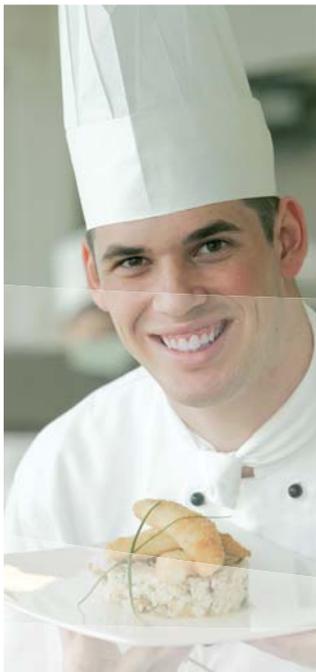
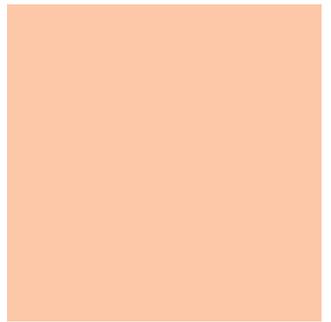


# Annual Report 2006

NSW Department of Education and Training



Published by Strategic Planning and Regulation  
NSW Department of Education and Training  
35 Bridge Street  
Sydney NSW 2000

The Annual Report is available on the Department's website at:  
**[https://www.det.nsw.edu.au/reports\\_stats/annual\\_reports/index.htm](https://www.det.nsw.edu.au/reports_stats/annual_reports/index.htm)**

The Department's office hours are from 9:00 am to 5:00 pm Monday to Friday. State, Regional and TAFE NSW Institutes office addresses and telephone numbers are listed at the last page of this report.

The estimated cost of production and printing of the 2006 Annual Report was \$2,889.50

**ISSN 1442-3898**

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## Letter of Submission to the Minister

The Hon John Della Bosca, MLC  
Minister for Education and Training  
Minister for Industrial Relations  
Minister for the Central Coast  
Minister Assisting the Minister for Finance  
Level 30, Governor Macquarie Tower  
1 Farrer Place  
SYDNEY NSW 2000

Dear Minister

In compliance with the terms of the Annual Reports (Departments) Act 1985 and the Public Finance and Audit Act 1983 and regulations under those acts, I submit the NSW Department of Education and Training's Annual Report for the 2006 calendar year for your presentation to the NSW Parliament.

This report contains details of the Department's performance in implementing strategies of the Corporate Plan 2006-2008 in NSW public schools, TAFE NSW, Adult and Community Education, regions, State Office, Adult Migrant English Services, higher education and the National Art School. The report also provides an overview of the Department and highlights from each portfolio. In addition, the report contains the Department's audited financial statements for the financial year ended 30 June 2006 and appendices as required by legislation.

Yours sincerely



Michael Coutts-Trotter  
**DIRECTOR-GENERAL OF EDUCATION AND TRAINING**  
**MANAGING DIRECTOR OF TAFE NSW**

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## **DIRECTOR-GENERAL'S FOREWORD**

During 2006 the public education and training system continued to deliver the services needed to develop the individual talents, interests and abilities of all students and meet the needs of the NSW community. It is significant that while continuing to provide high level services, the Department had the lowest corporate overheads of any education system in Australia.

During the year, I have had the opportunity to visit a range of school and TAFE classrooms and see first hand the dedication of our teachers and the innovations that take place every day to support the needs of individual students.

The efforts of our teachers are evidenced in the impressive results achieved by our students. There has continued to be a strong focus on literacy and numeracy, with the release of new literacy and numeracy plans during the year. This renewed system-wide emphasis is focused on improving the results for all students and addressing the need for equitable achievement by all groups of students.

To focus the work of schools, colleges, TAFE NSW and State Office on achieving the goal that Aboriginal students will match or better the outcomes of the broader student population, the Aboriginal Education and Training Strategy 2006-2008 was developed. The Schools in Partnership is a major initiative that operated successfully in 10 schools with a significant Aboriginal population in 2006. It is leading change in working in partnership with local communities to improve learning outcomes particularly for Aboriginal students.

Major strategy documents were released to better address the specific learning needs of students in the early years (Kindergarten to Year 4), middle years (Years 5-9), and later years (Years 10-12). These strategies clearly identify the key actions required to address the specific needs of students at each stage of learning.

For the students in the earliest years of school, the class size reduction program saw Kindergarten classes reduced to a statewide average of 19.3 students, and Year 1 classes reduced to an average of 21.3 students.

I am confident that the new plans and strategies developed in 2006 will bring further significant improvements for all groups of students.

The year also saw the development of new student reports to assist schools in reporting student achievement to parents more clearly and consistently using A-E gradings, or equivalent word descriptors.

We also embarked on a new era in accountability and openness by providing clearer information on schools' performance in our new school annual reports. The reports provide schools with greater autonomy in how they report to their local communities.

Quality teachers are the single most important factor in improving educational outcomes for students. The Department continued to refine a professional learning continuum that provides a framework for planning, delivering and evaluation of

professional learning for staff who directly support the work of schools. To secure a future where there is strong leadership in all schools, a suite of new leadership professional learning programs for aspiring, newly appointed and experienced school leaders was developed.

TAFE NSW continued to enhance its reputation as a provider of world-class training, and as a flexible and innovative organisation that works closely with industry to meet the challenge of skills shortages.

TAFE NSW's value to the State economy was confirmed with the release of an independent report by Allan Consulting estimating that TAFE's contribution would be \$196 billion over 20 years, and that every dollar invested in TAFE generated a return of \$6.40.

There was further proof that TAFE was 'getting it right' when the organisation achieved the highest level of employer satisfaction in Australia – 96% of surveyed employers expressing satisfaction with TAFE NSW for nationally recognised training in the non-apprenticeship and trainee categories.

The figures for TAFE in 2006 were impressive – delivering over 108 million hours of vocational education and training; with more than 500,000 enrolments, and 227,000 completions in a TAFE course.

This was achieved against a backdrop of shifting trade and industry demand for innovative delivery, the need to focus on recognition of prior learning, skills gap training, and higher level qualifications.

TAFE was able to increase apprenticeship enrolments in skills shortage areas, including electrical and electronic trades, mechanical and fabrication engineering, and hairdressing.

A single, integrated international business office for the Department was established in late 2006. The office will provide overseas clients, delegates and students with a single business entry point, supported by the well established networks, agency agreements and business partnerships that the Department already has in many countries.

2007 will see a strong focus on implementing the education priorities in the NSW State Plan, i.e:

- Increasing levels of attainment for all students
- More students to complete Year 12 or recognised vocational education and training
- More people participating in education and training throughout their lives
- Improved access to training in rural and regional NSW.

The State Plan builds on the goals in our Corporate Plan. It focuses on achieving better student outcomes, increased accountability, better reporting to parents and communities, and playing our part in promoting economic growth and reducing disadvantage in NSW – an exciting challenge.

Sustainable inroads were made over the past year in preparing for the challenges that lie ahead. The Department is fortunate to have a highly skilled, innovative and committed workforce. I take this opportunity to express my thanks to teachers and all staff, parents and carers, as well as to business, industry and the community for their dedication and tireless efforts in working together for the students of our schools and TAFE Institutes.

A handwritten signature in black ink that reads "Andrew Cappie-Wood". The signature is stylized with a large, sweeping initial 'A' and a long horizontal line extending from the end of the name.

Andrew Cappie-Wood  
**DIRECTOR-GENERAL OF EDUCATION AND TRAINING**  
**MANAGING DIRECTOR OF TAFE NSW**

## Our goals

The Department has five key goals to improve the social and economic wellbeing of the people of NSW through a responsive and sustainable education and training system:

- To deliver education and training that inspires students to succeed, fosters high expectations and prepares them for participation in a democratic and sustainable society
- To value our staff and provide a working environment that acknowledges their contribution and builds capacity
- To support the success of industry and of individual learners through customised vocational education and training
- To maximise return on investment in education and training through responsive and sustainable management
- To exercise strong leadership in Australian education and training through innovation and by shaping national policy and reform.

## Our services

In 2006, the NSW Department of Education and Training provided education and training services to 1,290,804 students through an extensive network of government schools, TAFE NSW Institutes, the National Art School (NAS) and the Adult Migrant English Service (AMES).

The NSW Department of Education and Training provided:

- Preschool education
- Primary school education
- Secondary school education
- Vocational education and training (VET) programs and services, including funding to Adult and Community Education Colleges
- TAFE NSW industry-recognised VET qualifications
- Apprenticeships and traineeships
- Tertiary courses in Fine Art.

The Department operated principally under the *Education Act 1990*, the *Teaching Service Act 1980*, the *Technical and Further Education Commission Act 1990*, the *Public Sector Employment and Management Act 2002* and the *Education (School Administrative Support Staff) Act 1987*.

## Our students

Our students comprise preschoolers to adult learners from culturally and geographically diverse backgrounds.

In 2006 there were:

- 4,273 government preschool students
- 434,366 government primary school students
- 304,941 government secondary school students
- 407,529 TAFE NSW students
- 138,136 apprentices and trainees in training
- 1,559 National Art School students.

### **Our communities, customers and stakeholders**

We worked closely with parents, students, employers and the wider community to provide the education and training services they require.

The Department implemented the State Government's Guarantee of Service through the policies, information and advice provided to the people of NSW involved in public education and training.

### **Our resources**

Total recurrent and capital expenses incurred by the Department in 2005-06 were \$10,211.0 million.

The Department's 2006-07 budget provides \$10,562.7 million in recurrent and capital funding for education and training services. This includes:

- \$120 million of additional funding over four years for school maintenance, bringing total State expenditure to \$857 million over the next four years
- \$65 million of additional funding over four years for programs to improve educational outcomes for Aboriginal students
- \$3.3 billion over four years to support students with special needs
- \$616 million over four years to improve literacy and numeracy standards
- \$603 million over four years for additional teachers to reduce class sizes for students enrolled in Kindergarten to Year 2, plus \$107 million already being spent on building new classrooms
- \$267 million over four years to increase the quality of teaching in government schools
- \$676 million in recurrent funding over four years to give students and teachers access to state-of-the-art technology
- \$65 million over four years to better manage disruptive students
- More than \$485 million for capital works in government schools
- More than \$10 million to keep schools safe and secure.

The Department also funds a range of equity programs for schools. In the 2006-07 budget funding for these programs is:

- \$839.4 million for special education
- \$84.9 million for students in regional and rural areas in NSW
- \$88.8 million for students from low socioeconomic status backgrounds
- \$100.4 million for students from non-English speaking backgrounds
- \$65 million for Aboriginal education.

In 2005-06 the Department's total recurrent expenditure on the non-government schools program was \$697.2 million. Funding was provided mainly in the form of student per capita grants.

## Review and improvement

The NSW State Plan has identified priority areas and these will be the focus for the Department as part of its ongoing review for improvement. They include:

- Assessing all children entering Kindergarten including their reading, writing and counting abilities
- Increasing levels of attainment for all students and in particular, in 2008:- reducing the number of lowest performing students in literacy and numeracy in Years 3, 5, and 7 by 10%
- Increasing the number of students in Years 3, 5, and 7 meeting or exceeding national proficiency benchmarks for literacy and numeracy by 10%
- Closing the gap between the achievements of Aboriginal and all students in all educational outcomes, at schools and at TAFE
- Improving teacher quality through aligning professional learning to the professional teaching standards
- Increasing the proportion of the population aged 15-64 participating in vocational education and training
- Improving access to training in rural and regional NSW
- Increasing workforce skills and responding to skills shortages in partnership with industry
- Implementing the recommendations of the Independent Pricing and Regulatory Tribunal's *Review of the Skills Base in NSW and the Future Challenges for Vocational Education and Training*
- Achieving continuous improvement in VET and employment outcomes for Aboriginal people, people with disabilities and those in regional and remote areas of the state
- Reviewing the options available to students in their senior secondary years to lift retentions and increase completion of Year 12 or vocational training.

### NSW Government Schools

The Schools Portfolio leads and directs the operation of NSW government schools to improve the academic achievement and wellbeing of all students as well as the quality of teaching and educational leadership in schools.

The portfolio is responsible for managing policy and operations to assist teachers and students in 2,400 locations. These include preschools, infants, primary, central and community schools, specialist and comprehensive secondary schools, schools for specific purposes and intensive English and environmental education centres.

A continued commitment to tri-level reform is evident in the policies and practices across the system. The interdependent responsibilities of schools, regions and State Office are based on a climate of partnership and a culture of understanding to improve educational outcomes for students.

The Schools Portfolio developed three statewide Stages of Learning strategies that build on the excellent work of government schools and strengthen the consistent delivery of high-quality teaching and learning programs across the early years (Kindergarten-Year 4), middle years (Years 5-9) and later years (Years 10-12) of schooling. The best of emerging practices in programs and support in these areas were presented and shared at three successful Stages of Learning conferences.

The *Aboriginal Education and Training Strategy 2006-2008* was developed in collaboration with key partners to focus the work of schools, colleges, regions, TAFE NSW Institutes and State Office directorates towards achieving the goal that by 2012 Aboriginal student outcomes will match or better the outcomes of the broader student population.

The Schools Portfolio led the development of the *State Literacy Plan 2006-2008* and *State Numeracy Plan 2006-2008* and held a successful State Numeracy Conference for key personnel who support programs that impact on student numeracy learning. These plans ensure that students develop strong foundations in literacy and numeracy and guide the work of schools, regions and State Office directorates in improving literacy and numeracy for all students.

As part of a strong focus on leadership development and professional learning, a professional learning continuum is explicitly aligned to the professional teaching standards necessary to gain and maintain accreditation with the NSW Institute of Teachers. A suite of new leadership and professional learning programs for aspiring, newly appointed and experienced school leaders was developed in consultation with The Leadership Alliance (Department of Education and Training, Secondary Principals' Council and Primary Principals' Association).

A new annual school reporting format was introduced for 2006 providing more information for parents and greater autonomy to schools on how they report to their communities. A website on annual school reports provides guidance to schools on reporting requirements, including templates and support documents.

To assist schools report student achievement more consistently and clearly new statewide student reports with A-E grades or equivalent word descriptors were developed. New web-based software was also developed to support all schools in providing parents with easily understood reports.

In 2006 three new behaviour schools were opened with five scheduled to commence operation in Semester 1 2007 to address the issue of violent and disruptive students in schools. Six new tutorial centres have commenced operation with one remaining centre scheduled to commence operation in Term 1 2007. Eleven of the 20 new suspension centres became operational, four of which commenced operation in 2006 (Belrose, Bidwill, Tamworth, and MtAustin). Two additional suspension centres were established at Nowra and Arncliffe. By 2007, 22 suspension centres will be operational.

**The Schools Portfolio has worked hard to achieve successful outcomes and has:**

- Reduced Kindergarten class sizes to a statewide average of 19.3 students and Year 1 class sizes to 21.3 students
- Distributed \$36 million to schools for Teacher Professional Learning
- Audited 1,819 schools on the use of Teacher Professional Learning funds
- Expanded the range of school based traineeships and developed a system for the online registration of school based apprentices and trainees
- Established new processes for the introduction of school based apprenticeships and Trade Schools
- Developed a quality management system for use by the Department registered training organisations
- Provided further enhancement to the School Measurement and Reporting Toolkit (SMART) package to support schools in the analysis of student performance and in the setting of improvement targets in school planning
- Distributed 48,000 copies of the magazine *Next: Life after School*, to Year 12 students to help them safely celebrate the end of their high school education
- Invited students to participate in *The Critics' Choice* competition to help reinforce anti-smoking messages - 16,000 students entered
- Distributed the DVD *Play Now / Act Now - Six of the Best* to all NSW government secondary schools to help teachers educate young people about the potential dangers of alcohol
- Delivered 21 stage three cannabis education workshops with 420 teachers from 260 primary schools attending
- Organised the 2006 state Student Representative Council (SRC) conference *Involved Students - Working Together* for 130 student leaders in NSW
- Conducted the Australian Government Quality Teacher Program *Safe Schools: Making the Links* with teams from 23 schools implementing projects to improve the physical and mental wellbeing of students and staff
- Implemented the inaugural UNICEF Day for a Change program on Universal Children's Day, 25 October 2006 in partnership with the NSW Teachers Federation to raise awareness of issues affecting on the health and wellbeing of disadvantaged young people
- Implemented initiatives to manage the health care needs of students at risk of anaphylaxis, including the development of a comprehensive set of guidelines for all schools and the delivery of an awareness training program to all school staff

## Performance Highlights

- Implemented the *Beginning Well* program in 20 schools statewide. This program provided mentoring support for young children with behaviour difficulties during their transition to school
- Implemented the *Learning Assistance Mentoring Program* in more than 30 schools statewide. The program provides mentoring support for students with behaviour difficulties who are at risk of not making a successful transition from Year 2 to Year 3
- Expanded the *Lawyers Encouraging and Assisting Promising Students* program which targets Year 9 students at risk of leaving school early. About 250 students were mentored under this program
- Trained more than 2,000 school and regional personnel in non-violent crisis intervention. Fifteen experienced instructors completed an advanced training course
- Trained more than 20 school and student services personnel in conflict resolution and peer mediation strategies, bringing the number of personnel trained to more than 140 school and 110 student services personnel
- Delivered 170 workshops to more than 3,220 Years 7-12 teachers to support subject-specific syllabus implementation in all regions of NSW
- Delivered 60 workshop sessions involving more than 2,500 K-6 teachers from across NSW to further assist them with programming using connected outcome groups
- Conducted briefing sessions on new requirements for reporting to parents, attended by more than 8,500 school leaders and teachers
- Implemented a range of initiatives and programs as part of the government's commitment to the values of respect and responsibility. The Schools Portfolio:
  - provided all schools with a CD and palm cards of the national anthem
  - released a new *Student Discipline in Government Schools* policy and developed support materials to help schools implement the government core rules
  - provided training for anti-racism contact officers in schools
  - conducted a Student Partnership Conference with more than 300 participants during Harmony Week to showcase effective cultural exchanges and student leadership programs
  - provided \$150,000 to regions to support schools in implementing teaching and learning programs which are culturally inclusive and promote civic partnerships and community harmony.
- Developed new school attendance procedures and support documents
- Supported the *Schools in Partnership* initiative in 10 schools which will lead change in working in partnership with local communities, including local Aboriginal Education Consultative Groups to improve the learning outcomes for all students and particularly Aboriginal students
- Facilitated a national Indigenous Conference on the Awabakal nation's land in Newcastle. The themes were the early years, engagement, school community partnerships, educational leadership, quality teaching and pathways to training and higher education
- Conducted workshops for regional Aboriginal education consultancy teams to deliver training to Aboriginal field staff to implement the *NSW Aboriginal Education and Training Strategy 2006-2008*

- Supported Aboriginal Languages Programs in schools to assist Aboriginal communities to preserve, teach and use traditional language and to provide opportunities for Aboriginal students from Kindergarten to Year 12 to learn an Aboriginal language
- Delivered the Aboriginal Cultural Education Program to more than 400 participants
- Contracted an independent study of the Department's \$134 million *Learning Assistance Program* (LAP) in its initial triennium (2004-06) to help determine future directions to strengthen support to students in regular classes who experience difficulties in basic areas of learning
- Allocated 1,378 support teachers learning assistance (STLAs) and LAP funding to 1,886 primary and secondary schools for 2007-2009, based on need, to assist schools to improve the learning outcomes of students experiencing difficulties in learning
- Established a preschool provision at Broken Hill School of the Air
- Offered representative sporting opportunities in 21 sports at the primary level and 28 sports at the secondary level
- Delivered arts programs in music, dance, drama, public speaking, debating and visual arts for more than 25,000 NSW government school students, including the highly successful Schools Spectacular, *Shine*, in which more than 3,000 students from 300 government schools participated
- Implemented four new Premier's Teacher Scholarships bringing the number offered in 2006 to 53 across 13 curriculum areas with 50 scholarships being awarded.

### TAFE NSW

TAFE NSW delivers vocational education and training (VET) qualifications that provide the NSW community with the skills identified by industry and needed for employment. Its strong ongoing links with industry make it an industry led system. TAFE NSW's contribution to the NSW economy over the next 20 years has been estimated at \$196 billion. Every dollar invested in TAFE NSW generates a return to the economy of \$6.40.

TAFE NSW Institutes offer more than 1,300 work related qualifications that have been developed in consultation with industry and align with nationally developed training package qualifications. TAFE NSW qualifications are delivered via a variety of training methods including face-to-face teaching at 134 campuses, as well as delivery in the workplace, in specialist centres and by flexible and distance learning. TAFE NSW courses incorporate employability skills that support the development of language, literacy and numeracy skills relevant to the workplace.

In 2006 TAFE NSW Institutes:

- Built on their large client base through a client-focussed and solution-based strategy for training delivery
- Engaged in a diverse range of partnerships with enterprises such as Toyota Australia, Energy Australia, the Roads and Traffic Authority, SEEK Learning, Bakers Delight, Rosemount Estate and Visy Pulp and Paper
- Expanded enterprise based learning and flexible delivery
- Were the major providers of apprenticeship training in the state, with 17,080 students (92.4% of all apprentices) commencing training in 2006
- Were active participants in regional and rural development across NSW: in rural and remote communities TAFE NSW is often the only provider of post-school vocational training
- Engaged in a range of cross-sectoral agreements with universities to develop credit transfer arrangements for VET sector graduates and to deliver joint diploma/degree programs
- Provided programs and support services designed for Aboriginal students, people with a disability, people from non-English speaking backgrounds including refugees and those with overseas qualifications and skills, women, young people, mature age workers and people in Correctional and Juvenile Justice Centres
- Continued to implement the recommendations of the Aboriginal Education Review, achieving increased participation and improved course outcomes for Aboriginal students.

#### **TAFE NSW has worked hard to achieve successful outcomes and has:**

- Delivered more than 108 million hours of vocational education and training
- Exceeded 500,000 enrolments and 227,000 completions in TAFE NSW courses
- Increased apprenticeship enrolments in a range of skill shortage areas, including electrical and electronic trades, mechanical and fabrication engineering and hairdressing

- Responded to strategic shifts in demand such as the greater focus on recognition of prior learning, skills gap training and higher level qualifications
- Met the challenges of increased competition in training, industry demand for innovative delivery and training needs in skill shortage areas
- Achieved the highest level of employer satisfaction in Australia, with 96% of surveyed employers satisfied with TAFE NSW for nationally recognised training, excluding apprenticeship and traineeship training
- Established the International Business Office to provide overseas clients, delegates and students with a single business entry point, supported by well established networks, agency agreements and business partnerships that the Department already has in many countries
- Established the TAFE NSW National Business Office to strengthen relationships with large clients and TAFE NSW as the pre-eminent training provider for industry in NSW and nationally
- Formed an alliance with SEEK Learning (a division of seek.com.au) to offer TAFE NSW qualifications in a faster more flexible format exclusively through [www.seeklearning.com.au](http://www.seeklearning.com.au)
- Established national leadership in aged care training through a \$2 million tender for development and delivery of a national training program to support the new aged care funding instrument
- Won a major three year contract to deliver training in fabrication, welding, composites, fitting, machining and hydraulics to the Royal Australian Navy
- Contributed to regional development initiatives, such as the Gwydir Learning Regional Initiative Project by offering courses in automotive, aged care, children's services and engineering to address regional training, employment and sustainability needs
- Contributed to the Cessnock Community Renewal Program in partnership with business, the local council, local Job Network providers and the Commonwealth's Area Consultative Committee to leverage better linkages between vocational training programs and employment placement activities
- Participated on the Northern Inland Regional Development Board, which plays a strategic role in the economic development of North West New England, targeting individuals seeking jobs in the mining industry
- Expanded service delivery for the 15-19 year age cohort with the establishment of the Glendale Trade School, a partnership between TAFE NSW, School Education and key Hunter region employers, which will offer School Based Traineeships in automotive, engineering and aged care commencing in 2007
- Enrolled students in the first School Based Apprenticeships, which enable young people to undergo the first stage of an apprenticeship while studying for the Higher School Certificate
- Extended the capacity for students to enrol and pay online. Consequently more than 61,800 students enrolled online
- Broadened learner choice through video conferencing, video streaming and podcasting, mobile learning technologies and SMART Board

## Performance Highlights

- Implemented the Recognition Information on the Internet initiative which delivered new and improved information for current and potential students
- Developed the TAFE NSW Employer Portal, to be deployed in 2007, which will deliver new secure information facilities for the employers of apprentices and trainees via the Internet which will provide employers with instant up-to-date information on the progress of their apprentices and trainees
- Increased participation by students from communities with a high number of refugee and humanitarian entrants, particularly the Sudanese and Afghan communities
- Provided 66 Taste of TAFE programs for 6,586 young people across NSW, introducing them to vocational training and working in industry in areas such as hairdressing, construction, and engineering metals
- Delivered Aboriginal Cultural Education programs to more than 400 staff in TAFE NSW Institutes as well as to staff in other government departments
- Trained more than 78 Aboriginal health workers from regional NSW under the Otitis Media Screening Training program to screen Aboriginal children for aural health
- Improved participation of Aboriginal students by 23% from 18,889 in 2002 to 23,246 in 2006
- Improved course completions of Aboriginal students by 36% from 6,121 to 8,327
- Increased participation of students in TAFE NSW who reported having a disability by 15.9% from 44,697 to 51,819
- Improved participation for female students from disadvantaged backgrounds: within their populations, Aboriginal women, women with a disability and women from a non-English speaking background enrolled in greater proportion than women generally, at 50%, 50.2% and 56.6% respectively (women in general comprise 47.4% of total TAFE enrolments)
- Enrolled nearly 2,000 children in TAFE NSW Children's Centres, enabling more than 1,500 students to access and complete TAFE NSW courses, leading to work-related qualifications
- Celebrated TAFE NSW Outreach's 30<sup>th</sup> anniversary of delivering innovative and flexible programs and services to disadvantaged students across NSW
- Delivered the first renewable energy courses in NSW to be designed specifically for the rural sector
- Instituted environmental sustainability initiatives that led to the Sydney Water's 2006 *Every Drop Counts* Water Conservation Gold Award and Energy Efficiency and Policy and Planning Awards in the Hunter Environmental Achievement Awards
- Gained recognition for excellence: TAFE NSW - Western Institute was awarded Large Training Provider of the Year at the 2006 NSW Training Awards.

## Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) is contracted by government and industry to deliver language, literacy and numeracy training programs, workplace training programs and related services and consultancies for newly arrived migrants, refugees, job seekers and workplace clients.

AMES is the lead provider in the Department's Adult Migrant English Program (AMEP) Consortium, which provided AMEP courses for more than 10,500 migrants at 72 venues and through distance learning, including delivery at 54 rural delivery sites. Eight new rural venues offered the AMEP in 2006.

AMES delivered courses to 1,007 migrants under the state-funded Skillmax Program, helping migrants with overseas qualifications and work experience to secure employment. AMES also delivered workplace communication training and consultancies to a range of organisations including IBM, Oracle, Ernst and Young, the Royal Australian College of General Practitioners and Rail Corporation.

Pathways for AMEP students were expanded with the introduction of three vocational skills courses. New online courses were developed, including *English for Health Professionals, Nurses, and Workplace Communication*, as well as new resources for teachers and students. Distributors were appointed to market AMES online English courses in Taiwan, South Korea and China.

## National Art School

The National Art School (NAS) offered award courses that included the Bachelor of Fine Art, the Bachelor of Fine Art (Honours) and the Master of Fine Art (Research by Project) degrees.

In 2006, the NAS was the first Australian art school to be accepted as a member of the prestigious International Association of Independent Art and Design Schools founded in Bauhaus, Dessau, Germany. NAS opened its museum standard NAS Gallery, and participated as a satellite venue in the international Biennale of Sydney. NAS hosted the national Blake Prize for Religious Art, which was won by a NAS painting lecturer.

NAS received increased numbers of course enquiries and student enrolments in both undergraduate and postgraduate programs, and increased attendances in short courses. The NAS Higher School Certificate (HSC) Intensive Studio Program was completed by 183 HSC students. Collaborative short course offerings were provided with Penrith Regional Gallery, Sydney Harbour Federation Trust, Art Gallery NSW and The Empire Foundation Bursary Scheme.

Four NAS students were awarded the Tim Storrier-National Art School Paris Studio Residencies, supported by Friends of the National Art School Inc.

## Adult and Community Education

In 2006, 62 community colleges were funded under the Adult and Community Education (ACE) Program to VET to communities throughout NSW. VET delivery by ACE providers continued to increase with 8,544,341 student contact hours of training delivered to 154,458 students in 2006 in contrast with 7,905,637 student contact hours of training delivered to 165,569 students in 2005.

New programs in 2006 targeted the vocational training needs of people with disabilities, Aboriginal people, young people, mature people and skilled migrants. The ACE and *Indigenous Australians Action Plan 2005-2008* was launched to build stronger partnerships with Aboriginal people and their communities. In 2006, Aboriginal student enrolments in ACE courses increased to 8,900 (compared with more than 8,000 in 2005), equating to 380,321 (312,124 in 2005) student contact hours in vocational training.

The Board of Adult and Community Education has supported a range of projects to build the business capacity and training quality of ACE organisations. A new online data collection and validation system was implemented to collect quality information on ACE training and student profiles.

## Corporate Services

The Corporate Services Portfolio is responsible for the strategic management of finance and administration, human resources, industrial relations and employment services, asset management, information technology services and corporate services reform.

In 2006 the portfolio implemented key programs to meet government priorities in public education and training. In particular the portfolio:

- Provided financial advice, management and statutory reporting to ensure that finite government resources were allocated and used in an optimal, equitable and accountable manner
- Provided analysis on resource implications of new initiatives, policies, modification to service delivery and the Government's preparation of the education budget
- Managed administrative policies, practices and the Student Special Transport Scheme
- Supported quality teaching and learning environments through the planning and delivery of capital works, maintenance and property acquisition programs
- Managed information and telecommunications systems and infrastructure
- Provided human resources programs and services to schools, TAFE NSW and corporate employees
- Carried out corporate workforce planning and implemented programs to improve the quality of teaching and the supply of teachers
- Managed the provision of financial support to non-government schools, as well as monitored grants and subsidies to community groups and private providers of vocational education and training
- Supported the Government's wages policy and developed contemporary conditions of employment
- Provided legal advice, representation and other services to the Department
- Conducted investigations of allegations made against employees, developed strategies to reduce the risk of such allegations being likely to be valid, and carried out national criminal record checks as an approved screening agency
- Implemented occupational health and safety and injury management programs
- Assumed management responsibility for the School Safety and Security Unit.

### **Corporate Services worked hard to achieve successful outcomes and has:**

- Provided 25,000 computers to schools under the \$556 million Technology for Learning (T4L) program, building on the 39,000 computers delivered in 2005
- Completed employment of 129 additional Information Technology (IT) support staff a full year ahead of schedule to provide technical help in classrooms, leaving teachers free to deliver curriculum as part of the T4L program
- Implemented 801,564 e-learning accounts that provide authenticated access to the internet, improving the security of staff and students when browsing the net - these accounts also provide staff and students with access to email and a personalised portal

## Performance Highlights

- Developed the Guidelines for the Management of Conduct and Performance to support the implementation of new disciplinary arrangements for school and TAFE teachers and school administrative and support staff
- Coordinated the amendment of the Education Act to allow for information about the risk posed by students with a history of violent behaviour to be available to any school in which they are enrolling, and giving the Director-General the power, in exceptional circumstances, to determine the kind of school in which such a student may enrol
- Reduced illegal entries in schools during 2006 spring holidays by 37% when compared to the same period in 2005
- Achieved a 20% reduction in vandalism through implementation of proactive strategies and new initiatives
- Achieved occupational health and safety performance targets for 2005-06 resulting in a \$25 million reduction in the Department's workers' compensation premium for 2006-07
- Implemented initiatives under the *Strategic Human Resources Plan 2006-2008* including:
  - professional development and support for corporate staff through merit selection training and development of an induction website
  - publication, as part of the Aboriginal Education and Training Strategy, of the *Aboriginal Human Resource Development Plan 2006-2008* which focuses on recruitment, participation, professional learning and network support strategies for Aboriginal people to ultimately improve outcomes for Aboriginal students
- Reviewed the Teacher Mentor Program to increase support to schools with significant numbers of permanent beginning teacher appointments
- Progressed all recommendations of the Aboriginal Education Review for which Corporate Services had lead responsibility (15 of the 71 recommendations)
- Worked closely with the NSW Institute of Teachers to support the requirements for accreditation and initial teacher education
- Carried out corporate workforce planning and implemented programs to improve the quality of teaching and the supply of teachers
- Implemented an additional component of the Graduate Recruitment Program for prospective teachers who have the skills and commitment to teach in schools with significant Aboriginal enrolments
- Managed the transition between the Department's Teacher Qualifications Advisory Panel process and the Institute of Teachers' Initial Teacher Education Committee for the approval of initial teacher education programs
- Enabled 99.6% of government schools to use the electronic casual pay claims service which streamlined casual employee pay claims processing in schools
- Established the start up phase of the Learning Management and Business Reform Project to replace corporate human resources, payroll, finance and student administration systems
- Achieved unqualified audit opinions for the Department, TAFE NSW and all related agencies for the 2005-06 financial statements

- Undertook an extensive review of the Student Special Transport Scheme to achieve significant operational improvements
- Pursued opportunities for savings in procurement practices through the establishment of a Strategic Sourcing Project, resulting in savings across a range of expense categories
- Enhanced financial management and reporting on asset and technology projects through the establishment of the Capital and Infrastructure Finance Unit within the Finance and Administration Directorate
- Improved physical learning environments for public schools through the completion in the 2005-06 financial year of 17 major building projects, commencement of 20 new major capital works projects and continuation of 59 projects
- Improved physical learning environments for TAFE NSW through the commencement of 13 new major building projects, continuation of 17 capital projects and completion of 11 major capital works projects
- Supported the Class Size Reduction Initiative by providing 285 new classrooms and 212 refurbished classrooms for the first day of Term 1 2006, and an additional 24 new classrooms and 45 refurbished classrooms during Semester 1 2006
- Continued implementation of extensive new cleaning arrangements and the finalisation of new four year maintenance contracts in July 2005
- Finalised the second Public Private Partnership contract, which will deliver 10 new schools by January 2009
- Completed 191 access integration projects in schools for people with a disability
- Contributed \$6.31 million on over 300 Joint Funding Projects in schools.

### Strategic Planning and Regulation

The Strategic Planning and Regulation Portfolio manages the Department's relations with State and Commonwealth agencies, the non-government school sector, VET and higher education providers; coordinates the Department's planning, reporting and performance compliance responsibilities; and fosters innovation in teaching and learning through the development of technology-based educational resources and services to NSW schools and TAFE NSW.

In 2006, the Portfolio:

- Managed compliance with the \$3.8 billion Commonwealth Schools and Indigenous Funding Agreements and the \$1.4 billion Skilling Australia's Workforce Agreement
- Provided policy advice on major strategic issues affecting school education, vocational education and training (VET) and higher education at State and national level
- Supported the Minister's participation in the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA), and the Ministerial Council for Vocational Training and Education (MCVTE)
- Coordinated the Department's input into the development of the NSW State Plan
- Coordinated the Department's corporate and strategic planning including the Results and Services Plan and reporting on schools' and TAFE's performance to State Government
- Provided monthly and quarterly performance reports to the Department's Board of Management
- Registered and quality assured VET and higher education providers and courses
- Managed the NSW apprenticeship and traineeship system, the NSW competitive training market and nine State Training Centres across NSW
- Provided a range of industry programs and services to address skill needs and to increase the availability and quality of training in NSW
- Developed innovative strategies to address skills shortages and workforce development
- Managed the Department's participation in planning for the implementation of National Assessment of Literacy and Numeracy
- Managed evaluation of the major Class Size Reduction initiative
- Facilitated collaboration with the non-government school sector
- Supported the Department's participation in national forums such as the Australian Education Systems Officials Committee (AESOC), the National Senior Officials Committee (NSOC) and the National Quality Council.

**Strategic Planning and Regulation has worked hard to achieve a number of successful outcomes and has:**

- Successfully negotiated with the Australian Government on issues ranging from student reporting and national testing to reducing regulatory burden and VET reform

- Supported the creation of the NSW Skills Council to link workforce skills with economic, regional and industry development priorities
- Developed the trade school initiative, including coordinating the implementation of an \$18 million program to establish 10 trade schools
- Successfully managed the *Review of NSW state based assessments in the context of national assessment requirements* (Cooney Report)
- Coordinated the Department's role in the Independent Pricing and Regulatory Tribunal's (IPART) report *Up-Skilling NSW: How vocational education and training can help overcome skill shortages, improve labour market outcomes and raise economic growth*.
- Produced the Minister's Report to Parliament and the Department's 2006-2008 Corporate Plan
- Provided strategic advice on performance for the Productivity Commission's Report on Government Services and the Australian National Report on Schooling
- Established school based apprenticeships in all major trade skill shortage areas
- Regulated effectively higher education providers and vocational education and training. Registered and quality assured:
  - 967 training providers against the requirements of the Australian Quality and Training Framework (AQTF)
  - 325 organisations to provide courses to overseas students
  - 747 accredited courses for delivery
  - 20 higher education institutions and 112 higher education courses
- Managed training for more than 138,000 apprentices, existing worker trainees and new entrant trainees, including more than 50,000 trade apprentices
- More than doubled early completion of apprenticeships in 2006 compared with the previous year
- Approved over 13,000 vocational training arrangements, issued 8,000 certificates, processed over 1,600 claims under the Vocational Training and Assistance Scheme, and conducted more than 1,500 workplace visits
- Allocated around \$80 million in competitive funding to public, private and community-based training organisations, providing nearly 50,000 new training places
- Managed and developed the Teaching and Learning exchange (TaLe), with 48,000 resource links, 7.6 million hits, and a large number of Professional Learning Communities covering 177 separate topics of professional interest
- Supported teachers and students through the production of high-quality interactive digital learning resources for schools and the vocational education and training sector
- Developed key policy proposals for government, including personalised learning plans and the learning guarantee
- Developed legislation to prevent for-profit schools from accessing State funding and commenced development of an audit model
- Managed the introduction of the new national educational license designed to save NSW government schools over \$10 million in annual copyright fees

## Performance Highlights

- Trialled 'Connected Classes' to create shared classes across seven schools and the Connected Learning Advisory Service
- Provided Web streaming to schools resulting in high quality live video and audio content delivery to students' and teachers' desktops
- Coordinated the Department's contribution to the Council of Australian Government's (COAG) Human Capital Agenda in relation to VET and literacy and numeracy, and to the Council of Australian Federation
- Managed the Student Registration Number project to enhance tracking of student performance
- Designed web-based on-line systems for data collection for State and national performance reporting from over 2,300 schools and for TAFE NSW
- Managed the monitoring and reporting of nearly four hundred government commitments
- Revised guidelines for the registration of non self-accrediting higher education institutions and the accreditation of their courses
- Commenced project to rebuild State non-government school funding model worth around \$700 million per annum.

## Strategic Relations and Communication

Strategic Relations and Communication comprises the following directorates-Executive Support, Corporate Communication, Corporate Marketing and Media. Key responsibilities of these directorates include:

- Executive Support provides advice to senior staff and the Minister's Office, as well as administrative support for the Board of Management
- Corporate Communication promotes public schools 'Leading the Way' in education and achieving outstanding results. It delivers support and advice to principals, teachers, and State Offices on promoting high quality public education. It provides a range of information and advice to parents on the various stages of schooling, as well as news and information bulletins to principals and teachers
- Corporate Marketing provides strategic marketing support to TAFE NSW Institutes and NSW public schools. The Directorate promotes excellence in public education and training through coordinating events such as Education Week and Schools and Careers Expos, and providing valuable information services through the TAFE NSW Information Centre and Handbook
- The Media Directorate works with all parts of DET to promote public education in the community and to respond quickly and effectively to a large number of media enquiries.

### **Strategic Relations and Communication has worked hard to achieve successful outcomes and has:**

- Processed 6,155 items of Ministerial correspondence and 2,062 letters to the Director-General
- Coordinated the School Promotions Strategy Reference Group: worked with principals' organisations, parent bodies, and unions to support promotional activities for schools
- Introduced the *Side by Side* newspaper for teachers and school support staff
- Improved information for parents, e.g. redesigned *Time to Start School* publication
- Supported schools in self-promotion with advice on, and training in, design and use of material
- Provided ongoing internet and intranet support, including redesign of the policy website
- Commenced a trial of 10 individual school websites
- Produced quality speeches
- Provided photographic support
- Updated correspondence guidelines, with training in the preparation of correspondence, briefings and submissions
- Managed the Schools Public Information Centre: in 2006, more than 6,000 phone calls and emails were received
- Managed the TAFE NSW Information Centre which handled more than 150,000 customer enquiries from across the State: the Centre provided advice to senior students at 13 careers events throughout the year
- Managed Education Week, highlighting NSW Public Schools 'Leading the Way'
- Coordinated the National *Back to School* program across NSW

## Performance Highlights

- Held the annual TAFE NSW Business Forum focussing on the workforce needs of large organisations
- Participated in a range of marketing activities, including the Sydney Morning Herald Careers and Employment Expo at the Darling Harbour Convention Centre
- Organised the NSW Schools Remember ANZAC Commemoration Ceremony at the ANZAC Memorial Hyde Park in conjunction with the RSL, the Association of Independent Schools and the Catholic Education Commission
- Produced a new publication *Love Your Future* targeted at Year 9/10 students and highlighting the TAFE career pathways offered to schools through the VET in Schools program
- Published the TAFE NSW Handbook, the most comprehensive course guide in Australia, containing details on over 1,200 courses
- Coordinated the 2006 Summer Schools program supported by industry sponsorship: funds raised enabled scholarships to go to approximately 220 school students
- Provided TAFE NSW cross-sectoral sponsorship for the Careers Adviser of the Year Award
- Coordinated visits and information packages for 48 senior delegations from 22 countries
- Won three Australian TAFE Marketing Association 2006 Awards including:
  - Strategic Partnership and/or Innovation - Australian Graduate Management Consortium - A Pathway for Success
  - Existing and/or New Clients/Markets - Skilling the Defence Materiel Organisation
  - Excellence in Communications/Public Relations Strategy
- Coordinated the promotion of commercial programs to meet specific industry needs: enrolments in courses developed under the TAFE PLUS brand increased from 54,430 in 2005 to 55,638 in 2006, a growth of 2.2%
- Participated in the 2006 National Marketing Forum held in Queensland, the Forum is an initiative of NSW
- Contributed to tenders which resulted in the Australian TAFE Consortium providing training and consultancy services for the Australian Bureau of Statistics (ABS) and the Department of Immigration and Multicultural Affairs
- Promoted TAFE NSW products and services through trade shows and supporting industry awards including:
  - CeBit Australia Exhibition
  - National Manufacturing Week Exhibition
  - SIMEX 2006 (Sydney International Mining and Engineering Exhibition)
  - ProMAC 2006 - international project management conference and exhibition
  - The Safety Show 2006
- Supported industry awards through sponsorship of:

- Young Manufacturer of the Year Award
- 2006 ARA Retail Awards for Excellence
- 2006 Hardware Industry Award
- National Association of Women in Construction
- Managed the following awards:
  - SKILLED TAFE NSW Apprentice of the Year Award
  - Sponsorship of the 2006 NSW Training Awards
  - Sponsorship of the Plan-it Youth Program
  - The inaugural Peter Wright Award at the TAFE NSW Quality Awards.

### Goal One

To deliver education and training that inspires students to succeed, fosters high expectations and prepares them for participation in a democratic and sustainable society.

### Outcomes

Class sizes have been reduced in Kindergarten to an average of 19.3 students per class, in Year 1 to an average of 21.3 students per class and Year 2 to an average of 24.1 students per class, with the addition of over 1,200 teachers and more than 500 additional classrooms over the last three years through the Class Size Reduction program.

The proportion of students meeting the expected standard in literacy and numeracy exceeded the targets for Year 5 Basic Skills Test (BST) numeracy (which increased to 94.6 percent) and in Year 7 English Language and Literacy Assessment (ELLA) literacy (which increased to 96.2%). While other targets were not fully achieved, increases from 2005 were observed in the proportion of students meeting the expected standards in Year 3 BST literacy (to 92%) and Year 5 BST literacy (to 93.9%).

Strategies to increase the number of students completing Year 12 have been undertaken and include the School to Work program (a vocational and enterprise learning program to assist students in planning career and transition pathways). Credit transfer at TAFE NSW Institutes and NSW universities for specified HSC studies was made available and over 88,000 Years 11 and 12 students enrolled in NSW Higher School Certificate courses through government schools and TAFE NSW institutes.

TAFE NSW module completion rates have increased over the last five years. In 2006, the average module completion rate was 79.5% this is an increase of 2.7 percentage points since 2002.

In 2006, 40% of TAFE NSW enrolments were at Australian Qualifications Framework (AQF) Certificate III and above, and this proportion has remained steady over the past five years (40.3% in 2002). The proportion of TAFE NSW graduates at AQF Certificate III and above has increased in the past five years from 21% in 2002 to 24% of all graduates in 2006. Increases have also been evident for most equity groups.

A total of 133,656 young people enrolled in TAFE NSW in 2006, which represents 26.7% of all enrolments and meets the target.

### **1.1 Indicator: Statewide average class sizes of 20 in Kindergarten, 22 in Year 1 and 24 in Year 2**

The reduction in class sizes in Kindergarten, Year 1 and Year 2 aims to improve student learning and social outcomes.

This has been achieved through a \$710 million investment over four years, including \$107 million for 600 additional classrooms as well as \$603 million for 1,500 additional teachers, starting in 2004.

**Target**

By 2007, it is intended that the statewide average class sizes will be 20 for Kindergarten students, 22 for Year 1 students and 24 for Year 2 students.

**How we are progressing**

In 2006, the Class Size Reduction program completed phase three of a four year implementation plan by:

- Reducing the size of classes with Kindergarten students in Government schools to a statewide average of 19.3, an average of 3.6 students less than in 2003 and 4.8 students less than in 1997
- Reducing the size of classes with Year 1 students to a statewide average of 21.3, an average of 3.2 students less than in 2003 and 4.2 students less than in 1997
- Reducing the size of classes with Year 2 students in 426 government schools supported by the Priority Schools Funding program to a statewide average of 22
- Continuing a longitudinal external evaluation that commenced in 2003 and drawing on data from 30 schools, approximately 1,600 students and 60 teachers, to assess the educational benefits of reduced class sizes.

The following table demonstrates the success of the NSW Government’s Class Size Reduction program.

Average Class Sizes by Year in NSW Government Schools  
Five year trend from 2002-2006

Year	2002	2003	2004	2005	2006
Kindergarten	23.5	22.9	22.1	19.7	19.3
Year 1	25.0	24.5	24.6	23.6	21.3
Year 2	25.6	25.3	25.4	25.1	24.1
Year 3	26.3	26.2	26.4	26.1	25.9
Year 4	26.5	26.5	26.6	26.4	26.4
Year 5	26.7	26.8	26.8	26.6	26.6
Year 6	26.8	26.8	26.8	26.7	26.6
Kindergarten-Year 6	26.5	26.3	26.2	25.3	24.6

**Source:** DET, Planning and Innovation.  
Class size audits conducted each year from 2002.

**Future directions**

In 2007, the final phase of the four year plan will be rolled out with all schools staffed to achieve a statewide average size of 20 for classes with Kindergarten students, 22 for classes with Year 1 students and 24 for classes with Year 2 students.

The 2007 class size audit was conducted in March 2007. It will report on the achievement of the Government's target to reduce class sizes across the early years of schooling.

The Class Size Reduction program evaluation will conclude in late 2008.

### 1.2 Indicator: Proportion of students meeting the expected standard in literacy and numeracy

The proportion of students meeting the expected standard in literacy and numeracy, measured through state testing programs. The expected standard in literacy and numeracy is an important indicator of the extent to which we are achieving improved performance for all students and reducing disparity in performance, especially for Aboriginal students. This priority was included in the NSW State Plan which was published in November 2006.

#### Target

Literacy and numeracy targets for 2006:

- 94.8% of Year 3 students achieving Band 2 or higher on BST Literacy (Writing, Reading and Language)
- 91.8% of Year 3 students achieving Band 2 or higher on BST Numeracy
- 95.1% of Year 5 students achieving Band 3 or higher on BST Literacy (Writing, Reading and Language)
- 94.0% of Year 5 students achieving Band 3 or higher on BST Numeracy
- 95.8% of Year 7 students achieving elementary band or higher on ELLA Literacy (Writing, Reading and Language)
- 96.3% of Year 7 students achieving elementary band or higher on Secondary Numeracy Assessment Program (SNAP) Numeracy.

#### How we are progressing

- Over 220,000 students in NSW government schools were assessed through the state wide testing programs in 2006. Almost 60,000 students in each of Years 3 and 5 sat the BST literacy and numeracy tests. Approximately 53,000 students in Year 7 were assessed in literacy (ELLA) and numeracy (SNAP) and approximately 51,000 students undertook the tests in Year 8. Participation in Year 8 testing is voluntary for schools.
- In 2006, for the second time, writing assessment was included in the literacy measure in Years 3 and 5, with the writing, reading and language components calculated together.
- In 2006, the first phase of the *Schools in Partnership* initiative was implemented in 10 schools with high Aboriginal student enrolments.
- Specific emphasis was given to improving the learning outcomes for Aboriginal students, geographically isolated students, boys, girls, students from a Language Background Other Than English (LBOTE) and low socioeconomic status backgrounds.

The outcomes for 2006 for Years 3, 5 and 7 are:

- Year 3 BST - Literacy
  - The Year 3 mean of 50.4 for literacy (writing, reading and language) in 2006 was consistent with the mean in 2005. Before 2005, Year 3 means were calculated without writing scores. Scores for literacy (reading and language) show that the

2006 mean (50.7) is the second highest recorded since testing began, and between 2001 and 2006, the mean has remained fairly constant.

- The percentage of students attaining the expected standard in overall literacy (Band 2 or above) in 2006 was 92%, a slight increase from 2005.
- Since 2005, there has been a small increase of half a percentage point in the proportion of Aboriginal students reaching the expected standard in literacy, a slightly greater rate of improvement than that for all Year 3 students.

