



Australian  
Capital Territory  
**BUDGET  
2018-19**

Growing services  
for our growing city



**ACT**  
Government

Australian  
Capital Territory

# **BUDGET 2018-19**

Growing services  
for our growing city

**Budget Statements F**

Education Directorate

# STRUCTURE AND CONTENT OF THE 2018-19 BUDGET PAPERS

The 2018-19 Budget is presented in three papers and a series of agency Budget Statements.

## Budget Paper 1: Budget Speech

The Treasurer's speech to the Legislative Assembly highlights the Government's Budget strategies and key features of the Budget.

## Budget Paper 2: Budget in Brief

Budget Paper 2 presents a summary of the overall budgetary position together with information on the Government's expenditure priorities in key service delivery areas.

## Budget Paper 3: Budget Outlook

Budget Paper 3 summarises the 2018-19 Budget and forward estimates for the general government sector, the public trading enterprise sector and the total Territory Government.

Details of the projected 2018-19 Budget results are provided, as well as background information on the development of the 2018-19 Budget, including economic conditions and federal financial relations. It also provides an overview of the Territory's infrastructure investment program and details of the 2018-19 expense, infrastructure and capital, and revenue initiatives. Full accrual financial statements and notes are provided for all sectors.

## Budget Statements

The Budget Statements contain information on each directorate and agency, including descriptions of functions and roles and responsibilities, together with major strategic priorities.

ISSN 1327-581X

© Australian Capital Territory, Canberra June 2018

Publication No 18/0527

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Produced for the Chief Minister, Treasury and Economic Development Directorate by Publishing Services.

Enquiries about this publication should be directed to the Chief Minister,  
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# EDUCATION DIRECTORATE

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## Purpose

The Education Directorate (the Directorate) is a leading learning organisation where people know they matter, delivering high quality early childhood education and public school education in an accessible and inclusive environment.

The Directorate is dedicated to facilitating quality 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 learning centres and non-government schools.

Through engaging with students, families and the community the Directorate is shaping the future of education and establishing strong foundations for the continual development and provision of educational services that empower each young person in the ACT to learn for life.

Over the coming years, the Directorate will be focussing on creating opportunities for every student to have equitable access to quality teaching, delivered by professional and skilled educators.

## 2018-19 Priorities

The Education Directorate's priorities in 2018-19 will be shaped by the following policy context and objectives of the ACT Government.

### The Future of Education

The ACT Government will launch the next chapter in the Future of Education initiative in 2018-19, with a flexible and directional strategy to be delivered over the next ten years.

In the 2017-18 Budget, the ACT Government committed to developing a strategy for the future of education to meet the needs of the next generation of students and better prepare them for their next endeavours in life. Since then, the Directorate has undertaken significant community consultation, research and inter-directorate engagement.

The ultimate outcome will be to achieve greater equity in learning outcomes within all of our schools. To achieve greater equity, the Future of Education will concentrate on:

- placing students at the centre – recognising the broad range of gifts, talents, interests, challenges and unique personalities of our children and developing their individual learning supports in a student centred, student-led approach;
- investing in teacher excellence – responding effectively to the diversity that exists in Canberra, by building learner capabilities and content knowledge, creating environments where students can exercise agency and be engaged; and the consideration of positive relationships and well-being underpinning all decision making; and
- recognising the role of access to early childhood education in promoting greater equity in learning outcomes.

To further support the delivery of the Future of Education initiative, the Directorate is developing a new Strategic Plan for 2018-2021. The Directorate aims to increase its capability in a number of areas, including:

- united leadership;
- evidence informed decision making;
- fostering a learning culture;
- investing early; and
- creating schools where each student loves to learn.

### **Review of the Education Act 2004**

In conjunction with the Future of Education initiative, the Education Directorate commenced in 2017, for the ACT Government, a principles-based review of the *Education Act 2004*. The aim is to ensure that the ACT has legislation that reflects the principles of its education system, as refreshed in the Future of Education initiative, and provides excellence and equity in education to all ACT children.

### **Growth in student demand**

Demand for public school enrolments has been growing in recent years at a high rate (around 4 percent per annum since 2016) and is projected to continue to grow at around an average 3 percent per annum over the next decade. This is a result of not only natural population growth and in-migration, but also a shift in the balance of enrolments towards public schools. Since 2011, public schools have taken the lion's share of the growth in student numbers. In 2017, the ratio of public to non-government enrolments in the ACT was about 61:39.

An imperative for the Directorate will be to conduct the planning and delivery of additional school infrastructure and the workforce requirements to accommodate this growth.

## Student Resource Allocation

The Student Resources Allocation (SRA) program commenced in 2016 and is a phased approach to implementing the Directorate's response to the Australian Government's 2011 Review of Funding for Schooling (the 'Gonski Review'). The SRA program provides schools with funding based in part on individual student needs for support and additional resources, which is a critical element of the Future of Education objective of achieving greater equity for students.

This program also provides for learning environments that best meet student needs, increases school-level control over resources, embeds evidence-driven leading practice and provides data about student and school performance.

The SRA program allocation for core school funding was finalised in 2016, as was needs-based funding for students from Low Socio-Economic Status backgrounds. SRA allocations for students who speak English as an Additional Language or Dialect were finalised in 2017, and from 2018 schools will receive an allocation to build their Cultural Integrity, to better support Aboriginal and Torres Strait Islander students and embed Aboriginal and Torres Strait Islander cultures and perspectives throughout the curriculum.

For 2018-19 the SRA program priorities will be to:

- finalise the resource allocation model and policy settings for Students with Disability in ACT public schools;
- establish an evaluation strategy; and
- ensure that the SRA program supports the development and implementation of the Future of Education initiative.

## Estimated Employment Level

**Table 1: Estimated Employment Level**

	2016-17 Actual Outcome	2017-18 Budget	2017-18 Estimated Outcome	2018-19 Budget
<b>Staffing (FTE)</b>	5,291	5,309 <sup>1</sup>	5,350 <sup>2</sup>	5,411 <sup>3</sup>

**Note:**

1. The increase in the 2017-18 Budget from the 2016-17 Actual Outcome is primarily due to increased enrolments in 2017 combined with new initiatives.
2. The increase in the 2017-18 Estimated Outcome from the 2017-18 Budget mainly relates to increased enrolments in 2018.
3. The increase in 2018-19 Budget from the 2017-18 Estimated Outcome primarily relates to increased enrolments in 2018 and new initiatives.

## Strategic Objectives and Indicators

The Directorate's strategic objectives for 2018-19 will be shaped by the Future of Education initiative and the implementation of a new Strategic Plan 2018-2021. The Strategic Plan, which is still under development at the time of writing, will lead the Directorate to develop and deliver educational services to empower each young person in the ACT to learn for life.

The Future of Education initiative will forecast the direction of the Directorate over the next ten years and underpin the Directorate's strategic objectives. As a consequence, this Budget Statement presents three new strategic objectives, and corresponding indicators, replacing the objectives and indicators reported in recent preceding Budget Statements<sup>1</sup>. The Directorate is developing strategies which focus on improving access to quality early childhood education towards achieving greater equity for students and engaging with families before their children enrol in preschool. To provide high quality teaching, the Directorate has recognised the important role of its workforce and is developing strategies to support systematic continual professional learning, which in turn will lead to greater student learning outcomes.

These objectives will evolve over time and form a progressive response to the changing needs of education in the ACT as the initiative is further developed and implemented.

### Note:

1. The Directorate previously identified three strategic objectives with corresponding indicators as below:
  - Quality learning, measured using the mean NAPLAN literacy and numeracy scores in years 3, 5, 7 and 9 for all public school students in those respective years. This information remains publicly available at [www.naplan.edu.au](http://www.naplan.edu.au);
  - Inspirational teaching and leadership, measured by the School Satisfaction Survey and staff retention rates. The School Satisfaction Survey results remain publicly available at [www.education.act.gov.au](http://www.education.act.gov.au). The staff retention information is available on request; and
  - High expectations, high performance measured by the percentage of year 12 public school students who received a Senior Secondary Certificate and the percentage of public school year 12 graduates employed or studying 6 months after completing year 12. This information is reported in the 2018-19 Accountability Indicators and on [www.education.act.gov.au](http://www.education.act.gov.au) respectively.

