Current Period	-	-	-	-	-	(505)	**(505)**
Write Offs/Other[4]	(202)	(102)	-	(58)	-	-	**(362)**
Carrying Amount at the End of the Reporting Period	**467,230**	**2,100,046**	**112**	**52,238**	**1,645**	**27,961**	**2,649,232**
Carrying Amount at the End of the Reporting Period, is represented							
Gross Book Value	467,230	2,262,644	272	99,811	3,112	27,961	**2,861,030**
Accumulated Depreciation	-	(162,598)	(160)	(47,573)	(1,467)	-	**(211,798)**
Carrying Amount at the End of the Reporting Period	**467,230**	**2,100,046**	**112**	**52,238**	**1,645**	**27,961**	**2,649,232**

1. Mainly relates to capitalisation of Aunty Agnes Shea High School and Margaret Hendy School during 2024-25 ($132.331 million).
2. The acquisition through transfers relates to electric vehicle chargers from the City and Environment Directorate (CED), formally Environment Planning and Sustainable Development Directorate (EPSDD).
3. With effect from 1 January 2025, a restructuring of administrative arrangements occurred between the Directorate and iCBR involving the transfer of Tier 1 and Tier 2 capital projects (capital projects with a total project value of $25 million or greater). This amount represents the transfer of Capital Works in Progress for the Tier 1 and Tier 2 capital projects transferred to iCBR including the Strathnairn Primary School and Garran Primary School projects. Refer to *Note 19 – Restructure of Administrative Arrangements*.
4. The land write-off mainly relates to the transfer of the former Lyons Preschool site to Canberra Health Services (CHS).

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Depreciation and Amortisation Amounts from the Notes to the Amount on the Face Operating Statement	**2026 $'000**	**2025 $'000**
Depreciation Expense (from *Note 14 - Property Plant and Equipment* above)	103,033	99,249
Amortisation Expense (from *Note 15 - Intangible Assets*)	584	2,741
Total Depreciation and Amortisation Expense on the Operating Statement	**103,617**	**101,990**

In the 2024-25 financial statements this note (*Note 14 – Property Plant and Equipment*) included a separate 'Reconciliation of Capital Works in Progress' and a 'Reconciliation of Capital Works in Progress Amount from the Notes to the Amount on the Face of the Balance Sheet'. However, in the 2025-26 financial statements both reconciliations have been incorporated into the Capital Works in Progress column has been added to the 'Reconciliation of Property, Plant and Equipment' above.

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Fair Value Hierarchy

The Fair Value Hierarchy below reflects the significance of the inputs used in determining their fair value. The Fair Value Hierarchy is made up of the following three levels:

- Level 1 - quoted prices (unadjusted) in active markets for identical assets that the Directorate can access at the measurement date;
- Level 2 - inputs other than quoted prices included within Level 1 that are observable for the asset either directly or indirectly; and
- Level 3 - inputs that are unobservable for particular assets or liabilities.

Details of the Directorate's property, plant and equipment at fair value and information about the Fair Value Hierarchy as at 30 June 2026 are as follows:

	Classification According to Fair Value Hierarchy		
	Level 2	Level 3	Total
2026	**$'000**	**$'000**	**$'000**
Property, Plant and Equipment at Fair Value			
Land	-	547,460	547,460
Buildings	-	2,391,068	2,391,068
	-	**2,938,528**	**2,938,528**

	Classification According to Fair Value Hierarchy		
	Level 2	Level 3	Total
2025	**$'000**	**$'000**	**$'000**
Property, Plant and Equipment at Fair Value			
Land	-	467,230	467,230
Buildings	-	2,100,046	2,100,046
	-	**2,567,276**	**2,567,276**

Transfers Between Categories

There have been no transfers between Levels 2 and 3 during the current or previous reporting period.

NOTE 14. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Valuation Techniques, inputs and processes

Level 3 Valuation Techniques and Significant Unobservable Inputs

Valuation Technique: Land where there is no active market or significant restrictions is valued through the market approach.

Significant Unobservable Inputs: Selecting land with similar approximate utility. In determining the value of land with similar approximate utility significant adjustment to market based data was required.

Valuation Technique: Buildings, and improvements to land were considered specialised assets by the valuers and measured using the cost approach to fair value.

Significant Unobservable Inputs: Estimating the cost to a market participant to construct assets of comparable utility adjusted for obsolescence. In determining the value of buildings and improvements to land regard was given to the age and condition of the assets, their estimated replacement cost and current use. This required use of data internal to the Directorate.

Fair Value Measurements using Significant Unobservable Inputs (Level 3)			
	Land $'000	**Buildings $'000**	**Total $'000**
2026			
Fair Value at the Beginning of the Reporting Period	467,230	2,100,046	**2,567,276**
Additions	-	23,242	**23,242**
Revaluation Increments recognised in Other Comprehensive Income	81,420	215,131	**296,551**
Acquisition From Transfers[1]	-	151,469	**151,469**
Disposal from Transfers[2]	(1,190)	(12,617)	**(13,807)**
Depreciation		(86,203)	**(86,203)**
Fair Value at the End of the Reporting Period	**547,460**	**2,391,068**	**2,938,528**

1. Relates to the asset transfer from iCBR of Strathnairn Primary School Stage 1 ($82.661 million) and Garran Primary School Stage 1 ($68.808 million) to the Directorate on completion in 2025-26.
2. The disposal is associated with the transfer of the Active Leisure Centre to iCBR following *Administrative Arrangements 2024 (No 1)*. Refer to *Note 19 – Restructure of Administrative Arrangements* for further details.

Fair Value Measurements using Significant Unobservable Inputs (Level 3)			
	Land $'000	**Buildings $'000**	**Total $'000**
2025			
Fair Value at the Beginning of the Reporting Period	467,432	1,994,403	**2,461,835**
Additions[1]	-	188,463	**188,463**
Disposal from Transfers	(202)	(102)	**(304)**
Depreciation	-	(82,718)	**(82,718)**
Fair Value at the End of the Reporting Period	**467,230**	**2,100,046**	**2,567,276**

1. Mainly relates to capitalisation of Aunty Agnes Shea High School and Margaret Hendry School during 2024-2025 ($132.331 million).

NOTE 15. INTANGIBLE ASSETS

Description and Material Accounting Policies Relating to Intangible Assets

The Directorate has internally generated software, externally purchased software and software works in progress. Software works in progress is software that is in the process of being developed and as such is not yet in use or available for use. That is, software which is not in a location and condition necessary for it to be capable of operating in a manner intended by management. Software works in progress does not include property, plant and equipment capital works in progress. The internally generated software consists of the School Staffing Integrated Management System, School Administration System, Early Childhood Teacher Registration System and Enhancing Teacher Workforce Systems.

Recognition
Externally acquired software is recognised as an asset when:

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

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

Software Works in Progress is recognised at the time the software is being built.

Measurement
Intangible Assets are measured at cost, which comprises its purchase price and any directly attributable costs of preparing the asset for its intended use.

Software works in progress is measured at cost. The cost includes direct construction costs (e.g. direct materials and direct labour), and 'directly attributable' costs in bringing the asset to a location and condition ready for use. 'Directly attributable' costs included in software works in progress by the Directorate are the cost of initial delivery and handling costs of materials, installation and assembly costs, functional testing and professional fees.

Where intangible assets are acquired at no cost, or minimal cost, its cost is its fair value as at the date of acquisition. However, intangible assets acquired at no or minimal cost as part of a restructuring of administrative arrangements is measured at the transferor's book value.

Amortisation
Capitalised software and other intangibles have a finite useful life. Software is amortised on a straight-line basis over its useful life, over a period not exceeding ten years. Amortisation commences when intangible assets are ready for their intended use.

Impairment
The Directorate assesses at each reporting date, whether there is any indication that an intangible asset may be impaired. Intangible assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. However, intangible assets that are not yet available for use are tested annually for impairment regardless of whether there is an indication of impairment, or more frequently if events or circumstances indicate they might be impaired.

NOTE 15. INTANGIBLE ASSETS – CONTINUED

Impairment – Continued

Impairment losses for intangible assets are recognised in the Operating Statement (see *Note 11 – School and Other Expenses*), as intangibles are carried at cost. The carrying amount of the intangible asset is reduced to its recoverable amount. There are no impairment losses in 2025-26.

Amortisation for intangible assets is determined as follows:

Class of Intangible Asset	Amortisation Method	Useful Life (Years)
Externally Purchased Software	Straight Line	4-7
Internally Generated Software	Straight Line	4-7

	Internally Generated Software $'000	Software Works in Progress $'000	Total $'000
Reconciliation of Intangible Assets 2025-26			
Carrying Amount at the Beginning of the Reporting Period	**1,073**	**2,805**	**3,878**
Additions[1]	-	1,650	**1,650**
Amortisation	(584)	-	**(584)**
Software Works in Progress Completed and Transferred to another class of Intangible Assets[2]	394	(394)	**-**
Carrying Amount at the End of the Reporting Period	**883**	**4,061**	**4,944**

1. The addition mainly relates to the Universal Access to Preschool for Three-Year Olds program.
2. The software works in progress completed and transferred to another class of intangible assets relates to the capitalisation of the Enhancing Teacher Workforce Systems.

Reconciliation of Intangible Assets 2024-25

Carrying Amount at the Beginning of the Reporting Period	**3,814**	**1,908**	**5,722**
Additions[1]	-	2,285	**2,285**
Amortisation	(2,741)	-	**(2,741)**
Other Changes[2]	-	(1,388)	**(1,388)**
Carrying Amount at the End of the Reporting Period	**1,073**	**2,805**	**3,878**

1. The addition mainly relates to the Enhancing Teacher Workforce system and Investing in Public Education – Set up for Success – Early Childhood Program.
2. Other changes relate to the intangible assets associated with the interim ICT Solution for the Universal Access – Three-Year-Old Preschool program. This item was expensed in accordance with accounting standards as the useful life was less than one year.

In 2024-25 financial statements this note (*Note 15 – Intangible Assets*) included a 'Reconciliation of Intangible Assets from the Notes to the Amount on the Face of the Balance Sheet'. However, in the 2025-26 financial statements this reconciliation has been removed due to the consolidation of the Capital Works in Progress line item on the face of the Balance Sheet, and therefore the total amount of Intangible Assets in this note reconciles to the Intangible Asset line item included on the face of the Balance Sheet.

LIABILITY NOTES

NOTE 16. PAYABLES AND CONTRACT LIABILITIES

Description and Material Accounting Policies Relating to Payables and Contract Liabilities

Payables

Payables include Trade Payables, Accrued Expenses and Other Payables.

Payables are initially recognised at fair value based on the transaction cost and subsequent to initial recognition at amortised cost, with any adjustments to the carrying amount being recognised in the Operating Statement. All amounts for correctly rendered invoices are normally settled within 14 days after the invoice date given the ACT Government accelerated the payments of invoices for local enterprises recognising the importance of cash flow to small and medium enterprises.

Contract Liabilities

Contract Liabilities relate to consideration received in advance from customers in respect of educational services for international students. The balance of contract liabilities as at 30 June 2026 relates to performance obligations to be met by the Directorate to provide educational services to international students under *Education Services for Overseas Students Act 2000* and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018. When an amount of consideration is received from a customer prior to the Directorate providing educational services to the customer, the balance of the consideration which has not been transferred is presented as a contract liability.

NOTE 16. PAYABLES AND CONTRACT LIABILITIES – CONTINUED

	2026 $'000	2025 $'000
Current Payables and Contract Liabilities		
Current Payables		
Payables	3,092	3,662
Accrued Expenses[1]	7,393	6,164
Total Current Payables	**10,485**	**9,826**
Current Contract Liabilities		
Amounts Received Related to Contracts with Customers where the Performance Obligations has not yet been Satisfied[2]	3,579	5,101
Total Current Contract Liabilities	**3,579**	**5,101**
Total Current Payables and Contract Liabilities	**14,064**	**14,927**
Payables are aged as followed		
Not Overdue	12,994	13,216
Overdue for Less than 30 Days	1,016	1,531
Overdue for 30 to 60 Days	45	145
Overdue for More than 60 Days	9	35
Total Payables and Contract Liabilities	**14,064**	**14,927**

1. The increase is mainly due to higher capital works accruals at 30 June 2026, primarily associated with the Digital Access and Equity program.
2. This relates primarily to consideration received in advance from customers in respect of educational services for international students. The Directorate expects 100 percent price performance criteria to be recognised in 2026-27 as the education services will be provided. The decrease in 2025-26 relates to lower student numbers.

NOTE 17. EMPLOYEE BENEFITS

Description and Material Accounting Policies Relating to Employee Benefits

Accrued Wages and Salaries

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

Annual and Long Service Leave

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

Annual leave liabilities have been estimated on the assumption they will be wholly settled within three years. This financial year the rate used to estimate the present value of future:

- annual leave payments is 98.0 per cent (99.5 per cent in the previous financial year); and
- payments for long service leave is 95.5 per cent (100.1 per cent in the previous financial year).

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period qualifying service (i.e. 7 years for employees under 55 years and 1 year for employees 55 years and older), the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and applicable on-costs.

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

Significant judgements have been applied in estimating the annual and long service leave liabilities, given that the Directorate uses the Whole-of-Government present value, probability and on-cost factors. These factors are issued by ACT Treasury and apply to all ACT Government agencies. ACT Treasury organises an actuarial review to be undertaken approximately every three years by the Australian Government Actuary to estimate each of these factors. The latest assessment was undertaken in December 2024 and early 2025, with the next review expected to be undertaken by late 2027.

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

Superannuation Liability

The employer superannuation benefits payable to the Directorate's employees, who are members of the defined benefit CSS or PSS Schemes, are recognised in the financial statements of the Superannuation Provision Account.

NOTE 17. EMPLOYEE BENEFITS – CONTINUED

	2026 $'000	2025 $'000
Current Employee Benefits		
Annual Leave[1]	73,033	70,666
Long Service Leave[1]	153,968	152,686
Accrued Salaries[2]	36,237	31,131
Flextime[3]	1,549	1,690
Total Current Employee Benefits	**264,787**	**256,173**
Non-Current Employee Benefits		
Long Service Leave[1]	17,146	17,523
Total Non-Current Employee Benefits	**17,146**	**17,523**
Total Employee Benefits	**281,933**	**273,696**
Estimate of when Leave is Payable		
Estimated Amount Payable within 12 months		
Annual Leave	61,204	56,929
Long Service Leave	12,044	11,927
Accrued Salaries	36,237	31,131
Flextime	1,549	1,690
Total Employee Benefits Payable within 12 months	**111,034**	**101,677**
Estimated Amount Payable after 12 months		
Annual Leave	11,829	13,737
Long Service Leave	159,070	158,282
Total Employee Benefits Payable after 12 months	**170,899**	**172,019**
Total Employee Benefits	**281,933**	**273,696**

As at 30 June 2026 the Directorate employed 7,401 full time equivalent (FTE) staff. There were 7,383 FTE staff at 30 June 2025.

1. The increase is primarily due to pay increases associated with the teaching, clerical and other staff enterprise agreement, partially offset by the impact of changes in the present value factor used to estimate future long service leave and annual leave payments.
2. The increase is primarily due to one additional day of accrued salaries in 2025-26.
3. The decrease in flextime expense is predominately due to the application of updated 2025-26 ACT Accounting Policy on employee benefits. The Accounting Policy required the calculation of flextime liability on the basis of Australian Government Actuarial advice providing individual agency percentage of wages and salaries of all eligible staff in the Directorate and the inclusion of one week flex leave liability for all eligible staff.

NOTE 18. OTHER PROVISIONS

Description and Material Accounting Policies Relating to Other Provisions

The Directorate undertook an actuarial assessment in 2025-26 to estimate the Directorate's liability for potential civil claims associated with Institutional Child Sexual Abuse that do not fall within the scope of the National Redress Scheme or occurred in the periods 1977 – 1998. From 1998 onwards the ACT Insurance Authority is responsible for meeting the cost of claims made against the Territory.

The Provision at the End of the Reporting Period represents an estimate of the liability based on an actuarial assessment.

The provision is based on the total projected cost of future civil claim settlements relating to historical allegations of child abuse, including claims that have already been reported to the ACT Government (that have yet to be paid) and claims that are expected to be reported in future. The provision takes into account:

- The full cost of claims for periods where the Directorate does not have insurance through the ACT Insurance Authority; and
- The cost of the per claim deductible only, for periods where the Directorate has an effective policy of insurance.

Uncertainty arises due to various factors, including the number of claims to date, the long-term nature of liabilities and a broad range of largely unknown factors, such as the number of people who experienced institutional child sexual abuse, the number who will undertake civil litigation and the severity and impact of the abuse experienced by people. A further uncertainty is the future course of civil litigation. The Directorate has recognised a provision of $16.990 million. The provision in 2024-25 was $17.525 million.

	2026 $'000	2025 $'000
Current Other Provisions		
Civil Claim Settlements	16,990	17,525
Total Current Other Provisions	**16,990**	**17,525**
Total Other Provisions	**16,990**	**17,525**

	2026 $'000	2025 $'000
Reconciliation of movement in Civil Claim Settlements		
Provision for Civil Claims at the Beginning of the Reporting Period	17,525	18,093
Additional Provision Recognised	32	25
Reduction in Provision as a Result of Payments	(552)	(56)
Increase/(Decrease) in Provision due to a Change in Accounting Estimate	31	(1,632)
Unwinding of Discount and Change in Discount Rate	(46)	1,095
Provision for Restructuring at the End of the Reporting Period	**16,990**	**17,525**

NOTE 19. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS

Description and Material Accounting Policies Relating to Restructure of Administrative Arrangements

A restructure of administrative arrangements (AAs) is the reallocation or reorganisation of assets, liabilities, activities and responsibilities amongst the agencies that the government controls. This occurs as a consequence of a rearrangement in the way in which activities and responsibilities are prescribed under legislation or other authority are allocated between the government's controlled agencies.

AAs do not apply to the transfer of individual assets between agencies, but instead they involve the transfer of an integrated set of activities, mainly for the purpose of reducing overall costs or providing other economic benefits to the community. They involve a discrete function being transferred between agencies. As such, AAs often involve the transfer of appropriations, staff, bank accounts, assets and liabilities.

AA transfers are classified as contributions by/distribution to owners and as such are accounted for as an equity transfer. AA transfers are measured at the carrying value recorded by the transferor immediately prior to the transfer.

Restructures of Administrative Arrangements 2025-26

The ACT Government issued the *Administrative Arrangements (AA) 2024 (No 1)* on 8 November 2024, as a result, a restructuring of administrative arrangements occurred between the Directorate and iCBR involving the transfer of Tier 1 and Tier 2 (capital projects with a total project value of $25 million or greater) capital projects and the Active Leisure Centre.

In consultation with iCBR the transfer of the Active Leisure Centre took place as at 18 August 2025, therefore the revenue and expenses associated with the Active Leisure Centre are recorded in the Directorate's 2025-26 financial statements up until that the transfer.

NOTE 19. RESTRUCTURE OF ADMINISTRATIVE ARRANGEMENTS – CONTINUED

Details of the Assets and Liabilities transferred are presented below.

Assets and Liabilities

Assets and liabilities transferred to iCBR as part of a restructuring of administrative arrangement were recognised by the iCBR at the Directorate's carrying amount. The assets and liabilities transferred as part of the restructuring of administrative arrangements at the date of transfer were as follows:

	Transferred Amounts 2025-26 $'000	Transferred Amounts 2024-25 $'000
Assets		
Property, Plant and Equipment	13,807	-
Capital Works in Progress	-	50,644
Total Assets Transferred	**13,807**	**50,644**
Liabilities		
Current and Non-Current Contract Liabilities	-	(293)
Total Liabilities Transferred	**-**	**(293)**
Total Net Assets Transferred	**13,807**	**50,351**

NOTE 20. FINANCIAL INSTRUMENTS

Material Accounting Policies Relating to Financial Instruments

Details of the material accounting policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in the note to which they relate. In addition to these policies, the following are also accounting policies relating to financial assets and liabilities.

Financial assets are subsequently measured at amortised cost, fair value through other comprehensive income or fair value through profit or loss on the basis of both:

(a) the business model for managing the financial assets; and
(b) the contractual cash flow characteristics of the financial assets.

The following are the classification of the Directorate's financial assets under AASB 9 *Financial Instruments*:

Items	Business Model Held to collect principal and interest/sell	Solely for payment of Principal and Interest SPPI Test (basic lending characteristics)	Classification
Cash and Cash Equivalents	Held to collect	Yes	Amortised cost
Accounts Receivables	Held to collect	Yes	Amortised cost
Accrued Revenue	Held to collect	Yes	Amortised cost

Financial liabilities are measured at amortised cost.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents, receivables and accrued revenue. As cash and cash equivalents are held in floating interest arrangements, for school bank accounts only, with the Territory's Banking Provider, the Directorate is exposed to movements in the amount of interest it may earn on these. Interest rates have increased during the financial year ended 30 June 2026 and, as such, have resulted in an increase in the amount of interest received.

The Directorate's financial liabilities are comprised of payables and borrowings. The Directorate's exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. As receivables and payables are held in non-interest bearing arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

There have been no changes in risk exposure or processes for managing risk since the last financial reporting period.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

NOTE 20. FINANCIAL INSTRUMENTS – CONTINUED

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash accounts are held with high credit quality financial institutions under Whole-of-Government banking arrangements. Cash at bank is held with the Westpac Bank and cash not immediately required is invested with the Territory Banking Account. The Chief Minister, Treasury and Economic Development Directorate coordinate the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

Credit risk is managed by the Directorate for cash at bank by holding bank balances with the ACT Government's appointed transactional bank, Westpac Banking Corporation (Westpac). S&P Global Ratings has assigned a AA- issuer credit rating to Westpac. A 'AA-' credit rating means the obligor has a 'very strong to strong capacity to meet its financial commitments'.

The Directorate's receivables are predominantly from other ACT Government entities and the Commonwealth Government. Inter-agency receivables between ACT Government agencies are generally expected to have low credit risks and therefore the Directorate does not recognise any loss allowance for receivables collectible from other ACT Government agencies consolidated into the whole-of-government financial statements. As the Commonwealth Government has a AAA credit rating, it is considered that there is a very low risk of default for those receivables. The Directorate expects to collect all financial assets that are not past due or impaired, noting that no loss allowance is recognised for receivables collectible from other ACT Government agencies.

There have been no significant changes to credit risk exposure since the last reporting period.

Accounts receivable are always measured at lifetime expected credit losses (the simplified approach).

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's exposure to liquidity risk is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

Appropriations received to fund operations are drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, the Directorate cannot hold excess cash, however, in the event of a cash pressure, access to additional appropriation from the Territory Bank Account can be obtained.

The Directorate's exposure to liquidity risk has not changed since the previous reporting period.

NOTE 20. FINANCIAL INSTRUMENTS – CONTINUED

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices.

Cash and cash equivalents do not have a price risk.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period.

Sensitivity Analysis

A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

Fair Value of Financial Assets and Liabilities

The carrying amounts of financial assets and financial liabilities of the Directorate approximate their fair value at the end of the reporting period.

NOTE 20. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2026 and 30 June 2025 respectively. Except for non-current payables, financial liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In: 1 Year or Less $'000	Over 1 Year to 5 Years $'000	Over 5 Years $'000	Non-Interest Bearing $'000	Total $'000
2026								
Financial Liabilities								
Payables	16		-	-	-	-	(10,485)	**(10,485)**
Borrowings[1]		0.00%	-	-	-	-	(350)	**(350)**
Total Financial Liabilities			**-**	**-**	**-**	**-**	**(10,835)**	**(10,835)**
2025								
Financial Liabilities								
Payables	16		-	-	-	-	(9,826)	**(9,826)**
Borrowings[1]		0.00%	-	-	-	-	(546)	**(546)**
Total Financial Liabilities			**-**	**-**	**-**	**-**	**(10,372)**	**(10,372)**

1. Relates to loans from the City and Environment Directorate for environmentally sustainable projects.

NOTE 20. FINANCIAL INSTRUMENTS – CONTINUED

	2026 $'000	2025 $'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets Measured at Amortised Cost	132,455	96,674
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	10,835	10,372

The Directorate does not have any financial liabilities in the 'Financial Liabilities at Fair Value through Profit and Loss' category and, as such, this category is not included above. The amounts in the table above include the discounted 'carrying amount' for financial liabilities.

NOTE 21. COMMITMENTS

Description of Material Accounting Policies Relating to Commitments

Commitments are a firm intention, but not present obligation, at the end of the reporting period to incur future expenditure. As such, commitments do not constitute a liability. Commitments usually arise from contracts, but can arise from other things like placing an order.

Commitments are measured at their nominal value and are inclusive of GST.

Capital Commitments

Capital commitments contracted at reporting date that have not been recognised as liabilities, are as follows:

	2026 $'000	2025 $'000
Capital Commitments - Property, Plant and Equipment		
Payable:		
Within one year[1]	11,551	2,454
Later than one year but not later than five years	-	-
Later than five years	-	-
Total Capital Commitments - Property, Plant and Equipment	**11,551**	**2,454**

Other Commitments

Other commitments contracted at reporting date that have not been recognised as liabilities are payable as follows:

Within one year[2]	53,036	22,344
Later than one year but not later than five years[3]	27,064	15,779
Later than five years	229	247
Total Other Commitments	**80,329**	**38,370**

1. The increase in capital commitments mainly relates to the new contract for the Digital Access and Equity program, providing free school-issued Chromebooks to all secondary students in ACT public schools and new capital works projects commencing in 2026-27.
2. The increase is mainly due to commitments related to the Universal Access to Preschool for Three-Year Olds program, along with an increase in purchase orders in schools held at 30 June 2026.
3. The increase is primarily due to extension of School Administration System support arrangements to 2029, along with delivery of interschool and representative school sport in the ACT to 2029.

NOTE 22. CONTINGENT LIABILITIES

Material Accounting Policies Relating to Contingent Liabilities

Contingent liabilities are not recognised in the Balance Sheet due to the uncertainty regarding any possible amount or timing of any underlying claim or obligation. Instead, they are disclosed and, if quantifiable, the best estimate is disclosed.

As at 30 June 2026 the Directorate had contingent liabilities in relation to known personal injury cases not settled of $6.867 million. As at 30 June 2025 contingent liability was $7.508 million. The majority of the liabilities are expected to be offset by insurance and the final settlement amounts are unknown as at 30 June 2026.

NOTE 23. INTEREST IN A JOINT OPERATION

Description and Material Accounting Policies Relating to Interest in a Joint Operation

Investments in joint arrangements are classified as either joint ventures or joint operations. The classification depends on the rights and obligations of the parties to the arrangement, rather than the legal structure of the joint arrangement.

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53 per cent for the ACT Government and 47 per cent for the Catholic Education Office.

This joint arrangement is classified as a joint operation, and the share of assets, liabilities, income and expenses of the jointly controlled operation has been incorporated in the financial statements of the Directorate under the appropriate headings. These items have also been separately disclosed below to show the amounts specifically relating to the joint operation.

	2026 $'000	2025 $'000
Revenue	212	165
Expenses	388	(179)
Operating Result	**(176)**	**(14)**
Share of Asset in the Jointly Controlled Operation		
Current Assets[1]	28	113
Non-Current Assets[2]	4,167	3,855
Total Assets	**4,195**	**3,968**
Current Liabilities	5	3
Total Liabilities	**5**	**3**
Net Assets	**4,190**	**3,965**

1. Mainly comprises cash and cash equivalents.
2. Relates to property, plant and equipment.

NOTE 24. EVENT AFTER THE REPORTING PERIOD

Administrative Arrangement After the Reporting Period

On 19 December 2025, the ACT Government issued the *Administrative Arrangements (AA) 2025 (No 2)*, establishing Digital Canberra (DCBR). During 2026-27, the Digital Strategy, Services and Transformation Branch and ICT capital programs within the Directorate will transfer to DCBR. The restructure was undertaken because it was considered that this function was more closely aligned with the existing functions of DCBR. The financial effect of the administrative arrangement is not reflected in the financial statements.

The total value of net assets to be transferred between the Directorate and DCBR after the reporting period is yet to be determined. The transfer is expected to be immaterial to the Directorate's net assets.

NOTE 25. RELATED PARTY DISCLOSURES

Description and Material Accounting Policies Relating to Related Party Disclosures

A related party is a person that controls or has significant influence over the reporting entity, or is a member of the Key Management Personnel (KMP) of the reporting entity or its parent entity, and includes their close family members and entities in which the KMP and/or their close family members individually or jointly have controlling interests.

KMP are those persons having authority and responsibility for planning, directing and controlling the activities of the Directorate, directly or indirectly.

KMP of the Directorate are the Portfolio Minister, Director-General and certain members of the Senior Management Team.

The Head of Service and the ACT Executive comprising the Cabinet Ministers are KMP of the ACT Government and therefore related parties of Directorate.

This note does not include typical citizen transactions between the KMP and Directorate that occur on terms and conditions no different to those applying to the general public.

(A) CONTROLLING ENTITY

The Directorate is an ACT Government controlled entity.

(B) KEY MANAGEMENT PERSONNEL

B.1 Compensation of Key Management Personnel

Compensation of all Cabinet Ministers, including the Portfolio Minister, is disclosed in the note on related party disclosures included in the ACT Executive's financial statements for the year ended 30 June 2026.

Compensation of the Head of Service is included in the note on related party disclosures included in the CMTEDD financial statements for the year ended 30 June 2026.

Compensation by the Directorate to KMP employed by the Directorate is set out below.

	2026 $'000	2025 $'000
Short-term Employee Benefits	3,513	3,330
Post-employment Benefits	705	639
Other Long-term Benefits	82	79
Termination Benefits	-	222
Total Compensation to KMP[1]	**4,300**	**4,270**

1. The total full-time equivalent (FTE) staff identified as KMP increased from eight in 2024-25 to ten in 2025-26 following two additional positions considered as a KMP. Total KMP compensation remained materially in line with 2024-25, due to termination benefits and acting arrangements due to leave in 2024-25.

NOTE 25. RELATED PARTY DISCLOSURES – CONTINUED

B.2 Transactions with Key Management Personnel

There were no reported transactions with KMP in 2025-26.

B.3 Transactions with parties related to Key Management Personnel

There were no transactions with parties related to KMP, including transactions with KMP's close family members or other related entities in 2025-26.

(C) TRANSACTIONS WITH OTHER ACT GOVERNMENT CONTROLLED ENTITIES

The Directorate has entered into transactions with other ACT Government entities in the year ended 30 June 2026 consistent with day-to-day business operations provided under varying terms and conditions. The notes to the Financial Statements provide the details of transactions with other ACT Government Entities. Below is a summary of the material transactions with Other ACT Government Entities.

Revenue

- Appropriation (Statement of Appropriation) – The Directorate's main source of funding is received from the ACT Government through the Territory Banking Account. This funding is in the form of Controlled Recurrent Payment appropriation and Capital Injection Appropriation.
- Sale of Goods and Services from Contracts with Customers (Note 5) – The Directorate has a source of revenue relating to the reimbursement of cleaning charges from iCBR of $2.932 million in 2025-26 ($2.431 million in 2024-25) for undertaking the cleaning of government offices.
- Resources Received Free of Charge (Note 6) – The Directorate received resources free of charge primarily for information and communication services from DCBR of $22.138 million ($21.640 million in 2024-25), human resources and financial services of $5.800 million in 2025-26 ($8.348 million in 2024-25) from Shared Services and project management services of $1.581 million in 2025-26 ($4.529 million in 2024-25) and office accommodation in 2025-26 of $1.806 million (nil in 2024-25) from iCBR.

Expenses

- Employee Expenses (Note 8) – The Directorate pays workers compensation premiums (net of reimbursements) to CMTEDD of $15.747 million in 2025-26 ($16.998 million in 2024-25).
- Supplies and Services (Note 9) – The Directorate paid fees to iCBR for property maintenance works in 2025-26 of $12.950 million ($18.335 million in 2024-25) and, insurance fees to CMTEDD in 2025-26 of $2.517 million ($2.552 million in 2024-25).

Other

- Property, Plant and Equipment (Note 14) – Acquisition through transfers with iCBR in 2025-26, totalling $153.604 million for Garran Primary School Stage 1 and Strathnairn Primary School Stage 1 (nil in 2024-25).
- Restructures of Administrative Arrangements (Note 19) – Restructures of administrative arrangements occurred with the iCBR in 2025-26, totalling $13.807 million net assets transferred ($50.351 million in 2024-25).

NOTE 26. BUDGETARY REPORTING

Significant Accounting Judgements and Estimates – Budgetary Reporting

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- The line item is a significant line item: where either the line item actual amount accounts for more than 10 per cent of the relevant associated actual category amount (Income, Expenses, Assets, liabilities and Equity totals) or more than 10 per cent of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 10 per cent and $15 million for the financial statement line item.

Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period Budget Statements. These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.

Statement of Changes in Equity line items are covered in other financial statement sections. Material variations only are included in this note.

	Variance Explanation	Actual 2026 $'000	Original Budget 2026 $'000	Variance $'000	Variance %
Operating Statement Line Item					
Increase in Asset Revaluation Surplus	1	296,551	-	296,551	#
Balance Sheet Line Items					
Property, Plant and Equipment	1	3,016,400	2,596,417	419,983	16
Employee Benefits - Current	2	264,787	239,221	25,566	11
Statement of Cash Flow Line Item					
Purchase of Property Plant and Equipment (including capital works and intangibles)	3	38,312	69,194	(30,882)	(45)

Note: # in the Variance % column represents a variance that is greater than 999 per cent or less than -999 per cent.

1. The increase is mainly due to the recognition of the revaluation of land and buildings in 2025-26.
2. The increase is primarily due to the impact of pay increases associated with teaching, clerical and other staff enterprise agreements, an additional day of accrued salaries in 2025-26 and a higher present value factor used to estimate future long service leave and annual leave payments compared to 2025-26 Budget.
3. The decrease is mainly due to reprofiling of some capital works projects into 2026-27 through the budget process, including New and Expanded Schools-Infrastructure Upgrades Across Canberra schools ($11.987 million) and Public School Roof Replacements ($5.468 million) due to delays associated with complexity in project scoping and Asset Renewal program 2025-26 ($14.473 million) due to timing and program requirements.

Explanations for variations from budget for Controlled Recurrent Payments and Capital Injections are provided in the Statement of Appropriation.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2026

NOTE 27. DISAGGREGATED FINANCIAL INFORMATION BY OUTPUT

Description of Operating Statement Output Class

Description of Operating Statement for Output Class 1 – Public School Education

Output Class 1 'Public Schooling' includes public primary school education, public high school education, public secondary college education and disability education in public schools, spanning the years from preschool to year 12.

Description of Operating Statement for Output Class 2 – Non-Government Education

Output Class 2 'Non-Government Education' includes the Directorate's contribution to the maintenance of standards in non-government schools and home education through registration and the Board of Senior Secondary Studies (BSSS) accreditation and certification of senior secondary courses. In addition to the funds provided by the Directorate in Output Class 2, both the ACT and Commonwealth Governments provide funding to non-government schools through the Territorial appropriation.

NOTE 27. DISAGGREGATED FINANCIAL INFORMATION BY OUTPUT – CONTINUED

Output Class Operating Statements of the Education Directorate

	Output Class 1 - Public School Education			Output Class 2 - Non-Government Education			Total		
	Actual 2026 $'000	Budget 2026 $'000	Actual 2025 $'000	Actual 2026 $'000	Budget 2026 $'000	Actual 2025 $'000	Actual 2026 $'000	Budget 2026 $'000	Actual 2025 $'000
Income									
Controlled Recurrent Payments	1,090,875	1,087,990	1,032,157	4,873	6,022	6,047	1,095,748	1,094,012	1,038,204
Sales of Goods and Services from Contracts with Customers	19,062	14,636	21,079	191	30	99	19,253	14,666	21,178
Grants and Contributions Income	61,814	65,824	63,504	5	17	5	61,819	65,841	63,509
Interest Revenue	2,936	3,288	3,179	11	-	19	2,947	3,288	3,198
Other Income	1,168	1,769	1,890	292	315	236	1,460	2,084	2,126
Total Income	**1,175,855**	**1,173,507**	**1,121,809**	**5,372**	**6,384**	**6,406**	**1,181,227**	**1,179,891**	**1,128,215**
Expenses									
Employee Expenses	990,775	958,973	975,243	2,915	2,788	3,170	993,690	961,761	978,413
Supplies and Services	97,834	105,377	97,244	681	1,522	1,263	98,515	106,899	98,507
Depreciation and Amortisation	103,614	105,015	101,987	3	209	3	103,617	105,224	101,990
Grants and Purchased Services	22,712	30,338	17,500	2,208	2,075	1,709	24,920	32,413	19,209
Borrowing Costs	154	107	133	-	-	-	154	107	133
School and Other Expenses	74,340	82,843	71,819	1	-	2	74,341	82,843	71,821
Total Expenses	**1,289,429**	**1,282,653**	**1,263,926**	**5,808**	**6,594**	**6,147**	**1,295,237**	**1,289,247**	**1,270,073**
Operating Results	**(113,574)**	**(109,146)**	**(142,117)**	**(436)**	**(210)**	**259**	**(114,010)**	**(109,356)**	**(141,858)**

NOTE 27. DISAGGREGATED FINANCIAL INFORMATION BY OUTPUT – CONTINUED

Disaggregated Disclosure of Assets and Liabilities

Year Ended 30 June 2026

	Output Class 1 $'000	Output Class 2 $'000	Total $'000
Current Assets			
Cash and Cash Equivalents	126,712	107	126,819
Receivables	6,545	71	6,616
Other Assets	6,262	59	6,321
Total Current Assets	**139,519**	**237**	**139,756**
Non-Current Assets			
Property, Plant and Equipment	3,016,303	97	3,016,400
Intangible Assets	4,786	158	4,944
Total Non-Current Assets	**3,021,089**	**255**	**3,021,344**
Total Assets	**3,160,608**	**492**	**3,161,100**
Current Liabilities			
Payables	10,434	51	10,485
Contract Liabilities	3,579	-	3,579
Borrowings	204	-	204
Lease Liabilities	974	3	977
Employee Benefits	264,010	777	264,787
Other Provision	16,990	-	16,990
Other Liabilities	834	-	834
Total Current Liabilities	**297,025**	**831**	**297,856**
Non-Current Liabilities			
Lease Liabilities	1,484	4	1,488
Employee Benefits	17,096	50	17,146
Borrowings	146	-	146
Other Liabilities	17	-	17
Total Non-Current Liabilities	**18,743**	**54**	**18,797**
Total Liabilities	**315,768**	**885**	**316,653**
Net Assets	**2,844,840**	**(393)**	**2,844,447**

NOTE 27. DISAGGREGATED FINANCIAL INFORMATION BY OUTPUT – CONTINUED

Disaggregated Disclosure of Assets and Liabilities – Continued

Year Ended 30 June 2025

	Output Class 1 $'000	Output Class 2 $'000	Total $'000
Current Assets			
Cash and Cash Equivalents	90,717	165	90,882
Receivables	6,997	8	7,005
Other Assets	5,685	45	5,730
Total Current Assets	**103,399**	**218**	**103,617**
Non-Current Assets			
Property, Plant and Equipment	2,648,987	245	2,649,232
Intangible Assets	3,322	556	3,878
Total Non-Current Assets	**2,652,309**	**801**	**2,653,110**
Total Assets	**2,755,708**	**1,019**	**2,756,727**
Current Liabilities			
Payables	9,728	98	9,826
Contract Liabilities	5,101	-	5,101
Borrowings	197	-	197
Lease Liabilities	603	2	605
Employee Benefits	255,342	831	256,173
Other Provision	17,525	-	17,525
Other Liabilities	796	-	796
Total Current Liabilities	**289,292**	**931**	**290,223**
Non-Current Liabilities			
Lease Liabilities	1,093	4	1,097
Employee Benefits	17,466	57	17,523
Borrowings	349	-	349
Other Liabilities	17	-	17
Total Non-Current Liabilities	**18,925**	**61**	**18,986**
Total Liabilities	**308,217**	**992**	**309,209**
Net Assets	**2,447,491**	**27**	**2,447,518**

EDUCATION DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30 JUNE 2026

EDUCATION DIRECTORATE
CONTENT OF TERRITORIAL FINANCIAL STATEMENTS

Financial Statements

Statement of Income and Expenses on Behalf of the Territory
Statement of Assets and Liabilities on Behalf of the Territory
Statement of Changes in Equity on Behalf of the Territory
Statement of Cash Flows on Behalf of the Territory
Territorial Statement of Appropriation

Overview Notes

Note 28 Basis of Preparation of the Financial Statements – Territorial

Expenses Notes

Note 29 Grants and Purchased Services – Territorial

Assets Notes

Note 30 Cash and Cash Equivalents – Territorial
Note 31 Receivables – Territorial

Liabilities Notes

Note 32 Payables – Territorial

Other Notes

Note 33 Financial Instruments – Territorial
Note 34 Budgetary Reporting – Territorial

EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENSES ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Actual 2026 $'000	Original Budget 2026 $'000	Actual 2025 $'000
Income				
Payments for Expenses on Behalf of the Territory	#	407,886	399,979	391,734
Total Income		**407,886**	**399,979**	**391,734**
Expenses				
Grants and Purchased Services	29	407,886	399,979	391,734
Total Expenses		**407,886**	**399,979**	**391,734**
Operating Result		**-**	**-**	**-**

The above Statement of Income and Expenses on Behalf of the Territory is to be read in conjunction with the accompanying notes.

Refer to the Territorial Statement of Appropriation

EDUCATION DIRECTORATE
STATEMENT OF ASSETS AND LIABILITIES ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Actual 2026 $'000	Original Budget 2026 $'000	Actual 2025 $'000
Current Assets				
Cash and Cash Equivalents	30	445	523	141
Receivables	31	-	55	84
Total Current Assets		**445**	**578**	**225**
Total Assets		**445**	**578**	**225**
Current Liabilities				
Payables	32	445	578	225
Total Current Liabilities		**445**	**578**	**225**
Total Liabilities		**445**	**578**	**225**
Net Assets		**-**	**-**	**-**
Equity				
Accumulated Funds		-	-	-
Total Equity		**-**	**-**	**-**

The above Statement of Assets and Liabilities on Behalf of the Territory is to be read in conjunction with the accompanying notes.

EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2026

	Accumulated Funds Actual 2026 $'000	Total Equity Actual 2026 $'000	Original Budget 2026 $'000
Balance at 1 July 2025	-	-	-
Comprehensive Income			
Operating Result	-	-	-
Total Comprehensive Result	-	-	-
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections	-	-	-
Total Transactions Involving Owners Affecting Accumulated Funds	-	-	-
Balance at 30 June 2026	-	-	-

EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY ON BEHALF OF THE TERRITORY – CONTINUED
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Accumulated Funds Actual 2025 $'000	Total Equity Actual 2025 $'000
Balance at 1 July 2024		-	-
Comprehensive Income			
Operating Result		-	-
Total Comprehensive Result		-	-
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections		-	-
Total Transactions Involving Owners Affecting Accumulated Funds		-	-
Balance at 30 June 2025		-	-

EDUCATION DIRECTORATE
STATEMENT OF CASH FLOWS ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Actual 2026 $'000	Original Budget 2026 $'000	Actual 2025 $'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		408,115	399,979	391,373
Goods and Services Tax Received		9,638	7,186	7,520
Total Receipts from Operating Activities		**417,753**	**407,165**	**398,893**
Payments				
Grants and Purchased Services		407,803	399,979	391,817
Goods and Services Tax Paid		9,646	7,186	7,458
Total Payments from Operating Activities		**417,449**	**407,165**	**399,275**
Net Cash Inflows/(Outflows) from Operating Activities	30	**304**	**-**	**(382)**
Net Increase/(Decrease) in Cash and Cash Equivalents		304	-	(382)
Cash and Cash Equivalents at the Beginning of the Reporting Period		141	523	523
Cash and Cash Equivalents at the End of the Reporting Period	30	**445**	**523**	**141**

The above Statement of Cash Flows on Behalf of the Territory is to be read in conjunction with the accompanying notes.

EDUCATION DIRECTORATE
TERRITORIAL STATEMENT OF APPROPRIATION
FOR THE YEAR ENDED 30 JUNE 2026

Description and Material Accounting Policies relating to Payment for Expenses on Behalf of the Territory

The Directorate receives appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to various non-government organisations (See *Note 29 – Grants and Purchased Services - Territorial*).

Payment for Expenses on behalf of the Territory is recognised when the Directorate receives the cash.

	Original Budget 2026 $'000	Total Appropriated 2026 $'000	Appropriation Drawn 2026 $'000	Appropriation Drawn 2025 $'000
Territorial				
Expenses on Behalf of the Territory	399,979	410,674	408,115	391,373
Total Territorial Appropriation	**399,979**	**410,674**	**408,115**	**391,373**

The above Territorial Statement of Appropriation is to be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Statement of Cash Flows in the Budget Papers. This amount also appears in the Statement of Cash Flows.

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

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. These amounts appear in the Statement of Cash Flows on Behalf of the Territory.