- Year 3 BST - Numeracy

- The Year 3 mean of 53.3, slightly lower than the 2005 figure of 53.6, is the third highest recorded since testing began.
- The percentage of students attaining the expected standard (Band 2 or above) in 2006 was 90.9%. This is the second highest proportion since 1999. Despite a general improvement in the trend, the increase has not occurred at the same rate as that set for each year's targets. This result is almost one percentage point below the 91.8% target for Year 3 numeracy.
- The expected standard in numeracy was reached by 75.2% of Aboriginal students, an improvement of 0.7 percentage points since 2004.

- Year 5 BST - Literacy

- The Year 5 mean of 57.0 for literacy (writing, reading and language) in 2006 was slightly higher than the mean in 2005. Before 2005, Year 5 means were calculated without writing scores. The mean scores for literacy (reading and language) over the period 2001-06 have been consistent.
- The mean growth for literacy (from Year 3 2004 to Year 5 2006) was 6.8, which is consistent with previous years.
- The percentage of students attaining the expected standard (Band 3 or above) in 2006 was 93.9%, which is 1.2 percentage points below the 95.1% target for Year 5 literacy.

- Year 5 BST - Numeracy

- The Year 5 mean of 61.5 is the highest recorded since 1996. There is a slight upward trend in Year 5 numeracy means across this period.
- The mean growth for numeracy (from Year 3 2004 to Year 5 2006) was 9.3, which is higher than in previous years.
- The percentage of students attaining the expected standard (Band 3 or above) in 2006 was 94.6% which is the highest proportion since 1999 and exceeds the target of 94% for Year 5 numeracy.
- Since 2003, there has been an increase of two percentage points in Aboriginal students reaching the expected standard, a greater rate of improvement than that for all Year 5 students. The result of 82.7% Aboriginal students attaining the standard is the highest percentage ever recorded.

- Year 7 ELLA - Literacy

- The mean score for ELLA has shown only minor fluctuations from 1998 to 2006, though the 2006 mean of 88.8 is the highest recorded.

## Goal 1: Successful Students

- The proportion of students attaining the expected standard in literacy (elementary and above) was 96.2%, a slight increase on the 2005 figure and the highest proportion to date. This exceeds the target of 95.8% for Year 7 literacy.
- The 86.9% of Year 7 Aboriginal students attaining the expected standard in literacy (elementary and above) was equal to the highest percentage ever recorded. Since 2003, there has been a greater rate of improvement for Aboriginal students reaching the standard than for all Year 7 students.
- Year 7 SNAP - Numeracy
  - The mean score for SNAP was 84.6, down 0.4 from 2005, with a minor downward trend since 2001.
  - The proportion of students attaining the expected standard in numeracy has been generally increasing in recent years, but dropped by 3.3 percentage points to 92.9% in 2006. The target set for 2006 numeracy 96.3% has not been reached. In 2006 students were tested in numeracy two months earlier than in previous years and the test introduced a new strand of mathematics.

Schools are being supported in their efforts to achieve the targets through:

- Schools with a high proportion of poor performing students being given access to successful specialist programs including:
  - *Count Me In Too*
  - *Counting On*
  - *Reading Recovery*
  - *Literacy on Track*
  - *Literacy in the Middle Years*
  - *Literacy Action Research Kit Online*
- Provision of resources to universities for teacher training, supported by the NSW Institute of Teachers, to ensure future teachers meet the requirements necessary for teaching in NSW government schools, including the ability to teach phonics, grammar, spelling and comprehension skills
- Provision of top-up training for new teachers in the teaching of literacy
- Availability of information about a student's literacy skills within and between schools
- Expansion of the *Schools in Partnership* initiative
- Support for teachers to meet the educational needs of refugee students who had little or no schooling before arriving in Australia.

### Future directions

In order to achieve literacy and numeracy targets we will:

- Develop and implement a State Plan Priority Development Plan to increase the literacy and numeracy levels of attainment for all students
- Implement the strategic actions outlined within the *State Literacy Plan 2006-2008* and the *State Numeracy Plan 2006-2008*, which target a 10% reduction in the number of

students who are weakest in numeracy and literacy outcomes in Years 3, 5 and 7 assessments

- Implement key actions in the *Aboriginal Education and Training Strategy 2006-2008*
- Better coordinate use of diagnostic data in supporting the literacy and numeracy performance of students
- Identify and address within classes the specific literacy and numeracy stumbling blocks for students
- Increase the number of schools able to access focussed professional learning in literacy through the increased training of literacy experts
- Strengthen the content and delivery of focused literacy programs.

### **1.3 Indicator: Proportion of students completing Year 12**

Improving the completion of Year 12 or equivalent vocational education and training is a priority. There are a broad range of strategies in operation to increase completions in schools and TAFE. These include wide range of subjects for the HSC including VET, *Our 15 to 19 Year Olds - Opportunities and Choice: An Education and Training Strategy for 15 to 19 Year Olds in NSW 2006-2009* and the *School to Work Program*.

#### **How we are progressing**

In 2006:

- More than 160,000 students in Years 7-12 participated in the *School to Work Program*. The program provided vocational and enterprise learning programs and assisted students in planning their career and transition pathways.
- Over 88,000 Years 11 and 12 students were enrolled in NSW Higher School Certificate courses through government schools and TAFE NSW Institutes. Year 12 students studied courses chosen from 392 HSC courses including 188 VET courses.
- Over 39,000 government school students (44.2% of Years 11 and 12) undertook at least one HSC VET course. Achievement in these courses provides recognition in VET courses undertaken post-school.
- Credit transfer was available at TAFE NSW Institutes and NSW universities for specified HSC studies. In 2006 credit transfer arrangements gave credit into more than 500 TAFE modules.
- The multi-campus college model continues to provide senior secondary students with educational advantages by offering them increased and more diverse subject choices. Student retention in these colleges has increased markedly.
- TAFE NSW continued to implement strategies aimed at improving school retention rates and increasing the proportion of students completing Year 12 by:
  - partnering with regional schools and improving subject choice in TAFE delivered VET in Schools programs
  - offering a range of Youth at Risk programs
  - offering a wider range of vocational options in Year 10 TVET programs.

### Future directions

We will:

- Develop and implement a State Plan Priority Development Plan which will increase the proportion of students completing Year 12 or recognised VET vocational training.
- Further Implement *Our 15 to 19 Year Olds - Opportunities and Choice: An Education and Training Strategy for 15 to 19 Year Olds in NSW 2006-2009* which was released in September 2006. This strategy is designed to ensure that 15 to 19 year olds have broader educational opportunities, are more engaged in their studies and are better able to make informed career choices as they prepare for life after school, whether this involves employment, training or further education.
- Implement *Our Middle Years Learners - Engaged, Resilient, Successful: An Education Strategy for Years 5-9 in NSW 2006-2009* which was released in October 2006. This strategy is designed to support students in Years 5 to 9, particularly during their transition from primary to high school. It aims to ensure that students are more engaged during these critical years of schooling and are better positioned to achieve a secure and successful future, one characterised by personal achievement, physical and emotional well-being and a balanced way of life.
- Conduct annual professional learning conferences during 2007-2009 that focus on supporting the implementation of the 30 key activities outlined in the 15 to 19 year olds strategy. These key activities include:
  - expanding opportunities for vocational education programs for students in Years 9 to 12, particularly Aboriginal students
  - using technology to link schools in the senior years to form virtual classrooms and so increase curriculum choices
  - establishing an interagency think tank to investigate ways of increasing the participation and retention of young people in mathematics and science courses
  - strengthening and coordinating support structures and programs to maintain the learning and engagement of students considered to be at risk of leaving school early
  - improving pathways from education to skilled employment and further study for Aboriginal students
  - supporting new forms of locally driven, shared, specialist facilities in government schools and TAFE that maximise education and training opportunities for students.
- Expand the number of VET curriculum frameworks as part of the HSC. A review by BVET Chair Bert Evans found that, offering VET subjects encouraged many students to complete Year 12 and for almost 70% of participants, it made it easier for them to get a job.
- Introduce school based apprenticeships for senior secondary students in NSW. From 2007 students can commence apprenticeships in industries with skill shortages and in other trade areas. These include construction, automotive, electro technology, commercial cookery and metals and engineering.

- Establish 25 trade schools over the next four years in schools and TAFE NSW Institutes across the state. Offerings will include school based apprenticeships and traineeships and other vocational courses. These centres focus on training in skill shortage areas especially in the trades as well as in nursing and aged care.

### **1.4 Indicator: Module completion rates for students in TAFE NSW**

The average module completion rate measures the percentage of modules passed compared to all assessable modules (pass, fail and withdrawn). Module completion rates are analysed by qualification level and by equity group. This indicator will be used to measure the outcomes of Registered Training Organisation when outcomes based reporting is introduced under the revised Australian Quality Training Framework (AQTF) standards.

#### **Target**

The 2006 target for all students is a module completion rate of 79.6%, as stated in the 2006-2007 Results and Services Plan (RSP). The RSP also includes targets for equity groups:

- 77.1% for non English speaking background students
- 73.5% for students with a disability
- 80.6% for students from rural and isolated areas
- 78.7% for 15 to 19 year olds
- 81.0% for mature age students, and
- 78.9% for women.

The 2006 aspirational target for Aboriginal students' module completion rates set out in the Indigenous Education Program Supplementary Recurrent Assistance 2005-2008 Quadrennium agreement is 70.5%.

#### **How we are progressing**

We improved module completion rates in general by:

- Initiating discipline-specific planning and profiling meetings at which module completion rates are analysed and best practice is shared
- Maintaining strong links with employers to support apprentices and trainees to successful completion
- Using data from a survey of student withdrawals to inform ongoing improvements to delivery and customer service
- Delivering courses in ways that meet the needs of students, for example offering a range of paraprofessional courses flexibly
- Implementing a range of teaching management strategies to motivate students to complete, including the provision of tutorial support

## Goal 1: Successful Students

- Providing more pre-enrolment information sessions to ensure that students enrol in appropriate courses to meet their needs
- Showcasing and publishing information on the intranet about module completion achievements across teaching sections
- Identifying language and literacy problems early in trade courses and providing appropriate support.

We improved module completion rates in equity groups by:

- Continuing to focus on outcomes for Aboriginal people in areas with employment opportunities including construction, aged care, nursing, child care, conservation and land management, small business and corporate governance
- Implementing specific strategies for equity target groups including individual student management
- Providing support and assistance to students from African communities.

TAFE NSW module completion rates have increased over the past five years by 2.7 percentage points with 79.5% of students completing a module undertaken in 2006.

### 1.4.1 TAFE NSW Module Completion Rates by Equity Group (2002, 2006).

	2002 %	2006 %
<b>All students</b>	<b>76.8</b>	<b>79.5</b>
Women	77.0	78.7
Non-English speaking background students	74.4	76.9
Aboriginal students	60.4	66.6
Students with a disability	69.8	72.7
Students from regional/remote areas	76.9	80.3
15–19 year old students	75.8	78.7
Mature age students	78.6	80.8

Source: DET, Planning and Innovation

## Future directions

We will:

- Continue to identify students who are at risk of non-completion and provide them with the required support
- Provide customised e-learning resources to assist students to work at their own pace towards module completion
- Provide customised products to support and assist equity target groups to improve module completion rates
- Maintain continuous improvement in course promotion, enrolment processes and assessment validation to improve overall module completion rates.

## 1.5 Indicator: Proportion of students participating in and completing qualifications at higher AQF levels in TAFE NSW

Technological change and a greater reliance on knowledge-based jobs are driving an increasing demand from industry for higher level technical qualifications. One of the indicators of achievement for TAFE NSW is increasing the proportion of students who are enrolled in and who complete qualifications at Certificate III level and above, as set out in the 2006-2007 Results and Services Plan (RSP).

TAFE NSW is implementing a range of strategies to increase delivery of higher level qualifications that meet industry requirements and assist in developing a highly skilled workforce for NSW.

### Target

The Department's Results and Services Plan includes targets for participation in AQF Certificate III and above. The 2006 targets for all students are 41.1% of enrolments.

### How we are progressing

In 2006, 40% of TAFE NSW enrolments were at AQF Certificate III and above, and this proportion has remained steady over the last five years (40.3% in 2002). The proportion of TAFE NSW graduates at AQF Certificate III and above has increased in the past five years from 21% in 2002 to 24% of all graduates in 2006. Increases have also been evident for most equity groups.

#### 1.5.1 Percentage of TAFE NSW Graduates at AQF Certificate III and Above by Equity Group (2002, 2006)

AQF Certificate III and Above	2002 %	2006 %
<b>All Graduates</b>	<b>20.9</b>	<b>24.3</b>
Women	25.1	28.0
Non-English speaking background students	28.7	28.4
Aboriginal students	10.6	12.1
Students with a disability	16.4	18.6
Students from regional/remote areas	15.4	20.1
15-19 year olds	23.2	24.7
Mature age students	12.0	14.1

Source: DET, Planning and Innovation

## Goal 1: Successful Students

We increased participation in higher level courses by:

- Establishing a Digital Media Centre that provides a range of industry-aligned specialist courses such as courses at Certificate III and above in digital media, 3D and 4D animations and film
- Promoting Certificate III apprenticeship training and making additional places available in skills shortage areas
- Partnering with industry to offer new high level courses such as Certificate IV in IT Database Administration, Public Relations and Certificate III and Diploma courses in Children's Services
- Developing articulated diploma/degree pathways and increasing courses at the paraprofessional level such as civil engineering and sport and recreation
- Partnering with universities for example, with Charles Sturt University to provide an integrated program for Aboriginal students incorporating the Diploma of Community Services (Welfare) and Bachelor of Social Work
- Providing information about articulation pathways for all vocational areas on posters and in the 2006 Course and Career Guide
- Increasing the delivery of higher level management and leadership courses across a wide range of enterprises.

### Future directions

We will:

- Work to increase the number of students enrolling in and completing higher level qualifications at TAFE
- Increase the provision of accelerated learning through recognition of prior learning, gap training and skill set training to enable more students to achieve higher level qualifications
- Package higher level qualifications to include multiple entry and exit points and increase the provision of flexible, fast track innovative programs in skill shortage areas
- Promote paraprofessional qualifications in growing occupations to school students as part of career guidance.

## 1.6 Indicator: Proportion of young people participating in education, training and/or work

Young people are more critical than ever to the future prosperity of NSW, given the ageing population. People who acquire skills early in life are more likely to be in high skilled jobs with higher incomes and are less likely to face redundancy or unemployment. Involving young people in vocational training and linking that training to on-the-job experience will help secure a prosperous future, not only for the young people themselves but for NSW as a whole. TAFE NSW is committed to delivering high quality relevant education and training to young people and providing them with pathways into further education and/or employment.

The national full time participation measures for young people (15-19 year olds and 20-24 year olds) have been developed to monitor the proportion of the population that is considered at risk by not participating in education, training, work or a combination of these.

### Target

The 2006 target for the proportion of enrolments in TAFE NSW by 15 to 19 year olds is 26.6%. A total of 133,656 young people enrolled in TAFE NSW in 2006, which represents 26.7% of all enrolments and meets the target.

### How we are progressing

Full time participation for 15-19 year olds in NSW has slightly increased from 86.2% in 2005 to 86.8% in 2006. In the same timeframe, participation for 20-24 year olds has decreased from 78.4% to 77.0%. However, it is unlikely that these changes are statistically significant given the relatively large errors associated with the measure.

We improved our services to young people by:

- Providing a Koori Career Development Day for Aboriginal high school students
- Implementing a Schools Partnership Plan with North Sydney Region to provide seamless pathways from schools to TAFE NSW and address skills shortages
- Inaugurating a TAFE NSW Information Day for Careers Advisers and Student Advisers in schools
- Developing an implementation plan for the introduction of School Based Apprentices in 2007
- Participating in a partnership with Gwydir Council, Warialda High School, Bingara Central School, Barraba ACE, local businesses and community organisations to provide a coordinated approach to the training and employment needs of young people in these communities
- Providing Years 9 and 10 students across the state with hands-on experience in a range of vocational areas such as hairdressing, beauty, electrical and engineering trades to help them make informed choices about VET in Schools subjects for the HSC
- Offering Helping Young People at Risk programs which support the most disadvantaged young people in the community, re-engage these young people in education and training and provide pathways to further education and/or employment

## Goal 1: Successful Students

- Redesigning the Certificate in General and Vocational Education to provide an entry level workforce with broad vocational skills, a high standard of general education and the ability to learn new skills to meet current and future industry needs
- Implementing the School to Work program for students in Years 7-12 to make decisions about their future through a range of programs including work experience and careers counselling
- Employing trained careers advisers in secondary schools. In 2006, more than 104,000 students accessed their careers adviser for individual career counselling and over 85% of students accessed career information online to support their career planning, in particular the *myfuture* website
- Providing students with access to authentic workplace learning environments with 98% of secondary schools offering work experience
- Providing industry and university-recognised VET courses as part of the HSC which has expanded opportunities for students, and enabled them to move into the workforce with real work skills and confidence.

### Future directions

We will:

- Work with Regions and State Training Services to implement school based apprenticeships and traineeships
- Work with schools to design appropriate programs for young people
- Implement the Access Employment, Education and Training Framework, comprising accredited courses from Certificate I to III which address employability skills
- Deliver the new Certificate in General and Vocational Education to ensure that young people develop the skills needed for employment.

## Goal Two

To value our staff and provide a working environment that acknowledges their contribution and builds capacity.

### Outcomes

All staff in the Department are encouraged to develop and expand their capabilities by undertaking a broad range of professional learning programs throughout their career.

A strong focus on leadership development and teacher professional learning in schools was supported with the distribution of \$36 million to schools. The standards of the NSW Institute of Teachers and the Department's School Leadership Capability Framework guide professional learning programs as articulated in the NSW DET Professional Learning Continuum. Professional learning and network support for Aboriginal teachers and non teaching staff in schools were significantly improved in line with strategies of the *Aboriginal Human Resource Development Plan 2006-2008*. TAFE NSW professional development priorities for 2006 focused on expanding the use of flexible learning, assessing training packages, new technologies in delivery, technical currency and compliance with the Australian Quality Training Framework. Key professional learning outcomes are included in the *Indicator 2.1*.

Induction and mentoring programs including the specifically targeted Teacher Mentor Program align with the Department's policy and procedures on *Mandatory Accreditation of New Scheme Teachers in NSW Government Schools (2005)*. Ongoing professional learning has been provided to assist key staff in schools to support new scheme teachers to attain accreditation at Professional Competence level.

A new staffing agreement outlining the procedures for the appointment of school teachers was introduced. The agreement strikes a balance between providing principals with more flexibility in choosing their staff, and procedures that ensure all schools in NSW are staffed with quality teachers. The agreement gives principals greater ability to recruit teachers to their schools, and provides increased opportunities for parents to be involved in decision making on school staffing as outlined in the *Corporate Plan 2006-2008* and the *Strategic Human Resources Plan 2006-2008*.

The Professional Learning Communities (PLCs) are online discussion forums, hosted on the Teaching and Learning exchange (TaLe) website which offer the Department's teachers convenient forums for ongoing professional dialogue and learning. This provides teachers with an opportunity to discuss issues of shared professional interest.

TAFE NSW has strengthened its partnership with local industry and communities to better meet the needs of enterprises and, at the same time, to broaden the diversity of learning opportunities for staff. The benefits of local industry partnership for TAFE include the ability to maintain technical currency, a better understanding of the environment in which enterprises carry out their business and a deeper understanding of industry and stakeholder needs.

### Indicators

#### 2.1 Indicator: Proportion of staff who participate in professional development

In 2006, the provision of professional learning and leadership development programs for staff in schools was expanded. Professional learning programs are informed by capability frameworks, including the NSW Institute of Teachers Professional Teaching Standards and the Department's School Leadership Capability Framework. The professional learning website, <https://www.det.nsw.edu.au/proflearn> provides program details and online learning to enhance and provide equitable access to quality professional learning.

During 2006, 677 teachers were accredited at Professional Competence level by the NSW Institute of Teachers.

Professional development priorities for TAFE NSW in 2006 included unit based delivery and assessment in training packages, workplace training and assessment, new technologies in delivery, technical currency and compliance with the Australian Quality Training Framework.

The professional learning strategy was supported by a budget of more than \$53 million.

#### How we are progressing

Examples of achievements:

- Teachers and school leaders completing the leadership development programs included:
  - 135 newly appointed principals, 38 deputy principals and eight chief education officers completed induction programs
  - 900 school executives completed *the Executive Leadership Development Program*
  - 2,167 school leaders participated in leadership development programs including Highly Effective Leaders programs and online leadership program
  - 186 aspiring leaders mentored by principals
  - 72 principals were trained to lead mentoring programs.
- 29 school education directors completed the *Feedback for Enhanced Performance Program*, 17 completed coaching programs and 25 gained qualifications in investigation training
- 2,198 new scheme teachers completed an induction program to support their accreditation with the NSW Institute of Teachers
- 61 newly appointed Aboriginal teachers and principals attended a workshop that included orientation for the teachers and an Aboriginal cultural education program for their principals and/or supervisors

- All newly appointed Aboriginal school teachers were offered mentoring support under the *Aboriginal Mentor* program. Five Aboriginal teachers who were appointed to remote schools accessed video conferencing facilities which were provided to their schools to enhance the mentoring support
- Teachers completing professional learning programs in priority areas included:
  - 16,540 for literacy and numeracy
  - 13,666 for quality teaching
  - 12,361 for leadership and career development
  - 27,214 for syllabus implementation
  - 14,147 for welfare and equity
  - 6,625 for early career teachers
  - 6,100 for information and communication technologies.
- More than 1,000 school teaching staff, administrative staff and parents were trained in *Communicating with Your School Community*
- The number of school administrative staff (SAS) completing professional learning programs included:
  - 600 teachers aide (special) trained in health care procedures
  - 41 school administrative managers completed the Certificate of Administrative Leadership
  - 192 teachers aide (special) participated in Certificate III in Education
  - 71 SAS staff were granted study assistance
  - 393 SAS staff completed technology training.
- Six of the eight newly appointed Aboriginal SAS staff participated in a customised support program. The program included orientation for SAS staff, Aboriginal cultural education program for their principals or supervisors, and mentoring training and network support for new Aboriginal SAS staff and their mentors.

In accordance with the professional development priorities for 2006 TAFE NSW focused professional learning on expanding the use of flexible learning, assessing training packages and gaining new technical skills for teaching staff. These included:

- Educational staff participated in a range of vocational education and training conferences to acquire new skills. Professional and technical skills of staff were enhanced by:
  - providing Certificate IV in Training and Assessment for new full-time and part-time teachers
  - offering technology and delivery training in Smartboards, video conferencing, online delivery and m-learning
  - increasing workforce skills development to help teachers liaise with industry, customise training solutions for enterprises and increase work-based delivery

## Goal 2: Excellent Staff

offering a *Business Savvy* program to enhance the skills of staff in managing commercial activities

- instigating corporate orientation and induction programs for new staff to build a positive organisational culture.
- Staff also undertook professional development programs in Aboriginal cultural awareness, managing alcohol and other drugs, and enhancing commercial abilities.

### Future directions

We will:

- Develop, register and monitor teachers' participation in professional learning programs aligned to Professional Teaching Standards for accreditation with the NSW Institute of Teachers
- Expand the range of qualifications delivered through the Professional Learning and Leadership Development Directorate Registered Training Organisation for teachers, school leaders and SAS staff
- Provide equitable access to quality professional learning for teachers, school leaders and school administrative staff through online programs
- Encourage and support TAFE NSW staff to participate in professional development activities including a broad range of new technologies, teaching and learning methodologies and assessment validation, Aboriginal cultural awareness, and programs designed to meet legislative and accreditation requirements
- Provide corporate staff with access to resources and professional development to build their customer service capability in line with the Department's Corporate Plan and NSW State Plan
- Provide training for school teaching staff, administrative staff and parents in *Communicating with your School Community* and to promote plain English communication throughout the Department.

### 2.2 Indicator: Proportion of teachers accredited by the NSW Institute of Teachers

Under the requirements of the *Institute of Teachers Act 2004*, teachers who were not employed to teach in NSW before 1 October 2004 or who are returning to teaching after an absence of five years or more are designated as new scheme teachers and must be accredited at Professional Competence level in order to remain employed as teachers. This includes teachers graduating from teacher education courses and teachers from overseas and from interstate with the exception of fully registered teachers from Victoria.

#### How we are progressing

In addition to the information provided for Indicator 2.1, the Department has participated in Institute of Teachers' working parties to develop:

- A model for accreditation at the levels of Professional Accomplishment and Professional Leadership

- Specification of the range of professional development activities that can contribute to maintenance of accreditation at Professional Competence level
- Initial teacher education requirements and specialist areas such as Aboriginal education, special education and the teaching of students from non English speaking backgrounds.

### **Future directions**

We will:

- Support teachers accredited at Professional Competence level to maintain their accreditation through provision of standards-aligned professional development
- Strengthen support for casual teachers for accreditation at Professional Competence level
- Strengthen the transition between accreditation at Graduate Teacher level and Professional Competence
- Support the development of requirements for the approval of initial teacher education programs.

### **2.3 Indicator: Proportion of teacher appointments made at the local level**

In 2005, a new staffing agreement outlining the procedures for the appointment of school teachers was introduced.

The agreement gives principals greater ability to recruit teachers to their schools, and provides more opportunities for parent involvement in teacher selection. At the same time, the Department's responsibility to staff who have priority transfer status has been retained.

The Permanent Employment Program as outlined in the staffing agreement also provides teachers who are not currently in a permanent teaching position in a NSW public school the opportunity to apply for 300 positions that are advertised each year under this program.

This indicator meets the initiative of increased local decision making on school staffing configuration and staff selection as outlined in the Corporate Plan 2006-2008 and the Strategic Human Resources Plan 2006-2008.

### **How we are progressing**

Implementation is successful:

- In 2006, 78% of principal positions and 85% of executive positions in schools were recruited through a merit selection process which included parent representatives
- Parent representatives were involved in all aspects of the recruitment process including the preparation of advertisements which reflect the specific needs of the relevant school.

### Future directions

The program will continue and be monitored.

### 2.4 Indicator: Growth in professional learning communities on the Teaching and Learning exchange (TaLe)

Professional dialogue is an important mechanism for teachers to improve their own practice. The Professional Learning Communities (PLCs) on TaLe ([www.tale.edu.au](http://www.tale.edu.au)) offer the Department's teachers convenient forums for professional dialogue and learning. PLCs are online discussion forums hosted on TaLe. PLCs may be open to all departmental teachers or focused on the needs of a particular user group.

Every PLC has at least one expert moderator who introduces discussion and provides support to participants. The participation of external and international experts can be facilitated through guest access.

Each PLC has a specific learning goal, supported by key readings and additional resources. A dedicated web address gives participants direct access to the online forum and personalised email alerts make it easy for participants to keep track of discussion developments. Both online and offline support is provided for users and moderators.

The combined experiences of participants provide teachers with a real-world backdrop for considering the latest research (provided by the Department's Information Service) and reflecting on their own practice. They can find and connect with others who share their interests regardless of where they are located. The record created by online discussion itself becomes a resource that can reinforce professional learning.

### Target

To double the number of Professional Learning Communities on TaLe

### How we are progressing

In 2006, there were 42 PLCs for specific member groups, an increase of 248% on the end of 2005.

In 2006:

- PLCs on topics of current interest were established, including Middle Years, interactive electronic whiteboards, 15-19 year olds, supporting early career teachers, Human Society and Its Environment learning materials, Bahasa Indonesian, Microsoft Partners in Learning, English as a Second Language K-6, English for Distance, Mac Support and Electric ICT
- PLCs were targeted to support teachers in key Department initiatives such as the Positive Behaviours for Learning Project in Western Sydney Region and the statewide Numeracy Action Groups project. Parents of students in schools serviced by these projects have been given guest user IDs so they can participate in the learning partnership

- Facilitating the Connected Outcomes Groups PLC on TaLe to support teachers in curriculum planning and programming, in response to the recommendations of the Eltis Report, *Time to Teach - Time to Learn*. Over 1,200 teachers have visited this PLC.

Table 2.4.1

**Professional Learning Communities usage 14 July 2006–30 December 2006**

Open PLCs	Member PLCs	Pending PLCs	Total Topics	Total Individual Visits	Total Key Readings	Total Additional Resources
21	20	6	178	3000	89	173

Source: DET, Centre for Learning Innovation

**Future directions**

Future work will:

- Align with the NSW Institute of Teachers Standards, to ensure all professional learning supports that quality framework
- Improve the administration and organisation of the PLCs, making it easier for moderators to engage, and manage discussions, with large numbers of participants.

**2.5 Indicator: Growth in partnerships with industry that enhance professional learning opportunities**

TAFE NSW works in close partnership with local industry and communities to meet their training and skill needs. Increased range of partnerships undertaken with industry to better meet the needs of enterprises and, at the same time, to broaden the diversity of learning opportunities available to staff. Partnerships that include workplace delivery and assessment and recognition of prior learning are an important component of these arrangements.

These partnerships also provide Institute staff with opportunities to enhance and upgrade their technical and professional expertise. This takes the form of both training with the partner organisation and working with the organisation to ensure that program content is updated to reflect the latest industry practice. The benefits include the ability to maintain technical currency, a better understanding of the environment in which enterprises carry out their business and a deeper understanding of industry and stakeholder needs.

**How we are progressing**

TAFE NSW continued to develop and expand partnerships with industry and government agencies for the provision of products and services that enhanced learning opportunities. These included:

- Forming wider associations with industry partners, including large corporations operating in areas experiencing skill shortages, such as Kloster Group, EDI Rail, NovaCare, Anglican Care, Kelloggs, HunterNet, Work Cover, Orion Energy, Tomago Aluminum and Sanitarium Health Food

## Goal 2: Excellent Staff

- Tendering successfully for commercial projects such as the project with Alcan Australia Pty Limited in Gove Northern Territory in which TAFE NSW will assist Alcan to move to a competency based delivery system
- Establishing a Digital Content Reference Group with representatives from film, television, multimedia and post production companies, including the Internet Industry Association and the Australian Film Commission, to exchange ideas about teaching and learning digital content
- Enabling technical professional development for teaching staff through programs such as the TAFE British Aerospace Aeroskills program conducted at Tamworth Airport
- Undertaking innovative multi-agency delivery in the Job Ready Program for Aboriginal people or Torres Strait Islanders with the Construction, Forestry, Mining and Energy Union, the Redfern-Waterloo Authority and the McArthur Group Training Company
- Holding seminars for trade teachers on training expectations, with speakers from major local industries and employer associations
- Strengthening and expanding memoranda of understanding with both small and large industries
- Supporting regional development by being an active member of community and industry forums and associations.

### Future directions

Institutes will encourage staff to participate in relevant community forums, networks and activities to maintain first-hand knowledge of the changing needs of industry sectors, regional business and community directions. These include:

- Participating in work based delivery and assessment
- Working in industry using delivery methods customised to industry and partner specific needs
- Supporting staff to maintain industry currency through return to industry programs, conferences, networks and visits to other educational and industry organisations
- Increasing staff skills in identifying enterprise training needs and designing customised programs with external stakeholders
- Participating in regional economic forums.

### Goal Three

To support the success of industry and of individual learners through customised vocational education and training.

#### Outcomes

The Department is committed to the development of a skilled workforce that responds to the needs of NSW business and the economy.

NSW continues to achieve high satisfaction ratings among both employers and VET graduates. TAFE NSW had the highest level of employer satisfaction in Australia, with 96% of surveyed employers satisfied with TAFE NSW for nationally recognised training.

The Department aims to increase apprenticeships to address skill shortages in NSW in a number of the traditional trades. Apprenticeships and traineeships increased by 2,799 compared to the previous year. Completions of apprenticeships and traineeships in 2006 also increased to 14% compared to the previous year.

A wide range of industry specific Vocational Education and Training in Schools courses is available within the NSW Higher School Certificate (HSC). Enrolments in VET in Schools courses in 2006 rose 1.7% from 2005 (8% since 2002). VET in Schools courses in NSW continue to provide students with real work skills and assist them in the transition to post-school training and work.

In NSW (and nationwide) the proportion of younger people participating in vocational education and training has increased while the proportion of older students has declined. In 2005, the proportion of the population aged 15-64 participating in VET was 11.7%.

#### Indicators

##### **3.1 Indicator: Proportion of employers and graduates satisfied with VET in NSW**

To support the skill needs of industry and ensure the success of individual learners, the Department aims to enhance employer and graduate satisfaction with vocational education and training that addresses skill shortages in NSW and improves employment outcomes for graduates.

The Department is committed to working with industry to develop flexible options for training that are accessible and align with industry and regional development needs. This includes strengthening customer service and the quality of training outcomes for industry and individuals.

### Target

- There was no specific target for employer satisfaction in 2006 since surveys are undertaken every second year
- Percentage of graduates satisfied with overall quality of TAFE training 88.9% in 2006 according to the National Centre for Vocational Education Research (NCVER) survey.

### How we are progressing

The NCVER conducts regular national surveys of both employers and VET graduates. In the 2005 NCVER survey of employer use and views of the VET system, TAFE NSW had the highest level of employer satisfaction in Australia, with 96% of surveyed employers satisfied with TAFE NSW for nationally recognised training (excluding apprenticeships and traineeships) compared to 85% nationally.

The NCVER Student Outcomes Survey of VET graduates and module completers aims to measure employment and further study outcomes, relevance of and satisfaction with training.

In the 2006 NCVER student outcomes survey, TAFE NSW received a graduate satisfaction rating of 88.4% which was higher than the national average of 88.1% but marginally lower than the target. For all the VET providers in NSW 87.5% of graduates were satisfied with an increase from 86.8% the previous year.

Satisfaction levels of VET graduates have increased steadily in the past five years. Extensive learning pathways are offered by TAFE NSW and other providers to support the increasing demand for more sophisticated and flexible options for continuing learning. Students are offered a range of flexible entry points. Preparation and entry level courses are provided for those lacking prerequisites and extensive recognition of prior learning. Credit transfer arrangements are in place to recognise students' previous learning and experience.

TAFE NSW also has a range of mechanisms in place for gathering feedback from students and employers to ensure that our products and services meet the needs of our customers. Strategies include:

- Implementing feedback mechanisms for students and employers to identify areas for improvement
- Conducting internal Institute surveys and holding formal evaluation meetings with employers and graduates to evaluate the quality of delivery and to drive continuous improvement.

### Future directions

The Department will continue to build upon the solid results achieved in both employer and graduate satisfaction surveys and to implement suggestions for improvements from graduates and employers.

Future directions and challenges to improving employer and student satisfaction include:

- Enhancing course advisory services to assist students in their course selection
- Being flexible and meeting employer and student needs
- Streamlining processes for the recognition of prior learning
- Improving transition through schools and VET to work and further education
- Expanding career pathways for all students through the vocational courses and services offered and providing improved learning outcomes for students from targeted groups.

The development of new quality arrangements in 2007 will see the introduction of the revised Australian Quality Training Framework, to be known as the Australian Quality Training Framework 2007, which will include several components:

- A stronger focus on quality skills outcomes
- Introduction of an outcomes based audit model
- Greater engagement of the VET sector with industry, in particular, occupational licensing bodies
- Nationally consistent implementation of the new arrangements.

### **3.2 Indicator: Number of students commencing, participating in and completing Apprenticeships and Traineeships**

Apprenticeships and traineeships are a key employment and training strategy that assists in addressing NSW skill requirements. In particular, the Department aims to increase apprenticeships to address skill shortages in NSW in a number of traditional trades.

#### **Target**

Targets for NSW are set to address specific and identified skills shortages but do not relate to overall apprenticeships and traineeships.

#### **How we are progressing**

- Overall, there were 36,653 employers participating in the employment and training of 138,134 apprentices and trainees in 2006
- Apprenticeships and traineeships increased by 2,799 compared to the previous year
- Apprentices in traditional trades comprised 1,750 (or 63%) of the additional training places
- Completion of apprenticeships and traineeships in 2006 increased to 39,011 representing an increase of 5,385 (or 14%) compared to the previous year. Apprentices in traditional trades comprised 1,420 (or 26%) of the additional training arrangement completions.

During the reporting period, the Department wrote to approximately 75,000 current NSW apprentices and trainees and their employers to inform them about opportunities available in NSW for competency based or early completion. In 2006, this initiative boosted early

### Goal 3: Vocational Education and Training for a skilled workforce

completion of traditional apprenticeships to more than 20% and demonstrated the flexibility of the NSW apprenticeship and traineeship system. In addition, the recent \$2 million TradeStart@TAFE NSW pre-apprenticeship program provided accelerated training opportunities for 675 prospective apprentices.

Specific assistance for employers to encourage the uptake of traditional apprenticeships includes:

- Payroll tax exemptions for employers of apprentices (and trainees)
- Commitment of \$11 million to pre-vocational training since 2003
- Public transport concessions for apprentices (and trainees)
- Doubling of accommodation allowances for apprentices (and trainees) to assist 5,000 apprentices and trainees from rural and regional NSW to attend block release training
- Payment of travel allowances to eligible apprentices (and trainees) that also assists the 5,000 apprentices and trainees in rural and regional areas to attend training
- Greater focus on traditional trades in the government's direct purchase of training to meet strategic industry skill needs
- \$100 car registration rebate to assist up to 25,500 first and second year apprentices
- An extra \$1 million from the NSW Government is being provided to group training organisations to employ an additional 800 apprentices in traditional trades.

Of the overall effort, TAFE NSW was a major provider of apprenticeship training in the state, with 17,080 students (92.4% of all apprentices) commencing training in 2006.

TAFE NSW has increased the number of students commencing, participating in and completing apprenticeships and traineeships by better consultation with industry in skill shortage trade areas such as metal fabrication, electrical trades, welding, refrigeration, plant and heavy vehicle. This led to increased numbers of apprentices in these areas.

A number of strategies have been adopted over the year to encourage apprenticeship training in NSW including:

- Holding industry breakfasts to promote apprenticeships and traineeships
- Developing a successful relationship with Facilitation Coordinators Australia for Extractive Industries Traineeships which has led to an additional 193 trainees being trained
- Partnering with Alliance Training Solutions to deliver a New Apprenticeship Access Program for Electrical and Engineering trades
- Delivering pre-apprenticeship programs in skill shortage areas such as commercial cookery and baking trades
- Conducting pre-vocational courses to increase participants' chances of gaining and apprenticeship or traineeship
- Aboriginal Liaison Officers working with local communities to promote pathways to apprenticeships and traineeships

- Delivering an Indigenous pre-vocational electrical program in partnership with Energy Australia
- Developing an implementation plan for the introduction of school based apprentices in 2007
- Marketing Port Waratah Coal Services In-school Traineeship Scholarships and Automotive T3 In-School Traineeships to school students.

### Future directions

Further increases in apprenticeship and traineeship participation are anticipated, particularly in traditional trade based apprenticeships, following increased levels of assistance announced by the NSW Government. For example, \$84 million has been allocated for TAFE NSW capital works to support an extra 5,600 places for apprenticeships and high-demand occupations over the next four years.

In addition, workers compensation insurance premium exemptions have been introduced for apprentices employed under new or renewed policies commencing on or after 31 December 2006, wherein the wages paid to an apprentice will no longer be used to assess premiums.

The TAFE NSW Employer Portal will be implemented to provide employers with a convenient and secure means of accessing training information on their apprentices and trainees across TAFE NSW. TAFE NSW Institutes will also ensure that TAFE teachers remain current with new and evolving technologies in the workplace by further increasing partnerships with industry and work-based delivery particularly for employers of apprentices. This will include an increase in access to recognition of prior learning (RPL) through higher visibility of service and improved online tools.

The NSW State Plan published in November 2006 includes targets on increasing the proportion of the population aged 15-64 participating in VET from 11.7% in 2005 to 16% in 2016. There is also a commitment to make it a priority to provide better access to training in rural and regional NSW to support local economies. The Department will focus on the delivery of flexible and relevant training to contribute to the achievement of this ambitious target.

### 3.3 Indicator: Proportion of Registered Training Organisations participating in NSW compliance audits that meet quality assurance requirements

The Department is responsible for ensuring the quality of the vocational education and training system in NSW. Through the Vocational Education and Training Accreditation Board (VETAB), the Department supports the registration of training organisations, accreditation of courses and approval to deliver courses to overseas students.

In order to be a registered training organisation (RTO) in NSW, training providers must meet quality assurance requirements. Compliance is verified through a system of audits. For example, where an organisation wishes to add additional courses to its scope of registration an audit is required to ensure compliance with requirements. Audits assist

### Goal 3: Vocational Education and Training for a skilled workforce

RTOs to meet quality assurance requirements by identifying areas of non-compliance which need to be addressed within specified timelines. The Department also assists RTOs to meet quality assurance requirements through professional development activities.

#### Target

All registered training organisations should meet the AQTF quality assurance requirements.

#### How we are progressing

At 31 December 2006, there were 967 RTOs registered by the Vocational Education and Training Accreditation Board (VETAB) in New South Wales. This is 36 more than at 31 December 2005.

During 2006, VETAB undertook a total of 497 audits of RTOs, including one interstate and one overseas (in Dubai, United Arab Emirates). The types of audits in NSW were as follows:

##### 3.3.1 Number of Audits in NSW during 2006, by Audit Type

Compliance audits – solely desk based	Compliance audits – site visits	Strategic industry audits – site visits	Other (eg investigation and follow up on complaints received)	Total number of audits conducted
340*	155**	0	n/a	495

##### Notes and comments:

\*: Refers to audits for variation to scope applications.

\*\* : A compliance audit involving a site visit may be conducted for initial registration, re-registration, some high-risk additions to scope and CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) applications.

In 2006, VETAB also worked with the Department of Education and Training to develop an expanded professional development program for RTOs to assist them to meet quality assurance requirements at the highest possible level. Key initiatives included:

- New workshops for existing RTOs to improve the quality of evidence provided against specific standards when seeking to renew or vary their scope of registration. 58 regulation and compliance workshops were delivered to 925 participants, an increase in the number of workshops available from 22 in 2005 and more than double the number of attendees from 380 in 2005.
- Newly registered RTOs are now offered individual case management of up to 20 hours during their first year of operation to assist them to enhance their quality assurance profile. 42 out of 67 new RTOs invited to take up this offer did so.
- A new professional development workshop was introduced to demystify the recognition of prior learning (RPL) process and to assist trainers and assessors to implement effective pathways for both RPL candidates and RTOs.

In addition, customer service standards defining timelines for handling applications for registration or renewal of registration were met in over 92% of cases. For variation of

scope (site audits), customer service standards were met in more than 86% of cases, and for variation of scope (desk audits) in more than 77% of cases.

### Future directions

VETAB will play an important role in the implementation of major reforms in the national training system in 2007. In 2006, the Council of Australian Governments (COAG) agreed on the implementation of a range of initiatives that aim to tackle skills shortages across the country. Several of these initiatives will constitute significant challenges for VETAB in 2007, for example, reforms to licensing and skills recognition arrangements, and the introduction of a national outcomes-based auditing model for RTOs (AQTF 2007) by 1 July 2007.

### 3.4 Indicator: Proportion of school students participating in school and TAFE delivered VET

Improving the proportion of students who study VET subjects as part of their HSC in Years 11 and/or 12 is a priority for the Department. To support the increase in participation of students a wide range of industry specific VET in Schools courses is available within the NSW Higher School Certificate (HSC). Achievement in these courses contributes both to the HSC and to nationally recognised VET qualifications. Some VET courses can also contribute to university entrance. Courses are delivered by schools and by TAFE NSW (on a fee for service basis), and most include a mandatory work placement component. Some students choose to combine a school based traineeship, including part-time paid employment, with a VET in Schools course. VET in Schools courses provide students with real work skills and assist them in the transition to post-school training and work. By broadening subject choices in Years 11 and 12 these courses also encourage many students to complete their HSC.

### How we are progressing

Both the proportion of students undertaking one or more HSC VET courses and enrolments in these courses have increased in the past five years.

In 2006, 39,106 government school students, or 44.2% of Years 11 and 12, took at least one VET in Schools course as part of their HSC.

Enrolments in VET in both government and non government schools courses in 2006 totalled 53,526, a rise of 2% from 2005 and 5% since 2002. Of these, 72% were in courses delivered by schools and 28% in TAFE delivered courses. Some 76% of enrolments were in the nine industry curriculum frameworks developed by the Board of Studies and 22% in Board endorsed courses in other industry areas, delivered mainly by TAFE NSW.

In the five years to 2006 there was sustained growth in VET in Schools enrolments in identified skills shortage areas including construction with 46% growth since 2002, surpassing business services as the third largest framework. The skills shortage area of metal and engineering has also grown by 28% since 2002. Hospitality, also an identified skills shortage area - remains by far the most popular course.

Overall, there remains a positive gender balance for VET in Schools courses with a slight increase in boys' participation over the period 2002-06. Since 2002 participation by students in rural and remote locations has risen by 29% and in Priority Action Schools by 22%. The number of Aboriginal students participating has risen by an impressive 96% in the four year period 2003-06. The number of students with disabilities receiving additional support rose by 12% between 2002 and 2005.

The number of students commencing a school based traineeship in conjunction with a VET in Schools course increased by 28% (from 558 in 2002 to 717 in 2006). The range of traineeships continues to expand with six new traineeships including floristry, child care (out of school hours care) and beauty services introduced in 2006.

### Future directions

To further enhance student options and address skills shortages in NSW, school based apprenticeships (in addition to traineeships) will be available from 2007. These will allow students to commence full trade training at AQF Certificate III level while still at school.

From 2007 to 2009 the Department will establish 25 trade schools, based in government secondary schools and TAFE NSW colleges. Each trade school will specialise in one or more high demand skilled trades in automotive, construction, electro-technology, metal and engineering and hospitality as well as the non-trade skills shortage area of health care (nursing/aged care). In 2006-07 the Department, in conjunction with the NSW Board of Studies is also undertaking pilot programs to explore options for delivering recognised VET in Schools prior to students undertaking Year 11.

### 3.5 Indicator: Proportion of the NSW population participating in vocational education and training and/or employment

Better education and training lead to increased employment outcomes and higher income, and there is a strong link between education and growth in gross domestic product. Increasing the number of people participating in education and training throughout their life is, therefore, one of the Department's priorities. Given the predicted employment growth in occupations that require higher level skills, it is essential that further education is fully utilised.

#### Target

Not applicable for 2006. See comments on State Plan targets under future directions.

#### How we are progressing

The level of VET participation has been fairly flat over the past few years. In fact it has slightly declined at the national level (Annual National Report Australian VET System 2005 page 29). In NSW (and nationwide) the proportions of younger people participating in vocational education and training has increased while the proportion of older students has declined.

A number of programs continued in 2006 in order to address skills shortages:

- The Strategic Skills Program (SSP) provided 2,369 million annual student hours (ASH) in training to 17,339 students for 1,361 courses that addressed industry skill needs. These courses were targeted at increasing the skills of existing workers and job-related skills for those with barriers to employment. Under the SSP, some 3,400 participants undertook pre-vocational training during 2006 to prepare them for apprenticeships or traineeships or for immediate job opportunities. The Department spent \$4.2 million on this program in 2006.
- The Apprenticeship and Traineeship Training Program delivered 7.5 million ASH and 27,208 commencements, with an allocation of \$54,251 million while the Joint Group Training Program supported the management of 10,790 apprentices and trainees in 2005-06. In addition, 60 apprentices with a disability were supported under the NSW Apprenticeship Program for People with a Disability.

In 2006, NSW took a significant step to secure the long-term skill base required by industry and the NSW workforce when faced with rapidly changing technology and demography. The Minister commissioned the Independent Pricing and Regulatory Tribunal (IPART) to conduct a review of the NSW skills base and future challenges for VET. The Department provided strategic advice for the IPART review including comprehensive evidence-based policy analysis relating to the NSW skills base; the NSW training market; demographic, industry, economic and labour market trends; and future challenges for VET.

The final report was released in December 2006. It recommended that the NSW VET system be boosted to help overcome skills shortages, increase employment and economic growth, and that the role of the VET system be broadened beyond the provision of skills, particularly by embracing the concept of workforce development.

### Future directions

The NSW State Plan has set a target of increasing the proportion of the population aged 15-64 participating in VET from 11.7% in 2005 to 16% in 2016. The Department will need to provide a significant increase in flexible and relevant training to contribute to the achievement of this ambitious target.

The target reflects the recent IPART recommendations and is consistent with modelling undertaken by the Ministerial Council on Vocational and Technical Education.

A number of steps will be taken to drive increased demand for VET and to ensure that systems are in place to meet this demand. These include:

- Adopting a stronger workforce development approach
- Working with industry in developing innovative partnerships
- More closely aligning skills with economic interests
- Improving the alignment of planning, resource allocation and program delivery
- Lowering barriers to participation through increased Recognition of Prior Learning, facilitation of faster completion of qualifications and strengthening of credit transfer arrangements.

### Goal Four

To maximise return on investment in education and training through responsive and sustainable management.

#### Outcomes

For schools, there is a sharper focus on building leadership capacity and on tri-level reform. The resulting work and strategies have placed NSW at the forefront internationally in terms of organisational change. The Office of Schools has implemented a range of strategies for monitoring and supporting major organisational reform, at the school, regional and statewide level. Similarly, TAFE NSW has a range of strategies to ensure that training delivery services are continuously improved. These are outlined in *Indicator 4.1*.

A significant component that underpins continuous improvement is Information Communication Technology (ICT). This can be in the form of video streaming, podcasting, mobile and SMART Board technologies for broadening VET learner choices, driving school improvement at school, regional and state level through the analysis and interpretation of data, or the Teaching and Learning exchange (TaLe) that provides a single gateway where teachers, school leaders and parents can easily locate research and resources to support student learning.

A vital part of our continual improvement to meet new demands and the changing expectations of students, parents, teachers, employees and industry is the Learning Management and Business Reform (LMBR) program. The LMBR program will transform the way the Department manages and delivers student administration, human resources and finance services through a staged replacement of current systems. Phase one has begun and will span the next three years. It will help in developing smarter ways to work over the next decade and beyond. LMBR is integral to achieving the Department's Corporate Plan targets as well as those of the Government's State Plan and the NSW ICT Strategic Plan.