## **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.

The Future of Education initiative reaffirms the ACT Government's commitment to equity in the public education system. To this end, the strategy recognises students as individuals and will emphasise the creation of learning environments with students at the centre. The Directorate will support teachers' ability to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities to meet student's learning needs, levels of readiness, interests, aspirations and motivations.

The Directorate will renew and innovate its efforts to support children to overcome any personal challenges to take full advantage of the high quality education offered by the ACT Government.

To help assess its progress towards greater equity in the system, the Directorate is currently developing and testing indicators using NAPLAN<sup>1</sup> scores that represent the performance gap over time between the most disadvantaged group of students—based on parental education (those whose parents have not completed year 12)—and the most advantaged group of students – those with parents with a university qualification.

The level of parental education is a commonly used indicator of educational advantage in the sector.

**Note:**

1. National Assessment Program – Literacy And Numeracy (NAPLAN) is an annual assessment for all Australian students in years 3, 5, 7 and 9. NAPLAN tests a student's skill level in reading, writing, spelling, grammar, punctuation and numeracy ([www.nap.edu.au](http://www.nap.edu.au)).

## Strategic Objective 2

### ***To facilitate high quality teaching in ACT public schools and strengthen educational outcomes***

The Future of Education initiative 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 will also be strengthening the pedagogy (teaching practice) to respond to diversity and build learner capabilities as well as content knowledge. To measure this, the Directorate will replace previous reporting on NAPLAN mean results with a more meaningful measure of student learning gain. NAPLAN means results remain publicly available at [www.nap.edu.au](http://www.nap.edu.au).

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, the new strategic indicators measure the growth in learning of our students. Student learning gain will be measured by comparing student progress between Year 3 and 5; and Year 7 and 9 NAPLAN scores.

It is important to note students generally experience a higher gain in their early years of schooling developing 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 compared with gain between Year 7 and 9 students with lower NAPLAN scores in years 3 and 5 who tend to achieve (and need) greater gains over time than their counterparts who start their education with a higher NAPLAN score. The gain measure will account for these different starting points.

#### **Strategic Indicator 2(a):** ACT public schools NAPLAN gain for years 3 to 5 in reading

To measure the growth in student outcomes over time in the education system, the Directorate compares the NAPLAN mean reading scores of children in year 3 with the NAPLAN mean reading scores of the same children when they have reached year 5. The difference (gain) in the results indicates how the children's learning outcomes are changing over time and demonstrates whether the Directorate is achieving a growth in student outcomes (ideally, the gain will be maintained with a gradual increase over time).

**Table 2: Strategic Indicator 2(a):** ACT public schools NAPLAN gain for years 3 to 5 in reading

	2012-14	2013-15	2014-16	2015-17	2016-18
	Actual	Actual	Actual	Actual	Target
<b>Year 3</b>	445	442	439	441	441
<b>Year 5</b>	523	522	515	520	520
<b>Gain</b>	78	80	76	79	79

Source: ACT Education Directorate, unpublished data.

**Strategic Indicator 2(b):** ACT public schools NAPLAN gain for years 3 to 5 in numeracy

To measure the growth in student outcomes over time in the education system, the Directorate compares the NAPLAN mean numeracy scores of children in year 3 with the NAPLAN mean numeracy scores of the same children when they have reached year 5. As above, the difference (gain) in the results indicates how the children’s learning outcomes are changing over time and demonstrates whether the Directorate is achieving a growth in student outcomes (ideally, the gain will be maintained with a gradual increase over time).

**Table 3: Strategic Indicator 2(b):** ACT public schools NAPLAN gain for years 3 to 5 in numeracy

	2012-14	2013-15	2014-16	2015-17	2016-18
	Actual	Actual	Actual	Actual	Target
<b>Year 3</b>	411	413	415	411	412
<b>Year 5</b>	498	503	498	497	499
<b>Gain</b>	87	90	83	86	87

Source: ACT Education Directorate, unpublished data.

**Strategic Indicator 2(c):** ACT public schools NAPLAN gain for years 7 to 9 in reading

To measure the growth in student outcomes over time in the education system, the Directorate compares the NAPLAN mean reading scores of children in year 7 with the NAPLAN mean reading scores of the same children when they have reached year 9. As above, this measure allows assessment of the gain in learning.

**Table 4: Strategic Indicator 2(c):** ACT public schools NAPLAN gain for years 7 to 9 in reading

	2012-14	2013-15	2014-16	2015-17	2016-18
	Actual	Actual	Actual	Actual	Target
<b>Year 7</b>	554	558	563	566	558
<b>Year 9</b>	593	597	597	596	598
<b>Gain</b>	39	39	34	30	40

Source: ACT Education Directorate, unpublished data.

**Strategic Indicator 2(d):** ACT public schools NAPLAN gain for years 7 to 9 in numeracy

To measure the growth in student outcomes over time in the education system, the Directorate compares the NAPLAN mean numeracy scores of children in year 7 with the NAPLAN mean numeracy scores of the same children when they have reached year 9. As above, this measure allows assessment of the gain in learning.

**Table 5: Strategic Indicator 2(d):** ACT public schools NAPLAN gain for years 7 to 9 in numeracy

	<b>2012-14</b>	<b>2013-15</b>	<b>2014-16</b>	<b>2015-17</b>	<b>2016-18</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Target</b>
<b>Year 7</b>	543	548	552	551	556
<b>Year 9</b>	589	597	593	594	601
<b>Gain</b>	46	49	41	43	45

Source: ACT Education Directorate, unpublished data.

## Strategic Objective 3

### *To centre teaching and learning around students as individuals*

The Future of Education initiative recognises the importance of developing students as individuals and creating a learning environment adapted to their needs. Children enter the education sector 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 of school staff. During 2018 the Directorate will develop strategic indicators drawing information from the *Australian School Climate and School Identification Measurement Tool Student Survey (ASCSIMT)*, to measure the quality of these relationships within schools. These indicators will show the change over time of the strength of identification with their schools of the students, staff, and parents/ carers.

The Directorate reported previously on the “overall student satisfaction with the education at their public school”. This information 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](http://www.education.act.gov.au).

## Output Classes

At the February 2018 census, there were 47,945 students enrolled in 87 public schools operated by the ACT Government. Of that figure, 30,359 students were enrolled in preschool and primary school (63.3%), 11,062 were enrolled in high school (23.1%), and 6,524 were enrolled in college (13.6%).

### Output Class 1: Public School Education

Table 6: Output Class 1: Public School Education

	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000
<b>Total Cost</b>	775,715	822,839
<b>Controlled Recurrent Payments</b>	662,135	704,628

**Note:**

1. Total cost includes depreciation and amortisation of \$67.743 million in 2017-18 and \$72.553 million in 2018-19.

#### 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 ACT curriculum framework, 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 education and care services. Assessment and monitoring of education and care services contributes to ensuring quality education and care is provided to children accessing these services. Education and care services include ACT public preschools, independent preschools, family day care, long day care and school age care programs.

Table 7: Output 1.1: Public Primary School Education

	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000
<b>Total Cost</b>	384,263	410,697
<b>Controlled Recurrent Payments</b>	324,142	349,270

### **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 ACT curriculum framework and progressively 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.

**Table 8: Output 1.2: Public High School Education**

	<b>2017-18 Estimated Outcome \$'000</b>	<b>2018-19 Budget \$'000</b>
<b>Total Cost</b>	191,758	203,458
<b>Controlled Recurrent Payments</b>	165,281	175,066

### **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 opt to obtain an Australian Tertiary Admissions Rank (ATAR) on successful completion of enough T or H courses and completion of the ACT Scaling Test in Year 12.