Variances between 'Original Budget' and 'Total Appropriated'

Expenses on Behalf of the Territory

The difference between the Original Budget and the Total Appropriated related to increased Commonwealth Government grants ($10.695 million) in accordance with the Better Fairer Schools Agreement – Full and Fair Funding 2025-2034.

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Expenses on Behalf of the Territory

The difference between the Total Appropriated and Appropriation Drawn was mainly related to a minor adjustment in grants to non-government schools in accordance with the Better Fairer Schools Agreement – Full and Fair Funding 2025-2034.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS – TERRITORIAL
FOR THE YEAR ENDED 30 JUNE 2026

NOTE 28. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – TERRITORIAL

The basis of preparation of the Directorate's financial statements are contained in *Note 2 – Basis of Preparation of the Financial Statements* and apply to both the Controlled and Territorial financial statements.

NOTE 29. GRANTS AND PURCHASED SERVICES – TERRITORIAL

Description and Material Accounting Policies relating to Grants and Purchased Services –Territorial

Grants are amounts paid to non-government schools for general recurrent assistance or for a specific purpose. The grants provided are normally subject to terms and conditions set out in the Deed of Grant, Services Agreement, or by legislation. Grants to non-government schools include ACT Government and Commonwealth Government grants.

ACT Government Grants

ACT Government grants comprise recurrent grants in accordance with the Commonwealth Schooling Resource Standard needs-based model and capital funding through the ACT Government's Non-Government School Infrastructure Upgrade Program.

Commonwealth Government Grants

Commonwealth Government grants comprise recurrent grants in accordance with the Schooling Resource Standard needs-based model and capital funding through the Commonwealth Capital Grants Program.

In line with the ACT Government's Bilateral Agreement with the Commonwealth Government, underpinned by the Better and Fairer Schools Agreement - Full and Fair Funding 2025-2034, the ACT Government is required to fund 20 per cent of the SRS to ACT non-government schools, with the Commonwealth Government providing 80 per cent of the SRS.

	2026 $'000	2025 $'000
Grants and Purchased Services		
Payments for grants and subsidies were as follows:		
Grants – Non-Government Schools Recurrent and Other[1]	398,110	382,103
Grants – Non-Government Schools Capital	9,776	9,631
Total Grants and Purchased Services	**407,886**	**391,734**

1. The increase from 2024-25 primarily relates to funding associated with Commonwealth Government grants in accordance with the Better and Fairer Schools Agreement – Full and Fair Funding 2025-2034 including indexation of grants.

EDUCATION DIRECTORATE
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NOTE 30. CASH AND CASH EQUIVALENTS – TERRITORIAL

Description and Material Accounting Policies relating to Cash and Cash Equivalents – Territorial

The Directorate holds a Territorial bank account with the Westpac Bank as part of the whole-of-government banking arrangements. As part of these arrangements, the Directorate does not receive interest on this account, as the account is held as a Set-Off Account.

(a) Reconciliation of Cash and Cash Equivalents at the end of the Reporting Period in the Statement on of Cash Flows Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

	2026 $'000	2025 $'000
Total Cash and Cash Equivalents Recorded in the Statement of Assets and Liabilities on Behalf of the Territory	445	141
Cash at the end of the Reporting Period as Recorded in the Statement of Cash Flows on Behalf of the Territory	**445**	**141**

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS – TERRITORIAL
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NOTE 30. CASH AND CASH EQUIVALENTS – TERRITORIAL – CONTINUED

(b) Reconciliation of the Operating Result to Net Cash Inflows from Operating Activities

	2026 $'000	2025 $'000
Operating Result	-	-
Cash Before Changes in Operating Assets and Liabilities	**-**	**-**
Changes in Operating Assets and Liabilities		
Decrease/(Increase) in Receivables	84	(29)
Increase/(Decrease) in Payables	220	(353)
Net Changes in Operating Assets and Liabilities	**304**	**(382)**
Net Cash Inflows/(Outflows) from Operating Activities[1]	**304**	**(382)**

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account. The increase in cash held in 2025-26 is primarily due to timing of Goods and Services Tax refund from the Australian Taxation Office and the payable to the Territory Bank Account.

NOTE 31. RECEIVABLES – TERRITORIAL

Description and Material Accounting Policies relating to Receivables – Territorial

All receivables at 30 June 2026 are current and not overdue.

	2026 $'000	2025 $'000
Current Receivables		
Non-Government Schools - Enrolment Adjustment[1]	-	84
Goods and Services Tax Receivable from the Australian Taxation Office	-	-
Total Receivables	**-**	**84**

1. The receivables in 2024-25 relate to an enrolment adjustment associated with grant payments to non-government schools in line with the Better and Fairer Schools Agreement: Australian Capital Territory Bilateral Agreement. There was no outstanding enrolment adjustment recovery in 2025-26.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS – TERRITORIAL
FOR THE YEAR ENDED 30 JUNE 2026

NOTE 32. PAYABLES – TERRITORIAL

Description and Material Accounting Policies Relating to Payables – Territorial

All payables at 30 June 2026 are current and not overdue. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.

	2026 $'000	2025 $'000
Current Payables		
Payable to the Territory Banking Account[1]	445	217
Goods and Services Tax Payable to the Australian Taxation Office[2]	-	8
Total Payables	**445**	**225**

1. The increase in payables is primarily due to the timing of grants and purchased services payments and drawdowns from the ACT Government.
2. The decrease is due to the timing of goods and services tax payments to the Australian Taxation Office.

NOTE 33. FINANCIAL INSTRUMENTS – TERRITORIAL

Material Accounting Policies Relating to Financial Instruments - Territorial

Details of the material policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in the note to which they relate.

The carrying amounts for all financial assets and liabilities of the Directorate approximate fair value and are non-interest bearing. The Directorate on behalf of the Territory has no exposure to interest rate, credit, liquidity or price risk.

Note 34. BUDGETARY REPORTING – TERRITORIAL

Significant Accounting Judgements and Estimates – Budgetary Reporting – Territorial

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- The line item is a significant line item: where either the line item actual amount accounts for more than 10 per cent of the relevant associated actual category amount (Income, Expenses, Assets, liabilities and Equity totals) or more than 10 per cent of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 10 per cent and $15 million for the financial statement line item.

There are no material variances against the 2025-26 Budget.

Capital Works

Infrastructure upgrades delivered in 2025–26

The Asset Renewal Program (ARP) continued to play a critical role in maintaining and enhancing the ACT public school asset base, ensuring facilities remain safe, functional, and responsive to the evolving needs of students and staff.

During 2025–26, the ARP delivered upgrades in public schools across the Territory, with $14.111 million invested in the renewal and upgrade of school infrastructure. These works focused on access and inclusion upgrades to meet student needs, extending the life of existing assets, improving learning environments and supporting contemporary educational delivery through targeted upgrades to classrooms, outdoor spaces, and essential building services.

A strong emphasis was placed on inclusion and accessibility, aligning with the directorate's commitment to equitable access to education. There were 55 inclusion and accessibility projects during the reporting period, improving access, mobility and participation for students with disability and diverse learning needs. Of these, 22 projects were completed in time for term 1 2026, ensuring students were able to commence the school year without disruption and in environments that support their full participation.

The program continued to prioritise delivery of works to minimise operational impact on schools, including scheduling construction activities during holiday periods and outside peak school times. This approach helped ensure continuity of teaching and learning while delivering essential upgrades.

The ARP demonstrates the directorate's ongoing commitment to strategic asset stewardship, delivering timely and targeted improvements to enhance the quality, accessibility, and longevity of public school infrastructure across the ACT.

Table 65: Asset Renewal Program: projects completed during 2025–26

School	Project name	Practical completion date
Cost of Living – Free School Camps at Birrigai		
Birrigai Outdoor School	Campfire	Oct-25
Disability Access Compliance – Inclusive Works Program		
Alfred Deakin High School	Courtyard modifications and levelling	Jan-26
Belconnen High School	Upgrades to hall access upgrade and toilet upgrade	Oct-25

Bonython Primary School	Accessible bathroom upgrade	Nov-25
Calwell High School	Installation of threshold ramps to external courtyard doors	Oct-25
Calwell Primary School	Installation of automatic door, sliding door, ramps and courtyard handrails	Jan-26
Calwell Primary School	Accessibility enhancements to sick bay	Jan-26
Calwell Primary School	Lighting modifications to classroom	Jan-26
Canberra College	Accessibility upgrades to student bathroom and gym bathroom, library access, lecture room, science lab and door width entrances	Feb-26
Curtin South Preschool (Curtin PS)	Student change table upgrades, accessible ramp installation, office HVAC data access	Jan-26
Erindale College	Installation of small entry ramps modifications to access rails in 4 bathrooms	Feb-26
Evatt Primary School	Bathroom upgrade to provide new preschool shower facility	Jan-26
Evatt Primary School	New emergency evacuation footpath, new automatic door, new quiet room and security screen installation	Jan-26
Evelyn Scott School - High	Accessibility upgrades to provide adjustable benches in science and home economics classrooms, modifications to accessible handrail in bathroom	Jan-26
Evelyn Scott School - High	Lift modifications and screening	Jan-26
Forrest Primary School	Installation of additional security fencing	Jan-26
Gilmore Primary School	Year 2/3 classroom modifications	Jun-26
Giralang Primary School	Accessible handrail installations to entrance, music room, kindergarten classroom access, and bathrooms to aid mobility throughout the school	Oct-25
Hughes Primary School	Bathroom adjustments to provide additional electrical access	Nov-25

Hughes Primary School	Installation of accessible sandpit, play equipment and shade shelter	Feb-26
Kaleen Primary School	Classroom modification to provide glass partition	Jan-26
Lake Tuggeranong College	Modifications to gym access, new automatic door and installation of accessible ramp and path	Jan-26
Lanyon High School	Accessibility upgrades to modify food technology bench	Dec-25
Latham Primary School	Preschool upgrade and installation of pathways within school grounds	Jan-26
Latham Primary School	Upgrade accessible bathroom and courtyard	Jan-26
Miles Franklin Primary School	New year 3 quiet room	Oct-25
Miles Franklin Primary School	Accessible pathways and junior playground upgrade	May-26
Mount Rogers Primary School	Stage handrail and stage surface repair works	Sep-25
Namadgi School - Primary	Classroom blocks 3A, 3B, 4A, 4B - automatic door, covered paths, outdoor courts	Feb-26
Neville Bonner Primary School	Playground, change facilities, bathroom modifications in preschool	Jun-26
Shirley Smith High School	Handrail installations and threshold ramp	Jan-26
Theodore Primary School	Modification to sandpit and footpath	Jan-26
Wanniassa Hills Preschool	Small playground modifications	Jan-26
Wanniassa Hills Primary School	Installation of accessible changing table area	Mar-26
Wanniassa School - Senior	Accessible parking, bathrooms upgrades, paths and ramps	Sep-25

Disability Access Compliance – Small Group Program and Group Needs Projects

Ainslie School	Creation of quiet room	Apr-26
Chapman Primary School	Installation of play equipment and shade structure	Mar-26
Duffy Primary School	Replacement of stage lift	Jun-26
Evelyn Scott School - Primary	Installation of play equipment and fencing of small group program courtyards and balcony	Jan-26
Forrest Primary School	Small group program classroom improvements and installation of play equipment	Aug-25
Fraser Primary School	Courtyard upgrade	Sep-25
Gordon Primary School	New cultural integrity playground	Jan-26
Harrison School - Senior Campus	Outdoor play equipment installation for small group units	Jul-25
Macquarie Primary School	New footpaths, small group unit garden	Feb-26
Malkara School	Courtyard accessibility upgrades	Aug-25
Margaret Hendry School	New play equipment and soft fall installation	Oct-25
Miles Franklin Preschool	Preschool HVAC and playground upgrades	Jan-26
North Ainslie Primary School	Upgrades to learning space for new small group program, bathroom upgrades, quiet room upgrade, courtyard works	Jan-26
Palmerston District Primary School	Bathroom upgrades	Jan-26
Richardson Primary School	New courtyard and play equipment	Feb-26
Turner School	Courtyard upgrade	Nov-25
UC High School Kaleen	Automatic doors installation	Feb-26
Wanniassa School - Senior	Courtyard upgrade	Nov-25

Weetangera Primary School	Small group program courtyard upgrades	Feb-26
Weetangera Primary School	Small group program access upgrades	Mar-26
Woden School	Shade structures in college area	Jun-26
Environmentally Sustainable Design Initiatives		
Hughes Primary School	Selected shutter windows replacement	Jan-26
Malkara School	Windows replacement	Apr-26
Narrabundah Early Childhood School	Automatic doors airlock installation to improve energy efficiency	Oct-25
External Learning Environments		
Calwell Primary School	Upgrade playground hard surface	Apr-26
Hazardous Materials management 2025/26		
Hazardous materials management	Various ACT public schools	Jun-26
Infrastructure Upgrades (2023-24 Northside Specialist School Renewal Initiative)		
Black Mountain School	New change room, modifications to lights, new joinery	Oct-25
Infrastructure Upgrades Across Canberra schools (2023-24 initiative)		
Calwell High School	Internal glazing installation to D block and student toilet facilities to improve visibility	May-26
School Infrastructure Revitalisation		
Fadden Primary School	Bathroom (toilet) upgrades	Feb-26
Mawson Primary School	Bathroom (toilet) upgrades in hall	Mar-26
School Safety Improvements		
Campbell High School	Lift upgrade	Feb-26
Curtin South Preschool (Curtin PS)	Upgrades to preschool flooring	Apr-26

Source: ACT Education Directorate.

Table 66: Asset Renewal Program: projects in the planning stage or delivery in-progress 2025–26

School	Project name	Estimated practical completion date
Birrigai Works – 2025-26 Election Commitment		
Birrigai Outdoor School	New bush toilets in the preschool activity area	Oct-26
Birrigai Outdoor School	New all-abilities adventure course	Jan-27
Disability Access Compliance – Individual Needs Projects		
Evatt Primary School	Upgrade preschool toilets	Jan-27
Ainslie School	Installing split system in small group unit	Jul-26
Telopea Park School - High	Accessible bathroom and ramps	Jan-27
Disability Access Compliance – Small Group Program and Group Needs Projects		
Cranleigh School	Multiple accessible car parks	Jan-27
Fadden Primary School	Playground works - swing and landscaping	Jul-26
Theodore Primary School	New playground equipment, accessibility ramps and concrete repairs	Jul-26
Environmentally Sustainable Design Initiatives		
Canberra High School	New shade structure	TBC
Fraser Primary School	New covered walkways	TBC
Latham Primary School	HVAC upgrade (delivered through EoGGA program)	Jun-27
External Learning Environments		
Birrigai Outdoor School	Replace wastewater system	Jan-27
Campbell High School	New pump track	TBC

Canberra College	Outdoor basketball court repair	TBC
Fadden Primary School	New covered outdoor learning area over netball court	Jul-26
Isabella Plains Early Childhood School	Shade structure	TBC
Latham Primary School	Staff courtyard upgrade	TBC
Latham Primary School	Small group program courtyard landscape upgrade	TBC
Lyons Early Childhood School	Upgrade shade structure K-2 playground	TBC
Macgregor Primary School	Completion of playground masterplan	TBC
Monash Primary School	Upgrade playgrounds garden and retaining walls and beds	Aug-26
Mount Rogers Primary School	Rebuilding of senior playground	Aug-26
Narrabundah Early Childhood School	New nature-based playground	TBC
Southern Cross Early Childhood School	Preschool shade structure	TBC
Theodore Primary School	Upgrade junior playground	TBC
Turner School	External learning inclusive engagement	TBC
Weetangera Primary School	Upgraded external learning environment	TBC
Hazardous Materials Management 2025/26		
Hazardous Materials management across schools	Various schools	Ongoing
Infrastructure Upgrades (2023-24 Northside Specialist School Renewal Initiative)		

Cranleigh School	Swipe card access across the school	Jul-26
Cranleigh School	Classroom upgrades	Jun-27
Infrastructure Upgrades		
Lyneham High School	Refurbishing school gym	Dec-27
School Administration and Support Area Improvements		
Gowrie Primary School	Administration area upgrade	Aug-26
Giralang Primary School	Administration upgrade	TBC
Hughes Primary School	Staffroom toilet upgrade	Aug-26
Lyons Early Childhood School	Administration upgrade	TBC
Ngunnawal Primary School	Front office upgrade	TBC
O'Connor Cooperative School	Administration building upgrade	TBC
Southern Cross Early Childhood School	Staff room and toilet upgrade	TBC
Wanniassa Hills Primary School	Admin sick bay upgrade	TBC
School Infrastructure Revitalisation		
Arawang Primary School	HVAC upgrade in hall and classrooms	TBC
Birrigai Outdoor School	Installation of signage	Jul-26
Canberra College	New and upgraded accessible toilets	TBC
Canberra High School	Upgrade gymnasium changerooms and bathrooms	Jul-26
Charnwood Dunlop Preschool	HVAC upgrades	Jul-26

Dickson College	Upgraded student toilets	Jul-26
Duffy Primary School	Kindy toilets upgrade	Oct-26
Giralang Primary School	HVAC upgrade hall and classrooms	TBC
Lyneham High School	Replace windows	Aug-26
Mount Rogers Primary School	Upgrade student toilets	Aug-26
UC High School Kaleen	Outdoor hard courts upgrade	Nov-26
Weetangera Primary School	Upgrades to student toilets and outdoor water fountains	TBC
School Learning Area Improvements		
Alfred Deakin High School	Home economics kitchen upgrade	TBC
Campbell High School	Student services refurbishment	TBC
School Safety Improvements		
Dickson College	Lift replacement	Jan-27
School Security Improvements		
Hackett Preschool (North Ainslie PS)	Fence upgrade	TBC
Melba Preschool (Mt Rogers PS)	Installation of perimeter security fence	TBC
2025 Election Commitment		
Fraser Primary School	Oval upgrades	Jul-26
Melba Copland Secondary School - 10 to 12 Campus	Master planning for future needs	Oct-26

Source: ACT Education Directorate.

Note(s):

1. TBC reflects project delivery, scope and timing to be confirmed, subject to ARP program and scheduling.

Major projects

In 2025–26, the directorate progressed planning and delivery of several new schools, and the modernisation and expansion of existing schools across Canberra. This occurred through collaboration with Infrastructure Canberra (iCBR), responsible for delivery of Tier 1 and Tier 2 public education infrastructure projects:

- Strathnairn School (ECEC to year 6 Primary School)
- Whitlam School (ECEC to year 6 Primary School)
- the second College in Gungahlin, in Nicholls
- Garran Primary School modernisation
- Majura Primary School modernisation
- Telopea Park High School modernisation
- Narrabundah College modernisation

For further information, refer to the Infrastructure Canberra Annual Report.

The directorate continues to work closely with iCBR to progress delivery of these projects, in alignment with directorate strategic policy intent and educational outcomes.

Roof replacement program

Approaches to market occurred during 2025-26 to engage head contractors to deliver the remaining roof replacement works at Dickson College, roof replacement works at Charnwood Dunlop School, and invasive investigations at 5 identified school sites.

Limited market response required development of an alternative procurement process, which had the impact of delaying commencement of these works.

As part of the ongoing roof replacement program, $8.02 million was provided through the 2024-25 Budget, including $0.56 million to finalise works at Melba Copland Secondary School and Dickson College, $6.46 million for roof replacement at Charnwood Dunlop School, and $1.00 million for invasive investigations and planning activities to inform future roof replacement priorities.

School upgrades and modernisations

Delivery of infrastructure upgrades to established schools continued, to modernise and maintain safe and adaptable physical learning environments that meet the diverse needs of students and staff, to ensure inclusive, accessible schools.

Lyneham High School gym refurbishment

Engagement occurred with the school leadership to identify school priorities and scope to be addressed through the gymnasium refurbishment. iCBR was engaged to undertake procurement for a head contractor to deliver the upgrade. Procurement documentation was prepared, and an approach to market for the design and construction was completed. Approach to market responses have been evaluated.

Progress was delayed while the Standing Committee on Social Inclusion Policy Inquiry into E-Petition 007-25: Build a new gym for Lyneham High School occurred. The government responded to the Standing Committee report on 10 June 2026, confirming the refurbishment will be delivered in line with appropriation.

Garran Primary School modernisation

Stage 1 of the project opened in November 2025. Stage 2 construction is progressing, with anticipated completion by the end of 2026.

Majura Primary School modernisation

Planning work is ongoing to modernise Majura Primary School. Community consultation and engagement took place in the second half of 2025; to identify modernisation priorities and the government confirmed the scope of works to be delivered through modernisation. Procurement and design works have commenced for modernisation of school amenities.

Narrabundah College modernisation

Projex Building Group has continued construction work throughout the 2025–26 reporting period, with construction expected to be complete before the start of the 2027 school year.

Telopea Park School (high school) modernisation

Design development continued throughout the 2025–26 reporting period, with the final sketch plans completed. The Major Plan Amendment was lodged in December 2025 to rezone the school playing field to allow construction of school facilities to occur on that land.

Community consultation and engagement occurred throughout the 2025–26 reporting year, to provide updates to the school community on the Major Plan Amendment submission and design progress.

New schools

Strathnairn School

Stage 1 of the Strathnairn School opened for day 1, 2026, followed by the opening of the Early Childhood Education Centre on 20 April 2026. Stage 2 construction is progressing, with completion anticipated in the second half of 2026.

Whitlam School

The Head Contractor commenced works onsite in June 2025, with construction works continuing. Stage 1 of the project is anticipated to be completed for the first day of term 1, 2027.

Second college for Gungahlin

Design development has been ongoing throughout the 2025–26 reporting period, with the Development Application lodged at the end of 2025, and negotiation to enter Phase 2 (Construction) contract underway. The college is planned to open by the end of the decade.

Planning for future schools

The directorate continues to contribute to planning across government for future schools in Molonglo Valley and West Belconnen, including:

- a new college and high school in the future Molonglo Town Centre. Early feasibility and high-level master planning has commenced.
- a new ECEC to Year 6 School in the future Denman Prospect development. Early feasibility and high-level master planning has commenced.
- a new ECEC to Year 6 School in the future Macnamara development.

The directorate also contributes to the identification of land for future public and non-government schools.

Table 67: Capital Works management 2025–26

Project	Original project value	Revised project value	Prior year expenditure $'000	Actual expenditure 2025–26	Total expenditure to date	Estimated/ actual physical
Asset Renewal Program						
School Administration and Support Area Improvements	Ongoing	Ongoing	0	719	719	Ongoing
Disability Access Compliance	Ongoing	Ongoing	0	6,933	6,933	Ongoing
School Infrastructure Revitalisation	Ongoing	Ongoing	0	1,086	1,086	Ongoing
School Safety Improvements	Ongoing	Ongoing	0	429	429	Ongoing
External Learning Environments	Ongoing	Ongoing	0	685	685	Ongoing
Environmentally sustainable development initiatives	Ongoing	Ongoing	0	437	437	Ongoing
Birrigai works	Ongoing	Ongoing	0	71	71	Ongoing
Hazardous Materials 2025/26	Ongoing	Ongoing	0	1,660	1,660	Ongoing
Forward Planning and Design	Ongoing	Ongoing	0	114	114	Ongoing
Unplanned Essential Works	Ongoing	Ongoing	0	602	602	Ongoing
Refurbishing the Lyneham High School Gym	5,746	5,746	113	6	119	Nov-28

New and expanded schools – Upgrades for Fraser Primary School and Melba Copland Secondary School	2,000	2,000	0	1,369	1,369	Nov-26
Total Asset Renewal Program	**7,746**	**7,746**	**113**	**14,111**	**14,224**	
Work in Progress						
New and expanded schools – Enhancing community use of public school facilities	2,400	2,400	108	63	171	Jun-27
New and expanded schools – Feasibility, planning and design for future public schools	3,000	3,000	1,932	808	2,740	Jun-27
New and Expanded Schools – Infrastructure upgrades across Canberra schools	21,893	21,893	2,110	1,284	3,394	Jun-27
New and expanded schools – Supplementing construction funding for Garran and Strathnairn primary schools and the new high school at North Gungahlin	85,719	2,392	3	657	660	Jun-27
Public School Roof Replacements	8,025	8,025	101	25	126	Dec-27
Schools for our growing city - East Gungahlin (Kenny) High School	85,900	76,019	74,323	318	74,641	Jan-24
Total Capital Works in Progress	**206,937**	**113,729**	**78,577**	**3,155**	**81,732**	

Projects – Physically and Financially Completed

Cost of Living – Free School Camps at Birrigai	20	20	0	20	20	Nov-25
Delivering energy-efficient heating upgrades for ACT public schools	15,964	15,964	14,856	1,488	16,344	Sep-25
More schools, better schools - Delivering Molonglo P-10	70,000	70,000	69,681	361	70,042	Dec-22
New and Expanded Schools – Expansion of Margaret Hendry Primary School and a New Taylor High School	132,808	132,808	132,382	610	132,992	Dec-24
New and expanded schools – Planning for Increasing College Capacity in Canberra's North	1,000	1,000	78	0	78	Jun-26
New and expanded schools – Relocatable learning units across public schools	2,289	2,289	1,627	729	2,356	Jun-26
Total Projects Physically and Financially Completed	**222,081**	**222,081**	**218,624**	**3,208**	**221,832**	
GRAND TOTAL CAPITAL WORKS PROGRAM 2025–26	**436,764**	**343,556**	**297,314**	**20,474**	**317,788**	

Source: ACT Education Directorate.

Table 68: End of financial year reconciliation schedule 2025–26

Reconciliation of total current year financing	2025–26 $'000
Total current year capital works financing	60,149
Add: Other capital initiatives financing	14,442
Capital Injection as per cash flow statement	**74,591**
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	20,474
Total current year capital initiatives expenditure	13,228
Add: Net Impact of accruals between financial years	(819)
Add/(Less): Net Impact of Capital purchases expenditure funded outside of Capital Injections[1]	422
Add/(Less): Cash drawn down from capital Injection for financing Employee entitlements and Pay 27	41,286
Capital Injection (as per cash flow statement)	**74,591**
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	20,474
Total current year capital initiatives expenditure	13,228
Add: Net Impact of accruals between financial years	(819)
Less: CWIP Expensed amount	(900)
Add: Other asset purchases outside of capital works program and capital initiatives[1]	6,329
Purchase of Property, Plant and Equipment (as per cash flow statement)	**38,312**

Source: ACT Education Directorate.

Note(s):

1. Figure includes items capitalised that were not part of the capital works program (schools assets purchases and repairs and maintenance that has been capitalised).

Projects

Information, communication and technology projects

In 2025–26, the directorate delivered key information, communication and technology initiatives to support learning, digital access and system improvements:

- More than 4,800 new Chromebooks were deployed to year 7 students and other new enrolling students entering high school and college.
- An additional 3,300 devices were refreshed for continuing secondary students.
- Over 2,500 Chromebooks were issued to primary schools under the shared device program (one device per 3 students).
- A total of 1,615 staff laptops were delivered, including 1,298 as part of the scheduled refresh and 317 for new staff.

Major School Administration System (SAS) upgrades included:

- Enhancements to the Activities Module necessary to support system-wide use of SAS for administration of activities and excursions
- Established NAPLAN report publishing capability via the Parent Portal
- Enhanced access controls for school and Education Support Office users
- Introduction of digital sign-in and out for school visitors and volunteers
- Enhancements to incident forms in the Wellbeing module to reduce reliance on Sentral and enable Education Support Office changes
- Improvements to enhance usability and data quality of the incident and suspension form
- Introduction of a preschool incident form aligned with Children's Education and Care Assurance requirements, removing the need for paper-based incident reporting.

Table 69: Information, Communication and Technology projects 2025–26

Project	Original project value $'000	Revised project value $'000	Prior year expenditure $'000	Actual expenditure 2025–26 $'000	Total expenditure to date $'000	Estimated/ actual physical completion date
Investing in public Education – Digital Access and Equity	Ongoing	Ongoing	18,904	5,720	24,624	Ongoing
Supporting our School System – Improving ICT	Ongoing	Ongoing	17,799	5,858	23,657	Ongoing
Universal access to preschool for 3-year-olds	5,917	5,917	3,799	1,650	5,449	Jun-27
Total work	**5,917**	**5,917**	**40,502**	**13,228**	**53,730**	

Source: ACT Education Directorate.

Asset Management

The directorate is responsible for a large and diverse asset portfolio, with 93 public schools located across more than 155 sites delivering education to over 50,000 students every day.

The infrastructure portfolio has a significant history, having grown with the ACT region and school design has modernised alongside education practice over many years. Over two-thirds of ACT public schools were built before 1992, with the oldest school opening its doors to students in 1923.

Investing in safe and fit-for-purpose educational infrastructure ensures students and school staff have access to facilities that encourage learning and belonging, in inclusive school environments.

The directorate administers the Annual Capital Works Program, coordinates, and manages statutory and high-risk maintenance activities centrally, and provides support to schools for general repair and maintenance activities. There main infrastructure activities delivered or managed by the directorate are:

- *Major Projects:* Construction of new schools and major works at existing schools, including capacity expansion and modernisation. The majority of projects (all Tier 1 and Tier 2 projects) are delivered through iCBR as well as project procurement and delivery support provided by iCBR for Tier 3 projects.
- *Asset Renewal Program*: Improvements and upgrades to established schools including renovations, heating and cooling upgrades, infrastructure modifications to meet individual student needs and ensure accessibility and inclusion, and safety and security improvements.
- *Repairs and Maintenance*: To repair and maintain school assets, provide support to schools to achieve compliance obligations, management of preventative maintenance contracts, response coordination for critical reactive asset-related events and hazardous materials management, which includes activities provided by iCBR.
- Public Schools Heating and Cooling Fund: To provide heating, ventilation and cooling upgrades, prioritising delivery to schools with greatest need, and that do not already have sufficient cooling.

Management of the directorate's asset portfolio occurs in alignment with the Strategic Asset Management Framework. The Framework focuses on 2 key areas of the directorate's infrastructure expenditure - repairs and maintenance, and capital upgrades.

During the reporting period, the directorate implemented new program management software to improve the monitoring, delivery and risk management of capital works projects. Work commenced on the development of an enhanced integrated asset governance framework to strengthen decision-making, prioritisation, and long-term asset stewardship. This framework will support the ongoing delivery of capital works and ensure expenditure responds to demand and strategic priorities.

The directorate strengthened asset data collection and information management practices to support asset management and forward planning. Support was provided to schools to develop and deliver their Annual Maintenance Program during each school year.

The Asset Condition Assessment Program is a 3-year rolling program of infrastructure assessments which collects current asset information, including visual inspections, data migration, observations of asset performance, trend analysis and emerging defects. This information supports the identification and planning of future maintenance and replacement requirements.

During the reporting period, 36 school condition assessments were completed. The assessment findings provide an evidence base for investment decisions and support the prioritisation of works across the asset portfolio, helping demand, manage risk and target investment to areas of greatest need.

Development of Property Quality Standards continued throughout the reporting period. When finalised, assessment of school facilities against the Property Quality Standards will be progressively incorporated into the Asset Condition Assessment Program, to measure performance against the Property Quality Standards to identify whether assets are performing, being used as intended and available for their required purpose.

The directorate worked with iCBR to develop the policy scope and to identify heating and cooling priorities to be delivered through the Public Schools Heating and Cooling Fund.

A heating and cooling audit commenced in schools, to identify existing heating and cooling facilities and heating and cooling priorities.

Assets managed

The directorate managed school infrastructure assets with a total value of $2,938.5 million as at 30 June 2026.

Table 70: Assets and their values as at 30 June 2026

Asset Class	Value ($ million)
Land and Buildings (including improvements) for schools and preschools	2,938.5
Leasehold improvements	0.1
Right of Use Vehicles	2.4
Property, plant, and equipment	66.1
Intangible assets	0.9
Total	**3,008.0**

Source: ACT Education Directorate.

Table 71: Assets added to the register in the 2025–26 Financial Year

Assets	Value ($ million)
Capital Works (schools)[1]	174
Capital Initiatives – ICT and other projects	33
Total	**207**

Source: ACT Education Directorate.

Note(s):

1. Figure includes Strathnairn Primary School stage 1 and Garran Primary School stage 1 ($154 million) transfer from iCBR.

Surplus assets

At 30 June 2026, the directorate had no surplus property assets.

Assets maintenance and upgrade

The directorate continued to deliver a program of planned and responsive maintenance across ACT public schools and preschools. These works ensured that school facilities remained safe, compliant, and conducive to high-quality teaching and learning.

The directorate undertook both centrally managed and school-managed maintenance activities. Centrally funded works address critical infrastructure needs and compliance requirements, and schools received funding through their budget to manage localised repairs and maintenance.

Key centrally managed works delivered in 2025–26 included:

- upgrades to fire panels, security systems and electrical switchboards
- heating, ventilation and air conditioning maintenance and repairs
- stormwater and sewer line inspections and rectification
- roof access safety system upgrades and certification
- lifts and automatic door inspections and servicing
- emergency lighting and fire alarm system maintenance
- gutter cleaning and ember zone management
- hazardous materials surveys and safe removal
- building condition assessments
- work health and safety related upgrades
- tree maintenance and removal
- playground equipment audits
- school security enhancements, including targeted patrols and sensor-triggered responses
- storm damage repairs

These works contributed to improved safety, accessibility, protection of assets and operational reliability across ACT public schools.

In early 2026, playground equipment audits were insourced through the Building Services Taskforce within the directorate and were undertaken in line with compliance requirements.

Total expenditure on centrally managed repairs and maintenance for the 2025–26 reporting period was $26.527 million.

Managing hazardous materials in ACT public schools

The directorate continued to manage hazardous materials in ACT public schools in line with regulatory requirements and best practice safety standards. Public school buildings across the Territory vary in age and condition, and 76 schools are known to contain some asbestos and/or lead-based paint.

Each school with identified hazardous materials maintains a Hazardous Materials Register, which outlines the type, location, and management approach for any hazardous substances and are used by contractors, maintenance personnel and schools to ensure safe work practices.

Testing and remediation is undertaken by licensed contractors and clearance certificates are obtained to confirm remediation is complete and areas can be safely re-occupied. The majority of these works occur outside of school hours.

In 2025–26, $4.373 million was expended within the overall repairs and maintenance budget for the management of hazardous materials. An additional $1.660 million was expended on targeted removal projects.

There was $1.615 million was expended on management of asbestos-contaminated sand, predominantly during the first half of the reporting period, when the directorate responded to mitigate and remove this risk. Response to this risk required significant directorate input during November 2025, with more than 700 instances of product identification and management required, and this work continued into 2026.

More than 700 hazardous materials management, mitigation and removal projects have been carried out. Management of hazardous materials and mould was also required as a result of storm damage due to storms and flooding during 2026.

School cleaning

The School Cleaning Service delivered high-quality cleaning services to all ACT public schools during 2025–26. The School Cleaning Service also insourced and commenced delivery of cleaning services at the new CIT Woden campus.

Cleaning at ACT Government office accommodation continued, demonstrating the directorate’s commitment to secure work and high-quality service delivery.

There were 415 staff supporting and delivering cleaning services across 93 schools, one tertiary education site, 4 office accommodation sites, 2 libraries and a leisure centre. This equated to approximately 1,850 hours of cleaning each day. Monday to Friday cleaning operations were delivered from 8:00am to 11:00pm, while weekend cleaning operations were flexible to respond to community use of school facilities.

Cleaning Service Officers were supported by 17 administrative staff who provide rostering, payroll, operations, human resources and management services. The School Cleaning Service held 2 training days in 2025–26, which enabled the workforce to access the mandatory training required of all directorate staff.

The School Cleaning Service supported the roll out of free period products to public schools in the ACT under the *Period Products and Facilities (Access) ACT 2023*, intended to provide access, with privacy and dignity, to reduce the impact of period poverty, school absence, reduce stigma and improve understanding of menstrual health and ease some cost-of-living pressure for families. For further information on the program, refer to page 208.

Government Contracting

Overview

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works with a value of $25,000 or more.

A full search of the directorate's contracts notified with an execution date from 1 July 2025 to 30 June 2026 can be made at https://www.tenders.act.gov.au/contract/search.

Compliance with *Government Procurement Act 2001*

Under Section 44 of the *Government Procurement Act 2001* (the Procurement Act*),* each Territory entity must report on the entity's compliance with the Procurement Act during the year.

The directorate has complied with the Procurement Act during the reporting year, except as specified below:

Table 72: Compliance with the *Government Procurement Act 2001*

Description of non-compliance	Section and subsection of *Government Procurement Act 2001* to which the non-compliance relates	Reason for non-compliance	Steps taken to rectify non-compliance
Instances of a procurement contract (or a contract amendment) not being in writing	Part 1A, Section 10	Administrative oversight, insufficient awareness and planning	Improved process adopted, including access to information, guidance and training

Source: ACT Education Directorate

Aboriginal and Torres Strait Islander Procurement Policy

The ACT Government launched the Aboriginal and Torres Strait Islander Procurement Policy (ATSIPP) on 31 May 2019. The aim of the ATSIPP is to support the objectives of the ACT Aboriginal and Torres Strait Islander Agreement 2018–2028. Directorates must report against 3 performance measures at the end of each reporting year.

The seventh year reporting period concluded at the end of 2025–26, with a target of 2.25% of addressable spend to be spent with Aboriginal and Torres Strait Islander Enterprises for the 2025–26 financial year.

Table 73: Aboriginal and Torres Strait Islander Procurement Policy performance measures

Performance Measure	Result
The number of unique Aboriginal and Torres Strait Islander Enterprises that respond to the reporting entity's tender and quotation opportunities[1]	2
The number of unique Aboriginal and Torres Strait Islander Enterprises attributed a value of addressable spend in the financial year	25
Percentage of the financial year's addressable spend which is spent with Aboriginal and Torres Strait Islander Enterprise	1.7%[2]

Source: ACT Education Directorate and Procurement ACT.

Note(s):

1. The number of unique Aboriginal and Torres Strait Islander Enterprises that respond to tender and quotation opportunities is measured against those through the Territory's approved system, Tenders ACT. The directorate also invites and receives responses through email systems from Aboriginal and Torres Strait Islander enterprises through procurement thresholds under $25,000 as well as between $25,000 and the $500,000 public tender threshold.
2. The percentage of the financial year's addressable spend with Aboriginal and Torres Strait Islander Enterprises result for the Education Directorate (excluding schools-based expenditure) has been impacted by the transfer of Tier 1 and Tier 2 Capital Works projects to Infrastructure Canberra through the Administrative Arrangements No 4 2024. This result has been calculated consistent with the methodology for previous financial years, with the capital works budget and expenditure included within the calculation. In the 2025–26 financial year, there was no capital works expenditure recognised with Aboriginal and Torres Strait Islander Enterprises.

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Statement of Performance

ACT Audit Office

AUDITOR-GENERAL AN OFFICER OF THE ACT LEGISLATIVE ASSEMBLY

INDEPENDENT LIMITED ASSURANCE REPORT

To the Members of the ACT Legislative Assembly

Conclusion

I have undertaken a limited assurance engagement on the statement of performance of the Education Directorate (Directorate) for the year ended 30 June 2026.

Based on the procedures performed and evidence obtained, nothing has come to my attention to indicate that the results of the accountability indicators reported in the statement of performance for the year ended 30 June 2026 are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

Basis for conclusion

I have conducted the engagement in accordance with the Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information*. My responsibilities under the standard and legislation are described in the 'Auditor-General's responsibilities' section of this report.

I have complied with the independence and other relevant ethical requirements relating to assurance engagements, and the ACT Audit Office applies Australian Auditing Standard ASQM 1 *Quality Management for Firms that Perform Audits or Reviews of Financial Reports and Other Financial Information or Other Assurance or Related Services Engagements.*

I believe that sufficient and appropriate evidence was obtained to provide a basis for my conclusion.

Directorate's responsibilities for the statement of performance

The Director-General is responsible for:

- preparing and fairly presenting the statement of performance in accordance with the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*; and
- determining the internal controls necessary for the preparation and fair presentation of the statement of performance so that the results of accountability indicators and accompanying information are free from material misstatements, whether due to error or fraud.

Auditor-General's responsibilities

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*, the Auditor-General is responsible for issuing a limited assurance report on the statement of performance of the Directorate.

My objective is to provide limited assurance on whether anything has come to my attention that indicates the results of the accountability indicators reported in the statement of performance are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

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In a limited assurance engagement, I perform procedures such as making inquiries with representatives of the Directorate, performing analytical review procedures and examining selected evidence supporting the results of accountability indicators. The procedures used depend on my judgement, including the assessment of the risks of material misstatement of the results reported for the accountability indicators.

Limitations on the scope

The procedures performed in a limited assurance engagement are less in extent than those required in a reasonable assurance engagement and consequently the level of assurance obtained is substantially lower than the assurance that would have been obtained had a reasonable assurance engagement been performed. Accordingly, I do not express a reasonable assurance opinion on the statement of performance.

This limited assurance engagement does not provide assurance on the:

- relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets;
- accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations; or
- adequacy of controls implemented by the Directorate.



Clea Lewis
Assistant Auditor-General, Financial Audit
29 September 2026

Education Directorate
Statement of Performance
For the year ended 30 June 2026

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate for the year ended 30 June 2026 and also fairly reflects the judgements exercised in preparing it.



Jo Wood
Director-General
24 September 2026

Education Directorate
Statement of Performance
For the year ended 30 June 2026

Output Class 1: Public School Education

Description

Output 1.1: Public Primary School Education

Public primary school education spans the years from preschool to year 6. Learning opportunities in the primary years are designed to allow each student to experience success and achieve high quality learning outcomes.

Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the Australian Curriculum and the Early Years Learning Framework. Schools partner with parents, carers, and the community to enhance student outcomes.

The Directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contributes to ensuring quality education and care is provided to children accessing these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care and school age care programs.

Output 1.2: Public High School Education

Public high school education covers years 7 to 10. Each school organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the Australian Curriculum.

ACT public high schools offer a comprehensive education across all key learning areas. The focus is on providing challenging and engaging learning, building relationships based on mutual trust and respect, and connecting students to the outside world. School programs develop students' critical thinking, problem solving, interpersonal and teamwork skills to empower students to contribute positively to their community. Schools partner with parents, carers, and the community to enhance student outcomes.

Output 1.3: Public Secondary College Education

Public secondary college education covers years 11 and 12. ACT public secondary colleges offer courses catering for a broad range of student needs and interest. Courses are accredited by the ACT Board of Senior Secondary Studies (BSSS). Students can obtain an ACT Senior Secondary Certificate on successful completion of year 11 and 12 studies. Students can also opt to obtain an Australian Tertiary Admissions Rank (ATAR) and may also achieve a recognised vocational certificate.

Output 1.4: Disability Education in Public Schools

A range of programs are available in ACT public schools for students with a disability. These include access to specialist schools, specific classes or units in mainstream schools, and participation in mainstream classes with the support to access the educational programs offered by the school. Students accessing a disability program have an Individual Learning Plan (ILP). The ILP is developed in partnership between the school, family, student (where appropriate) and other professionals.

Parents and schools work together in developing and reviewing each student's ILP, which identifies educational goals. Student progress against the ILP is reviewed annually or more frequently as required.

The Directorate provides personal care support in ACT public schools, as an in-kind contribution to the National Disability Insurance Scheme.

Education Directorate
Statement of Performance
For the year ended 30 June 2026

	2025-26 Target	2025-26 Result	Percentage variance from the target [a]	Explanation of material variance (±5% or higher)
Cost ($'000)				
1.1 Public Primary School Education	656,171	660,084	0.6%	
1.2 Public High School Education	310,131	318,272	2.6%	
1.3 Public Secondary College Education	186,034	180,743	(2.8%)	
1.4 Disability Education in Public Schools	130,317	130,330	-	
Total Output Class 1	**1,282,653**	**1,289,429**	**0.5%**	
Controlled Recurrent Payments ($'000)				
1.1 Public Primary School Education	534,304	535,721	0.3%	
1.2 Public High School Education	269,595	270,310	0.3%	
1.3 Public Secondary College Education	164,149	164,584	0.3%	
1.4 Disability Education in Public Schools	119,942	120,260	0.3%	
Total Output Class 1	**1,087,990**	**1,090,875**	**0.3%**	

Total Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the Financial Management (Statement of Performance Scrutiny) Guidelines 2019. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Note(s)

a. Variances have been rounded to one decimal place.