The Centre for Learning Innovation (CLI) products and services are designed to help teachers in schools and TAFE integrate innovative learning design and the use of ICT into their teaching. In 2006, TaLe recorded 5.7 million hits, an increase of nearly 300% from 2005. Evaluations show that students and teachers value the interactive nature of CLI products and the support they give teachers.

There has been a significant improvement in safety performance through implementation of the Safe Working and Learning strategy that is outlined in Indicator 4.2. In particular, there has been a 16% reduction in the number of claims resulting in staff requiring time away from work and a \$25 million reduction in the Department's workers compensation premium as a result of meeting the OHS performance targets in 2005-06.

The total cost of corporate services as a percentage of agency total budget is 2.06%. This is a reduction from 2.14% in 2005. The utilisation rate of school facilities is 85.1% and TAFE facilities are utilised for an average of 23.3 hours per week. 94% of schools and 91% of TAFE major capital projects were completed on time and within budget.

#### **4.1 Indicator: Proportion of NSW public schools, TAFE NSW Institutes and Support Directorates that demonstrate value add and continuous improvement**

This indicator is an aspirational one in that measures of value added and continuous improvement across the Department are not yet possible. A number of indicative achievements and strategies towards this goal are summarised below.

##### **How we are progressing**

Strategies used by the Office of Schools in 2006 to add value or improve services included:

- Driving school improvement at school, regional and state level through the analysis and interpretation of data and focussed school support and accountability initiatives
- Using principal survey data to identify areas for further improvement
- Implementing initiatives to improve student engagement, learning and/or retention including
  - enhancing curriculum provision via videoconferencing facilities in Distance Education and the Access Program that links students from remote schools in real-time classes
  - expanding the Schools in Partnership initiative to a further 20 schools in 2007
  - establishment of structures and strategies to support students with challenging behaviours and assist them to re-engage with schooling
  - enhancing early childhood services through 100 departmental preschools and 49 Schools as Community Centres
  - enhancing the level of cooperation with the Department of Community Services in the delivery of early childhood services.
- Improving technology support to schools through:
  - School Measurement Assessment and Reporting Toolkit (SMART) to enable schools to analyse the results from external testing programs
  - new software for creating student reports
  - increased access for online professional learning
  - participating in the International Leaders' Dialogue Conference in Toronto, Canada to inform future directions for the continuing process of reform.

The annual TAFE NSW Quality Awards recognise excellence in improvement in the quality of teaching, learning and support services in TAFE NSW. In 2006, 17 quality improvement projects were funded around the theme of 'engaging with industry and the community'. TAFE NSW Institutes also survey employers and students to monitor their satisfaction with

## Goal 4: Responsible and sustainable management

the training and assessment provided. Strategies used by Institutes in 2006 to add value and improve services included:

- Broadening learner choice through videoconferencing, video streaming, podcasting, mobile and SMART Board technologies
- Providing staff and students with secure 24 hour access to electronic resources via TAFE NSW libraries online catalogue TAFEcat
- Creating SharePoint sites that enable staff and students to collaborate on programs and projects
- Establishing Quality Reference Groups to sponsor improvement project teams and increase staff involvement at all levels
- Ensuring campus based customer service centres provided coordinated course and enrolment information services
- Extending capacity for students to enrol and pay online
- Participating in a national pilot outcomes-based evaluation against the new Commonwealth quality standards for registered training organisations to be implemented from July 2007.

TAFE NSW provides advice and support in the implementation of changes within the VET sector, such as the new standards for registration and accreditation in the Australian Quality Training Framework. In 2006 all TAFE NSW Institutes maintained their registration under the Australian Quality Training Framework and their status as quality assured organisations under the international ISO9001 certification system.

### Future directions

The Office of Schools focus in 2007 will include:

- Coordinating the planning, implementation, reporting and monitoring of three stages of learning (early, middle and later years) strategies and initiatives, *State Literacy Plan 2006-2008* and *State Numeracy Plan 2006-2008* and *Aboriginal Education and Training Strategy 2006-2008*
- Developing a state-wide curriculum resource priority setting process
- Enhancing electronic support to schools for SMART
- Completing the network of behaviour schools, tutorial and suspension centres by Term 1 2007
- Expanding VET provision through the introduction of school based apprenticeships allowing students to commence full trade training at AQF Certificate III level while still at school
- Expanding training and support for staff in literacy and numeracy to ensure students' achieve identified targets in the NSW State Plan.

TAFE NSW focus in 2007 will include:

- Establishing processes for outcomes based auditing and collection of national outcomes measures
- Forming new regional research and development partnerships to improve our response to changing employer and student learning, support and service needs
- Improving capacity in workplace assessment and recognition
- Meeting the new AQTF standards to be introduced in mid 2007.

### 4.2 Indicator: Reduction in Occupational Health and Safety claims

The Department's corporate safety strategy (2005-2008), *Safe Working and Learning* is a three year plan to support the Department's delivery of education and training services throughout NSW.

The strategy supports the Department's provision of services by improving health and safety across all its workplaces and ensuring a safe working and learning environment for all staff, students and workplace visitors.

Five key focus areas have been identified to lead safety performance improvement: leadership and accountability, safety management systems, incident management and support services, financial responsibility and compliance.

#### Target

The Department has developed a range of targets as part of the *Safe Working and Learning* strategy.

#### How we are progressing

The Department has seen a significant improvement in safety performance through implementation of the strategy. There has been a 16% reduction in the number of claims resulting in staff requiring time away from work and a 12% reduction in the number of claims reported for psychological injury.

OHS performance targets were met for 2005-06, resulting in a \$25 million reduction in the Department's workers compensation premium for 2006-07.

A significant improvement in the Department's safety performance has been achieved through delivery of a range of projects including:

- OHS training provided to 93% of workplace managers (including 2,145 school principals). Training focused on injury management, risk management and student behaviour in accordance with the *Safe Working and Learning Strategy*
- Establishment of an Injury Management Centre to better manage workers compensation claims and help reduce premiums

## Goal 4: Responsible and sustainable management

- Development of a comprehensive risk management program to support all areas to improve the management of risks to health and safety in the workplace, including a range of policies, guidelines and support tools
- Implementation of an Employee Assistance Program.

### Future directions

Programs for development and implementation for the duration of the current strategy include:

- Increasing safety awareness through promotional programs
- Increasing understanding of OHS in the workplace through ongoing workplace manager and local OHS committee training
- Improving management systems to better enable workplaces to prevent injuries
- Reducing the cost of workplace injuries through return to work claims management strategies
- Implementing formal OHS management into workplace planning including a supporting audit program.

### 4.3 Indicator: Cost of service delivery per student

The per capita expenditure in the 2004-05 financial year in the following areas:

- Primary and secondary recurrent costs
- Out of school recurrent costs
- Capital/ investing costs.

**Note:** The 2005-06 data is not available due to a change in the methodology and the data is awaiting approval by Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

### How we are progressing

NSW remains above the national average for recurrent per capita costs for primary education, but below average for capital/investing costs. In 2004-05 NSW maintained its ranking of 5th for primary recurrent per capita costs but increased its position from 6th to 4th relative to other state and territories for capital/investing per capita costs. The latter is probably attributable to the Class Size Reduction Program.

For recurrent per capita costs for secondary and combined (primary and secondary), NSW has slipped in the rankings from 4th to 5th, but has remained above the national average. For per capita capital/investing costs for secondary and combined, NSW is also well below the Australian average.

NSW, being the largest system and with much smaller population growth, has relatively less demand for infrastructure. The capital/investing costs shown do not include our public-private partnerships, which have doubled their contribution to NSW school infrastructure since 2003-04.

### 4.3.1 Recurrent per capita expenditure in government primary and secondary schools by selected state (\$FTE) (Unadjusted)

2004-2005	NSW	Vic	Qld	SA	WA	Aus
In-school primary	9,546	8,196	9,312	9,100	10,115	9,238
In-school secondary	12,024	10,871	11,193	11,600	13,549	11,713
Total primary (in + out)	9,944	8,594	9,769	9,863	10,840	9,748
Total secondary (in + out)	12,423	11,269	11,650	12,362	14,274	12,222
Out-of-school	398	398	457	763	725	510
Total primary & secondary (in + out)	10,961	9,700	10,452	10,756	12,034	10,715

**Notes:**

A notional payroll tax is included for WA and the ACT as these jurisdictions are exempt from payroll tax. A notional user cost of capital based on 8% of 'total written down value of capital assets' is applied to all jurisdictions.

The 2005-06 data is not available due to a change in the methodology and the data is awaiting approval by Ministerial Council on Education, Employment, Training and Youth Affairs.

### Future directions

The 2006-07 NSW budget allocated more than \$2 billion for educational infrastructure in the next four years including:

- 10 new schools under the Public Private Partnerships program
- \$120 million to clear the current school maintenance backlog
- \$262 million to upgrade 24 primary and 33 high schools
- \$10 million for security fences in 67 schools.

### 4.4 Indicator: Proportion of the Department's budget spent on corporate services

Cost savings in corporate services expenditure are imperative to help fund front-line services in education. The NSW Department of Commerce coordinates the compilation of the Corporate Services Annual Data Collection report. This report is based on an analysis of the corporate services data provided on a financial year basis and includes benchmarking results between agencies of a similar profile.

The Data Collection breaks down the total corporate services cost per agency of full-time equivalent (FTE) by individual corporate services functions including asset and facility management, human resources, information and communication technology and office services and procurement.

The goal is to ensure that front-line service delivery is supported by a lean and efficient corporate service provision and to continually refine and improve our performance in this area.

### How we are progressing

The Department is a member of the profile group that includes all NSW government agencies with a staff FTE greater than 10,000. The Department's performance is significantly better than the median for four agencies in the profile group.

Each corporate services employee in the Department supports more than twice the median number of agency employees in the profile group. One departmental corporate services employee (FTE) supports 43.2 (FTE) agency staff. This is an increase from 39.4 in 2005 and represents the Department's best performance since contributing to the Corporate Services Annual Data Collection undertaken by the Department of Commerce since 2003.

The Department's corporate services are delivered at 37% of the median cost of delivery in the profile group. The total cost of corporate services as a percentage of agency total budget is 2.06%. This is a reduction from 2.14% in 2005.

### Future directions

The Learning Management and Business Reform (LMBR) program has been developed to address front-line service delivery needs in the areas of finance, human resources and payroll, and student administration and learning. The program will be progressively implemented from late 2007. Once fully implemented, the LMBR program will result in improved service delivery to students, parents, staff and business, as well as delivering operational efficiencies to the Department, underpinned by reliable and sustainable information systems.

## 4.5 Indicator: Satisfaction with the quality and usability of the Department's online resources

### Target

Not currently applicable. Performance targets will be set as part of significant website redesign planned for the coming financial year.

### How we are progressing

Corporate Communication designs and maintains sections of the Department's websites and online communication to:

- Support teaching, learning, and reporting
- Provide information that is accessible and responsive to the needs of schools, teachers, parents and the people of NSW.

It is also undertaking a pilot program to help schools create websites, combining school level communication with supplementary content maintained in Sydney.

Clients have expressed satisfaction with aspects of the quality and usability of online communication and have indicated areas requiring development. The quality and usability of sections of the Department's websites and online communication have been improved by undertaking user-centred design projects, including:

- Redeveloping the policies sections of the internet and intranet
- A schools website trial project (10 schools participating and eight sites live)
- Finalising business plans for the redesign of aspects of the internet web presence, staff intranet and provision of the schools website solution.

The Centre for Learning Innovation (CLI) produces high-quality multimedia teaching and learning resources that are accessible online by all public school teachers through the Teaching and Learning exchange (TaLe). Evaluations show that students and teachers value the interactive nature of CLI products and the support they give teachers.

In 2006, TaLe recorded 5.7 million hits, an increase of nearly 300% on 2005. CLI undertook the first evaluations of its resources in 2006. On the rating scale of 1 (worst) to 5 (best), the evaluated products were rated on average by users at between 4.3 and 4.5. This trial standard evaluation will be extended in 2007 to all CLI products and demonstrations.

All CLI products undergo documented evaluation. Schools products are assessed by metropolitan and regional teachers, Distance Education teachers and Curriculum K-12 consultants. They are trialled in schools and on the TaLe piloting centre, and evaluated by professional associations, content experts and student focus groups. VET products undergo ongoing quality assurance through reviews by reference groups comprising content and industry experts and other stakeholders, as well as implementation workshops with teachers and students.

### Future directions

Corporate Communication plans improvements in the coming financial year, as well as benchmarking of online customer satisfaction that include:

- Continuing to develop and improve the availability, quality and usability of online information resources
- Further developing individual school websites.

Centre for Learning Innovation has developed a standards-based framework and interoperability guidelines to ensure that resources developed across the Department can be easily found and used by teachers in all education settings, and are accessible by the widest range of users.

### 4.6 Indicator: Proportion of major capital projects delivered on time and within budget

The proportion of major capital projects delivered on time and within budget is a measure of the success of the Department's asset planning and management in meeting identified capital works needs in an efficient and responsible manner.

## How we are progressing

### 4.6.1 Completed major capital works projects

	Number of major capital works projects completed in 2005-06	% of projects completed on time and within budget
Schools	17	94%
TAFE	11	91%

Source: DET, Corporate Services

## Future directions

Each major capital works project is assigned to a project director who is responsible for the carriage of the project.

The Asset Management Directorate has developed a Project Director's Procedures Manual for the Delivery of Major Capital Works to assist project directors in planning, organising and implementing capital investment projects. The procedures ensure a consistent quality approach to the delivery of projects which will in turn:

- Better satisfy the needs of stakeholders including schools and colleges and the wider community
- Meet appropriate educational standards and aims
- Ensure projects meet time, cost and quality objectives
- Ensure project delivery complies with government legislative policy and requirements
- Improve the quality, functionality and value for money of educational facilities.

## 4.7 Indicator: Utilisation rate of facilities

The utilisation rate of education facilities is a measure of teaching and learning space demand compared to teaching and learning space supplied.

It is an indicator of how efficient and effective the Department is in managing education facilities and enrolments, and further in identifying areas of under and over utilisation.

## How we are progressing

<b>Utilisation Rate of School Facilities in 2006</b>	
Percentage of facilities utilised	85.1

<b>Utilisation Rate of TAFE Facilities in 2006</b>	
Hours facilities utilised per week	23.3

## **Future directions**

The Department is continuing to monitor, review and upgrade school facilities to ensure a more equitable distribution of school facilities to match changing enrolment levels and to attain a higher standard of facilities across NSW. The regional education directors are also provided with demographic data and trends to assist school enrolments management.

For TAFE NSW the focus will include:

- Implementing strategies to boost commercial delivery and generate facility utilisation improvements
- Exploring with schools and universities opportunities for a consolidated approach to facilities use, to generate economies of scale and cost efficiencies in procurement, servicing, maintenance, recycling and replacement
- Implementing flexible mobile resources, such as libraries and information centres, to expand access to training support services.

## **4.8 Indicator: Improved environmental indicators**

The Department works actively with other state agencies to cooperatively establish meaningful environmental indicators. The policies against which this indicator is assessed are: environmental education (NSW Environmental Education Plan); energy and building management (NSW Government Energy Management Policy); fleet management (Cleaner NSW Government Fleet initiative); management of waste and recycling (NSW Waste Recycling and Purchasing Policy); and water management (NSW Government's Metropolitan Water Plan).

The Department's progress toward improved environmental indicators is achieved by delivering improved educational outcomes, cultural change, improved new infrastructure and upgrading of existing infrastructure.

### **Target**

The Department's targets for improved environmental indicators are to:

- Achieve an overall reduction in total energy consumption of 25% from 1995-96 to 2005-06 as specified by the Department of Energy, Utilities and Sustainability
- Minimise water consumption
- Minimise waste and increase the rate of recycling
- Have 25% of all schools develop School Environment Management Plans (SEMPs).

### **How we are progressing**

There was a 3.4% increase in the total annual rate of consumption in 2005-06, including electricity, gas and vehicle fuel. The Department's continuing increase in consumption was partly driven by the provision of air conditioning systems by school communities. This was balanced in part by reductions in the Department's consumption of vehicle fuel (as a result of fewer vehicles in the Department's fleet).

## Goal 4: Responsible and sustainable management

Achievements in improving environmental indicators included:

- Trialing two water consumption monitoring projects, one in conjunction with Sydney Water
- Purchasing 60% of the Department's total A4 paper with recycled content, and remanufacturing or refilling 20% of purchased toner/ink cartridges
- Recycling an estimated 30% of vegetation, construction and demolition materials generated in 2005-06
- Developing SEMP's on target, with 25% of all schools developing and implementing SEMP's (based on sample)
- Departmental school regions developing processes to begin regional Environmental Education Plans
- TAFE NSW partnering in initiatives such as Pulpmaster Australia's trial of a food waste disposal system that diverts hospitality food waste from landfill and provides organic matter to generate green electricity
- TAFE NSW delivering training courses in environmental management, monitoring and technology, and pioneering new training for the rural community with courses for farmers in renewable energy sources
- Winning environmental achievement awards such as Hunter Institute's success in the Newcastle and Hunter Environmental Achievement Awards and Sydney Institute's award for the largest percentage reduction in water use for 2005-06 at the Sydney Water *Every Drop Counts* Business Awards.

### Future directions

We will:

- Work with the Department of Energy, Utilities and Sustainability to manage programs to reduce energy consumption and continue to educate school communities with respect to the use of energy, particularly in relation to the use of energy efficient air cooling systems and methods
- Analyse results from monitoring projects to reduce water consumption, and develop new strategies
- Continue to increase departmental use of recycled materials, and develop further management plans
- Work with waste contractors to improve monitoring and management of waste
- Provide continued support to school principals in preparing SEMP's
- Continue to support departmental school regions to implement processes for developing draft Environmental Education Plans
- Increase the capacity of TAFE NSW teaching staff to incorporate ecological sustainability concepts in training curriculum
- Include environmental sustainability strategies in TAFE NSW Institute plans

## Goal 4: Responsible and sustainable management

- Provide training in conservation and land management to the general student population as well as customised the training for Aboriginal students
- Respond to the need to reduce reliance on private transport and long distance commuting in urban areas by increasing training delivery at sites easily accessible by transport and at growth centres
- Provide training that supports environmental sustainability.

### Goal Five

To exercise strong leadership in Australian education and training through innovation and by shaping national policy and reform.

#### Outcomes

The Department has taken a leading role nationally in the areas of curriculum, assessment, reporting and credentialing. It has provided strategic research advice, brokered a charter for the management of learner information, achieved Commonwealth, state and territory support for a review of approaches to regulation and led the development of national guidelines to give effect to the national protocols for higher education. National directions in education policy will require the Department to continue to provide strong leadership especially in responding to Commonwealth reporting requirements and accountabilities.

The Department's leadership in national policy is further evidenced through the trialling of connected learning strategies to ensure ICT is integrated with quality teaching and learning practices.

NSW national and international school student test results are further evidence of NSW leadership in Australian education and training. NSW students have performed at the highest level nationally and internationally in science (Year 6 students), civics and citizenship (Years 6 and 10), Program for International Student Assessment (PISA) reading, mathematical literacy, problem solving and scientific literacy (15 year olds), and Trends in Mathematics and Science Study (TIMSS) mathematics and science (Years 4 and 8).

#### Indicators

##### 5.1 Indicator: Adoption of NSW initiatives at national level

As the largest provider of education and training in Australia, the NSW Department of Education and Training is a leader nationally and internationally in the development and implementation of innovative approaches to teaching and learning. In the interests of promoting best practice nationally, the Department is an active participant in cross-jurisdictional policy forums. On the basis of its expertise and experience, the Department plays an influential role in the national schools and further education agenda.

#### How we are progressing

In an increasingly complex and challenging national policy environment for education and training, NSW has an obligation to ensure that policies and programs for education developed at the national level are well-founded and will complement and strengthen state priorities. Departmental input to policy at the national level aims to ensure that agreements and policy imperatives affecting all states and territories support quality outcomes for all NSW students.

Activities in this area during the reporting period include:

- Providing strategic research and policy advice for the Council of Australian Federation and its review of the National Goals for Schooling

- Placing the needs of English as a Second Language – New Arrivals students on the national policy agenda and achieving an increase in Commonwealth resource support
- Achieving Commonwealth, state and territory support for a review of regulation, with adoption of a set of principles to guide streamlining
- Providing significant input into a strategic review and rationalisation of national ministerial companies
- Brokering the adoption nationally by all education sectors of a charter for the management of learner information
- Ensuring that revised national higher education protocols, approved by ministers in July 2006, do not allow for teaching only at universities but provide for institutions with a good track record in higher education to be granted authority to accredit their own courses
- Leading a steering group guiding the development of national guidelines to give effect to the national protocols
- Coordinating the provision of strategic advice for national meetings of education and training ministers as well as chief executives of education and training agencies.

### Future directions

We will:

- Continue to coordinate NSW input to cross-jurisdictional forums and debates where future directions in school education nationally are considered
- Continue to lead and manage the development of advice on the strategic response by NSW to developments in national schools policy
- Coordinate with other states and territories responses to Commonwealth reporting requirements and accountabilities
- Manage the development of advice for the Minister and Director-General at meetings with states and territories
- In 2007 initiate and facilitate negotiations with the Commonwealth on securing funding for NSW government schools for the 2009-2012 funding quadrennium
- Lead consultation with other government agencies and with the non-government school sector in responding to the national agenda and continue to chart directions for the MCEETYA Schools Resourcing Taskforce
- Work with other government agencies in supporting the achievement of education-related commitments agreed by the Council of Australian Governments and the Council of Australian Federation. This work will support the Human Capital stream of the National Reform Agenda, as well as the review of the National Goals for Schooling.

### 5.2 Indicator: Quality research and innovation activity in key strategic areas

The Department is committed to quality strategic research, related to corporate priorities, which can support effective and innovative policies for education and training.

## Goal 5: Leadership by shaping national policy

Strategic research is supported by the establishment of the Strategic Research and Evaluation Committee (SREC), which was established in 2006 to give effect to core strategies of the Department's Corporate Plan:

- To undertake rigorous evaluation of programs and initiatives to ensure effectiveness, transferability and value for money
- To establish strategic research and development partnerships to strengthen educational innovation in NSW.

### How we are progressing

Research activities conducted across the Department in 2006 included:

- A *Strategic Research Plan* to provide a supportive framework for quality applied research and value for money, to promote evidence as a basis for policy and practice, to identify and publicise the Department's research priorities, and to contribute to and disseminate the knowledge base of education and training
- Managing and conducting major research projects such as Indigenous Knowledge and Western Science Pedagogy – a Comparative Approach; Systemic Implications of Pedagogy and Achievement (SIPA) in NSW Public Schools Rural Teacher Education Program; Blended Learning in Schools, TAFE and Universities; the Manufacturing and Engineering Research Program; and Skills for Sustainable Business Development
- Developing and managing research partnerships with external bodies
- Streamlining the State Education Research Approval Process (SERAP) with online facilities for prospective external researchers and for administrators within the Department
- Reporting regularly to the Department's senior management on the range of research and evaluation activities across the Department.

The Centre for Learning Innovation (CLI) fostered innovation in teaching and learning by:

- Trialling 'Connected Classes' in partnership with Western Sydney Region's videoconferencing, interactive electronic whiteboards and shared computer desktops. Seven schools collaborated to create shared classes in Year 11 Ancient History, Biology and Information Processes and Technology, benefiting students and supporting teacher professional development
- Trialling live, interactive presentations via the NSW Department's network. High-quality, live video and audio content from the CLI broadcast studio was delivered directly to students' and teachers' desktops, enabling the participants to pose questions live to panel members based in the CLI studio.

### Future directions

The Strategic Research and Evaluation Committee is developing three new documents to be published online:

- *Criteria for Quality Research*
- *Priority Research Areas and Topics for Research*

- *DET evaluation policy*

Priority research areas range across all areas of education and training, and were informed by extensive collaboration with those areas of the Department involved in research as well as with reference to national and state priorities and commitments, and key documents including the NSW State Plan. The priorities are to be reviewed regularly to ensure their currency and relevance. Their publication will encourage a closer alignment of education research approved through SERAP with the Department's strategic objectives and quality standards, and will inform the development of major research projects involving the Department.

### **5.3 Indicator: NSW performance on national and international tests of student achievement relative to other states and territories**

The performance of NSW students is compared with those in other Australian states and territories and internationally through a program of national and international tests. These include:

- Full cohort testing of literacy and numeracy in Years 3, 5, and 7 (national literacy and numeracy benchmarks)
- Rolling triennial sample national testing in science, civics and citizenship and ICT for students in Years 6 and 10
- Triennial sample testing under the auspices of OECD Programme for International Student Assessment (PISA) for 15 year olds in reading, mathematics, science and problem solving
- Quadrennial sample testing through the Trends in Mathematics and Science Study (TIMSS) for students in Years 4 and 8 in mathematics and science.

#### **Targets**

Targets for national benchmarks have not been established pending the introduction of the national assessment program in 2008.

#### **How we are progressing**

##### National Benchmarks

The most recently published literacy and numeracy benchmarks<sup>1</sup> are for 2005. Taking into account the error associated with calculating the benchmarks, NSW ranked:

##### **Reading**

- 2<sup>nd</sup> for Year 3 Reading, with 93.3% of students achieving the benchmark (national average of 92.7%)
- 3<sup>rd</sup> for Year 5 Reading, with 89.7% of students achieving the benchmark (national average of 87.5%)
- 4<sup>th</sup> for Year 7 Reading with 88.1% of students achieving the benchmark (national average of 89.8%).

<sup>1</sup> Benchmarks refer to nationally agreed minimum acceptable standards below which students will have difficulty progressing satisfactorily at school.

### **Writing**

- 2<sup>nd</sup> for Year 3 Writing, with 93.6% of students achieving the benchmark (national average 92.8%)
- 2<sup>nd</sup> for Year 5 Writing, with 95.9% of students achieving the benchmark (national average 93.3%)
- 2<sup>nd</sup> for Year 7 Writing, with 92.1% of students achieving the benchmark (national average 92.2%).

### **Numeracy**

- 1<sup>st</sup> for Year 3 Numeracy, with 95.4 % of students achieving the benchmark (national average 94.1%)
- 2<sup>nd</sup> for Year 5 Numeracy, with 91.7% of students achieving the benchmark (national average 90.8 %)
- 7<sup>th</sup> for Year 7 Numeracy (2<sup>nd</sup> last), with only 75.8% of students achieving the benchmark, which is well below the national average of 81.8%. A review of this anomalous performance was undertaken and indicates that there may have been problems with the location of the Year 7 numeracy benchmark. It is anticipated that this situation will be corrected when the national assessment program is implemented.

### **Triennial National Sample Testing**

The first national sample test took place in science in 2003 and civics and citizenship in 2004, with results released in 2005 and 2006 respectively. The first sample test in ICT took place in 2005 but the results are not expected until mid 2007.

Of the sample of NSW Year 6 students who participated in the first national assessment of science literacy in 2003, 62.8% achieved at or above the proficient standard and 96.6% achieved at or above the minimum standard.

Only the ACT outranked NSW.

Of the sample of NSW Years 6 and 10 students who participated in the first national assessments of civics and citizenship in 2004, 47.5% of Year 10 students achieved the challenging proficiency standard (level 3) and almost 57% of Year 6 students achieved the challenging proficiency standard (level 2).

At Year 10, NSW was ahead of all other states and territories except ACT and at Year 6, NSW was ahead of all other states and territories except ACT and Victoria.

### **Programme for International Student Assessment**

The most recent published PISA results are for 2003.

### **Reading**

- Of the 41 participating countries, only Finland, with a mean score of 534, statistically outperformed NSW (mean score 530). The OECD average was 494.
- Among the Australian states and territories, no jurisdiction outperformed NSW when confidence intervals are taken into account.

***Mathematical literacy***

- Hong Kong (550), Finland (544), Korea (542) and the Netherlands (538) statistically outperformed NSW (mean score 526). The OECD average was 500.
- NSW performed above the Australian average of 525. Among the states and territories only the ACT and Western Australia performed statistically better than NSW.

***Problem solving***

- Korea (550), Hong Kong, Finland and Japan statistically outperformed NSW (mean score 532). The OECD average was 500.
- NSW performed above the Australian average of 530 and only the ACT and Western Australia performed statistically better than NSW.

***Scientific literacy***

- Finland (548), Japan and Korea outperformed NSW (mean score 530). The OECD average was 500.
- NSW performed above the Australian average of 525. Only the ACT performed statistically better than NSW.

***Trends in Mathematics and Science Study***

The most recent published TIMSS results are for 2002-03.

***Mathematics***

- No Australian jurisdiction performed statistically better than NSW in either Year 4 or Year 8.
- NSW (530) had the highest average marks of all Australian states and territories and was well above the Australian average of 505 for Year 8. For Year 4, the NSW mark of 510 was above the Australian average of 499.
- Eight countries, overwhelmingly in East Asia, performed statistically better than NSW in Year 4. However, NSW was well above the OECD average (495).

***Science***

- No Australian jurisdiction performed statistically better than NSW in either Year 4 or Year 8.
- Of all the Australian states and territories NSW had the highest score (547) in Year 8.
- Singapore (565) and Chinese Taipei (551) performed statistically better than NSW in Year 4 Science. However, NSW was well above the OECD average (489).
- Only Singapore (578) outperformed NSW statistically in Year 8 Science.

Apart from Year 7, NSW students compare well with their counterparts both nationally and internationally. The performance of students in Years 8, 9 and 10 (PISA and TIMSS) suggests Year 7 results are anomalous and may have more to do with the way national benchmarks were set for Year 7 than the competence of the students.

### Future directions

The following recent initiatives will further improve performance:

- The State Plan target to increase the number of students meeting or exceeding national benchmarks for literacy and numeracy for Years 3, 5 and 7 by 10% by 2012 with a further 5% increase by 2016
- *Our Middle Years Learners – Engaged, Resilient, Successful*, which seeks to raise achievement, expectations and engagement in Years 5-9
- The review and revision of the Kindergarten to Year 6 Science and Technology syllabus.

**ANNUAL REPORT 2006**

**APPENDICES**



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### Appendix 1: Human Resources

The first wage increase under the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award* was paid from the first full pay period on or after 1 January 2006. Teachers at step 13 of the incremental scale received a 4.5% increase while those on steps 1 to 12 received a 3% increase. Principals, executive and other related staff received an increase of 4%.

Similarly the first wage increase under the *Crown Employees (Teachers in TAFE and Related Employees) Salaries and Conditions Award* was paid from the first full pay period on or after 1 January 2006. Teachers at step 13 of the incremental scale received a 4.5% increase while others received a 3% increase. Promotional positions and related staff received an increase of 4%.

Salary increases of 4%, under the relevant awards for public service staff, school administrative and support staff and wages staff were paid from the first pay period on or after 1 July 2006.

#### 1.1 Number of Full-time Equivalent (FTE) Staff in the Department of Education and Training From 2003–2006

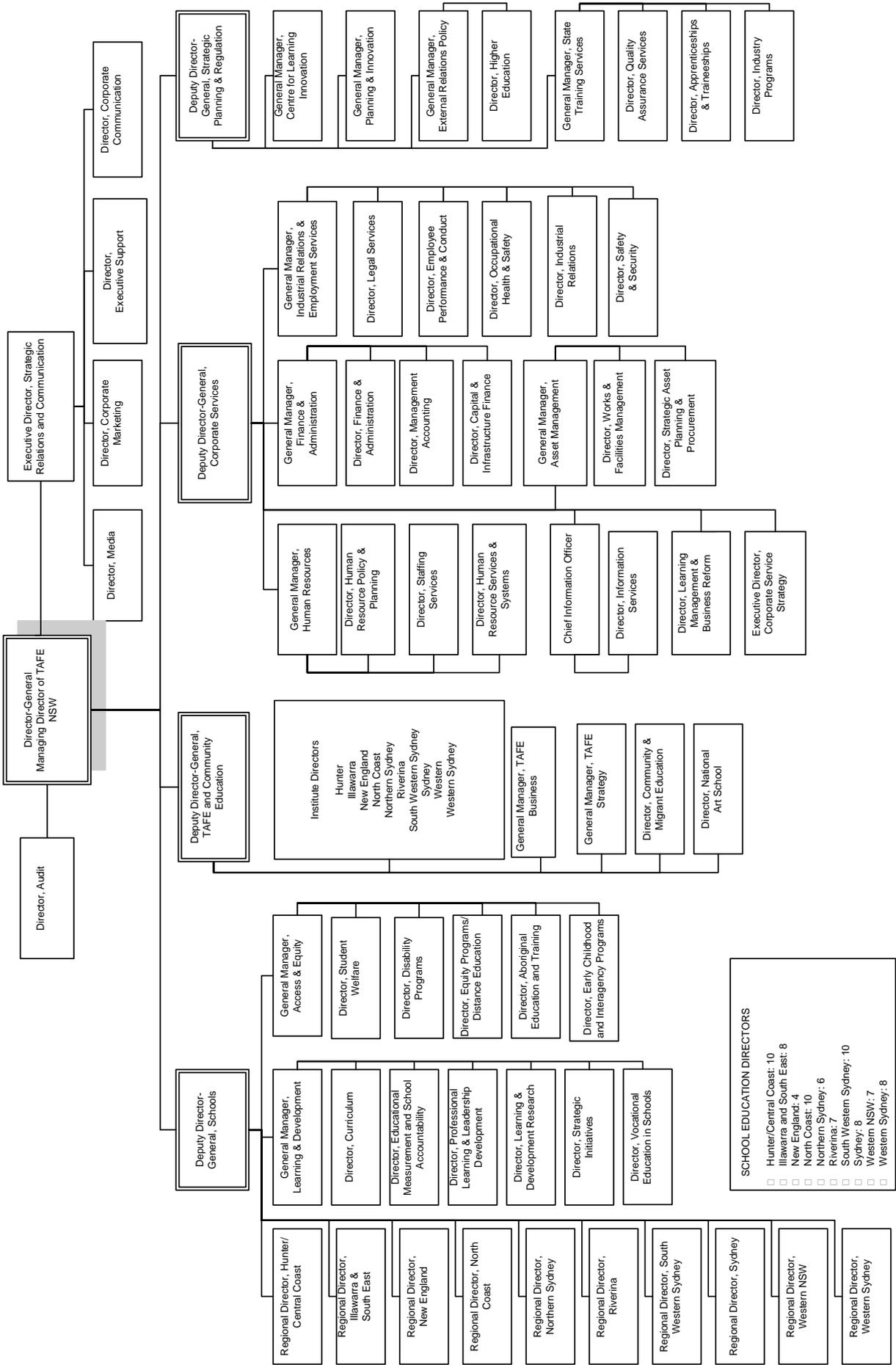
	30 June 2003	30 June 2004	30 June 2005	30 June 2006
Teachers (schools)	56,794	56,161	57,184	58,528
Educational Support (schools)	13,350	13,596	14,126	15,922
Educational Support (State and district/ regional offices)	3,035	3,083	3,176	3,362
DET Corporate Services (core and non-core).	2,487	2,298	2,123	1,993
Educational Support (TAFE)	4,560	4,137	4,100	4,004
Teachers (TAFE)	10,783	9,818	10,013	10,784
AMES and NAS	218	215	217	214
<b>Total</b>	<b>91,227</b>	<b>89,307</b>	<b>90,938</b>	<b>94,807</b>

**Source:** NSW Public Sector Workforce Profile data.

**Note:** In 2003 the Department of Education and Training changed its method of reporting its staff FTE in the Annual Report to reflect the NSW Public Sector Workforce Profile data. This means that all casual and temporary employees are now reported, including those replacing employees on paid leave. The data reflect staff FTE at the last pay period in June 2003, 2004, 2005 and 2006.

## 1.2 Organisational Structure

### DEPARTMENT OF EDUCATION AND TRAINING As at 31 December 2006



SCHOOL EDUCATION DIRECTORES	
□	Hunter/Central Coast: 10
□	Illawarra and South East: 8
□	New England: 4
□	North Coast: 10
□	Northern Sydney: 6
□	Riverina: 7
□	South Western Sydney: 10
□	Sydney: 8
□	Western NSW: 7
□	Western Sydney: 8

## **APPENDIX 2: EQUAL EMPLOYMENT OPPORTUNITY**

### **Target**

The Department manages the Equal Employment Opportunity (EEO) program in accordance with section 9A of the *NSW Anti-Discrimination Act 1977*. The *EEO Management Plan 2005-2008* provides the foundations for targeted programs and initiatives to improve EEO outcomes. This includes: a diverse skilled workforce; workplace cultures that display fair practices and behaviour, and improved employment access, participation and professional learning opportunities for EEO groups. The *EEO Management Plan 2005-2008* is available at: [https://www.det.nsw.edu.au/strat\\_direction/index.htm](https://www.det.nsw.edu.au/strat_direction/index.htm).

The following section contains a summary of significant outcomes, including representation of EEO groups in the workforce, resulting from the implementation of strategies contained in the *EEO Management Plan for 2005 - 2008*. Details of the EEO outcomes are reported in the Department's *2006 EEO Annual Report* published at: [https://www.det.nsw.edu.au/reports\\_stats/index.htm](https://www.det.nsw.edu.au/reports_stats/index.htm)

Statistics on representation and employment basis of EEO groups in the Department's workforce for the year ending 30 June 2006 are presented below.

### **How we are progressing**

The online EEO survey, as at 30 June 2006, was completed by additional 4,557 staff, bringing the total number of staff who have completed the survey to 52,083.

Achievements for EEO groups included:

- Increasing the proportion of women among primary teachers in executive positions to 64.3% from 63% in 2005
- Increasing the proportion of women among secondary teachers who were in promotion positions to 41.9% from 40.7% in 2005
- Developing and implementing the *Aboriginal Human Resource Development Plan (AHRD Plan) 2006-2008* to improve recruitment and participation, professional learning and network support for Aboriginal people
- Offering 60 *Teacher Education Scholarships* to Aboriginal people, up from 35 in 2005
- Offering 20 scholarships to teacher education students to undertake enhanced pre-service preparation for teaching Aboriginal students
- Appointing 55 Aboriginal teachers to permanent positions
- Holding a workshop attended by 61 newly appointed Aboriginal teachers and their principals
- Identifying and filling eight School Administrative and Support Staff positions for Aboriginal people in schools with significant Aboriginal student enrolments
- Offering a *Pre-employment Program for Overseas Trained Teachers* in which 298 overseas trained teachers participated with 115 being approved for primary and 183 for secondary teaching
- Co-sponsoring 12 members for the Certificate of Administrative Leadership through the *Staff with Disabilities Network*
- Supporting five people who identified as having a disability to participate in the NSW Public Sector Traineeships.

## Future directions

We will:

- Explore options to develop special initiatives under the *EEO Management Plan 2005-2008* in collaboration with key stakeholders to improve the EEO outcomes
- Focus on increased recruitment, retention and professional learning opportunities for people with a disability through inclusive practices and programs
- Increase the representation of women in leadership and decision making roles.

We will continue to:

- Promote the online EEO survey through a range of methods to further increase the response rate
- Monitor the implementation of the *Aboriginal Human Resource Development Plan 2006-2008* and report on our achievements
- Implement the *Pre-Employment Program for Overseas Trained Teachers* as a means of ensuring the readiness of successful participants to teach in public schools
- Support bilingual teachers to undertake Community Language Fluency Testing for the purpose of gaining approval to teach that language promoting multiculturalism, assisting students to learn and maintain a language other than English and allowing schools to broaden their curriculum offerings
- Provide teachers with additional accreditation in ESL teaching to improve educational outcomes for students learning English as their second or other language.

### 2.1 Percentage of permanent and temporary staff by level, 2006

LEVEL	TOTAL STAFF (Number)	Subgroup as % of total staff at each level			Subgroup as estimated % of total staff at each level				
		Percentage of staff that responded to EEO survey	Men	Women	Aboriginal people & Torres Strait Islanders	People from racial, ethnic, ethno-religious minority groups	People whose language first spoken as a child was not English	People with a disability	People with a disability requiring work-related adjustment
< \$32,606	1,699	11%	11%	89%	4.7%	8%	10%	4%	
\$32,606 - \$42,824	13,911	39%	20%	80%	3.3%	7%	9%	5%	1.6%
\$42,825 - \$47,876	6,735	36%	17%	83%	2.4%	11%	13%	4%	1.0%
\$47,877 - \$60,583	15,960	40%	22%	78%	2.1%	13%	14%	3%	0.5%
\$60,584 - \$78,344	44,991	64%	30%	70%	1.0%	12%	12%	5%	1.6%
\$78,345 - \$97,932	9,565	74%	49%	51%	1.2%	10%	8%	5%	1.6%
> \$97,932 (non SES)	1,944	84%	59%	41%	0.7%	7%	5%	4%	1.0%
> \$97,932 (SES)	101	70%	66%	34%	1.4%	4%	3%	7%	
<b>TOTAL</b>	<b>94,906</b>	<b>55%</b>	<b>28%</b>	<b>72%</b>	<b>1.7%</b>	<b>11%</b>	<b>11%</b>	<b>4%</b>	<b>1.3%</b>

**Source:** Workforce Profile data, headcount of permanent and temporary staff as at 30 June 2006. Casual staff are not included.

**Note:** Respondents refer to staff members who completed the EEO survey.

## 2.2 Percentage of total staff by employment basis, 2006

Subgroup as percent of total staff at each category      Subgroup as estimated percent of staff at each category

EMPLOYMENT BASIS	Total staff (number)	Percentage of staff that responded to EEO survey	Men	Women	Aboriginal people & Torres Strait Islanders	People from racial, ethnic, ethno-religious minority Groups	People whose language first spoken as a child was not English	People with a disability	People with a disability requiring work-related adjustment
Permanent Full-time	61,676	67%	34%	66%	1.6%	12%	11%	5%	1.5%
Permanent Part-time	10,369	59%	8%	92%	0.7%	9%	10%	4%	1.3%
Temporary Full-time	9,258	19%	26%	74%	2.1%	12%	15%	3%	0.9%
Temporary Part-time	11,455	14%	18%	82%	1.8%	9%	11%	3%	0.9%
Contract - SES	101	70%	66%	34%	1.4%	4%	3%	7%	
Contract - Non SES	3	100%	67%	33%					
Training Positions	24	54%	54%	46%				8%	
Casual	46,269	12%	29%	71%	2.1%	7%	12%	3%	0.5%
<b>TOTAL</b>	<b>139,155</b>	<b>41%</b>	<b>29%</b>	<b>71%</b>	<b>1.7%</b>	<b>10%</b>	<b>12%</b>	<b>4%</b>	<b>1.0%</b>
Permanent	72,045	65%	30%	70%	1.4%	11%	11%	5%	1.4%
Temporary	20,713	16%	21%	79%	1.9%	10%	13%	3%	0.9%
Contract	104	71%	66%	34%	1.4%	4%	3%	7%	
Full-Time	70,934	60%	33%	67%	1.6%	12%	12%	5%	1.4%
Part-Time	21,824	35%	13%	87%	1.3%	9%	10%	3%	1.1%

**Source:** Workforce Profile data as at 30 June 2006.

**Note:** Respondents refer to staff members who completed the EEO survey.

Total staff refers to all permanent, temporary and casual staff across the Department including schools, TAFE, state and regional officers, AMES and National Art School.

## APPENDIX 3: OCCUPATIONAL HEALTH AND SAFETY

### Strategies and Programs

- The Occupational Health and Safety (OHS) Strategy *Safe Working and Learning 2005-2008* maintained its focus on OHS improvement, a key outcome of the NSW Public Sector OHS and Injury Management Improvement Initiative
- Rollout of the strategy's training and development program continued to build and enhance the capacity of the workforce to effectively manage risks to health and safety
- New and improved risk management strategies and injury management programs were introduced
- The Injury Management Centre was introduced and staffed to ensure more effective and efficient management of workplace injuries and illness
- A comprehensive risk management program was developed to support all areas to improve the management of risks to health and safety in the workplace, including a range of policies, guidelines and support tools
- Employee Assistance Program to enhance the health and wellbeing of employees
- Enhanced internal management systems to inform risk management programs and effectively monitor safety performance.

## How we are progressing

- OHS training provided to 93% of workplace managers (including 2,145 school principals). Training focused on injury management, risk management and student behaviour in accordance with the Department's OHS Strategy *Safe Working and Learning*
- Establishment of the Injury Management Centre to better manage workers' compensation claims and help reduce premiums
- Implementation of a range of OHS programs leading to a 16% reduction in the number of claims resulting in staff requiring time away from work and a 12% reduction in the number of claims reported for psychological injury
- OHS performance targets for 2005-06 were achieved resulting in a \$25 million reduction in the Department's workers' compensation premium for 2006-07
- Recognition of the Department's risk management program through a Treasury Managed Fund Risk Management Award.

### 3.1 Employee Assistance Program (EAP) Profile 2005-06

EAP Profile, 2005-2006	2005	2006
Staff accessing general counselling sessions	3,690	2,736
General counselling sessions attended	7,434	7,021
Staff accessing management consultation sessions	226	30
Management consultation sessions attended	502	52
Staff assisted following serious incident	134	432

### 3.2 Work Related Injuries and Illness

Most Frequently Occurring Claims in Descending Order	2005	2006
DET (excluding TAFE NSW Institutes and trainees)	Sprains/strains Laceration/contusion Mental Disorder	Sprains/strains Laceration/contusion Mental Disorder
TAFE NSW Institutes	Sprains/strains Laceration/contusion Mental disorder	Sprains/strains Laceration/contusion Mental disorder
Australian Traineeship Scheme	NIL	NIL

**Source:** DET, Industrial Relations and Employee Services.

### 3.3 Time Lost Due to Injuries

Calendar Year	Total Hours Paid ('000)	Number of Claims with Lost Time
2002	351	2,759
2003	431	3,412
2004	375	2,890
2005	333	2,717
2006	321	2,783

**Source:** DET, Industrial Relations and Employee Services.

**Note:** Data included for the Department of Education and Training only.

### 3.4 Workers' Compensation Claims

as at June:	Number of Claims		Average Cost per Claim	
	2005	2006	2005	2006
DET (excluding incident only and TAFE NSW Institut	5,485	5,571	\$11,983	\$9,776
TAFE NSW Institutes (excluding incident only claims)	609	636	\$15,125	\$11,699

**Source:** Based on data from GIO Magellan as at 31 December 2006.

**Note:** Data provided above excludes incident only claims to reflect changes in industry reporting.

### Future directions

**We will:**

- Continue to improve the overall safety performance by fostering a safety culture throughout the Department
- Enhance safety performance through the introduction of improved risk management tools and guidelines
- Continue to strive towards a best practice management system that will reduce the human and financial cost of workplace injuries.

## APPENDIX 4: SENIOR EXECUTIVE SERVICE OFFICERS

**Table 4.1 Number of Senior Executive Service (SES) officers at each level**

SES Level	Number of Positions					Number of SES Officers				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
1	2	0	0	0	0	2	1	0	0	0
2	74	59	56	44	39	67	67	56	45	40
3	25	23	24	24	25	21	23	24	21	22
4	11	10	12	14	16	11	7	12	14	15
5	7	15	14	14	16	5	5	14	13	15
6	3	3	3	1	1	3	3	3	1	1
7	1	1	2	3	3	0	1	2	3	2
8	1	1	1	1	1	1	1	1	1	1
<b>Total</b>	<b>124</b>	<b>112</b>	<b>112</b>	<b>101</b>	<b>101</b>	<b>110</b>	<b>108</b>	<b>112</b>	<b>98</b>	<b>96</b>

**Source:** DET, Human Resources Directorate.

**Note:** Figures for each year are as at 31 December. One officer at SES level 2 was unattached as at 31 December 2006.

**Table 4.2 Percentage of female and male SES officers at each level**

SES Level	% of Females					% of Males				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
1	100	100	0	0	0.0	0	0	0	0	0.0
2	19.4	19.4	19.6	24.5	22.5	80.6	80.6	80.4	75.5	77.5
3	38.1	30.4	37.5	38.1	45.5	61.9	69.6	62.5	61.9	54.5
4	36.4	42.9	41.7	28.6	26.7	63.6	57.1	58.3	71.4	73.3
5	40	40	42.9	46.2	53.3	60	60	57.1	53.8	46.7
6	33.3	33.3	33.3	100	100.0	66.7	66.7	66.7	0	0.0
7	0	0	0	33.3	50.0	0	100	100	66.6	50.0
8	100	100	0	0	0.0	0	0	100	100	100.0
<b>Total</b>	<b>28.2</b>	<b>26.9</b>	<b>28.6</b>	<b>31.6</b>	<b>34.4</b>	<b>73.7</b>	<b>73.1</b>	<b>71.4</b>	<b>68.4</b>	<b>65.6</b>

Source: DET, Human Resources Directorate.

Note: Figures for each year are as at 31 December.

## APPENDIX 5: SES PERFORMANCE STATEMENTS

### ANDREW CAPPIE-WOOD

Director-General of Education and Training  
 Managing Director of TAFE NSW  
 SES Level 8, \$402,750

Mr Cappie-Wood was responsible to the Minister for Education and Training for the management and administration of the public education and training system and the provision of advice affecting all education and training in New South Wales.

In July, Mr Cappie-Wood released the Department's *Results and Services Plan 2006-2007* which is built on and aligns to the Department's *Corporate Plan 2006-2008*. Both documents provide a framework within which schools, TAFE and other sections of the Department develop their own plans, appropriate to their local needs, in order to produce the best possible outcomes for all students. With the release of the Government's State Plan, *A New Direction for NSW*, in November 2006, work commenced on the realignment of plans to ensure State Plan targets can be met on all priorities involving education and training over the next 10 years.

Mr Cappie-Wood worked to improve operational effectiveness and efficiency in all areas of the Department. Of particular note, Mr Cappie-Wood established the Learning Management and Business Reform project office to streamline, simplify and modernise the current personnel, finance and student administration systems in schools, TAFE NSW and across the Department. Substantial progress was made throughout the year towards the commencement of the reform program.

One of the priorities for Mr Cappie-Wood was the continued strengthening of financial management and strategies for localised decision making and improved accountability. The Department remains the lowest cost provider of all agencies.

Mr Cappie-Wood worked to ensure that the Information and Communication Technology Strategy meets the needs of schools and the Department to effectively achieve educational outcomes. As part of this work staff and students were provided with 801,564 e-learning accounts, providing access to email and a personalised portal.