- A courses – courses accredited as educationally sound and appropriate for students in years 11 and 12;
- T courses – accredited courses leading to higher education and can contribute towards ATAR calculations;
- M courses – accredited courses providing appropriate educational experiences for students who satisfy specific disability criteria;
- R courses – acknowledging community service, sporting, cultural, work exploration and college based extra-curricular activity;
- H courses – accredited by an Australian university as contributing towards an undergraduate degree and recognised by the BSSS; and can contribute towards ATAR calculations;
- V courses – accredited courses which can culminate in a nationally recognised vocational certificate or statement of attainment;
- C Courses – competency based courses which can culminate in a nationally recognised vocational certificate or statement of attainment; and
- E courses – courses given as recognition for externally studied nationally recognised vocational qualifications completed during Years 11 and 12.

**Table 9: Output 1.3: Public Secondary College Education**

	<b>2017-18 Estimated Outcome \$'000</b>	<b>2018-19 Budget \$'000</b>
<b>Total Cost</b>	125,312	130,091
<b>Controlled Recurrent Payments</b>	106,486	110,317

**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. All 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.

The Student Centred Appraisal of Need process identifies the level of additional resourcing required by the student in the particular school setting. 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.

**Table 10: Output 1.4: Disability Education in Public Schools**

	<b>2017-18 Estimated Outcome \$'000</b>	<b>2018-19 Budget \$'000</b>
<b>Total Cost</b>	74,382	78,593
<b>Controlled Recurrent Payments</b>	66,226	69,975

## Output Class 2: Non-Government Education

**Table 11: Output Class 2: Non-Government Education**

	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000
<b>Total Cost</b>	3,755	3,581
<b>Controlled Recurrent Payments</b>	3,123	2,910

**Note:**

1. Total cost includes depreciation and amortisation of \$0.196 million in 2017-18 and \$0.209 million in 2018-19.

### **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.

**Table 12: Output 2.1: Non-Government School Education**

	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000
<b>Total Cost</b>	3,755	3,581
<b>Controlled Recurrent Payments</b>	3,123	2,910

## Grants Paid to Non-Government Schools

**Table 13: Grants Paid to Non-Government Schools (funded through Territorial Appropriation)**

	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000
ACT Government Grants <sup>1</sup>	64,455	69,616
Commonwealth Government Grants <sup>2</sup>	224,057	229,621
<b>Total</b>	<b>288,512</b>	<b>299,237</b>

**Notes:**

1. The increase in ACT Government Grants in the 2018-19 Budget compared to the 2017-18 estimated outcome mainly relates to indexation of recurrent grants.
2. The increase in Commonwealth Government Grants in the 2018-19 Budget compared to the 2017-18 estimated outcome mainly relates to indexation of recurrent grants.

# Accountability Indicators

## Output Class 1: Public School Education

The Directorate has begun reviewing the accountability indicators for public school education to align with the implementation of the phased approach of the Future of Education initiative. A small number of changes have been made to the indicators below for 2018-19. The Future of Education initiative will evolve over the next ten years and the Directorate anticipates there will be continuous refinement of accountability indicators and measures over the course of this time.

**Table 14: Accountability Indicators**

<b>Output Class 1 - Public School Education</b>	<b>2017-18 Targets</b>	<b>2017-18 Estimated Outcome</b>	<b>2018-19 Targets</b>
<b>Early Childhood Education</b>			
a. Number of enrolments in preschool in public schools	4,650	4,677	4,650 <sup>1</sup>
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	250	289	250 <sup>1</sup>
<b>School Participation</b>			
a. Attendance rate of public school students in year 1 to year 10	91.5%	91.6%	92.0%
<b>Education and Care Services</b>			
a. Assessment and ratings completed within legislated timeframes	100%	100%	100%
b. Annual compliance audit is delivered in full	100%	100%	100%
<b>Disability Education</b>			
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	100%	100%
<b>Senior Secondary Education</b>			
a. Percentage of year 10 students who proceed to public secondary college education	85%	92.3%	90% <sup>2</sup>
b. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education	80%	87.6%	85% <sup>2</sup>
c. Apparent retention of public school students from year 7 to year 12	100%	100%	n/a <sup>3</sup>
d. Apparent retention of Aboriginal and Torres Strait Islander public school students from year 7 to year 12	75%	93%	90% <sup>4</sup>
e. Percentage of year 12 students who receive a Tertiary Entrance Statement	50%	46.7%	50% <sup>5</sup>
f. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a Tertiary Entrance Statement	20%	14.7%	20% <sup>5</sup>
g. Percentage of year 12 students who receive a nationally recognised vocational qualification	60%	33.5%	60% <sup>6</sup>

<b>Output Class 1 - Public School Education</b>		<b>2017-18 Targets</b>	<b>2017-18 Estimated Outcome</b>	<b>2018-19 Targets</b>
h.	Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a nationally recognised vocational qualification	50%	37%	50% <sup>6</sup>

#### **Regulatory and process reform initiative**

a.	Commenced implementation of red tape reduction initiatives	30 June 2018	30 June 2018	Implemented by June 2019 <sup>7</sup>
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#### **Average Cost (\$) Per Student Per Annum in Public Schools**

a.	Preschool	7,326	7,296	7,754
b.	Primary School	14,860	14,797	15,110
c.	High School	19,226	19,270	19,550
d.	Secondary College	19,718	19,700	20,999
e.	Special School	65,165	66,055	67,570
f.	Mainstream School student with a disability	27,110	26,434	27,998

#### **Notes:**

1. The indicator data for 2018-19 should be considered a projection as preschool is not compulsory and is subject to parental choice.
2. 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.
3. This provides an indicative measure of the proportion of full-time public school students who have stayed at school from years 7 to 12, assuming an expected rate of progression of one grade per year. The 2018-19 target for this indicator is not applicable (N/A) as the indicator has been discontinued due to the capping of the result at 100% for the indicator by the Australian Bureau of Statistics. The capping at 100% does not allow measurability of variation and reporting of meaningful information.
4. This provides an indicative measure of the proportion of full-time public school students who have stayed at school from years 7 to 12 for Aboriginal and Torres Strait Islander students in ACT schools, assuming an expected rate of progression of one grade per year.
5. This is predominately an anticipated outcome rather than a target as it is based on the historical pattern of student choice. Students may choose courses leading to a Tertiary Entrance Statement (TES) and/or a vocationally recognised qualification which may result in the sum of TES and vocationally recognised qualifications exceeding 100%. To the extent that the measure captures the rate of non-attainment of a TES, it can be considered partially as a target.
6. This is predominately an anticipated outcome rather than a target as it is based on the historical pattern of student choice. Students may choose courses leading to a vocationally recognised qualification and/or a TES which may result in the sum of TES and vocationally recognised qualifications exceeding 100%. To the extent that the measure captures the rate of non-attainment of a vocational qualification, it can be considered partially as a target.
7. The School Administration System (SAS) project will replace MAZE, the previous administrative system. This project commenced phase one roll-outs in January 2018 with an objective to have all schools with online capabilities by June 2019.