Education Directorate
Statement of Performance
For the year ended 30 June 2026

Output Class 1: Public School Education Accountability Indicators	2025-26 Target	2025-26 Result	Percentage variance from the target [a]	Explanation of material variance (±5% or higher)
Early Childhood Education				
a. Number of enrolments in preschool in public schools [b, c, d]	4,265	4,045	(5.2%)	Note 1
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools [b]	275	360	30.9%	Note 2
School Participation				
a. Attendance rate of public school students in year 1 to year 10	92%	89%	(3.3%)	
Education and Care Services				
a. Assessment and ratings completed within legislated timeframes	100%	97%	(3%)	
b. Annual compliance audit is delivered in full	100%	97%	(3%)	
Disability Education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	94%	(6%)	Note 3
Senior Secondary Education				
a. Percentage of all year 10 students in public schools who proceed to public secondary college education [e]	92%	92%	-	
b. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to public secondary college education [e]	92%	83%	(9.8%)	Note 4
c. Percentage of all year 10 students in public schools who proceed to year 12 at a public senior secondary college [f]	85%	85%	-	
d. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to year 12 at a public senior secondary college [f]	85%	65%	(23.5%)	Note 5
e. Percentage of year 12 students in public schools who received an ACT Senior Secondary Certificate [g]	90%	89%	(1.1%)	
f. Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate [g]	90%	67%	(25.6%)	Note 6
Average cost ($) Per Student Per Annum in Public Schools				
a. Preschool	11,123	12,306	10.6%	Note 7
b. Primary school	23,932	24,166	1%	
c. High school	25,853	26,444	2.3%	
d. Secondary college	26,313	25,299	(3.9%)	
e. Special school	99,292	99,013	(0.3%)	
f. Mainstream school student with a disability	36,528	36,107	(1.2%)	

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

Total Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the Financial Management (Statement of Performance Scrutiny) Guidelines 2019. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996.*

Note(s)

a. Variances have been rounded to one decimal place.

b. The indicator data should be considered a projection as preschool is not compulsory and is subject to parental choice.

c. The indicator data is impacted by birth rates, immigration and capacity in the non-government sector, which can all significantly impact enrolment data between census collections in February and August.

d. This indicator and outcome are dependent on the number of preschool age residents during a year, the number of births four years prior, and can be impacted by increasing capacity in the non-government sector and the uptake of enrolment in this sector by families. A fixed unchanging target of this indicator does not take these factors into consideration in

providing enrolment projections. This target has been amended for 2025-26 to follow an approach that will respond to changing population growth and current enrolment market outcomes. It will continue to be reviewed each year to provide more accurate enrolment projections.

e. This is an anticipated outcome rather than a target as it is based on the historical pattern of student/parental choice as per section 7 of the *Education Act 2004* which allows for parents to choose the most suitable education setting for their child.

f. This indicator is to provide a measure of improving the secondary education in ACT schools. It provides information on the successful transition of students from year 10 to year 12.

g. This indicator is to provide a measure of improving secondary education in ACT schools. It provides information on the proportion of year 12 students who attained an ACT Senior Secondary Certificate.

Notes to variances

1. The reason for the variance is the preschool aged population in the ACT has declined in recent years. Most preschoolers enrolled in 2025 were born in 2020. ACT recorded 152 less births in 2020 (5,368) compared to 2019 (5,520). This would have contributed to lower preschool enrolments in 2025 compared to the current target which is based on the 2024 outcome (4,183) and an ACT specific population growth factor. An increase in affiliation for the non-public preschool sector in 2025 also contributed to the variance. This is aligned with the broader affiliation trends observed at the primary school level.
2. The variance indicates strong performance against expectations and suggests that the continued implementation of the Set up for Success: ACT Early Childhood Strategy is contributing to positive outcomes for Aboriginal and Torres Strait Islander children.
3. One of the reasons for the variance is the practice of assessing and placing students in formal disability programs, was discontinued in 2025-26, as schools are transitioning towards the delivery of supports for students with disability through an adjustments-based approach.

   The variance can be further explained by a range of factors, including student absences and students who have transferred between schools during the reporting period.

   This measure is changing to 'Individual Learning Plans completed for students who receive substantial or extensive adjustments under the Nationally Consistent Collection of Data (NCCD)' in the 2026-27 reporting period.
4. This indicator provides a measure of student retention in secondary education in ACT schools and of successful transitions for Aboriginal and Torres Strait Islander students to colleges.

   The Directorate is unable to provide specific reasons for the lower retention rate of Aboriginal and Torres Strait Islander students. Due to very small student cohorts, care should be taken when interpreting statistics for Aboriginal and Torres Strait Islander students. There are several targeted and universal supports for Aboriginal and Torres Strait Islander students. These include the Student Aspirations Program, delivering secondary scholarships and the Mura Awards, and Vocational Educational and Training supports and programs. Individual colleges also have school-based supports to assist Aboriginal and Torres Strait Islander Students to complete their education.
5. This indicator measures progress in improving secondary education outcomes in ACT public schools and supporting successful transitions for Aboriginal and Torres Strait Islander students. Its policy intent is to close the gap in retention rates between Aboriginal and Torres Strait Islander students and non-Indigenous students; specifically, the proportion of students who progress from Year 10 in public schools to Year 12 at an ACT public senior secondary college.

   The Directorate is unable to provide specific reasons for the lower retention rate of Aboriginal and Torres Strait Islander students. Due to the relatively small cohort sizes, caution should be exercised when interpreting data for Aboriginal and Torres Strait Islander students. A range of targeted and universal supports are in place to assist Aboriginal and Torres Strait Islander students. These include the Student Aspirations Program, secondary scholarships and the Mura Awards, as well as vocational education and training (VET) programs. Individual colleges also provide school-based supports to help Aboriginal and Torres Strait Islander students complete Year 12.
6. The variance can be impacted by the proportionally smaller number of year 12 Aboriginal and Torres Strait Islander students. Small cohort numbers can be significantly more statistically volatile than large cohorts and may therefore have greater percentage variances due to changes in circumstance. Also, only those students who have chosen to affirmatively identify their Aboriginal or Torres Strait Islander status are included in the numerator. This result should therefore be interpreted with care and contextual understanding.
7. The variance is primarily due to higher than forecast Commonwealth grants through the Preschool Reform Agreement—Federation Funding Agreement.

Education Directorate
Statement of Performance
For the year ended 30 June 2026

Output Class 2: Non-Government Education

Description

Output 2.1: Non-Government School Education

The Directorate contributes to the maintenance of standards in non-government schools and home education through registration and the BSSS accreditation and certification of senior secondary courses. The Directorate also undertakes the administration and payment of Commonwealth and ACT Government grants.

In addition to the funds provided by the Directorate in Output Class 2, both the ACT and Commonwealth Governments provide funding to non-government schools through the Territorial appropriation.

Output Class 2: Non-Government Education	2025-26 Target	2025-26 Result	Percentage variance from the target [a]	Explanation of material variance (±5% or higher)
Total Cost ($'000)	6,594	5,808	(11.9%)	Note 1
Controlled Recurrent Payments ($'000)	6,022	4,873	(19.1%)	Note 1
Accountability Indicators				
a. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	97%	(3%)	
b. Notification of outcome of home education registration application within legislated timeframe [b]	100%	100%	-	

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

Total Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the Financial Management (Statement of Performance Scrutiny) Guidelines 2019. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996.*

Note(s)

a. Variances have been rounded to one decimal place.

b. This indicator came into effect in 2021-22 and reports the Education Directorate's compliance with Section 131(7) of the *Education Act 2004*, which requires the Director-General to notify parents of a home education registration decision no later than 28 days after a complete application has been received.

Notes to variances

1. The variance mainly reflects the reprofiling of Commonwealth grant funding into 2026-27. The reprofiling is required for the implementation of the Preschool Outcome Measure which is a joint initiative of the Australian and state and territory governments.

Part 4

Annual Report Requirements for Specific Reporting Entities

Investigation of Complaints

The directorate welcomes parents, carers, school community members and members of the public to provide feedback and make enquiries and complaints. Feedback, enquiries and complaints improve our schools and services. The directorate manages these contacts received via the publicly available feedback and complaints phone number or online contact system.

During 2025–26, the directorate responded to 2,172 contacts from parents, carers, school community members and members of the public. These contacts comprised feedback, enquiries, suggestions, requests for information, advice and services, compliments and complaints.

The directorate fulfils its obligations under the *Education Act 2004,* which requires the Director-General to develop and implement a complaints policy for government schools and to investigate complaints regarding the administration, management and operation of government schools that are not considered frivolous or vexatious.

In managing complaints, the directorate's Complaints Management Policy promotes a culture of respect, empathy and transparency. During 2025–26, the directorate continued to strengthen its complaints management procedures and responses. All complainants are heard and provided with procedural fairness. Complainants are initially encouraged to communicate directly with their school to support early resolution of concerns. The directorate supports complainants by providing information, advice and liaising between the complainant, the school and relevant areas of the Education Support Office.

Complaints about ACT public schools

Table 74: Complaints received by the directorate by category

Category	Total	Percentage[1]
Enrolment	3	2%
Facilities	8	5%
Policy	10	6%
School communication	8	5%
Inclusion and engagement	33	20%
Staff behaviour	43	26%
Student behaviour management	56	34%
Teaching and learning	6	4%

Source: ACT Education Directorate unpublished data.

Note(s):

1. Figures may not add due to rounding.

During 2025–26, 167 complaints were logged, representing a decrease from 171 in 2024–25. The proportion of complaints was consistent with previous years at 7.69% of all contacts.

These numbers are broadly comparable to the previous year. Variations to previous figures are negligible due to the small sample size.

Teacher Quality Institute

This information is provided under Annexure A in the ACT Teacher Quality Institute Annual Report on pages 371–473.

Care and Carer Support Agencies

The Carers Recognition Act 2021 (the Act), introduced in 2022, formally recognises the vital contribution of unpaid carers who support the health, inclusion and participation of vulnerable people in our community.

The directorate takes all practicable measures to ensure employees and people in a care relationship who are receiving support services are aware of and understand the care relationship principles as described in the Act.

The directorate supports schools and teachers to identify young carers during the school enrolment process. The online enrolment form used by all families when enrolling children and young people in an ACT public school asks if students care for or have a person in their care. Educational supports can then be defined and implemented through an Individual Learning Plan.

Table 75: Carers Recognition Act 2021 reporting

Annual reporting obligations	Supporting evidence/ examples
Section 4 (a) – (b) raising awareness about and promoting the care relationship principles	
Care and carer support agencies must report on:	
The measures the agency has taken to promote the care relationship principles to: – people in a care relationship who are receiving support services from the agency in relation to the care relationship – the wider community.	Information about National Carers Week was distributed to schools through directorate communication channels, which raised awareness of the vital role carers, including young carers, have in the community. Community enquiries were actively addressed, promoting understanding of the broader support services accessible to young carers.

The measures the agency has taken to ensure the following people are aware of and understand the care relationship principles: – the agency's employees and agents – people in a care relationship who are receiving support services from the agency in relation to the care relationship.	Information about the Young Carer Bursary Program was distributed to schools through directorate communication channels and shared directly with School Youth Health Nurses and Allied Health staff, which raised awareness of the financial support available to young carers in addition to school-level supports.

Section 4 (c) – upholding the care relationship principles

Care and carer support agencies must report on:

The measures the agency has taken, as well as their employees and agents, to uphold the care relationship principles in assessing, planning, delivering, managing or reviewing support services, programs and policies in relation to people in care relationships.	The review of the Safe and Supportive Schools Policy is underway. In recognition of the new reporting requirements of the *Carers Recognition Act 2021*, this policy package will include the development of supporting materials about young carers in schools, the requirements and additional supports that schools can provide to young carers in their schools. Independent from the Safe and Supportive Schools Policy, the directorate has commenced a program of work focused on raising awareness about young carers within the system and strengthening a whole-of-directorate approach to recognise and support young carers within ACT public schools.

Section 4(d) – consulting with carers

A summary of any consultation the agency has undertaken with carers receiving support services from the agency, or entities representing carers, when planning or reviewing support services and programs in relation to people in care relationships provided by the agency.	Connecting Young Carers to Life Opportunities & Personalised Support (CYCLOPS) is the primary agency under Anglicare that provides services to young carers in the ACT. The directorate met with CYCLOPS to discuss system-level approaches to recognising and supporting young carers within ACT public schools.

Section 4 (e) - human resources policy development

A statement about how the agency has incorporated the care relationship principles in its internal human resources policies in relation to employees who are carers.	Under the *Carers Recognition Act 2021*, the directorate is recognised as an agency responsible for supporting its own employees who are carers. The ACTPS continues to encourage flexibility and the ability to access flexible or hybrid working arrangements that support work/life balance. The directorate has several flexible working arrangement policies and procedures to support balancing work and caring responsibilities. Flexible work arrangements are available to support carers, including variable start and finish times, part-time work and hybrid working arrangements, and access to the FlexiSpace program and flexible work locations. Information and resources on flexible work are available on the directorate's intranet. In 2025–26, the directorate has commenced giving staff the option to identify as carers when providing feedback on human resources policies to support greater consideration of employees who are carers in the development and review of human resources policies.

Ministerial and Director-General Directions

During the 2025–26 reporting period, the directorate did not receive any direction from the Minister or the Director-General under the *Education Act 2004.*

Annexure

ACT Teacher Quality Institute

Compliance Statement

The ACT Teacher Quality Institute Annual Report 2025–26 must comply with the *Annual Report Directions 2026* (the Directions) made under section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the ACT Teacher Quality Institute and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The ACT Teacher Quality Institute complies with all subsections of Part 1 under the Directions.

To meet section 15 Feedback, Part 1 of the Directions, contact details for the ACT Teacher Quality Institute are provided within the ACT Teacher Quality Institute Annual Report 2025–26 to provide readers with the opportunity to provide feedback.

Part 2 Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the ACT Teacher Quality Institute complies with all subsections. The information that satisfies the requirements of Part 2 is found in the ACT Teacher Quality Institute Annual Report 2025–26 as follows:

- Transmittal Certificate, see page 373
- Organisational Overview and Performance, inclusive of all subsections, see pages 374–429
- Financial Management Reporting, inclusive of all subsections, see pages 429–432

Part 3 Reporting by Exception

TQI has nil information to report by exception under Part 3 of the Directions for the 2025–26 reporting period.

Part 4 Annual Report Requirements for Specific Reporting Entities

The following subsections of Part 4 of the Directions are applicable to the ACT Teacher Quality Institute and can be found within the ACT Teacher Quality Institute Annual Report 2025–26:

- Ministerial Directions, see page 434

The ACT Teacher Quality Institute must also report on:

- the number of new approved teachers, see page 435
- the education programs available for the professional learning and development of teachers, see pages 436–466
- the current assessment and certification standards that are required to be met by teachers, see pages 467–471

Part 5 Whole-of-Government Annual Reporting

All subsections of Part 5 of the Directions apply to the ACT Teacher Quality Institute. Consistent with the Directions, the information satisfying these requirements is reported in the one place

for all ACT Public Service directorates, as follows:

Bushfire Risk Management, see the annual report for the Justice and Community Safety Directorate

Human Rights, see the annual report of the Justice and Community Safety Directorate

Legal Services Directions, see the annual report of the Justice and Community Safety Directorate

Public Sector Standards and Workforce Profile, see the annual State of the Service Report

Territory Records, see the annual report of Chief Minister, Treasury and Economic Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address: https://www.act.gov.au/open/annual-reports.

Part A

Transmittal Certificate

Ms Rachel Stephen-Smith
Minister for Education
Minister for Child Development and Wellbeing
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

2025-26 Teacher Quality Institute Annual Report

This report has been prepared in accordance with section 7(2) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2026*.

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute has been included for the period 1 July 2025 to 30 June 2026.

I hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006 (repealed)*, Part 2.3 (see section 113, *Public Sector Management Standards 2016*).

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

The annual report must be provided to the Chief Minister Treasury and Economic Development Directorate on 8 October 2026 for embargo.

Yours sincerely

Natalie Howson
Chair
ACT Teacher Quality Institute Board
10 August 2026

Lyndall Read
Chief Executive Officer
ACT Teacher Quality Institute
10 August 2026

ACT Teacher Quality Institute / **ACT Government**. 170 Haydon Drive Bruce ACT 2617
P. +61 02 6207 5005 / E. tqi@act.gov.au / tqi.act.edu.au

Part B

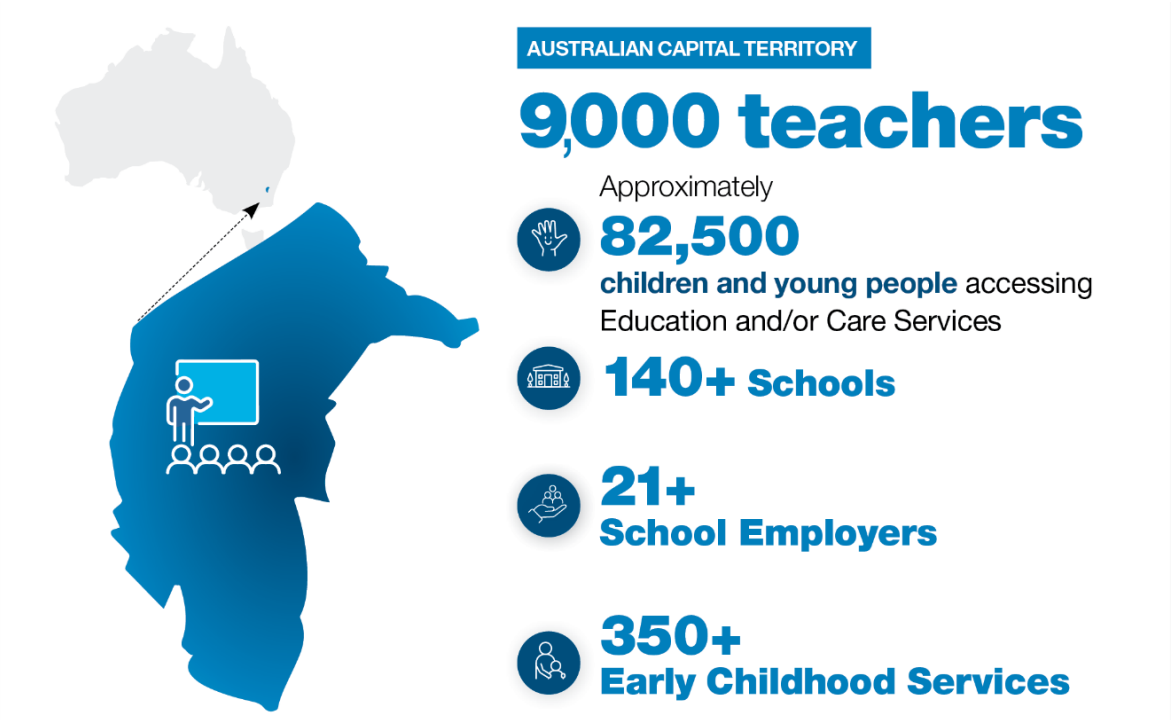
Organisational Overview and Performance

Organisational Overview

The ACT Teacher Quality Institute (TQI) is the regulatory body for the teaching profession in the ACT. It is an ACT independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) and is responsible to the ACT Minister for Education and Early Childhood.

The TQI is responsible for building the professional standing of all ACT teachers, to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality. The goal of all its endeavours is to help enhance the learning outcomes of ACT children and students.

TQI Figure 1: Overview



Source: ACT Teacher Quality Institute.

Our vision, mission and values

The TQI enables teachers in the ACT to demonstrate their professionalism to the ACT community through registration and a responsive regulatory approach that upholds professional standards, and ensures teachers have access to high-quality professional learning at all stages of their career.

The mission of TQI is to promote teacher quality, protect students, and maintain community confidence in the teaching profession. This mission is underpinned by TQI's values of respect, integrity, collaboration and innovation.

Role, functions and services

Directed by the TQI Act, TQI undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce. The primary strategy is embedding the Australian Professional Standards for Teachers (APST, the standards) in the teaching practice of all ACT teachers.

This integrated approach applies to all ACT teachers as they enter and progress through the career stages of the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools, early childhood education and care settings, and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT. The foundation of teacher professionalism is situated in the regulatory work of TQI which ensures teachers working in the ACT uphold the ACT Code of Professional Practice and Conduct for ACT Teachers (the Code).

The functions of TQI, as set out in section 11 of the TQI Act, are to:

- register, or grant permits to teach to eligible people
- keep a register of, and records relating to, teachers working or intending to work in the ACT
- keep a register of, and records relating to, pre-service teachers undertaking or intending to undertake professional experience in an ACT school
- use and share information on the teachers register and pre-service teachers register to facilitate planning or research in relation to teacher quality or the teaching workforce
- promote and encourage:
    - continuous professional learning and development of teachers
    - increased levels of skill, knowledge, expertise and professionalism of teachers, including through the certification of Highly Accomplished and Lead Teachers
- determine standards for, and facilitation of, teachers' professional learning and development
- develop and apply of codes of practice about teachers' professional conduct or practice, for the Minister's approval
- develop standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards
- accredit education programs for pre-service teachers and teachers
- monitor compliance with and enforce the TQI Act
- exercise its functions in the best interests of children, taking into account their safety and welfare, collecting and utilising information about teachers to ensure children's safety
- investigate and take appropriate action where a teacher fails to achieve the APST or is in breach of the code of practice.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, early childhood education and care services, ACT universities providing teacher education, and the teaching profession in the ACT:

- Maintenance of a teacher register and professional experience register
- Direct regulatory services with respect to the ACT teaching profession
- Accreditation of initial teacher education programs in ACT universities
- Quality assurance with respect to professional learning programs for ACT teachers
- Facilitation of collaborative teaching practice across the ACT teaching profession
- Promotion of the continuing development and professionalism of ACT teachers
- Inclusion on the professional experience register of pre-service teachers who undertake professional experience in an ACT school
- Education of the profession on all aspects of the code of practice, registration, certification and accreditation of initial teacher education and professional learning programs

As of 2024, the teacher register includes teachers who teach in early childhood education and care (ECEC) services. Teachers who teach in ECEC services are eligible to register for provisional or full registration, provided they hold a teaching qualification consisting of at least 4 years of academic study which includes an accredited initial teacher education (ITE) program. Teachers who teach in ECECs who do not hold an accredited ITE program, but who hold an Australian Children's Education and Care Quality Assurance approved Early Childhood Teacher-level approved qualification, are eligible for early childhood teacher registration.

Organisational Structure, Operating Environment and Planning Framework

Our structure

TQI is governed by a Board consisting of the Chair and 12 members appointed by the Minister. The Board represents a range of ACT education stakeholders, including teacher employers, universities and teacher unions, the teaching profession, the early childhood education and care sector and the broader ACT community. Board members who served on the TQI Board in the reporting period are listed in TQI Table 1.

The Board advises the Minister on matters relevant to the purpose of the TQI Act. It provides strategic leadership, sets organisational policies and priorities, and oversees TQI's performance and operations. The Board is responsible for ensuring, as far as practicable, that TQI operates effectively and appropriately, complies with applicable ACT Government policies and maintains sound financial management in compliance with section 56(3)(a)-(h) of the *Financial Management Act 1996* (FMA). The Board met 4 times during the reporting period, with all sessions offered in person and online.

Management of TQI's operations is undertaken by the Chief Executive Officer (CEO) subject to the requirements of the *Public Sector Management Act 1994* (PSM Act), the FMA and specific delegations of authority approved by the Board. These delegations are set out in an Instrument of Delegations which is reviewed annually or more often as required.

Section 10 of the *Remuneration Tribunal Act 1995* requires its administrative body (the Tribunal) to inquire into and determine the remuneration, allowances, and other entitlements of executives within the meaning of the PSM Act.

TQI executive management

The Chief Executive Officer (CEO) is responsible for the day-to-day operations of TQI, supported by a team of 14.4 FTE staff. Specialist consultants are employed as needed by TQI. In 2025–26, TQI contracted the services of experts to develop and support TQI's business system updates.

Ms Lyndall Read commenced in the CEO position in May 2023. Ms Read has overseen the implementation of organisational strategies approved by the Board, managed day-to-day operations, and ensured the efficient use of resources. Working closely with senior leadership, Ms Read fostered a strong organisational culture and maintained accountability for outcomes. She engaged with key stakeholders, including government, teacher employers, unions, and universities to build relationships, enhance reputation, and ensure TQI responds effectively to its regulatory and operating environment.

Ms Read has led the TQI team to prepare and action Board decisions, including:

- preparing for the TQI Amendment Bill 2027 to:
  - change teacher registration policy and practice to better align with the needs of teachers and the current teaching environment
  - establish mandatory registration for early childhood teachers teaching in ECEC services
- preparing TQI for the July 2027 introduction of Automatic Deemed Registration
- publishing the TQI Regulatory Framework
- implementing the Retiree Teacher Conditions adapted model of registration
- reviewing policies including:
  - the Teacher Registration and Permit to Teach Policy
  - the Recency of Practice Policy
  - the Teacher Registration Qualifications Policy
  - the Initial Teacher Education Program Accreditation Policy
  - the Continuing Professional Learning and Program Development Policy.

Operating environment

The TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA). By a declaration issued by the Treasurer in February 2012 *[Financial Management (Territory Authorities) Declaration 2012 (No. 1)]*, TQI has been exempted from certain provisions of the FMA.

The TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the 4 April 2012 direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in the TQI Annual Report.

TQI's operating budget is comprised of:

- an appropriation allocated in the ACT Government budget process
- fees received from teachers on application for teacher registration or permits to teach
- application fees for teachers applying for certification under the APST.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of a 'public sector body'. TQI has prepared this annual report to comply with section 7 of the Act and in accordance with the requirements referred to in the *Annual Report Directions 2026,* issued under section 9 of that Act.

The TQI has established administrative arrangements with the directorate in relation to providing financial accounting and audit services.

At a meeting between the directorate and TQI in March 2023, it was arranged that an audit of TQI financial management occur once in the tenure of each Board Chair. In 2025, the directorate arranged for an audit of TQI's financial and performance management practices. The objective of this engagement was to review the effectiveness of TQI's financial and performance management practices in consideration of the FMA and to enhance board reporting by providing insights aligned with a better practice framework. For further information on the outcomes of the audit, refer to page 421.

The Board approves the TQI Budget and oversees the financial management and planning that supports its operations. The Board regularly considers the financial performance of TQI. In the reporting period, the Board approved 4 Finance Reports and the 2025–2026 TQI Budget.

TQI Governing Board

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the CEO). The appointment of a member, other than the CEO, must be for a term no longer than 3 years. A person may be reappointed for a further term of 3 years.

The Minister appointed Ms Natalie Howson for a second 3-year term as Board Chair in August 2023. Ms Howson brings a wealth of experience in organisational leadership and the delivery of regulation and regulatory reform. Her commitment to improving teacher quality underpins the TQI Board's oversight of the promotion of teacher professional standards and accreditation of education programs. Ms Howson supports the CEO in the operational management of TQI.

Ms Howson's second term as TQI Board Chair expires in August 2026. The directorate has begun the process of identifying suitable people to chair the Board. The Minister will recommend her preferred candidate to Cabinet following a selection process.

The CEO is a non-voting member of the Board. Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995.*

Except for the Chair, board members and committee members do not receive remuneration for performing their Board or Board Committee functions. They will, however, receive reimbursement for expenses reasonably incurred while performing these functions either at board meetings, attending committee meetings or when representing the Board.

TQI Board Charter

The TQI Board Charter sets out the responsibilities of Board members and details obligations regarding confidentiality of Board discussions and deliberations. The Charter also requires members to avoid conflicts of interest, disclose any conflicts of interest, and to absent themselves from deliberations should a conflict of interest arise.

The Charter states that in accordance with section 85 of the FMA, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of a corporation in relation to the affairs of that corporation.

The Board reviewed the Board Charter in March 2025. In June 2026, a further revision was made to the Board Charter to include Board members' responsibilities under the *Public Sector (Closing the Gap) Legislation Amendment Act 2025.*

Annual review of the Board's performance

The Board Chair met individually with each Board member to assess the Board's performance. The annual review of the Board's performance in March 2025 showed members believe they are well supported to participate in strategic discussion, decision making and to account for the performance of TQI. Members responded in the review that they thought the Board is fulfilling its functions, and that the Board Chair, CEO and committees are meeting their responsibilities to a high standard.

The Minister made 7 appointments during the reporting period:

- Mr Andrew Wrigley's term as the member nominated by Association of Independent Schools of the ACT (AISACT) expired on 26 July 2024. On 27 July 2024, the Minister appointed Mr Wrigley for a second term as the member nominated by AISACT under section 15 (2) (d) of the TQI Act. Mr Wrigley retired on 20 June 2025. On 18 March 2026, the Minister appointed Ms Tracey Taylor as the member nominated by the AIS under section 15 (2) (d) of the TQI Act.
- Ms Angela Burroughs' term as the member nominated by the Australian Education Union (AEU) expired in September 2025. On 8 October 2025, the Minister appointed Mr Patrick Judge as the member nominated by the AEU under section 15 (2) (f) of the TQI Act.
- Mr Anthony Telford, member nominated by the Independent Education Union (IEU) under section 15 (2) (d) retired from the IEU and the TQI Board in June 2025. On 18 March 2026, the Minister appointed Ms Angela McDonald as the member nominated by the IEU under section 15 (2) (g) of the TQI Act.
- The term of the appointment of Ms Amanda Hawkins, representing teachers and principals of government schools under section 15 (2) (j) expired in June 2025.The Minister appointed Ms Hawkins for a second term as the member representing teachers and principals of government schools on 8 October 2025.
- The term of the appointment of Ms Maria O'Donnell, representing teachers and principals of non-government schools under section 15 (2) (k), expired on 29 April 2025. The Minister appointed Ms McDonnell for a second term as the member representing teachers and principals of government schools on 8 October 2025.
- The term of the appointment of Ms Samantha Page, representing early childhood teachers (ECTs) under section 15 (2) (l), expired on 16 June 2025. The Minister reappointed Ms Page for a second term as the member representing ECTs on 8 October 2025.
- Ms Natalie Harper resigned from her position on the Board on 17 September 2025, as the member nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office under section 15 (2) (e), her career taking her interstate. The Minister appointed Mr Dominic Braybon to the position on 11 June 2026.

TQI Table 1: TQI Board members and meeting attendance 2025–26

Member	Qualifications	Role/ nominated by/ representing	Appointment period	Meetings attended
Ms Natalie Howson	MEd; B.H.M.S.(Ed)	Chair	12 August 2020–11 August 2023 1 September 2023–31 Aug 2026	4/4
Ms Lyndall Read	BECE; Cert IV Procurement and Contract	Chief Executive Officer, TQI	n/a	4/4
Ms Sam Seton	MIE; BEd; Grad Cert BS	Education Directorate	27 July 2025–26 July 2027	4/4
Ms Natalie Harper[1]	BGS; BEd; GradCertHRM	Catholic Education	5 May 2023–4 May 2026 (resigned 17 September 2025)	0/4
Mr Dominic Braybon[1]	MEd; DipRE; BEd;	Catholic Education	11 June 2026–10 June 2029	0/4
Ms Tracey Taylor	MEdL; GradDipED; BA	Association of Independent Schools	18 March 2026–7 March 2029	2/4
Ms Angela Burroughs[1]	BComm; MT(Hon), MA.	Australian Education Union, ACT Branch	10 September 2022–9 September2025	0/4
Mr Patrick Judge	Cert EXM&D; Grad DipEd; GradDipLS BA/Laws	Australian Education Union, ACT Branch	8 October 2025–7 October 2028	3/4
Ms Angela McDonald	BA	Independent Education Union NSW/ACT	18 March 2026–7 March 2029	2/4
Professor Barney Dalgarno	PhD; M IT; GDipEd; BSc	University of Canberra	27 July 2021–26 July 2024 27 Jul 2024–26 July 2027	4/4
Dr Joanne Quick	PhD; M.ED; P.G.DipLE; BAHons; B.Tchg; BA.	Australian Catholic University	29 March 2024–28 March 2027	4/4
Ms Amanda Hawkins	MTeach; BA.	Teaching profession, government schools	16 June 2022–15 June 2025 8 October 2025–7 October 2028	3/4
Ms Maria O'Donnell	MEdL; Med; Cert RE; Bed.	Teaching profession, non-government schools	16 June 2022–15 June 2025 8 October 2025–7 October 2028	3/4

Ms Samantha Page	PhD Candidate; MM; BA	Early childhood teachers	17 June 2022–16 June 2025 8 October 2025–7 October 2028	3/4
Ms Helena Walker	BSc; Cert IV WT&A; Dip Gov; GDipLing; GDipEd	Community	6 September 2020–5 September 2023 6 September 2023–5 September 2026	4/4

Source: ACT Teacher Quality Institute

Note(s):

2. The member held office during 2024-25; however, no Board meetings were held during the period of their appointment.

Board committees

TQI Board committees are established under section 19 of the TQI Act. A committee member is not entitled to be paid for the exercise of the member's committee functions. They will, however, receive reimbursement for expenses reasonably incurred while performing committee functions. Committees are chaired by members of the Board. There are 4 committees comprised of a total 55 members drawn from a range of education sectors, including:

- Catholic Education
- Education Directorate
- Association of Independent Schools
- University of Canberra
- Australian Catholic University
- Australian Education Union
- Independent Education Union
- Independent Schools
- ACT Board of Senior Secondary Studies
- Early Childhood Education

Each committee is chaired by a member of the Board. The Board considers the strategic and policy priorities of the Institute each year and commissions advice from the 4 committees to support decision making and direction setting. Teacher professionals have a direct involvement through the committee members in the policy development process. Teachers make up a large proportion of the membership and offer an authentic perspective on TQI priorities and projects. The committees provide considered and quality advice to the Board and give of their time voluntarily.

Committee members are nominated by:

- Education Directorate
- ACT Principals Association
- Australian Catholic University
- University of Canberra
- Association of Independent Schools
- Independent Schools
- Catholic Education of the Archdiocese of Canberra and Goulburn
- Australian Education Union
- Independent Education Union
- ACT Board of Secondary School Studies
- Early Childhood Education
- The ACT community

Teacher Professional Registration Committee

The Teacher Professional Registration Committee met and reported to the Board 4 times in the reporting period. The Committee continued its work from the previous reporting period in monitoring and advising the Board in relation to the implementation of voluntary early childhood teacher (ECT) registration. Further, it advised and offered feedback in relation to supporting career progression in early childhood settings, particularly with respect to transitioning from provisional to full registration, and to access highly accomplished and lead teacher certification. The Committee provided advice on the implementation of mandatory ECT registration in the ACT and advised on the perspectives of employers, teachers, ECT and other key stakeholders for TQI to consider throughout the implementation process.

The Board approved the implementation plan for establishing mandatory ECT registration in June 2026. The plan included the establishment of the early childhood teachers' network and the early childhood providers' network. Both these networks are essential in engaging with the ECT sector about their responsibilities and benefits of ECT registration.

The Committee considered and made recommendations to the Board about the Retiree Teacher Conditions, which are a registration pathway focussed on valuing teachers with significant recent professional experience who are aged 60 and over. The Committee advised on regulation changes to implement the conditions and implementation in early 2026. The Board approved the establishment of the retiree adapted model of registration and advised the Minister on the changes to the *Teacher Quality Institute Regulation 2010* to establish the new model in legislation.

A key focus for the Committee was reviewing and updating policies related to teacher registration. The Committee provided advice to the Board on amendments to the Teacher Registration and Permit to Teach Policy to support the introduction of ECT registration and the adapted registration model for retiree teachers. The Committee also recommended revisions to the Recency of Practice Policy to modernise its format. The Board endorsed these policy updates in March 2026.

Members assessed the impact Automatic Deemed Registration may have on teacher registration, considered professional learning and development expectations of teachers, and provided advice to the Board on the proposed legislative amendments to the TQI Act.

Initial Teacher Education Committee

The Initial Teacher Education Committee met and reported to the Board 4 times during the reporting period. The Committee provided advice to the TQI Board on matters relating to the quality, accreditation and continuous improvement of initial teacher education (ITE) in the ACT. A significant focus was supporting the accreditation of University of Canberra (UC) teacher education programs against the national ITE accreditation standards developed by the Australian Institute for Teaching and School Leadership (AITSL), including the implementation of new national core content requirements.

The Committee strengthened its understanding of accreditation processes, accreditation evidence requirements and national reforms, while supporting the development and implementation of the TQI ITE Program Accreditation Policy and promoting participation in accreditation panellist training to build local accreditation capability.

The Committee played an important role in monitoring and supporting the 2025 accreditation process for UC's ITE programs. Throughout the reporting period, members received updates on accreditation panel activities, core content mapping and evidence requirements, and engaged in discussion about the practical implications of accreditation reforms for universities, mentor teachers and schools.

In March 2026, the Committee noted the successful Stage 1 accreditation of 8 UC undergraduate ITE programs through to the end of 2030, recognising the significant collaboration between UC, accreditation panellists and TQI staff in delivering this outcome. The Committee also considered strategies to strengthen mentor teacher engagement and support the implementation of core content requirements within professional experience settings.

The Committee considered the revised Australian Professional Experience Guidelines and discussed opportunities to support supervising teachers. The Committee also reviewed findings from the 2025 Restricted Permit to Teach (RPTT) survey, which examined the experiences of permit holders and school leaders participating in employment-based teaching pathways. Discussions highlighted the value of the RPTT model in addressing workforce shortages while identifying opportunities to strengthen mentoring, workload management and stakeholder coordination. Recommendations arising from the survey informed advice to the Board and contributed to the Committee's ongoing focus on improving professional experience and supervised employment models. TQI communicated with employers and universities to reinforce RPPT program requirements and expectations.

TQI updated and clarified operational guidance materials and increased the visibility of this information through its website and formal communications to stakeholders. These actions aim to ensure greater consistency in program delivery and to further enhance the experience and outcomes of participants.

The Committee provided advice on emerging policy and regulatory issues affecting the teaching profession and teacher preparation. Members considered child safety practices in professional placements, qualification pathways, teacher workforce supply challenges, proposed amendments to teacher registration legislation, and national reforms arising from the Teacher Education Expert Panel and Quality Initial Teacher Education agenda. Through its cross-sector membership, the Committee continued to provide a valuable forum for collaboration between education sectors, teacher unions, universities and regulatory stakeholders, supporting TQI's ongoing work to strengthen the quality, integrity and effectiveness of ITE in the ACT.

Professional Learning and Development Committee

The Professional Learning and Development Committee met and reported to the Board 4 times during the reporting period. The Committee progressed a range of priorities during the year, including evaluating the Automatically Recognised Teacher Identified Professional Learning (ARTIPL) and System Sponsored Teacher Identified Professional Learning (SSTIPL) initiatives, investigating the value proposition of accredited professional learning programs, and examining the impact of accreditation requirements on registered ECTs.

This work supported Strategic Goal 1, Assure Teacher Quality, by strengthening professional learning pathways, recognising ongoing reflective practice and supporting career progression, while also contributing to Strategic Goal 3, Intentionally Engage Stakeholders, through consultation and targeted communications.

Throughout the reporting period, the Committee monitored the implementation and evaluation of ARTIPL and SSTIPL. Findings demonstrated strong sector engagement and reinforced the value of recognising authentic, workplace-based and collaborative professional learning while reducing administrative burden for teachers.

A significant focus of the Committee's work was a 12-month investigation into the value proposition of accrediting professional learning programs in the ACT. The investigation confirmed the importance of quality-assured professional learning in supporting teacher quality, career development and public confidence in the profession, while identifying opportunities to improve flexibility, relevance, responsiveness and stakeholder understanding of the framework. This work is ongoing.

The Committee examined professional learning requirements across a range of professions outside teaching to assess whether TQI's requirements are proportionate, aligned with those of other professions, and do not place an excessive burden on teachers. The Committee found that the TQI professional learning requirements are appropriate.

The Committee explored opportunities to strengthen career-stage pathways for early career teachers, middle leaders, school leaders and ECTs. This work supported TQI's commitment to accessible career progression and professional excellence aligned to comparable professions.

The Committee identified priority areas including continued promotion of ARTIPL and SSTIPL, exploration of micro-credentials and recognition of prior learning, and responsive professional learning to support the implementation of Child Safe Standards.

Through its work during the reporting period, the Committee contributed to a contemporary, agile and risk-informed professional learning framework that advances teacher quality, supports stakeholder engagement and strengthens public confidence in the teaching profession.

Standards and Professional Practice Committee

The Committee met and reported to the Board 4 times during the reporting period. The Committee provides advice to the Board, firmly based on the APST, on teacher standards and professional practice matters across all relevant applications including Registration, Certification and Regulation.

The Committee continued to communicate and consult with the ECEC sector in relation to the Standards, alongside mandatory ECT registration. Recognition of the Standards in the ECEC sector for teachers moving from Provisional (Graduate) to Full (Proficient) Registration, the achievement of Highly Accomplished or Lead Teacher (HALT) certification and the use of the Standards in managing regulatory matters require ongoing attention to ensure inclusive ECEC language and setting considerations.

The Committee was kept informed of anticipated national recommendations underway and led by AITSL for the Review of the Standards, the process for which was formalised and commenced in April 2026. Committee members are expected to carry significant responsibility in ensuring ACT education community representation and engagement on the Review's expert and advisory panels in the next reporting period.

The Committee recommended the certification renewal model piloted in 2024–2025 to the Board, which was subsequently endorsed. The model provides an improved renewal process for HALTs at each 5-year anniversary, allowing for continuing HALT certification whilst recognising the changing character and impact of a teacher's career over time, at a reduced cost, and a reduced workload for applicants, their employers and assessors. The proposed changes streamline the HALT renewal process by:

- removing the requirement to submit a comprehensive portfolio of evidence, as was previously required for 10-year renewal
- eliminating the need for site visits, including classroom observations
- recognising that many HALTs have progressed into leadership and specialist positions that influence teaching and learning indirectly, rather than through direct classroom practice.

The new model was well-received, reflected by an increase in renewal applications.

TQI Table 2: Board committees and their membership

Body	Standards and Professional Practice Committee	Professional Learning and Development Committee	Teacher Professional Registration Committee	Initial Teacher Education Committee
ACTPA	Ms Merryn O'Dea	Ms Diana Whymark	-	Ms Wendy Cave Ms Karen Wilson
ACU	Ms Mary Gallagher Ms Kelly Norwood	Ms Kelly Norwood Dr Joanne Quick (Chair)	Ms Kelly Norwood	Dr Joanne Quick Ms Felicity Royds
AEU	Mr Murray Chisolm	Ms Katie Slater Ms Bianca Hennessey	Ms Bianca Hennessey	Ms Ingrid Bean
AIS	Mr Andrew Wrigley Ms Tracey Taylor Ms Bronwyn Kerr	Mrs Kath Morwitch Ms Bronwyn Kerr	-	Mr Andrew Wrigley Ms Tracey Taylor
BSSS	Mr Brad Wilken	Mr Kristopher Feodoroff Ms Tara Williams	Ms Kate Goolagong	Ms Jenny Hanson
Independent School	Ms Alison Easy	-	-	-
Catholic Education	Mrs Maria O'Donnell (Chair) Mr Sean Rutledge Mr Lachlan Ellis	Ms Rachel Smith Ms Trazel Scott Ms Natalie Harper (Chair)		Ms Melinda Hall-O'Brien Ms Anna Masters
Community				Ms Helena Walker (Chair)
Education Directorate	Mr Jason Borton Ms Kirrally Talbot	Ms Mandy Kalyvas Mrs Kim McCormack Mr Murray McKay	Ms Sam Seton (Chair) Mr Sean Moysey Ms Jantiena Batt	Ms Mandy Kalyvas Mr Murray McKay Ms Merryn O'Dea Ms Rose Pelle
IEU	Ms Jackie Groom Ms Lyn Caton	Mr Anthony Telford Ms Tahlia Bruce	Ms Tahlia Bruce Ms Jackie Groom	Ms Angela McDonald
TQI	Ms Lyndall Read Ms Jane Pamenter	Ms Claudia Hale Mr Marc Warwick	Ms Lyndall Read Ms Phoebe Haywood Mr Daniel Callan	Ms Lyndall Read Mr Marc Warwick
UC	Ms Kate Highfield Mr Matthew Brown	Ms Amy Smith Ms Joanne Keens Ms Emily Hills	Ms Stephanie Watts Dr Kate Halcrow Andi Salamon	Dr Duncan Driver Ms Kate Halcrow Dr Emily Hills Ms Sally Rule
ECE			Ms Kellie Stewart Ms Alice Castrisson Ms Leah Taylor	

Source: ACT Teacher Quality Institute

TQI Figure 2: The reporting period at a glance



Source: ACT Teacher Quality Institute.

Performance Analysis

Overview

The purpose of TQI is to assure the ACT community that every child and young person attending early childhood education and care settings, preschools, schools and colleges is educated by qualified teachers who keep up to date with developments in their professional practice, and who uphold high professional and ethical standards.

The primary focus of TQI remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students. The TQI Act provides the regulatory regime within which TQI pursues its goals.

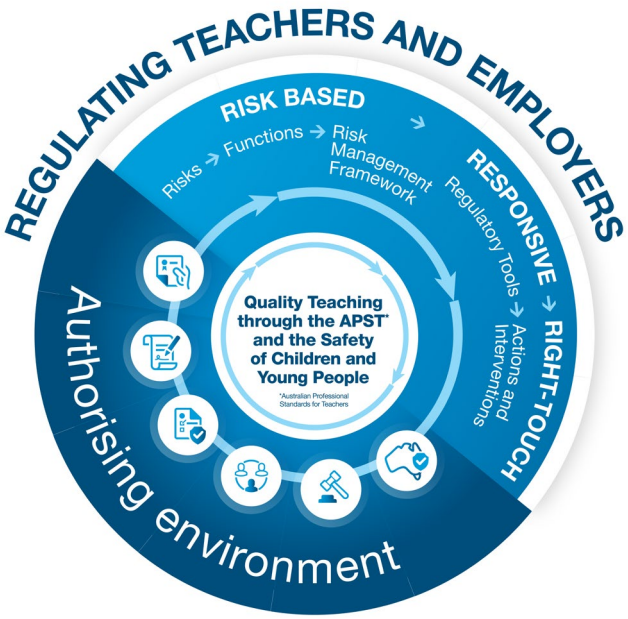
Under the TQI Act, the teaching profession in the ACT is guided by the National Teacher Registration Framework, which was updated in 2024. It integrates:

- preparation for the profession for people undertaking initial teacher education
- national professional standards
- high quality professional learning
- formal accreditation and registration requirements
- a continued effort to make registration more consistent, rigorous, and nationally aligned
- a policy focus on teacher quality, child safety, workforce mobility and regulatory efficiency

Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

In December 2025, the TQI Board approved the TQI Regulatory Framework (the Framework). The Framework is a high-level guiding document that sets out the structure, principles, and approach to teacher regulation so that all involved in quality teaching and keeping children safe know what TQI requires of them, how it makes decisions about a teacher's registration, and how the teacher registration system works. The Framework focuses on what matters most: safeguarding quality, managing risks, and delivering outcomes that strengthen trust in the teaching profession.