In the area of TAFE NSW, Mr Cappie-Wood's leadership continued to focus on the delivery of quality vocational education and training courses which provide the NSW community with the skills identified by industry and needed for employment. In 2006 a review of TAFE's contribution to the NSW economy was conducted by the Allen Consulting Group. The report *The Complete Package - the value of TAFE NSW* estimated TAFE's contribution to the State economy at \$196 billion over the next 20 years.

The review by the Independent Pricing and Regulatory Tribunal of NSW was completed by the end of 2006, recognising the need for increased levels of vocational education and training and the important role that TAFE NSW plays as a key partner in the state's economic development.

In September, Mr Cappie-Wood announced the establishment of a single, integrated international business office for the Department. The office will provide overseas clients, delegates and students with a single business entry point, supported by the well established networks, agency agreements and business partnerships which the Department already has in many countries.

Under Mr Cappie-Wood's leadership, class sizes in the early years of school continued to be reduced. In 2006, Kindergarten classes were reduced to a statewide average of 19.3 and 21.3 for Year 1 students. From the beginning of the 2007 school year the statewide average for Year 2 classes will be 24.

Mr Cappie-Wood provided leadership in the development of a number of major strategies to better address the specific learning needs of students - in the early years of school (Kindergarten to Year 4), middle years of school (Years 5 to 9), the 15 to 19 year age group, as well as mature age learning in TAFE NSW. In addition a new State Literacy Plan 2006-2008 and State Numeracy Plan 2006-2008 were released.

Mr Cappie-Wood provided leadership to ensure that support for student learning focuses on the achievements of all students, and addresses the disparity of achievement between the student cohort and the achievements of Indigenous and disadvantaged students. The Schools in Partnership project is an example of an innovative initiative specifically focussed on improving Aboriginal student outcomes. In 2006, it operated successfully in 10 schools with significant Aboriginal populations.

In 2006, there was a strong focus on leadership development and professional learning in schools. \$36 million was distributed to schools for teacher professional learning. A professional learning continuum was developed which aligns to the professional teaching standards of the NSW Institute of Teachers.

Mr Cappie-Wood oversaw the introduction of a new statewide student reporting system. The reports provide greater consistency between schools and are more easily understood by parents. New web based software was also developed to support schools.

Based on the results of Communications Review conducted in 2005, a number of strategies were implemented to improve communication with parents, teachers and staff, including the introduction of a monthly newspaper, *Side by Side*, for teachers and improving information available for parents.

## **MARTIN BOWLES**

Deputy Director-General, Corporate Services  
SES Level 7, \$335,200  
Resigned: 3 September 2006

Mr Bowles provided leadership in the management of the Department's education and training budget, resources plans, capital works, maintenance programs, information and telecommunications systems and infrastructure, industrial award negotiations and the recruitment, retention and career development of teachers and all other employees.

Mr Bowles' priority objectives were to provide resources and services to core teaching and learning activities and to meet government commitments in relation to class size reduction, Aboriginal education, technology access and e-learning. Other priorities were to strengthen financial accountability, finalise industrial awards within government resources, improve teacher recruitment and staffing of schools, improve OHS performance, and maintain quality environments in schools and TAFE institutes.

During 2006, Mr Bowles ensured that key performance measures and targets within the Corporate Services Portfolio Plan were met. Mr Bowles supported priorities for public education and training with the effective use of the \$10.2 billion recurrent and capital expenses for the sector in 2005-06. Significant improvements were made to school and TAFE buildings, and additional classrooms were installed to facilitate smaller classes for Kindergarten children. Mr Bowles oversaw a capability assessment and implementation of an improved business model for the Department's Asset Management functions.

Continued improvements to the provision of corporate services have ensured that DET remains the lowest cost provider of all agencies.

The Department's risks in relation to budgets, systems and workforce were managed within the government legislative and financial parameters.

## **TREVOR FLETCHER**

Deputy Director-General, Schools  
SES Level 7, \$340,000

Mr Fletcher provided leadership and advice on all matters relating to the education of students in government schools and children attending a departmental preschool. He successfully led a number of initiatives aimed at improving student learning outcomes and that highlighted the effective links between the policy and operational arms of the Office of Schools.

Mr Fletcher's primary objectives were to embed the concept of tri-level reform to ensure that support for student learning remained effective, improve educational outcomes for students at each stage of learning, build professional capacity-teacher quality, strengthen school improvement and accountability, and build leadership capacity. Other priority objectives included implementation of the recommendations of the Aboriginal Education Review such as Schools in Partnership strategies and Murdi Paaki and the Special Education Initiative 2005-2007 which delivered more than 700 additional teachers' aide positions in schools.

Tri-level reform is evident in policies and practices across the system. The interdependent responsibilities of schools, Regions and State Office are based on a climate of partnership and a culture of understanding for the benefit of students. This work has attracted both national and international interest.

Mr Fletcher led the development and implementation of the three stages of learning strategies; Early Years, Middle Years and 15-19 Year Olds. The strategies provide a platform for change and significant benefit for students and school communities. Three successful conferences were held highlighting some of the best of emerging practices in programs and support in these areas.

In addition, the Office of Schools led the development of the State Literacy and State Numeracy plans that will ensure all children build strong foundations in these two critical areas.

As part of Mr Fletcher's commitment to improved educational outcomes for NSW students, his team has focused on building a culture of high expectations based on a clear framework for school development and enhanced accountability coupled with targeted support. Schools effectively used value added data as the basis for strategic monitoring for school improvement.

A continued commitment to building leadership capacity and the Leadership Alliance between the Department, the Primary Principals' Association and the Secondary Principals' Council have provided a more effective focus on leadership development. The new NSW Professional Learning Continuum provides a framework for developing delivery and evaluating professional learning.

The Office of Schools successfully led the implementation of the new student reports, including A-E grades, into 78% of schools and a new format for annual school reports. This was achieved through a high level of support and an extensive communication strategy to regions and schools.

### **MARIE PERSSON**

Deputy Director-General, TAFE and Community Education  
SES Level 7, \$300,000

In 2006, Ms Persson's key priorities were to increase TAFE NSW business by improving relationships with key stakeholders in industry and the community. She maintained TAFE's contribution to the State's effort and delivered a \$14.5m surplus, reduced OHS incidents and costs while increasing the accuracy of reporting and increased commercial revenue for TAFE NSW by 12.4%.

A continuing growth in flexible delivery saw more than 48,000 students studying on-line. TAFE NSW also made the single largest contribution to the recognition of prior learning in Australia, in line with state commitments under the NSW Vocational Education and Training Plan and Council of Australian Government requirements.

In 2006, Ms Persson commissioned *The Complete Package - the value of TAFE NSW*, a report by the Allen Consulting Group on TAFE NSW's contribution to the NSW economy. The report estimated TAFE NSW's contribution to the State economy at \$196 billion over the next 20 years, indicating every dollar invested in TAFE NSW generates a return to the economy of \$6.40.

During 2006, the Independent Pricing and Regulatory Tribunal undertook *the Review of the Skills Base in NSW and the Future Challenges for Vocational Education and Training*. The resulting report recognised the achievements and contribution of TAFE NSW and reiterated the importance of TAFE NSW's contribution to the NSW economy.

Additionally, Ms Persson commissioned a review of TAFE NSW's response to national industry demands, with a focus on providing better client services for large enterprises. There have been a number of outcomes from this review including major commercial contracts with the aerospace and defence industry (Qantas Defence Services and Boeing), Premiers Department, Department of Environment and Conservation, and Bakers Delight.

Ms Persson instigated and managed the Department's review of its international business leading to the establishment of a single streamlined service within the Department for all international business, and the winding up of TAFE Global Pty Ltd.

TAFE NSW achieved excellent results with the release of the National Centre for Vocational Education Research Survey of Employers' Use and Views of the Vocational Education and Training System on 15 March 2006. The survey showed 96% employer satisfaction with nationally recognised training that is not related to apprenticeships and traineeships, ahead of private providers and other TAFEs Australia-wide.

## **LESLIE LOBLE**

Deputy Director-General, Strategic Planning and Regulation  
SES Level 6, \$278,000

Ms Loble provided leadership on matters relating to Strategic Planning and Regulation, in particular managing the Department's external and intergovernmental relationships, overseeing of the NSW vocational education and training sector, managing the Department's strategic planning and statutory reporting and fostering innovative educational practices in schools and TAFE.

Priority objectives were to ensure compliance with Commonwealth funding agreements worth over \$5 billion over four years, achieve beneficial outcomes from the work of three taskforces of the Ministerial Council on Education, Employment and Youth Affairs, support innovative projects to address skills shortages and workforce development, maintain the integrity of the higher education and vocational education and training systems through regulation, accreditation and quality assurance, streamline Departmental planning and reporting systems, and guide the ongoing development of the Teaching and Learning exchange (TaLe).

Ms Loble ensured NSW was compliant with requirements under Commonwealth funding agreements. This included successfully managing negotiations with the Commonwealth in relation to school reporting, national testing, reducing regulatory burden and training reform, achieving outcomes aligned with NSW interests and priorities. She coordinated departmental input into the NSW State Plan, the Council of Australian Governments (COAG) and the Council for Australian Federation (COAF). She led the development of legislation to prevent for-profit schools from accessing State funding and coordinated departmental input into major reviews of skill needs in NSW and statewide assessments.

Ms Loble led a number of strategic developments in schools and vocational education, including the Skill Ecosystem Project, the Board of Vocational Education and Training's

skills for sustainability study, and proposals for personalised learning plans and a learning guarantee.

Ms Loble oversaw strategies to tackle skills shortages, including supporting the creation of the NSW Skills Council, managing the trade schools initiative and establishing school based apprenticeships in all major trade skill shortage areas. This included overseeing the allocation of approximately \$80 million in competitive funding to vocational training providers, creating nearly 50,000 new training places, and presided over a doubling of early completion rates.

Ms Loble improved the quality of teaching and learning by providing leadership in integrating information technology into education. She saw TaLe achieve more than 7 million hits by the end of 2006. She supported trials of the connected classes' initiative which used videoconferencing and interactive whiteboards to link students across schools and the Connected Learning Advisory Service.

Ms Loble further streamlined the Department's planning and reporting activities through online data collection and enhanced public reporting of school and TAFE NSW performance, including the outcomes of the class size reduction program. This included managing the monitoring and reporting of more than 400 government commitments, coordinating the Department's input into the NSW State Plan, and initiating a strategic approach to research in the Department.

### **CAROL CARRIGAN**

Regional Director, North Coast  
SES Level 5 - \$222,590

Ms Carrigan has provided strong leadership and management and driven cultural change in the North Coast Region throughout 2006. She has provided a high level strategic approach to the work of the regional senior leadership team and through extensive consultation has built closer links to principals, parents and citizens and the Aboriginal Education Consultative Group.

In 2006 schools were provided with the Region's *2006-2008 Strategic Directions and Support Wallchart and Directory*. A reshaped regional consultancy team, trained in quality teaching, provided high level and focused support, spending at least 50% of their time in classrooms.

North Coast Region has pursued a rigorous strategic planning process, strongly driven by data, directed at the progressive achievement of improved literacy and numeracy outcomes by all students and the achievement of the Office of Schools 2008 targets.

North Coast Region's spelling strategy was implemented across the region in 2006. A resource package - *Classroom Strategies for the Teaching of Spelling*, provides information for teachers including strategies for the assessment and teaching of spelling and parent training.

2006 BST outcomes in literacy and numeracy for all students in Years 3 and 5 were strong. Literacy for Year 3 students was above the Office of Schools 2008 target and is estimated to remain approximately 2% above this target in 2008. Numeracy outcomes for Year 3 students have steadily increased over the past three years and are estimated to achieve the Office of Schools 2008 target. In Year 5 literacy students performed at the

same achievement level as their State counterparts, although Year 5 numeracy students were marginally (0.6 %) behind the Office of Schools 2008 target. Student outcomes for both ELLA and SNAP progressed well in 2006 to achieve above or equal to State levels.

Ms Carrigan places the highest priority on improving outcomes for Aboriginal students and those who are least advantaged. The region's planning process includes strategies and targets for the attainment of the same level as non-Aboriginal peers by 2012 with an emphasis on applying evidence based data to benchmark and set targets and implementing quality teaching approaches. In addition, 2006 and 2007 regional targets and strategies, including consultancy team work plans are in place to meet *Two Ways Together* targets.

Improvements in 2006 have resulted from the careful analysis, modified approaches and delivery on commitments by Ms Carrigan and the senior leadership team of the Region.

## **PAM CHRISTIE**

Director, TAFE NSW - Sydney Institute

SES Level 5 \$222, 590

Appointed: 3 April 2006

Ms Christie's priority objectives were to improve relationships with major stakeholders, industry, community and local government, deliver approximately 19 million Annual Student Hours of high quality vocational education and training to more than 73,000 students, increase the range of customer services across the Institute and implement national vocational education and training priorities.

On taking up her appointment at Sydney Institute Ms Christie implemented a staff engagement and positioning strategy that involved Institute staff responding to key questions about the external environment and providing solutions for local initiatives. Ms Christie also involved industry in providing feedback on the Institute's engagement with them through a range of industry events. She has endeavoured to strengthen industry partnerships with the Institute as well as commissioning a review of the Institute's market segments and employer and customer satisfaction with the Institute. Under Ms Christie's leadership Sydney Institute participated in the Department of Education Science and Training's Outcomes Based Assessment Trial in September 2006.

Ms Christie successfully led TAFE NSW - Sydney Institute, the TAFE NSW Business Arts and Information Technology Curriculum Centre and the International Students Centre. She contributed to the strategic directions of the Department as a member of high level committees including the NSW Vocational Education and Training Accreditation Board. She is a member of the GROW Employment Council and a representative on the University of Technology, Sydney, Faculty of Education Advisory Committee and the Editorial Committee of Campus Review.

Ms Christie also provided advice on a range of strategic issues including TAFE NSW's response to the Council of Australian Governments' requirement to simplify and enhance recognition.

### MIKE CUSH

General Manager, Asset Management  
SES Level 5, \$237,800  
Resigned: 10 March 2006

Mr Cush was responsible for setting the strategic direction for, and leading the implementation of asset management strategies, policies and programs to support teaching and learning in NSW Government schools and TAFE Institutes. Mr Cush was also the Chair of the Teacher Housing Authority.

Asset management priorities implemented by Mr Cush included the successful delivery of the Government's class size reduction program through the provision of additional classrooms for the resumption of school in 2006.

### KEN DIXON

General Manager, Finance and Administration  
1 January 2006 to 27 August 2006  
SES Level 5, \$247,300  
A/Deputy Director-General (Corporate Services)  
28 August 2006 to 19 November 2006  
Group General Manager, Corporate Services  
20 November 2006

As General Manager, Finance and Administration, Mr Dixon provided strategic financial policy advice including costing and funding options relating to significant matters such as salary issues, budget allocations and major educational and training initiatives. Business cases were completed and funding identified for the start-up phase of the replacement of corporate human resources, payroll, finance and student administration systems. The Learning Management and Business Reform (LMBR) Project Office was established with supporting infrastructure and expertise. Substantial progress was made in planning and recruiting resources for the commencement of the reform program.

Mr Dixon's responsibilities included negotiation with the NSW Treasury and other central agencies of financial resources and the allocation of those resources across schools and TAFE to achieve the most effective delivery of education and training services. Strategic input and reporting were provided to the Results and Services Plan which underpins the Department's corporate planning processes. Devolution of funding and financial management responsibility to regions and units continued to result in greater accountability and enhanced financial skills in operational units.

Under Mr Dixon's leadership, grants processes were streamlined, financial arrangements established for the second Schools Public-Private Partnership Project and online financial services for schools enhanced. Administrative services were reviewed to achieve efficiencies and improve customer services, including upgrading the Department's records management software.

The Student Special Transport Scheme, which provides transport to and from school for students with disabilities, was reviewed and significant improvements in the operation achieved. The establishment of a Strategic Sourcing Project to pursue savings in procurement practices resulted in savings across a range of expense categories.

The Capital and Infrastructure Finance Unit was established within the Finance and Administration Directorate to enhance the financial management and reporting on Asset and Technology Projects.

The financial statements for DET, TAFE and all related agencies for 2005-06 were prepared fully under the Australian equivalent of the International Accounting and Reporting Standards, including the restatement of the 30 June 2005 comparatives. The Department's leading financial role in the public sector was enhanced by Mr Dixon's senior participation in the NSW Public Sector Committee of CPA Australia.

As A/Deputy Director-General Corporate Services and Group General Manager, Corporate Services, Mr Dixon provided leadership in the management of the Department's education and training budget, resources plans, capital works, maintenance programs, information and telecommunications systems and infrastructure, and the recruitment, retention and career development of teachers and all other employees.

The Department's risks in relation to budgets, systems and workforce were managed within the government legislative and financial parameters. Continued systemic improvements in financial management and reporting resulted in unqualified audit opinions for DET, TAFE and all related agencies.

Continued improvements to the provision of corporate services have ensured that the Department remains the lowest cost provider of all agencies.

## **CHRISTINE EWAN**

General Manager, Planning and Innovation  
SES Level 5, \$230,825  
Appointed: 14 March 2005

Dr Ewan is responsible for a Directorate whose central purpose is to link the corporate planning processes of the Department with the analysis and reporting of its performance in state and national contexts, and with an evidence base to support innovation and policy development. This brief covers a broad range of operational functions from data collection to national reporting to research management and analysis of policy trends.

Her main objectives during 2006 were to establish sustainable and efficient systems to streamline planning and reporting, and processes for approval of research in NSW government schools. A series of policy analysis papers on key themes such as numeracy and early childhood education has been instituted. She has continued to contribute actively to the organisational renewal of the Department, in particular to its information management and policy development infrastructure by being the Executive member of two major electronic infrastructure projects.

She represented NSW on the Performance Measurement and Reporting Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs and several of its subcommittees as well as the National Training Statistics Committee and the Management Board of the National Education and Training Statistics Unit. She represents the Department on the NSW Government Interagency Working Group on Ageing. She has played an active role in the Department in the review of business processes through membership of several key planning committees. Dr Ewan led developments during 2006 to review and rationalise the Department's corporate planning

and accountability processes, to implement online systems to improve the Department's ability to measure its performance against targets and to manage key performance information.

She has taken a significant role in planning for the new national assessment program for numeracy and literacy and in the determination of the requirements for structure and governance of a new national assessment agency and has coordinated several successful cross-portfolio projects to enable the Department to comply with national funding agreements.

### **KIM FILLINGHAM**

General Manager TAFE Business  
SES Level 5, \$230,825  
Appointed: 1 May 2006

Mr Fillingham became General Manager, TAFE Business in May 2006. He has responsibility for the National Business Office, Corporate Marketing, Curriculum Development and Professional Learning through the International Centre for VET. This suite of responsibilities is designed to increase the commercial activity of TAFE NSW Institutes and to increase both recognition and reputation with major industry and enterprise clients as well as other government agencies.

Mr Fillingham provided leadership on a comprehensive range of issues related to TAFE NSW products and services, including the establishment and development of a National Business Office and strategies to build commercial opportunities for the long-term sustainability of TAFE NSW, and the management of educational aspects of the implementation of system-wide changes to curriculum structuring to meet national reporting requirements and industry skills needs. He provided strategic advice to senior departmental and Ministerial officers on a range of statewide issues including skills shortages in industries, regional economic development and implementation of an Alcohol and Other Drugs Policy Framework for TAFE NSW as part of a whole-of-government initiative.

Mr Fillingham fostered international cooperation in education and training by advising senior vocational education and training policy makers from Malaysia, China, South Africa and Great Britain.

Mr Fillingham focused on increasing quality and efficiency as a means of delivering outcomes and ensured that TAFE NSW continued to improve services to students at the same time as responding effectively to the skill needs of industry.

### **BERYL JAMIESON**

General Manager, Asset Management  
SES Level 5, \$247,300  
Appointed: 30 June 2006

Ms Jamieson is responsible for setting the strategic direction for, and leading the implementation of asset management strategies, policies and programs to support teaching and learning in NSW Government schools and TAFE Institutes. Ms Jamieson is also the Chair of the Teacher Housing Authority.

Asset management priorities implemented by Ms Jamieson include:

- Progression of the final phase of the class size reduction program for the commencement of the 2007 school year and the Government's behaviour school commitment
- Completion of the Department's ten year Asset Strategy
- Continued delivery of the Major Capital Works Program, including the second phase of schools to be built through the Public Private Partnership
- Continued delivery of the minor capital works program
- Continued delivery of the Revitalisation of Inner Sydney Schools Program
- Expansion of the Demountable Replacement Program to include more classrooms, libraries and administration buildings
- Management of maintenance and cleaning contracts, and improved performance in facilities management
- Assumption of responsibility for the delivery of the security fence program
- Improved project management and documentation
- Improved compliance and management of fibro containing materials in schools
- Development of environmentally sustainable initiatives for schools
- Development of links with the Heritage Office and improved processes for the management of the Department's heritage portfolio
- Improved links with the Department of Planning in regard to strategic issues impacting on new and existing schools
- Strengthening the Directorate's partnership with Regional Asset Management Units
- Improved strategic asset planning, which included changes to the Regional Asset Planning Conferences
- Improved processes for TAFE capital works planning.

All of this has been done in the context of an increased commitment to client-focused service delivery.

## TRISH KELLY

General Manager, Human Resources  
SES Level 5, \$247,300

Ms Kelly provided strategic leadership on a comprehensive range of human resources matters. These included the implementation of the *Strategic Human Resources Plan 2006-2008*, the development and implementation of the *Aboriginal Human Resource Development Plan*, teacher quality initiatives, workforce planning, teacher supply and retention strategies, employment conditions for DET and TAFE NSW staff and departmental processes to meet the requirements for the NSW Institute of Teachers. Ms Kelly provided advice in relation to human resources services and systems and the Shared Corporate Services Strategy.

Her priority objectives were to recruit and retain quality school teachers, implement the class size reduction initiatives, implement recommendations arising from the Aboriginal Education Review, implement requirements of the NSW Institute of Teachers and to continue to implement the Shared Corporate Services Strategy.

In her leadership role she implemented successful human resources strategies to increase the number of Aboriginal teachers in schools, extended the Teacher Mentor Program, provided teacher education scholarships including an increased number of scholarships for Aboriginal people, and accelerated teacher training and retraining

programs in school teacher shortfall areas. She also promoted the electronic Leave Application Processing System and technological innovations both in schools and state office to achieve savings and enhance service responsiveness. She continued the focus on achieving efficiencies and streamlining administrative processes to support the Department's strategic directions and she contributed effectively to corporate risk management and strategic planning.

### **GRAEHAM KENNEDY**

Regional Director, Illawarra and South East  
SES Level 5 - \$225,000

Mr Kennedy was responsible for leading the development and implementation of strategies, policies, programs and innovations to ensure high quality education and training programs in schools within the Illawarra and South East Region, which comprises eight educational areas, 232 schools and 78 regional staff.

Mr Kennedy's priority objectives were to develop a culture of continuous improvement in the Region using student performance data, program evaluation and formal and informal feedback from key partners in education. A Service Delivery Strategy and a Service Delivery Guarantee, reflecting Government priorities and the priorities and expectations of parent, community and principals' groups in the Region, were developed and implemented. Key goals were to ensure quality educational provision for all students, improved learning outcomes for Aboriginal students, services to meet the diverse requirements of students with special needs, and a focus on building leadership capacity at all levels.

During 2006 Mr Kennedy provided strategic advice in the development of policy as a member of the senior management team of the Office of Schools, the Board of Management Finance and Resources sub-committee and the TAFE NSW - Illawarra Institute Advisory Council. He led the establishment of the inaugural Committee of Cooperation between the University of Wollongong and the Illawarra and South East Region.

In 2006 the first regional audit of governance and management structures was undertaken and the region was commended for the significant progress it has made in the development and implementation of an effective management and governance framework. The Region's budget is in excess of \$10 million.

Mr Kennedy has placed a strong emphasis on establishing and fostering robust consultative mechanisms in the region with key stakeholders including principals' and parent groups, the Regional Aboriginal Education Consultative Group, industrial groups and government agency senior managers. He has fostered school development through targeted intervention and support and the strategic allocation of regional resources. Risk management practices established and implemented in 2005-06 to support safer working environments have resulted in a significant improvement in OHS performance.

## PHIL LAMBERT

Regional Director, Sydney  
SES Level 5 - \$222,590

Dr Lambert maintained a culture of continuous improvement in Sydney Region using performance data to inform regional and school planning and to enhance student learning. This included the implementation of a comprehensive Service Delivery Strategy and governance model that reflected the priorities of the Department and parent and principals' groups in Sydney Region. Key initiatives in this Strategy include:

- Implementation of an electronic data system to support the transition of students from primary to secondary schools
- Conducting high quality public celebrations such as the Opening of the 2006 School Year event, Harmony Day, the Sydney Region Music, Dance, Drama and Film Festivals and Not Just a Brush visual arts exhibition
- Innovative approaches to using technology across the curriculum K-12
- A comprehensive leadership development program supporting the professional learning needs of school leaders
- Enhancements to the Sydney Region website, with comprehensive information about the Region's services and procedures
- Developing transparent and equitable asset management processes for prioritising major and minor works.

Dr Lambert provided leadership to eight School Education Directors and three School Development Officers, using structured activities to support the officers to contribute to cultural change, making effective use of resources and achieve operational and policy objectives.

Strong relationships were built with the Region's partners from the tertiary sector, parent and community groups, principal associations, and the business community. He used various opportunities to highlight the achievements of schools in Sydney Region, which were many. These achievements included continued significant increase in student enrolments, the performance of both comprehensive and selective high schools in external assessments, improved performance of individual schools with high numbers of Aboriginal students, and various awards presented to schools, principals, teachers and students at both state and national levels.

In 2006 Dr Lambert represented the DET and NSW on various groups and Boards including:

- The Redfern-Waterloo Human Services and Employment Advisory Groups
- The South East Sydney Senior Officers Group (Chair)
- The University of Sydney (Faculty of Education and Social Work) Advisory Board
- The Australian Children's Television Foundation Board.

Dr Lambert agreed to be patron of the Early Childhood Education Council for a further year and in June he was conferred Adjunct Associate Professor by the University of Sydney.

### ROBYN MCKERIHAN

General Manager, Access and Equity  
SES Level 5 - \$243,000  
Appointed 10 January 2005

Ms McKerihan is responsible for leadership, development and implementation of strategic policy and operational advice in Aboriginal Education and Training, Disability Programs, Distance Education, Early Childhood and Interagency Programs, Equity and Student Welfare.

During 2006 Ms McKerihan's priority objectives included addressing the significant performance disparity of Indigenous and disadvantaged students in comparison with the broader student cohort, and strengthening the focus on support for quality teaching and learning while ensuring school accountability to the local school community, Department and Government.

Under Ms McKerihan's leadership, one of the Department's most innovative approaches to closing the gap between Aboriginal and non-Aboriginal student outcomes was established. In 2006 the Schools in Partnership initiative commenced in 10 schools with significant Aboriginal student populations and has achieved good results in its first year. Ms McKerihan has also made a significant contribution to the NSW Government's Aboriginal Affairs Plan, *Two Ways Together*, through her leadership and management of the Families and Communities Cluster.

The Government's Special Education Initiative 2005-2007 delivered more than 700 additional teachers' aide special positions in schools. The establishment of the Early Childhood and Interagency Programs Directorate brought together the Early Childhood Unit and the Community Grants Program. Strong connections have been built with partner agencies involved in school based interagency programs and peak non-government organisations. Ms McKerihan has also made a significant contribution to the NSW Government Preschool Investment Reform Plan.

Under Ms McKerihan's leadership:

- An additional \$3.5million was approved to assist schools with newly arrived rural, remote and refugee students requiring English as a Second Language support
- Schools and regions have a wider range of options to manage students with disruptive behaviour to successfully return to school or transition into other educational or work pathways through the establishment of new suspension centres, behaviour schools and tutorial centres
- A number of initiatives were implemented to manage the health care needs of students at risk of anaphylaxis, including a comprehensive set of guidelines for all schools and the delivery of an awareness training program to all school staff.

The General Manager's position has facilitated integrated service delivery across 5 directorates ensuring a collaborative approach to equity and access issues, facilitating the delivery of core government commitments.

## BARRY PEDDLE

Institute Director, South Western Sydney Institute  
SES Level 5, \$230,825

In addition to leading TAFE NSW - South Western Sydney Institute, Mr Peddle provided advice on a range of State and national strategic issues through his involvement in various committees and ministerial appointments. His ministerial appointments include the NSW Board of Adult and Community Education, the NSW Vocational Education and Training Accreditation Board and the Illawarra Regional Development Board.

Mr Peddle's priority objectives were to provide advice in relation to Skilling Australia's workforce legislation and workplace reform through the TAFE Peak Executive Performance Management Group and lead Institute Planning Managers to implement a planning framework across TAFE NSW. This framework will help Institutes meet the requirements of the Commonwealth Bilateral Agreement and VET Plan, implement a whole-of-business planning and delivery model for business and management processes, and increase commercial revenue and industry and community partnerships.

Mr Peddle has designed new governance arrangements and a senior management structure to position South Western Sydney Institute for the increasingly competitive environment of vocational education and training and to meet changing Commonwealth and State Government priorities. The model is based upon a whole-of-business approach.

Mr Peddle is Chair of TAFE Directors Australia. TAFE Directors Australia promotes wider public recognition of the strategic role of TAFE in Australia as the public provider of vocational education and training and the major contribution TAFE makes to Australia's economic and social development. In addition, Mr Peddle represents Australian TAFE Directors on the World Federation of Colleges and Polytechnics.

Mr Peddle managed the TAFE NSW WorldSkills portfolio and is a Board Member of Worldskills Australia. During this time, there has been an increase in the number of TAFE NSW competitors at national and international levels. Mr Peddle also represents TAFE NSW on the DET Finance and Resources Committee.

## PETER RIORDAN

General Manager, Industrial Relations and Employee Services  
SES Level 5, \$247,300  
Group General Manager, Corporate Services  
20 November 2006

As General Manager, Industrial Relations and Employment Services, Mr Riordan provided advice on a range of industrial relations and employment services issues that included new Guidelines for the Management of Conduct and Performance of teaching staff, new disciplinary arrangement for teachers, significant discrimination issues, OHS policies, amendments to key education legislation, WorkChoices legislation and other areas of the industrial relations environment impacting upon the operations of the Department.

As part of his priority objectives Mr Riordan supported and led the process to amend the *Teaching Service Act 1980* and the *Education Act 1990* to: implement new disciplinary

arrangements for teachers together with supporting guidelines; provide greater powers to the Director-General in relation to the enrolment of violent students; and protect the privacy of student reports. Mr Riordan also improved the Department's performance in the area of OHS by introducing new programs, providing training to workplace managers and achieving OHS performance targets.

Mr Riordan successfully negotiated the transfer of TAFE NSW Administrative and Support Staff to the employment of the Department under the *Public Sector Employment and Management Act 2002*. Mr Riordan also ensured that TAFE met its requirements under the *Skilling Australia's Workforce Act 2005* through the reform of industrial practices.

As Group General Manager, Corporate Services, Mr Riordan also provided leadership in the management of the Department's recruitment, retention and career development of teachers and all other employees.

Mr Riordan's priority objectives also included the provision of resources and services to core teaching and learning activities and to meet government commitments in relation to class size reduction and Aboriginal education. Other priorities were to improve teacher recruitment and staffing of schools; improve OHS performance; and to lead discussions with central agencies over the progression of the Learning Management and Business Reform program.

### **GILLIAN SHADWICK**

General Manager, Learning and Development  
SES Level 5 - \$234,000

Ms Shadwick is responsible for leadership in Curriculum, Educational Measurement and School Accountability, Professional Learning and Leadership Development, Vocational Education in Schools and Strategic Initiatives.

Ms Shadwick's primary objectives were to improve learning outcomes for students, improve student and school reporting, build the professional and leadership capacity of school staff, support the NSW Quality Teaching model, improve student transition from primary to secondary school, expand vocational pathways, strengthen school improvement and accountability and raise the profile of public schools.

The strategic outcomes achieved include:

- Development of State Literacy and the State Numeracy Plans 2006-2008
- A plain English student report format providing parents with clear and consistent information about their child's achievements and effort
- A new annual school report approach that provides parents with better information and schools with greater flexibility and autonomy
- The Early Years Strategy, Middle Years Strategy and Later Years Strategy
- A Connected Outcomes Groups approach to assist primary teachers with curriculum planning and programming across Key Learning Areas
- An enhanced School Measurement, Assessment and Reporting Toolkit pack to assist schools and regions identify strategic issues and improvement areas
- An on-line Professional Learning Continuum for principals, school executive, teachers and school administrative staff

- A suite of new leadership programs for aspiring, newly appointed and experienced school leaders
- Three Stages of Learning conferences attracting over 1000 teachers and leaders from schools and TAFE.

Ms Shadwick provided strategic advice on the proposed national testing program, reporting school performance, gifted and talented education and educational research. The establishment of Trade Schools to enable students to undertake school-based apprenticeships and growth in Vocational Education opportunities in years 9 and 10 was supported. The statewide Sports and Arts programs were expanded and more staff gained awards and recognition, including Premier's scholarships.

In 2006, Ms Shadwick focused on building capacity within the Schools Portfolio through development of staff knowledge and skills in the areas of policy and strategy development, risk management, project management and public sector ethics and accountability.

Ms Shadwick was a member of the Quality Teaching Council of the NSW Institute of Teachers and the Asia Education Board.

## **DEONNE SMITH**

Regional Director, Northern Sydney Region  
SES Level 5, \$221,000

Ms Smith has continued to successfully lead and manage the Northern Sydney Region which comprises 170 schools and six school education networks. This year the Region had an enrolment increase of more than 1200 students, a high proportion of which were from the private sector.

Ms Smith's primary objective focused on further improving educational outcomes for students across the Northern Sydney Region. Achievements include:

- Improvement in student learning outcomes and student attainment results that were well above the state average
- Improved student access to Vocational Training opportunities
- Aboriginal student achievement results above state and regional targets
- Development and implementation of a very successful Teacher Professional Development Program
- Implementation of an innovative Leadership Development Strategy
- Significant increase in the proportion of schools working in collaborative Community of Schools relationships
- Development of regional strategies in Environmental Sustainability and Science.

A significant increase in partnerships and alliances with local councils, community groups, small business, parents, universities, TAFE and other government agencies and the implementation of many of the recommendations arising from the Review of Aboriginal Education were achieved in 2006.

Ms Smith provided high level strategic advice to the Minister and senior departmental officers. She also provided policy and strategic advice to the Department's Board of Management, the Board of Management Planning and Performance sub committee, the Strategic Research and Evaluation Committee, the Educational Measurement and

School Accountability Directorate, the International Students Review, the Early Years State Conference Committee and the Department's Contact Improvement Reference Group.

Ms Smith represented the Department at the International Education Leaders Dialogue in Toronto Canada, and is Chairperson of the Board of the Macquarie University ICT Centre, the Leadership Fellowship selection panel, the Premier's Visy Industries Australian Military History Teacher Awards selection panel and a member of the Aboriginal Culture and Heritage Working Party.

Risk assessment and management practices were adopted in the regulation of Vocational Education and Training practices and in the establishment and management of regional student support processes and placement panel protocols. All senior officers undertook OHS training.

### **STEPHEN WILSON**

Chief Information Officer  
SES Level 5, \$267,300

Mr Wilson's responsibilities include managing the Department's Information Technology Directorate (ITD). ITD is responsible for the implementation of the Government's policy concerning technology including: provision of Internet to schools and TAFE colleges, improved technical support for schools, and e-learning accounts for staff and students in schools and TAFE colleges.

Governance arrangements remained high on the agenda during 2006 with the publishing of the *DET Information and Communication Technology (ICT) Strategic Plan 2006-2008* and work commencing on development of the supporting programs of work.

Mr Wilson provided leadership on matters relating to the provision of access to state-of-the-art information technology to students and teachers in NSW Government schools and TAFE colleges. This included the provision of computers to government schools, the continued upgrading of network links, and enhancements in line with the NSW Government's Electronic Service Delivery agenda.

During 2006, Mr Wilson oversaw the implementation of 801,564 e-learning accounts which provide authenticated access to the Internet which improves the security of staff and students when browsing the net. These accounts also provide staff and students with access to email and a personalised portal.

Under Mr Wilson's leadership ITD developed and delivered a web enabled school based student reporting tool integrated to the e-learning accounts. This tool enhanced the options available to teachers to generate student reports.

Mr Wilson was also responsible for the delivery of a further 25,000 computers to schools during 2006 under the four year \$556 million Technology for Learning (T4L) program; building on the 39,000 computers delivered in 2005. 2006 saw the completion of recruitment of 129 additional information technology professionals employed under the T4L program to assist schools with ICT support.

## APPENDIX 6: BOARDS AND COMMITTEES

Senior officers of the Department of Education and Training are members of statutory bodies and significant inter-departmental committees. The Board of Management is the NSW Department of Education and Training's key decision making body. The Board, chaired by the Director-General, exercises two key responsibilities: first, translating government policy into action and setting strategic directions for the implementation of policy; and secondly, dealing with operational issues where a cross-portfolio approach is required. The members of the Board of Management as at 31 December 2006 and their membership of statutory bodies and committees are listed below:

### ANDREW CAPPIE-WOOD

Director-General of Education and Training  
 Managing Director of TAFE NSW  
 BA; MTCP; Grad Dip UEM; Hon MCIH (UK); FIPAA  
 President, Institute of Public Administration Australia (NSW)  
 Chair, Schools Resourcing Task Force of the Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA)  
 Chief Executive Officers' Committee  
 Human Services Chief Executive Officers' Cluster Group  
 Aboriginal Affairs Chief Executive Officers' Group  
 Australian Education Systems Officials Committee - MCEETYA  
 Chair, Curriculum Corporation  
 Board Member, education.au limited  
 NSW Board of Vocational Education and Training  
 NSW TAFE Commission Board  
 NSW Vocational Education and Training Accreditation Board  
 Board Member ACER  
 Co-chair, Skills Council

### TREVOR FLETCHER

Deputy Director-General, Schools  
 B Ed; Dip Teach  
 Member, NSW Board of Studies  
 Chair, Director-General's Advisory Group on Multicultural Education and Training  
 Co-chair Task Force VAR  
 Chair, Board of Management Information Technology subcommittee  
 Member, Steering Committee, National Institute for Quality Teaching and School Leadership  
 Co-chair, State Steering Committee, Murdi Paaki Regional Council

### MARIE PERSSON

Deputy Director-General, TAFE and Community Education  
 BA; Dip Ed; MEd; MACE; FAIM; FAICD  
 Chair, TAFE Peak Executive Group  
 Chair, Education Strategy Committee  
 Chair, Educational Futures Forum  
 Chair, DET Finance and Resources Sub-Committee  
 Member, NSW Board of Studies  
 Member, YWCA Board  
 Member, Women Chief of Enterprises

### **LESLIE LOBLE**

Deputy Director-General, Strategic Planning and Regulation  
BSc; MPub Admin  
Chair, Australian Information and Communications Technology in Education Committee  
MCEETYA Schools Resourcing Taskforce  
NSW Board of Studies  
NSW Board of Vocational Education and Training  
NSW Board of Vocational Education and Training Industry Skills Forum  
Chair, NSW Non-Government Schools Advisory Committee  
Chair, NSW Board of Studies National Issues Working Party  
Chair, NSW Board of Studies Strategic Planning Working Group

### **KEN DIXON**

Group General Manager, Corporate Services  
BComm; FCPA  
Member, MCEETYA ICT in Schools Task Force

### **PETER RIORDAN**

Group General Manager, Corporate Services  
BComm, MLLR, MBA  
Member, NSW Workplace Health and Safety Strategy Review Committee  
Member, Treasury Managed Fund Advisory Board  
Member, Advisory Board Work and Organisational Studies, Sydney University  
Member, Working Together Steering Committee

### **CHRIS RYAN**

Executive Director, Strategic Relations and Communication  
BA; DipEd; MA  
NSW Talent Development Board  
Chair, School Promotions Strategy Reference Group

### **New Committees**

NSW State Values Education Co-ordinating Advisory Committee  
This cross-sectoral group provides advice on directions for values and values education initiatives across NSW.

Aboriginal Education and Training Curriculum Consortium  
A consortium of Aboriginal Education and Training Directorate, Board of Studies, Curriculum K -12 and the Aboriginal Education Consultative Group, working together to develop Aboriginal Education plans in the areas of Aboriginal Studies, Aboriginal Languages, TAFE, Literacy and Numeracy.

TAFE Business Council  
The TAFE Business Council is chaired by the Deputy Director-General TAFE and Community Education and comprises the General Manager TAFE Business, the Director National Business Office, TAFE NSW Institute Directors and the DET Corporate Marketing Director. The Council's role and focus are on strategic elements of large client

management, TAFE commercial marketing strategy, competitive positioning and business development.

#### NSW Drug and Alcohol Workforce Development Council

A Ministerial Council with a whole of government role established as a result of the 2003 Summit on Alcohol Abuse to provide advice and strategic leadership to the State Government on drug and alcohol workforce development, and the monitoring and support of related initiatives. The Council is chaired by the General Manager, TAFE Strategy on behalf of the Director-General of Education and Training.

### **Committees**

Adult Migrant English Program Community Consultative Council

Advisory Group on the Biennial State Athletics and Swimming Carnival and Camp for Students with an Intellectual Disability

Building Bridges: Enterprise learning in the Middle Years Project Reference Group

Commercialisation of Courses Committee

Director-General's Consultative Committee on Special Religious Education

Equity Strategy Committee

Helping Young People at Risk Program State Steering Committee

Improving Teacher Quality and School Leadership Capacity Working Group (MCEETYA)

Leading Australia's School Reference Group (Teaching Australia)

NSW Drug and Alcohol Workforce Development Council

Mainstream Enrolment via the Internet Steering Committee

Marketing Reference Group

NSW BVET State Advisory Committee for Work Placement Co-ordination

NSW DET Professional Learning Course Registration Committee (NSW Institute of Teachers)

NSW Institute of Teachers Professional Learning Endorsement and Advisory Committee

Premier's Reading Challenge Book Panel

Premier's Reading Challenge Committee

Professional Learning and Leadership Development Reference Group

Quality Teaching Awards Steering Committee

Quality Teaching Council (NSW Institute of Teachers)

Recognition Steering Committee

Schools Portfolio Strategic Research Advisory Group

Scope of Registration Monitoring Group

State Literacy and Numeracy Plans Reference Group

Strategic Research Advisory Committee

Student Course Information Steering Committee

Systemic Implications of Pedagogy and Achievement Advisory Committee (University of Newcastle)

Systemic Implications of Pedagogy and Achievement Steering Committee (University of Newcastle)

TAFE/Department of Corrective Services Monitoring and Liaison Committee

TAFE NSW Accreditation Council

TAFE NSW Library Strategy Group

TAFE Online Stage 2 Steering Committee

TAFE Peak Executive Group - Education Strategy Committee

TAFE Peak Executive Group - Equity Committee

TAFE Peak Executive Group - Systems Committee

TAFE Peak Executive Group - Planning and Review Committee

TAFE Peak Executive Group - Student Services Administration and Planning Committee

TAFECard Steering Committee

**Committees no longer Functioning**

Adult and Community Education/TAFE Strategic Plan Implementation Committee

Asthma Friendly Schools Steering Committee

Campus Management Systems Steering Committee

Higher Education Academic Board

NSW School Canteen Strategy Advisory Group

Primary Education Development Committee

School Libraries Working Group

Student Mobility (Interstate Student Data Transfer Note) Working Group

Summer Schools Industry Reference Group

TAFE Women's Advisory Group (rolled into the Equity Strategy Committee)

Training Agenda Advisory Board

TAFE NSW Animal Care and Ethics Board

**6.1 External Boards**

Members	Position in the community	Qualifications
<b>TAFE Commission Board</b>		
Sandra Yates AO (Chair)	Member, Advisory Board Saatchi & Saatchi Australia; Chair, Sydney Writers' Festival	AO, FAICD, FAIM, FAMI
Dr Doreen Clark	Director, Board of Insearch Pty Ltd; Company Director	AM, PhD, HC, FTSE, FRACI
Andrew Cappie-Wood	Director-General, Education and Training; Managing Director of TAFE NSW	BA, MTCP, Grad Dip UEM (Hon), MCIH(UK), FIPAA
Anne De Salis	Consultant	MA (Econ)
Warren Grimshaw	Chair, Australian Qualifications Framework Advisory Board	AM, B Bus, Dip Pub Admin
Steve Harrison	Managing Director, Industrial Development Australia Pty Ltd	BA, LLB
Andrew Hegedus	Director, Girrwaawa Designs Pty Ltd	
Loftus Harris	Director-General, Department of State and Regional Development	BA, FAICD
Melanie O'Connor	Managing Director, The Academy Network Pty Ltd	BA, MBA
Marie Persson	Deputy Director-General, TAFE and Community Education	BA, Dip Ed, M Ed, FAIM, FAICD, MACE
Kaye Schofield	Director, Kaye Schofield and Associates Pty Ltd; Chair, Board of Adult and Community Education	BA, Dip Ed, MEd
Geoff Turnbull	President, TAFE Teachers' Association; Vice-President, NSW Teachers' Federation	BA, Dip Ed
Doug Wright	Special Representative, Australian Industry Group	AM, BEc, BA
<b>TAFE NSW Animal Welfare Council</b>		
David Manning (Chair)	President, Orange Conservatorium of Music; Secretary and Past President, Rotary Club of Orange	
Margie Fixter	Director, Educational Delivery - Orange, Parkes, Forbes and Condolin Campuses and Primary Industries and Natural Resources, TAFE NSW - Western Institute	

Members	Position in the community	Qualifications
Peter Cowan-Lunn	Director, Education - Primary Industries, Environment, Tourism and Hospitality (Richmond/Blue Mountains College) TAFE NSW - Western	
Dr Mark Kelman	Veterinarian, Sylvania Veterinary Clinic	
Loiuse O'Brien	Actively involved with WIRES and the rescuing and nursing of sick animals	
Tony Croker	Regional Team Leader, RSPCA	
Jenny Bradley	Director on the Tooraweenah Prime Lamb Marketing Cooperative	
Peter Batten	Associate Director, TAFE NSW Primary Industries and Natural Resources Curriculum Centre	
Michael Bourke	Program Manager, Intensive Agriculture, TAFE NSW Primary Industries and Natural Resources Curriculum Centre	
<b>Board of Adult and Community Education</b>		
Kaye Schofield (Chair)	Director, Kaye Schofield and Associates Pty Ltd; Member, NSW TAFE Commission Board	BA, Dip Ed, MEd
John Berryman	Chief Executive, Royal Institute for Deaf and Blind Children	BSc, MA, MEd
Bronwyn Clinch	Executive Officer, Barraba Community Learning Association	
Helen de Silva Joyce	Director, Community and Migrant Education	BA, Dip TESL, MED
Cathy Duncan (resigned 24 November)	Director, Culture and Reputation Aboriginal Employment Strategy Ltd; Member, Board of Vocational Education and Training	
Cristina Fica	Community Programs Manager, The Smith Family	BA
Sue Lister	Managing Director, The AdClinic Pty Ltd	
Debbie Littlehales	Manager, Kiama Community College; Executive Member, Community Colleges NSW	BA (Hons)
Dr John McIntyre	Consultant	BEd, MEd, PhD
Barry Peddle	Director, TAFE NSW - South Western Sydney Institute	BEd, Med
Marie Persson	Deputy Director-General, TAFE and Community Education	BA, Dip Ed, M Ed, FAIM, FAICD, MACE
Richard Pinder	Executive Officer, Workers' Educational Association, Sydney	BA (Hons), Cert Ed
Davina Tyrell	Executive Member, NSW Aboriginal Education Consultative Group	

Vocational Training Tribunal		
Associations and Representatives	Associations and Representatives	Associations and Representatives
<b>Australian Hotels Assoc. NSW</b>	<b>Master Farriers Assoc. of NSW</b>	<b>Restaurant Catering Assoc. of NSW</b>
Angela Murray	Malcolm Hunt	John Walker
<b>Australian Industry Group</b>	Lewis Cini	Robert Goldman
Paul Hennessy	Master Painters Assoc. of NSW	Robyn McDonald
John Quick	Donald Gray	<b>State Transit Authority</b>
Gail Silman	Dennis O'Sullivan	Roland Ford
David Tiller	<b>Master Plumbers &amp; Mechanical Contractors Assn of NSW</b>	<b>TAFE NSW</b>
<b>Australian Manufacturing Worker's Union</b>	Stephen Mewett	Aian Soden
Anthony Alderson	<b>Master Tilers, Slaters and Shinglers Assoc.</b>	Alan Wetherill
Garry Hingle	Richard Herron	Greg Chapman
Bruce McLeod	Keith McKenzie	Julia Nancarrow
Steve Johnson	MEGT (Australia) LTD	Steve Parkinson
Matthew Lowe	Debra Nooyen	Ross Petersen
Amanda Perkins	Motor Traders Assoc. of NSW	Chris Lloyd
Harry Delaney	Gregory Hatton	Glenn Way
<b>Australian Meat Industry Employees Assoc.</b>	Bruce Perkins	Gail McRae
Patricia Fernandez	Clare Chalk	Pat Fiddler
Peter Usher	Ian Rolfe	Mike Frew
<b>Australian Workers Union</b>	James L McCall	Stephen Johnson
Cecil Bodnar	<b>National Electrical and Communication Assoc.</b>	Merv Edwards
Vernon Falconer	John Cambridge	Brad Polak
Robert O'Neill	Gerard Ping-Nam	Lynsay Robertson
Claire Trimmer	Barry Dawson	Derry Thomas
<b>Construction Forestry Mining and Energy Union</b>	Robert Dixon	Derek J Page
Terry Kesby	<b>National Meat Assoc. of Australia</b>	Neroli Cassidy
Rita Mallia	Kenneth McKell	Anita Carty
Keryn McWhinney	<b>National Precast Concrete Assoc.</b>	Bruce Blackshaw
<b>Electrical Trades Union of Australia</b>	Brian Mallon	Richard W Swan
James MacFadyen	<b>NSW Furnishing Industry</b>	Charles Wright
Bernard Riordan	Martin Lewis	John Shearston
William Woolridge	<b>NSW Golf Assoc.</b>	William K Beck
Mick Doust	Brian Speechly	Craig Henningham
Colin T Harris	<b>Printing Industry Assoc. of Australi</b>	Louise Frankiewicz
<b>Hospitality Training Network of NSW</b>	Kenneth Stenner	Richard Sproge
Bronwyn Willits	<b>Professional Hairdresser's Assoc.</b>	Terry Cross
David J Younie	Jack Fitzgerald	Rod Creed
<b>International Association of Tricholog</b>	Linden Swan	Debby Atkinson
Jon Williams	Maureen Harding	Stephen Davies
<b>Labor Council of NSW</b>	Fiona Heslop	Ian A Paul
Mark Boyd	George Harris	Noel Munkman
Peter McPherson	Kylie Dwyer	Phillip Evans
<b>Master Builders Assoc. of NSW</b>	Wendy Blair	Glenn Williamson
Donna King	<b>QANTAS</b>	Narelle Goiser
Sharon Underwood	Russell Burgess	Trevor Smith
Peter Glover	<b>Rail Tram and Bus Union</b>	Derek Wotherspoon
Bill Potocki	Peter Jenkins	Cheryl McGregor
Omesh Jethwani	James Clark	Graeme M Smith
		Gary Sewell

## APPENDIX 7: CONTROLLED ENTITIES

Names of Controlled Entities	Details of objectives, operations and activities	Measures of performance
NSW Adult Migrant English Service	The NSW Adult Migrant English Services (AMES) helps newly arrived migrants to study English, enabling them to participate in the community, education and work. AMES is recognised as a high-quality provider of languages and literacy education. Courses are offered at AMES centres, workplaces and community venues and through distance education and home tutoring.	Legislative compliance. Budget targets achieved.
NSW TAFE Commission	The NSW TAFE Commission (TAFE NSW) is a network of Institutes that train people to work. TAFE NSW offers a wide range of nationally recognised courses that are based on industry-set standards at campuses across the State. TAFE NSW courses are delivered on campus, flexibly in the workplace or remotely, often by the internet. In 2005 there were more than half a million enrolments in TAFE NSW institutes. TAFE NSW goals are to provide the skills and values for innovation, growth, prosperity and social cohesion and to deliver a dynamic and responsive system of public education and training.	Legislative compliance. Budget and business plan targets achieved.
TAFE Commission Division	The TAFE Commission Division is a division of the Government Service, established on 17 March 2006 pursuant to Part 2 of Schedule 1 to the Public Sector Employment and Management Act 2002. The Division is a not for profit entity with the objective of providing personnel services to its parent the NSW TAFE Commission. The division commenced operations on 17 March 2006 when it assumed responsibility for the teaching, educational and Institute Management staff and related employee related liabilities of the NSW TAFE Commission.	Legislative compliance.
TAFE GLOBAL Pty Ltd	TAFE Global Pty Ltd is a wholly owned entity of the NSW TAFE Commission. TAFE Global Pty Ltd was incorporated in 2000 and commenced operations in 2001. The entity undertakes commercial activities relating to vocational education and training both within Australia and overseas. On 31 August 2006, the Director-General announced his intention to transition the activities of TAFE Global Pty Ltd into a newly formed International Business Office of the Department and to wind up TAFE Global. The functions and activities previously undertaken by TAFE Global Pty Ltd are being transferred to the Department and amalgamated as part of the new international business group.	Budget and business plan targets achieved

## APPENDIX 8: FREEDOM OF INFORMATION

### Facilities for Public Access

Access to registered files and administrative reports of an internal nature which are less than 30 years old can be obtained by lodging a Freedom of Information (FOI) application. If the information sought is personal information, it may also be sought under the Privacy and Personal Information Protection Act.