## Output Class 2: Non-Government Education

**Table 15: Accountability Indicators**

<b>Output Class 2 – Non-Government Education</b>	<b>2017-18 Targets</b>	<b>2017-18 Estimated Outcome</b>	<b>2018-19 Targets</b>
<b>Output 2.1: Non-Government Education</b>			
a. All non-government schools operating in the ACT during the reporting period are registered	100%	100%	100%
b. The provisional registration of home educated students is completed within ten school days of receipt of the application	100%	100%	100%
c. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	100%	100%

# Changes to Appropriation

**Table 16: Changes to appropriation – Controlled Recurrent Payments**

Controlled Recurrent Payments	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000	2019-20 Estimate \$'000	2020-21 Estimate \$'000	2021-22 Estimate \$'000
<b>2017-18 Budget</b>	<b>670,059</b>	<b>689,272</b>	<b>706,781</b>	<b>723,752</b>	<b>723,752</b>
<b>2017-18 2nd Appropriation</b>					
Better Schools for Our Kids - Technology Enabled Learning	519	254	260	268	275
<b>FMA Section 16B Rollovers from 2016-17</b>					
Early Childhood Scholarships	30	-	-	-	-
Commonwealth Grants - Independent Public Schools NP	263	-	-	-	-
Commonwealth Grants - More Support for Students with Disabilities NP	59	-	-	-	-
Commonwealth Grants - National Quality Agenda for Early Childhood Education and Care NP	121	-	-	-	-
Commonwealth Grants - National School Chaplaincy Program NP	(29)	-	-	-	-
Commonwealth Grants - Smarter Schools - Literacy and Numeracy NP	58	-	-	-	-
Professional Development Funds	434	-	-	-	-
School Modernisation Program	250	-	-	-	-
<b>2018-19 Budget Policy Decisions</b>					
More Schools, Better Schools - Delivering Molonglo P-6	-	-	-	2,083	2,409
More Schools, Better Schools - Early Childhood Strategy	-	1,528	1,675	1,748	1,777
More Schools, Better Schools - Future Skills Academy	-	756	1,305	1,580	1,623
More Schools, Better Schools - Future of Education	-	781	2,205	2,986	3,210
More Schools, Better Schools - More Places at Gungahlin Schools	-	603	1,000	1,000	500
More Schools, Better Schools - More School Psychologists	-	726	1,913	2,306	2,374
More Schools, Better Schools - Narrabundah College Modernisation - Early Planning and Design	-	400	350	-	-
More Schools, Better Schools - Needs-Based Funding for Students with Disability	-	4,349	4,480	4,613	4,752
More Schools, Better Schools - More Resources for Student Growth	-	7,430	7,652	7,882	8,119
More Support for Families and Inclusion - Implementing the Commonwealth Redress Scheme for Institutional Child and Sexual Abuse	-	145	148	-	-
<b>2018-19 Budget Technical Adjustments</b>					
Better Schools - Investment in Gungahlin School Infrastructure	-	74	274	401	413
Comcare Premium Reduction	(3,119)	-	-	-	-
Commonwealth Grants - Universal Access to Early Childhood Education NP	-	2,786	6,502	-	-
Commonwealth Grants - Students First Funding - Government Schools	372	1,751	6,795	20,872	34,839
General Savings	(181)	(184)	(188)	(312)	-

**Table 16: Changes to appropriation – Controlled Recurrent Payments – continued**

Controlled Recurrent Payments	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000	2019-20 Estimate \$'000	2020-21 Estimate \$'000	2021-22 Estimate \$'000
<b>2018-19 Budget Technical Adjustments - Continued</b>					
Revised Funding Profile - Early Childhood Scholarships	(892)	892	-	-	-
Revised Funding Profile - More Support for Students with Disabilities NP	(244)	244	-	-	-
Revised Funding Profile - National School Chaplaincy Program NP	(209)	209	-	-	-
Revised Indexation Parameters	-	-	-	-	18,610
Revised Superannuation Guarantee Rate	-	200	420	898	919
Revised Superannuation Parameters	-	(4,678)	(4,304)	(4,705)	(5,804)
Revised Wage Parameters	(2,233)	-	-	-	-
<b>2018-19 Budget</b>	<b>665,258</b>	<b>707,538</b>	<b>737,268</b>	<b>765,372</b>	<b>797,768</b>

**Table 17: Changes to appropriation – Expenses on Behalf of the Territory**

Territorial	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000	2019-20 Estimate \$'000	2020-21 Estimate \$'000	2021-22 Estimate \$'000
<b>2017-18 Budget</b>	<b>284,090</b>	<b>296,429</b>	<b>309,490</b>	<b>312,509</b>	<b>312,509</b>
<b>FMA Section 16B Rollovers from 2016-17</b>					
Interest Subsidy Scheme	1,342	-	-	-	-
<b>2018-19 Budget Technical Adjustments</b>					
Revised Funding Profile - Interest Subsidy Scheme	(1,455)	1,455	-	-	-
Revised Funding Profile - Supporting Non-Government Preschools	(815)	815	-	-	-
Commonwealth Grants - Students First Funding – Non - Government Schools	6,113	1,319	(11,966)	(11,476)	(11,476)
Revised Indexation Parameters	-	-	-	-	2,168
<b>2018-19 Budget</b>	<b>289,275</b>	<b>300,018</b>	<b>297,524</b>	<b>301,033</b>	<b>303,201</b>

**Table 18: Changes to appropriation – Capital Injections, Controlled**

Capital Injection	2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000	2019-20 Estimate \$'000	2020-21 Estimate \$'000	2021-22 Estimate \$'000
<b>2017-18 Budget</b>	<b>85,602</b>	<b>48,811</b>	<b>33,463</b>	<b>31,262</b>	<b>31,262</b>
<b>2017-18 2nd Appropriation</b>					
Better Schools for Our Kids - Technology Enabled Learning	7,332	1,529	1,589	-	-
Better Schools for Our Kids - Campbell Primary School Upgrade	3,850	1,804	50	-	-
Better Schools for Our Kids - Narrabundah College Upgrade	7,981	9,562	309	310	-
<b>FMA Section 16B Rollovers from 2016-17</b>					
Better Schools - Investment in Gungahlin School Infrastructure	3,669	-	-	-	-
Better Schools - IT Upgrade for School Administration	1,641	-	-	-	-
Better Schools for Our Kids - Public School Infrastructure Upgrades	5,623	-	-	-	-
Carbon Neutral Schools - Stage 1	8	-	-	-	-
Coombs P-6 School Construction Funding	211	-	-	-	-
Belconnen Regional Skills Trade Centre	18	-	-	-	-
Hazardous Material Removal Program - Stage 3	492	-	-	-	-
School Staffing Integrated Management System (Design)	45	-	-	-	-
Schools for the Future - Caroline Chisholm School - Centre for Innovation and Learning	1,089	-	-	-	-
Schools for the Future - Modernising Belconnen High	1,154	-	-	-	-
Schools for the Future - North Gungahlin and Molonglo	236	-	-	-	-
Supporting our School System - Improving ICT	3,659	-	-	-	-
<b>2018-19 Budget Policy Decisions</b>					
More Schools, Better Schools - Delivering Molonglo P-6	-	4,453	22,265	15,140	-
More Schools, Better Schools - More Places at Gungahlin Schools	-	6,250	5,580	5,600	2,400
More Schools, Better Schools - Roof Replacement Program	-	898	5,375	5,464	6,223
More Schools, Better Schools - Campbell Primary School Modernisation	-	2,500	5,000	6,119	5,200
<b>2018-19 Budget Technical Adjustments</b>					
Better Infrastructure Fund Indexation 2021-22	-	-	-	-	402
Ceasing Public Infrastructure Upgrades Initiative 2021-22	-	-	-	-	(5,717)
Ceasing Better Schools for Our Kids - Expanding Schools in Gungahlin	-	-	-	-	(3,600)
Revised Funding Profile - Better Schools - Investment in Gungahlin School Infrastructure	(1,000)	1,000	-	-	-
Revised Funding Profile - Better Schools for Our Kids - Public School Infrastructure Upgrades	(5,500)	(6,500)	12,000	-	-
Revised Funding Profile - Better Schools for Our Kids - Gungahlin Schools Expansion	(2,800)	800	2,000	-	-
Revised Funding Profile - Hazardous Material Removal Program - Stage 3	(225)	225	-	-	-

**Table 18: Changes to appropriation – Capital Injections, Controlled - continued**

<b>Capital Injection</b>	<b>2017-18 Estimated Outcome \$'000</b>	<b>2018-19 Budget \$'000</b>	<b>2019-20 Estimate \$'000</b>	<b>2020-21 Estimate \$'000</b>	<b>2021-22 Estimate \$'000</b>
Revised Funding Profile - More Schools, Better Schools - More Places at Gungahlin schools	-	(2,000)	2,000	-	-
Revised Funding Profile - Schools for the Future - Caroline Chisholm School - Centre for Innovation and Learning	(300)	300	-	-	-
Revised Funding Profile - Schools for the Future - Modernising Belconnen High	(8,075)	6,075	2,000	-	-
Revised Funding Profile - Schools for the Future - North Gungahlin and Molonglo	(6,800)	5,300	1,500	-	-
Revised Funding Profile - Supporting our School System - Improving ICT	(2,500)	(1,500)	4,000	-	-
Revised Wage Parameters	-	2,233	-	-	-
Revised Funding Profile - Narrabundah College upgrades	(3,800)	2,300	1,500	-	-
Supporting our School System - Improving ICT Indexation	-	58	205	358	514
<b>2018-19 Budget</b>	<b>91,610</b>	<b>84,098</b>	<b>98,836</b>	<b>64,253</b>	<b>36,684</b>