TQI Figure 3: Regulating teachers and employers



Source: ACT Teacher Quality Institute.

The release of the Framework presented a strategic opportunity to demonstrate TQI's role and functions to teachers and teacher employers, highlighting that TQI operates within a robust legislative framework that supports nationally consistent teacher regulation and aligns with the professional standards mandated for all teachers across Australia.

By proactively sharing this information, TQI provided an accurate understanding of the essential role in maintaining teaching quality and professional standards.

Minister's Statement of Expectation

The Minister's 2025 Statement of Expectation sets out the ACT Government's expectations for TQI in discharging its responsibilities under the TQI Act. It is offered for the period of 2025–27 to provide clarity of objectives and priorities and to support the work of the TQI Board. The statement covers 4 key areas including compliance, assurance, conduct and performance.

During the reporting period, TQI prioritised implementation of ACT Government priorities through:

- maintaining legislative compliance and strengthening regulatory frameworks
- enhancing transparency and accountability through improved reporting
- upholding high standards of professional conduct and governance
- delivering targeted initiatives supporting teacher quality, workforce sustainability, and student outcomes.

Significant achievements include endorsement of the TQI Regulatory Framework, progress toward legislative reform, improvements in teacher registration and regulation processes, and continued leadership in professional standards, including Highly Accomplished and Lead Teacher (HALT) certification and accreditation of the University of Canberra's initial teacher education (ITE) programs.

Compliance

TQI continues to fulfil its statutory responsibilities under the *TQI Act 2010* and associated legislation, ensuring that all regulatory and operational functions align with legislative requirements and government expectations. In carrying out its functions, TQI considers ACT and Commonwealth legislation, in particular:

- *Education Act 2004*
- *Information Privacy Act 2014*
- *Human Rights Act 2004*
- *Working with Vulnerable People (Background Checking) Act 2011*
- *Discrimination Act 1991*
- *Financial Management Act 1996*
- *Public Sector Management Act 1994*
- *Mutual Recognition Act 1992 (Cth)*

Key progress

- Continued administration of teacher registration, teacher regulation, certification, and accreditation functions in accordance with relevant ACT and Commonwealth legislation

- Ongoing oversight and support of TQI Board appointments and governance processes. Effective operation of 4 Board Committees supporting Initial Teacher Education, Professional Learning and Development, Standards and Professional Practice, and Teacher Professional Registration
- Accreditation of 8 University of Canberra (UC) undergraduate initial teacher education (ITE) programs in February 2026
- Active contribution to the development of the *TQI Amendment Bill 2027*, including proposed reforms such as mandatory early childhood teacher registration, strengthened authority for information sharing and more flexible registration requirements
- Endorsement of the TQI Regulatory Framework in December 2025, supporting a risk-based and responsive regulatory approach that promotes transparency, professionalism, and child safety
- Oversight of the implementation of the Retiree Teacher Conditions adapted model of registration
- Review of policies including:
    - *Teacher Registration and Permit to Teach Policy:* The updated policy clarifies that registration covers teachers in schools and early childhood education and care services
    - *Recency of Practice Policy:* The review recommended the policy's intent and requirements remain consistent with the previous policy
    - *Highly Accomplished and Lead Teacher Certification Policy:* The review was updated to be inclusive of early childhood teachers (ECTs), a standardised 5-Year Renewal of Certification and the eligibility for permanent residents to apply for certification

Assessment

The TQI is meeting compliance expectations and is progressing reforms that strengthen the regulatory environment while maintaining alignment with broader education legislation and policy frameworks.

Assurance

The TQI has strengthened its accountability and reporting arrangements in line with the Minister's expectations for regular communication and transparency.

Key progress

- Continuation of quarterly meetings between the Board Chair, Chief Executive Officer, and Minister
- Regular reporting by the Chair to the Minister following each Board meeting
- Immediate escalation of significant issues where required
- Enhanced internal reporting to the Board through a structured quarterly reporting suite covering registration, regulation, certification, and professional learning and including comparative analysis and trend identification

- Inclusion of Statement of Expectation reporting in the TQI Annual Report
- Increased transparency while maintaining privacy and data integrity

Assessment

The TQI is meeting expectations in assurance through strengthened governance, improved data reporting, and proactive communication with the Minister.

Conduct

The TQI continues to demonstrate leadership in professional integrity and ethical conduct across the teaching profession, the TQI Board and the people of the Institute.

Key progress

- Ongoing implementation and enforcement of the ACT Teachers Code of Professional Practice and Conduct
- Targeted regulatory responses to breaches, including imposing conditions on registration aligned to professional risks
- Provision of professional learning to address teacher conduct issues
- Collaboration with the Children's Education and Care Authority (CECA) to set up appropriate coordination in preparation for mandatory ECT registration
- Comprehensive induction and governance processes for Board members, including conflict-of-interest and declaration of private interests management and alignment with responsibilities as detailed in the *Financial Management Act 1996*
- Staff induction aligned with *Public Sector Management Act 1992*
- Continued stakeholder engagement across education sectors, unions, and community representatives

Assessment

The TQI demonstrates a strong culture of integrity, accountability, and continuous improvement, consistent with government expectations for conduct and governance.

Performance

The TQI continues to deliver against government priorities, including student safety, teacher workforce sustainability, and excellence in education.

Key progress

Student Safety and Wellbeing

- Strengthening regulatory provisions through proposed legislative amendments, including mandatory ECT registration and improved information sharing
- Collaboration with the CECA to enhance oversight of the early childhood sector

Teacher workforce and workload reduction

- Improvements to the teacher registration portal to enhance usability.

- *Establishment of the retiree teacher conditions, which reduce the administrative burden for experienced teachers*: This model, which is implemented through application of a modified set of registration conditions, is for experienced teachers who are aged 60 or over and have retired from full-time, ongoing employment. Teachers with these conditions report fewer hours of professional learning and to teach for fewer hours to maintain their recency of practice.
- *Ongoing reduction in relation to the requirement for teachers to individually report on their professional learning*: Introduced in 2025, this change recognises that teachers undertake reflective practices as an intrinsic part of their life at a school or in an early childhood education and care setting. In many cases this professional learning can be entered directly into the teacher's portfolio of professional learning by their employer through System Sponsored Teacher Identified Professional Learning (SSTIPL) and Automatic Recognition of Teacher Identified Professional Learning (ARTIPL).

The TQI continues to evaluate the use of these categories with a view to expanding and refining them to best meet the needs of teachers in the ACT.

Excellence in education

- Continued growth and leadership in HALT certification, with the ACT maintaining the highest proportional representation nationally
- The delivery of AITSL requirement to undertake HALT Certification Moderation and Standard Setting with trained assessors annually
- The AITSL requirement to deliver HALT Certification Assessor training and TQI HALT Update Training annually as needed to ensure an available and representative pool of assessors from each of the 3 sectors (Education Directorate, Catholic Education and independent schools) and levels of education (early childhood, primary and secondary)
- Increasing utilisation of HALTs in mentoring and instructional leadership roles
- Strong performance in accreditation of professional learning, demonstrating quality assurance and responsiveness

Initial Teacher Education (ITE)

- Accreditation of the 8 UC ITE undergraduate programs.
- Verification and approval of UC application to implement core content in all 8 undergraduate programs and 2 master's degree programs
- Assurance that UC ITE programs meet core content requirements, including evidence-based pedagogy and classroom readiness
- Preparation for UC master's degree ITE programs accreditation in 2027
- Discussions with UC on micro-credentialling to support inclusion of HALT preparation within master's degree programs and establishment of a one-year pathway enabling ECTs to upgrade their qualifications to an approved ITE qualification

Strategic alignment with government priorities

Future of Education Strategy

- Recognition of communities of practice as professional learning
- Administration of HALT Certification
- Ensuring the processes governing the progression to full registration align with good mentoring practices
- Maintenance of the pre-service teacher register
- Working with UC to enhance teacher candidate quality and initial teacher education programs
- Ongoing review of the impact of quality professional development
- Embedding principles that empower learning professionals and improve system alignment through SSTIPL and ARTIPL
- Supporting professional learning aligned to literacy, numeracy, and inclusive practices through the provision of accredited professional learning programs
- Recognising communities of practice as professional learning; TQI administers HALT Certification; TQI's transition to full process aligns with good mentoring practices, TQI maintains a preservice teacher register, works with UC to enhance teacher candidate quality and initial teacher education programs, and accreditation of PL supports ongoing review of the impact of enhanced professional development

Strong Foundations

- Supporting implementation through accrediting professional learning focused on literacy and numeracy
- Collaboration with the directorate to build teacher capability

Set up for Success

- Establishing a professional register for early childhood teacher (ECTs). Over 400 ECTs have voluntarily registered
- Supporting early childhood workforce readiness for regulatory changes, including the introduction of mandatory registration for ECTs
- Establishing networks for ECTs and providers
- Facilitating qualification pathways and professional learning opportunities

Inclusive Education Strategy

- Accrediting professional learning programs to support inclusive practices and equitable outcomes for all learners

Assessment

The TQI is delivering strong performance outcomes, with clear alignment to government reform agendas and measurable improvements in teacher quality, professional learning, and system capability.

Strategic Planning

In March 2025, TQI adopted an interim Strategic Plan (the plan) following the conclusion of its 2022–2024 Strategic Direction. The interim plan reaffirms TQI's commitment to strengthening the professional standing of teachers and enhancing community confidence in the quality of teaching across ACT schools. Work commenced in 2026 to develop a new Strategic Plan for 2026–2030.

At its core, the plan reflects a shift towards a more responsive, contemporary regulatory approach, one that both recognises the professionalism of ACT teachers and actively supports and elevates the status of the profession. It sets out how TQI will regulate in a way that is proportionate, respectful, and aligned with the expectations of a modern teaching workforce.

The plan is structured around 3 interrelated strategic goals. Each strategic goal is supported by specific focus areas that align TQI's programs and activities to these priorities. While presented as distinct pillars, the goals are inherently interconnected, progress in one area will reinforce outcomes in others, reflecting a holistic approach to teacher regulation and professional growth

Strategic Goal 1 – Assure teacher quality

TQI will champion teacher quality by strengthening career pathways and maintaining rigorous professional standards. By deepening understanding and application of these standards, TQI seeks to elevate both the impact and the perceived value of the teaching profession.

Objective 1a: Broaden understanding that the Australian Professional Standards for Teachers are a public statement providing a consistent interpretation of quality teaching practice and a shared professional language.

Registration

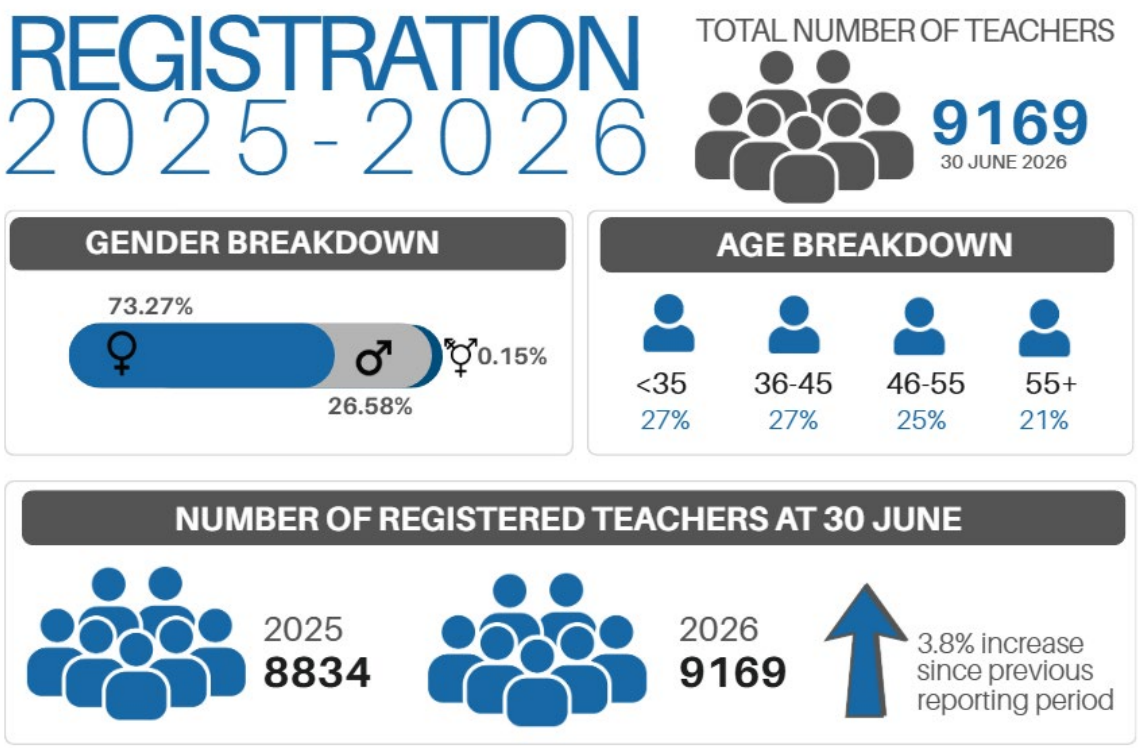
The TQI continued to uphold rigorous registration standards that support teacher quality and public confidence in the profession. TQI granted 1,382 teacher registrations and approvals to teach between 1 July 2025 and 30 June 2026. This number includes teachers entering the profession, returning to teaching, or relocating from interstate and overseas. Amongst the new registrations granted were 146 applications which required assessment of an overseas qualification.

TQI Table 3: Total registrations at end of reporting periods (including Permit to Teach)

Reporting period	Total	Difference
Total Registrations as at 30/6/2026	9169	+3.8%
Total Registrations as at 30/6/2025	8834	+2.9%
Total registrations as at 30/6/2024	8586	+2.0%
Total registrations as at 30/6/2023	8421	+1.7%
Total registrations as at 30/6/2022	8280	+0.5%

Source: ACT Teacher Quality Institute.

TQI Figure 4: Registration in the reporting period

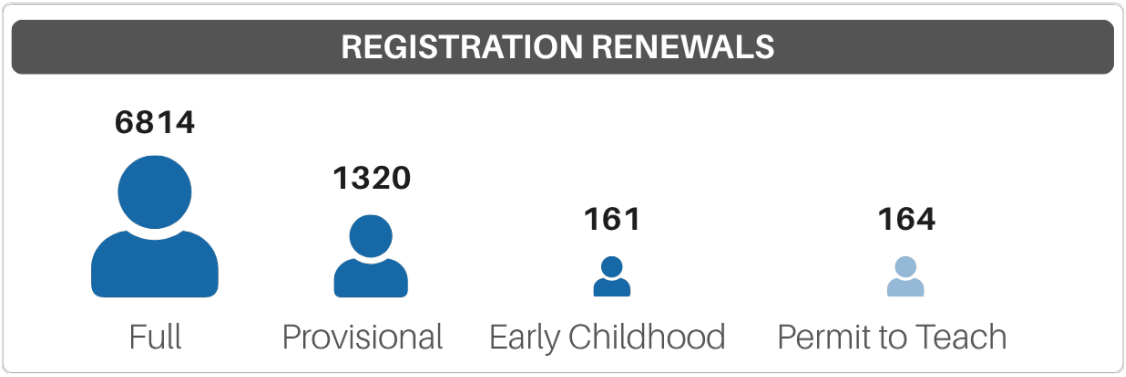


Source: ACT Teacher Quality Institute.

Registration renewal

Teacher registration in the ACT is renewed annually requiring evidence of a current Working with Vulnerable People (WWVP) registration, recent teaching practice and completion of at least 20 hours of professional learning. In the reporting period, 91% of eligible teachers renewed their registration.

TQI Figure 5: Registration renewals



Source: ACT Teacher Quality Institute.

Whilst the number of teachers who renewed registration increased in 2026, a higher than usual number of teachers lapsed their registration at end of the annual registration period, impacting the percentage of eligible teachers who renewed. This is due to a significant number of early childhood teachers (ECTs) who were unaware of the requirement to renew their registration or experiencing difficulties meeting the renewal requirements. Excluding these 105 teachers would bring the registration renewal rate back into line with previous years at 92%.

TQI Table 4: Annual Renewal of registration over recent renewal periods (including Permit to Teach)

Annual renewal period	Total	Lapsed	Percentage of eligible teachers
Period ending 31 March 2026	8459	843	90.9%
Period ending 31 March 2025	8285	770	91.5%
Period ending 31 March 2024	8022	719	91.8%
Period ending 31 March 2023	7978	648	92.5%
Period ending 31 March 2022	7685	663	92.2%

Source: ACT Teacher Quality Institute.

Early childhood teacher registration

Set up for Success: An Early Childhood Strategy for the ACT outlines the plan for early childhood education and care (ECEC) in the ACT for the next decade. The strategy includes amending the ACT teacher professional regulatory framework to include ECTs. On 1 April 2024, voluntary teacher registration for ECTs was introduced, with the aim of recognising ECTs as teaching professionals, along with their counterparts who teach in schools. They are held to the same high professional standards as their school-based teacher counterparts, in the areas of the Australian Professional Standards for Teachers (the Standards) and professional learning requirements.

During the reporting period, the Board's Teacher Professional Registration Committee oversaw the consolidation of the ACT teacher registration framework to include all ECTs, not just those working in school settings. During the reporting period, TQI saw 345 applications for ECT registration approved. By the end of the reporting period there were 411 ECTs registered in the ECT registration category, up from 172 in the previous period.

Since commencement of ECT registration in the ACT, TQI has seen a total of 513 ECTs registered, including lapsed, suspended and cancelled registrations. At 30 June 2026:

- 411 hold early childhood registration
- 88 allowed their registration to lapse
- 3 moved to full registration
- 8 moved to provisional registration
- 2 people are currently suspended
- One registration was cancelled

> *Being registered has strengthened my professional identity, enhanced my career prospects, and reassured families that I meet rigorous professional standards. It has been a valuable step in my professional journey.*
>
> EARLY CHILDHOOD TEACHER

The period of voluntary registration for the sector was important for the socialisation of teacher registration in the sector in anticipation of the introduction of mandatory ECT registration. For the first 2 years of the ECT registration category (1 April 2024 to 31 March 2026), a fee waiver was in place for ECT registration.

TQI will continue to liaise with ECTs and their employers to assist them to understand the benefits of ECT registration, and to meet their obligations under the Code and professional learning requirements.

Alternative authorisation to teach

A Permit to Teach (PTT) is not a category of registration, but an authorisation, in clearly defined circumstances and under specified conditions, for a person to teach for a limited period in a specified teaching role. A PTT may be offered, where a qualified teacher is not available, to a person who does not meet requirements for registration, but who possesses specialist knowledge, training, skills or qualifications otherwise relevant to the identified role.

A PTT may also be offered as a pathway to registration to individuals who are working towards an accredited initial teacher education qualification within a specified period of time.

As at 30 June 2026, 232 people hold a Permit to Teach.

- 96 hold a PTT under the specialist knowledge provisions of the TQI Act.
- 136 were issued to pre-service teachers in the final year of their initial teacher education programs.

TQI issues permits in 3 categories: Permit to Teach, Restricted Permit to Teach and Unrestricted Permit to Teach. As at 30 June 2026, 88 people held a Restricted Permit to Teach and 48 held an Unrestricted Permit to Teach.

During the reporting period, 66 PTT holders were granted Provisional registration and another 2 were granted ECT registration. Seven did not apply to have their permit renewed by the end of the renewal period in March 2026.

Mutual recognition

Teachers who hold current registration to teach in an Australian state or territory or New Zealand (with Practising Certificate) can apply for equivalent registration under the provisions of the *Mutual Recognition Act 1992 (Cth)*. Applicants under mutual recognition must provide evidence of their current Australian registration or New Zealand Practising Certificate, and can be deemed to be registered to teach in the ACT from the date that TQI:

- receives all required supporting documentation including evidence of current positive WWVP registration
- confirms registration in another Australian jurisdiction or New Zealand
- the applicant receives notification of deemed registration from TQI

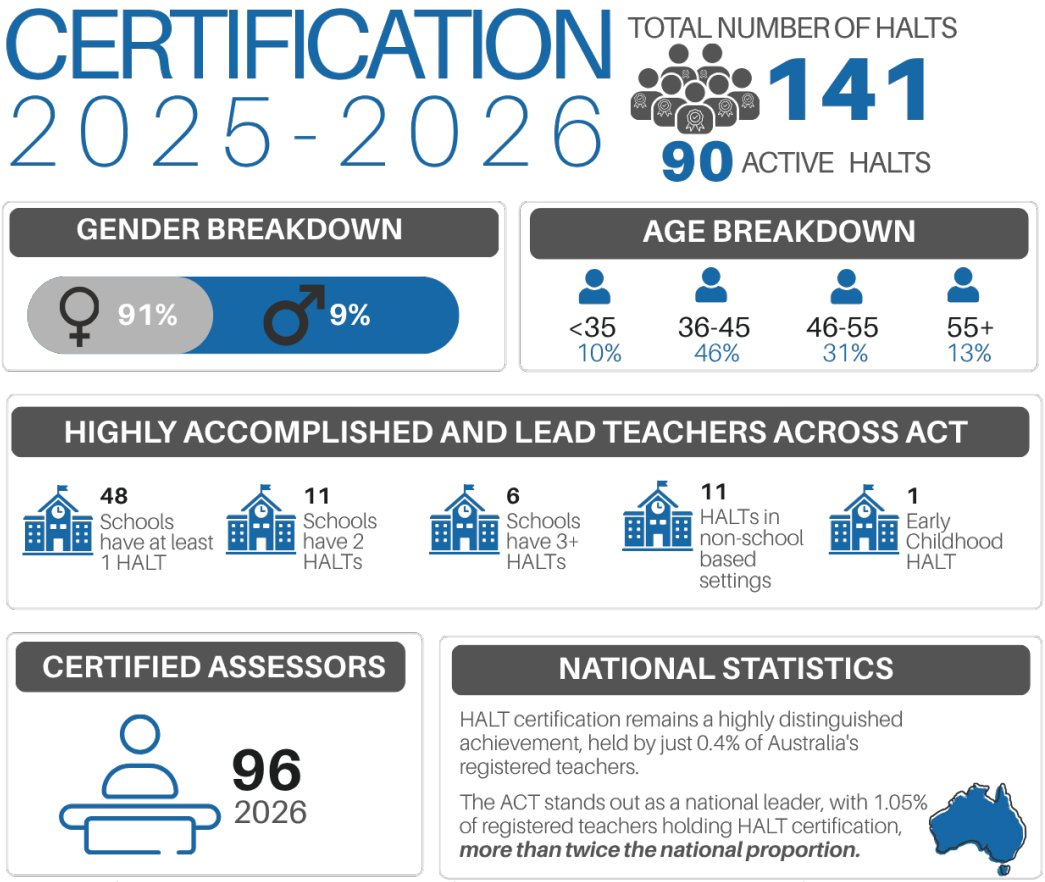
During the reporting period, TQI received 334 applications under Mutual Recognition, of which 312 were granted teacher registration in the ACT.

Certification

> *It's so exciting to be part of this milestone - I'm so proud to be part of celebrating the excellent teachers doing amazing work in the early childhood space.*
>
> 1ST HIGHLY ACCOMPLISHED EARLY CHILDHOOD TEACHER IN THE ACT

The certification of Highly Accomplished and Lead Teachers (HALTs) has remained steady in the reporting period. This is evidenced by the number of teachers showing interest in the process, submitting preliminary applications and following through with the submission of portfolios, the successful completion of the 3 modules to achieve certification, the build in HALTs choosing to renew their certification at the 5-year anniversaries, and the HALTs being recommended for Certification Assessor training by their principals.

TQI Figure 6: Highly Accomplished and Lead Teacher certification[1]



NOTE: *Data reflects HALTs since 2012, however, some have left the ACT and others have not renewed their certification status and some have come in from other jurisdictions*

Source: ACT Teacher Quality Institute.

Note(s):

1. Data reflects HALTs since 2012,noting that some have left the ACT, entered from other jurisdictions, or have not renewed their certification status.

Objective 1b: Ensure career progression accessibility for all teachers.

Pre-service Teacher Registration

There were 2,446 pre-service teachers approved in the ACT as at 30 June 2026. Registration on the TQI Pre-Service Teacher Register is a mandatory requirement for all pre-service teachers seeking a professional experience placement in ACT schools.

Students from both the University of Canberra (UC) and Australian Catholic University (ACU) comprised the majority. However, this number also included students undertaking Initial Teacher Education (ITE) programs from 28 other Institutions.

TQI Table 5: Pre-service teachers by institution

Institution	Total	Percentage
University of Canberra	1,807	74%
Australian Catholic University (Signadou Campus)	150	6%
Southern Cross University	81	3%
Central Queensland University	43	2%
Charles Sturt University	43	2%
Swinburne University of Technology	34	1%
University of New England	29	1%
Curtin University of Technology	10	<1%
Other	224	9%

Source: ACT Teacher Quality Institute.

During the reporting period, TQI continued to strengthen its relationships with key ITE providers, including UC, ACU, and other universities across Australia. These partnerships support high-quality professional experience opportunities for pre-service teachers and promote the ACT as an attractive destination for teacher training and future employment.

Pre-service teacher Permit to Teach

In response to efforts to strengthen teacher workforce supply and provide practical and work integrated paths to the profession, TQI has expanded the PTT Framework to enable final year pre-service teachers to teach in ACT schools.

Under this framework, a Restricted Permit to Teach (RPTT) may be approved for an ITE student who is currently enrolled in an ITE program and meets the following requirements:

- The student has commenced the final year of the program
- The ITE program provider and prospective employer/school have endorsed a TQI Student PTT agreement addressing the principles:
  - assuring the integrity and quality of the initial teacher education program
  - ensuring that initial teacher education students are adequately supervised, monitored and supported while working in schools
- The program provider confirms the student is likely to graduate at the end of the year and that they comply with eligibility requirements outlined in the TQI endorsed Student PTT agreement

In recognition that initial teacher education students in the final semester of their study who are close to graduation, TQI also maintains an Unrestricted Permit to Teach, which allows pre-service teachers to accept work in any ACT school where:

- the ITE student is in the final semester of the ITE program and has successfully completed all the required professional experience placements
- the ITE program provider confirms that the student is likely to graduate at the end of the current semester.

In the latter half of 2025, TQI conducted an evaluation of the RPTT program, drawing on survey feedback from permit holders, school principals and supervisors. The findings indicated strong support for the program as an effective work-embedded pathway into the profession, with 77% of respondents reporting significant increases in confidence. All principals and supervisors surveyed considered RPTT participants to be better prepared for teaching than traditional pre-service teachers.

The evaluation identified areas for improvement, including challenges associated with the requirement for participants to undertake a 6-week final placement in a different school, variability in the level of support provided by schools and universities, and instances where participants' workloads exceeded the intended maximum of 3 days per week.

In response, TQI has strengthened communication with employers, universities and permit holders to reinforce program requirements and expectations. TQI has also updated and clarified operational guidance materials and increased the visibility of this information through its website and formal communications to stakeholders. These actions aim to ensure greater consistency in program delivery and to further enhance the experience and outcomes of participants.

Retiree teachers

Following consultation with the teaching profession and stakeholders, amendments to the *Teacher Quality Institute Regulation 2010* were approved in in December 2025 to introduce an adapted model of teacher registration for retiree teachers. The model formally recognises the value of long-serving teachers, acknowledging their contribution as mentors, role models and skilled practitioners. The retiree registration pathway is designed to retain experienced educators in the ACT system, balancing regulatory standards with flexibility and reduced burden, while supporting workforce needs and maintaining high-quality teaching in schools.

The Retiree Teacher Conditions acknowledge the expertise of teachers aged 60 and over, while ensuring that registration standards remain robust and aligned with community expectations. Under the adapted model, retiree teachers must continue to meet the core requirements for teacher registration, including qualifications, English language proficiency, and the Australian Professional Standards for Teachers. The key benefits of the retiree teacher registration mode:

- Retiree teachers pay significantly lower fees (50% of the standard registration cost) making it more affordable to stay registered
- Ongoing professional learning obligations are scaled down, reducing workload while maintaining professional standards

- The model supports part-time, casual, or short-term teaching roles, recognising the valuable contribution retiree teachers make to schools and ECEC settings. Retiree teachers support student learning, mentor early career teachers and help schools address workforce shortages

Objective 1c: Maintain rigorous ITE Accreditation and ongoing professional learning.

ITE Accreditation process and core content

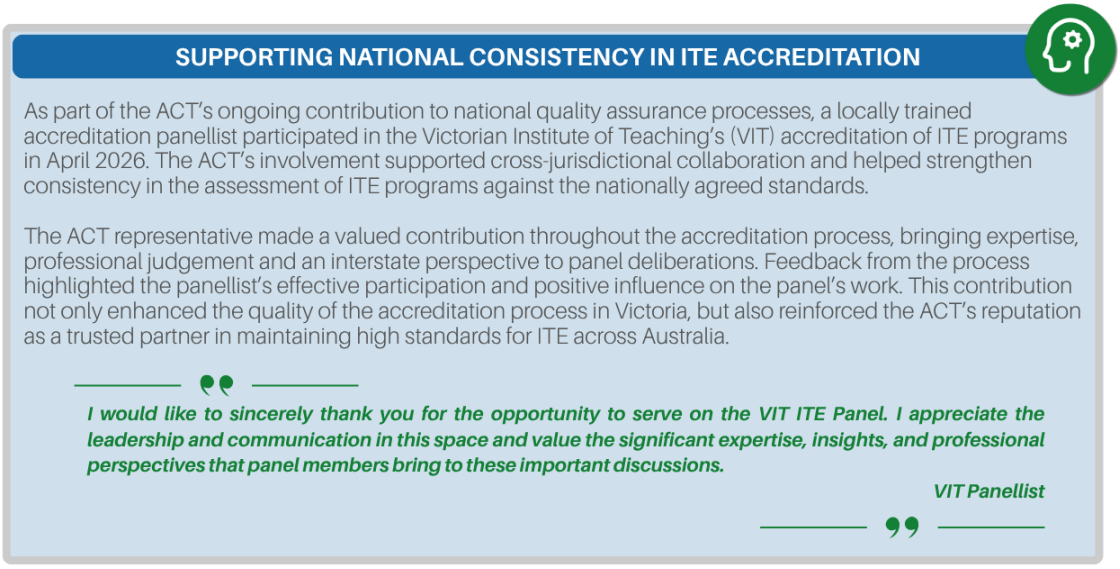
During 2025–26, TQI accredited 8 UC ITE undergraduate programs. Conducted within a fair, transparent and rigorous regulatory framework, the accreditation process provided strong assurance that the programs meet national standards and prepare graduates who are classroom ready. The process involved detailed assessment of program design, delivery, professional experience arrangements and outcomes, supported by constructive engagement from the provider. This approach ensured robust, consistent and defensible accreditation decisions while maintaining confidence in the quality of ITE in the ACT.

> *"I've been interstate panellist on a couple of these now and I can sincerely say that you definitely ran the most efficient and effective process...I think the process has been refined well and is efficient. Having panellists send through their individual assessments which allows the panel to focus on areas of concern or different assessments is a good approach."*
>
> ITE PANELLIST

TQI strengthened its stewardship of ITE accreditation through enhanced organisational capability, national collaboration and sound governance arrangements. Key initiatives included the onboarding of senior leadership, collaboration with the Victorian Institute of Teaching (VIT), TQI Board approval of an updated accreditation policy aligned to national requirements, and the establishment of expert accreditation panels, including interstate panellists to support consistency in assessments across jurisdictions. Supported by effective executive oversight and risk management, these arrangements enabled thorough assessment of evidence and informed accreditation decisions.

The accreditation application included evidence relating to the implementation of nationally mandated core content across UC's undergraduate and postgraduate ITE programs. Given the timing of the application and the requirement for providers to meet national implementation deadlines by the end of 2025, this component was considered separately by a TQI sub-panel comprising officers from TQI and VIT. In December 2025, TQI approved UC's implementation of core content requirements across all 10 ITE programs, verifying national requirements were met within the prescribed timeframe.

TQI Figure 7: Supporting national consistency in ITE accreditation



Professional Learning

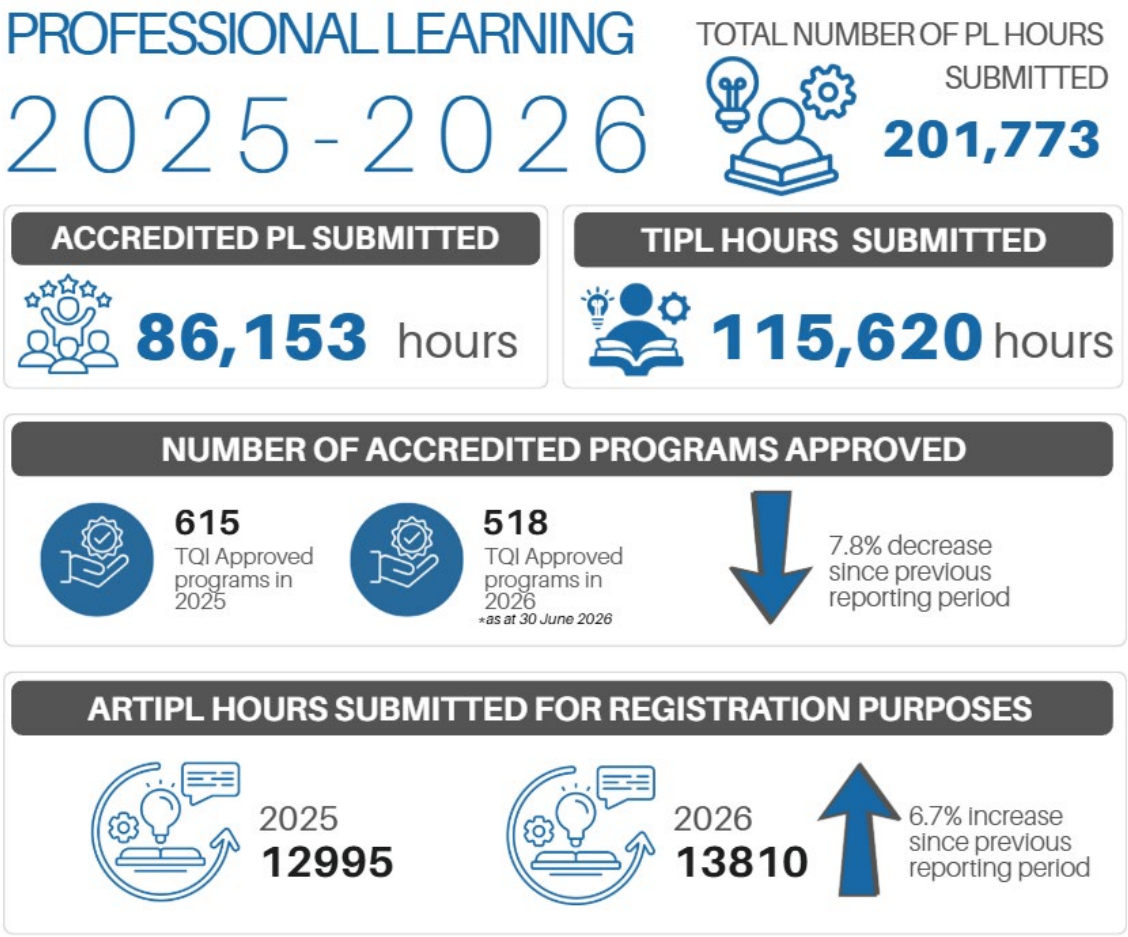
ACT teachers continue to invest significantly in their professional development. During the 2026 renewal period, 201,773 hours of professional learning were submitted, surpassing the minimum requirement by 25%. This strong participation highlights the dedication of teachers, school leaders and educators to strengthening their professional practice and delivering high-quality teaching, learning and wellbeing outcomes for children and young people in the ACT.

TQI Table 6: Total professional learning hours

Period	Renewal PL total (hours)	Required (hours)	As percentage of requirements
2026	201,773	160,830	125%
2025	195,713	161,035	122%
2024	178,872	156,325	114%
2023	177,728	155,305	114%
2022	172,106	153,350	112%
2021	169,483	152,525	111%
2020	172,088	150,115	115%

Source: ACT Teacher Quality Institute.

TQI Figure 8: Professional learning in the reporting period



Source: ACT Teacher Quality Institute

TQI accredited professional learning programs

High-quality professional learning continues to play a vital role in supporting educational excellence across the ACT. A diverse range of providers, including schools, ECEC services, professional associations and specialist organisations, contribute to a rich professional learning landscape that supports the ongoing development of teachers, school leaders and educators.

Professional learning is a central component of the teacher registration framework. To maintain registration, teachers are required to undertake and critically reflect on a minimum of 20 hours of professional learning annually. This requirement promotes continuous professional growth and helps ensure that professional practice remains informed by contemporary research, evolving educational priorities and the diverse needs of children and young people.

> *Thank you for taking the time to review the application and provide the additional questions. I appreciate the prompts, as they have helped us think more carefully about the distinction between professional learning and collaborative planning and have strengthened the articulation of the learning design... Thank you again for your thoughtful feedback and for helping us strengthen the quality of the professional learning design.*
>
> *School Leader*

During the reporting period, 998 TQI accredited professional learning programs were available to ACT teachers, school leaders and educators. The breadth of accredited offerings reflects a strong commitment across the sector to providing accessible, high-quality learning opportunities. Available across a variety of settings and delivery modes, these programs support in meeting registration requirements while pursuing professional learning aligned to professional goals, career stages and areas of practice, regardless of employment setting or status.

Value proposition of accredited professional learning

The investigation into the value proposition of accredited professional learning programs supported Objective 1c by confirming the importance of accredited professional learning in maintaining teacher quality, supporting career progression and upholding rigorous professional standards. The project examined legislative requirements, stakeholder needs and contemporary professional learning practices, reaffirming the value of TQI's accreditation framework in providing quality assurance and maintaining public confidence in the teaching profession.

The investigation identified opportunities to strengthen career pathways through more flexible professional learning options, recognition of workplace learning and exploration of micro-credentials. Its findings will inform future reforms that enhance responsiveness and reduce administrative burden while preserving the high standards that underpin professional excellence in ACT education

Recognition of ongoing reflective professional practice

Evaluation of the Automatically Recognised Teacher Identified Professional Learning (ARTIPL) and System Sponsored Teacher Identified Professional Learning (SSTIPL) initiatives demonstrated that TQI can uphold rigorous professional learning standards while adopting a contemporary, risk-based approach that reduces unnecessary administrative burden for teachers. The evaluation demonstrated strong teacher engagement and confirmed the value of recognising authentic, practice-based professional learning, including coaching and mentoring, curriculum leadership, action research, professional collaboration and other forms of ongoing reflective practice that directly contribute to improved teaching quality.

> *The recognition of ongoing reflective practice in schools through the ARTIPL initiative is greatly appreciated by the profession. It acknowledges the commitment of educators to continuous improvement and supports a culture of excellence across our schools.*
>
> SCHOOL LEADER

Importantly, the evaluation reinforced TQI's commitment to maintaining ongoing professional learning by recognising high-quality professional learning that is embedded within teachers' daily work and aligned with the Standards. The findings informed the ongoing development of a responsive and evidence-informed professional learning framework that supports career progression, promotes teacher agency and ensures professional learning remains relevant to contemporary educational priorities and workforce needs.

SSTIPL recognises teachers' reflective practices that align with system initiatives and school improvement goals. It has been used to reduce the workload associated with recording professional learning hours accrued through semi-formal or less structured processes than those which might otherwise qualify them for Accredited Professional Learning, such as participation in communities of practice. Applications for SSTIPL can be made via the TQI Portal. Each application submitted will be assessed to ensure it meets the high-level principles, which include:

- evidenced based practices
- alignment with school improvement goals
- collaboration and community engagement
- accountability and transparency
- continuous improvement.

The program must align with the Standards and contain components of coaching and mentoring. Employers are responsible for confirming participation in the SSTIPL program via the TQI Portal.

During the reporting period, TQI continued to expand opportunities to recognise ongoing reflective practice by broadening the range of professional learning activities acknowledged as contributing to growth, including coaching and mentoring, curriculum development, professional collaboration and action research. This work strengthened recognition pathways for registered ECTs, ensuring professional learning undertaken in early childhood settings is appropriately reflected within TQI's professional learning framework. The expansion of ARTIPL promoted more flexible and accessible professional learning pathways across all career stages while maintaining alignment with the Australian Professional Standards for Teachers. ARTIPL includes the following:

- Formal academic study
- Formal action research
- Supervising early career teachers in their first 3 years of teaching
- Supervision of a pre-service teacher
- Completion of Disability Standards eLearning module
- Developer and facilitator of professional learning within workplace
- Coaching/mentoring
- Leading a professional committee
- Specific student case management
- Curriculum development/writing

By recognising high-quality professional learning embedded in everyday practice across schools and early childhood settings, TQI strengthened teacher agency, supported lifelong learning and reinforced the value of reflective practice as a key component of teacher quality. This approach enhanced the relevance of professional learning, supported career progression and contributed to increased professional confidence across the ACT teaching profession.

Strategic Goal 2 – Protect children and young people

TQI will safeguard children and young people through a risk-based, right-touch, and responsive regulatory approach, ensuring that regulatory effort is targeted, proportionate, and focused on areas of greatest risk.

Objective 2a: Rigorously assess and enhance existing safe-guarding registration frameworks.

Serious breaches affecting the safety and wellbeing of children in ECEC services in Australia attracted significant scrutiny from the Australian Government and state and territory governments during 2025. Media coverage of these incidents highlighted concerns about the transparency of regulatory authorities' compliance and enforcement activities. Criticism also focused on instances where the service providers appeared to prioritise commercial considerations over quality of care.

In response, the Australian Government and state and territory governments acted swiftly, committing to strengthen safety protections and enhance and regulatory oversight, compliance and enforcement arrangements across the sector.

Overall, the responses are consistent across governments, stipulating that children's rights and best interests are the primary consideration in any decision making, that harm prevention must be a priority and timely information sharing and strengthening the capability of regulatory authorities are vital.

The August 2025, the Minister wrote to the Chair and acknowledged the Board's ongoing efforts to strengthen teacher registration, develop a risk-based regulatory framework and ensure teacher registration contributes to child safety. The Minister also sought advice on mandatory registration for early childhood educators, including consideration of the establishment of a national register for early childhood educators.

TQI continued to monitor developments in the regulatory environment and collaborate with Children's Education and Care Authority (CECA), the Ombudsman's Office, Child Youth and Family Services, Access Canberra, and the University of Canberra and the Australian Catholic University, which provide Initial Teacher Education (ITE) programs in Canberra, to support child safety and strengthen regulatory practice.

Information sharing

The TQI has leveraged the unsolicited information-sharing provisions under section 863CA of the *Children and Young People Act 2008* to enhance safeguarding practices and support Objective 2a of the Strategic Plan. Through proactively sharing child safety concerns with designated entities, TQI strengthened multi-agency oversight and contributed to more timely, coordinated and informed responses to potential risks.

The increased utilisation of these provisions reflects a growing culture of collaboration across the safeguarding system, ensuring relevant agencies are equipped with critical information to take appropriate action and better protect children and young people.

The TQI Post is the ACT Teacher Quality Institute's quarterly newsletter for registered teachers in the ACT. It provides updates on teacher registration, professional learning opportunities, policy developments, certification, and matters affecting the teaching profession. TQI communicated with teachers about child safety through the TQI Post. In August 2025, TQI Post provided teachers with a link to the Child Safe Standards and the opportunity for them to deepen their understanding of the standards by attending an Introduction to the ACT Child Safe Standards webinar.

Working with Vulnerable People registration

During the reporting period, TQI worked closely with Access Canberra, school employers and registered teachers to strengthen the management of WWVP compliance across the ACT education sector. Through regular monitoring, information sharing, compliance investigations and direct engagement with employers and teachers, TQI ensured that WWVP obligations were clearly understood and actively maintained.

Collaborative processes were established to identify and respond to lapses, cancellations and potential compliance risks in a timely manner, reducing the likelihood of individuals working without the required clearances. This partnership approach enhanced the effectiveness of TQI's safeguarding registration framework, strengthened regulatory oversight, and supported the protection of children and young people by ensuring only appropriately screened and compliant teachers remain eligible to teach in the ACT.