Access to documents over 30 years old, which are generally located at the Government Records Repository or at State Archives, is governed by a series of departmental access directions which generally ensure open public access except where there are specific reasons to restrict it, such as the personal or commercial sensitivity of the information. In some such cases limited access may still be afforded, though with certain areas of documents having been masked. The State Records Authority maintains a public register of access directions available for inspection, including those for the Department.

### **Circumstances and Outcomes of Investigations or Applications for Review**

The Department dealt with 14 applications for external review, nine received from the Office of the Ombudsman and five from the Administrative Decisions Tribunal (ADT). In the Ombudsman matters the applicants, having received documents pursuant to an FOI application, were of the view that there were more documents held by the Department and/or were unhappy with the exemption of certain material. After conducting preliminary enquiries the Ombudsman's Office declined to deal further with eight of the matters deeming that the Department had considered all documents relevant to the request, that the searches for documents had been reasonable and thorough and/or that the exemptions had been reasonably based. In the other matter, the Department modified its decision at the suggestion of the Ombudsman. In relation to the ADT cases, the matters are still being heard.

### **Third Party Consultation**

In 2006, 14 applications were received which required third party consultation. Eight were personal applications and six were non-personal applications.

### **Internal Reviews**

In 2006, 15 applicants exercised their rights under the Act to an internal review. All of the applications for review related to disputes over material that had been determined to be exempt, or to claims that further relevant documents were held by the Department and had not been considered. Eleven of the reviews related to personal applications and four to non-personal applications. In two of the personal applications, the initial determination was varied. In all the other cases, the initial determination was upheld.

### **Overview of major issues arisen during the year**

There was again a significant increase (18%) in the overall number of applications when compared to 2005.

Personal requests accounted for 69% and non-personal requests accounted for 31% of all requests. There was again an increase in the number of solicitors and legal firms making personal applications, while over 50% of non-personal applications were from media organisations. Over 80% of applicants were provided with access to all or some of the documents sought. There was a slight increase in the number of applications refused, although the proportion remained the same as in 2005 (9%). The overwhelming majority of cases where applications were refused were non-personal applications where processing charges were not received from applicants.

### 8.1 Freedom of Information (FOI) statistics for 2006

FOI Requests	Personal	Non-Personal	Total
New	250	112	362
Brought forward	19	19	38
Total to be processed	269	131	400
Completed	258	93	351
Transferred out	0	0	0
Withdrawn	7	2	9
Total Processed	265	95	360
Carried forward	4	36	40

**Source:** DET, Industrial Relations and Employee Services

Result of Request	Personal	Non-Personal	Total
Granted in full	101	54	155
Granted in part	131	12	143
Granted subject to Deferral	0	0	0
Refused	8	25	33
Withdrawn	7	2	9
Documents not held	18	2	20
Transferred to another agency	0	0	0
<b>Total</b>	<b>265</b>	<b>95</b>	<b>360</b>

**Source:** DET, Industrial Relations and Employee Services

Elapsed Time	Personal	Non-Personal	Total
0-21 days	181	20	201
21-35 days <sup>1</sup>	55	36	91
Over 35 days <sup>1</sup>	29	39	68
<b>Totals</b>	<b>265</b>	<b>95</b>	<b>360</b>

1: The number of days elapsed does not reflect the number of days during which the Department was actively dealing with the application. It measures the number of days between receipt and complete determination.

**Source:** DET, Industrial Relations and Employee Services

Processing Time	Personal	Non-Personal	Total
0-10 hours	148	20	168
11-20 hours	66	52	118
21-40 hours	44	9	53
Over 40 hours	7	14	21
<b>Totals</b>	<b>265</b>	<b>95</b>	<b>360</b>

**Source:** DET, Industrial Relations and Employee Services

### 8.2 Internal reviews

Grounds for Review	Personal		Non-Personal	
	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied
Access refused	0	0	0	0
Exempt matter	9	2	4	0

**Source:** DET, Industrial Relations and Employee Services

## APPENDIX 9: OVERSEAS VISITS

The categories for the purpose of travel are briefly defined as:

- Student excursion - Staff members who accompany students on excursions overseas to increase understanding of other cultures
- Professional Development - Staff members who travel overseas to attend and/or present at conferences or participate in study tours
- Scholarship program - Staff members awarded scholarships to further their professional skills and knowledge
- Exchange program - Teachers who exchange places with a teacher from another country
- Educational exports - Staff members who travel overseas to manage partnerships, programs, carry out quality assurance of assessment or delivery, teach, train or assess students, develop business relationships, due diligence and negotiate and sign contracts
- International student recruitment - Staff members who travel overseas to recruit inbound full fee-paying international students to the NSW school sector or TAFE NSW.

### 9.1 Overseas Visits

Purpose of Visit	Source of Funds			Total No of Staff
	External/Commercial	Individual/Community	Dept/TAFE Core Funds	
Student excursion	1	168	4	173
Professional Development	*15	**18	16	49
Scholarship program	23	-	1	24
Exchange program	2	27	3	32
Educational Exports	124	2	12	138
International Student recruitment	15	-	22	37

**Source:** DET, Finance and Administration

\* for 2 of these trips the officer received some Departmental support.

\*\* for 3 of these trips the officer received some Departmental support.

## APPENDIX 10: ETHNIC AFFAIRS PRIORITIES STATEMENT

The Department of Education and Training is required to develop an Ethnic Affairs Priorities Statement (EAPS) Report and Plan that demonstrates how it addresses the education and training needs of the culturally and linguistically diverse peoples of NSW.

The EAPS Report 2006 provides an overview of activities of the Department which:

- Support the particular learning needs of students from diverse cultural and linguistic backgrounds through the provision of specific programs and services
- Promote community harmony through programs which counter racism and intolerance and develop understanding of cultural, linguistic and religious differences
- Meet the education and training needs of a culturally and linguistically diverse society.

## OUTCOME 1

Ethnic affairs strategies are informed by data analysis, research and evaluation, and integrated into the planning, evaluation and accountability cycles of the Department.

### Achievements

- The EAPS Plan was incorporated into the DET Planning and Reporting Framework 2006-2008 as a key enabling plan
- In 2006, the EAPS reporting process was streamlined by the introduction of an online collection process
- The Promoting Community Harmony and Challenging Racism in Schools Policy Forum was conducted for regional and state office representatives to clarify responsibilities and strategies to support schools in the implementation of the Cultural Diversity and Community Relations Policy: Multicultural Education in Schools and the Anti-Racism Policy
- All regions, TAFE Institutes and state office directorates developed an EAPS Plan 2007 and reported on planning and delivery of ethnic affairs programs and services during 2006.

### Strategies

Allocating a budget in 2005-06 for students and clients from Language Backgrounds Other Than English (LBOTE) included:

- \$95.4 million for English as a Second Language (ESL) and ESL New Arrivals Programs for school students from LBOTE
- \$26 million for the Adult Migrant English Service
- \$1.8 million for the Skillmax Program
- \$2,128,131 for the NSW Community Languages Schools Program
- \$753,702 to support Links to Learning Program projects aimed at assisting students from culturally and linguistically diverse backgrounds at risk of disengaging from education and training to access and participate in education or accredited training
- \$4.7 million to support multicultural education strategies in schools including support for anti-racism education, culturally inclusive curriculum development and refugee education strategies to foster positive community relations and build links with culturally and linguistically diverse communities
- \$700,812 to support the use of interpreters in schools
- \$2 million allocated to Community Colleges for language and literacy programs.

Reviewing departmental data collection processes for schools to ensure a standardised approach to collecting and reporting on learning outcomes data of LBOTE students.

Providing training and assistance for schools and TAFE NSW Institute staff and Adult and Community Education providers to improve the reliability and accuracy of data that assists in planning and evaluating programs and services to meet the education and training needs of students from culturally and linguistically diverse backgrounds.

### Challenges and future directions

Review the EAPS reporting mechanisms to identify possible areas for improvement.

### OUTCOME 2

The Department's programs and services meet the needs of a culturally and linguistically diverse community and are informed by community consultation.

#### Achievements

- ESL tuition was provided for 85,065 ESL students, including 7,299 newly arrived ESL students, at 750 schools, 14 Intensive English Centres and the Intensive English High School
- 46,000 primary school students studied one of 31 languages through the *Community Languages Program K-6* and 4,850 secondary school students studied one of 24 languages at the Saturday School of Community Languages
- The Cultural Exchange Program was expanded and currently includes over 70 schools registered on the program's website <http://www.culturalexchange.nsw.edu.au>
- The inaugural Student Partnerships Conference was attended by over 300 students, teachers and community members and opened by the Premier of NSW in March 2006. The conference showcased successful cultural exchange programs between NSW schools aimed at developing a greater understanding of Australia's cultural and ethno-religious diversity and promoting community harmony
- Under the NSW Government's *Youth Partnership with Pacific Communities*, education initiatives including *Homework Support*, *Student Mentoring*, *Parent/School Partnerships*, *Student Leadership and Teaching and Learning*, were implemented in 37 schools across Sydney, South Western and Sydney regions
- In 2006 49 Schools as Community Centres provided prevention and early intervention services and support for families raising children birth-8, including those from culturally and linguistically diverse backgrounds
- The NSW Government's action plan for values, respect and behaviour in our schools, *Respect and Responsibility*, was released at the 2006 Student Partnerships Conference. The plan outlines a range of strategies for schools to support anti-racism education and promote community harmony
- TAFE NSW provided English language and literacy courses for approximately 22,000 students via classroom, online and distance delivery modes
- The TAFE NSW Racial Harmony Action Plan was developed and incorporated into local implementation plans of institutes and colleges
- The Skillmax Program within Adult Migrant English Service was delivered to approximately 900 migrant jobseekers and underemployed public service employees from culturally and linguistically diverse communities.

#### Strategies

- Conducting a School Leadership for ESL project to develop teacher leadership for ESL programs
- Reviewing and updating enrolment data on LBOTE students
- Delivering Anti-Racism Contact Officer training in all regions to assist schools and workplaces to effectively report and resolve complaints about racism
- Including strategies for multicultural education and anti-racism education in all school plans and reported on them in their school reports
- Developing a range of curriculum materials and programs aimed at enhancing understanding of cultural diversity and ensuring inclusive teaching practices in schools including:

- Calendar for Cultural Diversity and accompanying teachers' handbook
  - Promoting Physical Activity in Culturally Diverse Communities
  - Multicultural Music website  
[http://www.curriculumsupport.education.nsw.gov.au/multicultural\\_music/index.html](http://www.curriculumsupport.education.nsw.gov.au/multicultural_music/index.html)
  - Food in Australia digi stories  
<https://detwww.det.nsw.edu.au/lists/directoratesaz/curriculumsupport/digistories>
  - Contemporary Asian Themes and Issues for Stage 6 Visual Arts
  - Machismo and Promoting Respect for All, for Stages 4 and 5 PDHPE
  - Linking ELLA to ESL
  - Numeracy 2006
  - Linking SNAP to ESL
  - ESL Links to the Year 3 Basic Skills Tests - Teaching Strategies 2006
  - ESL Links to the Year 5 Basic Skills Tests - Teaching Strategies 2006.
- Developing resources to support the implementation of the Department's new process for reporting to parents, including an ESL reporting scale, sample ESL reporting formats and translated information to parents in 22 languages
  - Developing and conducting a professional learning program for 650 ESL teachers to develop consistent assessment and reporting practice using the ESL Scales
  - Facilitating participation by 1,933 students from 522 primary schools in the Multicultural Perspectives Public Speaking Competition
  - Conducting 30 *Families in Cultural Transition* courses in 23 schools to assist recently arrived refugee and migrant families access service providers and settle into Australia
  - Expanding After School Tutorial Centres to six Intensive English Centres and assisting 421 newly arrived students in their transition from Intensive English Programs to high school
  - Conducting Refugee Student Support projects in the four regions with significant numbers of refugee student enrolments. These projects focused on:
    - Training school personnel to deliver the Settling In program for newly arrived refugee students
    - Supporting mentoring programs for refugee students at risk of not completing schooling
    - Professional learning regarding the needs of refugee students for teachers and school counsellors.
- Developing new online resources and professional learning opportunities to assist school counsellors in working with students from culturally and linguistically diverse backgrounds
  - Distributing to TAFE NSW Institutes and showcasing at workshops and conferences a resource entitled *Helping Young People at Risk* to support teachers of "at risk" LBOTE young people
  - All TAFE Institutes gaining contracts in the 2006-09 tender process to offer the Commonwealth funded Language, Literacy and Numeracy Program (LLNP) to eligible students. Western Sydney Institute - OTEN was awarded the LLNP contract as the sole national distance provider.
  - Hunter Institute appointing a Student Support Officer - African Communities to promote greater access by people from African countries to the programs, services and support available through the Institute

- Assisting 435 unemployed women with limited command of English to participate in the community and gain information regarding further education and training by delivering the Adult Community Education program *Life Experience Counts*
- Conducting volunteer tutor programs in literacy and language in TAFE Institutes to assist the literacy and language learning of community members, attracting 818 LBOTE participants
- Outreach and Institute Multicultural Education Coordinators providing customised vocational education and training programs to 7,020 LBOTE students
- Offering apprenticeships to over 20 young people from Arabic speaking backgrounds as a result of participation of local employers in the NSW Board of Vocational Education and Training research project, *Improved participation in apprenticeships and traineeships by young people and employers of Arabic speaking backgrounds*
- TAFE NSW Institutes offering 12 Languages other than English programs in response to local community demand in Arabic, Auslan, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Russian, Spanish and Vietnamese
- TAFE NSW developing a comprehensive resource, *Recognition of overseas vocational and higher education qualifications - TAFE NSW - A guide for TAFE NSW staff* covering the higher education and vocational education and training provisions in the 20 countries currently supplying the highest number of skilled migrants to Australia.

### Challenges and future directions

- Identify the most effective ways of responding to the settlement needs of refugees and humanitarian entrants identified in the Community Relations Commission's *Investigation into African Humanitarian Settlement in New South Wales* and the Australian Government's *Discussion Paper on the Settlement Outcomes of Humanitarian Entrants*
- Continue to provide resources and professional support to assist specialist ESL and mainstream teachers to cater for the English language learning needs of LBOTE students
- Continue to provide programs and services to support the access and participation of people from LBOTE communities in TAFE NSW provisions.

### OUTCOME 3

Staff have the knowledge and skills to deliver programs and services which meet the needs of a linguistically and culturally diverse NSW.

### Achievements

- All Regions conducted an audit of Anti-Racism Contact Officer (ARCO) training needs to inform provision of training and all Regions conducted ARCO training
- The Department's Pre-employment Program for Overseas Trained Teachers was completed by 395 teachers
- Allowance under the Community Languages Allowance Scheme (CLAS) was received by 120 bilingual employees
- Professional learning activities across Adult Community Education colleges assisted placement officers in making consistent assessments of student learning needs and course placements

- Six new positions of Deputy Principal - Intensive English Centre (IEC) were established in host high schools to lead and manage IECs with significant numbers of student enrolments.

## Strategies

- Providing a range of professional learning activities for teachers of ESL students. In schools these included:
  - Conducting an ESL Orientation Program for ESL teachers newly appointed to ESL positions in 2006 attended by 180 ESL teachers
  - Providing training to ESL teachers in 18 workshops to support implementation of the Department's new reporting process
  - Conducting *ESL in the Mainstream* courses for 240 mainstream and 20 ESL teachers in 12 schools
  - Conducting five *Teaching English to Speakers of Other Languages* (TESOL) seminars for 230 teachers
  - Providing retraining for 15 ESL teachers in the *Graduate Certificate in TESOL* course with a further 10 teachers to complete the program in July 2007.
- Promoting awareness of LBOTE student needs across all regions by 20 Community Information Officers liaising with schools, communities and community agencies
- Teachers Aides Ethnic assisting newly arrived students in 14 IECs and the Intensive English High School
- Fourteen K-6 teachers participating in the *Community Languages Induction Program*
- Fifteen Institute Multicultural Education Coordinators assisting students from culturally and linguistically diverse communities enrolled in TAFE NSW courses
- The Professional Development Unit of Western Sydney Institute providing professional learning opportunities for teaching staff including Cross-Cultural Communication, Teaching in the Multicultural Classroom, African Cultural Awareness, Counselling Skills for Teachers, Mental Health First Aid, Online Teaching Strategies and Classroom Management Techniques.

## Challenges and future directions

- Develop the skills of teachers and other staff for working in culturally diverse workplaces by providing professional learning opportunities
- Support the career development of overseas trained teachers by tailoring professional learning to cater for their specific needs
- Develop, update and promote access to registers of staff with community language skills, including staff in receipt of CLAS, and encourage bilingual staff to apply for recognition
- Develop resources to increase staff awareness of the issues impacting on access, participation and outcomes for members of small and emerging communities
- Continue to provide training in cross-cultural communication, use of interpreters and translations and cultural awareness for teachers and administrative staff.

### OUTCOME 4

The Department effectively communicates with and promotes its programs and services to its culturally and linguistically diverse communities.

#### Achievements

- In 2006 \$604,390 was provided to schools to support 6,023 on-site and telephone interpreter assignments
- Ten departmental documents were translated in up to 30 languages
- 109 documents in up to 40 languages are now available on the Department's website
- TAFE NSW course provision was broadcast on SBS radio in 12 community languages at a cost of \$21,589. Print-based advertisements about TAFE NSW course provision were also placed in 12 community languages newspapers at a total cost of \$8,082.

#### Strategies

- Providing a range of departmental documents in translation, including the following titles added in 2006:
  - Web Services for Schools - Information Sheet and letter to parents seeking permission to provide students access to the Internet and email (22 languages)
  - Anaphylaxis - Information for parents and two proformas (22 languages)
  - Prescribed Medication - three letters to parents and a proforma to support schools in arranging meetings and collecting information (22 languages)
  - Head Lice - Information sheet, letters regarding the Nitbusters Program and consent form for participation in Nitbusters (22 languages)
  - New Written Reports for Primary and Secondary School Students - Information for parents (22 languages)
  - Written Reports for Students Learning English as a Second Language (22 languages)
  - Application to Enrol in a NSW Government School (30 languages)
  - Transition to high school fact sheets - Why Choose a Public High School, Understanding Your Child's Schoolwork and From Primary to High School - How parents can help (22 languages).
- Sydney Institute developing and translating the brochure *Study a Vocational Course as Part of Your HSC* to promote TAFE-delivered Vocational Education and Training (11 languages)
- Promoting the availability of departmental documents in translation in advertising campaigns in 22 languages on SBS and community radio stations.

#### Challenges and future directions

- Review TAFE NSW Interpreting Policy
- Continue to promote effective communication with diverse linguistic communities through the provision of interpreters and the use of ethnic media
- Continue to conduct community consultation forums across the Department.

## OUTCOME 5

The Department's services funded through external providers and via grants programs meet the needs of culturally and linguistically diverse communities.

### Achievements

- Nine projects to assist young people from culturally and linguistically diverse backgrounds at risk of disengaging from education and training to access and participate in education and accredited training operated under *Links to Learning Funding Agreements*
- The *NSW Community Languages Schools Program* funded 216 community organisations to conduct 238 community languages schools in 435 locations catering for 29,735 LBOTE school aged students to maintain and develop their linguistic and cultural heritages in 50 languages
- Adult and Community Education allocated funding to community colleges to deliver language and literacy programs.

### Strategies

- Receiving 252 nominations for the Minister's Awards for Excellence in Student Achievement Community Languages Schools Student of the Year through the NSW Community Languages Schools Program to recognise language achievement, language proficiency and contribution to the community
- Allocating Adult and Community Education funding of \$2 million to colleges to deliver language and literacy programs
- Distributing \$753,702 from the Links to Learning Community Grants Program to approved community organisation and local government authorities to conduct programs for young people at risk of disengaging from education
- Allocating a total of \$2,128,131 to support the maintenance of first/heritage languages of young people through the NSW Community Languages Schools Program
- Providing in-service training under the auspices of the NSW Community Languages Schools Program through six courses catering for 300 teachers. A further 351 teachers attended language teaching methodology courses conducted by the Institute of Languages at the University of NSW and the Australian Catholic University. Of these, 199 received training in languages other than English.

### Challenges and future directions

- Provide professional development for staff in all Community Grants Program areas to assist in addressing issues of cultural diversity, including culturally appropriate curriculum design and assessment of grants programs
- Continue community grants programs supporting young people at risk of disengaging from their education, young children and students with disabilities, school aged students studying, their background or heritage language and Aboriginal people into employment and training pathways.

## **APPENDIX 11: DISABILITY ACTION PLAN**

The Department's Disability Action Plan addresses the priority areas of the Government's mandatory Disability Policy Framework. The five outcomes are reviewed below through progress reports from all school regions, TAFE NSW institutes and State Office functional units. ([www.det.nsw.edu.au/media/downloads/strat\\_direction/strat\\_plans/disaplan.pdf](http://www.det.nsw.edu.au/media/downloads/strat_direction/strat_plans/disaplan.pdf))

This report is a summary of the progress across the Department during 2006 towards refining provisions for students with special needs. It does not represent an overall picture of these provisions but focuses on the designated outcomes and objectives outlined in the Department's *Disability Action Plan 2004-2006*.

### **SECTION 1: Awareness and Responsiveness**

Staff demonstrate awareness of the rights, needs and diversity of people with disabilities within our communities. They respond by consulting appropriately, planning effectively and providing high quality services for students, staff and customers.

#### **Achievements**

- School based personnel expanded knowledge and skills to better meet the needs of students with disabilities including:
  - Special Education Retraining Programs in general special education, behaviour, vision or hearing impairment were completed by 57 teachers completed and commenced by 47 teachers
  - Certificate III in Education Support Teachers Aides (Special) undertaken by 212 Teachers Aides Special (TAS)
  - The number of TAS staff who hold a current certificate in health care procedures rose to 1,472, an increase of 27% from 2005
  - Health care procedures training was undertaken by 600 School Administrative and Support Staff.
- All new teaching staff in Hunter Institute received an induction CD-ROM that includes disability related information and references.

#### **Strategies**

- Providing professional learning to over 20,000 front line teaching and specialist staff in schools and TAFE Institutes across NSW in disability awareness, school to work, transition processes/issues, reasonable adjustment, quality teaching and learning, specific disabilities, and the *Disability Standards for Education 2005 Guidelines* and the *Disability Discrimination Act 1992*
- Allocating over \$8.5 million to schools to employ additional teachers and/or TAS staff and allocating \$300,000 to Regions to support the operation of the Learning Assistance Program (LAP)
- Undertaking specific initiatives in Regions and TAFE NSW Institutes to assist students with disabilities from a range of cultural backgrounds and those with multiple disadvantages. For example, translation and interpreter services, cultural awareness programs, culturally appropriate individual assistance, professional workshops on Torture and Trauma and on Post Traumatic Stress; participation in the BBM Youth Scholarship scheme, the Premier's Rural & Remote Scholarship,

and the Indigenous Women's Leadership Program, liaison with the Outreach and Community Programs Unit and the Aboriginal Education Unit; participation in African Community Consultation, programs such as Prevention of Culture-Based Harassment and Bullying, the Refugee Resettlement Program *Settling In* and Families in Cultural Transition.

## Challenges and future directions

- An independent study provided strong endorsement for the LAP and determined future directions for supporting students. *The Learning Assistance Program: A Reflective Study 2006* reviewed services for students with learning difficulties across NSW
- Continue efforts to engage with employers, group training organisations, employment services, registered training organisations and relevant stakeholders to improve school to work, vocational training outcomes and participation in school based traineeships
- Work with employer groups towards a resolution of OHS concerns that impede the workplace training placement and employment of students and graduates with disabilities.

## SECTION 2: Access

Staff of the Department progressively identify and remove attitudinal, communication and physical barriers to entry and participation by people with disabilities in the education, training and employment opportunities offered by the Department.

### Achievements

- The Department undertook 282 minor and major works projects at 258 schools in the 2005-06 Integration Program at a cost of \$23.3 million. Enhancements to the automated Access Review Tool greatly assisted in the reporting of the needs of students transitioning from primary to high school and management of student needs
- The 2006 Schools Spectacular featured 34 students with disabilities from three school ensembles and one performer with a visual impairment
- Students who use wheelchairs and several with autism spectrum disorders participated in regional finals and one in the State finals for the Premier's Spelling Bee. A student with a visual impairment participated in the Year 7-8 Premier's Debating Challenge.

### Strategies

- Providing approximately 9,000 students with special transport assistance at a cost of \$51.4 million
- Reviewing the Student Special Transport Guidelines. The review included criteria for student eligibility facilitating the transfer of responsibility for assessing student needs to regional staff; and determining the impact of the travel assessment process upon departmental staff, parents, students, schools and transport providers
- Trialling an electronic resource *QuickAccess - Practical Ideas for Teachers of Students with Disabilities* by the Access and General Education Curriculum Centre and developing new unit-based Certificate I and III courses with nationally endorsed

competencies for people with disabilities or those wishing to develop disability related skills in learning, work or community environments. The courses include topics such as accessing adaptive technology, researching issues and concerns relevant to people with disabilities, developing inclusive interaction skills, reasonable adjustment and inclusive practice. The curriculum centre also completed equity evaluations on five training packages

- The Community Services Health Tourism and Recreation Curriculum Centre making available two qualifications in Disability Work on the Provelt! [www.cli.nsw.edu.au/provelt](http://www.cli.nsw.edu.au/provelt) website to assist workers in the disability sector with applications for recognition of existing skills. The Curriculum Centre initiated a review and update of all learner resources for learners undertaking training in disability work.

### Challenges and future directions

- Monitor access by NSW government schools to the Special Transport Management System and the devolution of oversight for special transport services
- Meet the expected increase in demand for special transport as the new Disability Standards for Education are fully implemented through upgraded protocols
- Improve access to HSC VET in schools and TAFE NSW especially for students with low support needs and those seeking school based traineeships
- Improve the capacity of staff to use technology to support students with disabilities
- Improve processes that enable staff to participate in Learning Support Teams and professional development around supporting students with special needs.

### SECTION 3: Participation

Students, staff and customers with disabilities have the same opportunities as other people to take advantage of the range of education, training and employment opportunities provided by the Department and its funded organisations.

### Achievements

- The Intervention Support Program funded 513 services supporting 5,747 children with disabilities from birth to 18 years
- Departmental preschools enrolled 89 children with disabilities, 2% of all enrolments. The Department also supports more than 1,000 young children in early intervention
- The Metropolitan Athletics Carnival for Students with Disabilities attracted 370 students attending special schools. One hundred students with intellectual disabilities participated in the Biennial Carnival and Camp
- Across NSW in 2006, 28 students with disabilities participated in school based traineeships, a significant increase on previous years.

### Strategies

- Staff with Disabilities Network (SWDN) and the Professional Learning and Leadership Development Directorate supporting 12 SWDN members to undertake the Certificate of Administrative Leadership. Associated workplace projects included improvement of student retention rates, professional learning plans for disability support staff and design of a spreadsheet security system for the allocation of keys. SWDN further improved communication and network support for staff with disabilities through an online forum and the SWDN website.

- Forty government schools participating in the Australian Sports Commission's Sports Ability program
- Commencing work on the development of Connected Outcomes Groups. These teaching units address the specific needs of students with disabilities who are enrolled in special schools or support classes in regular schools and students with significant difficulties in learning. The teaching units contain activities, resources, literacy and numeracy links and assessment strategies and combine curriculum outcomes for Human Society and Its Environment, Science and Technology, Creative Arts and Personal Development, Health and Physical Education. These units will be available on the Department's curriculum website in 2007.

### Challenges and future directions

- Increase the number of staff with disabilities in the Department's workforce and revitalise the Workplace Training Scheme and WorkAble program. In 2006, NSW Traineeships for People with a Disability was not implemented and only 1.7% of NSW Public Sector Traineeships went to trainees with disabilities.
- The NSW Primary Schools Sports Association will implement new standards/guidelines for participation by students with disabilities and coordinate activities through its new Disability Advisory Committee
- Strengthen transition to work processes for students with disabilities, i.e., school leavers, vocational candidates, and HSC VET applicants.

### SECTION 4: Accountability

The Department measures and reports on its progress in developing and implementing policies and practices to improve access, participation and outcomes for people with disabilities.

#### Achievements

- 1,945 young children with disabilities were newly identified through early identification processes and 60% were enrolled in early intervention programs
- School supported HSC VET numbers increased in 2006 by around 11%. Added to the total of 1,100 TAFE supported enrolments, overall HSC VET numbers rose to 2,041 in 2006, an increase of around 6%
- In 2006 more than 12,000 students with moderate and high support needs were supported through the integration program with allocations of more than \$72 million
- The new funding support database was distributed to all regions to improve data management.

#### Strategies

- Distributing School to Work funding to regions to support the specific needs of students with disabilities. Over 800 logbooks were distributed to special schools, 40 (37%) of which have provided annual outcomes reports online. The revised Student Guide to Workplace Learning was finalised and includes a profile on career planning for students with disabilities
- The Adult and Community Education (ACE) sector developing a Disability Standards Implementation Kit to inform ACE organisations of the introduction of the Disability Standards for Education 2005. The kit includes a guide to compliance and checklists as well as a training guide to assist staff to implement the standards, better meet the needs of students with disabilities and increase participation rates

- Collaborating between IT Services, Disability Programs and regional senior officers to initiate the development of a new online database to allow schools, regions and State Office to share and use information and improve the processes around student placement and support provisions for students in special schools and support classes
- Developed a database with Asset Management Directorate to ensure tighter and more effective planning processes around the modification of school properties to ensure physical access for people with disabilities in schools.

### Challenges and future directions

- The Audit Office of NSW completed a performance audit into special education in 2006. The Auditor-General's report provided the Department with guidance around future development and delivery of special education services. The Department has accepted the report's 16 recommendations, and the Disability Programs Directorate Plan for 2007 contains a series of actions to respond to the recommendations
- Facilitate regional contributions to a systemic accountability framework for special education predicated upon quality service standards in specialist service delivery
- Increase retention and completion rates at all levels for all students with disabilities.

### SECTION 5: Joint Planning Initiatives

The Department develops strategic alliances and a more coordinated approach to the delivery of services for people with disabilities.

### Achievements

- Western Sydney Institute partnered with the Office of the Minister for Western Sydney to graduate 12 students with disabilities in Certificate II Business Administration through the Corporate Partners for Change Program. The program, which included work placements and government traineeships, was nominated for the 2006 NSW Premier's Public Sector Awards
- The Department facilitated assessment and approval of applications for 704 school leavers to join Department of Ageing, Disability and Home Care funded post school programs
- An initiative with NSW Department of Corrective Services enrolled 27 inmates with disabilities in TAFE courses, with several referred for post release training. The departments also collaborated to modify resources and publish an evaluation report.

### Strategies

- Contributing \$110,000 from BVET and TAFE Disability Programs to support implementation across TAFE NSW Institutes of The SpinalWorks program- [www.spinalworks.net.au](http://www.spinalworks.net.au) - which provided vocational rehabilitation to 22 students in hospital spinal units under the new Lifetime Care and Support Authority. Reports are posted on the BVET website [www.bvet.nsw.gov.au/projects/project01.htm](http://www.bvet.nsw.gov.au/projects/project01.htm)
- Contributing through the Interagency Standing Committee to the development of an Interagency Policy and Service Delivery Framework for services for people with disabilities
- Negotiating a Memorandum of Understanding and Funding Agreement with The Northcott Society and the Spastic Centre of NSW to enhance support for students who require specialist technology to access curricula from Kindergarten to Year 12. Under this agreement, six regions accessed consultancy advice and professional development

- Providing a total of \$339,150 in support from Disabled Australian Apprentice Wage Support Assistance to train 63 students in 17 industry areas in Western Sydney
- Finalising, a Memorandum of Understanding with Autism Spectrum Australia to ensure efficient provision for students with autism
- Collaborating with the Catholic Education Commission of NSW, the Association of Independent Schools and Sydney University on a project with \$1 million funding from the Australian Government's Department of Education, Science and Training to develop a numeracy teaching resource for regular classroom teachers working with students who have difficulties in learning mathematics.

### Challenges and future directions

- Finalise a Memorandum of Understanding with NSW Health to streamline the delivery of assistance to students who are experiencing difficulties in learning, language and communication
- Broaden and strengthen partnerships and networks between all sectors of the Department and outside agencies, for example, federal agencies and funding programs such as Centrelink and Equity Development and Training Innovation, NSW State agencies such as WorkCover and NSW Health, public and private mental health services and employment services and providers
- Continue to develop across the Department policies and initiatives that fully reflect the diversity of learners, especially those with disabilities.

## APPENDIX 12: NSW GOVERNMENT ACTION PLAN FOR WOMEN

The *NSW Government's 2003-2005 Action Plan for Women* concluded at the end of 2005. The NSW Office for Women is currently drafting the new NSW policy document *State Plan of Action for Women 2006-2010 - Our Commitment to Women* which aims to continue to extend and advance the status of women in NSW. TAFE NSW Women's Programs Unit provided advice in relation to vocational education and training for women.

The concerns and needs addressed in the draft policy document *Our Commitment to Women* focus on the daily experiences of women in NSW including paid and unpaid work, health and housing, violence and safety, justice and legal equality, child care, education and training, decision making and leadership and access to information. The action plan reflects the Government's continuing commitment to listen to women speak about their lives, to work in partnerships throughout the community and to use the resources and powers of government to improve the position of women, now and in future generations.

### Achievements

During 2006, the Department continued to implement a range of strategies and initiatives to improve women's and girls' experience of education and training in line with the action plan's objectives.

*Young Women's Leadership Project Partnership* NSW Premier's Department, Office for Women and Western Sydney Regional Organisation of Councils partnered with TAFE NSW - Western Sydney Institute to undertake the inaugural *Young Women's Leadership Project* in 2005. In 2006 this highly successful partnership program was expanded to include TAFE NSW - South Western Sydney Institute. The program targeted young

women living in south western and western Sydney with leadership aspirations and provided opportunities to develop their skills, knowledge, support networks and confidence to become effective leaders. It provided mentoring, training and opportunities for these young women, many of whom were from culturally and linguistically diverse backgrounds. The *Young Women's Leadership* program training was conducted by TAFE NSW Outreach, a major partner in the project. Since its inception this very successful program has been undertaken by more than 60 young women.

*Recognition of Child Care Workers Project.* TAFE NSW - New England, Armidale Campus provided women child care workers with recognition of current competence toward diploma level qualifications in this skill shortage industry area. Teachers used a recognition tool developed by the Community Services, Health, Tourism and Recreation Curriculum Centre which sponsors the curriculum for child care in TAFE NSW. Factors contributing to the success of the project included partnerships with isolated children's services throughout New England and the Department of Community Services. Training gap analysis and recognition for each individual student was completed in the workplace. Customised pathways were developed for each student with individual support and teaching facilitation which supported students with diverse work experience to achieve successful outcomes. Twenty students initially enrolled and 13 completed the diploma requirements, with an additional student gaining a Certificate III qualification, all within seven months.

*Certificate II in Hairdressing for Aboriginal women.* TAFE NSW - Sydney Institute, Ultimo College delivered this course which was specially tailored and targeted to young Aboriginal women. The course was conducted in Term 1, 2006 with 20 students enrolled. The staff and students worked collaboratively towards successful completion of the course. A number of students travelled from rural NSW to participate in this course. The course provided basic skills in hairdressing, which continues to experience skill shortages nationally, to enable graduates to seek employment as a salon assistant or enter a trade apprenticeship with advanced standing to Certificate III in Hairdressing.

### Strategies

The TAFE NSW Women's Strategy 2004-2010 aims to improve access, participation and outcomes for women students in TAFE NSW. It provides a policy framework for managers, equity specialists and practitioners to support women students across TAFE NSW through:

- Services to implement the strategy at local levels including the development and distribution of resources, funding of Institute projects, women's strategy professional development and the provision of strategic advice
- Collaborative projects and programs between different areas of the Department which target action to address the needs of specific groups of women, or particular industry or occupational areas
- Partnerships between state equity units to address areas of particular complexity or entrenched disadvantage.

### Challenges and future directions

- Aligning the TAFE NSW Women's Strategy with the whole-of-government Commitment for Women in New South Wales developed by The Office for Women

- Meeting targets in the Results and Services Plan including increasing average module completion rates and the percentage of all completed modules that are AQF Certificate III and above for women and increasing the percentage of enrolments by women
- Increasing women's use of Recognition of Prior Learning
- Increasing participation rates of young women (15 - 24 years old)
- Improving outcomes for Aboriginal women
- Analysing NSW skill shortage data and identifying the potential opportunities for women students
- Continuing to address issues of multiple disadvantage which limit women from fully participating in VET.

## APPENDIX 13: PAYMENT OF ACCOUNTS

### DET Payment Performance Indicators

During the financial year 2005-06, the Department achieved an average payout performance of 96.3% (in comparison with 96.2 for 2004-05).

#### 13.1 DET Payment Performance 2005-06

DET Payment Performance 2005-2006	
Percentage of Accounts Paid on Time	96.3%
Value of Accounts Paid on Time	\$5,059m
Total Value of Accounts Paid	\$5,252m
Accounts Payable at End of June 2006	\$47.8m

Source: DET, Finance and Administration

#### 13.2 Schedule of Accounts Payable at End of Each Qtr in 2005-06

Schedule of Accounts Payable at End of Each Qtr in 2005-2006				
	Current	30-60 days	60-90 days	> 90 days
30 Sept.	\$9.4m	\$0.2m	-	-
31 Dec.	\$46.0m	\$1.4m	\$0.6m	-
31-Mar	\$11.4m	\$0.4m	\$0.1m	-
30-Jun	\$47.8m	-	-	-

Source: DET, Finance and Administration

### DET Late Payment of Accounts

There were no instances where interest was payable under clause 18 of the *Public Finance and Audit Regulation 2000* resulting from the late payment of accounts. Procedures are continually reviewed to ensure the most efficient services are provided to clients.

## TAFE NSW Payment Performance Indicators

During the financial year 2005-06 the Commission achieved an average payout performance of 91.2% (in comparison with 91.3% for 2004-05). In the last quarter of the year, the percentage of accounts paid on time was 94.3%.

### 13.3 TAFE Payment Performance 2005-06

TAFE Payment Performance 2005-2006		
	Qtr Ended June 2005	Qtr Ended June 2006
Percentage of Accounts Paid on Time	93%	94%
Value of Accounts Paid on Time	\$153.8 m	\$154.8m
Total Value of Accounts Paid	\$165.7 m	\$164.1m

**Source:** DET, Finance and Administration

## TAFE NSW Late Payment of Accounts

There were no instances where interest was payable under clause 18 of the *Public Finance and Audit Regulation 2000* resulting in late payment of accounts. Procedures are continually reviewed to ensure the most efficient services are provided to clients.

## APPENDIX 14: LAND DISPOSAL

In 2005-06 net proceeds from the sale of 28 school properties amounted to \$5.9 million. Three TAFE NSW properties were sold, realising net proceeds of \$6.9 million.

The net proceeds from the sale of school and TAFE property, which is surplus to the educational requirements of the Department, are used for maintenance or upgrading of facilities at schools and TAFE colleges.

There were no business or family connections between the buyers and departmental staff.

## APPENDIX 15: MAJOR ASSETS

The Department of Education and Training maintains asset registers which list the location, age, replacement cost and depreciated value of its building stock. Due to the size and complexity of the registers they are not reproduced in this report.

By the end of 2006, the Department had the following building stock:

- 17,901 operating school buildings on 2,440 sites with a total floor space of around 7.56 million square metres
- 5,386 demountable buildings on school sites, providing a further floor space of around 417,398 square metres
- 1,841 TAFE NSW buildings at 132 colleges, providing a total floor space of approximately 1.63 million square metres.

The Department of Education and Training is in the process of developing a Heritage and Conservation Register to comply with Section 170 of the Heritage Act 1977 (NSW).

The register is to be completed by December 2009 to comply with Heritage Asset Management Guidelines issued by the NSW Heritage Office in 2004.

There are 395 schools and TAFE colleges listed by statutory authorities as heritage significant of which seven are of state heritage significance, 16 of regional significance and 372 of local significance. All of the schools and colleges are to be included in the Department's Heritage and Conservation Register in compliance with the *Heritage Act 1977* (NSW).

In 2006 the Department continued with the identification of buildings which have been listed as heritage significant and research of buildings that have potential heritage attributes as indicated in the Government's Total Asset Management Strategy.

### 15.1 Plant and Equipment (Valued at \$50,000 and Above)

<b>Plant and Equipment (valued at \$50,000 and above) - Purchased during 2005-06</b>			
Institute/Region	College/School	Item	Value (\$)
Hunter	Hunter Institute	Wireless Microphone System	57,538.92
Hunter	Hunter Institute	Router Point to Point	128,000.00
Illawarra	Nowra Campus	PBX System	79,307.00
New England	Tamworth Campus	CISCO PABX	60,323.11
New England	Tamworth Campus	Spray Booth	97,950.00
New England	Inverell Campus	JOHN DEERE Tractor	65,716.45
Northern Sydney	North Sydney College	Master Asset HP & Cisco Switches	50,036.40
Northern Sydney	Northern Beaches College	Master Asset Ceremics Equipment	133,388.29
Riverina	Wagga Wagga Campus	Pacific Milling Machine,FU125-Wagga Wagga B-G-01	59,871.40
South Western Sydney	Miller College Institute	Adira Press Brake	53,125.60
South Western Sydney	Lidcombe College	120 Tonne Engel Injection	92,783.00
South Western Sydney	Lidcombe College	CNC Controlled Grinder	94,966.00
Sydney	Ultimo	Printing Network	176,150.00
Sydney	Ultimo	Siemens PABX	246,819.00
Sydney	Ultimo	Language Lab	63,400.00
Western	Orange Campus	JOHN DEERE 110 Tractor	72,250.00
Western	Orange Campus	YANMAR V4-5A Wheel Loader	53,900.00
Western	Dubbo Campus	Mitsubishi Prime Mover for Mobile Library	141,987.00
Western	Orange Campus	TYCO Fire Panel-Fire Alarm System At Orange	85,400.00
Western	Parkes Campus	Fire Alarm System At Parkes	58,700.00
Western	Bathurst Campus	Trailer-Mobile Electrical Classroom	54,514.55
Western Sydney	OTEN Delivery & Services	Camera	67,060.00
Western Sydney	OTEN Delivery & Services	Camera	67,060.00
Western Sydney	OTEN Delivery & Services	Camera	67,060.00
Western Sydney	OTEN Delivery & Services	Camera	67,060.00
Western Sydney	OTEN Delivery & Services	Digital Vision Switcher	142,473.49
Western Sydney	OTEN Delivery & Services	Camera	54,351.00

## APPENDIX 16: WASTE REDUCTION AND PURCHASING POLICY

The NSW Government's Waste Reduction and Purchasing Policy (WRAPP) requires all State Government agencies to develop and implement a WRAPP plan to reduce waste

and increase the purchase of recycled content in the areas of paper products, office equipment, vegetation material and construction and demolition material.

The Department has incorporated WRAPP throughout key policy and strategic planning documents such as the Environmental Education Policy for Schools and the Department's Environmental Management Strategy. Achievement of WRAPP objectives is facilitated through school environmental management plans and the TAFE NSW Service Delivery Strategy.

The Department's Purchasing of Recycled Content Paper Memorandum recommends the purchase of paper with at least 50% recycled content. In addition, the Department works closely with suppliers and stakeholders to further develop waste reduction and recycled content purchasing initiatives.

WRAPP requires State Government agencies to report periodically to the NSW Department of Environment and Conservation. Collection and analysis of waste related statistics were undertaken in the preparation of the Department's WRAPP Reports submitted in 2001, 2003 and 2005.

### **Reducing the Generation of Waste**

In early 2002 the Department established an Environmental Management Committee and developed a broad departmental Environmental Management Strategy.

The Environmental Education Policy for Schools released in 2001-2002 continues to apply across the State. The Environmental Education Policy requires schools to develop a School Environmental Management Plan that addresses the focus areas of curriculum development, management of resources and management of school grounds.

The Sustainable Schools Program commenced in 2003 in partnership with the NSW Department of Environment and Conservation and the Australian Government Department of the Environment and Heritage.

The Environmentally Friendly Purchasing in Schools Program was developed in conjunction with the NSW Department of Environment and Conservation. In June 2005, staff across the State were trained as facilitators for the regional implementation of this program. In 2006 the program continued to be implemented at a regional level.

TAFE NSW environment officers develop and conduct programs with teachers, staff and students to reduce Institute waste streams and implement practices of purchasing recycled materials. In addition, TAFE NSW provides environmental awareness courses for people in the workforce as well as community training courses for teachers and school communities are also provided through 23 Environmental Education Centres.

### **Resource Recovery**

The Department of Education and Training and the NSW Department of Commerce implemented waste minimisation strategies, particularly in relation to capital works programs.

Strategies included:

- Recycling and diversion of surplus excavated or demolition materials from land fill
- Separate collection of bulk waste types

- Monitoring of waste materials by the NSW Department of Commerce.

It is estimated that 30% of the vegetation, construction and demolition materials generated were recycled in 2005/2006.

## Using Recycled Material

It is estimated that more than 60% of A4 white paper supplied to the Department by the major contract suppliers of office products was recycled paper. Improvements were made in the quantity of remanufactured or refilled toner/ink cartridges being purchased. It is estimated that more than 20% of toner cartridges purchased had recycled content.

## APPENDIX 17: GOVERNMENT ENERGY MANAGEMENT POLICY

The Department has a history of energy efficient operations which are in line with the NSW Government Energy Management Policy (GEMP). This policy encourages voluntary commitment by public sector agencies to apply cost effective energy efficiency strategies and programs to achieve and sustain reduced greenhouse gas emissions and significantly reduce energy costs in a coordinated and comprehensive manner across all areas of operation.

The Department collects energy consumption data from school calendar year financial reports, which is then combined with TAFE and administration data to meet the GEMP annual reporting requirements. Collection of this data commences in April each year and is then submitted to the Department of Energy, Utilities and Sustainability (DEUS) by the due date of October each year. As the process of collecting 2006 data has not yet commenced, consumption figures quoted in this report refer to data collected for the 2005 period.

### Energy Supply and Management

With 124 education facilities having solar (Photovoltaic) systems installed and an increase in the number of schools purchasing green energy, the Department continues to lead the way in the use of electricity generated from renewable sources. The annual combined electricity consumption from these renewable sources was approximately 17,900 MWh, which equates to an estimated reduction of 17,000 tonnes of greenhouse gasses being released into the atmosphere.