# Summary of 2018-19 Infrastructure Program

**Table 19: 2018-19 Education Directorate Infrastructure Program<sup>1</sup>**

	Total Project Value \$'000	Pre 2018-19 Exp \$'000	2018-19 \$'000	2019-20 \$'000	2020-21 \$'000	2021-22 \$'000	Physical Completion Date
<b>CAPITAL WORKS PROGRAM</b>							
<b>New Capital Works</b>							
<i>More Schools, Better Schools Initiatives</i>							
Delivering Molonglo P-6	41,858	-	4,453	22,265	15,140	-	Jun-21
More Places at Gungahlin Schools	19,830	-	4,250	7,580	5,600	2,400	Jun-22
Narrabundah College Modernisation - Early Planning and Design	750	-	400	350	-	-	Dec-19
Roof Replacement Program	17,960	-	898	5,375	5,464	6,223	Jun-22
Campbell Primary School Modernisation <sup>2</sup>	18,819	-	2,500	5,000	6,119	5,200	Jun-22
<b>Total New Capital Works</b>	<b>99,217</b>	<b>-</b>	<b>12,501</b>	<b>40,570</b>	<b>32,323</b>	<b>13,823</b>	
<b>Capital Works in Progress</b>							
Better Schools for Our Kids - Campbell Primary School Upgrade <sup>2</sup>	5,704	3,850	1,804	50	-	-	Jun-22
Better Schools for Our Kids - Narrabundah College Upgrade	18,162	4,181	11,862	1,809	310	-	Jun-20
Better Infrastructure Fund	16,486	-	-	-	-	16,486	Ongoing
Better Schools for Our Kids - Public School Infrastructure Upgrades	85,000	15,200	14,600	33,400	21,800	-	Jun-21
Better Schools - Investment in Gungahlin School Infrastructure	16,600	15,600	1,000	-	-	-	Feb-18
Better Schools for Our Kids - Expanding Schools in Gungahlin	24,072	4,172	8,100	8,200	3,600	-	Jun-21
Hazardous Material Removal Program - Stage 3	3,000	2,775	225	-	-	-	Jun-17
Schools for the Future - Caroline Chisholm School - Centre for Innovation and Learning	5,696	5,396	300	-	-	-	Feb-18
Schools for the Future - Modernising Belconnen High	23,527	11,180	10,347	2,000	-	-	Feb-19
Schools for the Future - North Gungahlin and Molonglo	28,609	11,611	15,498	1,500	-	-	Feb-19
<b>Total Capital Works in Progress</b>	<b>226,856</b>	<b>73,965</b>	<b>63,736</b>	<b>46,959</b>	<b>25,710</b>	<b>16,486</b>	
<b>INFORMATION AND COMMUNICATION TECHNOLOGY PROGRAM (ICT)</b>							
<b>ICT Work In Progress</b>							
Better Schools for Our Kids - Technology Enabled Learning	10,450	7,332	1,529	1,589	-	-	Jun-20
ACT Teacher Quality Institute - Digital Service Delivery Phase 2	713	634	79	-	-	-	Jun-19
Better Schools - IT Upgrade for School Administration	10,000	7,603	2,397	-	-	-	Jun-19
Supporting our School System - Improving ICT	27,083	n/a	4,420	10,068	6,220	6,375	Ongoing
<b>Total Work In Progress</b>	<b>48,246</b>	<b>15,569</b>	<b>8,425</b>	<b>11,657</b>	<b>6,220</b>	<b>6,375</b>	
<b>TOTAL INFRASTRUCTURE PROGRAM</b>	<b>374,319</b>	<b>89,534</b>	<b>84,662</b>	<b>99,186</b>	<b>64,253</b>	<b>36,684</b>	

**Notes:**

1. The table includes projects funded from Controlled Recurrent Payments and from within existing resources of the Directorate.
2. The projects to upgrade Campbell Primary School will be delivered together.

# Financial Statements

**Table 20: Education Directorate: Operating Statement**

2017-18 Budget		2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000	Var %	2019-20 Estimate \$'000	2020-21 Estimate \$'000	2021-22 Estimate \$'000
<b>Income</b>							
<b>Revenue</b>							
670,059	Controlled Recurrent Payments	665,258	707,538	6	737,268	765,372	797,768
18,728	User Charges	18,728	19,964	7	20,421	20,739	21,183
1,396	Interest	1,396	1,396	-	1,396	1,396	1,396
84	Distribution from Investments with the Territory Banking Account	84	84	-	84	84	84
666	Resources Received Free of Charge	666	682	2	700	700	700
21,478	Other Revenue	21,478	22,417	4	22,469	22,524	22,557
<b>712,411</b>	<b>Total Revenue</b>	<b>707,610</b>	<b>752,081</b>	<b>6</b>	<b>782,338</b>	<b>810,815</b>	<b>843,688</b>
<b>Gains</b>							
-	Other Gains	-	-	-	200	-	-
-	<b>Total Gains</b>	-	-	-	<b>200</b>	-	-
<b>712,411</b>	<b>Total Income</b>	<b>707,610</b>	<b>752,081</b>	<b>6</b>	<b>782,538</b>	<b>810,815</b>	<b>843,688</b>
<b>Expenses</b>							
501,268	Employee Expenses	498,793	539,687	8	564,734	583,917	608,127
76,904	Superannuation Expenses	77,001	75,885	(1)	78,113	80,388	82,948
62,115	Supplies and Services	63,014	61,851	(2)	64,278	66,911	69,665
67,987	Depreciation and Amortisation	67,939	72,762	7	74,902	74,116	73,635
3,450	Grants and Purchased Services	2,409	3,245	35	2,200	2,828	3,117
70,221	Other Expenses	70,314	72,990	4	74,589	78,347	81,407
<b>781,945</b>	<b>Total Expenses</b>	<b>779,470</b>	<b>826,420</b>	<b>6</b>	<b>858,816</b>	<b>886,507</b>	<b>918,899</b>
<b>(69,534)</b>	<b>Operating Result</b>	<b>(71,860)</b>	<b>(74,339)</b>	<b>(3)</b>	<b>(76,278)</b>	<b>(75,692)</b>	<b>(75,211)</b>
120,202	Increase in Asset Revaluation Surplus	-	-	-	-	-	-
<b>50,668</b>	<b>Total Comprehensive Income</b>	<b>(71,860)</b>	<b>(74,339)</b>	<b>(3)</b>	<b>(76,278)</b>	<b>(75,692)</b>	<b>(75,211)</b>