TQI Amendment Bill 2027

The process of amending the *Teacher Quality Institute Act 2010* has commenced, with the development of draft policy to guide proposed legislative changes. The changes are intended to establish mandatory ECT registration, strengthen child safety through robust information-sharing capabilities and modernise registration practices to ensure they are responsive to the contemporary teaching landscape, including the diverse contexts in which teachers operate.

Automatic Deemed Registration

The Mutual Recognition Amendment Bill 2021 (Cth) (the Amendment Bill) enables an individual registered for an occupation in one jurisdiction, to be deemed as registered (Automatic Deemed Registration, ADR) to carry on, in other jurisdictions, the activities covered by registration. Under the Significant Risk Exemption provision, entry into the scheme for teaching in the ACT will begin on 1 July 2027.

TQI continues to undertake significant work internally and in collaboration with the ACT Government Solicitors Office and the Teacher Regulatory Authorities (TRAs), during this exemption period to complete a review of the legislative requirements attached to ADR and the impacts on teaching within the ACT. TQI is working to ensure teacher registration retains its rigour and that information sharing across jurisdictions is sufficient to safeguard child safety.

Current mutual recognition arrangements will continue to support teachers gaining substantive registration in a second jurisdiction once registered in a first. TQI and other Australian and New Zealand TRAs have noted concerns and identified risks associated with the movement of registered teachers between jurisdictions. They have highlighted the importance of information sharing between TRAs of events relating to approved teachers and individual practice and conduct to ensure that sound regulatory decisions are made. The paramount consideration in the regulation of the teaching profession is the best interests of children, including their safety and wellbeing.

Objective 2b: Embed risk-based, responsive approach to regulatory decision making.

The TQI Regulatory Framework

In December 2025, the TQI Board approved the TQI Regulatory Framework. For further information about the Framework, refer to page 390.

Responsive approach to regulatory action.

The TQI continued to safeguard children and young people through a risk-based, proportionate and responsive regulatory framework, receiving 92 notifications and declarations under the *ACT Teacher Quality Institute Act 2010*. Notifications were assessed and prioritised according to the nature and level of risk presented, enabling regulatory effort to be directed to matters with the greatest potential impact on child safety, professional conduct and public confidence in the teaching profession.

Consistent with the previous reporting period, employer notifications under section 70B remained the primary source of reports (60 matters), reflecting the continued effectiveness of legislative reporting obligations in supporting timely risk assessment and intervention.

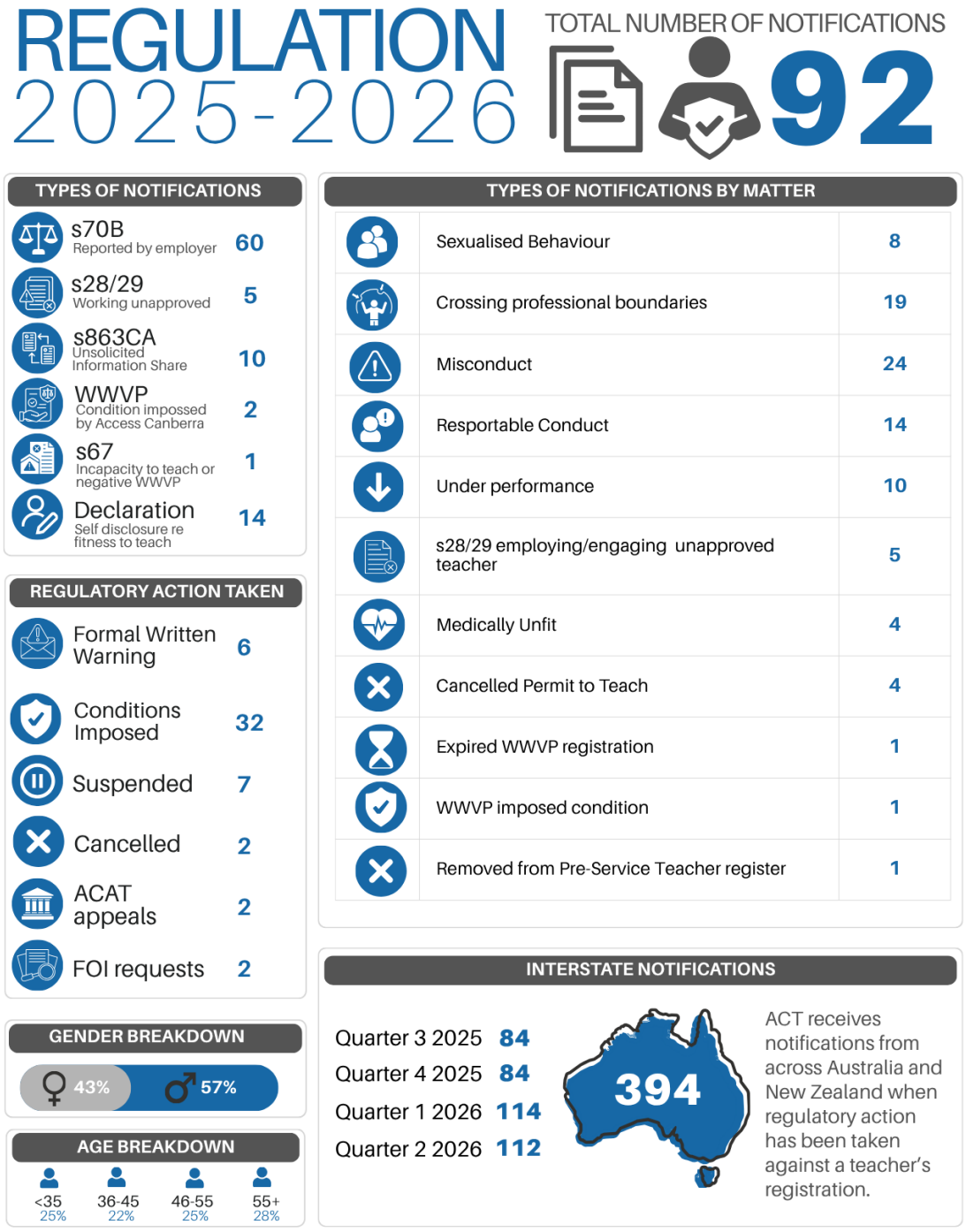
The most common matters related to misconduct (24), crossing professional boundaries (19) and reportable conduct (14), with 8 matters involving sexualised behaviour. As a result of these assessments, TQI imposed 32 conditions on registration, issued 6 formal written warnings, suspended 7 registrations and cancelled 2 registrations, demonstrating the application of a graduated regulatory response matched to the level of risk identified.

Compared with 2024–25, the number of conditions imposed remained stable at 32, while formal written warnings decreased from 23 to 6. In 2024–25, there were 14 conduct warnings and 9 warnings for section 28/29 breaches (23 total), 9 suspensions (6 conduct-related and 3 WWVP-related) and 2 cancellations recorded.

The reduction in warning-based outcomes, together with the continued use of conditions, suspensions and cancellations where appropriate, reflects TQI's evolving right-touch regulatory approach, with regulatory action increasingly tailored to the assessed level of risk rather than applying a one-size-fits-all response.

These outcomes demonstrate TQI's ongoing commitment to making evidence-informed regulatory decisions that protect children and young people while supporting a high-quality, safe and trusted teaching profession.

TQI Figure 9: Notifications in 2025–26



Source: ACT Teacher Quality Institute.

Nationally agreed high-level principles for teacher conduct

During the reporting period, TQI embedded a risk-based and responsive approach to regulatory decision-making through active collaboration with teacher regulatory authorities across Australia and New Zealand via the Australasian Teacher Regulatory Authorities (ATRA) network. As a member of the Professional Conduct and Legal Officers Working Group, TQI contributed to the development of nationally agreed high-level principles for teacher conduct, designed to strengthen consistency of regulatory expectations, promote public confidence in the profession, and prioritise the safety and wellbeing of children and young people. This collaborative work supports a proportionate, evidence-informed regulatory framework by providing clear conduct benchmarks and enhancing the ability of regulators to identify, assess and respond to risks to child safety across jurisdictions.

Objective 2c: Foster an inclusive, high-performing organisation.

Workforce capability

The TQI staff completed professional development during this reporting period, ranging from programs designed to enhance operational and domain expertise to cultural awareness and cyber security. A full list of programs undertaken is provided within the Human Resources – Professional Development section of this report. Cross-team collaboration has been a focus of TQI cultural improvement over the reporting period. Staff were provided opportunities to undertake new roles within their interest, cross-skilling individuals through acting arrangements ‘at level’ and through higher duties appointments. Mentoring, feedback and encouragement were provided both formally and informally. In several instances recognition of outstanding work was highlighted in staff meetings and correspondence with stakeholder groups.

Diversity and inclusion

During 2025–2026, TQI consulted with the Office for Aboriginal and Torres Strait Islander Affairs on 7 occasions regarding appointments to the TQI Board. Advertisements for Board appointments and TQI recruitment processes highlight the ACT Government’s and the Board’s commitment to valuing the contribution of Aboriginal and Torres Strait Islander peoples. The advertisements also emphasise the value of appointing of people from diverse backgrounds, recognising that a breadth of insight, perspective and experience enriches deliberations and strengthens decision-making.

The Board has identified the development of a Reconciliation Action Plan as a priority. In June 2026, all TQI staff participated in cultural awareness training. The program was designed to deepen staff understanding of how culture influences beliefs, attitudes and behaviours, and to build awareness of cultural diversity and unconscious bias. The training strengthened staff capability to provide respectful and culturally responsive services and reinforced TQI’s commitment to an inclusive workplace. This work forms a foundation for the development of the TQI Reconciliation Action Plan, which is scheduled for completion in September 2026.

Employee wellbeing

Flexible work arrangements are a key component of TQI's approach to employee wellbeing, enabling staff to effectively balance professional and personal responsibilities while supporting improved work–life balance and reduced workplace stress. During the reporting year, most staff utilised hybrid working arrangements, demonstrating the widespread uptake of flexible work practices and their contribution to employee wellbeing, engagement and organisational performance.

Access to an Employee Assistance Program further supports wellbeing by offering confidential professional counselling and support services for employees experiencing personal or work-related challenges. Regular check-ins between managers and employees foster open communication, provide opportunities to identify and address wellbeing concerns early, and ensure employees feel valued and supported. In addition, team lunches and other informal social activities strengthen workplace relationships, encourage collaboration, and help create a positive and inclusive team culture.

In addition, personal development plans support employee satisfaction and career progression by providing clear goals, identifying professional development opportunities, and facilitating meaningful discussions about career aspirations. TQI employees understand how their work contributes to organisational objectives and supporting their ongoing growth and development.

Business system improvements

The TQI completed a long-standing project of migrating its core information systems into ACT Government supported infrastructure during the reporting period. Over the past 2 years, TQI has worked with Digital Canberra and its vendors to migrate all systems. The move also allows for open market approaches to procuring systems support expertise.

Alongside this move was a significant upgrade from on-premises systems, which were operating at the limits of the supported release versions, to modern, vendor-supported platforms. This has not only provided improved usability but has also strengthened security and enhanced integration with TQI's desktop operating environment. The modernised systems are secure, seamless access across platforms, improving consistency, reducing administrative complexity, and supporting more reliable recordkeeping and service delivery for clients and stakeholders.

The TQI has also completed a significant identity consolidation program. Individuals who register or do business with TQI are now managed through a single account. Utilising a single identity approach has reduced duplication across information systems and improved the experience and workload in teachers' interactions with TQI. It has also strengthened security controls and enhanced the integrity of TQI records.

The TQI continues to improve its business systems with current and future projects aimed at improving regulatory administration and reporting, reducing administration for teachers and school leaders at key interactions within the TQI Portal, and automating processes where appropriate to reduce workload for teachers. For example, streamlining the process to submit the Principal's Recommendation for Full Registration, and removing the requirement for teachers to formally apply for full registration once the Principal's Recommendation has been approved by TQI.

Strategic Goal 3 – Intentionally engage stakeholders

TQI will foster strong partnerships through meaningful collaboration with the profession and the broader community. This includes working with stakeholders to identify emerging risks, promote professional self-regulation, support data-driven innovation, and clarify regulatory expectations

Objective 3a: Drive data-driven, community-aligned innovation.

The TQI is classified as a Territory Authority under section 3 of the *Financial Management Act 1996*. In conjunction with its performance and financial management, under the *Annual Reports (Government Agencies) Directions 2026 (No 1)*, TQI must report on:

1. the number of new approved teachers
2. the education programs available for the professional learning and development of teachers
3. the current assessment and certification standards that are required to be met by teachers.

The TQI provides regular reporting to the Board on data relating to registration, regulation, certification and the accreditation of programs. In December 2025, the Board endorsed a revised approach to reporting to strengthen the quality, clarity and usefulness of information provided to the Board, the Government and the community. Since that time, TQI implemented an enhanced reporting framework, including the provision of quarterly reports to the Board across 4 key domains: registration, regulation, certification and professional learning. These reports integrate key data elements with improved contextual analysis to support more informed oversight and decision-making.

The annual Lapsed Teacher Survey, which seeks to strengthen understanding of the reasons teachers discontinue their registration each year, continues to build and inform TQI's regulatory approach. The outcomes include several initiatives to streamline policy, communication and processes, including the introduction of the Retiree Teacher Conditions. The survey provided a clear indication of teachers' destinations post-registration in the ACT.

The TQI made significant progress in strengthening its data capability, including improving data collection practices and refining analytical approaches to better identify trends and emerging issues. Alongside improvements to business systems, the TQI progressed the migration of its data reporting system. While the new system will take time to mature, it will real-time reporting and comparative insights for key stakeholders, supporting transparency and continuous improvement across TQI's regulatory and registration functions.

Objective 3b: Empower stakeholder agency.

The TQI is committed to providing ongoing support and guidance to the profession to promote greater self-regulation and strengthen understanding of the legislative obligations of teachers and employers under the TQI Act. Following the introduction of voluntary ECT registration, and in preparation for mandatory registration, the TQI has invested significant effort in providing advice and support to prospective ECTs.

The TQI also recognises the important contribution of casual teachers to the profession. Given the transient nature of casual employment, these teachers may have limited access to school-based professional learning opportunities. In response, TQI has sought to ensure that casual teachers can access professional support, guidance and development opportunities.

Casual teacher network

The TQI continued to empower stakeholder agency through the highly successful Casual Teacher Network, providing a dedicated forum for casual teachers to shape and access professional learning that reflects their identified needs and priorities. Through quarterly professional learning sessions, members actively influenced the network's focus areas, ensuring content remained relevant, practical and responsive to the realities of casual teaching. In 2026, the network strengthened stakeholder-led learning through partnering with the HALT Network, enabling casual teachers to engage directly with recognised experts and accomplished practitioners. This collaboration expanded opportunities for professional growth, strengthened professional connections across the sector, and reinforced the vital contribution casual teachers make to student learning and workforce capacity.

Key sessions included:

- *Cyber Safety Deep Dive:* Attended live by 91 teachers, this session responded directly to an ongoing priority identified by network members. Presenter Lisa Plenty, from Radford College, shared practical strategies and contemporary insights to strengthen teachers' confidence and capability in managing cyber safety challenges.
- *Professional Boundaries:* A total of 103 participants engaged in an abridged version of the accredited Professional Boundaries Masterclass, delivered by Abby Rees from PunkPD and tailored specifically to the context and needs of casual teachers. The session strengthened participants' understanding of professional responsibilities and supported informed, self-regulated professional practice.
- *From Recall to Reasoning: Designing Writing Tasks that Go Deeper:* Jason Paris, a HALT from Daramalan College, shared evidence-informed strategies with 52 participants, building teacher capability to design learning experiences that promote deeper thinking and improved student outcomes.
- *Casual Teachers: The Missing Link in Maintaining Learning Continuity:* Mali Wijesundara, a HALT from Gungahlin College, led a session that engaged 45 casual teachers in exploring the critical role they play in sustaining continuity of learning and assessment. The session reinforced the professional value, agency and impact of casual teachers as essential members of the ACT education workforce.

Early Childhood Teacher Network

In 2026, the TQI strengthened its engagement with the ECEC sector through the establishment of the Early Childhood Teacher Network, a dedicated forum designed to empower ECTs to actively shape their professional learning and regulatory support needs. By creating direct channels for dialogue with TQI officers, the network promotes stakeholder agency, enabling educators to identify emerging challenges, influence future engagement activities, and contribute to a culture of professional self-regulation and continuous improvement. This initiative directly supports Objective 3b by fostering meaningful collaboration and ensuring the voices of ECTs inform the TQI's work.

- *Boundaries Without Barriers: Navigating Your Professional Edge in Early Childhood:* Presented by Abby Rees from PunkPD, engaged 85 participants in a dynamic and interactive exploration of professional boundaries in early childhood settings. The session addressed common challenges including social media use, family interactions, and ethical decision-making, supporting educators to exercise professional judgement, maintain safe and effective practice, and strengthen self-regulatory capabilities. This strong participation demonstrated the sector's commitment to professional growth and highlighted the value of responsive, stakeholder-informed learning opportunities.
- *Master the TQI Portal: Learn, Log, Reflect and Stay Compliant!:* Attended by 27 teachers, the session empowered educators to confidently navigate the TQI Portal, record and reflect on professional learning, monitor progress against the Australian Professional Standards for Teachers, and maintain compliant professional records. By building educators' capability to manage their own professional obligations and reflective practice, the session further advanced TQI's objective of promoting stakeholder agency and self-regulation across the ECEC sector.

ECEC provider information sessions

In 2026, the TQI established dedicated ECEC provider information sessions in recognition of the diversity of service settings across the sector. The sessions were designed to respond to the unique needs of providers, many of whom employ registered teachers but may have limited familiarity with the Australian Professional Standards for Teachers, registration requirements, and their role in supporting teacher compliance.

By creating tailored opportunities for providers to engage directly with the TQI, the initiative strengthened stakeholder understanding, built regulatory confidence, and empowered providers to take an active role in supporting quality teaching practice and professional self-regulation across their services. This approach reflects TQI's commitment to meaningful engagement that supports, rather than burdens, a sector already operating within a complex regulatory environment.

- *Session One: Regulatory Obligations of Providers with Employees Holding TQI Registration:* Attended by 14 providers from the ACT, the session focused on child safety responsibilities, mandatory reporting obligations, and the implications of mandatory ECT registration. Through open discussion and practical guidance, providers enhanced their understanding of their regulatory responsibilities and the important role they play in maintaining safe, compliant, and professional learning environments. This session strengthened providers' capacity to exercise informed judgement and contribute to a culture of shared accountability and self-regulation within the ECEC sector.
- *Session Two: Supporting Teacher Registration and Renewal Requirements:* The session focused on building provider capability to effectively support registered teachers throughout the registration cycle. Twelve providers were guided through processes for verifying teacher registration status, ensuring employer and personal details remain current, and understanding the role of a designated primary employer. The session highlighted provider responsibilities in supporting teachers to meet renewal requirements, including engagement in professional learning.

Objective 3c: Champion TQI's purpose, relevance and value

Throughout the reporting period, TQI has worked to ensure maintenance of its relevance and value through demonstrated engagement. The TQI has engaged with the profession to understand perception of its role and the value it contributes to the profession and the professional lives of teachers. Engagement is facilitated through several channels, including:

- Day-to-day advisory services
- Working closely with representative TQI committees
- Engagement with the profession through TQI networks, professional learning, accreditation of initial teacher education programs and professional learning programs, and forums such as the CECA Symposium

Australasian Teacher Regulatory Authorities

Australasian Teacher Regulatory Authorities (ATRA) is a professional community of practice for strategic collaboration and sharing of regulatory information and practice with respect to the teaching profession which has operated for over 25 years. The TQI engages with the 8 Australian states and territories through the ATRA network on a range of national issues. ATRA's senior officers met regularly during the reporting period to discuss issues and topics, including:

- Quality teaching and strengthening the teacher workforce
- Teacher mobility and information exchange
- Strategic reform

Through its engagement with the ATRA and associated working groups, the TQI contributes to and influences national teacher regulatory policy and practice. This engagement enables TQI to promote its work while drawing on the expertise and experience of other jurisdictions to inform continuous improvement.

During the reporting period, the TQI contributed to several national initiatives, including:

- Development of a national Suitability to Teach Statement
- Publication of the ITE Accreditation Snapshot 2025, highlighting the importance of initial teacher education accreditation
- Collaboration with key stakeholders through the Teacher Quality and Regulation Forum, Australian Institute for Teaching and School Leadership and the Quality Assurance Oversight Board
- Advancement of nationally consistent approaches to overseas criminal history and mutual recognition checks
- Development of Nationally Shared Principles relating to teacher conduct
- Delivery of a Probable Actions Table to support consistent regulatory decision-making across jurisdictions

Through this work, TQI helps shape nationally consistent teacher regulation while ensuring ACT practices remain informed by emerging national developments and best practice.

Australian Institute for Teaching and School Leadership

The TQI has a long-standing relationship with Australian Institute for Teaching and School Leadership (AITSL) and has regular contact through the following committees:

- Teacher Quality and Regulation Forum, which includes representation of the Australian Children's Education and Care Quality Authority
- Certification Authorities Network
- Membership to the Australian Professional Standards for Teachers Review Project Reference Group

Targeted communication

During the 2025–26 reporting period, the TQI strengthened its targeted communication activities to improve stakeholder understanding of its role as the ACT teaching profession regulator. Through its website, TQI Portal, TQI Post, email communications and other digital channels, TQI provided timely and relevant information tailored to teachers, employers and the broader community.

A key initiative was the revision of the Regulation section of the TQI website. The updated content more clearly explains TQI's regulatory approach and provides practical guidance for teachers and employers when notifications are made or regulatory action is taken. The TQI also introduced a dedicated 'Making a Complaint' section to help stakeholders understand what constitutes a complaint, TQI's role in responding to concerns, and how to direct matters to the appropriate agency when they fall outside TQI's jurisdiction.

These improvements enhanced transparency, supported stakeholder understanding of regulatory processes, and reinforced TQI's purpose, relevance and value across the ACT education community.

Scrutiny

In the reporting period, in relation to scrutiny reports, the ACT Government has made no commitments involving the TQI portfolio. The Standing Committee on Legal Affairs commented on disallowable instruments *ACT Teacher Quality Institute Board Appointment 2026 (No 1)* (DI2026–25) and *ACT Teacher Quality Institute Board Appointment 2026 (No 2)* (DI2026–26) that reference section 79 of the *Financial Management Act 1996,* which applies to the appointment of a chair and deputy chair, is not required in the disallowable instruments appointing members.

Risk Management

The TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

The Board reviews the TQI Strategic Risk register at its quarterly meetings. Strategic risks, their assessment, and treatments, are approved and monitored by the TQI Board. The Board reviewed the TQI Strategic Risk Register 4 times in the reporting period, approving updates to risk identification, classification and treatments.

In 2025, KPMG reviewed the effectiveness of the TQI's financial and performance management practices in consideration of the *Financial Management Act 1996* and to enhance board reporting by providing insights aligned with a better practice framework. KPMG's report recommended that TQI identify risk and control owners within the TQI Risk Register. This review also recommended that TQI personnel files are moved from shared network drives as a priority. Both recommendations have been accepted and corresponding actions have been completed for the risk register and are in progress for the movement of personnel files. Senior officers review the risk register each quarter, to ensure risks are being managed effectively.

Operation and service level risks are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the CEO and TQI employees.

Project risks are identified in project plans and for ICT projects within the project guidelines approved by Digital Canberra. The responsibility for assessing and responding to project risks lies with TQI project managers.

The TQI undertook its annual review of the TQI Protective Security Plan in September 2025. The TQI is largely compliant with the ACT Protective Security Framework. It is working towards establishing security clearance for staff responsible for security of people, information and property. The TQI continues to assess the security of its data and is working on greater compliance with the ACT Protective Security Framework and the Australian Cybersecurity framework.

Key initiatives include:

- Conducting regular user access reviews
- Establishing multifactor authentication for users to accessing the TQI portal

The TQI's Records Management Program also addresses the need for ongoing work to ensure the correct collection, storage, and disposal of records. All TQI records held in a separate instance of Content Manager were migrated to whole-of-government Content Manager in 2025. Records stored in shared network drives and SharePoint are being transferred to Content Manager in a staged approach.

Internal Audit

The TQI is covered by the audit arrangements of the Education Directorate audit framework. Following ACT Audit Office advice, the TQI Board requested an independent audit of finances be conducted every 3 to 5 years. Given the controls in place, the Board Chair recommended an independent audit of TQI finances once in the tenure of each Chair, which was approved by the TQI Board.

In 2025, the directorate arranged for an audit of TQI's financial and performance management practices. The objective of this engagement was to review the effectiveness of the TQI's financial and performance management practices in consideration of the *Financial Management Act 1996* and to enhance board reporting by providing insights aligned with a better practice framework.

The review found that TQI's budgeting and performance reporting processes are functional. Strong financial and governance controls are in place, including regular reconciliations, clear segregation of duties for payments, collaborative budget development, active Board oversight, and a reviewed delegation framework that supports accountability and decision-making. The review identified that the TQI could improve in some areas of financial reporting, data security, risk management, and governance. The TQI accepted all the recommendations of the audit and is progressing actions in response to the audit's recommendations.

Fraud Prevention

The TQI Fraud and Corruption Prevention Plan details fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud. Provisions for protection against fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities. TQI Board members are required to make a conflict of interest declaration at the beginning of their appointment to the Board and are required to declare any real or perceived conflicts of interest at each Board meeting.

Under section 56 of the FMA, the Board delegates the powers listed in the Financial Delegations. Under section 13 of the TQI Act, the Board delegates the Regulatory Delegations to delegated persons and groups. Persons and groups include the CEO and TQI staff. In August 2025, the Board reviewed TQI's financial delegations and delegation of functions and powers. The TQI Board and TQI staff were reminded in 2025–2026 about their responsibilities regarding public interest disclosures.

Freedom of Information

In the reporting period, TQI received one application under the *Freedom of Information Act 2016* and contributed to the response of one application managed by the Education Directorate. The TQI has information on its organisation, function, and decision-making powers on its website: https://www.tqi.act.edu.au/about-us. Further information can be obtained by contacting tqi@act.gov.au or by phone on (02) 6207 5005. People seeking information are encouraged first to contact TQI before using the formal Freedom of Information process.

Documents available on request and without charge include publications produced by TQI on various aspects of its activities. Documents used by TQI employees when making decisions include:

- Regulatory Framework
- Teacher Registration and Permit to Teach Policy
- TQI Procedure for Review of Registration
- Teacher Registration Qualifications Policy
- Australian Qualifications Framework
- Continuing Professional Learning and Program Accreditation Policy
- Program Accreditation: Continuing Professional Learning Handbook
- TQI National Certification of Highly Accomplished and Lead Teachers Policy
- ACT Certification Highly Accomplished and Lead Teachers Guide
- ACT Renewal of Certification Supplement
- Australian Professional Standards for Teachers
- Certification Assessor Handbook
- Australian Children's Education and Care Quality Authority Early Years Learning Framework
- ACT Renewal of Certification SUPPLEMENT 2024
- ACT Edition of Australian Institute for Teaching and School Leadership guide to renewal of certification 2024
- Moving from Provisional to Full Registration Handbook: A guide for provisionally registered teachers and Professional Guidance Panels in the ACT
- Initial Teacher Education Program Accreditation Policy
- Formal Complaints Policy
- ACT Teacher Quality Institute Communications Strategy

Community Engagement and Support

During the reporting period, the TQI continued to engage with colleagues from the Australian Teacher Regulatory Authority, employers, school leaders, teachers, universities, unions and the community. Workshops and meetings were hosted in-person and online. Professional learning providers of accredited programs continued to offer content online.

The TQI is highly cognisant of its dependency on quality and timely community engagement and support to be an effective partner and regulator. During the reporting period, TQI continued to develop and deliver resources and engagement opportunities for key ACT stakeholders and target groups. These initiatives support stakeholders to meet regulatory and compliance requirements while also assisting with professional planning and goal setting.

In the reporting period, the TQI communicated with:

- all teachers for registration renewal or attainment and child safety compliance
- all teachers to consult on the then proposed adapted model of registration for retiree teachers
- all school principals and sector employers for teacher registration and regulation
- the casual teacher workforce
- retired teachers and teachers whose registration had lapsed
- applicant schools seeking approval for Permit to Teach employees
- the ACT university sector for ITE program accreditation and pre-service teacher placement support
- University of Canberra regarding possible HALT Certification equivalence through study units
- all teachers seeking to be recognised at the higher career stages of HALT Certification and school/sector leaders seeking to promote and support Certification
- all pre-service teachers in Territory universities preparing for or seeking support in their school placements
- early childhood teachers in ECEC services and providers of ECEC services
- early childhood teachers applying for registration
- professional learning providers
- representative bodies of teachers, schools and sectors including unions, Education Directorate, Association of Independent Schools, Catholic Education Canberra Goulburn, the Australian Children's Education and Care Quality Authority

Professional learning provided by TQI

The TQI delivered information sessions for early career teachers to assist teachers and their school mentors in planning their portfolio of evidence and panel presentations for progression to Full Registration. The TQI offered a program of in-person and online Certification workshops each term for HALT applicants covering Evidence and Annotations, Module 1 Certification, Module 2 Certification, Module 3 Certification, and Renewal of Certification.

HALT Information sessions for teachers considering certification were delivered throughout the reporting period via HALT Network meetings, by open access invitations and hosted by individual schools and Catholic Education. The HALT Network, led by Kristy Everding from St Francis of Assisi Primary School and Jason Paris from Daramalan College, instigated open-access portfolio preparation, support and advice sessions for HALT applicants on a quarterly basis.

In September 2025, the HALT Network facilitated the well-attended HALT Sharespace, which was an opportunity for HALTs to share practices from their own certification journeys and offer guidance to aspiring applicants on how to demonstrate and evidence their practice.

Aboriginal and Torres Strait Islander Reporting

Progress in implementing both the National Agreement and the ACT Agreement

Aboriginal and Torres Strait Islander teachers comprise 1.03% of registered teachers and Permit to Teach holders. The TQI continued to promote culturally responsive teaching practice by supporting teachers to meet the Australian Professional Standards for Teachers, including requirements relating to Aboriginal and Torres Strait Islander histories, cultures and perspectives. This contributes to the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028 objective of strengthening cultural integrity and ensuring culturally safe learning environments for Aboriginal and Torres Strait Islander students.

While the TQI does not directly deliver education services, it contributes to the objectives of the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028 and the National Agreement on Closing the Gap through its regulatory and professional standards functions. TQI supports a culturally responsive teaching workforce that values and incorporates Aboriginal and Torres Strait Islander perspectives, helping to improve outcomes for Aboriginal and Torres Strait Islander learners.

Through teacher registration, certification and professional development requirements, TQI promotes professional practice across the ACT. These activities contribute to stronger learning opportunities and outcomes for Aboriginal and Torres Strait Islander children and young people throughout their educational journey.

During the 2025–26 reporting period, 129 TQI accredited professional learning programs included content specifically addressing Standard 1.4 (strategies for teaching Aboriginal and Torres Strait Islander students) or Standard 2.4 (understanding and respecting Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the Australian Professional Standards for Teachers. There were 106 programs specifically addressing Standard 1.4 whilst 86 programs addressed Standard 2.4. There were 63 programs addressing both Standards 1.4 and 2.4. By supporting teacher quality and workforce capability across the ACT education sector,

the TQI contributes to improved educational attainment, which is a key enabler of future employment and economic participation for Aboriginal and Torres Strait Islander peoples.

The TQI consulted with the Office of Aboriginal and Torres Strait Islander Affairs 7 times during the reporting period, primarily regarding the process of providing advice to the Minister for Education and Early Childhood regarding appointments to the TQI Board.

The TQI Board met to consider the principles of the *Public Sector (Closing the Gap) Legislation Amendment Act 2025* and their obligations under the legislation. The Board requested that the CEO explore opportunities to provide further information and guidance to support members in understanding and meeting these obligations.

In June 2026, all TQI staff completed cultural capability training to strengthen their understanding of, engagement with, and service delivery for Aboriginal and Torres Strait Islander peoples. The training also supported preparation for the review of TQI's Reconciliation Action Plan.

Information published by the TQI regarding vacancies on the TQI Board highlights the importance of diversity and inclusion in Board membership, including encouraging applications from people with a broad range of backgrounds, experiences and perspectives. The advertisement further notes that the Board is strengthened by members from diverse backgrounds, whose varied insights, perspectives and experiences enrich discussion and support robust decision-making.

Disability Inclusion Act 2024 Reporting

During the reporting period, the TQI consulted the Office for Disability on 7 occasions regarding appointments to the TQI Board. In relation to the appointment of the member nominated by Catholic Education, Archdiocese of Canberra and Goulburn, the Office for Disability noted that people with disability were not currently represented on the Board and acknowledged the limitations of the recruitment process. The Office for Disability welcomed Catholic Education's consideration of appointing a suitably qualified nominee who represents one or more diversity groups, including people with disability. It also welcomed ongoing engagement with the TQI Board on issues affecting Canberrans with disability and expressed support for the Board's work.

The TQI seeks to promote diversity and inclusion through its Board appointment processes and recruitment activities. Advertisements for Board appointments and vacant positions include a statement indicating that the ACT Government and the TQI Board value diversity, including the participation and representation of people with disability (see above).

Multiculturalism Act 2023 Reporting

The TQI consulted the Office of Multicultural Affairs 7 times in the reporting period, regarding the appointments to the TQI Board. In response, Multicultural ACT noted, 'There is representation of people from the Culturally and Linguistically Diverse (CALD) community in the proposed appointments. We firmly believe that CALD representation contributes to fostering positive outcomes and better reflects the diversity of the Canberra community.'

The TQI's advertisements for Board appointments and for vacant positions include a paragraph explaining that the ACT Government and the TQI Board value the contribution of people with a culturally diverse background. The advertisement also explains that the TQI Board will be enriched by the appointment of persons from diverse backgrounds who offer a depth and breadth of insight, perspective and experience which enlivens deliberation and strengthens decision making.

Period Products and Facilities (Access) Act 2023 Reporting

The public facilities available at the TQI office site are maintained by the University of Canberra.

Work Health and Safety

In the 2025–26 reporting period, the TQI had no incidents requiring reporting under the *Work Health and Safety Act 2011*. The TQI employees have the option of working in the office or working from home depending on their circumstances. The TQI has, however, established times when all staff work from the office if available to do so. Employees only attend the office if they are well. TQI staff are required to regularly assess their working from home environment and attest that it is secure and safe.

The TQI has encouraged staff to be aware of the Respect, Equity and Diversity (RED) framework and to report to their manager and/or through the whole-of-government reporting portal if they experience incidents which negatively affect their health, safety and wellbeing.

A general wellbeing check is conducted regularly at the team meeting and senior officers meeting. At performance review meetings, supervisors check with employees about the suitability of their working from home arrangements, as well as their wellbeing in the workplace and generally.

Human Resources Management

Staffing profile

As at 30 June 2026, TQI employed 15 staff, including the Chief Executive Officer, representing 14.4 full-time equivalent (FTE) positions. The workforce comprised 11 female employees, one of whom worked part-time, and 4 male employees.

Staff professional development

The TQI employees attended a range of professional development activities:

- ACT Reportable Conduct Scheme
- Becoming an initial teacher education (ITE) accreditation panellist
- CPA conference
- Code of Conduct
- Cyber Security Essentials
- Cyber Security Essentials – Privileged User
- Cyber Security Essentials for Executives
- Digital Records Training – Content Manager – Advanced
- Digital Records Training – Content Manager – The Essentials
- Disability Standards for Education
- Foundational Procurement
- HALT assessor training
- Narragunnawali – Learn and Connect
- Highly Accomplished and Lead Teacher Summit
- Information privacy
- Initial Teacher Education (ITE) accreditation executive officer development
- Initial Teacher Education (ITE) core content assessment and verification
- Joint Selection Committee Training
- Keeping Children and Young People Safe
- Mandatory Code of Conduct
- Maximising Regulatory Investigations & Enforcement Outcomes Conference
- Microsoft Copilot Chat Immersion Seminar (ACT Government)
- Occupational Violence
- Protective Security Policy Framework Awareness
- Regulatory Value Tool and Report - Presentation by Prof Veronica Taylor
- Reportable Conduct
- Respect, Equity and Diversity Code of Conduct
- Work, health and safety refresher
- Work Health and Safety Due Diligence for Leaders

Ecological Sustainability Reporting

The TQI is a tenant of the University of Canberra. TQI pays the University of Canberra a flat rate covering energy and water consumption. TQI does not have information about the amount of water or energy used.

The TQI purchases its paper from responsible sources, avoids the use of disposable crockery and cutlery when catering for meetings, forums and functions, recycles used paper, cardboard and other recyclables, and promotes a culture among employees of ecologically sustainable practices and purchases.

Part C

Financial Management Reporting

Financial Management Report

EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE TEACHER QUALITY INSTITUTE
FOR THE YEAR ENDED 30 JUNE 2026

	Note No.	Actual 2026 $'000	Actual 2025 $'000
INCOME			
Revenue			
Controlled Recurrent Payments	1	1,813	1,760
Investment Revenue		40	67
Registration Fees		1,038	840
Grants and Contributions Revenue	2	71	72
Total Revenue		**2,962**	**2,739**
EXPENSES			
Employee Expenses		1,957	2,063
Superannuation Expenses		322	300
Supplies and Services	3	918	1,029
Depreciation		12	12
Total Expenses		**3,209**	**3,404**
Operating (Deficit)/Surplus	4	**(247)**	**(665)**

The above Statement of Income and Expenditure should be read in conjunction with the accompanying notes.

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and on passed on to TQI.

2. Grants and Other Revenue primarily consists of resources received free of charge relating to finance and human resources services provided by Shared Services, information technology services from Digital Canberra and legal services from the ACT Government Solicitor Office.

3. Supplies and Services consists of:

	2026 $'000	***2025*** $'000
Property Maintenance	2	13
Materials and Services	782	788
Travel and Transport	4	8
Administrative	17	113
Financial	7	6
Operating Leases	106	101
	918	**1,029**

4. The operating deficit in 2025-26 mainly relates to costs associated with systems development, partially offset by increased fee income.

5. Cash totalled $0.180 million at the end of 2025-26 ($0.386 million at the end of 2024-25).

Financial Management Analysis

The TQI continues to operate in a sound financial manner. ACT Government appropriation and registration fees remain the primary sources of revenue for TQI.

Financial Statements

The summary report shows the details of income and expenses for TQI for the financial year 2025–26 in accordance with the direction issued under section 25 of the TQI Act.

Basis of preparation

The TQI prepares the Statement of Income and Expenditure to meet the requirement of *ACT Teacher Quality Institute Ministerial Direction 2012 (No. 1)* of providing summary details of its income and expenses for a financial year.

The Statement is a special purpose financial report and is prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and the significant accounting policies as set out below.

The financial statements have been prepared on an accrual basis and on a going concern basis as the Institute's ongoing functions and activities continue to be supported through funding provided under the *Financial Management Act 1996*.

Significant accounting policies revenue

Controlled Recurrent Payments are drawn by the Education Directorate and passed on to TQI. Controlled Recurrent Payments are recognised as revenue upon the receipt of cash when TQI gains control over the funding, under AASB 1058 Income of Not-for-Profit Entities.

Registration Fees are recognised as revenue when the performance obligations are satisfied, under AASB 15 Revenue from Contracts with Customers.

Grants and Other revenue relate to legal services received free of charge from the ACT Government Solicitor Office (GSO) services are recognised within the Budget as revenue on the basis that the services would have been purchased if they had not been provided by the GSO.

Interest revenue is recognised using the effective interest method.

Expenses

Employee and superannuation expenses include short-term expenses such as wages and salaries, annual leave loading, and applicable on-costs, and other long-term expenses such as long service leave and annual leave, and termination expenses. Superannuation expenses relate to employer contributions for defined benefit and defined contributions schemes.

Depreciation expenses relate to software and furniture and fittings.

Asset Management

The TQI business systems, including the TQI Portal and supporting Customer Relationship Management (CRM) System, are TQI's most significant assets. Maintaining and updating these systems is a key operational consideration. As such, regular analysis, and assessment of TQI's digital services infrastructure is undertaken to ensure that the systems remain fit for purpose, are aligned with industry practice, and are developed to meet TQI's evolving needs.

Government Contracting

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework.

Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises expertise within both Procurement ACT and the Education Directorate to seek advice and support in relation to procurement and contract management issues.

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works, with a value of $25,000 or more. A full search of TQI contracts notified with an execution date from 1 July 2025 to 30 June 2026 can be made at https://www.tenders.act.gov.au/contract/search.

In the reporting period, TQI procured the following:

- *Systems Support, Development and Maintenance - Contract number PITQ0010802 – ACT Teacher Quality Institute Digital Services Development and Support 2026:* This contract is for the provision of ongoing development, system maintenance and support to the Institute's digital platforms. The initial term of this contract is to 30 June 2026. The agreement can be extended for 2 periods of up to 6 months. The value of the contract will not exceed $1,200,000 including possible extensions. TQI contracts with NCS AU Pty Ltd for the provision of development and administration resources, and to supply hosting and networking facilities in support of the TQI's business systems.

Part 4

Annual Report Requirements for Specific Reporting Entities

Ministerial and Director-General Directions

During the 2025–26 reporting period, the Teacher Quality Institute did not receive any direction from the Minister under the *ACT Teacher Quality Institute Act 2010.*

Teacher Quality Institute Reporting Requirements

This section sets out the reporting requirements that apply to the 2025–26 TQI Annual Report of specific reporting entities which include:

- the number of new approved teachers (TQI Attachment 1)
- the education programs available for the professional learning and development of teachers (TQI Attachment 2)
- the current assessment and certification standards that are required to be met by teachers (TQI Attachment 3)

TQI Attachment 1: The number of new approved teachers

During the reporting period, TQI granted registration to 1,121 new approved teachers. This number includes teachers from the following categories:

- Those who are new to the profession
- Those who have moved from interstate or overseas
- Those who have returned to the workforce.

The number does not include people who hold a Permit to Teach.

TQI Attachment 2: The education programs available for the professional learning and development of teachers

The TQI assesses every program for which an application is submitted. Programs must be accredited in each calendar year. Some programs provided by the same provider with the same name are accredited (and therefore listed twice – once for each calendar year).

The provider receives feedback from participants and often makes changes to the program in response to participant feedback, when provided a second time for accreditation.

Whilst duplicate programs, that is programs accredited over the 2 years of the reporting period with the same name have been removed, a program with the same name may be listed for 2 or more different providers.