#### Green purchase:

The number of facilities purchasing 6% green electricity (generated from renewable energy sources such as solar or wind), has continued to grow, with the intention that the whole Department will be purchasing electricity via contract supply (which incorporates the green component in all purchases) by late 2007.

#### Performance

As the provision of effective teaching and learning environments can in some areas involve increased use of air cooling and information and communication technology, the Department has had to balance these requirements with the task of aiming to achieve reductions in line with Government Energy Management Policy goals. Despite growing

interest in energy efficiency and implementation of programs aimed at reducing consumption, an overall increase in energy consumption of approximately 3.4% occurred over the 2005 reporting period in comparison with the previous year.

Due to the changing structure of the electricity industry, accurate and timely billing is far less reliable than prior to deregulation. As a consequence, it is envisaged that the spike in consumption in 2005 may, in part, be related to billing from 2004 rolling into the 2005 period.

### **Adopting Best Practice in the Procurement of New Assets**

Design and construction of new and refurbished education facilities continues to incorporate well-established ecologically sustainable design features in energy efficiency, water conservation and environmental considerations. Provision of low environmental impact facilities that ensure acceptable comfort condition levels are achieved through good design and passive ventilation is an important part of education facility design. Design features for facilities include:

- Maximising the use of natural light in all new primary schools and, increasingly, in high schools through the installation of roof light strips
- The use of natural cross ventilation, assisted by roof turbo ventilators. This is the primary means of achieving maximum air movement and comfort conditions, and its effective utilisation minimises the need for air cooling systems
- Solar north orientation, which is the desired orientation for buildings to ensure the effectiveness of sun penetration control by the use of roof overhang and other shading devices
- The integration of wind driven roof ventilators to minimise heat gain in ceiling spaces
- Installation of period bell light switching systems to automatically control lights in rooms in line with scheduled occupancy
- The use of insulation to reduce heating energy consumption
- The installation of low flow water outlets and dual flush systems in toilets.

### **Research and implementation projects:**

Installation and evaluation of various energy efficient products have been made in the past. In 2004-05, it was decided that funds made available for energy management research and installation projects be concentrated on lighting upgrade projects. These projects involve the refitting of existing fluorescent light fittings with new energy efficient components and tri-phosphor tubes. Upgrading of three high schools was completed in 2005 with an additional three schools projects commencing in 2006 with completion due in early 2007.

## **APPENDIX 18: RECORDS MANAGEMENT PROGRAM**

In 2006 the following was achieved through the Records Management Program.

As anticipated in the 2005 Annual Report, the consolidation of eight discrete records management databases was completed with some three million records being successfully remapped to a uniform and more manageable corporate data model,

designed to improve information sharing and service delivery while reducing unnecessary duplication and costs.

This database consolidation, which was completed in September 2006, enabled the subsequent upgrade of the software to the latest version, TRIM Context, in November 2006. The upgrade was supported by comprehensive information for all staff, disseminated through the Department's intranet, and through a major hands-on training program which was delivered on site to hundreds of staff across all functional areas of the Department and all regions of NSW.

TRIM Context will facilitate the future development and implementation of comprehensive integrated corporate electronic document management (EDM), and thus enable the Department to ensure compliance with legislative requirements and the future priorities and strategic focus of State Records NSW. Work on EDM will commence in the Department from 2007 onwards.

## **APPENDIX 19: PRIVACY AND PERSONAL INFORMATION PROTECTION**

- Departmental staff and students are kept informed of the implementation of the privacy legislation through privacy bulletins, information brochures, training/information sessions and information provided on the Department's privacy intranet site
- The Department has developed internal review procedures, which were modified in 2004, to improve the efficiency and timeliness of internal reviews under the legislation
- For the year ended 31 December 2006, there were 15 applications for privacy internal reviews received by the Department and eight privacy internal reviews completed by the Department.

## **APPENDIX 20: ELECTRONIC SERVICE DELIVERY**

The Department continues to improve its delivery of electronic services by integrating departmental home pages, information pages, publications and services into the Department's web presence.

### **Education Support Systems**

Several enhancements were made to TAFE NSW self service and student administration systems. Enhancements were also made to the Mainstream Enrolments via the Internet/Electronic Cash Register Integration (MEVI/ECRI) systems to:

- Continue to enrol and accept payments online from students in high-demand application courses
- Offer online acceptance and payment to all students across the State who are re-enrolling for Semester 1 2007. The re-enrolment process commenced in October 2006 and is expected to continue into February 2007. 99,839 students have already been offered the option to re-enrol online, with an expectation that this number will exceed 100,000, which is two and half times more than the previous year
- Continue to use the online TAFE VET student management software to enrol TVET students.

### 20.1 MEVI/ECRI - High Demand Courses

MEVI/ECRI - High Demand Courses			
Period	2006 Semester 1	2006 Semester 2	2007 Semester 1
No. Courses	96	65	98
No. Campuses	95	63	98
No. Students	28,906	9,189	27,863
Fees Collected	\$8,284,322	\$1,751,672	\$6,470,911

**Source:** DET, Chief Information Officer

**Note** for 2006 Application Courses: The first online student acceptance was on 18 December 2005. The first online credit card payment was made on 19 December 2005.

**Note** for 2007 Application Courses: The first online student acceptance was on 13 December 2006. The first online credit card payment was made on 15 December 2006.

### 20.2 Mainstream Enrolments Through the Internet

MEVI/ECRI - 2007 Re-enrolments	
No. of courses	774
No. of campuses	100
Students offered places	99,839
Students Accepted, Placed and Confirmed	44,110
Fees Collected	\$13,380,207

**Source:** DET, Chief Information Officer

**Note** for 2007 Re-enrolments: The first online student acceptance was on 4 October 2006. The first online credit card payment was made on 30 October 2006.

### 20.3 Statewide TAFE VET Student Management Software

MEVI/ECRI - TAFE VET Student Management Software		
	2006 Semester 1	2007 Semester 1
No. of courses	113	83
No. of campuses	120	107
Students Registered	26,512	18,575
Students Accepted, Placed and Confirmed	19,267	6,752

**Source:** DET, Chief Information Officer

Information current as of 31 Jan 07 (2007 enrolments in progress).

## Human Resource, Finance and IT Management Systems

Electronic Self Service (ESS) and Electronic Service Delivery (ESD) systems that were implemented in 2005 achieved significant productivity improvements in 2006 through elimination of paper forms and back end processing, including:

- Electronic casual payroll system used fortnightly in 2,240 schools to process approximately 600,000 claims
- 5,500 jobs advertised through the Jobs@DET website with more than 48,000 applications lodged electronically
- Electronic Leave Application system (eLAPS) received 127,820 applications for leave with 90% of these being processed automatically
- 12,000 applications seeking approval to teach in NSW government schools lodged through use of the electronic Teacher applications system (eAT)
- OMSEE was used in NSW schools to lodge 8,482 staff establishment (enrolments and entitlements) returns which were processed without back-office intervention.

TAFE employees self service functionality was greatly enhanced during 2006 with the implementation of:

- Online pay slips, with the option to choose not to receive paper pay slips
- Online review of leave balances and leave history
- Electronic casual staff payments processing system (eEC) which automate the lodging and calculation of pay for full-time and part-time TAFE teachers. As at November 2006, the electronic forms accounted for 72% of the total forms submitted by the teaching sections across all the institutes for pay processing.

## APPENDIX 21: CONSUMER RESPONSE

In 2006, the Executive Support Directorate processed 6,155 items of Ministerial correspondence, and 2,062 letters to the Director-General. The correspondence related predominantly to the following issues:

- More than 2,340 items relating to school facilities and infrastructure
- Over 650 letters on personnel issues such as school staffing
- Almost 4,000 items on a variety of school/student issues
- Nearly 700 items on policy, higher education, and regulatory matters
- Over 3,300 items on TAFE related matters.

The Directorate regularly monitors its procedures to ensure all correspondence is dealt with in accordance with performance requirements.

### TAFE NSW

TAFE NSW Institutes collect information about the complaints they receive during the year and take action to ensure they are dealt with satisfactorily. The table below shows the number of complaints received and resolved in 2006 and the number carried over to 2007.

#### 21.1 TAFE NSW complaints

TAFE NSW			
Type of Complaint	Number of Complaints		
	Received	Resolved	Carried over to 2007
<i>Category 1:</i> Remedy and System Improvement – General complaints (delays, inefficiencies)	1,117	1,061	56
<i>Category 2:</i> Negotiation – More serious complaints (unreasonable or unfair behaviour)	746	680	64
<i>Category 3:</i> Investigation – Alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	162	129	31
<b>Total</b>	<b>2,025</b>	<b>1,870</b>	<b>151</b>

Source: DET, TAFE NSW

The following improvements to TAFE NSW services were implemented in 2006 in response to complaints received:

- Quality improvements were introduced into the selection process for students in high demand and walk-in courses

- Additional parking areas were designated for special access needs and arrangements for discounted student parking have been publicised
- Recognition of prior learning processes were streamlined and a mechanism for following up outstanding applications was implemented
- Replacement arrangements for counsellor absences were reviewed to ensure continuity of services to students
- Anti-Harassment Contact Officers were appointed at some colleges to deal with concerns
- Student assessment processes were clarified to reduce misunderstandings about how marks are determined.

Positive results include:

- Institute staff have an improved awareness of the Disability Standards for Education
- There is increased use of negotiation to resolve issues in the early stages and prevent potential escalation.

### **Adult Migrant English Service**

Study pathways for Adult Migrant English Service (AMES) students were further extended during 2005-06, when AMES introduced three vocational skills courses which Adult Migrant English Program clients can take to complement their Certificate in Spoken and Written English (CSWE) studies. The following courses were introduced in July 2006: Certificate III in Aged Care, Certificate III in Child Care and Certificate II in Business. These courses are conducted by NSW AMES in conjunction with Adult and Community Education colleges. Clients successfully completing such courses can articulate into the next level of the TAFE NSW certificate or diploma course or employment.

In response to student feedback, programs were extended at a number of AMES centres by offering additional modules of study under the Certificates in Spoken and Written English. Following student focus group feedback, Bankstown AMES introduced literacy and pronunciation withdrawal classes and made improvements to the student amenities area.

Internal audits of all AMES centres against AQTF standards were carried out during 2006. As a result of these audits a range of service improvements were implemented, including further standardisation of procedures.

## 21.2 AMES complaints

AMES			
Type of Complaint	Number of Complaints		
	Received	Resolved	Carried over to 2007
<i>Category 1:</i> Remedy and System Improvement – General complaints (delays, inefficiencies)	10	10	0
<i>Category 2:</i> Negotiation – More serious complaints (unreasonable or unfair behaviour)	9	9	0
<i>Category 3:</i> Investigation – Alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	0	0	0
<b>Total</b>	<b>19</b>	<b>19</b>	<b>0</b>

Source: DET, TAFE NSW

## Quality Assurance Services

Quality Assurance Services (QAS), a directorate of State Training Services, provides quality assurance determination and complaint investigation for Registered Training Organisations (RTOs) registered by the NSW Vocational Education and Training Accreditation Board (VETAB).

QAS records and investigates complaints received about its own level of service. During 2006, four complaints were received (compared with nine in 2005).

### 21.3 Quality Assurance Services complaints

Complaint Type	Number of complaints received
Audit Process	3
Processing Timeframes	1
Staff	0
Other	0
Total	4

Source: DET, TAFE NSW

It should be noted that complaints about VETAB are reported in VETAB's Annual Report. At the beginning of 2005, VETAB introduced a set of customer service standards. These are available on the VETAB website at:

[http://www.vetab.nsw.gov.au/customer\\_service\\_standards.htm](http://www.vetab.nsw.gov.au/customer_service_standards.htm).

## Centre for Learning Innovation

The 2006 release of the Teaching and Learning exchange (TaLe) responded to user requests that products and services be tailored to primary, secondary and TAFE teachers.

## **APPENDIX 22: ORGANISATIONAL IMPROVEMENT AND RISK MANAGEMENT**

During 2006, the Department's Audit Directorate was restructured and renamed the Audit and Risk Management Directorate (A&RMD). Audit's investigation unit was relocated to the Employee Performance and Conduct Unit to rationalise all investigation activities into one area of the Department.

The restructured directorate now has an assurance services unit that is responsible for all the internal audit activity and a consulting services unit that is responsible for management consultancies, risk management and corruption prevention. The change has resulted in providing a more responsive service to internal clients for both audit and business improvement projects.

The Department's Risk Management Policy and Guidelines were approved by the Board of Management in 2006. Implementation of the policy commenced with the identification and ranking of DET strategic risks. Risks and strategies to manage them are being progressively incorporated into the DET corporate plan.

### **Organisation Improvement**

#### **Risk Management and Consulting**

Audit and Risk Management Directorate (A&RMD) identified, promoted and supported the implementation of best practice risk management practices across the DET. Risk based audits and reviews were conducted again in 2006. A strategic risk profile for the Department was developed by the Board of Management and will provide the basis for monitoring departmental risks. The Director, A&RM has been invited to join the Risk Champions, a group formed to improve the enterprise risk roll out across government departments. A focus of the Risk Management and Consultancy Services Unit has been the provision of consultancy and business improvement services to senior management.

### **TAFE NSW**

Audits of major high risk Institute functions such as purchasing and accounts payable, receipting and banking, payroll and Occupational Health and Safety were conducted at seven institutes. Audits were also conducted covering student enrolment, recognition of prior learning, Curriculum Centres, overtime at OTEN, the Building Industry Skills Centre and the Metal Centre.

Auditors from the National Centre for Vocational Education Research were assisted in their audit of TAFE NSW student data on behalf of the Commonwealth Department of Education, Science and Training. This audit was considered a high priority as the results have a direct bearing on Commonwealth funding received by TAFE NSW.

All TAFE NSW Institutes submitted a signed statement of responsibility for internal control in 2006. These documents stated that the objective of reducing risks to an acceptable level had been achieved and that a system of internal controls had operated satisfactorily.

## Statewide Audit

Directorate staff undertook 23 audits in State Office directorates and significant system improvements resulted from these audits. Some examples are listed below.

- Strategic business planning
- Budgetary process
- Joint funded projects in schools
- Utilisation of leased properties
- Use of contractors and consultants
- Mail dispatch services
- Rollout of computers to schools
- Payroll
- Accounts Payable
- Corporate credit cards
- Employment screening
- Financial viability checks on Higher Education Institutions seeking registration under the Higher Education Act
- Probity audits over large tenders
- Administration of grant programs
- Provision of audit certificates for Commonwealth funded programs

## Information Systems

Thirteen audits were completed during the year. Recommendations made, when implemented, will improve operational controls, security and efficiencies. Examples of these audits include:

- Systems: applications including corporate wide systems (personnel leave, finance) and systems for specific directorates including ACE, and Learning and Development
- Infrastructure: regional networks, wide area networks, and secure internet services
- Projects: technology projects such as Learning Management and Business Reform, and records management
- IT Governance: resources were applied to probity audits for tenders/quotations.

Additionally, the unit provided advice to global audits, computer assisted audit techniques, attendances at regional information technologies meetings, and investigations.

## NSW Government Schools

During 2006, the Department undertook 1,076 school audits that focused on the key financial and related operations in accordance with assessed risk. These audits found that 89% of the schools managed their finances satisfactorily, while 11% had adverse reports. Common findings and summary reports were provided to regional offices.

Audits were also undertaken in areas such as school enrolments, occupational health and safety, teacher professional learning and leave systems.

### DET Policy Documents

Departmental policy documents are accessible to staff and members of the public on the corporate website at [www.det.nsw.edu.au/policies/](http://www.det.nsw.edu.au/policies/). The majority of these documents have been rewritten in a concise and standardised format. The policy website provides online access and a telephone contact for requests for further information or to provide feedback.

### Benchmarking Audit Services

The Department participated in an international benchmarking program in which internal audit departments in the public and private sectors are compared with each other, with groups of similar size, purpose or location, and against world-class internal auditing groups. This benchmarking process is conducted annually. Areas of comparison included level of resourcing, skill and experience of audit staff, timeliness of audit work, quality of audit planning, risk awareness and quality improvement activities. In 2006, the Department continued to meet or exceed world-class standards in several areas of auditing including audit planning and risk awareness.

Additionally, the Audit and Risk Management Directorate was subject to an independent quality assurance review. The review endorsed the directorate as meeting the Standards for the Professional Practice of Internal Auditing. Recommendations to further improve internal audit services are currently being implemented.

### Insurance Activities

The NSW Treasury Managed Fund (TMF) Scheme provides a full range of insurance cover for most NSW Government agencies, including government schools and institutes.

A self-insurance scheme, the TMF Scheme is underwritten by the NSW Government. The major lines of insurance provided are workers' compensation, property, liability, motor vehicle and miscellaneous.

The premiums for 2006-07 reflect the Department's improved performances, when compared to 2005-06, for all of the lines of insurance.

### Corruption Prevention

Corruption prevention activities focused on the conduct of corruption prevention projects to minimise corruption and fraud across the Department and to raise awareness. Projects emanated from corruption/fraud risk assessments, investigations and audits (both internal and external) and from management requests. Projects undertaken in 2006 included: DET Statement of Business Ethics, Phase 1 implementation of the NSW Audit Office Corruption/Fraud Control Improvement Kit, follow-up of the ICAC Report on an investigation into schemes to fraudulently obtain building licences and the Whistling While They Work Project aimed at improving whistleblower legislation across most Australian jurisdictions. Corruption prevention presentations were delivered to clients within the TAFE & Community Education and the Schools Portfolios.

## 22.1 Complaints registered for investigation by Audit Directorate by sector per calendar year

Complaints Registered for Investigation by Sector per calendar year										
Sector	2006	%	2005	%	2004	%	2003	%	2002	%
Schools & Regional Offices	52	46	41	48	73	64	56	53	71	71
TAFE Institutes	36	32	33	38	25	22	35	33	16	16
State Offices	21	19	10	12	15	13	8	8	10	10
External/Other	4	3	2	2	1	1	6	6	3	3
<b>Total</b>	<b>113</b>		<b>86</b>		<b>114</b>		<b>105</b>		<b>100</b>	
%Protected Disclosures	24%		24%		39%		21%		26%	

## 22.2 Outcomes of complaints investigated per calendar year

Outcomes of Complaints Investigated per calendar year										
Outcome	2006	%	2005	%	2004	%	2003	%	2002	%
Unsubstantiated	33	42	37	46	57	47	48	49	38	40
Substantiated	46	58	44	54	64	53	50	51	58	60
<b>Total</b>	<b>79</b>		<b>81</b>		<b>121</b>		<b>98</b>		<b>96</b>	

## APPENDIX 23: MATTERS AFFECTING THE OPERATIONS OF THE DEPARTMENT

### Financial Operations

The introduction of the International Accounting and Reporting Standards came into effect for all reporting periods commencing on or after 1 January 2005. The financial statements for the year ended 30 June 2006 were prepared fully under the new standards including the restatement of the 30 June 2005 comparatives.

As at 30 June 2006, revaluation figures for land and buildings were assessed and brought to account pending a detailed revaluation exercise to be undertaken during 2006-07. The accounts as at 30 June 2007 will incorporate revaluation figures for land and buildings.

### Issues that could Impact on TAFE NSW in 2007

In 2007, the issues that could impact on TAFE NSW include:

- Responding to greater industry demand for delivery of training and assessment in the workplace, in conjunction with enterprises and with a focus on customised learning and assessment
- Strengthening TAFE NSW's performance in the competitive training market
- Responding effectively to the increased emphasis on recognition of prior learning in training delivery and assessment
- Meeting targets for ASH, skills shortages, equity and age groups under the State VET Plan and the Results and Services Plan
- Meeting the requirements and targets of the State Plan, A New Direction for NSW

- Maintaining high levels of student and employer satisfaction while meeting the targets and directions set in national and state plans for vocational education and training
- Ensuring successful compliance with the requirements for outcomes based auditing under the national provider registration processes of the Australian Quality Training Framework 2007
- Implementing the strategies outlined under the DET Ecological Sustainability Cross-Portfolio Plan endorsed by DET in 2006
- Continuing to expand training within budget.

### Issues that could Impact On NSW Government Schools in 2007

- Meeting the requirements and targets of the State Plan, A New Direction for NSW
- The 2006 *Interagency Guidelines for Child Protection Intervention* were introduced in September 2006. Training key staff and revising child protection policy and procedures will be required to meet the Department's commitment to implement the guidelines and work to achieve high standards in interagency practice
- Recommendations from the National Enquiry into the Teaching of Literacy have informed the development of the State Literacy Plan. These recommendations will guide the development of the State Literacy Policy and induction programs for early career teachers and new school leaders in the teaching of literacy
- The Council of Australian Governments National Reform Agenda includes the reform area of "engendering a culture of continuing improvement in schools based on rigorous accountability frameworks and performance measurement" with the subsequent direction of resources to where they are needed most. This will require the review of current entry to school assessment practices to ensure that a high quality diagnostic system for literacy and numeracy is implemented across all government schools
- NSW Institute of Teachers ongoing policy development will require the Department to continue to develop infrastructure that will support the development and registration of professional learning activities. This will provide teachers with optimum opportunities to gain and maintain accreditation as well as meeting continuing professional development requirements
- The introduction of school based apprenticeships and the changes in funding processes for the training of School Based Traineeships will impact on students, schools, TAFE Institutes, regions and Vocational Education in Schools Directorate as new processes and new support mechanisms are developed
- The Australian Government has set particular requirements to be reported by schools to their communities. By 30 June 2007, schools will need to have provided to parents or care-givers specific information on student performance, staff engagement, and satisfaction with the school. This information is to be provided in two approved ways, one being the Annual School Report
- Board of Studies HSC English Prescriptions revised text list for 2008 and implementation in 2009 requires new materials for teachers and students on the Curriculum Support website and HSC Online
- The National Assessment Program (NAP) will impact on students in selected schools throughout the state during 2007. Light sample assessments have been planned to minimise disruption and to rotate the test load for schools. The triennial NAP: Civics and Citizenship in Year 6 and Year 10 will be trialled in March and implemented in October in selected schools. Year 6 and Year 10 will be sampled for the trial NAP: Information and Communications Technology (ICT) Literacy in mid-year 2007, with the main national NAP: ICT Literacy to follow late in 2008. Trialling

for the national assessments in literacy and numeracy will occur in Years 3, 5, 7 and 9 in May 2007. The first national assessments in literacy and numeracy will be undertaken by all students in Years 3, 5, 7 and 9 in May 2008, replacing the state based BST, ELLA and SNAP tests.

## APPENDIX 24: LEGISLATIVE CONTEXT AND CHANGES

The Department assists the Minister in the administration of the following Acts:

- *Apprenticeship and Traineeship Act 2001*
- *Australian Catholic University Act 1990*
- *Australian William E Simon University Act 1988*
- *Board of Adult and Community Education Act 1990*
- *Board of Vocational Education and Training Act 1994*
- *Charles Sturt University Act 1989*
- *Education Act 1990*
- *Education (School Administrative and Support Staff) Act 1987*
- *Higher Education Act 2001*
- *Higher Education (Amalgamation) Act 1989*
- *Institute of Teachers Act 2004*
- *Macquarie University Act 1989*
- *Moree and District War Memorial Educational Centre Act*
- *Parents and Citizens Associations Incorporation Act 1976*
- *Saint Andrew's College Act 1998*
- *Sancta Sophia College Incorporation Act 1929*
- *Southern Cross University Act 1993*
- *Teacher Housing Authority Act 1975*
- *Teachers' College Act 1912*
- *Teaching Service Act 1980*
- *Technical and Further Education Commission Act 1990*
- *Technical Education Trust Funds Act 1967*
- *University of New England Act 1993*
- *University of New South Wales Act 1989*
- *University of New South Wales (St George Campus) Act 1999*
- *University of Newcastle Act 1989*
- *University of Sydney Act 1989*
- *University of Technology, Sydney, Act 1989s*
- *University of Western Sydney Act 1997*
- *University of Wollongong Act 1989*
- *Vocational Education and Training Act 2005*
- *West Scholarship Act 1930*
- *Women's College Act 1902*

During 2006:

- The *Vocational Education and Training Act 2005* commenced and the *Vocational Education and Training Accreditation Act 1990* was repealed
- The *Technical and Further Education Commission Act 1990*, the *Institute of Teachers Act, 2004*, the *Teacher Housing Authority Act 1975* were amended by the *Public Sector Employment Legislation Amendment Act 2006*

- The *Apprenticeship and Traineeship Act 2001*, the *Board of Vocational Education and Training Act 1994*, the *Higher Education Act 2001* were amended by the *Vocational Education and Training Act 2005*
- The *Higher Education (Amalgamation) Act 1989*, the *Institute of Teachers Act 2004*, the *Teaching Service Act 1980* and the *University of Sydney Act 1989* were amended by the *Statute Law (Miscellaneous Provisions) Act 2006*
- The *Teaching Service Act 1980*, the *Technical and Further Education Commission Act 1990* and the *Education (School Administrative and Support Staff) Act 1987* were amended by the *Education Legislation Amendment (Staff) Act 2006*
- The *Education Act 1990*, the *Teaching Service Act 1980* and the *Education (School Administrative and Support Staff) Act 1987* were amended by the *Education Legislation Amendment Act 2006*.

The following statutory instruments are in force under Acts administered by the Minister:

- Apprenticeship and Traineeship Regulation 2005
- Education Regulation 2001
- Education (School Administrative and Support Staff) Regulation 2003
- Higher Education Regulation 2003
- Southern Cross University (Transitional) Regulation 1994
- Teaching Service Regulation 2001
- Technical Education Trust Funds (Institute) By-law 1985
- Technical Education Trust Funds (TAFE Establishments) By-law 1997
- Various university by-laws.

Note: All the above Acts and statutory instruments are available at [www.legislation.nsw.gov.au](http://www.legislation.nsw.gov.au)

### Judicial Decision

There was one significant judicial decision in 2005 involving the Department that has a bearing on the Department's operations - *Department of Education and Training v Amery and Others* [2006] HCA 14 (13 April 2006). In this case, 13 female casual teachers claimed that they had been indirectly discriminated against on the ground of sex because of a difference in the casual pay scale of permanent and casual teachers. The casual teachers (who were paid in compliance with the relevant award) claimed the award discriminated against women (who formed the majority of casual teachers). The High Court, by majority, ruled that the Department of Education and Training had not been treating its casual teachers in an unlawfully discriminatory manner and that the Department's policy of not making over-award payments was reasonable and not in breach of the *NSW Anti-Discrimination Act 1977*.

## APPENDIX 25: CONSULTANTS

## 25.1 Consultants

Cost equal to or greater than \$30,000				
Name of consultant	Category of consultancy	Title of project (if applicable)	Purpose of consultancy	Actual cost of engaging consultant
Blake Dawson Waldron Lawyers	Legal	Privately Financed Project	Provide legal advice in relation to the New Schools Privately Financed Project	\$42,037
University of Melbourne	Organisational Review	Analysis of Equity Programs	Provide a framework to support schools with a high percentage of students from disadvantaged backgrounds	\$44,000
Catalyst Communications Pty Ltd.	Management Services	Privately Financed Project	Provide contractual advice in relation to the New Schools Privately Financed Project	\$57,137
Massaro Consulting Ltd.	Organisational Review	DET International Project	Undertake a review of international business across DET.	\$73,700
Allen Consulting Group	Environmental	TAFE NSW Economic Value Statement	Identify the economic value of TAFE NSW & provide advice as to whether TAFE NSW provides value for money compared to other registered training providers	\$165,000
Total consultancies equal to or more than \$30,000 (5)				\$381,874
Cost less than \$30,000				
Consultancy categories				Actual cost of engaging consultant
Organisational review (2)				\$32,443
Finance, Accounting/Tax (1)				\$17,052
Management Services (3)				\$37,590
Training (1)				\$4,364
Total consultancies less than \$30,000 (7)				\$91,449
Total consultancies (12)				\$473,323

**APPENDIX 26: PUBLICATIONS**

Publication	Website or telephone contact
<b>Aboriginal education</b>	
NSW Aboriginal Education and Training Strategy 2006-2008	<a href="http://www.aboriginaleducation.nsw.edu.au">www.aboriginaleducation.nsw.edu.au</a>
Welcome to Country and Acknowledgment of Country	<a href="http://www.aboriginaleducation.nsw.edu.au/welcomecountry.pdf">www.aboriginaleducation.nsw.edu.au/welcomecountry.pdf</a>
<b>Adult and Community Education (ACE)</b>	
It's a hard road to hoe - Designing a Community Language Project	9289 9126
ACE and Indigenous Australians Action Plan 2005 - 2008	9289 9126
<b>Adult Migrant Education Service (AMES)</b>	
Coffee time, A new hairstyle, Moving house (Start to Read series)	<a href="http://www.ames.edu.au">www.ames.edu.au</a> 9289 9255
Fire Reader (Intermediate level)	<a href="http://www.ames.edu.au">www.ames.edu.au</a> 9289 9255
Language of Childbirth - workbook and audio CD	<a href="http://www.ames.edu.au">www.ames.edu.au</a> 9289 9255
Untangling the Web	<a href="http://www.ames.edu.au">www.ames.edu.au</a> 9289 9255
Maths Words - Interactive CD-ROM and workbook	<a href="http://www.ames.edu.au">www.ames.edu.au</a> 9289 9255
English for Health Professionals: Nurses - Online video-based course	<a href="http://www.ames.edu.au">www.ames.edu.au</a> 9289 9255
<b>TAFE NSW</b>	
TAFE NSW handbook (available from newsagents between August and March each year)	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>
TAFELink - the TAFEPlus newsletter for industry	<a href="http://www.tafeplus.com/tafelink/welcome.htm">www.tafeplus.com/tafelink/welcome.htm</a>
Future Booster: Getting Started at TAFE NSW	<a href="http://www.tafensw.edu.au/about/publications/index.htm">www.tafensw.edu.au/about/publications/index.htm</a>
The Complete Package - the value of TAFE NSW, May 2006; the Allen Consulting Group.	<a href="http://www.det.nsw.edu.au/news/the-complete-package/the-complete-package.pdf">www.det.nsw.edu.au/news/the-complete-package/the-complete-package.pdf</a>
Drug and Alcohol Issues: An Agenda for Workforce Development in NSW, November 2005	<a href="http://www.det.nsw.edu.au/media/downloads/dethome/yr2005/drugalcoholpl.pdf">www.det.nsw.edu.au/media/downloads/dethome/yr2005/drugalcoholpl.pdf</a>
inTAFE: A Magazine for Students	<a href="http://www.tafensw.edu.au/about/publications/index.htm">www.tafensw.edu.au/about/publications/index.htm</a>
Aged Care in Australia: A Guide for Aged Care Workers	<a href="http://www.lq.tafensw.edu.au/facetoface">www.lq.tafensw.edu.au/facetoface</a>
Doing Time: A Resource for TAFE NSW teachers new to teaching in Correctional Centres	<a href="http://detwww.det.nsw.edu.au/tsss">detwww.det.nsw.edu.au/tsss</a>
Degree Express TAFE NSW - Sydney Institute	1300 360 601
Life-based learning: a strength based approach to capability development: M Staron, M Jasinski and R Weatherley	9244 5005
Indigenous learning: a collection of key papers, reports, resources and websites	<a href="http://www.icvet.tafensw.edu.au/research/indigenous_learning.htm">www.icvet.tafensw.edu.au/research/indigenous_learning.htm</a>
<b>Curriculum</b>	
Curriculum Support: Resources for curriculum support in key learning areas, materials, professional development, teaching approaches and assessment	<a href="http://www.curriculumsupport.education.nsw.gov.au/">http://www.curriculumsupport.education.nsw.gov.au/</a>
Curriculum resources that support student learning in all Key Learning Areas can also be accessed through the Teaching and Learning Exchange	<a href="http://www.tale.edu.au">www.tale.edu.au</a>
New policy for schools implemented from 1 January 2006- Curriculum Planning and Programming, Assessing and Reporting to Parents	<a href="https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml">https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml</a>
Implementation support for the new policy - Curriculum Planning and Programming, Assessing and Reporting to Parents	<a href="http://www.curriculumsupport.nsw.edu.au/timetoteach/index.htm">http://www.curriculumsupport.nsw.edu.au/timetoteach/index.htm</a>
<i>New written reports for primary and secondary schools</i> - brochure for parents Available in English - pdf 230kb and 22 community languages Translations	<a href="https://www.det.nsw.edu.au/media/downloads/languagesupport/reporting/english.pdf">https://www.det.nsw.edu.au/media/downloads/languagesupport/reporting/english.pdf</a> <a href="https://www.det.nsw.edu.au/languagesupport/documents/reporting/brochure.htm">https://www.det.nsw.edu.au/languagesupport/documents/reporting/brochure.htm</a>
Gifted and Talented Policy	<a href="https://www.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051.shtml">https://www.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051.shtml</a>
Gifted and Talented Education support packages	<a href="http://www.curriculumsupport.education.nsw.gov.edu.au/policies/gats/support/index.htm?u=2&amp;i=3">http://www.curriculumsupport.education.nsw.gov.edu.au/policies/gats/support/index.htm?u=2&amp;i=3</a>
The Premier's Reading Challenge Homepage	<a href="http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm">http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm</a>
State Literacy Plan 2006-2008 and related resources	<a href="http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/index.htm">http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/index.htm</a>

Publication	Website or telephone contact
State Numeracy Plan 2006-2008 and related resources	<a href="http://www.curriculumsupport.education.nsw.gov.au/primary/mathematics/assets/pdf/numeracy_plan_15mar06.pdf">http://www.curriculumsupport.education.nsw.gov.au/primary/mathematics/assets/pdf/numeracy_plan_15mar06.pdf</a>
Reading Recovery Guidelines for implementation 2007 and beyond	<a href="http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading/index.htm">http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading/index.htm</a>
National Literacy and Numeracy Week Parent Brochure - Helping your child with literacy and numeracy: Pre-school to Year 6. (translated into seven languages)	<a href="http://www.nlnw.nsw.edu.au/pdfs/kit06/prescyr6.pdf">http://www.nlnw.nsw.edu.au/pdfs/kit06/prescyr6.pdf</a>
National Literacy and Numeracy Week Parent Brochure – Helping your child with literacy and numeracy in the middle school: Years 6-8 (translated into seven languages)	<a href="http://www.nlnw.nsw.edu.au/pdfs/kit06/middleesc.pdf">http://www.nlnw.nsw.edu.au/pdfs/kit06/middleesc.pdf</a>
The School Magazine, four issues each month, February to November: A literary magazine for students and a resource for teachers	<a href="http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/schoolmagazine/index.htm">http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/schoolmagazine/index.htm</a>
Primary Education: Includes Kindergarten to Year 6. The website looks at starting school with links to the learning areas	<a href="http://www.schools.nsw.edu.au/gotoschool/primary">www.schools.nsw.edu.au/gotoschool/primary</a>
Premier's Reading Challenge: Details of the 2005-2006 Reading Challenge - book lists, instructions, rules, forms and the latest news	<a href="http://www.schools.nsw.edu.au/premiersreadingchallenge">www.schools.nsw.edu.au/premiersreadingchallenge</a>
Key Learning Areas: For K - 6 these are listed as seven broad areas, for 7 - 12 as subjects	See <a href="http://www.schools.nsw.edu.au/learning">www.schools.nsw.edu.au/learning</a> The content of syllabuses is on the NSW Board of Studies website.
Implementation support for the new policy - Curriculum Planning and Programming, Assessing and Reporting to Parents	<a href="http://www.curriculumsupport.nsw.edu.au/timetoteach/index.htm">http://www.curriculumsupport.nsw.edu.au/timetoteach/index.htm</a>
Reading Recovery Guidelines for implementation 2007 and beyond	<a href="http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading/index.htm">http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading/index.htm</a>
National Literacy and Numeracy Week Parent Brochure - Helping your child with literacy and numeracy. Pre-school to year 6. (translated into seven languages)	<a href="http://www.nlnw.nsw.edu.au/pdfs/kit06/prescyr6.pdf">http://www.nlnw.nsw.edu.au/pdfs/kit06/prescyr6.pdf</a>
National Literacy and Numeracy Week Parent Brochure - Helping your child with literacy and numeracy in the middle years. Year 6-8. (translated into seven languages)	<a href="http://www.nlnw.nsw.edu.au/pdfs/kit06/middleesc.pdf">http://www.nlnw.nsw.edu.au/pdfs/kit06/middleesc.pdf</a>
Languages: Information about the range of languages offered in NSW in K-12	<a href="http://www.schools.nsw.edu.au/learning">www.schools.nsw.edu.au/learning</a>
The School Magazine: Four issues each month, February to November. A literary magazine for students and a resource for teachers	<a href="http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/schoolmagazine/index.htm">http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/schoolmagazine/index.htm</a>
Primary Education: Includes Kindergarten to Year 6. The website looks at starting school with links to the learning areas	<a href="http://www.schools.nsw.edu.au/gotoschool/primary">www.schools.nsw.edu.au/gotoschool/primary</a>
Premier's Reading Challenge: Details of the 2005-2006 Reading Challenge - book lists, instructions, rules, forms and the latest news	<a href="http://www.schools.nsw.edu.au/premiersreadingchallenge">www.schools.nsw.edu.au/premiersreadingchallenge</a>
Key Learning Areas: For K - 6 these are listed as seven broad areas, for 7 - 12 as subjects. The content of the syllabuses is on the NSW Board of Studies Website	<a href="http://www.schools.nsw.edu.au/learning">www.schools.nsw.edu.au/learning</a>
<b>Disability Programs</b>	
The Learning Assistance Program: A reflective study (2006)	<a href="http://www.schools.nsw.edu.au/studentsupport/programs/lrngdifficulty.php">http://www.schools.nsw.edu.au/studentsupport/programs/lrngdifficulty.php</a> (02) 9266 8737
<b>Educational Measurement and School Accountability (EMSAD)</b>	
Assessment (Schools): Information about statewide testing in Years 3 and 5 (Basic Skills) and Years 7 and 8 in literacy (ELLA) and numeracy (SNAP)	<a href="http://www.schools.nsw.edu.au/learning">www.schools.nsw.edu.au/learning</a>
BST - School Manual of Administrative Procedures	<a href="http://www.schools.nsw.edu.au/learning/k-6assessments/basicskills.php">http://www.schools.nsw.edu.au/learning/k-6assessments/basicskills.php</a>
CSA6 - School Manual of Administrative Procedures CSA6 - School Manual of Administrative Procedures – practical component	<a href="http://www.schools.nsw.edu.au/learning/k-6assessments/compskills.php">http://www.schools.nsw.edu.au/learning/k-6assessments/compskills.php</a>
ELLA - School Manual of Administrative Procedures	<a href="http://www.schools.nsw.edu.au/learning/7-12assessments/ellatest.php">http://www.schools.nsw.edu.au/learning/7-12assessments/ellatest.php</a>
SNAP - School Manual of Administrative Procedures	<a href="http://www.schools.nsw.edu.au/learning/7-12assessments/snaptest.php">http://www.schools.nsw.edu.au/learning/7-12assessments/snaptest.php</a>

## Appendices

Publication	Website or telephone contact
ESSA - School Manual of Administrative Procedures and Teacher Handbook ESSA ESSA - pilot sample items ESSA framework Parent information sheet about the ESSA test Results of the 2005 ESSA parent surveys	<a href="http://www.schools.nsw.edu.au/learning/7-12assessments/essa/index.php">http://www.schools.nsw.edu.au/learning/7-12assessments/essa/index.php</a>
For teaching strategies documents or teacher handbooks for test programs call:	ELLA and BST Literacy 9707 6207
For teaching strategies documents or teacher handbooks for test programs call:	SNAP and BST Numeracy 9707 6210
For teaching strategies documents or teacher handbooks for test programs call:	ESSA and CSA6 9707 76285
Equity Programs and Distance Education	
School is For Me: Pathways to student engagement	<a href="http://www.psp.nsw.edu.au">www.psp.nsw.edu.au</a>
Priority Action Schools Program Support Document 2007-2008	<a href="http://www.psp.nsw.edu.au">www.psp.nsw.edu.au</a>
Cinliteracy: more than making movies	<a href="http://www.psp.nsw.edu.au">www.psp.nsw.edu.au</a>
Priority Schools Programs Support Sheet #7 Planning in Low Socio-Economic Status (SES) School Communities	<a href="http://www.psp.nsw.edu.au">www.psp.nsw.edu.au</a>
Priority Schools Programs Support Sheet #8 Numeracy in Low Socio-Economic Status (SES) School Communities	<a href="http://www.psp.nsw.edu.au">www.psp.nsw.edu.au</a>
Web Services for Schools – Information sheet and letter to parents (22 languages) Anaphylaxis – Information for parents and 2 proformas (22 languages) Prescribed Medication – 3 letters to parents and a proforma to support schools in arranging meetings and collecting information (22 languages) Head Lice – Information sheet, letters re Nitbusters Program and consent form for participation in Nitbusters (22 languages) New written reports for primary and secondary school students – Information for parents (22 languages) Written reports for students learning English as a second language (ESL) (22 languages) Application to enrol in a NSW government school (30 languages) Transition to high school fact sheets – Why choose a public high school, Understanding your child’s schoolwork and From primary to high school – how parents can help (22 languages)	<a href="https://www.det.nsw.edu.au/languagesupport/index.htm">https://www.det.nsw.edu.au/languagesupport/index.htm</a>
Out and About – Interactive CD with stories and games for ESL beginners with first language support in Dari, Arabic and Dinka and teachers’ notes	<a href="https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/otandabout/Browser_ESL_Readers/home.html">https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/otandabout/Browser_ESL_Readers/home.html</a> 9244 5328
Connecting Communities – 2007 Calendar for Cultural Diversity Connecting Communities – 2007 Calendar Handbook	9244 5328
Anti-Racism policy	<a href="https://detwww.det.nsw.edu.au/policies/student_serv/equity/antiracism/PD20050235.shtml">https://detwww.det.nsw.edu.au/policies/student_serv/equity/antiracism/PD20050235.shtml</a>
Cultural Diversity and Community Relations Policy: Multicultural education in schools and implementation strategies	<a href="https://detwww.det.nsw.edu.au/policies/student_serv/equity/comm_rela/PD20050234_i.shtml">https://detwww.det.nsw.edu.au/policies/student_serv/equity/comm_rela/PD20050234_i.shtml</a>
Induction materials for teachers new to Priority Schools Funding Program schools	<a href="http://www.psfps.nsw.edu.au">www.psfps.nsw.edu.au</a>
Priority Schools Programs Website: Information about the operation, professional learning, projects and publications of the Priority Schools Funding Program (PSFP) and the Priority Action Schools (PAS) program	<a href="http://www.psfps.nsw.edu.au">www.psfps.nsw.edu.au</a>
Country Areas Program (CAP): Information about the operation of CAP, consultancy support, professional learning activities, teaching resources, interactive research units	<a href="http://www.cap.nsw.edu.au">www.cap.nsw.edu.au</a>
Professional Learning and Leadership Development	
The Professional Learning Continuum	<a href="http://www.det.nsw.edu.au/proflearn/continuum/index.htm">www.det.nsw.edu.au/proflearn/continuum/index.htm</a>
2007 Professional Learning for School Leaders Poster	<a href="http://www.det.nsw.edu.au/proflearn/areas/sld/programs/index.htm">www.det.nsw.edu.au/proflearn/areas/sld/programs/index.htm</a>
Leadership Capability Framework Poster	<a href="http://www.det.nsw.edu.au/proflearn/sld/frameworks/slcf.htm">www.det.nsw.edu.au/proflearn/sld/frameworks/slcf.htm</a>
Guide to Mentoring	<a href="http://www.det.nsw.edu.au/proflearn/docs/pdf/guide_mentor.pdf">www.det.nsw.edu.au/proflearn/docs/pdf/guide_mentor.pdf</a>

Publication	Website or telephone contact
Leading the way: Organisational change in the NSW Department of Education and Training DVD	(02) 9886 7736
Hebersham Public School DVD	<a href="http://www.det.nsw.edu.au/proflearn/areas/sld/resources/index.htm">www.det.nsw.edu.au/proflearn/areas/sld/resources/index.htm</a>
<b>Strategic Initiatives</b>	
Our Young Learners: Giving them the best possible start. An Education Strategy for the Early Years from Kindergarten to Year 4 2006–2009	<a href="http://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/k4_strategy.pdf">www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/k4_strategy.pdf</a>
Our Middle Years Learners – Engaged, Resilient, Successful. An Education Strategy for Years 5–9 in NSW 2006–2009	<a href="https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/middlelys.pdf">https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/middlelys.pdf</a>
Our 15 to 19 Year Olds – Opportunities and Choice. An Education and Training Strategy for 15–19 Year Olds in NSW 2006–2009	<a href="https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/sep/studentsplan.pdf">https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/sep/studentsplan.pdf</a>
Arts: Information relating to the programs conducted by the Arts Unit	<a href="http://www.pau.nsw.edu.au">www.pau.nsw.edu.au</a>
Arts: The Schools Spectacular	<a href="http://www.schoolsspectacular.com.au">www.schoolsspectacular.com.au</a>
Arts: Taking the Initiative – Annual publication designed to assist coaches and students in debating and public speaking at both primary and secondary levels	(02) 8512 1172
Premier's Teacher Scholarship Brochure	(02) 9266 8920
Awards and Scholarships Poster 2006	(02) 9244 5099
Premier's Teacher Scholarship Report 2005 Volume 3	<a href="http://www.det.nsw.edu.au/awards">www.det.nsw.edu.au/awards</a>
<b>Professional learning and leadership development</b>	
The Professional Learning Continuum	<a href="http://www.det.nsw.edu.au/proflearn/continuum/index.htm">Continuum www.det.nsw.edu.au/proflearn/continuum/index.htm</a>
2007 Professional Learning for School Leaders Poster	<a href="http://www.det.nsw.edu.au/proflearn/areas/sld/programs/index.htm">www.det.nsw.edu.au/proflearn/areas/sld/programs/index.htm</a>
Leadership Capability Framework Poster	<a href="http://www.det.nsw.edu.au/proflearn/sld/frameworks/slcf.htm">www.det.nsw.edu.au/proflearn/sld/frameworks/slcf.htm</a>
Guide to Mentoring	<a href="http://www.det.nsw.edu.au/proflearn/docs/pdf/guide_mentor.pdf">www.det.nsw.edu.au/proflearn/docs/pdf/guide_mentor.pdf</a>
Leading the way: Organisational change in the NSW Department of Education and Training DVD	(02) 9886 7736
Hebersham Public School DVD	<a href="http://www.det.nsw.edu.au/proflearn/areas/sld/resources/index.htm">www.det.nsw.edu.au/proflearn/areas/sld/resources/index.htm</a>
<b>Regions</b>	
Hunter/Central Coast Principles for Supporting and Monitoring the HSC - Poster	Hunter/Central Coast Region (02) 4924 9929
Hunter/Central Coast 2006 Professional Learning for School Leaders: Making a difference in your classroom - Poster	Hunter/Central Coast Region (02) 4924 9929
North Coast Regional Plan - Poster	(02) 6652 0506
North Coast - Sustained In-School Support - Poster	(02) 6652 0506
<b>Transition to School Guidelines.</b> These guidelines were developed in 2006 as part of the <i>Families First</i> Transition to School Project. The document includes evidence based guidelines, tools and resources to support the implementation of effective transition to school practice in all Riverina Murray schools. They will be made available to all government and non-government schools, prior-to-school services and other relevant agencies, reinforcing a partnership approach in planning children's transition to school	Sandra Clifford, School Education Director Riverina Region, Early Childhood - (02) 6737 3825
<b>Riverina Region Intranet Site.</b> In 2006 Riverina region established an intranet site to support staff in schools. The site provides resources for schools to access a range of regional information. In 2007 the region will continue to develop and enhance the site	David O'Neill, Professional Support Officer, Riverina Region - (02) 6737 3884
<b>Strategic Initiatives</b>	
Our Young Learners: Giving them the best possible start. An Education Strategy for the Early Years from Kindergarten to Year 4 2006–2009	<a href="http://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/k4_strategy.pdf">www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/k4_strategy.pdf</a>
Our Middle Years Learners – Engaged, Resilient, Successful. An Education Strategy for Years 5–9 in NSW 2006–2009	<a href="https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/middlelys.pdf">https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/middlelys.pdf</a>
Our 15 to 19 Year Olds – Opportunities and Choice. An Education and Training Strategy for 15–19 Year Olds in NSW 2006–2009	<a href="https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/sep/studentsplan.pdf">https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/sep/studentsplan.pdf</a>
Arts: Information relating to the programs conducted by the Arts Unit	<a href="http://www.pau.nsw.edu.au">www.pau.nsw.edu.au</a>