**Table 21: Education Directorate: Balance Sheet**

Budget at 30/6/18 \$'000		2017-18 Estimated Outcome \$'000	Budget at 30/6/19 \$'000	Var %	Estimate at 30/6/20 \$'000	Estimate at 30/6/21 \$'000	Estimate at 30/6/22 \$'000
<b>Current Assets</b>							
79,419	Cash and Cash Equivalents	77,218	77,326	..	77,434	77,542	77,650
260	Investments	261	261	-	261	261	261
3,265	Receivables	2,867	2,865	..	2,863	2,861	2,859
1,456	Other Assets	1,859	1,859	-	1,859	1,859	1,859
<b>84,400</b>	<b>Total Current Assets</b>	<b>82,205</b>	<b>82,311</b>	<b>..</b>	<b>82,417</b>	<b>82,523</b>	<b>82,629</b>
<b>Non Current Assets</b>							
1,912	Investments	1,860	1,860	-	1,860	1,860	1,860
1,891,388	Property, Plant and Equipment	1,901,457	1,912,411	1	1,915,961	1,942,232	1,925,669
6,791	Intangible Assets	1,359	8,207	504	7,090	5,983	4,876
30,630	Capital Works in Progress	38,780	31,200	(20)	54,020	20,112	1,950
<b>1,930,721</b>	<b>Total Non Current Assets</b>	<b>1,943,456</b>	<b>1,953,678</b>	<b>1</b>	<b>1,978,931</b>	<b>1,970,187</b>	<b>1,934,355</b>
<b>2,015,121</b>	<b>TOTAL ASSETS</b>	<b>2,025,661</b>	<b>2,035,989</b>	<b>1</b>	<b>2,061,348</b>	<b>2,052,710</b>	<b>2,016,984</b>
<b>Current Liabilities</b>							
4,400	Payables	9,290	7,057	(24)	7,057	7,057	7,057
137,510	Employee Benefits	136,204	139,493	2	142,782	146,071	149,360
7,282	Other Liabilities	6,805	6,805	-	6,805	6,805	6,805
<b>149,192</b>	<b>Total Current Liabilities</b>	<b>152,299</b>	<b>153,355</b>	<b>1</b>	<b>156,644</b>	<b>159,933</b>	<b>163,222</b>
<b>Non Current Liabilities</b>							
3,177	Interest-Bearing Liabilities	3,195	2,422	(24)	1,649	876	103
11,694	Employee Benefits	11,441	11,727	2	12,012	12,297	12,582
<b>14,871</b>	<b>Total Non Current Liabilities</b>	<b>14,636</b>	<b>14,149</b>	<b>(3)</b>	<b>13,661</b>	<b>13,173</b>	<b>12,685</b>
<b>164,063</b>	<b>TOTAL LIABILITIES</b>	<b>166,935</b>	<b>167,504</b>	<b>..</b>	<b>170,305</b>	<b>173,106</b>	<b>175,907</b>
<b>1,851,058</b>	<b>NET ASSETS</b>	<b>1,858,726</b>	<b>1,868,485</b>	<b>1</b>	<b>1,891,043</b>	<b>1,879,604</b>	<b>1,841,077</b>
<b>REPRESENTED BY FUNDS EMPLOYED</b>							
865,521	Accumulated Funds	852,838	862,597	1	885,155	873,716	835,189
985,537	Asset Revaluation Surplus	1,005,888	1,005,888	-	1,005,888	1,005,888	1,005,888
<b>1,851,058</b>	<b>TOTAL FUNDS EMPLOYED</b>	<b>1,858,726</b>	<b>1,868,485</b>	<b>1</b>	<b>1,891,043</b>	<b>1,879,604</b>	<b>1,841,077</b>

**Table 22: Education Directorate: Statement of Changes in Equity**

Budget at 30/6/18 \$'000		2017-18 Estimated Outcome \$'000	Budget at 30/6/19 \$'000	Var %	Estimate at 30/6/20 \$'000	Estimate at 30/6/21 \$'000	Estimate at 30/6/22 \$'000
	<b>Opening Equity</b>						
849,453	Opening Accumulated Funds	833,088	852,838	2	862,597	885,155	873,716
865,335	Opening Asset Revaluation Reserve	1,005,888	1,005,888	-	1,005,888	1,005,888	1,005,888
<b>1,714,788</b>	<b>Balance at the Start of the Reporting Period</b>	<b>1,838,976</b>	<b>1,858,726</b>	<b>1</b>	<b>1,868,485</b>	<b>1,891,043</b>	<b>1,879,604</b>
	<b>Comprehensive Income</b>						
(69,534)	Operating Result - Including Economic Flows	(71,860)	(74,339)	(3)	(76,278)	(75,692)	(75,211)
120,202	Inc/Dec in Asset Revaluation Reserve Surpluses	-	-	-	-	-	-
<b>50,668</b>	<b>Total Comprehensive Income</b>	<b>(71,860)</b>	<b>(74,339)</b>	<b>(3)</b>	<b>(76,278)</b>	<b>(75,692)</b>	<b>(75,211)</b>
-	<b>Total Movement in Reserves</b>	-	-	-	-	-	-
	<b>Transactions Involving Owners Affecting Accumulated Funds</b>						
85,602	Capital Injections	91,610	84,098	(8)	98,836	64,253	36,684
<b>85,602</b>	<b>Total Transactions Involving Owners Affecting Accumulated Funds</b>	<b>91,610</b>	<b>84,098</b>	<b>(8)</b>	<b>98,836</b>	<b>64,253</b>	<b>36,684</b>
	<b>Closing Equity</b>						
865,521	Closing Accumulated Funds	852,838	862,597	1	885,155	873,716	835,189
985,537	Closing Asset Revaluation Reserve	1,005,888	1,005,888	-	1,005,888	1,005,888	1,005,888
<b>1,851,058</b>	<b>Balance at the end of the Reporting Period</b>	<b>1,858,726</b>	<b>1,868,485</b>	<b>1</b>	<b>1,891,043</b>	<b>1,879,604</b>	<b>1,841,077</b>

**Table 23: Education Directorate: Cash Flow Statement**

2017-18 Budget		2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000	Var %	2019-20 Estimate \$'000	2020-21 Estimate \$'000	2021-22 Estimate \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>							
<b>Receipts</b>							
670,059	Controlled Recurrent Payments	665,258	707,538	6	737,268	765,372	797,768
18,728	User Charges	18,728	19,964	7	20,421	20,739	21,183
1,396	Interest Received	1,396	1,396	-	1,396	1,396	1,396
84	Distribution from Investments with the Territory Banking Account	84	84	-	84	84	84
40,830	Other	45,191	43,618	(3)	45,646	42,528	40,097
<b>731,097</b>	<b>Operating Receipts</b>	<b>730,657</b>	<b>772,600</b>	<b>6</b>	<b>804,815</b>	<b>830,119</b>	<b>860,528</b>
<b>Payments</b>							
497,725	Employee	493,150	538,073	9	561,162	580,345	604,555
76,904	Superannuation	76,727	76,159	(1)	78,113	80,388	82,948
61,449	Supplies and Services	62,348	61,169	(2)	63,578	66,211	68,965
3,450	Grants and Purchased Services	2,409	3,245	35	2,200	2,828	3,117
89,474	Other	93,928	94,092	..	97,667	98,252	98,848
<b>729,002</b>	<b>Operating Payments</b>	<b>728,562</b>	<b>772,738</b>	<b>6</b>	<b>802,720</b>	<b>828,024</b>	<b>858,433</b>
<b>2,095</b>	<b>NET CASH INFLOW/(OUTFLOW) FROM OPERATING ACTIVITIES</b>	<b>2,095</b>	<b>(138)</b>	<b>(107)</b>	<b>2,095</b>	<b>2,095</b>	<b>2,095</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>							
<b>Payments</b>							
87,526	Purchase of Property, Plant and Equipment	93,534	83,080	(11)	100,051	65,468	37,899
<b>87,526</b>	<b>Investing Payments</b>	<b>93,534</b>	<b>83,080</b>	<b>(11)</b>	<b>100,051</b>	<b>65,468</b>	<b>37,899</b>
<b>(87,526)</b>	<b>NET CASH (OUTFLOW) FROM INVESTING ACTIVITIES</b>	<b>(93,534)</b>	<b>(83,080)</b>	<b>11</b>	<b>(100,051)</b>	<b>(65,468)</b>	<b>(37,899)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>							
<b>Receipts</b>							
85,602	Capital Injections	91,610	84,098	(8)	98,836	64,253	36,684
<b>85,602</b>	<b>Financing Receipts</b>	<b>91,610</b>	<b>84,098</b>	<b>(8)</b>	<b>98,836</b>	<b>64,253</b>	<b>36,684</b>
<b>Payments</b>							
772	Repayment of Borrowings	772	772	-	772	772	772
<b>772</b>	<b>Financing Payments</b>	<b>772</b>	<b>772</b>	<b>-</b>	<b>772</b>	<b>772</b>	<b>772</b>
<b>84,830</b>	<b>NET CASH INFLOW FROM FINANCING ACTIVITIES</b>	<b>90,838</b>	<b>83,326</b>	<b>(8)</b>	<b>98,064</b>	<b>63,481</b>	<b>35,912</b>
<b>(601)</b>	<b>NET (DECREASE)/ INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>(601)</b>	<b>108</b>	<b>118</b>	<b>108</b>	<b>108</b>	<b>108</b>
<b>80,020</b>	<b>CASH AT THE BEGINNING OF REPORTING PERIOD</b>	<b>77,819</b>	<b>77,218</b>	<b>(1)</b>	<b>77,326</b>	<b>77,434</b>	<b>77,542</b>
<b>79,419</b>	<b>CASH AT THE END OF REPORTING PERIOD</b>	<b>77,218</b>	<b>77,326</b>	<b>..</b>	<b>77,434</b>	<b>77,542</b>	<b>77,650</b>