TQI Table 7: Details of professional learning programs accredited during 2025–26

Organisation	Program
(CE) People and Culture	Brains and Balance - Early years Professional Learning Day
(CE) People and Culture	Ready to Read Program
(CE) Performance and Improvement	2024 CECG System Day
(CE) Performance and Improvement	Catalyst HITP in Action- Teach Well
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 1
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 2 (Primary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 2 (Secondary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 3 (Primary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 3 (Secondary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 4 (Primary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 5: Assessment (Primary
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 5: Assessment (Secondary)
(CE) Performance and Improvement	Catalyst HITP Theory & Practice Unit 6: The 8 Big Ideas of Catalys
(CE) Performance and Improvement	Catalyst Online Units 3 & 4
(CE) Performance and Improvement	Catalyst Online Units 5 & 6
(CE) Performance and Improvement	Catalyst Online Units 7 & 8
(CE) Performance and Improvement	Catalyst: Advancing Thinking Through Writing (3-12)
(CE) Performance and Improvement	Catalyst: Advancing Thinking Through Writing (K-2)
(CE) Performance and Improvement	Catalyst: Spelling Mastery Training
(CE) Performance and Improvement	Catalyst: Writing and Vocabulary Instruction
(CE) Performance and Improvement	CECG Onboarding Day 2026
(CE) Performance and Improvement	CECG Onboarding Days
(CE) Performance and Improvement	CECG System Day 2026
(CE) Performance and Improvement	Culturally & Linguistically Diverse (CALD) Awareness Training
(CE) Performance and Improvement	Culturally and Linguistically Diverse Awareness Training 2026

(CE) Performance and Improvement	Data Sense Making For Education
(CE) Performance and Improvement	Developing Culturally Safe and Responsive Schools
(CE) Performance and Improvement	Educational Data Literacy for Teachers and Leaders
(CE) Performance and Improvement	HIgh Impact Teaching Practice in Action
(CE) Performance and Improvement	HITP Primary Leader Days
(CE) Performance and Improvement	HITP Secondary Leaders Program 2025
(CE) Performance and Improvement	HITP Secondary Leaders Program 2026
(CE) Performance and Improvement	HITP Theory & Practice Unit 7-Guided Practice
(CE) Performance and Improvement	HITP Theory & Practice Unit 8: Responsive Teaching (Primary)
(CE) Performance and Improvement	HITP Theory & Practice Unit 8: Responsive Teaching (Secondary)
(CE) Performance and Improvement	Knowing Country, Knowing Culture: Foundations of First Nations Cultural Awareness
(CE) Performance and Improvement	Secondary Disciplinary Literacy Project - Breaking Down Writing Tasks
(CE) Performance and Improvement	System Day 2025
(CE) School and Family Services	Attachment and Trauma Theory Online course
(CE) School and Family Services	CPI Safety Intervention Training
(CE) School and Family Services	CPI Safety Intervention Training ONLINE only
(CE) School and Family Services	Dyslexia and Significant Difficulties in Reading
(CE) School and Family Services	Dyspraxia and Motor Coordination Difficulties
(CE) School and Family Services	OLT Attachment and Trauma Theory course
(CE) School and Family Services	OLT Dyslexia and Significant Difficulties in Reading
(CE) School and Family Services	OLT training course: Understanding Attention Deficit/Hyperactivity Disorder
(CE) School and Family Services	OLT Understanding Hearing Loss
(CE) School and Family Services	OLT Vision Impairment
(CE) School and Family Services	OLTcourse: Students with Significant and Complex Disability
(CE) School and Family Services	Online Training course Dyspraxia and Motor Coordination Difficulties
(CE) School and Family Services	Online Training course: Speech, Language and Communication Needs
(CE) School and Family Services	Speech, Language and Communication Needs
(CE) School and Family Services	TEAM TEACH Behaviour Support Training
(CE) School and Family Services	Understanding and Supporting Behaviour
(CE) School and Family Services	Understanding Attention Deficit/Hyperactivity
(CE) School and Family Services	Understanding Autism
(CE) School and Family Services	Understanding Hearing Loss
(CE) School and Family Services	Vision Impairment
(EDU) People, Governance and Communications	New Educator 2026 PL Afternoon Sessions

(EDU) People, Governance and Communications	New Educator 2026 PL Day 1
(EDU) People, Governance and Communications	New Educator 2026 PL Day 2
(EDU) People, Governance and Communications	New Educator Support Program - Day 1
(EDU) People, Governance and Communications	New Educator Support Program - Day 2
(EDU) People, Governance and Communications	New Educator Support Program - Part 3 Afternoon sessions
(EDU) School Improvement	2025 Leadership Insight Conference
(EDU) School Improvement	Approaching School Review using the new Student-Centred Improvement Framework
(EDU) School Improvement	Approaching School review using the Student-Centred Improvement Framework
(EDU) School Improvement	Pedagogical and Inquiry Provocations in Early Childhood Education
(EDU) School Improvement	Supporting School Improvement using the new Student-Centred Improvement Framework
(EDU) School Improvement	Supporting School Improvement using the Student Centred Improvement Framework
(EDU) Service Design and Delivery	10 Essential Skills for Classroom Teachers (face-to-face version)
(EDU) Service Design and Delivery	10 Essential Skills for Classroom Teachers (online)
(EDU) Service Design and Delivery	10 Essential Skills: Fostering supportive learning environments
(EDU) Service Design and Delivery	AI for ACT Teachers 2026 - 2 Hours
(EDU) Service Design and Delivery	AI for ACT Teachers 2026 - 5 Hours
(EDU) Service Design and Delivery	An Introduction to Coding in the Upper Primary Classroom
(EDU) Service Design and Delivery	An Introduction to Inclusive Practice for Educators - Targeted Professional Learning.
(EDU) Service Design and Delivery	An Introductory Guide to Coding in the Upper Primary Classroom
(EDU) Service Design and Delivery	Anti-Bias: A Project Approach
(EDU) Service Design and Delivery	Artificial Intelligence for Teachers: Fluency, Ethics, and Application (2 Hours)
(EDU) Service Design and Delivery	ASIST (Applied Suicide Intervention Skills Training)
(EDU) Service Design and Delivery	Authentic Integration of STEM in Interdisciplinary Learning
(EDU) Service Design and Delivery	Career Education in Primary Schools
(EDU) Service Design and Delivery	Career education in secondary schools: every teacher has a role.
(EDU) Service Design and Delivery	Careers Education in Secondary Schools: Every teacher has a role
(EDU) Service Design and Delivery	Classroom Innovation Day - UC & Google for Education
(EDU) Service Design and Delivery	Connecting Worlds: Integrating Curriculum

(EDU) Service Design and Delivery	Crime scene examination and forensic evidence analysis, for high school classrooms - featuring AFP
(EDU) Service Design and Delivery	Differentiating for Gifted and Talented Learners
(EDU) Service Design and Delivery	Differentiating for Gifted and Talented Learners
(EDU) Service Design and Delivery	EAL/D Teacher Induction
(EDU) Service Design and Delivery	Effective Teaching and Learning of K-2 Digital Technology Curriculum
(EDU) Service Design and Delivery	Enabling Pedagogies - Targeted, Explicit and Scaffolded Instruction
(EDU) Service Design and Delivery	Enabling Pedagogies: Assessment and Feedback
(EDU) Service Design and Delivery	Enabling Pedagogies: Student Centred Learning
(EDU) Service Design and Delivery	Engoori for leading Cultural Integrity
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Consistent Classroom Routines
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Explicit Teaching
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Feedback
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Guided Inquiry
(EDU) Service Design and Delivery	Evidence Informed Teaching Masterclass: Questioning and Checking for Understanding
(EDU) Service Design and Delivery	Explicit Teaching for ACT Public Schools
(EDU) Service Design and Delivery	Gender Equity for Early Years Education
(EDU) Service Design and Delivery	Grant Sarra - To understand our present, we must understand the past
(EDU) Service Design and Delivery	Implementing the 10 Evidence-Informed Teaching Strategies: Responsive Teaching for Impact
(EDU) Service Design and Delivery	Intentionality in Digital and Online Environments: Unlocking Rich Learning alongside Children
(EDU) Service Design and Delivery	Intentionality in Online Environments
(EDU) Service Design and Delivery	Intentionality in Outdoor Environments - Unlocking Rich Learning Alongside Children
(EDU) Service Design and Delivery	Introduction to inclusive practice
(EDU) Service Design and Delivery	Introduction to Multi-Tiered Systems of Support
(EDU) Service Design and Delivery	Introduction to Muti-tiered Systems of Support
(EDU) Service Design and Delivery	Introduction to phonemic awareness and phonics in explicit reading instruction
(EDU) Service Design and Delivery	Leading Inclusive Schools
(EDU) Service Design and Delivery	Leading Inclusive Schools ACT
(EDU) Service Design and Delivery	Making Biological Sciences Meaningful and Engaging for Primary Learners
(EDU) Service Design and Delivery	Making Chemical Sciences Meaningful and Engaging for Primary Learners
(EDU) Service Design and Delivery	Making Earth and Space Sciences Meaningful and Engaging for Primary Learners

(EDU) Service Design and Delivery	Making Physical Sciences Meaningful and Engaging for Primary Learners
(EDU) Service Design and Delivery	Phonics - Progress monitoring and planning
(EDU) Service Design and Delivery	Phonics lesson structure & progressing through the complexity of English orthography
(EDU) Service Design and Delivery	Positive Behaviour for Learning – Tier 1 Universal Supports
(EDU) Service Design and Delivery	Positive Behaviour for Learning – Tier 2 Selected Supports
(EDU) Service Design and Delivery	Positive Behaviour for Learning (PBL) - Tier 1 Universal Supports
(EDU) Service Design and Delivery	Positive Behaviour for Learning (PBL) - Tier 2 Selected Supports
(EDU) Service Design and Delivery	Positive Behaviour for Learning PBL - Tier 1 Universal Supports
(EDU) Service Design and Delivery	Prevention and Response to Bullying Behaviours
(EDU) Service Design and Delivery	Prevention of Bullying Behaviours
(EDU) Service Design and Delivery	Protective Behaviours
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Module 1
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Module 2
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Training
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Training-Module 1
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Training-Module 2
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships Training-Universal A
(EDU) Service Design and Delivery	Resilience, Rights and Respectful Relationships UNIVERSAL
(EDU) Service Design and Delivery	Strong Foundations - Implementing Evidence-Informed Practice - Secondary
(EDU) Service Design and Delivery	Strong Foundations - Implementing Evidence-Informed Teaching - Primary
(EDU) Service Design and Delivery	Strong Foundations - Learning theories underpinning the recommendations and discontinuing to use of
(EDU) Service Design and Delivery	Strong Foundations: An evidence-informed approach to learning in ACT public schools
(EDU) Service Design and Delivery	Successful Student Transitions
(EDU) Service Design and Delivery	Supporting EAL/D Learners in Mainstream Classrooms
(EDU) Service Design and Delivery	Teaching phonics - scope & sequence & instructional routines
(EDU) Service Design and Delivery	Team Teach - Foundation
(EDU) Service Design and Delivery	Team Teach Training
(EDU) Service Design and Delivery	The past informs the present and guides the future
(EDU) Service Design and Delivery	Threads of Creativity Term 3
(EDU) Service Design and Delivery	Threads of Creativity Term 4

(EDU) Service Design and Delivery	Threads of Creativity: exploring relationships with the arts
(EDU) Service Design and Delivery	Threads of Creativity: exploring relationships with the arts.
(EDU) Service Design and Delivery	Trauma Informed Practices Lev 2: Trauma Sensitive Strategies - Relationships
(EDU) Service Design and Delivery	Trauma Informed Practices Lev 2: Trauma Sensitive Strategies - Safety
(EDU) Service Design and Delivery	Trauma Informed Practices Level 1: Trauma Aware
(EDU) Service Design and Delivery	Understanding Gender and Gender Based Violence
(EDU) Service Design and Delivery	Universal Design for Learning - Inclusive Education
(EDU) System Policy and Reform	ACT Early Childhood Education and Care Governance Symposium
(EDU) System Policy and Reform	ACT Early Childhood Education and Care March 2026 Sector Meeting
(EDU) System Policy and Reform	ACT Early Childhood Education and Care November Sector Meeting
(EDU) System Policy and Reform	ACT ECEC Symposium 2026: Embedding Relationships
(EDU) System Policy and Reform	Child Safe Standards in Practice
(EDU) System Policy and Reform	Culturally inclusive and responsive early childhood educational practices
(EDU) System Policy and Reform	Intentionality in Digital and Outdoor Environments: Unlocking Rich Learning alongside Children
(EDU) System Policy and Reform	Play-based learning and intentionality
(EDU) System Policy and Reform	Relational Coaching in Early Childhood Education Session Three
(EDU) System Policy and Reform	Relational Coaching in ECE Session Four
(EDU) System Policy and Reform	Relational Coaching in ECP
A Gender Agenda	Supporting Trans, Gender Diverse and Intersex Students at School
Access Art Academy	Access Art Academy: Storytelling through shadow puppetry
ACT & District History Teachers Association	2025 ACT History Teachers Teach-Meet
ACT Association for the Teaching of English (ACTATE)	ACTATE Book Club: First Nations Perspectives
ACT Association for the Teaching of English (ACTATE)	Artificial Intelligence in the English Classroom: Challenges and Possibilities
ACT Association for the Teaching of English (ACTATE)	Engaging and Challenging Students in English
ACT Association for the Teaching of English (ACTATE)	First Nations Perspectives in ACT Schools Part 2: ACTATE Book Club
ACT Association for the Teaching of English (ACTATE)	GenAI in School Education and Beyond: What's next?
ACT Association for the Teaching of English (ACTATE)	Shorts: Tools, Texts and Strategies
ACT Association for the Teaching of English (ACTATE)	Teaching Taylor Swift's Midnights and Shakespeare's Sonnets Together: Exploring Aesthetic Value

ACT HALT Network	ACT HALT Network Sharespace 2025
ACT Music Educators Network Inc	ACTMEN Music Education workshop
ACT Music Educators Network Inc	Band Reading and Conducting workshop
Acting For the Fun of It	Acting and Devising Theatre
Acting For the Fun of It	Acting Shakespeare
Acting For the Fun of It	Acting Techniques
Acting For the Fun of It	Acting the Playtext
ACU Canberra Campus	Just and Holy War: Teaching Ethical Judgement, Critical Inquiry, and Civic Responsibility
ACU Canberra Campus	Living with dyslexia
Ainslie School	Tours as Texts
Ainslie School	Understanding our Place
Alfred Deakin High	ADHS Data and Pedagogy PL 2025
Alfred Deakin High	ADHS Disciplinary Vocab
Alfred Deakin High	ADHS Writing PL 2025
Alfred Deakin High	ADHS Writing PL 2026
Alfred Deakin High	Leading Teams ADHS 2025
All About Writers	All About the Writers' Workshop
All About Writers	All About the Writing Process
All About Writers	All About Writers' Craft
All About Writers	All About Writing Conferenced
All About Writers	All About Writing, K-6
Alliance Française de Canberra	French Class - Level B1 Intermediate 1
Amaroo School	AI in Education
Amaroo School	Logon Literacy: Improving Literacy at Amaroo School
Amaroo School	Real School - The Next Phase
Amaroo School	Real Schools - Restoring Teaching (Year 3)
ANU College of Engineering and Computer Science	LLMs Unplugged: a tech-free guide to understanding and teaching AI
ARACY - Australian Research Alliance for Children and Youth	The Common Approach (face to face)
ARACY - Australian Research Alliance for Children and Youth	The Common Approach to Enhancing Wellbeing
Aranda Primary	PLCs In Action V2
Aranda Primary	PLCs In Action V3
Arawang Primary	Bursting Curiosity
Association of Independent Schools of the ACT (AISACT)	2025 AISACT NCCD
Association of Independent Schools of the ACT (AISACT)	2025 AISACT Neurodiversity Workshop: Focus ASD & ADHD

Association of Independent Schools of the ACT (AISACT)	2025 AISACT Program Amplify
Association of Independent Schools of the ACT (AISACT)	2025 AISACT Understanding and Managing Behaviours with Evidence-Based Practices
Association of Independent Schools of the ACT (AISACT)	2025 AISACT Universal Design for Learning with Dr Matt Capp
Association of Independent Schools of the ACT (AISACT)	2025 NCCD Overview for Staff
Association of Independent Schools of the ACT (AISACT)	2025 Youth Mental Health First Aid Course
Association of Independent Schools of the ACT (AISACT)	2026 AISACT NCCD Phases
Association of Independent Schools of the ACT (AISACT)	2026 AISACT Program Amplify
Association of Independent Schools of the ACT (AISACT)	2026 AISACT Universal Design for Learning with Dr Matt Capp
Association of Independent Schools of the ACT (AISACT)	2026 Google Gemini for Educators
Association of Independent Schools of the ACT (AISACT)	2026 Middle Leaders Professional Standards Pilot
Association of Independent Schools of the ACT (AISACT)	2026 NCCD Overview
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Attachment and Trauma Theory
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Dyslexia and Significant Difficulties in Reading
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Speech, Language and Communication Needs
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Understanding Attention Deficit/Hyperactivity
Association of Independent Schools of the ACT (AISACT)	2026 Online Training course: Understanding Autism
Association of Independent Schools of the ACT (AISACT)	AISACT - Every Learner, Every Tier: Making MTSS Work
Association of Independent Schools of the ACT (AISACT)	AISACT 2025 Promoting Self-Regulated Learning : Embedding Practice
Association of Independent Schools of the ACT (AISACT)	AISACT Effective Communication Workshop 2026
Association of Independent Schools of the ACT (AISACT)	Beyond the Bot: Navigating AI with Purpose, Pedagogy, and Practice
Association of Independent Schools of the ACT (AISACT)	Essential Skills for Mentors
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Acknowledging and building on the linguistic resources of multilingual and multidialectal students.
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Identifying and Supporting English Language Learners Who Have Additional Learning Needs

Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Nouns - Do You Know What They Are?
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Planning Effective Listening and Speaking Lessons
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Switch on with Song! Using Songs for Language Learning
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Teaching Verbs with EAL Learners
Association of Teachers of English to Speakers of Other Languages (ATESOL) ACT	Using AI for teaching and assessment -- Possibilities and Pitfalls
Aunty Agnes Shea High School	Berry Street Education Model - Body
Aunty Agnes Shea High School	Berry Street Education Model - Relationship
Aunty Agnes Shea High School	Shelley Moore: The Bowling Analogy - Rethinking Our Aim for All Learners
Australian Association of Special Education (ACT Chapter)	Building Blocks to Authentic Inclusion
Australian Council for Educational Research	Assessment Leader Program 1 (ALP1): Critical Perspectives on Assessment
Australian Council for Educational Research	Assessment Leader Program 2 (ALP2): Learning progressions
Australian Council for Educational Research	Assessment Leader Program 3 (ALP3): Assessment Methods
Australian Council for Educational Research	Understanding PAT: Progressive Achievement Approach
Australian Council for Educational Research	Using AI for learning and teaching: An introduction
Australian Education Union - ACT Branch	Supporting New Educators with Behaviour management and De-escalation
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers (5 modules)
Australian Institute of Aboriginal and Torres Strait Islander Studies	Core: Culturally Responsive Teaching
Australian Literacy Educator's Association (ALEA)	Evidence with Inquiry: Exploring, Questioning and Documenting with Learning Walls
Australian Literacy Educator's Association (ALEA)	A Writer's Journey with Author Rhian Williams
Australian Literacy Educator's Association (ALEA)	ALEA ACT Unconference - Literacy Speed Dating 2025
Australian Literacy Educator's Association (ALEA)	Literacy in Early Childhood - exploring oral language, reading, writing and digital technologies
Australian Literacy Educator's Association (ALEA)	Planning, Creating and Nurturing Cultures of Curiosity
Australian Sports Commission	Physical Education - Essential Skills for Primary Teachers

Australian Sports Commission	Physical Education (PE) – Essential Skills for Primary Teachers
Australian Taxation Office	Teaching primary students to be active and informed citizens (Paying It Forward)
Australian Taxation Office	Teaching secondary students curriculum content about tax and super (Tax, Super + You)
Australians Together	Building Confidence Workshop
Behaviour Zen Pty Ltd	Guiding the development of emotional regulation skills
Behaviour Zen Pty Ltd	Positive Behaviour Strategies for Aggressive Behaviours
Behaviour Zen Pty Ltd	Positive Behaviour Support For Fetal Alcohol Spectrum Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support for Reactive Attachment Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support for Students Impacted by Trauma
Behaviour Zen Pty Ltd	Positive Behaviour Support for Students with Pathological Demand Avoidance
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Anxious Behaviour
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Attention Deficit Hyperactivity Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Oppositional and Defiant Behaviours
Ben Wilson Consultancy	Country as Teacher - Continuing Practitioner Course
Ben Wilson Consultancy	Country as Teacher - New Practitioner Course
Ben Wilson Consultancy	Country as Teacher - School Leaders Course
Ben Wilson Consultancy	Country as Teacher AAEE
Berry Street Victoria	Berry Street Education Model Day 1 Body
Berry Street Victoria	BSEM Day 2 Relationship
Berry Street Victoria	BSEM Day 3 Stamina and Engagement
Berry Street Victoria	BSEM Day 4 Character
Berry Street Victoria	Character
Berry Street Victoria	Relationship
Berry Street Victoria	Stamina and Engagement
Beyond Blue	Early Support
Beyond Blue	Family Partnerships
Beyond Blue	Leading through natural disasters and other community trauma
Beyond Blue	Learning resilience
Beyond Blue	Mentally healthy communities
Beyond Blue	Responding Together
Birrigai Outdoor School	Connect on Country With Birrigai
Birrigai Outdoor School	Connection to Country - the Lore of Young Children
Birrigai Outdoor School	Cultural Understanding of Place - Birrigai

Birrigai Outdoor School	Truth Telling - beyond fear, guilt and denial
Blue Gum Community School	Blue Gum Pedagogy and Practice 2025
Blue Gum Community School	Blue Gum Pedagogy and Practice 2026
Blue Gum Community School	Praxis at Preschool - Blue Gum in 2025
Blue Gum Community School	The Educational Landscape + Pedagogy 2026
Board of Senior Secondary Studies (BSSS)	AI in ACT BSSS Senior Secondary Schools
Board of Senior Secondary Studies (BSSS)	AI in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Assessing Group Work and Collaboration Skills in Senior Secondary Classes
Board of Senior Secondary Studies (BSSS)	BSSS AI Introduction: Asynchronous
Board of Senior Secondary Studies (BSSS)	Creating Programs of Learning for ACT BSSS Senior Secondary Curriculum
Board of Senior Secondary Studies (BSSS)	Inquiry-based Assessment in the Arts
Board of Senior Secondary Studies (BSSS)	Introduction Senior Secondary Industry and Services Framework for the ACT BSSS
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT BSSS Senior Secondary English Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT BSSS Senior Secondary Health, Outdoor and Physical Education Curriculum
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT BSSS Senior Secondary Health, Outdoor and Physical Education Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Commerce Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Ethical Research Principles and Guidelines Workshop
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Languages Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Mathematics Curriculum
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Mathematics Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary System Commerce Curriculum
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Technologies Curriculum
Board of Senior Secondary Studies (BSSS)	Introduction to the ACT Senior Secondary Technologies Framework
Board of Senior Secondary Studies (BSSS)	Introduction to the Arts Framework for the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Introduction to the BSSS Quality Assessment Guidelines

Board of Senior Secondary Studies (BSSS)	Introduction to the Science Framework in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Introduction to the Senior Secondary Humanities and Social Sciences Framework in the ACT
Board of Senior Secondary Studies (BSSS)	New To Leadership in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	New to Leading Learning and Assessment in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Online Introduction to the ACT Senior Secondary System Workshop One
Board of Senior Secondary Studies (BSSS)	Online Introduction to the ACT Senior Secondary System Workshop Two
Board of Senior Secondary Studies (BSSS)	Programs of Learning in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Providing Feedback to Students
Board of Senior Secondary Studies (BSSS)	Providing Feedback to Support Learning
Board of Senior Secondary Studies (BSSS)	Scaling in the ACT Senior Secondary Assessment
Board of Senior Secondary Studies (BSSS)	Scaling in the ACT Senior Secondary System
Board of Senior Secondary Studies (BSSS)	Writing Great Rubrics
Board of Senior Secondary Studies (BSSS)	Writing Rubrics
Bonython Primary	Restorative Practice 2.0
Bonython Primary	Self-Regulated Learning - The Bonython Journey continues
Brindabella Christian College	Developing Powerful Learners (DPL) 2025
Brindabella Christian College	Excellence in the Classroom
Burgmann Anglican School	Building Futures through Personalised Learning
Burgmann Anglican School	Creating a Classroom Culture for Learning Excellence
Burgmann Anglican School	Enabling Diverse Cultural Backgrounds to Unlock Excellence
Burgmann Anglican School	Harnessing the Curiosity of Young Learners
Burgmann Anglican School	Teaching the Social Skills to Connect and Contribute
Butterfly Foundation	Butterfly Body Bright
Calwell High	Understanding Universal Design for Learning
Campbell High	Quality Teaching Model: Collaborative Classroom Observations
Campbell High	Teaching for Understanding
Campbell High	Teaching for Understanding: Embedding Practice
Campbell Primary	Evidence- Informed Teaching Strategies
Campbell Primary	SPELD Workshop
Canberra Christian School	7 Steps Writing Training

Canberra College	Evidence Based Pedagogies for Wellbeing in the Senior Years
Canberra College	Inclusive Education: Disability Inclusion
Canberra Girls' Grammar School	AI in schools
Canberra Girls' Grammar School	Australian Curriculum POI Mapping
Canberra Girls' Grammar School	Clarity 2025
Canberra Girls' Grammar School	Embedding Explicit Teaching through Learning Communities
Canberra Girls' Grammar School	Leadership Coaching
Canberra Girls' Grammar School	Learning Communities
Canberra Girls' Grammar School	Maintaining Professional Boundaries
Canberra Grammar School	2025 The CGS Experience: Literacy, Data and Classroom Management
Canberra Grammar School	Brightpath Writing and Assessment
Canberra Grammar School	Inclusive Excellence, Wellbeing and Self-Regulation
Canberra Grammar School	Inclusive Excellence: Assessment, AI and Inclusive Design in Practice
Canberra Grammar School	Inclusive Excellence: Writing Assessment and Digital Literacy
Canberra Grammar School	Intentional Teaching Through Slow Pedagogy: Strengthening QIP and Observation Practices
Canberra Grammar School	Literacy Focus Semester 2. IB PYP Review and Preparation for Evaluation
Canberra Grammar School	Literacy Focus Semester 2. MYP Review and Evaluation for Verification
Canberra Grammar School	Literacy Review. The Importance of Inclusion
Canberra Grammar School	Primary School - Learning and teaching for conceptual understanding 29 - 30 Jan 2025
Canberra Grammar School	Research-Informed Rehearsal & Conducting: A Practical Day with Dr Joanne Heaton
Canberra Grammar School	Specialist Teacher Professional Learning Day – PYP Framework Integration
Canberra Grammar School	Wellio: Confidently Leading Safe, Supportive and Impactful Wellbeing Sessions
Canberra High	Building Cultural Capabilities and Embedding 8 Ways of learning in Secondary Schools
Canberra High	Student relationships and positive culture
Canberra Institute of Technology	CIT Conference 2025: Skilling for the Future
Canberra Institute of Technology	Introduction to Vocational Education and Training (VET)
Canberra Institute of Technology	Validation Refresher
Canberra Institute of Technology	Vocational, VET, Assessment, Mapping
Canberra Institute of Technology	Vocational, VET, clustering units
Canberra Institute of Technology	Vocational, VET, Training Supervision
Canberra Mathematical Association	Canberra Mathematical Association Conference 2026
Canberra Mathematical Association	Preparing the adolescent brain for the "Wicked World"

Canberra Theatre Centre	ACT UP! 2025
Canberra Theatre Centre	ACT UP! 2026
Canberra Theatre Centre	Garabari
Canberra Theatre Centre	Imagine Live
Canberra Theatre Centre	My Brilliant Career
Canberra Theatre Centre	Pride & Prejudice
Canberra Theatre Centre	Sheltering by Bangarra Dance Theatre
Canberra Theatre Centre	The Alphabet of Awesome Science
Canberra Theatre Centre	The Land of the Lost Things
Canberra Theatre Centre	Where is the Green Sheep?
Caroline Chisholm School	Rising tides: learning for all (UDL for curriculum, pedagogy and engagement)
Challenging Challenges	Anxiety in Children and Adolescents
Challenging Challenges	Dysgraphia: A Difficulty with Written Expression and Handwriting
Chapman Primary	Developing and Effective Whole School Approach to Teaching Spelling
Charlene Lalor - coaching and training services	Executive Function Training for Neurodivergent Learners and Educators - Introduction
Charles Weston Primary	Approaches to learning
Charles Weston Primary	Teaching for Impact: Polya's Problem Solving, Differentiation, Vocabulary instruction in the maths
Charnwood-Dunlop School	Engagement Norms
Charnwood-Dunlop School	Formative Assessment
ClassCover	Classroom Conversations: Oral Language in the K-2 Classroom
ClassCover	Creating Engaging and Meaningful Numeracy Lessons in the Upper Primary Years
ClassCover	Empowering Self-Motivated Learners: A Practical Framework for Secondary Educators
ClassCover	Film Making 101
ClassCover	Integrating ICT in the K-6 Maths Classroom
ClassCover	Poetry in Action
ClassCover	Prompt Planning
ClassCover	Self-Regulated Learning
ClassCover	Supporting Students with Dyscalculia
ClassCover	Supporting Students with Dysgraphia
ClassCover	Supporting Students with Dyslexia
Code Club Australia	Code Club in the Classroom
Code Club Australia	Scratch Coding - Mastering the Basics
Concept Based Learning	Concept Based Curriculum and Instruction for the Thinking Classroom

Connections High School	Living Well and Learning Well at School
Consensus Education	Implementing a successful debating program in schools
Cool Australia	Advocating For STEM
Cool Australia	AI Literacy for Teachers - Ethical AI in Education
Cool Australia	Analyse the Impact of Everyday Objects
Cool Australia	Big History
Cool Australia	Create Change with the Right Communication
Cool Australia	Digital technologies for STEM classrooms
Cool Australia	Exploring General Capabilities: Ethical Understanding
Cool Australia	Extend the Thinking Skills of Young Children
Cool Australia	Geographical Inquiry Made Simple
Cool Australia	Get Creative with STEM
Cool Australia	How to Approach Trauma in the Classroom
Cool Australia	How to successfully engage primary school learners in coding
Cool Australia	How to Teach a Unit on Fire and Flood Resilience
Cool Australia	How to Teach Critical Thinking General Capability - Primary
Cool Australia	How to Teach Critical Thinking General Capability - Secondary
Cool Australia	How to teach numeracy more effectively
Cool Australia	How To Teach Sustainability With Hope
Cool Australia	Inspire Young Scientists in the Primary Classroom
Cool Australia	Inspiring Students to Take Action
Cool Australia	Inspiring Young Scientists in Your Early Learning Room
Cool Australia	Integrating STEM Through Project-based Learning
Cool Australia	Introduce Students to Design Thinking
Cool Australia	Introduction to Early Learning STEM
Cool Australia	Introduction to Primary STEM
Cool Australia	Introduction to Secondary STEM
Cool Australia	Investigate how animals are impacted by their environment
Cool Australia	Meet the NQS by Caring for the Environment
Cool Australia	Practical Steps for STEM Inquiry
Cool Australia	Save The World With STEM
Cool Australia	Strategies for Dealing with Aggressive and Violent Behaviours
Cool Australia	Strategies for Dealing with Agressive and Violent Behaviours
Cool Australia	Teach Caring for Country Using Fire
Cool Australia	Teach Indigenous Land Management Using Fire
Cool Australia	Teach Mindfulness to Children
Cool Australia	Teach Mindfulness to Primary Students
Cool Australia	Teach Mindfulness to Secondary Students

Cool Australia	Teach Nature Play
Cool Australia	Teach persuasive language using videos
Cool Australia	Teach Science Inquiry in the Primary Classroom
Cool Australia	Teaching Consent to Children
Cool Australia	Use Discussion Circles in the Primary Classroom
Cool Australia	Use Discussion Circles in the Secondary Classroom
Cool Australia	Use Thinking Tools to Strengthen the Primary Curriculum
Cool Australia	Use Thinking Tools to Strengthen the Secondary Curriculum
Cool Australia	Using Group Work To Improve Student Learning
Cool Australia	Visualise Data in the Primary Classroom
Cool Australia	Visualise Data in the Secondary Classroom
Cool Australia	War On Waste - Use Primary Maths to Measure Waste
Cool Australia	War On Waste - Use Secondary Maths to Measure Waste
Covenant Christian School	A Good Teacher - delivering a classical pedagogy based on the book A Good Teacher by Chris Perrin
Covenant Christian School	IEW Writing Introduction Course
Cranleigh School	One Day Overview of PODD Communication Books
Cranleigh School	Regulation Foundations: Supporting Students with Intellectual Disabilities
Daramalan College	Department Day 2025
Daramalan College	Department Day 2026
Daramalan College	Learn From One Another 2025
Daramalan College	Learning From One Another 2026
Daramalan College	MSC Charism
Daramalan College	PL Week 0 2025
Daramalan College	PL Week 0 2026
Daramalan College	Spirituality Day 2025
Daramalan College	Twilight PL 1: The Resilience Project
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2025
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2026
Design and Technology Teachers Association ACT	TECHnow '25
Dickson College	Dickson College Week 0 2025: Explicit Teaching to Build Self-Management Cabability
Dickson College	Dickson College Week 0 2026: UDL & Teaching Sprints
Dream Big Education Wellbeing and Consulting Pty Ltd	Embedding Aboriginal Curriculum and Pedagogies
Early Childhood Australia Inc	2025 ECA National Conference
Early Childhood Australia Inc	2026 Early Childhood Australia National Conference

Early Childhood Australia Inc	Engaging with digital documentation and technology (3-part series)
Early Childhood Australia Inc	eSafety Early Years (3-part series)
Early Childhood Australia Inc	eSafety Early Years: Creating a safe online environment
Early Childhood Australia Inc	Partnerships with families for inclusive practices (2-part series)
Early Childhood Australia Inc	Philosophy leading strategy (3-part series)
Early Childhood Australia Inc	Take me outside: An introduction to outdoor learning
Early Reading and Music	The Early Reading and Music Partnership
Education Events	Autism Spectrum Disorder - a different way of thinking, learning and managing emotions.
Education Events	Developing Early Childhood Approaches for Children with Special Needs.
Education Events	Developing Social Skills for Children with Diverse Learning Needs
Education Events	Emotional Regulation for Neurodiverse Students - Primary Age Students
Education Events	Teaching Students with Autism Spectrum Disorder - Strategies to Inform Teaching Practice
Education Events	Understanding ASD: Knowledge to Improve Student Learning, Participation and Outcomes
Education Events	Understanding Autism Spectrum Disorder Teaching Strategies and Behaviour Support with Sue Larkey
EduInfluencers	A Feedback Culture
EduInfluencers	Are We On The Same Page?
EduInfluencers	Building Professional Trust
EduInfluencers	Celebrating Results
EduInfluencers	Crafting Commitment
EduInfluencers	Equipping Teams For Big Conversations
EduInfluencers	Feedback for Growth
EduInfluencers	Managing Conflict
EduInfluencers	Practicing Accountability
EduInfluencers	Using Collaboration to your Advantage.
EduInfluencers	Where are We Going?
EduInfluencers	Why Diversity so Important?
elaro	Teaching Without Burning Out
elaro	Teaching Without Burning Out - Online delivery
Emerging Minds	An introduction to family partnerships for educators
Emerging Minds	Supporting primary students following a disaster or community trauma
Emerging Minds	Supporting secondary students following a disaster or community trauma

Emerging Minds	The Family Partnerships Practice Model: A guide for primary school educators
Emmaus Christian School Canberra	008356 Meet the Standard
Emmaus Christian School Canberra	008365 Strength in Practice: Strategies and tools to support every student's success
Emmaus Christian School Canberra	Designing a unit of work with a Christian worldview approach
Emmaus Christian School Canberra	Designing a unit of work with a Christian worldview approach_2
Emmaus Christian School Canberra	From Spaces to Places: Elevating Learning Environments
Emmaus Christian School Canberra	High Impact Teaching Strategies
Emmaus Christian School Canberra	Leading for Impact: Aspiring Leaders Program
Emmaus Christian School Canberra	Meet the Standard
Emmaus Christian School Canberra	Strength in Practice: Strategies and Tools to Support Every Student's Success
English for Work	Empowering the Teaching of Grammar in the Australian Curriculum: English F-6
English for Work	Grammar Basics Workshop
English for Work	Grammar in Context: Using Grammar to Improve Students' Writing Outcomes
English for Work	Grammar Teaching and Learning in the AI Era
English for Work	Teaching Grammar Year 9 Essentials
English for Work	Teaching Grammar: Foundation Level Essentials
English for Work	Teaching Grammar: Year 1 Level Essentials
English for Work	Teaching Grammar: Year 2 Essentials
English for Work	Teaching Grammar: Year 2 Level Essentials
English for Work	Teaching Grammar: Year 3 Essentials
English for Work	Teaching Grammar: Year 3 Level Essentials
English for Work	Teaching Grammar: Year 4 Essentials
English for Work	Teaching Grammar: Year 4 Level Essentials
English for Work	Teaching Grammar: Year 5 Essentials
English for Work	Teaching Grammar: Year 5 Level Essentials
English for Work	Teaching Grammar: Year 6 Essentials
English for Work	Teaching Grammar: Year 6 Level Essentials
English for Work	Teaching Grammar: Year 7-8 Essentials
Epilepsy ACT	Understanding and Managing Epilepsy for Educators
Epilepsy ACT	Understanding Epilepsy for Educators
Evatt Primary	Evidence-Informed Instruction
Evelyn Scott School	From Teaching Lessons to Designing Learning: An Inquiry Approach Series
Evelyn Scott School	Intercultural Understanding - Empathy Series
Evelyn Scott School	Intercultural Understanding Series

Evelyn Scott School	Self-Directed Learners Series
Exhale People	Wellbeing and Resilience for School Staff
Farrer Primary	Farrer Primary School 2025 Mathematics
Feel to Heal Psychology	Teaching with ADHD - Understanding Neurodiversity in the Classroom
Flexible Education	Individual Learning Plans (refresher)
Flexible Education	Relate: Connection B4 Correction
Flexible Education	Trauma Informed Supervision
Forrest Primary	IB Education Category 3: Approaches to Learning
Franklin School	Catherine Attard - Teaching Numeracy
Franklin School	Explicit Direct Instruction Fundamentals
Fraser Primary	Real Schools - Restoring Teaching
Gambling and Harm Prevention Team, Access Canberra, CMTEDD, ACT Government	Getting Played: Gambling, Gaming and Young People
Garran Primary	Inclusive Classrooms: Strength-Based Practice and Effective Strategies
Generation Next	The Mental Health and Well Being of Young People - Group 1
Generation Next	The Mental Health and Well Being of Young People - Group 10
Generation Next	The Mental Health and Well Being of Young People - Group 11
Generation Next	The Mental Health and Well Being of Young People - Group 12
Generation Next	The Mental Health and Well Being of Young People - Group 13
Generation Next	The Mental Health and Well Being of Young People - Group 14
Generation Next	The Mental Health and Well Being of Young People - Group 15
Generation Next	The Mental Health and Well Being of Young People - Group 16
Generation Next	The Mental Health and Well Being of Young People - Group 17
Generation Next	The Mental Health and Well Being of Young People - Group 18
Generation Next	The Mental Health and Well Being of Young People - Group 19
Generation Next	The Mental Health and Well Being of Young People - Group 2
Generation Next	The Mental Health and Well Being of Young People - Group 20
Generation Next	The Mental Health and Well Being of Young People - Group 21
Generation Next	The Mental Health and Well Being of Young People - Group 22

Generation Next	The Mental Health and Well Being of Young People - Group 23
Generation Next	The Mental Health and Well Being of Young People - Group 24
Generation Next	The Mental Health and Well Being of Young People - Group 25
Generation Next	The Mental Health and Well Being of Young People - Group 26
Generation Next	The Mental Health and Well Being of Young People - Group 27
Generation Next	The Mental Health and Well Being of Young People - Group 3
Generation Next	The Mental Health and Well Being of Young People - Group 4
Generation Next	The Mental Health and Well Being of Young People - Group 5
Generation Next	The Mental Health and Well Being of Young People - Group 6
Generation Next	The Mental Health and Well Being of Young People - Group 7
Generation Next	The Mental Health and Well Being of Young People - Group 8
Generation Next	The Mental Health and Well Being of Young People - Group 9
Generation Next	The Mental Health and Wellbeing of Young People - Class 1
Generation Next	The Mental Health and Wellbeing of Young People - Class 2
Generation Next	The Mental Health and Wellbeing of Young People - Class 3
Generation Next	The Mental Health and Wellbeing of Young People - Class 4
Gold Creek School	Creating a Culture of Personalised Learning
Grounded in Country	Embedding Aboriginal Perspectives in Maths: Practical Strategies Early Childhood to Year 6
Growth Intentions	Canberra Regional Community of Practice for Transformational Language Education
Gungahlin College	Cognitive-Informed Teaching Mastery
Gungahlin College	Cultural Integrity at Gungahlin College 2026
Gungahlin College	Professional Learning Communities at Gungahlin College
Hawker Primary	Planning at Hawker Primary School
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: It's Your Move course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Online Learning
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Learning
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Vaping Youth and Health - Year 5/6
Health Improvement Branch, ACT Health, ACT Government	Years 7&8 Vaping, Youth and Health
Hughes Primary	From Content to Concept: Integrating the Australian Curriculum within the PYP Framework

Human Connections	Accidental Counsellor Training Face to Face
Human Connections	Online Accidental Counsellor Courses Membership
Imagine More Ltd	Building Customised Employment Pathways in Schools
Imagine More Ltd	But we tried everything! Developing new strategies for behaviour support in the classroom.
Imagine More Ltd	Inclusive Grade-level Curriculum
Inclusive Education ACT	Preparing to teach Everyone Everyday
Inclusive Education ACT	Strengthening Inclusion in School Communities
Inclusive Education ACT	Strengthening Inclusion in School Communities
Inclusive Education ACT	Transforming Thinking for Inclusion
Independent Education Union of Australia (IEU) - NSW/ACT Branch	Adaptive Leadership in Schools: Understanding People, Motivation & Influence
Independent Education Union of Australia (IEU) - NSW/ACT Branch	CEMA Course 1: Foundations of assessment literacy for teachers
Independent Education Union of Australia (IEU) - NSW/ACT Branch	CEMA Course 2: Creating Consistent and Effective Assessment Rubrics
Independent Education Union of Australia (IEU) - NSW/ACT Branch	CEMA Course 3: Achieving fairness and validity in assessments
Independent Education Union of Australia (IEU) - NSW/ACT Branch	Course 1: Foundations of assessment literacy for teachers
Independent Education Union of Australia (IEU) - NSW/ACT Branch	Course 3: Achieving fairness and validity in assessments
Independent Education Union of Australia (IEU) - NSW/ACT Branch	Course 4: Achieving consistent and comparable judgements across the school.
Instrumental Music Program	Arts Up Front 2025
Instrumental Music Program	Arts Up Front 2026
International Baccalaureate - Asia Pacific	Category 1 PYP: Building your IB programme: Primary years
International Baccalaureate - Asia Pacific	IB Education Category 3 Social and Emotional Learning
International Baccalaureate - Asia Pacific	IB Education Category 3 The Learner Profile
International Baccalaureate - Asia Pacific	IB Education Category 3: Approaches to Learning
International Baccalaureate - Asia Pacific	MYP Category 3: Building self directed learners through approaches to learning
International Baccalaureate - Asia Pacific	MYP Category 3: Inquiry in the MYP
International Education Consultants Australia	Effective Assessment Design
International Education Consultants Australia	Leading Effective Assessment Design
Jervis Bay Primary	Conscious Discipline
Kaleen Primary	Using a UDL approach- meeting the needs of our learners
Kingsford Smith School	Curriculum and Literacy Integration PL @ KSS

Kingsford Smith School	The Writing Revolution @ KSS
KMEIA ACT Inc	Music in the Middle: Robust and Engaging Strategies and Repertoire for Years 4-8 Music
KMEIA ACT Inc	Pedagogical Partners: A collaborative exploration of Kodaly and Orff Approaches
KMEIA ACT Inc	Sing! Engaging Practices and the Power of Classroom and Choral Singing
KMEIA ACT Inc	Weaving Musical Strands: Sharing Approaches to AC 9
Lake Tuggeranong College	4 C's Collaboration
Languages Roadshow	Leveraging Languages Online Summit
Lanyon High	Creating a positive classroom culture
Lanyon High	Evidence Informed Teaching Strategies - Lanyon High School
Libby Baker Literacy	Functional Grammar Foundations for Turner School
Libby Baker Literacy	Picture Books for Functional Grammar
Libby Baker Literacy	Picturebooks for Functional Grammar
Libby Baker Literacy	Planning for Functional Grammar
Libby Baker Literacy	Teaching writing for the real world: Functional grammar foundations for teachers
Light Educational Ministries	LEM Phonics Introductory Course
Light Educational Ministries	LEM Phonics Overview Course
Light Educational Ministries	LEM Phonics Refresher Course
Lighthouse Education	Rock and Water One Day Introductory Workshop
Lighthouse Education	Rock and Water Three Day Comprehensive Training
Lighthouse Education	Rock and Water Three Day Comprehensive Workshop
Lighthouse Education	Rock and Water Two Day Primary Workshop
Locus Education and Career Consulting	Canberra Region Pathways
Louise VanGalen	Blended Youth Mental Health First Aid
Louise VanGalen	Youth Mental Health First Aid
Lyneham High	Lyneham High School - Meeting the needs of our Learners
Lyneham Primary	Explicit Teaching of Mathematics
Lyons Early Childhood School	Teaching Japanese in ACT Schools - Advanced
MacKillop Family Services Ltd	Seasons for Growth Companion/Facilitator Training
MacKillop Family Services Ltd	Stormbirds
Majura Primary	“APPROPRI-NATION” A Deadly History of Australia 65,000BP to Present day
Maribyrnong Primary	Unpacking the Concrete, Representation, Abstract Approach (CRA) for Primary
Marist College Canberra	Explicit Instruction - The Research, The Evaluation, The Demonstration
Marist College Canberra	Explicit Instruction using a Low-Variance Curriculum

Mawson Primary	CRA and Mathematics
Mawson Primary	Reimagining Student Engagement
Mawson Primary	Scaling and Sustaining Mathematics Practice to ensure challenge for all learners
Melba Copland School	NSPIRE X Australian Ballet PRIMARY Teacher workshop
Melrose High	Using data to improve student feedback and differentiation in the classroom
Mental Illness Education ACT	DoNOHarm: Language Matters
Michael Griffin	Growth Mindset: Improving Teaching and Learning
Michael Griffin	Teaching for Metacognition
Michael Griffin	Teaching Musical Skill
Miles Franklin Primary	Building Strong Foundations through connections with the Australian Curriculum v9
Miles Franklin Primary	Targeting literacy instruction using data and evidence based strategies
Miles Franklin Primary	Using Robust Mathematical Inquiry to Improve Student Outcomes with Catherine Attard
Missen Links	Analytical thinking and Motivation for students in the "Wicked World"
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Fete de la musique Professional Learning
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Impactful, evidence-based vocabulary instruction and Promoting Listening skills
Modern Language Teachers Association of the Australian Capital Territory Incorporated	MLTA ACT Inc. Full-day Conference - April 2025
Modern Language Teachers Association of the Australian Capital Territory Incorporated	MLTAACT Mini Conference 9 August 2025
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Teaching Community Languages to Multilingual Children in Australia
Montessori Australia Group	Positive Discipline for Educators
Mount Rogers Primary	Deaf Awareness Training
Mount Rogers Primary	Explicit Writing Instruction
Mount Stromlo High School	Differentiation - A Tomlinson model for MSHS
Mount Stromlo High School	Differentiation - Tomlinson, Embedding a Culture
MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 1 Science of Reading & Effective Instruction
MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 2 Oral Language, Phonemic Awareness, Phonics
MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 2 Oral Language, Phonemic Awareness, Phonics

MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 3 Spelling, Fluency and Vocabulary
MultiLit Pty Ltd	Effective Instruction in Reading and Spelling - Module 4 Comprehension, Assessment and Planning
MultiLit Pty Ltd	InitiaLit F/1/2 Professional Learning Workshop
MultiLit Pty Ltd	MacqLit Professional Learning Workshop
MultiLit Pty Ltd	Measuring Reading Progress Professional Development Workshop
MultiLit Pty Ltd	MiniLit PD by eLearning
MultiLit Pty Ltd	MiniLit Sage Bridging Course
MultiLit Pty Ltd	MiniLit Sage Professional Learning Workshop
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Online Course
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop
MultiLit Pty Ltd	Positive Teaching Professional Learning Online Course
MultiLit Pty Ltd	PreLit Professional Learning Workshop
MultiLit Pty Ltd	Spelling Explained through Explicit Instruction (SpellEx) Professional Development Workshop
Murrimatters Pty Ltd	Engoori
Muse Consulting	BBB Accelerating Your Advocacy Course
Muse Consulting	BBB Measuring Your Impact Course
Musica Viva Australia	Classroom Music for the Generalist Teacher
Musica Viva Australia	Improvisation Made Easy - For Everyone!
Musica Viva Australia	Music and Technology
Musica Viva Australia	Music and Technology in the Primary Classroom
Musica Viva Australia	Music Education Skills for the Primary Classroom
Musica Viva Australia	Music, leadership and creativity in the primary classroom
Musica Viva Australia	Musica Viva Australia - Exploring Music from the Torres Strait PD Webinar
Musica Viva Australia	Musica Viva Australia Exploring Music from the Torres Strait
Musica Viva Australia	Musica Viva Australia In Schools - El Camino Online PD Webinar
Musica Viva Australia	Musica Viva Australia In Schools - Moon Radio Hour Online PD Webinar
Musica Viva Australia	Musica Viva Australia Neuropadagogy: How Science informs your music teaching
Musica Viva Australia	Musica Viva Australia PD Webinar-Water Rhythms
Musica Viva Australia	Musica Viva Australia PD Webinar-Wyniss
Musica Viva Australia	Musica Viva Australia Workshop: Introduction to music education for the generalist primary teacher
Musica Viva Australia	Musica Viva Australia: Music Education Skills for the Primary Classroom

Musica Viva Australia	Musica Viva Australia: Music-Centred Technology for the primary classroom
Musica Viva Australia	Musica Viva Australia: Neuropedagogy-How science informs your music teaching
Musica Viva Australia	Musica Viva Australia: Stretch –Elastic Learning in Classroom Musicking
Musica Viva Australia	Musica Viva Australia-Let's Plan your end of primary school music concert
Musica Viva Australia	Using music as a tool to support wellbeing in the primary classroom
Namadgi School	Designing for All: Differentiation in Action
Namadgi School	Namadgi School 2025 School Plans
Namadgi School	Namadgi School 2026 School Plans
Narrabundah College	AI in Education: Transformation or Disruption? by Dr Beth Chapman
Narrabundah College	Data-informed Student Centred Improvement presented by Dr Selena Fisk
Narrabundah College	Me, We, Us - A Proactive Approach to Wellbeing presented by Meg Durham
Narrabundah College	Refresh the vision for teaching and learning at Narrabundah College
Narrabundah Early Childhood School	NECS Steps: A Whole School Approach to Pedagogy, Learning and Assessment
National Archives of Australia	Constitution Day forum: reflections on the Whitlam Dismissal
National Gallery of Australia	Cultivating confidence & creativity through art & play - symposium for early childhood professionals
National Gallery of Australia	NVAEC 26: National Visual Art Education Conference
National Gallery of Australia	Printmaking Workshop with Basil Hall and Annika Romeyn
National Library of Australia	'1975 - Living in the Seventies' Teacher Event with Guest Author Clare Halifax
National Library of Australia	Dr Anita Heiss teacher event - Dirrayawadha
National Library of Australia	Dr Melanie Saward - Papunya Readers and the National Library
National Portrait Gallery	Classroom connections: developing skills and creating community through slow looking
National Security College	Evidence for Educators - informing the difficult conversations
National Security College	Evidence for Educators (Strategic issues for young Australians - 2025)
National Security College	Evidence for Educators (Strategic issues for young Australians)
Neville Bonner School	Explicit Mathematics Program
Neville Bonner School	Looking forward to the future
North Ainslie Primary	Agency in Action within the PYP
North Ainslie Primary	Strengthening Pedagogies and Practices at North Ainslie Primary School

North Ainslie Primary	Universal Design For Learning - theory into practice
O'Connor Cooperative School	Exploring direct spelling scope and sequence through the workshop model.
Office of the Legislative Assembly	Teaching democracy, civics and citizenship in the A.C.T
OzHarvest	Online Food Education And Sustainability Training Yr 5&6 Unit of Inquiry
Palmerston District Primary	Real Schools Building a Restorative School Community – Year 1 Priority area
Partnerships between Education and the Autism Community (Positive Partnerships)	An introduction to autism online module
Partnerships between Education and the Autism Community (Positive Partnerships)	Introduction to autism online module
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships: 2 day Professional Learning Program
Peer Support Australia	Peer Support Program Implementation Workshop
Peer Support Australia	Student Representative Council Leadership Workshop for Teachers
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Foundation
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Foundation-Online Seminar
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Year 1 and 2
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Year 1 and 2-Online Seminar
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Years 3, 4, 5 & 6
PLD Organisation Pty. Ltd.	Implementing Structured Synthetic Phonics in Years 3, 4, 5 & 6- Online Seminar
Powerful Partnerships	Better Teaching Better Learning
Powerful Partnerships	Coaching and Mentoring
Powerful Partnerships	Coaching and Mentoring Workshop
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	Early Career Teacher Program 2026
Powerful Partnerships	Effective Pedagogy
Powerful Partnerships	From Conflict to Collaboration
Powerful Partnerships	Leadership - Keeping it Simple
Powerful Partnerships	Leadership Keeping it Simple
Powerful Partnerships	Thrive Your Way
PunkPD	Professional Boundaries
PunkPD	Stepping Up! Becoming a Manager or Supervisor
PunkPD	Strategic Wellbeing
PunkPD	The Neuroscience of Tough Conversations

Radford College	2026 Junior School January Professional Learning Conference
Radford College	Building Effective Teams for Improved Student Learning
Radford College	Compliance 2026
Radford College	Radford College Junior School PL Conference January 2025
Radford College	Teacher Voice and Choice
Radford College	The 2026 Flourish Framework: Growth in Character, Academic Excellence and Community
Red Hill Primary	Strengthening the PYP program through collaboration and successful learning environments
Ronald McDonald House Charities	EDMed
Sacred Heart Primary	Balancing Explicit and Inquiry Mathematics: Developing Mathematical Fluency Through Curriculum-Align
Sacred Heart Primary	Formative assessment and the curriculum
Sacred Heart Primary	Plan Hard, Teach Easy: Program Review and Collaborative Planning for Quality Teaching
School of Education UNSW	Mini-COGE
School of Education, University of Newcastle	Aspirations 1-Day Workshop: Supporting students' futures
School of Education, University of Newcastle	Aspirations: Supporting Students' Futures
School of Education, University of Newcastle	Aspirations: Supporting Students' Futures. Part A.
School of Education, University of Newcastle	Aspirations: Supporting Students' Futures. Part B.
School of Education, University of Newcastle	QT: Enhancing Assessment Practice
School of Education, University of Newcastle	QT: Enhancing Assessment Practice (face-to-face)
School of Education, University of Newcastle	QT: Enhancing Assessment Practice (online)
School of Education, University of Newcastle	Quality Teaching in Practice Conference 2025
School of Education, University of Newcastle	Quality Teaching Rounds 1-Day Workshop
School of Education, University of Newcastle	Quality Teaching Rounds Foundational Workshop
School of Education, University of Newcastle	Quality Teaching Rounds Workshop (face-to-face)
School of Education, University of Newcastle	Quality Teaching Rounds Workshop (online)
Science Educators Association for ACT (SEA ACT)	ANSTO Dataset Data Literacy PL Year 7-12
Science Educators Association for ACT (SEA ACT)	ConSEAACT 2025
Science Educators Association for ACT (SEA ACT)	ConSEAACT 2026

Science Educators Association for ACT (SEA ACT)	Exploring the Microscopic World with the Scanning Electron Microscope
Science Educators Association for ACT (SEA ACT)	Light and Circuits Professional Learning
Science Educators Association for ACT (SEA ACT)	National Insect Collection Tour
Science Educators Association for ACT (SEA ACT)	Your Quantum Future Conference
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Core Training
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Extension Program
Sexual Health and Family Planning ACT	SoSAFE! User Training
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality Education in Secondary Schools
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality Education to Grades 3-6
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality Education to Preschool - Grade 2
Shyam Barr	Empowered Learners: Strategies for Self-Regulated Learning
Shyam Barr	Self-motivated: Techniques to enhance students' motivation.
SkyRocket Maths	Critical thinking, problem-solving and reasoning with Numicon from 3-6
SkyRocket Maths	Critical thinking, problem-solving and reasoning with Numicon from K-2
SkyRocket Maths	Exploring fractions with Numicon
SkyRocket Maths	Planning with Numicon
Southern Cross Early Childhood School	Exploring spelling through inquiry in a word conscious classroom.
SP Specialist Inclusion Services	Executive Functioning in the Classroom
SP Specialist Inclusion Services	Functioning through Dysfunction!
SP Specialist Inclusion Services	Handwriting and Writing: Know the difference and what to do about it!
SP Specialist Inclusion Services	Solutions for Kids with Written Output and Executive Function Difficulties
SP Specialist Inclusion Services	Task Initiation – Helping Learners to Get Started and to Keep Going
SP Specialist Inclusion Services	Working Memory – Strategies to support working memory, learning and independence
St Edmund's College	AI Robust Assessment
St Edmund's College	Canva & Using AI to Increase Productivity
St Edmund's College	Differentiation and Extension in Every Classroom
St Edmund's College	Difficult Conversations
St Edmund's College	Effective Behaviour Follow-Up and Student Accountability

St Edmund's College	Innovation in Education: Harnessing AI Responsibly
St Edmund's College	Leveraging AI to Improve Student Outcomes
St Edmund's College	Making Learning Stick: Turning Cognitive Science into Classroom Practice
St Edmund's College	Professional Learning Proposal: Enhancing Classroom Practice Through Evidence-Based Strategies
St Edmund's College	Trauma Informed Practice
St Edmund's College	Understanding and Marking AST Trials
St Edmund's College	Writer's Toolbox
St John Vianney's Primary	HITP and Instructional Coaching
St Mary MacKillop College	Early Career Mentoring Program
St Mary MacKillop College	Integrating AI in Education Seminar
St Nicks Hellenica	Conscious Discipline in Early Childhood: Building Self-Regulation, Connection and Positive Support
Strathnairn School	Building a Restorative School Culture
Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Stronger Smarter Institute	Stronger Smarter Leadership Program
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Connecting to Canberra's Biodiversity
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Energising Schools
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Energising Schools - Online
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Sustainability in your School
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	The Ripple Effect - water for Life
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Waste Rethinking: Teaching for Circular Economy
Taqwa School	PD4MaTHS
Taylor Primary	ATSIMA Connecting Maths and Culture with Dr Chris Matthews
Telopea Park School	French as a foreign language - pedagogical tools
Telopea Park School	Using school specific data to improve student outcomes
Tessa Daffern	Effectively teaching the components of spelling: An evidence-based approach
The Australian School of Contemporary Chinese (ASCC)	2025 the 3rd International Chinese Language Textbooks Conference
The Karma Class	A Karma Classroom

The Karma Class	Karma Classroom - The Power of Peace Pauses
The MacKillop Institute	Building Safe and Engaged Classrooms
The MacKillop Institute	Power to Kids in Schools
Theodore Primary	School Improvement at Theodore Primary 2025
Think Forward Educators	Reading Rewired: Applying Learning Science to Your Literacy Instruction with Dr Nathaniel Swain
Throsby School	Utilising your strengths and building High Functioning Teams with Steve Francis
Torrens Primary	Agreed practices and Numeracy teaching at Torrens Primary school
Torrens Primary	DIBELS at Torrens
Toward Equity, Diversity and Inclusion (TEDI)	Universal Design for Learning: Maximising inclusivity in teaching
Trinity Christian School	Building Inclusive Learning Environments
Trinity Christian School	Creating Conditions to Thrive: Agency, Challenge and Belonging
Trinity Christian School	Designing for Inclusion
Trinity Christian School	Rooted in One Another: The Foundations of Christian Education
Trinity Christian School	Safe and Ethical Use of AI in Education
Trinity Christian School	Strengthening Writing Practice
Turner School	From Text to Tech
Twinkl Australia	Aboriginal Storytelling in Education
Two Way Street	AAC in the classroom for inclusive learning
UC Faculty of Education	2nd Symposium on Personalised Learning: Creating a Culture of Personalised Learning in School
UC Faculty of Education	Affiliated Schools Annual Seminar Series
UC Faculty of Education	Affiliated Schools Annual Seminar Series
UC Faculty of Education	AI for All Teachers 2026 - 5 Hours
UC Faculty of Education	Leading from the classroom - Mentoring Workshop
UC Faculty of Education	Placements with purpose: strengthening the early childhood sector by supporting preservice teachers
UC Faculty of Education	Teachers as Researchers through the Affiliated Schools Program
Umbrella Counselling	Trauma informed teaching
University of Canberra – Faculty of Arts and Design	Story Ground 2025
University of Canberra – Faculty of Arts and Design	Story Ground 2026
University of Canberra High School Kaleen	UCHSK Universal High Impact Strategies
University of Canberra Senior Secondary College, Lake Ginninderra	Enhancing student capabilities to actively engage in their learning

University of Canberra Senior Secondary College, Lake Ginninderra	Techniques to enhance students' motivation
Wabisabi Learning	Agents to Agency
Wabisabi Learning	Conceptual Agency Learning Model Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wabisabi Learning	Learning Intentions Masterclass
Wabisabi Learning	Mindful Assessment Masterclass
Wabisabi Learning	Purposeful Questioning Masterclass
Wabisabi Learning	Shift to Learning Intentions
Wabisabi Learning	Shift to Mindful Assessment
Wabisabi Learning	Shift to Purposeful Questioning
Wanniassa Hills Primary	Evidence-Informed Teaching Practices Part 1
Wanniassa Hills Primary	Writing in the Primary Years
Wanniassa School	Pedagogy @ Wanniassa
Wanniassa School	PLC's - Common Formative Assessment
Wellbeing For Kids	Peaceful Kids
Wellbeing For Kids	Peaceful Kids Facilitator Training
Woden School	Leading Learning Teams
Xcursion	Duke of Ed Adventurous Journey Risk Management
Xcursion	How To Write Risk Assessments For School Excursions
Xcursion	International School Tour Risk Management Training Course
Xcursion	Risk Management & Outsourcing School Excursions, Camps & Activities
Xcursion	Risk Management & Safety For International School Tours (Online)
Zart	Zart Art Book Week Program 2025
Zart	Zart Art Book Week Program 2026

TQI Attachment 3: Current assessment and certification standards that are required to be met by teachers

Part 4 of the Annual Report Directions requires that TQI Annual Report include the current assessment and certification standards that are required to be met by teachers.

TQI Table 8: Current assessment and certification standards that are to be met by teachers

Full Registration **Full registration is only available to experienced applicants who meet the criteria specified below.**	
Qualification(s)	Completion of at least 4 years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in Australia or New Zealand in the previous 5-year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the Proficient level of the Australian Professional Standards for Teachers. If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a principal, supervisor or their delegate attesting to the professional practice of the applicant at the Proficient level.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WWVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who have not undertaken the teaching qualification in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic International English Language Testing System (IELTS) test undertaken in the 2 years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

Provisional Registration

Provisional registrants meet the qualification requirement for Provisional registration but have not yet accumulated the required teaching experience or skills and abilities to meet the Australian Professional Standards for Teachers at the proficient level.

Qualification(s)	Completion of at least 4 years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WWVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who have not undertaken the teaching qualification in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic International English Language Testing System (IELTS) test undertaken in the 2 years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

Early Childhood Teacher Registration

Qualification(s)	Completion of an approved early childhood teaching qualification under the national regulations; or a qualification determined by the Australian Children's Education and Care Quality Authority, under the *Education and Care Services National Law (ACT)*, section 169 (7), to be equivalent to the qualification mentioned in paragraph (a); or if the person applying for registration holds a teacher registration (however described) under a corresponding law—a qualification on the list of former qualifications approved as early childhood teaching qualifications under the national regulations, section 137 (2) (a).
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WWVP) registration to satisfy itself of the applicant's suitability to teach.
English Language Proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who have not undertaken the one or more years of academic study leading to a higher education award other than a doctoral degree in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic International English Language Testing System (IELTS) test undertaken in the 2 years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

Permit to Teach

A Permit to Teach (PTT) is not a category of registration but an alternative authorisation for a person who is not eligible for teacher registration to teach for a limited period in a specific teaching role where no registered teacher is available.

The following criteria must be met prior to an individual being eligible for a PTT:

Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WWVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who have not undertaken the teaching qualification in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic International English Language Testing System (IELTS) test undertaken in the 2 years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

TQI may issue PTTs in the following sub-categories:

Permit to Teach (specialist knowledge)	A Permit to Teach may be offered to individuals who do not meet the requirements for teacher registration, but who have specialist knowledge, training, skills or qualifications suitable to the available role. Approval under this provision permits the PTT holder to work in the specified school under the specified conditions.
Permit to Teach (restricted)	A restricted PTT may be offered to initial teacher education (ITE) students who have begun their final year of study. To be eligible for a restricted PTT, the ITE student must have commenced the final year of the ITE program. The ITE program provider and a teacher employer/school must have a TQI-endorsed Student Permit to Teach agreement addressing the following principles: – Assuring the integrity and quality of the initial teacher education program – Ensuring that initial teacher education students are adequately supervised, monitored and supported while working in schools – The ITE program provider confirms that the student is likely to graduate at the end of the final year of the ITE program and complies with eligibility requirements outlined in the TQI endorsed Student Permit to Teach agreement. Approval under this provision permits the ITE student to accept work in the nominated ACT school.
Permit to Teach (unrestricted)	An unrestricted PTT may be offered to ITE students who have completed their final practicum. This process requires a request to TQI from the employer wishing to engage the person in a teaching position. Approval under this provision permits the ITE student to accept work in any ACT school.

Certification

Certification as either a Highly Accomplished or Lead Teacher (HALT) is only available to experienced applicants who meet the eligibility criteria and national assessment requirements specified below. Certification of Highly Accomplished and Lead teachers has 3 primary purposes:

- to recognise and promote quality teaching
- to provide an opportunity for teachers to reflect on their practice
- to provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead teachers.

By contributing to teacher quality, the national certification of Highly Accomplished and Lead teachers will contribute to achievement of the national goals for schooling expressed in the Alice Springs (Mparntwe) Education Declaration (2019).

- Goal 1: The Australian education system promotes excellence and equity.
- Goal 2: All young Australians become:
- confident and creative individuals
- successful lifelong learners
- active and informed members of the community

Principles

The Certification of Highly Accomplished and Lead Teachers in Australia is informed by the following principles:

Standards-based	Certification is awarded against the Australian Professional Standards for Teachers. It represents an assessment against the Standards, independent of any use it might then be put to by teachers, their employers, or others. It is not proposed to limit the number of teachers who can be certified as Highly Accomplished or Lead teachers, provided they meet the relevant Standards.
Learner-improvement focused	Certification recognises those teachers who are highly effective in improving learner outcomes. Evidence of learner outcomes is central to the certification process. Learner outcomes are broadly defined and include learning, engagement in learning and wellbeing.
Development driven	Certification is part of a wider career development approach that includes professional learning, performance assessment and development. Participation in the certification process should be a positive experience for participants and provide useful feedback that further enhances development and learning, including for those teachers who do not achieve certification.
Credible	Certification is credible when assessments of teacher performance are based on rigorous, valid, reliable, fair and transparent measures and processes. The evaluation of teacher practice is based on consistent application and moderation of these processes by trained assessors, and multiple methods and sources of evidence. Consistency of judgements is maintained across the diverse contexts where teachers work, so that context does not disadvantage any applicant.
Evidence-based	Certification must be built on nationally and internationally recognised best practice and contribute to the development of evidence about what works in promoting and recognising teacher quality. The operation of the certification process is evaluated and the results used to further improve it.

Source: ACT Certification Highly Accomplished & Lead Teachers Guide- p4 January 2026 edition.

Contact information

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Annexure

ACT Board of Senior Secondary Studies

Compliance Statement

The ACT Board of Senior Secondary Studies Annual Report 2025–26 must comply with the Annual Report Directions 2026 (the Directions) made under Section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, which are applicable to the ACT Board of Senior Secondary Studies and the location of information that satisfies these requirements:

Part 1 Directions overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The ACT Board of Senior Secondary Studies complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the ACT Board of Senior Secondary Studies are provided within the ACT Board of Senior Secondary Studies Annual Report 2025–26 to provide readers with the opportunity to provide feedback.

Part 2 Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the ACT Board of Senior Secondary Studies complies with all subsections. The information that satisfies the requirements of Part 2 is found in the ACT Board of Senior Secondary Studies Annual Report 2025–26 as follows:

- Transmittal Certificate, see page 476
- Organisational Overview and Performance, inclusive of all subsections, see pages 477–513
- Financial Management Reporting, inclusive of all subsections, are covered in the Education Directorate Annual Report 2025–26, see pages 241–361

Part 3 Reporting by Exception

The ACT Board of Senior Secondary Studies has nil information to report by exception under Part 3 of the Directions for the 2025–26 reporting year.

Part 4 Annual Report Requirements for Specific Reporting Entities

The following subsections of Part 4 of the 2026 Directions are applicable to the ACT Board of Senior Secondary Studies and can be found within the ACT Board of Senior Secondary Studies and Annual Report 2025–26:

- Ministerial and Director-General Directions, see page 515

Part 5 Whole of Government Annual Reporting

All subsections of Part 5 of the Directions apply to the ACT Board of Senior Secondary Studies. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate.

Human Rights, see the annual report of the Justice and Community Safety Directorate.

Legal Services Directions, see the annual report of the Justice and Community Safety Directorate.

Public Sector Standards and Workforce Profile, see the annual State of the Service Report.

Territory Records, see the annual report of Chief Minister, Treasury and Economic Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address: https://www.act.gov.au/open/annual-reports

Part A

Transmittal Certificate

AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES

BSSS

Ms Rachel Stephen-Smith MLA
Minister for Education
ACT Legislative Assembly
London Circuit
Canberra ACT 2601

Dear Minister

2025-2026 ACT Board of Senior Secondary Studies Annual Report

This report has been prepared in accordance with section 6 of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2026*.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Board of Senior Secondary Studies.

We certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies has been included for the period 1 July 2025 to 30 June 2026.

We hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006 (repealed)*, Part 2.3 (see section 113, Public Sector Management Standards 2016).

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

Yours sincerely

Emeritus Professor Royston Gustavson
Chair
ACT Board of Senior Secondary Studies
7.9.2026

Martin Watson
Executive Director
Office of the Board of Senior Secondary Studies
7.9.2026

GPO Box 158 CANBERRA ACT 2601 Phone: (02) 62057181 Email: bsss.enquiries@act.gov.au

Part B

Organisational Overview and Performance

Organisational Overview

The ACT Board of Senior Secondary Studies (BSSS) was established in 1991 and the *Board of Senior Secondary Studies Act 1997* (the *BSSS Act 1997*, BSSS Act) was enacted in January 1998. Key priorities of the BSSS are to:

- provide students with ACT Senior Secondary Certificates (ACT SSC), Tertiary Entrance Statements, and vocational certificates
- maintain the relevance and credibility of the curriculum through a regular accreditation program
- monitor and support the validity of assessment in years 11 and 12
- maintain the comparability of standards at ACT and overseas schools that teach the ACT SSC through moderation procedures
- gain the widest possible recognition for the credentials awarded by the BSSS
- service the information needs of the community

The BSSS is committed to:

- a general education of high standards providing equal opportunity for all students to the end of year 12
- schools providing expert advice to students in the choice of courses
- school participation in the development of courses
- school responsibility for the assessment of its students
- shared responsibility for education
- open access to information

The BSSS is also committed to the twin goals of the Mparntwe (Alice Springs) Education Declaration:

1. The Australian education system promotes excellence and equity
2. All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community

Twenty-six ACT colleges and 8 schools located in Indonesia, Papua New Guinea, China, and Fiji delivered courses certificated by the BSSS in the reporting period. These schools are listed in Attachment 2.

The BSSS provides a high-quality curriculum, assessment and certification system supported by:

- *Integrity:* Principled and evidence-based practice
- *Excellence:* Pursuit of the highest levels of aspiration and quality through continuous improvement
- *Equity:* Catering for students by promoting access and inclusion
- *Collaboration:* Working together with students at the centre

ACT BSSS Strategic Plan 2026–2030

The Australian Capital Territory Board of Senior Secondary Studies (BSSS) is a statutory authority responsible for certifying senior secondary school studies in both government and non-government schools offering the ACT Senior Secondary Certificate (SSC). At its September 2025 meeting, the BSSS formally endorsed the ACT BSSS Strategic Plan 2026–2030.

The mission of the BSSS is to regulate schools with integrity, ensuring senior secondary students can develop the knowledge, skills and understanding required for broad and deep participation in life. To support this mission, the statutory authority has aligned its operations with 4 core values: integrity, excellence, equity and collaboration.

The strategic goals are framed around the core priorities of curriculum, assessment, certification, and engagement, directly aligning with the statutory functions mandated by the BSSS Act. Furthermore, the BSSS Strategic Plan intersects with key systemic policy frameworks, including the Future of Education, Australian Qualifications Framework, Catholic Education Strategic Plan, and the ACT Association of Independent Schools Strategic Plan. The BSSS Strategic Plan 2026–2030 is focused on delivering high-quality services that equip school and sector leadership and teachers with the curriculum and data to inform and drive continuous improvement.

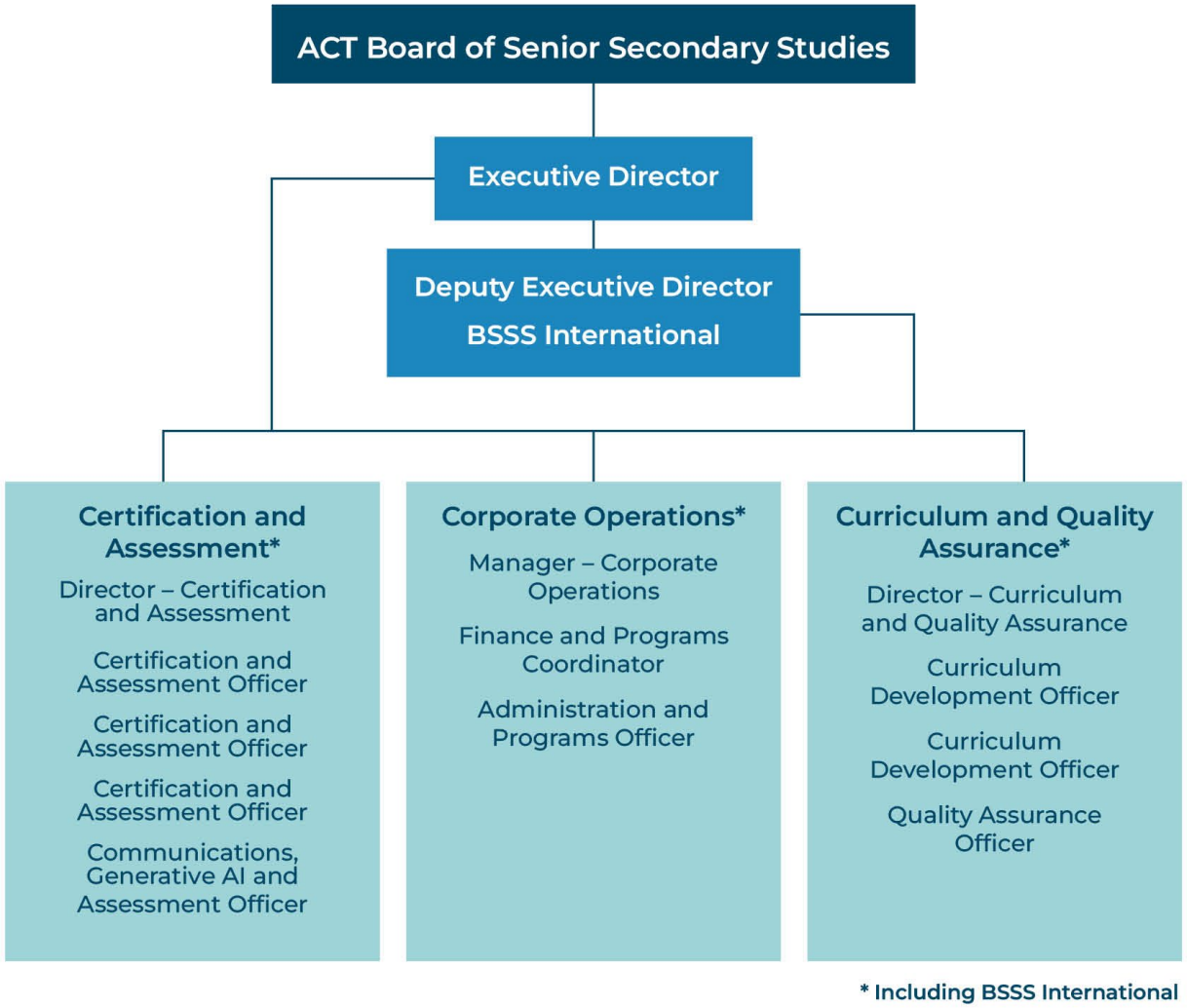
The development of the plan was highly consultative. The BSSS Secretariat facilitated consultation with key stakeholders on behalf of the BSSS. To guide this initiative, the BSSS approved the publication Invitation to contribute to the development of the ACT Board of Senior Secondary Studies Strategic Plan 2026–2030. Following a presentation by the Office of the BSSS, the draft plan was released to targeted stakeholder groups, including heads of government and non-government sectors, vice-chancellors, principals, and members of the BSSS Assessment and Certification Committee (ACC) and the BSSS Curriculum Advisory Committee (CAC).

The feedback gathered from this consultation directly shaped the mission, values, priorities and goals, and operative themes outlined in the strategic plan, guided by the BSSS Act and in harmony with resource allocations.

BSSS Figure 1: Strategic Plan 2026–2030



BSSS Figure 2: BSSS organisation chart as of 30 June 2026



Curriculum

The BSSS remains committed to maintaining a rigorous level of quality through an ACT senior secondary system that provides a world class curriculum and recognises a range of pathways to further study, work, and life.

As a function of the BSSS, as outlined in the BSSS Act, the Office of the Board of Senior Secondary Studies (OBSSS) accredits, and registers courses taught by recognised educational institutions.

The review, redevelopment and approval of the new Languages Framework occurred in 2025–26 in accordance with the BSSS's Framework and course development cycle.

Contemporary and quality outcomes were ensured through consultation and collaboration with tertiary education partners, vocational education and training (VET) providers, industry experts and experienced ACT senior secondary teachers.

The new Education Studies T course provides students with an understanding of schools and education and of teaching and learning. Students will gain insights both into their own learning, and into the learning of others. They will also gain an understanding of the complex range of community relationships, contested ideas, and professional practices that manifest in schools.

The Cybersecurity T course at the University of New South Wales, Canberra campus engages students in a rapidly evolving and dynamic context of conflict, change and technological contestation. Students address a wide range of practical, ethical and technological problems to find solutions to threats to individual privacy, public commerce and geopolitical security.

All courses of study for the ACT Senior Secondary Certificate are designed to enable students to develop essential capabilities for twenty-first century learners. These capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum. The capabilities are:

- literacy
- numeracy
- digital literacy
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate are designed to be both relevant to the lives of students and incorporate the contemporary issues they face.

Additionally, cross-curriculum priorities are referenced in each course. These are:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's engagement with Asia
- sustainability

Elaborations of the capabilities and priorities are available on the Australian Curriculum, Assessment and Reporting Authority (ACARA) website and in each BSSS course.

Assessment

Assessment in the ACT is continuous school-based assessment. This means there are no external subject-based examinations. Courses are taught and assessed unit by unit. A unit of study is organised around a particular theme or skillset and has a value based on the volume of learning involved: One standard unit of study towards a Senior Secondary Certificate represents a minimum of 55 hours of structured learning activities generally over one semester.

Moderation is conducted each semester to ensure comparability of grades from different schools. Additionally, the ACT Scaling Test (AST), a higher order thinking examination, is used to compare T course scores from different schools for calculation of the Australian Tertiary Admissions Rank (ATAR).

Since the implementation of the System Moderation Reporting Tool and Quality Assurance Report in 2023, school leadership teams have been provided with fine grained and delineated data to support their continuous improvement plans relating to students' educational experience at their school. The implementation of this reporting system has also enabled the OBSSS to work closely with school leaders on professional learning opportunities based on identified areas for development through the quality assurance reporting process.

Throughout 2025–26, there have been several refinements made to the System Moderation Reporting Tool in response to feedback from school leadership teams and the quality assurance data that was being produced to ensure that reporting mechanisms are both responsive and rigorous.

In addition, the upgrades to the ACT Assessment and Certification System (ACS) released in 2025 associated with Moderation Day continue to improve the accuracy and consistency of materials submitted for system moderation and in turn the review process. Constructive, accurate, and detailed feedback provided on these materials at Moderation Day allow schools to identify need and focus on their future improvement planning.

The dimensions of quality that teachers look for in evaluating student work provide a common and agreed basis for judgement of performance against unit and course goals, within and across schools. Based on the achievement standards in each course teachers use assessment criteria to assess students' performance noting that not all criteria apply to each task.

These tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit. The Common Curriculum Elements, drawn directly from the Australian Curriculum, also guide the development of assessment tasks that promote a range of thinking skills.

The OBSSS continues to work with schools, academia and researchers in the field, at a local and national level, regarding the development and impact of artificial intelligence tools on assessment practices and the reliability and validity of assessment outcomes.

Certification

The ACT Certification System (ACS) is a critical piece of digital infrastructure for the senior secondary system in the ACT. ACS holds student information and assessment results, and is the system that ensures that graduating students meet certification requirements. It is also the system that is used to generate and scale course scores.

In 2025, new features were added to ACS to enable processing of scaling groups with small numbers of students. This formerly required paper copies of student work, and offline work by teachers at local schools. The new procedure uses digital scans of student work with a streamlined process that guides the teachers through the steps required.

The BSSS is committed to innovation in digital assessment through the ongoing adoption of digital methods and tools that educators use to evaluate, measure and document academic readiness, learning progress, and skill acquisition of students.

The Certification team committed significant resourcing to the communication of certification knowledge and data to teachers, their schools, and students including through teacher and student newsletters, principal and deputy principal meetings, synchronous and asynchronous professional learning, and student forums. Through focussing on presenting and publishing information as for a lay audience, transparency about the technical processes of certification have been improved for stakeholders. This is supported by the introduction of further user-friendly access points to the ACS database, such as the Student Profiles Online app, allowing students to have access to their data across the semester.

Engagement

The BSSS continues to work collaboratively with the most important stakeholders in student wellbeing, the students themselves, through student forums once a term. The BSSS's Student Forum provides an opportunity for student voice. This forum consisted of 44 students from 22 ACT senior secondary schools in 2025 and 36 students from 21 ACT senior secondary schools in 2026.

Students offer feedback on initiatives and ideas, express concerns, note points of challenge, and work together to inform communication. Students provided feedback on development of the Student App, the ACT Scaling Test, Special provisions, and Generative Artificial Intelligence and assessment.

Community engagement also extends to publication of newsletters for teachers (3 times a year) and students (twice a year). Newsletters provide up to date information on issues relating to curriculum, assessment, moderation, and other areas of interest including generative AI. In 2025, these newsletters focussed on explicating information specific to the Senior Secondary System and making it accessible for a general audience.

The BSSS newsletters remained an important engagement channel during the first semester of 2026, delivering timely information and resources to both teachers and students. Teacher newsletters provided updates on curriculum and assessment matters while also promoting professional learning through articles on critical thinking, evidence-informed practice, course development, data transformation, and the AST.

The intent of the teacher newsletters is to disseminate information to teachers, but to also provide pre-approved content that middle and upper leadership in schools can use to assist new to system educators to build their knowledge of policy, procedure, and expectations within the ACT Senior Secondary System.

Student newsletters complemented this work by offering practical advice on study strategies, planning for success, special provisions, scaling, and navigating the ACT senior secondary system. These newsletters support learners through explaining the commonalities between schools, and the expectations that they may have regarding curriculum, assessment, and policy. Together, the newsletters supported informed participation in senior secondary education and addressed questions and issues relevant to both educators and students.

The BSSS prioritises building and maintaining collaborative partnerships with the Australian tertiary sector to share knowledge, resources, and common educational goals. To inform curriculum development and drive systemic innovation, the BSSS maintains positive, productive relationships with local, national and international universities.

During the reporting period, the University of Canberra (UC) provided valuable advice and feedback to support the development of courses written under the Health, Outdoor, and Physical Education framework. Concurrently, a collaborative partnership between UC and the Australian Catholic University (ACU) informed the design and development of the inaugural BSSS Education Studies course. To build system capacity, ACU also delivered targeted professional learning for teachers transitioning to this new course.

The BSSS expanded its tertiary network by establishing a new partnership with the University of New South Wales (UNSW), collaborating to develop the Systems Architecture and Cyber Security H courses. Furthermore, a multi-institutional collaboration with the Australian National University (ANU), the University of Technology Sydney, and the University of Auckland facilitated the development of the first BSSS Pacific Studies course. This initiative was strengthened through a partnership with the ANU and the Australian Pasifika Educators Network to provide specialised professional learning for teachers of the course.

The BSSS's tertiary partnerships extended to the ANU National Security College, with the office hosting regular free teacher learning about issues of national importance such as extremism, online safety, and Australia's relationship with countries in our region, with storied speakers from Australia's diplomatic and national security community. This program is aimed at enabling teachers to engage from a position of knowledge and the latest understanding when handling sensitive topics in curriculum and pedagogical situations.

Tertiary partnerships also remained pivotal to the ongoing refinement of BSSS curriculum frameworks. The BSSS collaborated with Adelaide University and ANU on the development of the Languages Framework and engaged with both ANU and UC to inform the English Framework. Additionally, the University of Canberra provided key expertise to support the development of the Mathematics Framework.

Through global partnerships and engagement, at the close of the reporting period, the BSSS worked with 7 international schools from 3 countries.

BSSS Table 1: BSSS partnerships with international schools

School[1]	Year joined
Lae International School, Papua New Guinea	1990
Port Moresby International School, Papua New Guinea	1990
Sekolah Cita Buana, Indonesia	2001
Kimbe International School, Papua New Guinea	2013
Shanghai Fengxian Bohua Senior High School, China	2017
Shanghai Cunzhi Senior High School, China	2025
Hargy International School, Papua New Guinea	2026

Note(s):

1. The International School Suva, Fiji joined the ACT senior secondary system in 2004 with 2025 their final year of participation. A third school from China will join the ACT senior secondary system in 2027.

One of the key benefits of exporting curriculum, assessment and regulatory products is that it increases the credibility and validity of the ACT SSC. It also creates opportunities for greater dialogue and understanding between schools, their communities, and governments. This allows a greater exercise of soft-power diplomacy and creates stronger bilateral connections.

Artificial intelligence

The Board of Senior Secondary Studies sees generative artificial intelligence (AI) as one of the most consequential technologies in education in recent memory. As a standing item on all Committee, Principal and Board Meetings, AI is discussed with rigour and regularity, with the BSSS seeking information from schools about the uses of AI both beneficial and detrimental, in the classroom and beyond. Focusing schools on pedagogy, ethics and assessment has been a key driver of the 2025–26 BSSS AI work, which is reflected in public newsletters, advice booklets for teachers, students and parents, and helpdesk support for schools, families and students.

The OBSSS continues to offer in-person and asynchronous professional learning about AI, provides advice to a range of stakeholders, including the National AI in Schools Taskforce, Australasian Curriculum, Assessment and Certification Authorities (ACACA), the Education Directorate, and acts as a critical friend to researchers in universities. Staff from the OBSSS were invited to speak on panel discussions about AI and assessment at the EduTech conference in Sydney in June 2026, recognising the expertise of the OBSSS in understanding AI, pedagogy, and assessment.

As courses and frameworks have been developed during the year, review of the assessment advice given to schools within the disciplines studied in the ACT senior secondary system has been undertaken and is ongoing within the curriculum cycle. AI-enabled academic misconduct continues to be problematic for schools in all sectors, as students access shadow IT products. The OBSSS carefully and diligently observes and reviews developments in technologies specifically designed for cheating (e.g. false calculators or AI 'humanisers' intended to trick validation tasks). The provision of advice and policy to support schools is responsive and ongoing.

Governance

During 2025–26, the BSSS continued its focus on aligning governance arrangements with legislative and administrative requirements to ensure the long-term viability, continued impact, and sustainability of service of the OBSSS.

The Minister's 2025 Statement of Expectation sets out the ACT Government's expectations for the BSSS in discharging its responsibilities under the BSSS Act.

The OBSSS continues to progress delivery against government commitments, with student safety and wellbeing, supporting teachers, cultural integrity, and excellence in education remaining a focus, through continually monitoring and assessing actions to ensure prioritisation and alignment within the remit of the Board's authorising environment.

The BSSS continues to be responsive to the Future of Education and to:

- consider the principles of the Future of Education in BSSS strategies and plans
- provide senior secondary perspective and advice in the implementation of the third phase of the Strategy
- maintain 'students at the centre' of BSSS priorities
- advance system alignment to support excellent outcomes for students.

In addition, the following expectations, offered concurrently with Phase 3 of the Future of Education, provide clarity and support the work of the BSSS:

- Establish opportunities for schools to prepare every student for the future through a student-centred, high-quality educational experience.
- Strategically and continuously improve curriculum, assessment, quality assurance, and certification to support service delivery in schools enabling access, equity, inclusion, high expectations for learning, academic excellence, and agency for students.
- Maintain robust structures to develop and implement quality assured courses of study and delivery by recognised educational institutions to ensure that the senior secondary curriculum continues to be of world class standard.
- Implement policies and procedures and establish requirements for the review of curriculum delivery and the assessment of student attainments by recognised education institutions including the authenticity of course provision, and the processes used to evaluate and moderate student assessments.

- Offer relevant and challenging professional learning for teachers and school leaders to increase their knowledge, skills and understanding in high-quality delivery of curriculum and assessment.
- Build on success in engaging with and listening to students about their educational experiences.
- Identify, enhance, and expand technological solutions through the deployment of systems and programs that are innovative, productive, and aligned with contemporary research and practice.
- Institute guidelines for the issue of certificates of attainment and ensure, to the greatest extent possible, that the certificates will be recognised by employers and providers of further training and higher education.
- Sustain management practices that include timely publication of information, regular release of relevant papers, timely reporting, processes to satisfy records management responsibilities, and maintain a focus on continuous quality improvement.

Compliance

The OBSSS complies with legislation to support the BSSS in the processing of Board appointments and maintaining core functions.

Assurance

Regular reporting arrangements are in place to ensure accountability is demonstrated to the community to which the BSSS is accountable. As the BSSS engages in strategic planning, direction-setting, and policy priorities, the Minister is provided with regular reports and additional briefings as required, as well as following each Board meeting.

Conduct

The BSSS has an important leadership role in the ACT education sector and in maintaining community confidence through robust accreditation and certification processes for senior secondary school studies in ACT government and non-government schools. The BSSS will continue to lead by example through compliance and a high standard of integrity.

OBSSS staff, as public servants, are bound by provisions set out in the *Public Sector Management Act 1994* and related code of conduct documents and Board members are required by the *Financial Management Act 1996* to disclose interests and conflicts of interest.

The OBSSS provides information to Board members through the Members' Handbook regarding expectations of board members including managing conflicts of interest and confidential information.

The OBSSS continues to maintain and enhance a collaborative and consultative culture and demonstrate the values of the ACT Public Service as it continues to work closely with the public, independent and Catholic sectors of the ACT education system and other relevant stakeholders (including unions and parent organisations).

Performance

The BSSS demonstrates commitment to ongoing improvement, including efficiency, and alignment of actions with government priorities and commitments, and ACT senior secondary sector wide education strategies and priority reforms.