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Publication	Website or telephone contact
Arts: The Schools Spectacular	<a href="http://www.schoolsspectacular.com.au">www.schoolsspectacular.com.au</a>
Arts: Taking the Initiative – Annual publication designed to assist coaches and students in debating and public speaking at both primary and secondary levels	(02) 8512 1172
Premier's Teacher Scholarship Brochure	(02) 9266 8920
Awards and Scholarships Poster 2006	(02) 9244 5099
Premier's Teacher Scholarship Report 2005 Volume 3	<a href="http://www.det.nsw.edu.au/awards">www.det.nsw.edu.au/awards</a>
Student Welfare	
Anaphylaxis Guidelines for Schools Edition 2. 2006	<a href="http://www.schools.nsw.edu.au/media/downloads/schoolsw eb/student support/studenthealth/aquidelines_v2.pdf">http://www.schools.nsw.edu.au/media/downloads/schoolsw eb/student support/studenthealth/aquidelines_v2.pdf</a>
Next: Life After School	(02) 9266 8455
The Critics' Choice 2006	<a href="http://www.schools.nsw.edu.au/events/statecompetitions/cr iticschoice/index.php">http://www.schools.nsw.edu.au/events/statecompetitions/cr iticschoice/index.php</a>
Drug education in primary schools – information for parents	<a href="http://www.schools.nsw.edu.au/learning/yrk12focusareas/d ruged/community.php">http://www.schools.nsw.edu.au/learning/yrk12focusareas/d ruged/community.php</a>
Drug education in secondary schools – information for parents	<a href="http://www.schools.nsw.edu.au/learning/yrk12focusareas/d ruged/community.php">http://www.schools.nsw.edu.au/learning/yrk12focusareas/d ruged/community.php</a>
Play Now Act Now – six of the best	(02) 9266 8455
Supporting students in times of natural disaster in other countries: Advice to schools.	Manager, Student Counselling (02) 9266 8576
New Directions in Student Leadership: Staff Training Modules	Manager, Student Wellbeing (02) 9244 5355 <a href="http://www.schools.nsw.edu.au/media/downloads/schoolsw eb/student support/studleadsrc/resourcestaff/toolkitregs/20 05_whatcomesnext2.pdf">http://www.schools.nsw.edu.au/media/downloads/schoolsw eb/student support/studleadsrc/resourcestaff/toolkitregs/20 05_whatcomesnext2.pdf</a>
Guidelines for Mentoring and Supporting Students	Manager, Student Wellbeing (02) 9244 5355 <a href="http://www.schools.nsw.edu.au/media/downloads/schoolsw eb/student support/studentwellbeing/mentoringguidelines.p df">http://www.schools.nsw.edu.au/media/downloads/schoolsw eb/student support/studentwellbeing/mentoringguidelines.p df</a>
Primary Prevention: A Cannabis Education Resource for Stage 3	Manager, Drug Prevention Programs (02) 9266 8258
Mental Health and Adolescent Cannabis Use	Manager, Drug Prevention Programs (02) 9266 8258
Vocational education in schools	
Vocational Education and Training in Schools: Information about the scope of vocational education courses available, school traineeships available and work placement	<a href="http://www.det.nsw.edu.au/vetinschools">www.det.nsw.edu.au/vetinschools</a>
Guides to Workplace Learning for secondary students in government schools and TAFE NSW Institutes - Employers Guide and Parents and Carers Guide	<a href="https://www.det.nsw.edu.au/vetinschools/schooltowork/lear ning/docs/employers_guide05.pdf">https://www.det.nsw.edu.au/vetinschools/schooltowork/lear ning/docs/employers_guide05.pdf</a> <a href="https://www.det.nsw.edu.au/vetinschools/schooltowork/lear ning/docs/parents_carers_guide05.pdf">https://www.det.nsw.edu.au/vetinschools/schooltowork/lear ning/docs/parents_carers_guide05.pdf</a>
HSC VET Courses - promotional brochures translated into 11 languages	(02) 9244 5058
Workplace Learning Policy Associated Documents and Forms	<a href="https://www.det.nsw.edu.au/vetinschools/schooltowork/lear ning/wplImp2005.html">https://www.det.nsw.edu.au/vetinschools/schooltowork/lear ning/wplImp2005.html</a>
Career Development for Students in NSW Public Schools – brochure	<a href="https://www.det.nsw.edu.au/vetinschools/documents/schoo ltowork/CareersDevelopmentBrochure.pdf">https://www.det.nsw.edu.au/vetinschools/documents/schoo ltowork/CareersDevelopmentBrochure.pdf</a>
Fast Track to a Qualification – brochure on credit transfer into TAFE NSW for HSC courses. In English and 14 community languages	(02) 9244 5249
School Based Traineeships in NSW a guide for students - brochure	9244 5253
School Based Traineeships in NSW - information folders	
School Based Apprenticeships and Traineeships in NSW - also includes information on Trade Schools	<a href="http://sbatinnsw.info">http://sbatinnsw.info</a>
<i>Your future this way: apprenticeships and traineeships with group training in NSW</i> , print, CD-ROM and web at	<a href="http://www.nswgrouptraining.com.au/index.html">http://www.nswgrouptraining.com.au/index.html</a>
Vocational Education and Training in Schools: Information about the scope of vocational education courses available, school traineeships available and work placement	<a href="http://www.det.nsw.edu.au/vetinschools">www.det.nsw.edu.au/vetinschools</a>
Guides to Workplace Learning for secondary students in government schools and TAFE NSW Institutes - Employers Guide and Parents and Carers Guide	<a href="https://www.det.nsw.edu.au/vetinschools/schooltowork/lear ning/docs/employers_guide05.pdf">https://www.det.nsw.edu.au/vetinschools/schooltowork/lear ning/docs/employers_guide05.pdf</a>

Publication	Website or telephone contact
	<a href="https://www.det.nsw.edu.au/vetinschools/schooltowork/learning/docs/parents_carers_guide05.pdf">https://www.det.nsw.edu.au/vetinschools/schooltowork/learning/docs/parents_carers_guide05.pdf</a>
Workplace Learning Policy Associated Documents and Forms	<a href="https://www.det.nsw.edu.au/vetinschools/schooltowork/learning/wplImp2005.html">https://www.det.nsw.edu.au/vetinschools/schooltowork/learning/wplImp2005.html</a>
Career Development for Students in NSW Public Schools – brochure	<a href="https://www.det.nsw.edu.au/vetinschools/documents/schooltowork/CareersDevelopmentBrochure.pdf">https://www.det.nsw.edu.au/vetinschools/documents/schooltowork/CareersDevelopmentBrochure.pdf</a>
Fast Track to a Qualification – brochure on credit transfer into TAFE NSW for HSC courses. In English and 14 community languages	(02) 9244 5249
School Based Traineeships in NSW a guide for students - brochure	(02) 9244 5253
School Based Traineeships in NSW - information folders	(02) 9244 5253
School Based Apprenticeships and Traineeships in NSW - also includes information on Trade Schools	<a href="http://sbatinnsw.info">http://sbatinnsw.info</a>
<i>Your future this way: apprenticeships and traineeships with group training in NSW</i> , print, CD-ROM and web at	<a href="http://www.nswgrouptraining.com.au/index.html">http://www.nswgrouptraining.com.au/index.html</a>
HSC VET Courses - promotional brochures translated into 11 languages	(02) 9244 5058
Websites	Internet address
General	
Aboriginal Education: Information about organisation, policy, reports, school programs, VET and TAFE programs, news, publications and links to associated sites	<a href="http://www.aboriginaleducation.nsw.edu.au">www.aboriginaleducation.nsw.edu.au</a>
Specific sites	
Equity: Information about student wellbeing, programs, services, leadership with links to documents and other sites	<a href="http://www.schools.nsw.edu.au/studentsupport">www.schools.nsw.edu.au/studentsupport</a>

**Source:** DET, Planning and Innovation

## APPENDIX 27: RESEARCH AND DEVELOPMENT

### 27.1 Research and development

Name of research	Funding allocated	Status or date to be completed
<b>Schools <sup>1</sup></b>		
Quality Teaching and the Cultural Knowledge of Aboriginal Students in NSW	\$50,000	March 2007
Indigenous knowledge and western science pedagogy: A comparative approach	\$381,800 (incl \$306,800 ARC, AMM)	December 2007
Developing a conceptual understanding of the measurement of length, area and volume	\$93,916 (incl. \$68,313 ARC)	2007
Bi-literacy Research Project	\$65,000	2007
The Learning Assistance Program: A Reflective Study (2006)	\$28,750	June 2006
Questionnaire Development (QSL and SSL Joint Trial)	\$25,000	June 2007
Australian Early Development Index (AEDI)	\$10,000	December 2007
Challenging pedagogies: Engaging ESL students in intellectual quality	\$227,470 (incl. \$140,000 ARC)	July 2007
Changing Schools in Changing Times	\$215,528 (incl. \$161,205 ARC)	December 2007
Evaluation of the NCF44 IDeL (Interactive Distance eLearning) or Satellite Education Project (SEP)	\$180,000 (incl. \$120,000 Optus, NT DEET)	2008
Fair Go project	\$68,118 (incl. \$16,988 UWS)	November 2006
Girls and ICT Primary Schools Project	\$94,075	December 2007
Systemic Implications of Pedagogy and Achievement in NSW public schools (SIPA)	\$817,263 (incl. \$550,000 ARC)	2007
Rural Teacher Education Program (RTEP)	\$986,851 (incl. \$378,430 ARC)	December 2006
Cultural Practices and Learning	\$233,289 (\$189,958 ARC, UWS)	Dec-07
Research report on psycho-stimulant drug education	\$49,598	2007
Alcohol Stages 2 and 3 pilot evaluation	\$39,606	December 2006
Evaluation of the NSW School to Work Program	\$45,000	December 2006
Blended learning in schools, TAFE and universities: experience, principles, patterns and practice	\$582,084 (incl. \$276,680 ARC)	December 2008
Evaluating pedagogy using interactive whiteboards: a case study of six schools	\$32,609 (incl. \$10,000 Electroboard)	February 2007
Easiteach interactive whiteboard trial	\$55,077 (incl. \$45,000 RMAP, DSI)	December 2006
Review of statewide assessments in the context of national developments	\$109,500	December 2006
From high school to higher education: Gendered pathways in information, communication and computer technology education	\$236,500 (incl. \$220,000 ARC)	December 2007
The River, Mobility and Aboriginal Schooling Project	\$105,000 (all ARC)	Mid 2007
Successful cooperation between schools: A literature review	\$20,000	September 2006
Successful Transition Programs to School for Indigenous Australian Students	\$130,000 (all NFER)	June 2007
Successful Talent Management and Succession Management: A literature review	\$25,000	September 2006
Developing e-Learning Systems for Celebrating and Nurturing Teaching in Science and Technology (DESCANT Sci-Tech)	\$200,000 (incl. \$150,000 ARC)	June 2007
<b>TAFE NSW, vocational and adult education <sup>2</sup></b>		
Sydney Institute Marketing Positioning Strategy	\$68,750	February 2007
Australia Korea Foundation Grant professional development at <i>Interchange2</i> , Seoul South Korea	\$16,000	Completed
Analysis of the costs and benefits of ACE	\$77,000	April 2007
Market segmentation in ACE	\$50,000	Completed
Adaptive adult and community education organisations	\$40,000	Completed
Investigating the impact of intensive reading pedagogy in adult literacy	\$63,929	November 2007

Name of research	Funding allocated	Status or date to be completed
Learner centred syllabus design and communicative language teaching	\$55,000	Completed
Emergency communication - ARC Linkage project	\$37,346	Completed
Interactive distance e-learning for isolated communities	\$162,303	August 2009
Flexible Certificate in General and Vocational Education	\$24,000	June 2007
Module completions for students from non-English speaking backgrounds	\$30,000	June 2007
Current and future professional development needs of the language, literacy and numeracy workforce	\$85,976	Completed
Career destinations of graduates in the TAFE NSW Diploma of Children's Services	\$60,000	June 2007
TAFE strategic directions for new manufacturing	\$140,000	Completed
Non-completions in trade skill shortages areas	\$50,000	June 2007
Skills Express Project	\$240,000	January 2007
NCVER - Finding the common ground	\$31,500	February 2007
Designing professional development for the knowledge era	\$50,000	Completed
TAFE NSW VET Pedagogy Project	\$40,000	Completed
The Complete Package - the value of TAFE NSW	\$165,000	Completed
TAFE NSW Strategic Governance Model	\$58,885	Completed

**Source:** DET, Planning and Innovation

1: Total from all sources for the entire project period. Total external funds and sources indicated in brackets.

2: The funding allocated shown for each project may span more than one year. Hence, these costs may not represent the total funding allocated to the project.

3: Research undertaken by the Vocational Education and Training Accreditation Board (VETAB) is not included in this Appendix as they have been published in the VETAB Annual Report.

Key:	AMM:	Australian Maritime Museum
	ARC:	Australian Research Council
	DSI:	Delf Systems International
	NT DEET:	Northern Territory Department of Employment, Education and Training
	RMAP:	RM Asia-Pacific Pty Ltd
	UWS:	University of Western Sydney
	ACE:	Adult and Community Education
	NSW TAFE:	NSW Technical and Further Education
	NCVER:	National Centre for Vocational Education Research

## APPENDIX 28: MAJOR CAPITAL WORKS, NEW WORKS AND WORKS IN PROGRESS

### 28.1 Major capital works, new works and works in progress - schools

Project description and location	Completion date	Estimated Total (\$000)	Expenditure 2005/2006 (\$000)
<b>Schools - New works</b>			
Behaviour Units 2005-06	2008	4,400	3,198
Bulahdelah CS - Upgrade - Stage 2	2007	*	691
Burwood GHS - Groundworks	2007	500	0
Cheltenham GHS - Upgrade	2008	*	191
Concord West PS - Upgrade	2008	6,200	354
Dubbo College South Campus - Upgrade - Stage 3	2007	6,000	532
Granville BHS - Replace Gymnasium	2007	3,000	226
Gunnedah South PS - Hall	2006	1,697	932

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Project description and location	Completion date	Estimated Total (\$000)	Expenditure 2005/2006 (\$000)
Information Technology Projects 2005-06	2009	25,000	15,849
Lidcombe PS - Hall	2007	2,300	188
Maroubra Junction PS - Upgrade - Stage 2	2007	5,500	905
Milton PS - Upgrade - Stage 3	2008	3,551	1,828
Mullumbimby HS - Upgrade Stage 3	2007	4,965	636
Raymond Terrace PS - Upgrade	2007	2,926	361
Rose Bay Secondary College - Stage 2	2007	5,000	3,729
Statewide Upgrade and Compliance Program 05-06	2008	3,230	294
Statewide Demountables 05-06	2008	1,300	847
Strathfield GHS - Upgrade - Stage 2	2007	2,896	708
Ulladulla HS - Upgrade	2007	10,800	746
Umina PS - Upgrade	2006	2,258	813
<b>Schools - Works in progress</b>			
Airds HS - Gymnasium	2006	2,309	1,669
Bankstown PS - Hall/Canteen/COLA	2005	1,900	905
Banora Point HS - New School - Stage 2	2006	7,388	4,865
Bega HS - Upgrade - Stage 2	2007	5,500	2,334
Behaviour Units 2003-04	2005	2,710	21
Behaviour Units 2004-05	2007	4,800	1,849
Berala PS - Upgrade - Stage 2	2005	1,335	597
Blacktown South PS - Hall/Canteen/COLA	2006	1,778	1,207
Blakehurst PS - Upgrade - Stage 2	2006	2,640	584
Blakehurst PS - Upgrade - Stage 3	2006	1,673	1,478
Blaxcell St PS - Upgrade	2005	1,737	880
Brisbane Waters MCC - Upgrade - Stage 2	2007	4,021	2,180
Bulahdelah CS - Upgrade - Stage 1	2006	4,945	2,662
Burraneer Bay PS - Upgrade - Stage 1	2006	2,747	2,376
Callaghan College - Upgrade Jesmond Campus	2006	4,401	2,760
Canley Vale PS - Upgrade - Stage 2	2006	3,136	2,212
Caringbah HS - Upgrade - Stage 1	2007	4,028	744
Chatswood HS - Upgrade - Stage 1	2007	4,173	340
Chipping Norton PS - Accommodation Upgrade	2006	3,100	2,619
Class size reduction plan	2007	107,000	33,147
Dulwich HS - Upgrade - Stage 2	2005	957	2
Endeavour SHS - Upgrade - Stage 1	2007	2,400	191
Fairvale HS - Library Extension	2006	656	577
Figtree HS - Upgrade	2007	3,300	75
Granville BHS - Playing Field	2007	2,198	691
Harbord PS - Upgrade - Stage 2	2007	3,323	1,677
Helensburgh PS - Completion of Upgrade	2005	1,036	1,339
Holroyd HS - Gymnasium and Amenities	2006	2,151	138
Holroyd School - Upgrade - Completion of Stage 1 Upgrade	2006	1,719	1,318
Hunter Performing Arts HS - Upgrade Facilities including New Performance Space	2007	6,907	2,677
Hunters Hill HS - Hall	2006	5,066	2,563
Illawarra Sports HS - Specialised sports facility	2006	1,337	23
Information Technology Network Bandwidth	2005	90,000	13,543
Information Technology Projects 2003-04	2006	35,341	18,760
Information Technology Projects 2004-05	2007	32,000	17,900
Jindabyne CS - Secondary Accommodation - Stage 2	2007	4,433	1,236
Jindabyne CS - Secondary Accommodation - Stage 1	2007	4,883	2,430

Project description and location	Completion date	Estimated Total (\$000)	Expenditure 2005/2006 (\$000)
Kiama High School - Upgrade - Stage 2	2007	5,600	2,015
Koorinal HS - Gymnasium	2007	3,700	820
Maroubra Junction PS - Consolidation - Stage 1	2006	4,360	2,182
Merimbula PS - Upgrade - Stage 2	2006	1,963	49
Merimbula PS - Upgrade - Stage 3	2006	1,700	232
Milton PS - Stage 1	2006	4,147	1,464
Milton PS - Upgrade - Stage 2	2008	3,182	1,520
Murray Farm PS - Hall/Canteen/COLA	2006	1,717	990
Muswellbrook South PS - Upgrade - Stage 2	2006	812	694
North Sydney BHS - Upgrade - Stage 1	2006	4,320	3,462
Pennant Hills HS - New Materials Technology/Visual Arts Facility	2005	3,901	274
Rose Bay Secondary College - Redevelopment	2006	22,000	7,902
Schools as Community - Accommodation Upgrade - Stage 2	2006	1,000	926
Smithfield West PS - Hall/Canteen/COLA	2006	1,789	973
Statewide Demountable Replacement 03/04	2005	9,711	605
Statewide Demountable Replacement Program 04/05	2006	10,300	3,179
Strathfield GHS - Upgrade - Stage 1	2006	2,943	1,241
Sydney Secondary College Leichhardt Campus - Playing Fields	2007	1,600	747
The Hills Sports HS - Upgrade - Stage 1	2007	3,874	177
Tuggerah Lakes Secondary College - Upgrade - Stage 2	2007	3,202	1,871
Vardys Road PS - Hall/Canteen/COLA	2006	1,995	1,545
Westfields SHS - Refurbishment - Stage 3	2006	2,128	653

\* The estimated total cost for new works which are yet to be tendered have not been included due to their commercially sensitive nature.

## 28.2 Major capital works, new works and works in progress - TAFE NSW

Project description and location	Completion date	Estimated Total (\$000)	Expenditure 2005/2006 (\$000)
<b>TAFE - New works</b>			
Bankstown TAFE - Children's Centre/Community Services	2008	6,300	47
Cooma TAFE - Carpentry & Joinery/Arts & Media/Business/IT	2007	4,000	638
Granville TAFE - Infrastructure Upgrade - Stage 1	2007	2,650	174
Griffith TAFE - Nursing & Child Studies	2007	4,850	311
Maitland TAFE - Replacement Accommodation for ICT	2006	1,742	712
Newcastle TAFE - Access & Egress	2007	2,200	1,519
North Sydney TAFE - Film & TV Facilities Upgrade	2007	5,899	903
Port Macquarie TAFE - Child Studies/Beauty Therapy/Learner	2008	5,943	324
Richmond TAFE - Equine Studies Facility	2007	5,100	406
TAFE Online Stage 2	2008	9,700	1,349
Tamworth TAFE - Light Automotive/Electrical & Electronics	2008	6,290	460
Ultimo TAFE - Building I Roof Replacement & Structural Consolidation	2006	2,320	1,191
Western TAFE - Cabling & Communication	2006	1,650	1,647
<b>TAFE - Works in progress</b>			
Armidale TAFE - New Library and Art Facility	2006	4,681	3,375
Bankstown (Chullora) TAFE - Civil Construction and Carpentry Workshop	2006	3,200	2,019
Campbelltown TAFE - Hospitality Combined Work	2006	1,585	1,287
Enmore TAFE - Design Centre Stage 2	2005	1,506	1,099

Project description and location	Completion date	Estimated Total (\$000)	Expenditure 2005/2006 (\$000)
Glendale TAFE - Children's Services	2006	3,950	1,422
Grafton TAFE - Multi-purpose Workshops, Classrooms and Offices	2005	5,720	614
Lismore TAFE - Refurbishment/Learner Support Centre	2006	1,870	467
Mount Druitt TAFE - Stage 10	2006	5,934	4,454
Newcastle TAFE - Redevelopment Stage 1	2007	5,492	639
Orange TAFE - Primary Industries Centre	2007	5,500	420
Padstow TAFE - Horticulture	2007	5,500	2,392
TAFE Online	2006	27,505	921
Ultimo TAFE - Building W Refurbishment	2008	7,480	1,024
Ultimo TAFE - Relocation of Graphic Arts	2006	6,965	2,780
Wauchope TAFE - Horticulture and General Purpose Accommodation	2006	2,811	1,300
Wollongong TAFE - Blocks E & L Refurbish	2006	1,500	1,204
Wollongong TAFE - Refurbishment for Trade Workshops and General Purpose Classrooms	2006	5,018	2,058
National Art School - Upgrade	2006	8,500	5,783

## APPENDIX 29: ESTABLISHMENT AND CLOSURE OF SCHOOL AND TAFE CAMPUSES

### 29.1 Establishment and closure of schools

Establishment and closure of schools				
School Education				
School name (code) and location	Area	Date	Region	
<b>Establishment of Schools in 2006</b>				
Bourke -Walgett School of Distance Education (4644) Bourke	Bourke	06-Feb-06	Western NSW	
The Bidgee School (5758) Wagga Wagga	Riverina North	30-Jan-06	Riverina	
Canterbury Vale School (5759) Lakemba	Strathfield	30-Oct-06	South Western Sydney	
<b>School Closures or Mergers in 2006</b>				
Burruga Public School (1437) Burruga	Bathurst	31-Dec-06	Western NSW	
Byrock Public School (1468) Byrock	Bourke	13-May-06	Western NSW	
Mooney Mooney Public School (2610) Mooney Mooney	H/CC8	31-Dec-06	Hunter/Central Coast	
Moonan Flats Public School (2606) Moonan Flats	H/CC3	31-Dec-06	Hunter/Central Coast	
<b>Change of school name or status</b>				
School Education				
New name (code) and location	Area	Date	Former name	Region
Jindabyne Central School (2237) Jindabyne	Sapphire Coast/Monaro	31-Jan-06	Jindabyne Public School	Illawarra and South East
William Bayldon Public School (4602) Sawtell	Coffs Harbour	01-Apr-06	Bayldon Public School	North Coast

**Source:** Planning and Innovation Schools Statistics database

**Note:** This table records the date at which changes in operational status became effective.

## 29.2 Establishment and closure of TAFE NSW campuses

Establishment and closure of schools				
TAFE NSW campus facilities				
Campus/facility and location	Location	District	Date	
Establishment of TAFE NSW Campus Facilities in 2006				
Nil				
Closure or merger of TAFE NSW campus facilities in 2006				
Nil				

Source: Planning and Innovation Schools Statistics database

Note: This table records the date at which changes in operational status became effective.

## APPENDIX 30: FUNDS GRANTED TO NON-GOVERNMENT COMMUNITY ORGANISATIONS

### 30.1 Summary of funds granted to non-government community organisations

Summary of attached programs	2005/06
Aboriginal Enterprise Development Grants	\$390,640.00
ACE Vocational Education and Training Grants	\$6,337,866.00
Apprenticeship & Traineeship Training Program Grants	\$36,826,431.92
ArtStart - NSW Youth Arts and Skills Festival Grants	\$332,727.27
Building Equipment and Childcare Grants	\$349,334.00
Community Languages Grants	\$2,954,042.00
Contracted Training Program Grants	\$16,431,261.68
Elsa Dixon Aboriginal Employment and Career Development Program Grants	\$534,672.96
Enterprise Training Program Grants	\$370,208.65
Forest Industry Training Strategy Grants	\$106,000.00
Grants In Aid	\$1,049,510.00
Group Training Scheme Grants	\$3,952,255.83
Indigenous Education Program Grants	\$186,911.00
Industry Skills Grants	\$356,586.75
Intervention Support - Capital Grants	\$617,617.00
Intervention Support Grants - Children in Residential Care	\$200,850.00
Intervention Support Grants - Non School Organisations	\$561,006.00
Intervention Support Grants - Young Children and Students with Disabilities	\$9,036,957.00
IT Skills for Older Workers	\$1,220,733.00
Literacy Program Grants	\$61,528.08
Miscellaneous ACE Grants	\$111,499.00
National School Drug Education Grants	\$511,016.00
New Careers for Aboriginal People Grants	\$670,495.00
NSW ACE Program Grants	\$3,885,294.00
Other Miscellaneous Grants	\$1,122,647.64
Quality Teacher Program Grants	\$84,064.52
Regional Conservatorium of Music Grants	\$3,140,081.00
Skills Gap Training Program Grants	\$824,893.70
VET Infrastructure Grants	\$2,945,588.00
VET In Schools Consortium Grants	\$1,762,491.50
VET Priority Places Program Grants	\$610,890.96
VET In Schools Program Grants - Other	\$2,901,007.00
Youth Assistance Strategies Grants	\$7,129,383.22
<b>Total</b>	<b>\$107,576,490.68</b>

**30.2 Grants in aid**

Organisation	Treasury Program	Program	2005/06 Approved Grant (\$)
The following grants were made in the 2005/06 financial year.			
NSW Parents Council	Non Government Schools Assistance	Non Government Primary	53,300
Council of Catholic School Parents	Non Government Schools Assistance	Non Government Primary	53,300
Learning Difficulties Coalition of NSW	Primary Education Services in Government Schools	Special Education General Primary	30,000
Isolated Children's Parents Association	Primary Education Services in Government Schools	Rural Education Programs Primary	42,025
Gould League of NSW	Primary Education Services in Government Schools	Human Society & Its Environment Primary	10,100
Talent Development Project	Primary Education Services in Government Schools	Education of Gifted and Talented Students Primary	190,000
NSW School of Volunteer Management	Secondary Education Services in Government Schools	State Literacy Secondary	51,500
Learning Links	Primary Education Services in Government Schools	Special Education General Primary	19,261
Early Childhood Intervention Australia	Primary Education Services in Government Schools	Special Education General Primary	7,000
Institute for Family Advocacy and Leadership Development	Primary Education Services in Government Schools	Special Education General Primary	24,720
Spastic Centre	Primary Education Services in Government Schools	Special Education General Primary	2,973
Vision Australia	Primary Education Services in Government Schools	Special Education General Primary	6,995
Specific Learning Difficulties Association of NSW (SPELD)	Primary Education Services in Government Schools	Special Education General Primary	30,076
St John Ambulance (NSW)	Primary Education Services in Government Schools	Special Education General Primary	12,000
Australian School Sports Council	Primary Education Services in Government Schools	Sport Primary	34,960
National Assoc'n for Prevention of Child Abuse and Neglect (NAPCAN)	Primary Education Services in Government Schools	Student Welfare	10,300
Federation of Parents and Citizens Associations	Primary Education Services in Government Schools	Public Education & Local School Image Primary	316,000
Australian Children's Television Foundation	Primary Education Services in Government Schools	Creative Performing Arts	155,000
<b>TOTAL GRANTS IN AID</b>			<b>1,049,510</b>

Note that the GST component has been excluded.

### 30.3 Detail of funds granted to non-government community organisations

Apprenticeship and traineeship training program grants	
5 Star Hospitality Training Pty Ltd	\$25,024.99
5 Star Training Resources Pty Ltd	\$12,519.00
A1 Employment and Training Services Pty Ltd	\$77,018.10
AAPC Distribution Services Pty Ltd	\$2,240.00
ABC Early Childhood Training College Pty	\$15,475.00
Aboriginal Dance Theatre Redfern	\$16,393.73
Academy of Learning Australia Pty Ltd	\$522,745.00
Academy of Vocational Education, The	\$87,780.00
Access Community Group Ltd	\$8,050.00
Access Group Training Ltd	\$530,122.36
Access Training and Logistics Pty Ltd	\$61,590.50
ACE Walcha Inc	\$4,941.00
Active Industry Training Limited	\$390,261.00
Adult Education Academy Pty Ltd	\$46,012.50
AGL	\$1,475.00
Ahvenbloem Pty Ltd	\$37,910.00
All Business Learning End-Solutions Pty Ltd	\$6,720.00
Amstar Learning Pty Ltd	\$21,724.00
Anglican Youth and Education Division Diocese of Sydney	\$16,575.00
Applied Training Solutions Pty Ltd	\$174,161.50
Argtos Pty Ltd	\$11,419.25
Armidale and District Business Enterprise Centre Ltd	\$10,258.00
ASEAN Training and Education Services Pty Ltd	\$20,685.50
Ash Pty Ltd	\$20,394.50
Astute Training Pty Ltd Total	\$101,923.97
Aurora Training and Professional Services Pty Ltd	\$14,700.00
Austraining (NSW) Pty Ltd	\$61,184.12
Australian Broadcasting Corporation	\$725.00
Australian Business Skills Centre Pty Ltd	\$295,481.25
Australian Business Skills Pty Ltd	\$270,665.13
Australian Childcare Resource Centre Ltd	\$3,400.00
Australian College of Commerce and Management Pty Ltd	\$469,368.13
Australian College of Management Pty Ltd	\$18,390.00
Australian Combined Resources Pty Ltd	\$9,187.50
Australian Electronic Manufacturing Services Pty Ltd	\$40,558.60
Australian Electrotechnology Industry Training Centre Ltd	\$1,516,862.95
Australian English and Business College	\$287,123.25
Australian Fitness Network Pty Ltd	\$17,790.00
Australian Health and Nutrition Association Ltd	\$20,965.00
Australian Industry Group Training Services Pty Ltd	\$3,300.00
Australian Institute of Fitness Pty Ltd	\$4,335.00
Australian Institute of Technology Pty Ltd	\$9,671.73
Australian Institute of Workplace Learning Pty Ltd	\$321,597.25
Australian Salesmaster Training Co, The	\$13,900.00
Australian School of Horticulture Pty Ltd	\$11,932.00
Australian Training and Education Network Pty Ltd	\$1,811.00
Australian Training Company Ltd	\$481,274.75
Australian United Retailers Ltd	\$23,770.00
Automotive Training Institute Pty Ltd	\$3,000.00
Aviva Holdings Pty Ltd	\$67,593.25
AVS Protection and Training Pty Ltd	\$101,814.40
Baffy Pty Ltd	\$554,866.12

Apprenticeship and traineeship training program grants	
Ballina Skills Development Centre Inc	\$56,713.09
Bannister Technical Pty Ltd	\$20,795.00
Barraba Community Learning Association Inc	\$13,295.00
Barrington Group of Companies Pty Ltd	\$166,926.03
Benchmark Resources Pty Ltd	\$133,050.50
Bevilles Pty Ltd	\$1,566.00
Boe S.L. and Vassilacos D.	\$34,937.34
Booroongen Djugun Aboriginal Corporation	\$28,286.50
Brick Industry Training School Pty Ltd	\$127,238.37
Bruce Callaghan and Association Pty Ltd	\$114,363.39
Business Training and Management Pty Ltd	\$32,651.00
Calavrias Con and Georgina	\$81,913.15
Camden Haven Community College Inc	\$12,158.75
Canterbury-Hurlstone Park RSL Club Ltd	\$48,892.28
Capital Careers Pty Ltd	\$1,125.00
Carter and Carter Australia Pty Ltd	\$47,967.00
Cass Training Pty Limited	\$44,659.00
Catholic Education Office Diocese of Parramatta	\$139,476.00
Central Coast Community College	\$21,432.55
Central West Community College Ltd	\$795,378.26
Central West Group Apprentices Ltd	\$123,447.66
Century Group Pty Ltd	\$349,709.39
Cessnock Community Training Centre Inc	\$9,143.38
Charles Sturt Services Pty Ltd	\$15,512.50
Childcare Trainers Australia Pty Ltd	\$11,341.00
Choice Training and Consulting Services	\$4,450.00
Civil Contractors Federation	\$394,690.21
CMS Training Services Pty Ltd	\$51,750.00
Coates Hospitality Services Pty Ltd	\$177,072.64
College of Warehousing (Australia) Pty Ltd	\$54,021.50
Comet Training Pty Ltd	\$4,730.00
Community Programs Inc	\$8,975.00
Congia Enterprises Pty Ltd	\$100,258.68
Contour Systems Pty Ltd	\$25,688.50
Co-operative for Aborigines Limited	\$17,757.59
Corpfit Holdings Pty Ltd	\$24,806.50
Corporate Training Australia Pty Ltd	\$8,896.45
Corpskills Australia Pty Ltd	\$116,812.93
Crampton Consulting Group Pty Ltd	\$14,736.00
Crown Equipment Pty Ltd	\$42,562.50
Customer Focus Group Training Co of NSW Ltd	\$293,309.50
Daniels Associates of Australasia Pty Ltd	\$40,078.50
Didasko Learning Institute Pty Ltd	\$543,372.38
Direct Training and Human Development Pty Ltd	\$25,360.25
Directions (Australia) Pty Ltd	\$138,884.50
E Firstaid Pty Ltd	\$26,189.76
Employment and Training Australia Inc	\$88,491.15
Endeavour Industries Limited	\$40,089.85
Energy Australia	\$110,144.00
Enterprise and Training Co of Coffs Harbour Ltd	\$52,924.25
Entertainment and Technical Event Training College Inc	\$4,405.50
Equalis Pty Ltd	\$139,279.97
Equals International Pty Ltd	\$27,232.50
Essential Personnel Association Inc	\$141,061.26

<b>Apprenticeship and traineeship training program grants</b>	
Eurobodalla Adult Education Centre Inc	\$2,306.00
Fletcher International Exports Pty Ltd	\$301,644.50
Focal Holdings Pty Ltd	\$3,708.50
Forstaff Australia Pty Ltd	\$48,813.75
Furnishing Industry Association of Australia (Management Services) Ltd	\$188,383.75
Futurestaff Ltd	\$72,281.75
Gloucester Community Training Inc	\$3,228.00
Gow Learning International Pty Ltd	\$517,448.63
Griffith Skills Training Centre Inc	\$106,419.46
Group Training Association of NSW, The	\$13,636.36
HGT Australia Ltd	\$1,135,598.07
Hopwood and Associates Pty Ltd	\$59,482.60
Hospitality Dimensions Pty Ltd	\$702,347.33
Hostec IDR Pty Ltd	\$258,902.14
Hume Learning Institute Pty Ltd	\$6,050.00
Hungry Jacks Pty Ltd	\$240,615.79
Hunter Councils Inc	\$7,550.00
Hunter Plant Operator Training School	\$32,978.21
Hunter Valley Training Company Pty Ltd	\$283,575.25
Illawarra Area Child Care Ltd	\$378,466.10
Illawarra Retirement Trust	\$97,020.00
Impact Training Institute Pty Ltd	\$389,709.06
Impact Training Pty Ltd	\$3,083.00
Individual Solutions Australia Pty Ltd	\$112,115.00
Inner Eastern Group Training Inc	\$78,441.96
Inner West Skills Centre Inc	\$100,874.00
Institute of Financial Services Inc	\$234,361.25
Integrated Training Pty Ltd	\$186,270.63
Intercept Group Pty Ltd	\$217,780.39
International Child Care College Pty Ltd	\$69,206.00
International College of Tourism and Hotel Management	\$681.82
Into Training Australia Pty Ltd	\$951,665.05
Invisage Australia Pty Ltd	\$29,163.00
Iontask Pty Ltd	\$94,344.30
JCE Positive Outcomes Pty Ltd	\$298,743.11
Jobs Australia Ltd	\$183,211.77
John Dickson Consulting Pty Ltd	\$7,690.89
John Fairfax Publications Pty Ltd	\$12,584.00
JPS and Associates Pty Ltd	\$2,916.56
Julie Reid Management Pty Ltd	\$120,412.50
Juliusmedia Pty Ltd	\$26,400.00
JWW Trading Pty Ltd	\$24,887.00
Kemp and Associates Pty Ltd	\$52,802.50
Kiama Community College Inc	\$425.00
KRTS Pty Ltd	\$282,473.75
Lady Gowrie Child Centre	\$101,576.63
Learning Lab Pty Ltd	\$3,033.00
Learning Partners Pty Ltd	\$26,715.75
Lennox Institute Pty Ltd	\$215,926.61
Linked Training Group Pty Ltd	\$2,250.00
Liquid Strategies	\$10,454.55
Logic Entity Australia Pty Ltd	\$1,850.00
Logistics Training International	\$7,043.00
M J Denstaff Training Pty Ltd	\$57,470.00

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Apprenticeship and traineeship training program grants	
Macarthur Group Apprentices Ltd	\$9,375.00
Macarthur Group Training Ltd	\$701,802.96
Mackintosh International College (Australia) Pty Ltd	\$129,248.61
Mackrell Daniel Malcolm	\$19,195.12
Macleay Valley Workplace Learning Centre	\$17,334.50
Macquarie Commercial College Ltd	\$20,475.88
Macquarie Employment Training Service Inc	\$55,934.50
Maddisson Employment Pty Ltd	\$19,533.60
Magnan Angela K and Borrowman Cody	\$2,533.31
Maxwells Services Pty Ltd	\$170,260.69
McDonalds Australia Limited - Thornleigh	\$352,519.00
Mckinnon Training Services Pty Ltd	\$6,913.00
McMillan Staff Development Pty Ltd	\$33,385.00
Meat Industry Services Pty Ltd	\$95,588.00
MEGT (Australia) Ltd	\$116,348.98
MHS Training Pty Ltd	\$3,733.00
Milcom Communications Pty Ltd	\$121,812.50
Mission Australia	\$208,598.00
Monka Pty Ltd	\$9,965.00
Motor Traders Association of NSW	\$131,751.57
Murray Mallee Training Company Ltd	\$313,667.98
My Freight Career Pty Ltd	\$54,319.00
National Aboriginal and Islander Skills	\$21,786.15
National College Australia Ltd	\$35,809.50
National Institute of Training Pty Ltd	\$325,018.61
National Insurance Brokers Association	\$90,810.13
National Training Organisation Pty Ltd	\$186,750.93
Nationwide Training Pty Ltd	\$1,406.50
Nationwide Training Solutions Pty Ltd	\$5,182.00
Network Training Solutions Pty Ltd	\$13,500.00
New England and North West Business Skills and Advisory Centre	\$24,322.00
Newtrain Incorporated	\$61,386.00
Newtrain Northern Rivers Inc	\$196,255.95
Northern Group Training Pty Ltd	\$2,447.50
NSW Dental Assistants (Professional) Association Inc	\$2,062.50
NSW Family Day Care Association Inc	\$20,782.50
NSW Federation of Housing Associations	\$4,500.00
NSW Fishing Industry Training Committee Ltd	\$82,687.00
NSW Road Transport Association Inc	\$603,688.67
OCTEC Inc	\$302,977.92
On Time Resources Pty Ltd	\$120,410.34
Options Training Services Ltd	\$72,928.00
Orana Education and Training Co-operative	\$1,043.00
Pan Pacific Training Company, The	\$1,125.00
Pegasus Training Services Pty Ltd	\$25,520.50
Penrith Skills for Jobs Ltd	\$345,664.38
Performance Edge Systems Pty Ltd	\$464,424.01
Performance Frameworks	\$750.00
Pharmacy Guild of Australia	\$240,197.78
Pivotal Training and Development Pty Ltd	\$135,183.00
Planpower Training Solutions Pty Ltd	\$459,793.93
Power Business Institute Pty Ltd	\$29,280.40
PSJ Pty Ltd	\$124,398.31
QAF Meat Industries Pty Ltd	\$144,120.11

<b>Apprenticeship and traineeship training program grants</b>	
Quality Training Company Pty Ltd, The	\$149,507.01
Quantica Training (Australia) Pty Ltd	\$96,318.84
Queanbeyan Community Training Centre Inc	\$1,500.00
Ready Workforce Pty Ltd	\$45,482.75
Real Estate Institute of NSW Ltd	\$43,922.50
Real Estate Training Solutions Pty Ltd	\$29,560.76
Recruitnet Career Skills	\$7,432.00
Regional Skills Training Pty Ltd	\$25,500.00
Response Employment and Training Pty Ltd	\$11,340.00
Restaurant and Catering Association of NSW	\$199,423.79
River Murray Training Pty Ltd	\$8,456.53
Riverina Community College Ltd	\$148,902.51
Riverina Wool Combing Pty Ltd	\$1,375.00
Road Transport Training Services Pty Ltd	\$62,651.26
Rochdale Institute Pty Ltd	\$5,225.00
RTV Consultancy Pty Ltd	\$32,625.00
Rutherford Technical Services Pty Ltd	\$15,602.27
Salesforce Australia Pty Ltd	\$220,083.00
Scaa Shearer Woolhandler Training Inc	\$6,716.00
Scientific Management Associates (Aust) Pty Ltd	\$130,479.22
Sertec Ltd	\$24,528.00
Shoalhaven Employment and Training Ltd	\$28,440.00
Skills Training Employment Program Inc	\$154,228.50
Skillswest Training Co Pty Ltd	\$337,132.84
Small Business Training Company Pty Ltd	\$1,718,922.73
Smith Leonard J	\$19,222.50
Societe Air France	\$19,550.00
South East Community College Inc	\$61,285.58
Southern Edge Training Pty Ltd	\$253,265.09
Southern Region Community College Inc	\$1,120.00
Southern Solutions Business Training and Employment	\$404,626.32
Spastic Centre of NSW, The	\$29,760.00
St Patricks Business College	\$24,786.00
Stanborough Wemyss Contracting Pty Ltd	\$1,234,240.16
Statewide Business Training Pty Ltd	\$105,746.09
Strategic Training Solutions Pty Ltd	\$48,815.67
Strive Pty Ltd	\$37,430.40
Strive Training Australia Pty Ltd	\$110,657.00
Sureway Business Training Pty Ltd	\$55,483.00
Sureway Consultants Pty Ltd Total	\$425.00
Sydney Opera House Trust	\$20,780.00
Sydney School of Floristry Pty Ltd, The	\$2,250.00
Tandem Hospitality College Pty Ltd	\$46,400.68
Taree Community College Inc	\$9,570.00
Targett Retail Training Pty Ltd	\$7,928.50
Tesa Mining (NSW) Pty Ltd	\$15,750.00
Texskill Limited	\$140,280.75
Todaycorp Pty Ltd	\$79,312.50
Trade Union Training Australia Inc	\$18,144.00
Train Australia Pty Ltd	\$50,462.50
Training Beyond 2000 Pty Ltd	\$87,816.20
Training Education and Management Services Pty Ltd	\$151,376.40
Training Express Pty Ltd	\$7,016.00
Training Synergies Australia Pty Ltd	\$598,893.57

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<b>Apprenticeship and traineeship training program grants</b>	
Transport Education and Training Australia Ltd	\$42,246.50
Transport Industries Skills Centre Inc	\$25,179.50
Transqual Pty Limited	\$75,264.31
Tribeca Learning (Australia) Pty Ltd	\$562.50
Trustees Roman Catholic Church - Lismore	\$6,495.00
Tuggerah Lakes Community College Inc	\$6,067.00
Tursa Employment and Training Inc	\$179,793.27
Tweed Training & Enterprise Company Ltd	\$125,911.10
UNE Partnerships Pty Ltd	\$96,554.38
United Mining Pty Ltd	\$18,000.00
Uniting Church In Australia Property Trust (NSW)	\$263,145.12
Vast Academy (Aust) Pty Ltd	\$56,111.15
Vertical Learning Curve Pty Ltd	\$373,515.00
Vision Training Institute Pty Ltd	\$86,895.00
Vocational Institute of Australia Pty Ltd	\$4,300.00
Wesley Gardens Aged Care	\$17,443.00
West State Training Ltd	\$5,402.82
Western College Inc	\$5,973.00
Westpac Banking Corporation	\$46,760.63
Wetherill Park Training Centre Pty Ltd Total	\$54,363.26
Wheelchair and Disabled Association of,The	\$38,531.00
Wollongong City Employment Training Inc	\$100,434.88
Wool Industry Training Australia Pty Ltd	\$2,120.63
Woolworths Ltd	\$11,511.75
Workers Educational Association - Hunter	\$21,840.30
Workers Educational Association (WEA) Illawarra	\$2,990.00
Workplace Training and Assessment (Cleaning Industry) Pty Ltd	\$61,716.26
Worksmart Interactive Training and Personnel	\$55,629.50
Worktrain Pty Ltd	\$177,440.58
Workventures Ltd	\$71,001.98
Worldmark Pty Ltd	\$15,847.00
WSROC Training Employment	\$110,328.50
Wyong Workwise Inc	\$10,878.00
Yawley Pty Ltd	\$10,687.50
Yolarno Pty Ltd	\$90,081.65
Yum Restaurants Australia Pty Ltd	\$251,268.00
YWCA NSW	\$45,820.00
<b>Total</b>	<b>\$36,826,431.92</b>

<b>ACE vocational education and training grants</b>	
ACE North Coast Inc	\$357,527.00
ACE Tenterfield Inc	\$12,300.00
Adult and Community Education Centre Gunnedah Inc	\$35,810.00
Adult and Community Education Walcha Inc	\$60,846.00
Alstonville Adult Learning Association Inc	\$112,032.00
Balranald Adult & Community Education Inc	\$8,550.00
Bankstown Community College Inc	\$283,360.00
Barraba Community Learning Association Inc	\$99,757.00
Byron Region Community College Inc	\$113,248.00
Camden Haven Community College Inc	\$67,193.00
Central Coast Community College	\$225,645.00
Central West Community College Ltd	\$268,473.00

<b>ACE vocational education and training grants</b>	
Coffs Coast Adult Education Inc	\$195,791.00
Community Colleges (NSW) Inc	\$100,000.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$80,136.00
Corryong Community Education Centre Inc	\$15,351.00
Eastern Suburbs Community College Inc	\$122,523.00
Far South Coast Community College Inc	\$14,948.00
Forster-Tuncurry Adult Education Inc	\$33,478.00
Grafton Community College Inc	\$1,800.00
Griffith Adult Learning Association Inc	\$59,189.00
Guyra Adult Learning Association Inc	\$60,324.00
Hawkesbury Community College Inc	\$209,913.00
Hornsby and Ku-ring-gai Community College Inc	\$85,001.00
Hunter Community College Inc	\$134,350.00
Kiama Community College Inc	\$105,991.00
Kogarah Community Services Inc	\$6,463.00
Literacy Network Manly-Warringah Inc	\$12,385.00
Local Community Services Association	\$41,200.00
Lower Clarence Adult & Community Education Centre Inc	\$29,004.00
Macarthur Community College Inc	\$428,147.00
Macleay Valley Community College Inc	\$77,904.00
Macquarie Community College	\$153,021.00
Manly Warringah Community College Inc	\$102,839.00
Monaro Community College Inc	\$3,003.00
Murwillumbah Adult Education Centre Inc	\$54,945.00
Nambucca Valley Community College Inc	\$6,000.00
Nepean Community College Inc	\$117,261.00
North West Community College Inc	\$261,144.00
Outback Adult & Community Education Inc	\$21,100.00
Port Macquarie Community College Inc	\$242,272.00
Riverina Community College Ltd	\$72,427.00
Robinson Education Centre Inc	\$107,614.00
Singleton Community College Inc	\$24,983.00
South East Community College Inc	\$26,746.00
Southern Region Community College Inc	\$12,800.00
St George & Sutherland Community College Inc	\$140,051.00
Sydney Community College Inc	\$226,868.00
Tamworth Community College Inc	\$121,263.00
Taree Community College Inc	\$56,760.00
The Parramatta College Inc	\$132,908.00
Tomaree Community College Inc	\$98,237.00
Tuggerah Lakes Community College Inc	\$75,955.00
Western College Inc	\$188,603.00
Workers Educational Association - Hunter Ltd	\$257,613.00
Workers' Educational Association - Illawarra	\$290,906.00
Workers' Educational Association - Sydney	\$83,908.00
<b>Total</b>	<b>\$6,337,866.00</b>

<b>ArtStart - NSW youth arts and skills festival grants</b>	
Arts Mid-North Coast Inc	\$25,000.00
Arts North West Inc	\$25,000.00
Arts Outwest	\$25,000.00
Arts Upper Hunter	\$25,000.00
Blue Mountains City Council	\$16,500.00
CCDNSW-Community Cultural Development NSW	\$25,000.00
Kiama Council	\$25,000.00
Metro Screen Ltd	\$16,500.00
Mosman Municipal Council	\$22,500.00
MTC Work Solutions	\$20,000.00
Murray Arts Incorporated	\$25,000.00
Parramatta City Council	\$22,727.27
Regional Youth Support Services Inc	\$16,500.00
St George Youth Workers Network Inc	\$18,000.00
West Darling Arts	\$25,000.00
<b>Total</b>	<b>\$332,727.27</b>

<b>Building equipment and childcare grants</b>	
ACE North Coast Inc	\$18,805.00
Adult and Community Education Walcha Inc	\$2,134.00
Alstonville Adult Learning Association Inc	\$3,639.00
Bankstown Community College Inc	\$13,696.00
Barraba Community Learning Association Inc	\$1,854.00
Bellingen ACE Community College Inc	\$3,667.00
Byron Region Community College Inc	\$3,626.00
Camden Haven Community College Inc	\$1,857.00
Central Coast Community College	\$6,848.00
Central West Community College Ltd	\$25,653.00
Coffs Coast Adult Education Inc	\$4,939.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$1,835.00
Deaf Education Network Inc	\$3,583.00
Eastern Suburbs Community College Inc	\$18,805.00
Eurobodalla Adult Education Centre Inc	\$930.00
Forster-Tuncurry Adult Education Inc	\$777.00
Griffith Adult Learning Association Inc	\$1,843.00
Guyra Adult Learning Association Inc	\$1,620.00
Hawkesbury Community College Inc	\$10,127.00
Hornsby and Ku-ring-gai Community College Inc	\$6,767.00
Hunter Community College Inc	\$2,037.00
Kiama Community College Inc	\$965.00
Lower Clarence Adult & Community Education Centre Inc	\$2,896.00
Macarthur Community College Inc	\$5,836.00
Macleay Valley Community College Inc	\$2,573.00
Macquarie Community College	\$18,805.00
Manly Warringah Community College Inc	\$6,766.00
Murwillumbah Adult Education Centre Inc	\$1,815.00
Nepean Community College Inc	\$18,805.00
North West Community College Inc	\$16,000.00
Port Macquarie Community College Inc	\$5,911.00
Riverina Community College Ltd	\$5,911.00