## Notes to the Controlled Budget Statements

Significant variations are as follows:

### ***Operating Statement***

- controlled recurrent payments:
  - the decrease of \$4.801 million in the 2017-18 estimated outcome from the original budget is primarily due to one-off savings in Comcare premium costs (\$3.119 million) and the rollover of funding in relation to the clerical enterprise agreement (\$2.233 million), partially offset by funding associated with the *Technology Enabled Learning* program (\$0.519 million); and
  - the increase of \$42.280 million in the 2018-19 Budget from the 2017-18 estimated outcome is largely due to indexation (\$16.315 million), Commonwealth Government Grants (\$11.153 million) mainly associated with Students' First recurrent grants and the Universal Access to Early Childhood Education National Partnership, new and continuing initiatives (\$10.134 million), increases in student enrolments (\$8.007 million) and increased Comcare premium costs associated with one-off savings in 2017-18 (\$3.119 million), partially offset by revised superannuation parameters (\$6.481 million).
- user charges:
  - the increase of \$1.236 million in the 2018-19 Budget from the 2017-18 estimated outcome is mainly due to the expected increase in revenue from International Students.
- employee expenses:
  - the decrease of \$2.475 million in the 2017-18 estimated outcome from the original budget is mainly due to one-off savings in Comcare premium costs (\$3.119 million), partially offset by funding associated with the *Technology Enabled Learning* program (\$0.325 million) and increased Commonwealth Government Grants (\$0.275 million); and
  - the increase of \$40.894 million in the 2018-19 Budget from the 2017-18 estimated outcome is mainly due to wage parameters (\$12.748 million), Commonwealth Government Grants (\$10.523 million), increases in enrolment numbers (\$7.264 million), new and continuing initiatives (\$6.923 million) and increased Comcare premium costs associated with one-off savings in 2017-18 (\$3.119 million).
- superannuation expenses:
  - the decrease of \$1.116 million in the 2018-19 Budget from the 2017-18 estimated outcome is primarily due to revised superannuation parameters (\$6.481 million), partially offset by wage parameters (\$1.882 million), Commonwealth Government Grants (\$1.702 million), new and continuing initiatives (\$0.849 million) and increases in enrolment numbers (\$0.743 million).

- supplies and services:
  - the increase of \$0.899 million in the 2017-18 estimated outcome from the original budget is mainly due to the impact of rollovers (\$0.913 million) including rollover of professional development funds (\$0.434 million) and the Independent Public Schools National Partnership (\$0.263 million); and
  - the decrease of \$1.163 million in the 2018-19 Budget from the 2017-18 estimated outcome is mainly due to rollovers (\$2.823 million) including professional development funds (\$1.387 million) and the Independent Public Schools National Partnership (\$0.500m), partially offset by new and continuing initiatives (\$1.155 million) and indexation (\$0.652 million).
- depreciation and amortisation:
  - the increase of \$4.823 million in the 2018-19 Budget from the 2017-18 estimated outcome is primarily due to new and continuing initiatives (\$4.145 million) including the *Technology Enabled Learning* program.
- grants and purchased services:
  - the decrease of \$1.041 million in the 2017-18 estimated outcome from the original budget is mainly due to the impact of rollovers (\$1.041 million) mainly associated with early childhood scholarships; and
  - the increase of \$0.836 million in the 2018-19 Budget from the 2017-18 estimated outcome is mainly due to the impact of rollovers (\$1.220 million) mainly associated with early childhood scholarships.
- other expenses:
  - the increase of \$2.676 million in the 2018-19 Budget from the 2017-18 estimated outcome is due to new and continuing initiatives (\$1.316 million), indexation (\$0.743 million) and Commonwealth Government Grants (\$0.133 million).

### **Balance Sheet**

- current assets:
  - the decrease of \$2.195 million in the 2017-18 estimated outcome from the original budget is mainly due to the flow-on impact of the 2016-17 audited outcome mainly associated with timing of payments.
- non-current assets:
  - the increase of \$12.735 million in the 2017-18 estimated outcome from the original budget is primarily due to assets associated with the *Technology Enabled Learning* program; and
  - the increase of \$10.222 million in the 2018-19 Budget from the estimated outcome is mainly due to the impact of the Directorate's capital works program partially offset by depreciation.

- current liabilities:
  - the increase of \$3.107 million in the 2017-18 estimated outcome from the original budget is mainly due to increased employee liabilities associated with wages and salaries increases.

### ***Statement of Changes in Equity***

- capital injections:
  - the increase of \$6.008 million in the 2017-18 estimated outcome from the original budget is mainly due to funding provided through the Second Appropriation for the *Technology Enabled Learning* program and works at Campbell Primary School and Narrabundah College (\$19.163 million) partially offset by the impact of re-profiling of projects (\$13.155 million); and
  - the decrease of \$7.512 million in the 2018-19 Budget from the 2017-18 estimated outcome is mainly due to new capital works initiatives and the re-profiling of projects.

### ***Cash Flow Statement***

Variations in the Statement are explained in the notes above.

## Financial Statements – Territorial

**Table 24: Education Directorate: Statement of Income and Expenses on behalf of the Territory**

2017-18 Budget		2017-18 Estimated Outcome \$'000	2018-19 Budget \$'000	Var %	2019-20 Estimate \$'000	2020-21 Estimate \$'000	2021-22 Estimate \$'000
	<b>Revenue</b>						
284,090	Payment for Expenses on Behalf of the Territory	289,275	300,018	4	297,524	301,033	303,201
<b>284,090</b>	<b>Total Revenue</b>	<b>289,275</b>	<b>300,018</b>	<b>4</b>	<b>297,524</b>	<b>301,033</b>	<b>303,201</b>
<b>284,090</b>	<b>Total Income</b>	<b>289,275</b>	<b>300,018</b>	<b>4</b>	<b>297,524</b>	<b>301,033</b>	<b>303,201</b>
	<b>Expenses</b>						
284,090	Grants and Purchased Services	289,275	300,018	4	297,524	301,033	303,201
<b>284,090</b>	<b>Total Expenses</b>	<b>289,275</b>	<b>300,018</b>	<b>4</b>	<b>297,524</b>	<b>301,033</b>	<b>303,201</b>
-	<b>Operating Result</b>	-	-	-	-	-	-
-	<b>Total Comprehensive Income</b>	-	-	-	-	-	-