The Board has well-established processes and procedures for continuous improvement. Board-endorsed committees meet 4 times a year to evaluate Board policies and procedures. To meet governance requirements, the Board frequently liaises with appropriate areas of government, including the Education Directorate, Digital Canberra, ACT Government Solicitor, and the Office for International Engagement.

The Board meets quarterly to oversee the strategic directions of ACT curriculum, assessment, and certification, as well as evaluate resourcing requirements and alignments to support priorities.

The Board endorsed the ACT BSSS Strategic Plan 2026–2030 (the Strategic Plan) in September 2025. The Plan was informed by extensive consultation, including with students and teachers. A central message from stakeholders was the importance of empowering students with adaptability and future readiness.

The ACT BSSS Strategic Plan 2026–2030 emphasises the following operative themes:

- Understanding and engaging with advances in technology for the benefit of student learning, including supporting academic integrity.
- Maintaining the contemporary relevance of senior secondary curriculum and assessment.
- Enhancing engagement, understanding, and responsiveness between the BSSS and schools.
- Building school capacity to support all learners through flexible school-based curriculum and the continuous assessment model.
- Empowering school communities to address the needs of diverse learners.
- Maximising opportunities to work together to advance educational opportunities for all students.

The Board Chair is responsible for ensuring the BSSS operates effectively and reports to the Minister in relation to the Board's role and responsibilities. The Executive Director manages the day-to-day operations of the OBSSS and regularly advises the Board about the operations of the OBSSS.

The Memorandum of Understanding between the BSSS and the Education Directorate is reviewed regularly by the parties in concert with the associated governance arrangements. In addition, the Education Directorate has policy responsibility for the BSSS Act under the ACT Government's Administrative Arrangements. This means the directorate has responsibility for advising the Minister in relation to policy issues and any other matter relating to the BSSS Act.

Internal accountability

Board membership

The *BSSS Act 1997* (section 8) creates a Board with a broad membership of 15 from a range of stakeholders relevant to the ACT senior secondary education context. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education and Early Childhood for a period of 3 years. Members can be reappointed if they are eligible. During the reporting period, 5 new members were appointed to the Board.

The Board has 4 scheduled meetings each calendar year.

BSSS Table 2: Board membership as at 1 July 2025

Member	Affiliation	Initial Appointment	Appointment Expires	Meetings Attended July-Dec 2025
Ms Cathy Hudson	Chair	12 December 2023	11 December 2026	2/2
Ms Josephine Andersen	Canberra Institute of Technology	9 May 2023	8 May 2026	1/2
Mr Michael Young	Vocational education and training organisations	18 April 2023	17 April 2026	0/2
Professor Royston Gustavson	Australian National University	31 July 2015	29 July 2027	2/2
Associate Professor Matthew Brown	University of Canberra	8 August 2025	7 August 2028	2/2
Dr Judith Norris	Australian Catholic University	9 August 2022	24 November 2028	0/1
Mr Matthew Hutchison	Association of Independent Schools	24 October 2025	23 October 2028	0/1
Mr Gerard Barrett	ACT Branch, Australian Education Union	17 November 2023	16 November 2026	2/2
Ms Sandra Darley	Catholic Education Commission	15 August 2023	14 August 2026	2/2

Ms Lyndall Henman	ACT Principals' Association	15 August 2023	14 August 2026	2/2
Ms Meredith Harkness	Council of Parents and Citizens Associations	15 August 2023	14 August 2026	2/2
Ms Raffy Sgroi	Association of Parents and Friends of ACT Schools	24 April 2025	23 April 2028	2/2
Ms Stephanie McAlister	Business and Industry representative organisations in the ACT	24 April 2025	23 April 2028	0/1
Mr Dylan Watt	ACT Trades and Labour Council	7 May 2025	6 May 2028	2/2
Ms Jo Wood	Director-General, Education Directorate	7 January 2025	Ongoing	2/2

The Board met on 2 occasions from July to December 2025. In addition, one out of session decision process was undertaken during this period.

BSSS Table 3: Board Membership as at 30 June 2026

Member	Affiliation	Initial Appointment	Appointment Expires	Meetings Attended Jan-June 2026
Emeritus Professor Royston Gustavson	Interim Chair	11 March 2026	31 December 2026	2/2
Vacant	Canberra Institute of Technology			
Ms Jo Whitfield	Vocational education and training organisations	28 May 2026	27 May 2028	1/1
Associate Professor Mathew Davies	Australian National University	28 May 2026	27 May 2028	1/1

Associate Professor Matthew Brown	University of Canberra	8 August 2025	7 August 2028		2/2
Dr Judith Norris	Australian Catholic University	9 August 2022	8 August 2028		2/2
Mr Matthew Hutchison	Association of Independent Schools	24 October 2025	20 July 2026		2/2
Vacant	ACT Branch, Australian Education Union				
Ms Sandra Darley	Catholic Education Commission	15 August 2023	14 August 2026		2/2
Ms Lyndall Henman	ACT Principals' Association	15 August 2023	14 August 2026		2/2
Ms Raffy Sgroi	Association of Parents and Friends of ACT Schools	24 April 2025	23 April 2028		1/2
Ms Meredith Harkness	ACT Parents Inc. (formerly Council of Parents and Citizens Associations)	15 August 2023	14 August 2026		2/2
Vacant	Business and Industry representative organisations in the ACT				
Mr Dylan Watt	Unions ACT (formerly ACT Trades and Labour Council)	7 May 2025	6 May 2028		2/2
Ms Jo Wood	Director-General, Education Directorate	7 January 2025	Ongoing		1/2

The Board met on 2 occasions from January to June 2026. In addition, 4 out-of-session decision processes were undertaken during this period.

Board Secretariat

The Board Secretariat, managed by the Executive Group Manager (titled Executive Director), has 13 other staff (10 education leaders and 3 administrative officers), all employed through the directorate. The Executive Director reports to the Board on its legislated functions and to the directorate on administrative functions.

Remuneration for Board members

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal.

Standing committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles and functions are listed below.

BSSS Table 4: Board standing committees and their roles/functions

Committee	Role/functions
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum and quality assurance matters, including vocational education, and the overall direction of curriculum in the senior secondary years.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, including vocational education, and the overall direction of assessment and certification in the senior secondary years.

BSSS Table 5: Curriculum Advisory Committee as at 1 July 2025

Member	Role
Professor Royston Gustavson	Chair
Ms Rachael Radvanyi	ACT Government Education Sector
Ms Kathleen Garvie	ACT Catholic Education Sector
Ms Tracey Taylor	ACT Independent Schools Sector
Dr Michael Davies	University Sector
Mr Matthew Hall	Canberra Institute of Technology
Vacant	Business and Industry
Ms Anita Wesney	Co-opted
Ms Maria O'Donnell	Co-opted
Mr Martin Watson	OBSSS
Mr Kristofer Feodoroff	OBSSS

BSSS Table 6: Curriculum Advisory Committee as at 30 June 2026

Member	Role
Dr Judith Norris	Chair
Assoc Prof Matthew Brown	Deputy Chair
Ms Rachael Radvanyi	ACT Government Education Sector
Ms Kathleen Garvie	ACT Catholic Education Sector
Ms Tracey Taylor	ACT Independent Schools Sector
Ms Joanne Quick	University Sector
Vacant	Canberra Institute of Technology
Vacant	Business and Industry
Ms Anita Wesney	Co-opted
Mr Craig Edwards	Co-opted
Ms Maria O'Donnell	Co-opted
Mr Martin Watson	OBSSS
Ms Tara Williams	OBSSS

BSSS Table 7: Assessment and Certification Committee as at 1 July 2025

Member	Role
Professor Phillip Roberts	Chair
Mr Ken Gordon	ACT Government Education Sector
Mr David Stone	ACT Government Education Sector
Dr Ann Cleary	ACT Catholic Education Sector
Ms Renee Taylor	ACT Catholic Education Sector
Ms Lindy Braithwaite	ACT Independent Schools Sector
Ms Lisa Green	ACT Independent Schools Sector
Ms Lyndall Henman	Co-opted
Mr Martin Watson	OBSSS
Dr Himel Ghosh	OBSSS

BSSS Table 8: Assessment and Certification Committee as at 30 June 2026

Member	Role
Ms Sandra Darley	Chair
Ms Lyndall Henman	Deputy Chair
Mr David Gould	ACT Government Education Sector
Mr David Stone	ACT Government Education Sector
Dr Ann Cleary	ACT Catholic Education Sector
Ms Renee Taylor	ACT Catholic Education Sector
Ms Lindy Braithwaite	ACT Independent Schools Sector
Ms Lisa Green	ACT Independent Schools Sector
Mr Martin Watson	OBSSS
Dr Himel Ghosh	OBSSS

Board accreditation panels and their roles/functions

Board accreditation panels are established as required to advise the Board on the accreditation and registration of senior secondary courses, which have been collaboratively developed by the Office of the BSSS, teachers, industry and business groups, tertiary institutions, and other organisations.

Performance Analysis

The processing of graduating senior secondary students results occurred on schedule and certificates were issued to ACT colleges and schools on 16 December 2025 for distribution to ACT students.

More than 14,000 certificates, records, and statements were produced by the BSSS for students studying the Senior Secondary Certificate with 600 vocational qualifications also printed for year 10 students.

Curriculum

The OBSSS is a member of the Australasian Curriculum, Assessment and Certification Authorities (ACACA) consultation, research, and review partnership.

Recent ACACA meeting agenda items included: year 12 data collection and certification rates, National Fuel Security Plan and external exams, Disability Standards for Education implementation issues, Collaborative Curriculum and Assessment Framework for Languages, Australian Curriculum Reviews and the relationship between VET and Senior Secondary credentials.

School communities are free to select from an extensive range of contemporary BSSS accredited courses. The BSSS register comprises 11 frameworks, which state the rationale, goals, assessment, and Achievement Standards for a learning area. Courses outline the student learning entitlement, including the rationale, goals, content descriptions, assessment, and Achievement Standards.

Currently, the BSSS register comprises 113 unique courses, the majority with multiple classifications:

- *91 A classification courses:* Senior secondary courses that are considered by the BSSS to be educationally sound and appropriate for students in the senior years.
- *83 T classification courses:* Senior secondary courses that are considered by the BSSS to prepare students for higher education.
- *84 M classification courses:* Senior secondary courses considered by the BSSS to provide appropriate educational experiences for students who meet specific intellectual disability criteria.
- *H classification courses:* Senior secondary courses designed and accredited by the BSSS and an Australian university, and where successful completion of the course will be recognised towards an undergraduate degree with that university. There were 20 H courses offered by universities in 2025 and 10 in 2026. ANU H courses concluded at the end of 2025.
- *28 V classification courses:* Senior secondary courses that integrate a VET Training Package).

The following courses were accredited in 2025–26:

- Athlete Development A/T/M
- Exercise Science A/T/M
- Outdoor and Environmental Education A/T/M
- Pacific Studies A/T/M
- Physical Education Studies A/M
- Public Health A/T/M

Vocational Education and Training (VET)

A function of the Board, as outlined in the BSSS Act, is to provide to people who have undertaken courses, or units of courses, certificates and transcripts of their attainments.

The key elements of VET in the ACT:

- A VET qualification is a vocational education and training qualification that is awarded by a government-approved training provider. VET qualifications are designed to provide students with the skills and knowledge they need to enter the workforce or further their studies. VET qualifications are available in a wide range of fields, including business, technology, healthcare, and education. The most common types of VET qualifications undertaken by senior secondary students are Certificate II and Certificate III.
- VET competencies are the skills and knowledge that are required to be successful in a particular VET qualification. A registered training organisation (RTO) is an organisation that provides VET courses to students in Australia.
- The Australian Skills Quality Authority is the national regulator for Australia's VET sector and ensures that the quality of VET in Australia meets the needs of students, employers, and the community.
- The BSSS is a statutory authority responsible for the certification of senior secondary studies in government and non-government schools in the ACT. In the context of VET, BSSS Policy and Procedures stipulate how VET qualifications are recognised on the certificate (i.e. are described and count towards the minimum requirements of the ACT SSC).

In 2025–26, the BSSS continued its support for a range of vocational pathways for students, including VET competencies integrated into BSSS A/T/M courses, VET studies completed as a part of an Australian School-based Apprenticeship (ASbA), VET completed with the school as an RTO, and VET completed at RTOs external to the school.

Schools delivering BSSS courses integrating a VET training package will continue to benefit from participation in a collaborative and collegial OBSSS professional learning community, with access to workshops and networking opportunities.

In the context of VET, a minor variation was approved to Outdoor Recreation to reflect the new Health, Outdoor, and Physical Education Framework in 2025–26.

Moderation

A function of the BSSS, as outlined in the BSSS Act, is to develop and implement procedures for the moderation of student assessments. Peer reviewed moderation is the process of calibrating assessments so that there is comparability of grades either internally within a school, or externally across all colleges and sectors.

The integrity of the ACT SSC is reliant on the quality, reliability, and validity of assessment data across ACT senior secondary schools. Moderation processes are intended to achieve the comparability that is necessary to maintain that integrity.

The moderation process takes place twice a year, in early March and August. On each day presentations of students' work in all subject areas are reviewed. Each semester focuses on a specific cohort. For Moderation Day 2 2025, 1,555 presentations reflecting the delivery of year 12 semester 1 2025 units were reviewed and there was 91.1% overall grade agreement. For Moderation Day 1 2026, 1,436 presentations reflecting the delivery of year 11 semester 2 2025 units were reviewed and there was 93.7% overall grade agreement.

The System Moderation Reporting Tool remains a key mechanism for identifying and flagging quality assurance concerns, facilitating continuous improvement across the system to support equitable delivery for all ACT senior secondary students. The overall data paints the picture of a system which is increasingly stable, consistent, and aligned with the BSSS Quality Assessment Guidelines.

Over time, quality assurance processes have been effective in reducing high-risk issues such as unclear task intent, inadequate documentation, or misalignment with course frameworks, evidenced by declining Minimal and Concerning ratings and a strong concentration of judgements in the High and Satisfactory bands. This reflects the ongoing development of a shared understanding of validity, curriculum coverage, and baseline reliability has facilitated the commencement of longitudinal data collection on the quality of presentations submitted for System Moderation. Longitudinal data will assist and inform continuous improvement for individual schools, sectors, and the system.

Professional learning

In 2025–26, the OBSSS delivered a suite of synchronous and asynchronous professional learning workshops designed to support teachers delivering curriculum and meeting BSSS policies and procedures. These workshops were:

Synchronous

- Artificial Intelligence in Senior Secondary Schools
- Introduction to the ACT Senior Secondary System
- New Certification Officer Training
- New to Leading Learning and Assessment in ACT Senior Secondary System
- School Based Moderation and Meshing
- Scaling in the ACT Senior Secondary Assessment

Bookable synchronous

Bookable synchronous workshops are available to be booked by schools for delivery onsite at a time agreed to by the school and the OBSSS. Schools can also request bespoke workshops to address an identified need. Several bespoke workshops were held in 2025–26, with a focus on grading in addition to assessment design and differentiation.

Workshop offerings included:

- Assessing Group Work and Collaboration Skills in Senior Secondary Classes
- Introduction to the Arts Framework for the ACT Senior Secondary System
- Introduction to the BSSS Quality Assessment Guidelines
- Introduction to the ACT Senior Secondary System Commerce Curriculum
- Introduction to the ACT Senior Secondary Ethical Research Principles and Guidelines
- Introduction to the ACT BSSS Senior Secondary English Framework
- Introduction to the ACT BSSS Senior Secondary Health, Outdoor and Physical Education Curriculum
- Introduction to the Senior Secondary Humanities and Social Sciences Framework in the ACT
- Introduction to the Senior Secondary Industry and Services Framework for the ACT BSSS
- Introduction to the Languages Framework
- Introduction to the Senior Secondary Mathematics Curriculum
- Introduction to the ACT Senior Secondary Technologies Curriculum
- Introduction to the Science Framework in the ACT Senior Secondary System
- Creating Programs of Learning in the ACT Senior Secondary Curriculum
- Scaling in the ACT Senior Secondary Assessment
- Writing Rubrics

Asynchronous

- Assessing Group Work and Collaboration Skills in Senior Secondary Classes
- BSSS AI Introduction: Asynchronous
- Differentiating in Assessment
- Introduction to the ACT Senior Secondary Ethical Research Principles and Guidelines
- Introduction to the BSSS Quality Assessment Guidelines
- Introduction to the ACT BSSS Senior Secondary English Framework
- Introduction to the ACT Senior Secondary Mathematics Curriculum
- Introduction to the Science Framework in the ACT Senior Secondary System
- Introduction to the Senior Secondary Humanities and Social Sciences Framework in the ACT
- Introduction to the Arts Framework for the ACT Senior Secondary System

- Introduction to the ACT Senior Secondary Commerce Curriculum
- Introduction to Senior Secondary Industry and Services Framework for the ACT BSSS
- Introduction to the Languages Framework
- Introduction to the ACT BSSS Senior Secondary Health, Outdoor and Physical Education Framework
- Introduction to the ACT Senior Secondary Technologies Curriculum
- Inquiry-based Assessment in the Arts
- Introduction to the ACT Senior Secondary System
- Creating Programs of Learning in the ACT Senior Secondary Curriculum
- Providing Feedback to Support Learning
- Teaching Problem Solving
- Writing Great Rubrics

Certification of year 12 outcomes 2025

In 2025, 32 schools were involved in the processing of year 12 results; including 7 overseas schools located in China, Papua New Guinea, Indonesia, and Fiji and CIT Pathways College (not included in ACT statistics).

ACT students in this cohort also completed courses/units at the Australian National University (ANU) Extension Program, University of Canberra Accelerated Pathways Program, CIT Solutions, the Australian School of Contemporary Chinese and through other jurisdictions including Finigan School of Distance Education, and the Hungarian Community School Adelaide.

Key points from the reporting period include:

- The BSSS supplies data to ACT education providers for system improvement
- There was an increase of approximately 3% in overall graduating cohort size from 2024
- The uptake of higher level mathematics courses remain strong in the ACT. In the 2023 cohort, Mathematical Methods enrolments exceeded Mathematical Applications enrolments for the first time. In 2024, Mathematical Methods enrolments went below Mathematical Applications. In 2025 Mathematical Methods course completions again exceeded Mathematical Applications
- Three students received an ATAR of 99.95 in 2025. This is the first time since the introduction of the ATAR in 2009 that 3 ACT Senior Secondary Certificate students received 99.95
- 2025 was the final year of the ANU Extension program.

In 2025, 5,235 students met the requirements for an ACT Senior Secondary Certificate (ACT SSC). This included 5,083 students enrolled in ACT schools, 65 enrolled in the CIT Pathways College and 87 enrolled in international schools. In the ACT, this represented 91.8% of final year senior secondary students according to school census numbers as of February 2025 (5,539).

Of the students who received an ACT SSC, 3,194 also achieved a Tertiary Entrance Statement (TES) and an ATAR. This number included 3,091 students enrolled in ACT schools, 16 students at CIT Pathways and 87 students enrolled in overseas schools.

In the ACT, this represents 56% of final year senior secondary students based on school census numbers as of February 2025 and 55.9% of the calculated weighted age population.

BSSS Table 9 provides the percentage of ACT SSC receivers who completed a course in the nominated area.

BSSS Table 9: BSSS selected course frameworks on Senior Secondary Certificates 2025

Course framework	Number of ACT SSC students who completed a course from this framework	Percentage of ACT SSC students who completed a course from this framework
Commerce	1,130	22%
English	5,205	>99%
Health, Outdoor and Physical Education	1,746	33%
Humanities and Social Sciences	2,652	51%
Industry and Services	785	15%
Integrated Learning	184	4%
Languages	666	13%
Mathematics	4,844	93%
Science	2,835	55.8%
Technologies	1,462	28%
The Arts	1,413	27%

Source: ACT Certification System (ACS) Database

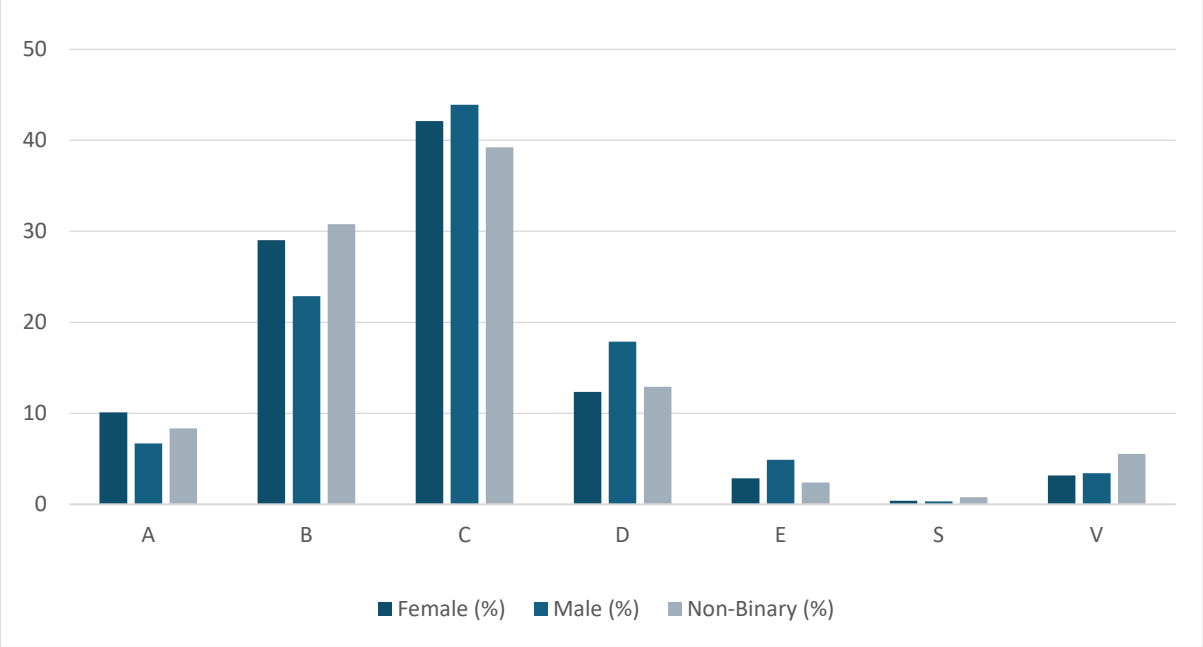
The awarding of grades is underpinned by the Achievement Standards detailed in Frameworks. It is an absolute scale regardless of cohort. Grades are reviewed by peers through Moderation Days.

BSSS Figure 3 illustrates the distribution of grades in the 2025 graduating cohort.

The BSSS recognises and prints vocational certificates on behalf of school-based RTOs. The BSSS printed 307 VET Certificates and 1,114 VET Statements of Attainment for final year senior secondary students in ACT schools.

In addition to VET completed by school-based RTOs, the ACT SSC also recognises VET achievement in ASbAs and through external RTOs. In the 2025 graduating cohort, 234 students participated in ASbAs, and 192 students were awarded units for vocational achievement from external RTOs.

BSSS Figure 3: BSSS unit grade distribution 2025 graduating cohort [1, 2, 3]



Source: ACT Certification System (ACS) Database.

Note(s)

1. A to E grades represent the achievement standard attained by a student.
2. S (Status) grades represent a unit awarded to a student who has completed the work and learning goals but has been unable to be assessed due to illness or misadventure.
3. V (Void) grades represent a student who 'voided' the unit due to insufficient participation or assessment work. These units are not awarded to the student.

Technology systems

The Assessment and Certification System (ACS) is a bespoke and critical piece of digital infrastructure designed to meet the unique requirements of the ACT senior secondary system. It is the official repository of student information, assessment results, school-based VET data, and all information needed for the award of ACT SSCs and ATARs.

It facilitates the majority of BSSS policy and processes including:

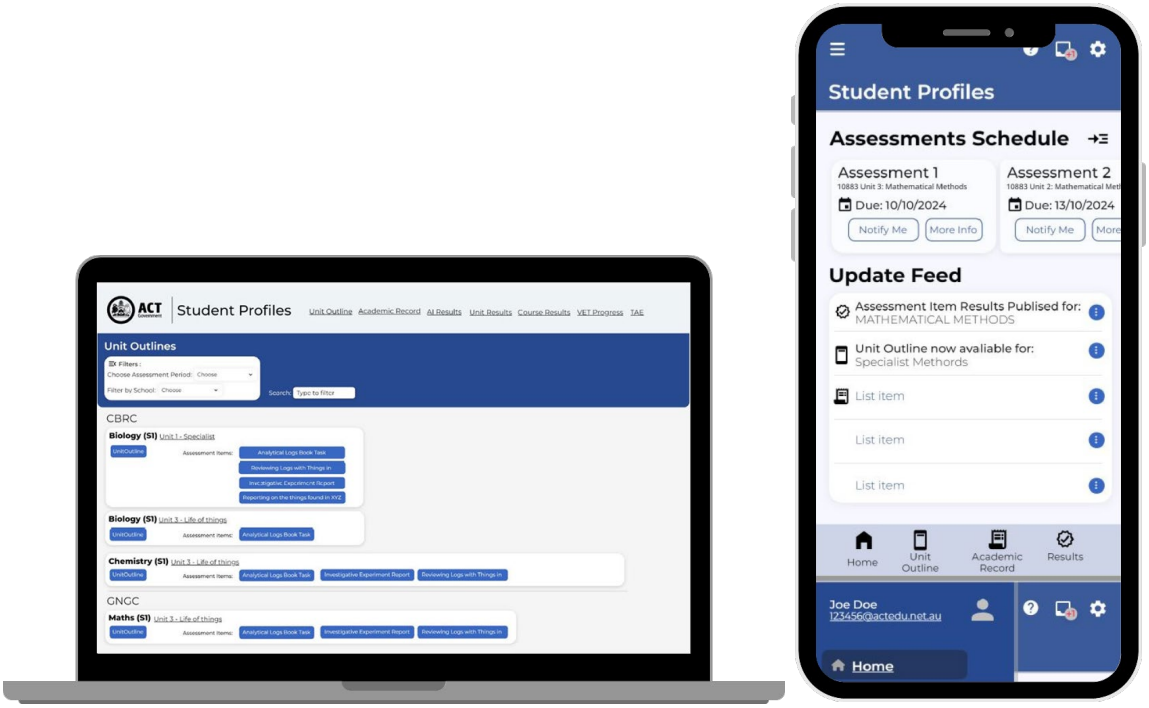
- the enforcement of certificate and VET qualification rules
- the system Moderation Day process
- the end of year scaling and ATAR calculation.

The OBSSS works daily with software developers in Digital Canberra to collaboratively maintain, improve usability and functionality of this system, in addition to address software defects.

The ACS has a student portal known as Student Profiles Online (SPO) that gives students access to their academic record, assessment information, and for those doing a T package, their ATAR.

Unit outlines, assessment items and the results of assessment items, units, and courses were added to this portal. With this functionality, the SPO provides assessment transparency and real time access for students, allowing students to access and review their assessment item results as they are recorded by teachers in ACS.

BSSS Figure 4: Student Profiles Online representation



The Student App was developed in partnership with Digital Canberra and released in term 4 2025. This new app is in addition to the SPO, website which has been in use for several years. The Student App provides a second, more-convenient way for students to access their information and offers students a user-friendly experience with clear, bright formats optimised for phones and tablets. It also features easy navigation and the option to receive notifications for new assessment items, unit outlines, and announcements from the OBSSS.

The BSSS provides various data analyses to schools to assist in school operations and improvement plans. Many of these are available directly through reports in ACS or are conducted using external statistical analysis software and provided to schools.

Risk Management

The OBSSS provides support to the Board on policy and procedures, and the implementation of the *BSSS Act 1997* and other relevant Acts. The directorate provides support to the OBSSS regarding risk assessment and management through the provision of related policies and procedures. The OBSSS also liaises with the ACT Insurance Authority (ACTIA) regarding risk management as part of ACTIA's function of promoting good risk management practices.

Through a culture of development and improvement, the OBSSS monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates.

In line with the Board's legislative responsibilities and ACT Government Solicitor advice, and in support of effective governance and the management of key risks the Board agreed at its meeting on 28 November 2024 to consider a full risk management plan once a year including work health and safety issues.

The BSSS Enterprise Risk Management Plan 2026 has been designed and developed to align with and support the Board's priorities as described in the BSSS Strategic Plan 2026–2030. The Enterprise Risk Management Plan 2026 identifies and defines risks, and highlights mitigations that reduce risk to the Board, application of the BSSS Act, and the oversight of provision of the ACT SSC by schools.

The Board also agreed that if the office identifies individual risk matters that require consideration, these will be brought to the Board for review and discussion.

The Board entered into 3 new data sharing agreements in 2025–26:

- An agreement with the Catholic Archdiocese of Canberra and Goulburn to supply Quality Assurance and end of year Certification data from each of their schools to enable a robust evaluation of the effectiveness of teaching and learning programs across the sector and support the identification of areas of need, inform targeted interventions and promote continuous improvement in educational outcomes.
- An agreement with University Admissions Centre (UAC) in relation to year 12 data formalising existing data sharing to support university admissions decisions for ACT school leavers through the supply of student details and results.
- A second agreement with UAC in relation to year 11 data to support the BSSS's decision to supply student details and unit results of applicants to designated early entry offer schemes.

Unit and assessment item results, in addition to quality assurance and end of year certification data continue to be regularly shared with the directorate under the BSSS's data sharing agreement in support of its Student-Centred Improvement Framework and College Dashboard.

The BSSS has a range of responsibilities under various Acts. These include:

- *Annual Reports (Government Agencies) Act 2004*
- *ACT Board of Senior Secondary Studies Act 1997*
- *Children and Young People Act 2008*
- *Disability Discrimination Act 1992 (Cth)*
- *Disability Inclusion Act 2024*
- *Discrimination Act 1991*
- *Education Act 2004*
- *Education and Care Services National Law (ACT) Act 2011*
- *Financial Management Act 1996*
- *Freedom of Information Act 2016*
- *Government Procurement Act 2001*
- *Health Records (Privacy and Access) Act 1997*
- *Human Rights Act 2004*
- *Human Rights Commission Act 2005*
- *Information Privacy Act 2014*
- *Multiculturalism Act 2023*
- *Ombudsman Act 1989*
- *Period Products and Facilities (Access) Act 2023*
- *Public Interest Disclosure Act 2012*
- *Public Sector (Closing the Gap) Amendment Act 2025*
- *Public Sector Management Act 1994*
- *Territory Records Act 2002*
- *Training and Tertiary Education Act 2003*
- *Work Health and Safety Act 2011*

Ethical standards

After consultation with organisations listed in the *BSSS Act 1997*, all nominees to the Board are required to submit a Declaration of Private Interests form which is included with the papers prepared for the Minister to review prior to the Cabinet consultation process.

Prior to attending a Board meeting, members are provided with a Code of Conduct as a guide to ethical behaviour. Members are required to sign a declaration that they have read and agree to observe the principles of the Code and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *Public Sector Management Act 1994.*

Available resources

Board members have access to the Board Secretariat if they require assistance or advice to carry out their duties.

Community Engagement and Support

The Board has a diverse range of stakeholders, including peak bodies and community organisations. The Board utilises a mix of qualitative consultation methods including face-to-face and online engagement, forums, and working parties as well as co-design methodology, dependent on the needs of the stakeholder groups and the scope of the work.

The Board publishes newsletters for a range of audiences including teachers, parents, and students. In addition, the Board utilises social media platforms – including the provision of videos for new procedures.

The BSSS sustained its commitment to fostering robust strategic partnerships and collaborative engagements across local and national sectors. At the local level, collaboration with the directorate remained critical to ensuring data integrity and alignment for key reporting mechanisms, including the student census, ACT Government requirements, and national reporting. The Board also engaged with the Universities Admissions Centre (UAC) to generate year 12 ATARs.

To ensure seamless systemic delivery and robust communication across the sector, the BSSS maintained active engagement with key school leadership and operational networks. This included formal updates through BSSS Principals' papers and meetings, as well as targeted consultation and professional learning workshops with Curriculum, Certification, VET, and Moderation Coordinators. Information dissemination was further supported through a multi-channel digital strategy, utilising the BSSS website, regular newsletters, Facebook, and targeted correspondence.

During 2025–26, the BSSS maintained or established a broad range of effective working relationships including with the following organisations:

BSSS Table 10: Participating organisations 2025–26

Schools	
Brindabella Christian College	Lake Tuggeranong College
Burgmann Anglican School	Marist College
Canberra College	Melba Copland Secondary School
Canberra Girls Grammar School	Merici College
Canberra School of Contemporary Chinese	Narrabundah College
CIT Solutions	Orana Steiner School
CIT Year Twelve Program	Port Moresby International School
Cunzhi Senior High School	Radford College
Daramalan College	Shanghai Fengxian Bohua Senior High School

Dickson College	St Clare's College
Erindale College	St Edmund's College
Galilee School	St Francis Xavier's College
Gungahlin College	St John Paul II College
Hargy International School	St Mary MacKillop College
Hawker College	Trinity Christian School
International School of Suva	UC Accelerated Pathways Program
Islamic School of Canberra	UCSSC, Lake Ginninderra
Kimbe International School	UNSW ACTivate Program
Lae International School	

External Partners	**Unit within Partner**
Adelaide University	School of Society and Culture, College of Education, Behavioural and Social Sciences
Australian Institute of Aboriginal and Torres Strait Islander Studies	Collection Services
Association of Independent Schools	ACT Office
Australian Catholic University	National School of Education, Faculty of Education and Arts Office of the Dean, Canberra Campus
Australian National University	School of Culture, History and Language, College of Asia and the Pacific School of Literature, Languages and Linguistics, College of Arts & Social Sciences National Security College
Canberra Institute of Technology	Yurauna
Catholic Education Office – Archdiocese of Canberra and Goulburn	Teaching and Learning
Education Directorate	Aboriginal and Torres Strait Islander Education Service Delivery and Design School Improvement Infrastructure and Digital Services

The University of New South Wales, Canberra	UNSW Canberra ACTivate Program
University of Canberra	Accelerated Pathways Program Faculty of Education Health Research Institute Research Institute for Sport and Exercise
Additional Partnerships	
ACT Teacher Quality Institute	EmPower Better Health
Australian Education Union ACT	Outdoors NSW and ACT
Australian Pasifika Educators Network	Real Estate Institute ACT
Cantly Executive Recruitment and Strategy	Skills Canberra
Data Analytics Australia	Training Services New South Wales

Source: ACT Board of Senior Secondary Studies

Aboriginal and Torres Strait Islander Reporting

Progress in implementing both the National and ACT Agreements

The ACT Board of Senior Secondary Studies (BSSS) supports the Education Directorate's commitment to progressing actions towards the National Closing the Gap Agreement (the National Agreement) and the ACT Aboriginal and Torres Strait Islander Agreement 2019–28 (the ACT Agreement) through the development and application of policy and procedures, and the administration of curriculum, assessment and certification in the senior secondary years.

The BSSS continues to develop curriculum that enables schools to address the needs of Aboriginal and Torres Strait Islander students, and to enable all students to engage with their culture. BSSS Courses embed the ACARA cross curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures in all courses.

Through BSSS curriculum, students have access to build their understanding that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich, and diverse. The curriculum makes provision for all students to engage in reconciliation, respect, and recognition of the world's oldest continuous living cultures. All senior secondary courses describe how Aboriginal and Torres Strait Islander Histories and Cultures can be progressed in the classroom.

The BSSS's Indigenous Culture and Languages course, developed in partnership with the Ngunnawal Elders Council, is interdisciplinary and draws broadly on politics, linguistics, psychology, sociology, anthropology, history, and the arts. This provides opportunities for students to learn with and about local people and explore the national context.

The ACT senior secondary system establishes expectations designed to maximise learning opportunities for students. The BSSS acknowledges the gap in learning outcomes between Aboriginal and Torres Strait Islander students and their non-Indigenous peers and recognises the need to provide every opportunity possible to close the gap.

The BSSS seeks to model this with commensurate emphasis, including presenting Acknowledgement of Country in language where possible, and encouraging teachers to participate in the reciprocal responsibility of caring for country, including through publications and professional learning.

BSSS staff seek opportunities to continue their own indigenous culture and languages professional development, as exampled by the recent participation in an Australian Languages workshop offered by the directorate.

The BSSS continues to work with Ngunnawal elders and community members, building on the success of the Aunty Agnes Shea Aboriginal and Torres Strait Islander Leadership and Community Service Award, which is named after Ngunnawal Elder Aunty Agnes Shea OAM and recognises Aboriginal and Torres Strait Islander students who lead through their contribution to culture, education, and community on Ngunnawal Country, demonstrating values of respect, compassion, integrity, generosity, and humility.

The BSSS has established a committee of community leaders who oversee the selection of recipients for the award. The strength-based criteria of the award were developed in conjunction with the committee of local leaders to celebrate achievements of Aboriginal and Torres Strait Islander students in ACT schools.

This partnership is significant as it recognises the ongoing contribution of Aboriginal and Torres Strait Islander students to education in the context of the ACT Senior Secondary Certificate and the Canberra community more broadly.

Disability Inclusion Act 2024 Reporting

General

The BSSS offers disability inclusive education opportunities to schools and students through providing a policy framework for special provisions, supporting wellbeing through permitting students to achieve their ACT SSC over an extended period if needed, and through certifying students who live with intellectual disability through specialist Modified (M) courses written to support their needs.

The BSSS believes that all students must have reasonable opportunity to demonstrate their knowledge, skills, and understanding - their learning outcomes, consistent with the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005.*

Schools are responsible for the implementation of special provisions relating to school-based assessment, and for maintaining records of the provisions given. The long-term learning outcomes of the student must be a central consideration in these provisions.

ACT Scaling Test

The BSSS determines special provisions for the ACT Scaling Test (AST), an annual examination used to assist in the calculation of the ATAR for students who apply for a Tertiary Entrance Statement. Reasonable adjustments consistent with the *Disability Standards for Education 2005* are provided to students sitting the AST. Of the 3,312 students who sat the AST, 325 students were approved for special provisions. These students were from 24 of the 32 schools offering the ACT SSC.

The types of provisions awarded included:

- Small group seating
- Individual supervision
- Rest and movement breaks
- Extra time
- Use of a computer
- Use of a reader
- Use of a scribe
- Alternative format papers

Modified courses

The BSSS curriculum provides all students with a pathway to learn and demonstrate their knowledge, skills and learning outcomes. Currently there are 84 courses that make provision for students with a mild to moderate intellectual disability that can be integrated into mainstream classrooms. A range of these courses also integrate a VET Training Package.

In 2025, 86 students completed a M course of which 74 students also successfully achieved an ACT SSC. These students completed 297 M courses in total.

Multiculturalism Act 2023 Reporting

BSSS Table 11: BSSS reporting in the context of the *Multiculturalism Act 2023*

Part 4 Section 15			Action Status
Requirements under the *Multiculturalism Act 2023*	**Initiative/Project**	**Status**	**2025–26 Actions Summary**
Promotes multiculturalism.	Recruitment policies and guidance	**Complete**	OBSSS adheres to the Education Directorate recruitment policies and guidance.
Takes into account the charter for multiculturalism in exercising functions.	Diversity of representation on boards and committees	**Complete**	Board appointment processes require organisations to consider Aboriginal and Torres Strait Islander peoples, people from culturally and linguistically diverse backgrounds, and other underrepresented groups when nominating individuals for the Board.
		Complete	Specific reference is made to the *Discrimination Act 1991* as part of the induction process for new Board members.
Develops, applies, and reviews policies, programs and services in a way that promotes multiculturalism.	Procurement policies and guidance	**Complete**	The Board adheres to ACT Government procurement policies and guidance.
		Complete	All staff are made aware of and encouraged to engage with the Education Directorate Culturally and Linguistically Diverse Staff Network.

Consults with the council and the ACT community about how to promote multiculturalism.	All Board accredited courses are required to promote intercultural understanding; Aboriginal and Torres Strait Islander Histories and Cultures; and Asia and Australia's Engagement with Asia.	**Complete**	**Consultation**	
			Comment	**Action**
			Teaching intercultural understanding; Aboriginal and Torres Strait Islander Histories and Cultures; and Asia and Australia's Engagement with Asia, where appropriate are a requirement in all Board courses.	Presentations containing school unit and assessment information and student assessment artifacts are reviewed at system Moderation Day.
Provides effective and equitable access to information, programs, and services to the ACT Community.	Accessible provision of translating and interpreting services	**Underway**	The OBSSS website utilises website translation services and will continue to review document types to maximise accessibility.	

Source: Office of the Board of Senior Secondary Studies

Part 4

Annual Report Requirements for Specific Reporting Entities

Ministerial and Director-General Directions

During the 2025–26 reporting period, the ACT Board of Senior Secondary Studies did not receive any direction from the Minister under the *Board of Senior Secondary Studies Act 1997.*

BSSS Attachment 1: Sections not covered elsewhere in this report

BSSS Table 12: Sections not covered elsewhere in this report

Section	Reporting
Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2025–26.
Internal Audit	Covered within the Education Directorate Annual Report 2025–26. See section B in that report.
Fraud Prevention	Covered within the Education Directorate Annual Report 2025–26. See section B in that report.
Freedom of Information	Covered within the Education Directorate Annual Report 2025–26. See section B in that report.
Period Products and Facilities (Access) Act 2023 Reporting	Covered within the Education Directorate Annual Report 2025–26. See section B in that report.
Work Health and Safety	Covered within the Education Directorate Annual Report 2025–26. See section B in that report.
Human Resources Management	Covered within the Education Directorate Annual Report 2025–26. See section B in that report.
Ecological Sustainability Reporting	Covered within the Education Directorate Annual Report 2025–26. See section B in that report.
Financial Management Reporting	Covered within the Education Directorate Annual Report 2025–26. See section C in that report.
Management Discussion and Analysis	Covered within the Education Directorate Annual Report 2025–26. See section C in that report.
Financial Statements	Covered within the Education Directorate Annual Report 2025–26. See section C in that report.
Capital Works	Covered within the Education Directorate Annual Report 2025–26. See section C in that report.
Asset Management	Covered within the Education Directorate Annual Report 2025–26. See section C in that report.
Government Contracting	Covered within the Education Directorate Annual Report 2025–26. See section C in that report.
Statement of Performance	Covered within the Education Directorate Annual Report 2025–26. See section C in that report.

BSSS Attachment 2: Institutions delivering Board certificated courses

BSSS Table 13: Institutions delivering Board certificated courses

Government schools	
Canberra College	Lake Tuggeranong College
Dickson College	Melba Copland Secondary School
Erindale College	Narrabundah College
Gungahlin College	University of Canberra Senior Secondary College Lake Ginninderra
Hawker College	
Non-government schools	
Brindabella Christian College	Orana Steiner School
Burgmann Anglican School	Radford College
Canberra Girls Grammar Schools	St Clare's College
Daramalan College	St Edmund's College
Galilee School	St Francis Xavier College
Islamic School of Canberra	St Mary MacKillop College
Marist College Canberra	St John Paul II College
Merici College	Trinity Christian School
Other ACT institutions	
Australian National University Extension Program (Concluded in 2025)	University of Canberra - Accelerate Program
CIT Pathways College	University of New South Wales Canberra - ACTIvate
International schools	
Hargy International School, Papua New Guinea	Sekolah Cita Buana, Indonesia
Kimbe International School, Papua New Guinea	Shanghai Cunzhi Senior High School, China
Lae International School, Papua New Guinea	Shanghai Fengxian Bohua Senior High School, China
Port Moresby International School, Papua New Guinea	International School Suva, Fiji (Concluded in 2025)
Specialist education providers	
CIT Solutions Centre for Modern Languages (Concluded in 2025)	The Australian School of Contemporary Chinese

Contact information

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Appendix

Information Sources

ACT Board of Senior Secondary Studies

ACT Board of Senior Secondary Studies

ACT BSSS Strategic Plan 2026–2030

ACT Education Directorate

ACT Education Directorate

Access Student Records Policy

Child safety in early childhood settings: Insights from the sector and community

Continuity and Transitioning Framework

Corporate Sponsorship Policy

FOI disclosure logs

Future of Education Strategy

Inclusive Education Strategy

Punjabi and Hindi Language Education | YourSay ACT

Sector Snapshot: ACT ECEC and OSHC workforce

Set up for Success: An Early Childhood Strategy for the ACT

Set up for Success Phase 2 Evaluation Report

Strong Foundations

Valuing Educators, Values Children Workforce Strategy

ACT Government

ACT Government

ACT Audit Office

ACT Legislation Register

ACT Wellbeing Framework

Built for CBR

Free period products - ACT Government

Infrastructure Canberra Annual Report

Tenders ACT - Find Contracts

ACT Teacher Quality Institute

ACT Teacher Quality Institute

Regulatory Framework

Australian Children's Education and Care Quality Authority (ACECQA)

Early Childhood Education and Care Pay and Conditions Research Report

Review of Child Safety Arrangements under the National Quality Framework Final Report

StartingBlocks

Australian Government Department of Education

Australian Qualifications Framework

The Better and Fairer Schools Agreement (2025–2034)

Australian Institute for Teaching and School Leadership

AITSL

Framework for Teacher Registration in Australia

Legislative Assembly for the Australian Capital Territory

Orders for Papers - ACT Legislative Assembly

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