**Table 25: Education Directorate: Statement of Assets and Liabilities on behalf of the Territory**

Budget at 30/6/18 \$'000		2017-18 Estimated Outcome \$'000	Budget at 30/6/19 \$'000	Var %	Estimate at 30/6/20 \$'000	Estimate at 30/6/21 \$'000	Estimate at 30/6/22 \$'000
	<b>Current Assets</b>						
208	Cash and Cash Equivalents	201	201	-	201	201	201
2	Receivables	-	-	-	-	-	-
<b>210</b>	<b>Total Current Assets</b>	<b>201</b>	<b>201</b>	<b>-</b>	<b>201</b>	<b>201</b>	<b>201</b>
	<b>Non Current Assets</b>						
-	<b>Total Non Current Assets</b>	-	-	-	-	-	-
<b>210</b>	<b>TOTAL ASSETS</b>	<b>201</b>	<b>201</b>	<b>-</b>	<b>201</b>	<b>201</b>	<b>201</b>
	<b>Current Liabilities</b>						
2	Payables	-	-	-	-	-	-
208	Other Liabilities	201	201	-	201	201	201
<b>210</b>	<b>Total Current Liabilities</b>	<b>201</b>	<b>201</b>	<b>-</b>	<b>201</b>	<b>201</b>	<b>201</b>
	<b>Non Current Liabilities</b>						
-	<b>Total Non Current Liabilities</b>	-	-	-	-	-	-
<b>210</b>	<b>TOTAL LIABILITIES</b>	<b>201</b>	<b>201</b>	<b>-</b>	<b>201</b>	<b>201</b>	<b>201</b>
-	<b>NET ASSETS</b>	-	-	-	-	-	-
	<b>REPRESENTED BY FUNDS EMPLOYED</b>						
-	Accumulated Funds	-	-	-	-	-	-
-	<b>TOTAL FUNDS EMPLOYED</b>	-	-	-	-	-	-

**Table 26: Education Directorate: Cash Flow Statement on behalf of the Territory**

<b>2017-18 Budget</b>		<b>2017-18 Estimated Outcome</b>	<b>2018-19 Budget</b>	<b>Var %</b>	<b>2019-20 Estimate</b>	<b>2020-21 Estimate</b>	<b>2021-22 Estimate</b>
<b>\$'000</b>		<b>\$'000</b>	<b>\$'000</b>		<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>							
<b>Receipts</b>							
284,090	Payment for Expenses on Behalf of the Territory	289,275	300,018	4	297,524	301,033	303,201
6,538	Other	6,444	6,963	8	6,937	7,145	7,359
<b>290,628</b>	<b>Operating Receipts</b>	<b>295,719</b>	<b>306,981</b>	<b>4</b>	<b>304,461</b>	<b>308,178</b>	<b>310,560</b>
<b>Payments</b>							
284,090	Grants and Purchased Services	289,275	300,018	4	297,524	301,033	303,201
6,538	Other	6,444	6,963	8	6,937	7,145	7,359
<b>290,628</b>	<b>Operating Payments</b>	<b>295,719</b>	<b>306,981</b>	<b>4</b>	<b>304,461</b>	<b>308,178</b>	<b>310,560</b>
<b>208</b>	<b>CASH AT THE BEGINNING OF REPORTING PERIOD</b>	<b>201</b>	<b>201</b>	<b>-</b>	<b>201</b>	<b>201</b>	<b>201</b>
<b>208</b>	<b>CASH AT THE END OF REPORTING PERIOD</b>	<b>201</b>	<b>201</b>	<b>-</b>	<b>201</b>	<b>201</b>	<b>201</b>

## Notes to the Territorial Budget Statements

Significant variations are as follows:

### ***Statement of Income and Expenses on behalf of the Territory***

- payment for Expenses on Behalf of the Territory:
  - the increase of \$5.185 million in the 2017-18 estimated outcome from the original budget is mainly due to increased Commonwealth Government Grants (\$6.113 million), partially offset by rollovers (\$0.928 million) mainly associated with the *Supporting Non-Government Preschools* program; and
  - the increase of \$10.743 million in the 2018-19 Budget from the 2017-18 estimated outcome is mainly due to increased Commonwealth Grants (\$5.561 million) to non-government schools and increased funding from the ACT Government for non-government schools (\$5.182 million) including rollovers.

### ***Statement of Assets and Liabilities on behalf of the Territory***

Variations in the Statement are explained in the notes above.

### ***Cash Flow Statement***

Variations in the Statement are explained in the notes above.

**Table 27: Output Class 1: Public School Education Operating Statement**

<b>2017-18 Budget</b>		<b>2017-18 Estimated Outcome \$'000</b>	<b>2018-19 Budget \$'000</b>	<b>Var %</b>	<b>2019-20 Estimate \$'000</b>	<b>2020-21 Estimate \$'000</b>	<b>2021-22 Estimate \$'000</b>
	<b>Revenue</b>						
666,826	Controlled Recurrent Payments	662,135	704,628	6	734,390	762,436	794,775
18,668	User Charges	18,668	19,931	7	20,388	20,706	21,150
1,396	Interest	1,396	1,396	-	1,396	1,396	1,396
83	Distribution from Investments with the Territory Banking Account	83	83	-	83	83	83
661	Resources Received Free of Charge	661	677	2	695	695	695
21,118	Other Revenue	21,118	21,994	4	22,045	22,098	22,130
<b>708,752</b>	<b>Total Revenue</b>	<b>704,061</b>	<b>748,709</b>	<b>6</b>	<b>778,997</b>	<b>807,414</b>	<b>840,229</b>
	<b>Gains</b>						
-	Other Gains	-	-	-	200	-	-
-	<b>Total Gains</b>	-	-	-	<b>200</b>	-	-
<b>708,752</b>	<b>Total Income</b>	<b>704,061</b>	<b>748,709</b>	<b>6</b>	<b>779,197</b>	<b>807,414</b>	<b>840,229</b>
	<b>Expenses</b>						
499,741	Employee Expenses	497,268	538,117	8	563,146	582,311	606,505
76,630	Superannuation Expenses	76,727	75,622	(1)	77,848	80,118	82,675
60,962	Supplies and Services	61,861	60,698	(2)	63,100	65,704	68,427
67,791	Depreciation and Amortisation	67,743	72,553	7	74,693	73,907	73,426
2,745	Grants and Purchased Services	1,802	2,859	59	1,890	2,510	2,791
70,221	Other Expenses	70,314	72,990	4	74,589	78,347	81,407
<b>778,090</b>	<b>Total Ordinary Expenses</b>	<b>775,715</b>	<b>822,839</b>	<b>6</b>	<b>855,266</b>	<b>882,897</b>	<b>915,231</b>
<b>(69,338)</b>	<b>Operating Result</b>	<b>(71,654)</b>	<b>(74,130)</b>	<b>(3)</b>	<b>(76,069)</b>	<b>(75,483)</b>	<b>(75,002)</b>

**Table 28: Output Class 2: Non-Government Education Operating Statement**

<b>2017-18 Budget</b>		<b>2017-18 Estimated Outcome \$'000</b>	<b>2018-19 Budget \$'000</b>	<b>Var %</b>	<b>2019-20 Estimate \$'000</b>	<b>2020-21 Estimate \$'000</b>	<b>2021-22 Estimate \$'000</b>
<b>Revenue</b>							
3,233	Controlled Recurrent Payments	3,123	2,910	(7)	2,878	2,936	2,993
60	User Charges	60	33	(45)	33	33	33
1	Distribution from Investments with the Territory Banking Account	1	1	-	1	1	1
5	Resources Received Free of Charge	5	5	-	5	5	5
60	Other Revenue	360	423	18	424	426	427
<b>3,659</b>	<b>Total Revenue</b>	<b>3,549</b>	<b>3,372</b>	<b>(5)</b>	<b>3,341</b>	<b>3,401</b>	<b>3,459</b>
<b>3,659</b>	<b>Total Income</b>	<b>3,549</b>	<b>3,372</b>	<b>(5)</b>	<b>3,341</b>	<b>3,401</b>	<b>3,459</b>
<b>Expenses</b>							
1,527	Employee Expenses	1,525	1,570	3	1,588	1,606	1,622
274	Superannuation Expenses	274	263	(4)	265	270	273
1,153	Supplies and Services	1,153	1,153	-	1,178	1,207	1,238
196	Depreciation and Amortisation	196	209	7	209	209	209
705	Grants and Purchased Services	607	386	(36)	310	318	326
<b>3,855</b>	<b>Total Ordinary Expenses</b>	<b>3,755</b>	<b>3,581</b>	<b>(5)</b>	<b>3,550</b>	<b>3,610</b>	<b>3,668</b>
<b>(196)</b>	<b>Operating Result</b>	<b>(206)</b>	<b>(209)</b>	<b>(1)</b>	<b>(209)</b>	<b>(209)</b>	<b>(209)</b>