<b>Building equipment and childcare grants</b>	
Robinson Education Centre Inc	\$10,893.00
South East Community College Inc	\$1,985.00
Southern Region Community College Inc	\$2,891.00
St George & Sutherland Community College Inc	\$6,848.00
Sydney Community College Inc	\$10,678.00
Tamworth Community College Inc	\$8,914.00
Taree Community College Inc	\$3,716.00
The Parramatta College Inc	\$6,848.00
Tomaree Community College Inc	\$5,505.00
Tuggerah Lakes Community College Inc	\$3,808.00
Wauchope Community College Inc	\$2,663.00
Western College Inc	\$6,848.00
Workers Educational Association - Hunter Ltd	\$18,804.00
Workers' Educational Association - Illawarra	\$18,804.00
Workers' Educational Association - Sydney	\$18,804.00
<b>Total</b>	<b>\$349,334.00</b>

<b>Community languages grants</b>	
Afghan Australian Noor Association	\$5,460.00
Afghan Community Support Association of NSW Inc	\$6,180.00
Al-Aqsa Inc	\$24,960.00
Alfaisal Islamic and Arabic Schools in Australia Inc	\$5,940.00
Alhabib Arabic School Inc	\$13,140.00
Al-Khair Incorporated Association	\$1,000.00
Ambassadors Multicultural Mission (International) Association Inc	\$47,880.00
Amistad Lattina School of Spanish Inc	\$1,800.00
Andisheh Persian School Inc	\$5,880.00
Anglican Church Diocese of Sydney	\$1,860.00
Arabic Education Society	\$3,600.00
Alminia Charitable Association Ltd	\$1,380.00
Armenian General Benevolent Union Ltd	\$3,360.00
Ashabul Kahfi Language School Inc	\$15,540.00
Association for Brazilian Bilingual Children's Development Inc	\$6,320.00
Association of Bhanin El-Minieh Australian Arabic Community Welfare Centre Inc	\$9,360.00
Association of Illawarra Community Languages Schools Inc	\$108,518.00
Association of Serbian Community Languages Schools in Australia Inc	\$2,520.00
Assyrian Australian Association	\$12,120.00
Assyrian's Nation Association Inc	\$6,420.00
Auburn Arabic School	\$14,460.00
Auburn Ataturk Primary School Inc	\$14,760.00
Australia Korean School Inc	\$7,260.00
Australian Association of All Nationalities of China Inc	\$11,700.00
Australian Beirut Charitable Association inc	\$16,260.00
Australian Catholic Chinese Community Inc	\$16,920.00
Australian Chinese and Descendants Mutual Association Inc	\$22,080.00
Australian Chinese Community Association of NSW Inc	\$12,240.00
Australian Chinese School Inc	\$9,840.00
Australian Confucius Mencius Morality Society Inc	\$3,600.00
Australian Council of Women Affairs	\$3,240.00
Australian Druze Community Inc Ltd	\$1,000.00
Australian Hindu Multicultural Association Inc	\$4,260.00
Australian Institute of Hindi Language Studies Parents and Citizens Association Inc	\$4,680.00

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Community languages grants	
Australian Islamic Mission Inc	\$14,700.00
Australian Serbian Illawarra Welfare Association Inc	\$3,840.00
Australian Taiwanese Friendship Association Inc	\$9,660.00
Balar Malar Tamil Educational Association Inc	\$6,840.00
Bangladesh Association of NSW Inc	\$4,080.00
Bankstown Area Multicultural Network Inc	\$2,280.00
Bankstown Area Multicultural Network Inc	\$10,000.00
Bethesda Presbyterian Church Inc	\$1,680.00
Bexley Chinese Congregational Church Language School Inc	\$7,320.00
Bexley Ethnic Arabic School Inc	\$4,680.00
Bhartiya Bhasha Vidyalaya Inc	\$660.00
Christ Church Blacktown Anglican Church of Australia - (Pei Ji Chinese Language School)	\$6,360.00
Bodhi Vietnamese Language School Inc	\$13,680.00
Bonyad Peyvand Inc	\$1,000.00
Bosnian Ethnic School Inc	\$2,040.00
Buddharangsee Thai Community Language School Inc	\$3,720.00
Cabramatta Saturday Turkish School Inc	\$1,920.00
Cabramatta West Spanish School Inc	\$2,040.00
Campbelltown Bangla School Inc	\$3,240.00
Campsie Cultural Centre Inc	\$660.00
Canterbury Bankstown Muslim Association Inc	\$15,840.00
Caodaist Association of Australia Inc	\$1,620.00
Carlingford Chinese Language School Inc	\$2,940.00
Central Council Croatian Ethnic Schools of NSW Inc	\$7,680.00
Chanh Phap Vietnamese Buddhist Youth Association of NSW Inc	\$4,440.00
Cheng Gong School Inc	\$1,680.00
Cherrybrook Chinese Community Association Inc	\$8,160.00
Chinese Australian Services Society Co-operative Ltd	\$21,420.00
Chinese Catholic Community Inc	\$21,360.00
Christian Pei Li Chinese School Pty Ltd	\$5,700.00
Clemton Park School Chinese Language and Cultural Association Schools in Australia Inc	\$2,880.00
Co-As-It Italian Association of Assistance	\$858,206.00
Congregational Christian Church in Samoa Department of Schools	\$4,260.00
Coptic Orthodox Church Diocese of Sydney and Affiliated Regions	\$1,740.00
Datong Chinese School, Granville Inc	\$9,180.00
Datong Chinese School Inc	\$11,040.00
Der-Huy Chinese School Inc	\$17,340.00
Deutscher Schulverein Sydney - German Saturday School Inc	\$4,980.00
Dinka Literacy Association Inc	\$1,000.00
Dundas Chinese School Inc	\$9,960.00
Eastern Suburbs Russian School Inc	\$3,480.00
Eastlakes Saturday Turkish School Inc	\$4,560.00
Eastwood Tamil Study Centre Inc	\$2,940.00
Escola Etnica Portuguesa De Stanmore Inc	\$1,080.00
Fairfield Heights Vietnamese Parent Committee Inc	\$4,680.00
First Serbian Orthodox Church At Sava	\$3,600.00
Fraternal Society of the Tripoli and Mena Districts Associated	\$6,960.00
Free Serbian Orthodox Church St George Cabramatta	\$3,240.00
Grace Chinese Christian Church Ltd	\$20,040.00
Greek Community of Mascot and District Inc	\$4,680.00
Greek Orthodox Archdiocese of Australia Consolidated Trust	\$15,840.00
Greek Orthodox Church and Society of the City of Greater Wollongong	\$5,040.00

<b>Community languages grants</b>	
Greek Orthodox Church and Community of Bankstown and District St Euphemia Ltd	\$7,200.00
Greek Orthodox Community of NSW Ltd	\$33,300.00
Greek Orthodox Community of St Marys and Districts Ltd	\$3,660.00
Greek Orthodox Parish and Community of Burwood and District St Nectarios Ltd	\$5,820.00
Greek Orthodox Parish and Community of Belmore and Districts All Saints Ltd	\$4,680.00
Greek Orthodox Parish and Community of Kogarah and Districts Resurrection of Christ Ltd	\$24,960.00
Greek Orthodox Parish of Northern and Western Suburbs	\$5,460.00
Greek Orthodox Parish of St George Rose Bay	\$3,000.00
Greek Orthodox Parish of St Nicholas Marrickville	\$5,280.00
Greek Orthodox Parish of South East Sydney	\$4,860.00
Greek Sunday School of Canterbury and Surrounding Districts Inc	\$1,500.00
Hamazkaine Armenian Educational and Cultural Society 'Shant' Chapter Inc	\$13,680.00
Harb Charity Association Inc	\$8,280.00
Hellenic Centre for Language and Culture of Australia Inc	\$5,100.00
Hellenic Orthodox Community Kingsgrove Bexley North Beverly Hills and Districts Ltd	\$7,800.00
Hellenic Orthodox Community of Parramatta and Districts	\$1,800.00
Hellenic Orthodox Parish and Community of Blacktown and Districts Ltd	\$2,520.00
Hung Dao Language School Inc	\$5,160.00
Hungarian School Flemington Inc	\$3,180.00
Hunter Parents and Teachers Association of Community Language Schools Inc	\$7,620.00
Hunter Parents and Teachers Association of Community Language Schools Inc	\$84,768.00
Huyen Quang Buddhist Youth Association Inc	\$3,360.00
Indo-Australia Bal Bharati Vidyalaya - Hindi School Inc	\$5,040.00
International Buddhist Association of Australia Inc	\$3,960.00
International Youth Fellowship Inc	\$1,000.00
Iranian Educational and Cultural Centre Inc	\$3,120.00
Islamic Charity Projects Association Inc	\$35,100.00
Islamic Welfare Centre Inc	\$7,920.00
Japan Club of Sydney (JCS)	\$11,760.00
Khmer Adventist Language School Association Inc	\$2,340.00
Khmer Community of NSW Inc	\$6,000.00
Korean Catholic Language School Inc	\$18,780.00
Korean Central Presbyterian Church Inc	\$13,980.00
Lao Australian Group Community Services	\$2,040.00
Lao Community Advancement NSW Co-Operative Ltd	\$5,040.00
Escuela Latinoamericana Central Oeste ( Latin American School of the Inner West Inc)	\$1,260.00
Lebanese Arabic School Inc	\$46,380.00
Lebanese Moslem Association	\$84,300.00
Lidcombe Russian School Inc	\$840.00
Lindfield Korean School Inc	\$12,720.00
Maan Malay Australian Association of NSW Inc	\$720.00
Macedonian School Council of NSW Inc	\$4,080.00
Maltese Community Council of NSW Inc	\$1,080.00
Maroubra Chinese School Inc	\$5,040.00
Maroubra Russian School Inc	\$2,520.00
Marrickville West Turkish School Inc	\$2,100.00
Ming-Der Chinese School Inc	\$42,420.00
Minghui School Inc	\$4,080.00
Moslem Alawi Youth Movement Inc	\$10,440.00
Moslem Alawy Society Ltd	\$6,780.00
Newcastle Tamil Sangam Inc	\$600.00
NSW Board of Jewish Education	\$16,185.00
NSW Federation of Community Language Schools Inc	\$70,000.00

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Community languages grants	
NSW Indo-China Chinese Association Inc	\$38,880.00
NSW Japanese School Inc	\$2,940.00
NSW Turkish Educational and Cultural Association Inc	\$6,780.00
Padstow Christian Chinese Language School Inc	\$4,020.00
Parramatta Hanguel School Inc	\$4,620.00
Parramatta Islamic Community After Hours Schools Inc	\$6,180.00
Parramatta Persian Primary and High School Inc	\$15,100.00
Persian Ethnic School Inc	\$600.00
Phap Bao Buddhist Youth Language School Inc	\$5,700.00
Polish Association of Wollongong Inc	\$900.00
Polish Educational Society In NSW Inc	\$17,080.00
Polish Group Inc	\$3,660.00
Polish School of Sydney Inc	\$2,760.00
Portuguese Community Schools of Sydney Inc	\$7,500.00
Portuguese ESAA Inc	\$2,700.00
Presbyterian Church (NSW) Property Trust	\$10,020.00
Qing Hua Chinese Language School Inc	\$30,720.00
Rejoice City Church Inc	\$1,000.00
Russian Orthodox Church Inc	\$900.00
Sanatan Religious and Cultural Assoc NSW Inc	\$4,920.00
Sikh Mission Centre Sydney Inc	\$1,140.00
Sinhalese Cultural Forum of NSW Australia Inc	\$9,180.00
Somali Community of NSW Inc	\$2,040.00
Somang Korean Language School Inc	\$2,940.00
South Coast Lebanese Association Inc	\$540.00
South Coast Portuguese Association Ltd	\$1,200.00
St Alexander Nevsky Russian School Inc	\$5,340.00
St George Spanish School Inc	\$780.00
St Mary's Antiochian Orthodox Parish	\$960.00
St Nicholas Antiochian Orthodox Church	\$5,340.00
St Nicholas School of Russian Association Inc	\$2,100.00
St Raphaels's Greek Orthodox Parish of Liverpool and Districts Ltd	\$7,740.00
Sutherland Shire Chinese Language School Inc	\$3,480.00
Swedish School In Sydney Inc	\$5,580.00
Sydney Chinese Central School Inc	\$2,040.00
Sydney Chinese School Inc	\$29,340.00
Sydney Evangelical Holiness Church	\$1,800.00
Sydney Full Gospel Church Properties Inc	\$13,860.00
Sydney Juan Church Language School	\$2,340.00
Sydney Korean Uniting Church	\$1,680.00
Sydney Latvian Society Ltd	\$1,080.00
Sydney Punjabi Society Inc	\$3,000.00
Sydney Saturday School of Japanese Inc	\$16,560.00
Sydney Suomi-Koulu Sydney Finnish School Inc	\$840.00
Sydney Yu Cai Chinese Language School Inc	\$25,860.00
Tamil Civic Centre (TCC) Inc	\$3,180.00
Tamil Study Centre Homebush Inc	\$16,020.00
Tamil Study Centre Homebush Inc	\$1,325.00
Telugu Association Inc	\$720.00
Thai Australian Association of NSW Inc	\$3,720.00
Thai Education Centre of Australia Inc	\$1,860.00
Thamil Study Centre Mt Druitt Inc	\$1,980.00
Timor Chinese Association of NSW	\$4,920.00
Trustees of the Lebanese Maronite Order	\$5,220.00

<b>Community languages grants</b>	
Trustees of the Roman Catholic Church for the Diocese of Saint Maroun Sydney	\$8,520.00
Trustees of Ukrainian Catholic Church in Australia	\$2,700.00
Tuethanh (Viet-Tu) Alumni Association Australia Inc	\$3,060.00
Tzu-Chi Academy Australia Inc	\$6,000.00
Ukrainian Central School In Sydney Inc	\$1,380.00
United Ethnic Education Centre Inc	\$6,300.00
United Muslim Women's Association Inc	\$10,200.00
Uruguay School of Spanish Language	\$2,520.00
Van Lang Vietnamese School Parents Association Inc	\$4,380.00
Victory Mandarin School Association Inc	\$1,000.00
Vietnamese Community In Wollongong Inc	\$3,180.00
Vietnamese Cultural Schools Association Inc	\$137,820.00
Vietnamese Parents and Citizen Association Inc	\$47,940.00
Vietnamese Parents Committee Green Valley Inc	\$17,160.00
Vinh Khang Chinese School Inc	\$16,860.00
Waheguru Simran Society Inc	\$5,700.00
Wentworthville Tamil Study Centre Inc	\$17,640.00
Western Sydney Chinese School Inc	\$6,000.00
Wollongong Turkish Society Inc	\$12,580.00
Woo-Ri Full Gospel Church Inc	\$3,240.00
Yagoona Arabic School Inc	\$3,060.00
<b>Total</b>	<b>\$2,954,042.00</b>

<b>Contracted training program grants</b>	
A1 Employment & Training Services Pty Ltd	\$35,787.50
Access Community Group Ltd	\$31,972.00
Ace North Coast Inc - Lismore	\$154,940.60
Ace Walcha Inc	\$4,760.00
Active Industry Training Limited	\$873,216.16
Adult Education Academy Pty Ltd	\$3,696.00
Ahvenbloem Pty Ltd	\$120,303.00
Alstonville Adult Learning Association	\$90,000.00
Armidale & District Business Enterprise	\$6,716.39
Ascet TAFE Pty Ltd	\$1,617.00
Astute Training Pty Ltd	\$65,041.54
Austraining (NSW) Pty Ltd	\$327,970.83
Australian College of Commerce & Management	\$388,499.82
Australian Dance Vision Company Limited	\$4,620.00
Australian Electronic Manufacturing Services Pty Ltd	\$309,900.00
Australian Electrotechnology Industry	\$101,409.00
Australian English & Business College	\$31,704.76
Australian Institute of Workplace Learning Pty Ltd	\$542,951.45
Avernly Pty Ltd	\$511,252.00
Baffy Pty Ltd	\$45,075.00
Ballina Skills Development Centre Inc	\$12,550.00
Bankstown Community College Inc	\$99,402.50
Bannister Technical Pty Ltd	\$230,183.25
Barraba Community Learning Association	\$28,000.00
Barrington Group of Companies P/L, The	\$2,772.00
Bellingen Ace Adult & Community Education Inc	\$35,527.50
Benchmark Resources Pty Ltd	\$231,947.00
Booroongen Djugun Aboriginal Corporation	\$83,069.06

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<b>Contracted training program grants</b>	
Bruce Callaghan & Assoc Pty Ltd	\$36,306.00
Brucemac Pty Ltd	\$216,291.07
Business Enterprise Centre Northside Ltd	\$27,342.50
Business Training & Management Pty Ltd	\$167,342.30
Busy Training & Employment Services	\$30,628.00
Byron Region Community College Inc	\$262,553.75
Camden Haven Community College Inc	\$71,457.50
Canterbury-Hurlstone Park Rsl Club Ltd	\$6,237.00
Cass Training Pty Limited	\$134,752.00
Central Coast Community College	\$48,103.50
Central West Community College Ltd	\$215,389.50
Cessnock Community Training Centre 25013	\$28,200.00
Coates Hospitality Services Pty Ltd	\$56,349.25
Contour Systems Pty Ltd	\$12,865.00
Co-Operative for Aborigines Limited	\$1,014,381.75
CSA Training Services Inc	\$21,843.50
Deaf Education Network Inc	\$401,885.26
Directions (Australia) Pty Ltd	\$254,086.75
Educational Living Pty Ltd	\$32,158.00
Electrolux Home Products Pty Ltd	\$74,030.00
Employment & Training Australia Inc	\$90,074.00
Endeavour Industries Limited	\$22,648.00
Enterprise & Training Co of Coffs Harbour	\$8,083.50
Essential Personnel Association Incorporated	\$156,839.00
Eurobodalla Adult Education Centre Inc	\$110,136.80
Farmcare Training Pty Ltd	\$111,805.00
Gabbert Judith Joan	\$18,283.80
Gloucester Community Training Inc	\$52,822.00
Greenacres Association	\$10,391.03
Griffith Skills Training Centre Inc	\$3,990.00
H&H Accredited Training Australasia Inc	\$29,965.25
HGT Australia Ltd	\$609,307.08
Hostec Idr Pty Ltd	\$132,724.75
Hunter Plant Operator Training School	\$1,070.00
Hunter Valley Training Company Pty Ltd	\$32,416.26
Hurstville Enterprise Association for People Services Inc	\$37,302.50
Illawarra Area Child Care Ltd	\$104,420.00
Illawarra Itec Ltd, The	\$104,832.25
Impact Training Pty Ltd	\$23,898.63
Individual Solutions Australia Pty Ltd	\$120,429.11
Inner West Skills Centre Inc	\$114,497.50
Intercept Group Pty Ltd	\$3,465.00
International Child Care College Pty Ltd	\$93,014.50
Iontask Pty Ltd	\$5,859.00
J W W Trading Pty Ltd	\$25,410.00
Jb Hunter Technology Pty Ltd	\$67,670.00
Jce Positive Outcomes Pty Ltd	\$63,205.50
Kemp & Associates Pty Ltd	\$143,235.00
Kiama Community College Inc	\$113,765.00
Killalea State Park Training Centre	\$63,420.00
Learning Lab Pty Ltd	\$437,417.00
Logic Entity Australia Pty Ltd	\$42,210.00
Macarthur Group Training Ltd	\$15,208.06
Mackintosh International College (Australia)	\$17,635.78

<b>Contracted training program grants</b>	
Mackrell Daniel Malcolm	\$4,200.00
Marrickville Community Training Centre	\$246,303.44
Maxwells Services Pty Ltd	\$1,575.00
Metro Screen Ltd	\$35,580.00
MHS Training Pty Ltd	\$2,316.00
Murray Hume Business Enterprise Centre	\$106,080.00
National College Australia Ltd	\$66,150.00
New England & North West Business Skills	\$298,756.71
Newabon Pty Ltd	\$2,450.48
Northern Rivers Conservatorium Arts	\$42,480.00
NSW Family Day Care Association Inc	\$32,230.00
NSW Fishing Industry Training Committee	\$313,629.00
NSW Road Transport Association Inc	\$112,039.00
Oasis Pre-Employment Network (Open) Inc	\$135,303.65
Octec Inc	\$107,720.00
On Time Resources Pty Ltd	\$153,926.50
Options Training Services Ltd	\$72,648.75
Penrith Skills for Jobs Ltd	\$38,815.20
Port Macquarie Community College Inc	\$33,570.00
Power Business Institute Pty Ltd	\$5,231.25
Response Employment & Training Pty Ltd	\$75,109.45
Restaurant & Catering Association of NSW	\$90,083.50
Riverina Community College Ltd	\$149,859.59
Rutherford Technical Services Pty Ltd	\$120,447.75
Salvation Army (NSW) Property Trust The	\$257,562.65
Scientific Management Associates (Aust)	\$2,450.00
Singleton Community College Inc	\$44,028.00
Skills Training Employment Program Inc	\$263,684.77
Skillswest Training Co Pty Ltd	\$108,247.00
South East Community College Inc	\$108,055.70
Southern Region Community College Inc	\$103,912.93
Southern Solutions Business Training & Employment	\$59,678.00
Spastic Centre of NSW, The	\$23,400.00
St George & Sutherland Community College	\$15,288.00
Statewide Business Training Pty Ltd	\$24,567.50
Strategic Training Solutions Pty Ltd	\$5,521.00
Study Group Australia Pty Ltd	\$10,037.00
Sureway Business Training Pty Ltd	\$110,974.30
Tamworth Community College Inc	\$24,662.85
Taree Community College Inc	\$75,121.88
Tomaree Community College Inc	\$64,624.00
Transqual Pty Limited	\$28,460.00
Tuggerah Lakes Community College Inc	\$5,204.16
Tursa Employment & Training Inc	\$12,250.00
Tweed Training & Enterprise Company Ltd	\$25,643.00
Uniting Church In Australia Property	\$556,248.64
Vast Academy (Aust) Pty Ltd	\$2,766.50
Vocational Institute of Australia Pty Ltd	\$2,800.00
Wauchope Community College Inc	\$4,080.00
Western College Inc	\$38,402.80
Western Sydney Training & Education Centre Inc	\$123,768.51
Wheelchair & Disabled Association of Australia, The	\$230,096.50
Wollongong City Employment Training Inc	\$241,496.54
Wool Industry Training Australia Pty Ltd	\$15,256.00

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<b>Contracted training program grants</b>	
Workers Educational Association - Hunter	\$66,217.00
Workers Educational Association (WEA) - Illawarra	\$29,912.50
Worktrain Pty Ltd	\$179,974.25
Workventures Ltd	\$23,370.00
WSROC Training & Employment	\$69,524.00
Wyong Workwise Inc	\$91,288.36
Yolarno Pty Ltd	\$832.00
YWCA NSW	\$660,811.78
<b>Total</b>	<b>\$16,431,261.68</b>

<b>Elsa Dixon Aboriginal Employment and Career Development Program grants</b>	
Access Group Training Ltd	\$33,825.69
Bawrunga Aboriginal Medical Service Inc	\$50,000.00
Blue Mountains City Council	\$41,149.54
GROW Employment Council Inc	\$22,000.00
Holroyd City Council	\$87,914.62
International Beauty Institute Orange	\$25,780.00
Lloyd McDermott Rugby Development Team	\$6,500.00
MTC Work Solutions	\$50,000.00
Shellharbour City Council	\$67,729.11
Sydney Opera House Trust	\$100,000.00
Yarnteen Aboriginal & Torres Strait Islander Corporation	\$49,774.00
<b>Total</b>	<b>\$534,672.96</b>

<b>Enterprise training program grants</b>	
Barrand Consulting Pty Ltd	\$8,019.09
Bobby Goldsmith Foundation Inc, The	\$9,554.55
Christians Against Poverty	\$26,727.28
Dane Consulting	\$454.55
Fairhaven Services Ltd	\$29,945.46
Focus On People	\$6,279.55
Forest and Forest Products Employment Skills Co Ltd	\$15,756.36
Forest Works Ltd	\$9,000.00
Gaye Murray & Associates	\$14,393.18
Giselle Mawer & Associates	\$12,654.55
Group Training Association of NSW, The	\$23,863.63
Institute of Automotive Mechanical Engineers Inc	\$16,350.00
Jam Training and Development Services	\$8,820.45
Lightship People Systems Pty Ltd	\$14,430.00
Liquid Strategies	\$3,400.00
Lorraine Wheeler and Associates Pty Ltd	\$5,412.73
Manufacturing Skills Australia	\$454.55
NSW Food Industry Training	\$3,181.82
NSW Retail Wholesale & Associated Services	\$22,727.27
NSW Wholesales, Retail and Personal Services	\$1,045.45
Precision Consultancy	\$1,700.00
Robin Bishop and Associates Pty Ltd	\$4,650.00
Rotadyne Pty Ltd	\$9,090.91
Rutherford Technical Services Pty Ltd	\$38,181.82

<b>Enterprise training program grants</b>	
TDT Australia	\$58,169.09
Terra Cordis Pty Ltd	\$9,800.91
Total Training and Performance Solutions	\$16,145.45
<b>Total</b>	<b>\$370,208.65</b>

<b>Forest industry training strategy grants</b>	
Training Education and Management Services	\$106,000.00
<b>Total</b>	<b>\$106,000.00</b>

<b>Group training scheme grants</b>	
Apprentices Trainees Employment Ltd	\$109,475.00
Australian Electrotechnology Industry Group Training Co Ltd	\$130,541.42
Australian Training Company Ltd	\$22,183.34
Automotive Group Training (NSW) Ltd	\$457,610.01
Central Coast Group Training Ltd	\$57,651.68
Central West Group Apprentices Ltd	\$380,238.62
ECA Training Pty Limited	\$142,590.00
Futurestaff Ltd	\$6,080.00
Health Industry Group Training Company	\$146,707.50
HGT Australia Ltd	\$210,533.33
Horticultural Group Training Australia	\$4,807.50
Hospitality Training Network of NSW Ltd	\$336,469.98
Housing Industry Association Ltd	\$178,299.09
Hunter Valley Training Company Pty Ltd	\$564,590.00
Macarthur Group Apprentices Ltd	\$75,609.98
Macarthur Group Training Ltd	\$67,904.99
Manufacturing Industry Group Apprenticeship Scheme Inc	\$40,560.00
Master Builder Group Training Pty Ltd	\$41,804.99
Master Painters Group Training Company	\$66,045.00
Master Plumbers Apprentices Ltd	\$90,411.67
MBA Newcastle Group Training Pty Ltd	\$31,701.67
MEGT Ltd	\$105,764.99
Mission Australia Group Training Ltd	\$32,290.84
Murray Mallee Training Company Ltd	\$23,966.66
On-Q Human Resources Ltd	\$99,669.42
Property Services Training	\$25,124.42
Riverina Group Training & Employment Ltd	\$123,012.50
Sertec Ltd	\$68,776.98
Skills Training Employment Program Inc	\$4,142.50
Sydney Training and Employment Ltd	\$148,035.00
TAMBA Training Pty Ltd	\$17,196.69
West State Training Ltd	\$55,402.83
Workline Employment	\$18,923.33
Workventures Group Training Ltd	\$14,917.46
WSROC Training & Employment	\$53,216.44
<b>Total</b>	<b>\$3,952,255.83</b>

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<b>Indigenous education program grants</b>	
Barraba Community Learning Association Inc	\$25,629.00
Camden Haven Community College Inc	\$1,885.00
Central Coast Community College	\$1,960.00
Central West Community College Ltd	\$15,965.00
Kiama Community College Inc	\$16,974.00
Nambucca Valley Community College Inc	\$7,560.00
Nepean Community College Inc	\$7,560.00
Port Macquarie Community College Inc	\$1,885.00
Robinson Education Centre Inc	\$33,939.00
South East Community College Inc	\$7,544.00
Sydney Community College Inc	\$5,658.00
Taree Community College Inc	\$7,544.00
Western College Inc	\$52,808.00
<b>Total</b>	<b>\$186,911.00</b>

<b>Industry skills grants</b>	
Arts Training NSW Limited	\$127,272.73
At All Events Pty Ltd	\$7,235.89
Australian Industry & Defence Network Northern Territory	\$35,000.00
Barbara Barnard Consultancy Pty Ltd	\$320.00
Barrand Consulting Pty Ltd	\$4,637.00
Community Broadcasting Association of Australia	\$7,709.09
Community Services & Health Industries Skills Council Ltd	\$59,850.00
Focus On People	\$482.95
Gaye Murray & Associates	\$15,261.36
Group Training Association of NSW, The	\$10,227.27
Institute of Automotive Mechanical Engineers Inc	\$16,350.00
Jam Training & Development Services	\$22,181.82
Lightship People Systems Pty Ltd	\$7,214.55
Liquid Strategies	\$2,400.00
Network of Community Activities	\$7,755.00
NSW Mining Industry Skills Association	\$5,727.27
NSW Wholesale, Retail and Personal Services	\$21,507.27
Rutherford Technical Services Pty Ltd	\$5,454.55
<b>Total</b>	<b>\$356,586.75</b>

<b>Intervention support - Capital grants</b>	
Annette's Place Inc	\$2,615.00
Armidale Community Preschool Inc	\$27,715.00
Burrumbuttock Preschool Centre Inc	\$16,797.00
Coleambally Preschool Association Inc	\$15,160.00
Delegate District Preschool Inc	\$1,817.00
East Lindfield Community Preschool Association Inc	\$2,950.00
Engadine Preschool Kindergarten Inc	\$2,665.00
Gamumbi Early Childhood Education Centre Inc	\$4,135.00
Glen Innes Preschool Association Inc	\$2,640.00
Goulburn Preschool Association Inc	\$7,727.00
Great Lakes Children's Centre Inc	\$8,750.00
Gumnut Cottage Inc	\$2,670.00

<b>Intervention support - Capital grants</b>	
Haberfield Baptist Church Preschool Limited	\$9,052.00
Illawarra Children's Services Limited	\$40,195.00
KU Children's Services	\$31,577.00
Macarthur Preschool Kindergarten Association Inc	\$460.00
Masada College	\$65,000.00
McGraths Hill Children's Centre Inc	\$10,000.00
Mid-Western Regional Council	\$3,540.00
Mikayla Children's Centre Inc	\$420.00
North Brighton Preschool Community Kindergarten Inc, The	\$30,000.00
Parkes Early Childhood Centre Inc	\$6,985.00
Port Macquarie Community Preschool Limited	\$4,150.00
Scone and District Preschool Inc	\$2,622.00
Tamworth Montessori Association Inc	\$44,356.00
Walcha Council	\$269,717.00
Woodrising Community Preschool and Childcare Centre Inc	\$3,902.00
<b>Total</b>	<b>\$617,617.00</b>

<b>Intervention support grants - Children in residential care</b>	
Anglican Church of Australia - All Saints Anglican Church Figtree	\$12,000.00
Apostolic Church Trust - Apostolic Church Australia	\$22,000.00
Barnardos Australia	\$4,750.00
Boys' Town Engadine	\$8,250.00
Central Coast Community College	\$34,000.00
Community Programs Inc	\$12,000.00
Kurrajong Waratah	\$2,000.00
Marist Youth Care Limited	\$6,750.00
Mater Dei	\$16,250.00
Mercy Centre Lavington Limited	\$1,750.00
Mission Australia	\$21,600.00
Nepean Community College Inc	\$17,400.00
South Eastern Care Network Inc	\$3,000.00
St Joseph's Cowper Inc	\$4,000.00
Sydney Anglican Home Mission Society Council - Anglicare NSW	\$9,000.00
Sydney Community College Inc	\$14,000.00
Uniting Church in Australia Property Trust (NSW) - UnitingCare Burnside	\$2,500.00
Young Men's Christian Association of Sydney	\$9,600.00
<b>Total</b>	<b>\$200,850.00</b>

<b>Intervention support grants - Non School organisations</b>	
Autism Spectrum Australia (Aspect)	\$159,275.00
Royal Institute for Deaf and Blind Children	\$51,492.00
Shepherd Centre, The	\$39,962.50
Spastic Centre of New South Wales, The	\$241,622.00
Vision Australia Limited	\$68,654.50
<b>Total</b>	<b>\$561,006.00</b>

## Appendices

Intervention support grants-Young Children and Students with disabilities	
Aberdare Preschool Inc	\$10,687.00
Access Macquarie Limited	\$24,123.00
Albury Preschool Kindergarten Inc	\$4,260.50
All Saints Preschool Albion Park Inc	\$4,260.50
Anglicare Youth and Family Services	\$8,760.50
Annette's Place Inc	\$11,771.00
Anzac Village Preschool Association Inc	\$9,603.50
Armidale Church of Christ Adventureland Preschool Inc, The	\$7,333.50
Armidale Community Preschool Inc	\$6,390.00
Armidale Waldorf School Limited, The	\$3,000.00
Arndu St Pauls Preschool Association Inc	\$6,353.50
Autism Spectrum Australia (Aspect)	\$460,285.00
Ballina Fox Street Preschool Inc	\$3,140.00
Ballina River Street Children's Centre Inc	\$5,343.50
Bambi Kindergarten Association Inc	\$3,250.00
Baptist Union of New South Wales - Alstonville Baptist Church	\$7,436.50
Baptist Union of New South Wales - Grafton Baptist Church	\$4,260.50
Baptist Union of New South Wales - Maitland Baptist Church	\$14,401.50
Baptist Union of New South Wales - Miller Baptist Church	\$5,233.50
Baptist Union of New South Wales - Mortdale Oatley Baptist Church	\$6,353.50
Barnardos Australia	\$2,167.00
Basin Preschool Association Inc, The	\$6,427.00
Bathurst Early Childhood Intervention Service Inc	\$53,401.00
Baulkham Hills Preschool Kindergarten Inc	\$3,140.00
Beacon Hill Community Kindergarten Association Limited	\$7,400.50
Bega Preschool Association Inc	\$3,000.00
Bellbird Preschool Inc	\$2,093.50
Bellingen Shire Support Network Inc	\$14,149.50
Belmont North Preschool Inc	\$6,353.50
Berala Jack and Jill Preschool Kindergarten Inc	\$6,427.00
Berkeley Vale Preschool Kindergarten Inc	\$5,167.00
Berry Preschool Kindergarten Inc	\$3,000.00
Bexley Jack and Jill Preschool Inc	\$14,910.50
Binnowiee Kindergarten Co-operative Society Limited	\$3,000.00
Birchgrove Community Association Limited	\$3,000.00
Birubi Point Community Preschool Association Inc	\$833.00
Blacktown Anglican Child Care Centre Inc	\$2,167.00
Blacktown City Council	\$4,186.50
Bland Shire Council	\$6,353.50
Blue Mountains Montessori Preschool Inc	\$3,000.00
Bomaderry Preschool Inc	\$5,167.00
Bombala Preschool Inc	\$3,000.00
Boolaroo-Speers Point Community Kindergarten Inc	\$2,093.50
Brayside Community Preschool Inc	\$9,640.50
Brewarrina Child Care Centre Association Inc	\$5,167.00
Broken Hill Happy Day Preschool Kindergarten Inc	\$5,307.00
Budgewoi-Halekulani Preschool Kindergarten Inc	\$3,000.00
Bulahdelah Preschool Inc	\$3,000.00
Bundanoon District Preschool Kindergarten Association Inc	\$3,000.00
Bunyip Preschool Harden Inc	\$3,000.00
Byron Bay Preschool Inc	\$7,890.50
Byron Shire Early Intervention Association Inc	\$27,769.50
Cabarita Mortlake Kindergarten Association Inc	\$4,260.50
Campbelltown Community Preschool Inc	\$2,167.00

<b>Intervention support grants-Young Children and Students with disabilities</b>	
Canowindra Preschool Kindergarten Inc	\$5,232.50
Catherine Field Preschool Kindergarten Inc	\$7,400.50
Catherine Preschool East Maitland Inc	\$3,000.00
Centacare Catholic Community Services	\$157,448.00
Central Shoalhaven Mobile Preschool Unit Inc	\$3,833.00
Cessnock Multipurpose Children's Centre Limited	\$13,197.00
Charles Sturt University - Murray Children's Centre	\$3,000.00
Charlestown Child Care and Early Learning Centre Inc	\$2,093.50
Cherrybrook Community Preschool Inc	\$2,093.50
Chillingham and Tyalgum Community Preschool Inc	\$2,093.50
Christ Church Gladesville Preschool Kindergarten Inc	\$8,483.50
Clovelly Child Care Centre Inc	\$3,000.00
Clunes Community Preschool Association Inc	\$3,140.00
Cobar Preschool Centre Association Inc	\$3,000.00
Cobargo Preschool Inc	\$3,140.00
Coffs Harbour Preschool Association Inc	\$5,343.50
Coleambally Preschool Association Inc	\$3,000.00
Collaroy Plateau Community Kindergarten Inc	\$2,093.50
Communicare Sydney	\$64,345.00
Community Programs Inc	\$50,914.50
Condobolin Preschool Kindergarten Inc	\$4,260.50
Connect Child and Family Services Inc	\$52,179.50
Cooloon Children's Centre Inc	\$3,588.50
Cooma Lambie Street Preschool Association Inc	\$7,436.50
Cooma North Preschool Association Inc	\$6,390.50
Cooranbong Valley Community Preschool Inc	\$4,333.50
Corowa Preschool Association Inc	\$3,140.00
Country Women's Association of New South Wales	\$3,000.00
Coverdale Christian School Limited	\$3,000.00
Cowra Early Intervention Group Inc	\$27,164.00
Cronulla Preschool Kindergarten Inc	\$3,833.00
Cuddlepie Early Childhood Learning Centre Inc	\$2,093.50
Dalaigur Preschool and Children's Services Association Inc	\$5,167.00
Dawn Song Children's Centre Inc	\$3,000.00
Delegate District Preschool Inc	\$5,167.00
Deniliquin Children's Centre Inc	\$9,917.00
Denman Children's Centre Association Inc	\$6,353.50
Dorrigo Preschool Association Inc	\$2,093.50
Dubbo and District Preschool Kindergarten Inc	\$17,040.00
Dubbo West Preschool Inc	\$11,660.00
Dunedoo Preschool Kindergarten Inc	\$5,307.00
Early Education (EarlyEd) Inc	\$192,366.50
Early Links Inclusion Support Service Inc	\$63,918.00
Early Start	\$22,182.00
East Lindfield Community Preschool Association Inc	\$3,000.00
East Lismore Community Preschool Inc	\$9,640.50
East Maitland Preschool Kindergarten Association Inc	\$7,187.00
Eastlake Community Child Care Centre Inc	\$9,567.00
Eden Preschool Kindergarten Association Inc	\$6,250.00
Edgeworth Child Care Centre Inc	\$3,000.00
Engadine Church of Christ Preschool Kindergarten Inc	\$6,427.00
Engadine Preschool Kindergarten Inc	\$5,233.50
Entrance Preschool Kindergarten Association Inc, The	\$8,520.00
Evans Head Preschool Association Inc	\$2,093.50

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<b>Intervention support grants-Young Children and Students with disabilities</b>	
Fairfield City Council	\$119,856.50
Family Resource and Network Support Inc	\$1,754.00
Felton Street Early Learning Preschool Inc	\$5,233.50
Firstchance Inc	\$310,262.50
Forbes Childcare Centre Inc	\$2,167.00
Forbes Preschool Kindergarten Co-operative Limited	\$4,333.50
Frederick Street Kindergarten Co-operative Limited	\$28,737.00
Friends of Woodstock Disability Services Inc	\$45,438.50
Gamumbi Early Childhood Education Centre Inc	\$4,724.50
Giant Steps Sydney Limited	\$6,699.00
Girrinbai Community Preschool Inc	\$15,957.00
Glen Innes Preschool Association Inc	\$4,260.50
Glen Innes Severn Council	\$10,699.00
Glenbrook Preschool Kindergarten Inc	\$2,167.00
Gloucester Preschool Co-operative Limited	\$8,520.00
Golden Valley Children's Learning Centre Inc	\$4,315.50
Goonellabah Preschool Inc	\$6,390.00
Gordon Preschool Centre	\$10,687.00
Gorokan Preschool Inc	\$12,750.00
Gosford Baptist Community Day Care Limited	\$5,167.00
Goulburn and District Children's Services Association Inc	\$31,250.50
Goulburn Preschool Association Inc	\$4,260.50
Goulding Hill Preschool Inc	\$2,167.00
Grace Lutheran Church Moree - Grace Lutheran Preschool	\$3,000.00
Great Lakes Children's Centre Inc	\$4,186.50
Grenfell Preschool and Long Day Care Centre Inc	\$7,436.50
Griffith Early Intervention Service Inc	\$83,144.00
Griffith East Preschool Inc	\$5,307.00
Griffith Preschool Kindergarten Inc	\$6,390.00
Gulpa Preschool Inc	\$3,000.00
Gumnut Bowral Memorial Kindergarten Inc	\$6,390.00
Gumnut Cottage Inc	\$5,167.00
Gunnedah Baptist Child Care Association Limited	\$3,000.00
Gunnedah Family and Children's Services Inc	\$11,928.50
Gunnedah Preschool Kindergarten Association Inc	\$11,698.00
Guyra Preschool Inc	\$3,000.00
Gwydir Shire Council	\$3,000.00
GyMEA Nursery School and Kindergarten Co-operative Society Limited	\$3,139.50
Haberfield Baptist Church Preschool Limited	\$3,000.00
Hamilton Child Care Centre Inc	\$2,093.50
Hampden Bridge Childcare Centre Early Education Centre Inc	\$4,037.00
Handicapped Children's Centre New South Wales	\$28,821.50
Hastings Early Intervention Program Inc	\$76,232.00
Hawkesbury Early Childhood Intervention Service Inc	\$20,931.50
Hay Plains Childcare Centre Inc	\$2,167.00
Hazelwood Child Care Centre Inc	\$3,140.00
Heathdene Community Services Inc	\$15,498.50
Henry Street Community Preschool Association Inc	\$2,093.50
Hills Community Kindergarten Inc, The	\$10,650.50
Holroyd City Council	\$27,313.00
Horizon Early Childhood Intervention Service Inc	\$43,559.50
Hornsby Shire Council	\$25,056.00
Hunter Prelude Early Intervention Centre Inc	\$164,007.50
Illawarra Area Child Care Limited	\$17,613.50

<b>Intervention support grants-Young Children and Students with disabilities</b>	
Illawarra Children's Services Limited	\$62,664.50
Iluka Preschool Inc	\$4,260.50
Imlay Special Needs Group Inc	\$33,381.00
Inaburra Communications Limited	\$8,667.00
Infants' Home Ashfield	\$24,928.50
Inner City Montessori Association	\$3,000.00
Inverell Disability Services Inc	\$26,108.50
Inverell District Family Services Inc	\$10,182.00
Jacaranda Preschool Centre Inc	\$10,613.50
Jack and Jill Kindergarten, The	\$9,567.00
Jesmond Community Preschool Association Inc	\$8,483.50
Jesmond Early Education Centre Inc	\$2,093.50
Jindera Preschool Association Inc	\$4,084.00
John Brochie Memorial Nursery School Inc	\$4,084.00
Jumbunna Community Preschool and Early Intervention Centre Inc	\$136,764.50
Jumping Jacks Community Preschool Inc	\$8,557.00
Junee RSL Memorial Preschool Inc	\$2,167.00
Kapooka Early Childhood Centre Inc	\$6,390.00
Karingal Preschool Nelson Bay Inc	\$6,250.00
Katoomba Children's Cottage Inc	\$3,140.00
Keiraville Community Preschool Kindergarten Inc	\$7,473.50
Kellyville Preschool Kindergarten Inc	\$9,603.50
Kempsey Children's Services Co-operative Limited	\$15,216.50
Kempsey Early Intervention Program Inc	\$41,986.50
Kenthurst Preschool Kindergarten Inc	\$5,270.50
Kesser Torah College Limited	\$3,000.00
Kiama Preschool Inc	\$3,000.00
Killarney School Limited, The	\$3,000.00
Killarney Vale Preschool Kindergarten Inc	\$9,530.00
Kincoppal - Rose Bay School Limited	\$3,000.00
Kingscliff Mini School Inc	\$3,000.00
Kogarah Council	\$3,000.00
Koninderie Community Based Preschool Inc	\$7,436.50
Koorana Child and Family Centre Inc	\$130,770.00
KU Children's Services	\$279,899.50
Kurrajong Waratah	\$195,352.00
Kurri Kurri and District Preschool Kindergarten Inc	\$4,186.50
Kyogle Preschool and Outside Schools Hours Care Association Inc	\$3,000.00
Lady Game Community Kindergarten Inc	\$3,000.00
Lalor Park Preschool Kindergarten Association Inc	\$9,640.50
Lambing Flat Enterprises Limited	\$26,279.50
Lane Cove Children's Centre	\$7,473.00
Lapstone Preschool Kindergarten Association Inc	\$127,922.50
Lawrence Community Preschool Inc	\$2,093.50
Lawson Community Preschool Association Inc	\$3,000.00
Learning Links	\$210,497.50
Leeton Preschool Association Inc	\$2,093.50
Lennox Head Community Preschool Inc	\$7,436.50
Lifestart Co-operative Limited	\$352,598.00
Lismore Parish Centre Preschool Inc	\$3,000.00
Lismore Preschool Kindergarten Inc	\$9,640.50
Lithgow Early Intervention Program Inc	\$24,809.00
Liverpool City Council	\$62,363.50
Long Jetty Preschool Inc	\$10,613.50

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<b>Intervention support grants-Young Children and Students with disabilities</b>	
Lower Macleay Preschool Inc	\$2,093.50
Lyrebird Preschool Kindergarten Nowra East Inc	\$10,576.50
Macarthur Preschool Kindergarten Association Inc	\$9,603.50
Macleay Community Preschool Inc	\$3,000.00
Macquarie Hills Community Preschool Inc	\$11,660.50
Macquarie Preschools Co-operative Limited	\$4,334.00
Maitland Nursery School Inc	\$4,260.50
Manilla Community Preschool Inc	\$2,093.50
Manly Vale Community Kindergarten Inc	\$7,510.50
Manning and Great Lakes Early Intervention Inc	\$96,044.50
Marrickville Council	\$4,709.00
Maryland Care and Early Education Centre Inc	\$10,724.00
Masada College	\$8,417.00
Mater Dei	\$47,378.50
Matilda Rose Early Intervention Centre Limited	\$15,365.50
Mayfield Central Community Preschool Kindergarten Limited	\$5,343.50
McGraths Hill Children's Centre Inc	\$6,250.00
Medowie Community Preschool Inc	\$4,333.50
Merindah Children's Centre Inc	\$5,343.50
Mid-Western Regional Council	\$4,260.50
Mikayla Children's Centre Inc	\$9,021.50
Miranda Kindergarten Association Inc	\$10,650.50
Mission Australia	\$235,169.00
Mittagong Preschool Kindergarten Inc	\$9,603.50
Moama and District Preschool Centre Inc	\$3,000.00
Molong District Preschool Inc	\$3,000.00
Monaro Early Intervention Service Inc	\$56,346.00
Moree Preschool Inc	\$12,852.50
Moresby Park Preschool Inc	\$5,167.00
Moriah War Memorial College Association	\$18,467.50
Morisset and District Children's Centre Co-operative Limited	\$3,140.00
Moruya Preschool Kindergarten Inc	\$6,390.00
Mount Hutton Child Care Centre Inc	\$9,566.50
Mudgee Preschool Kindergarten Co-operative Limited	\$12,394.50
Mullumbimby Community Preschool Association Inc	\$2,167.00
Muswellbrook Child Care Centre Inc	\$2,093.50
Muswellbrook Preschool Kindergarten Inc	\$9,500.50
Nambucca Heads Preschool Playcentre Limited	\$3,000.00
Nambucca Valley Children's Group Inc	\$30,611.50
Narrabeen Community Kindergarten Inc	\$12,781.00
Noah's Ark Centre of Shoalhaven Inc	\$74,046.00
North Brighton Preschool Community Kindergarten Inc, The	\$5,343.50
North Rocks Preschool Inc	\$4,260.50
North Ryde Community Preschool Inc	\$6,427.00
North St Marys Neighbourhood Centre Inc	\$8,520.00
Northcott Society, The	\$12,794.50
Northern Nursery School Limited, The	\$5,093.50
Norwood Community Preschool Inc	\$5,307.00
Nurruby Children's Services Inc	\$5,861.50
Oaks Preschool Kindergarten Co-operative Limited, The	\$3,000.00
Oberon Children's Centre Inc	\$3,000.00
Ocean Shores Preschool Inc	\$4,260.50
Ooranga Family Mobile Resource Unit Association Inc	\$3,000.00
Orana Community Preschool Inc	\$3,140.00

<b>Intervention support grants-Young Children and Students with disabilities</b>	
Orana Early Childhood Intervention and Education Project Inc	\$120,402.50
Orange Christian Schools Limited	\$3,000.00
Orange District Early Education Program Inc	\$82,769.50
Orange Preschool Kindergarten Limited	\$10,540.00
Palm Beach War Memorial Kindergarten Inc	\$3,000.00
Pambula Preschool Kindergarten Association Inc	\$5,167.00
Parkes Early Childhood Centre Inc	\$14,703.50
Parklands Community Preschool and Children's Centre Inc	\$4,260.50
Pathways - Early Childhood Intervention Inc	\$66,254.50
PEDAL Early Childhood Intervention Service Inc	\$48,973.00
Pennant Hills War Memorial Children's Centre Association Inc	\$10,650.50
Penrith City Council	\$57,860.00
Peter Rabbit Community Preschool Inc	\$2,093.50
Picton Preschool Kindergarten Limited	\$5,307.00
Pied Piper Preschool Association (Wallerawang) Inc	\$3,000.00
Port Macquarie Community Preschool Limited	\$13,827.00
Port Stephens Council	\$5,167.00
Pottsville Community Preschool Inc	\$5,167.00
Presbyterian Church (New South Wales) Property Trust	\$34,347.50
Pymble Turramurra Kindergarten Inc	\$3,000.00
Queanbeyan and District Preschool Association Inc	\$22,020.00
Queanbeyan Children's Special Needs Group Inc	\$42,620.00
Quirindi Preschool Kindergarten Inc	\$7,473.50
Rainbow Children's Centre Inc, The	\$38,874.00
Rainbow Playhouse Preschool Inc	\$1,084.00
Rainbow Preschool Association Broken Hill Inc	\$6,390.00
Raymond Terrace Community Preschool Inc	\$4,084.00
Raymond Terrace Occasional Care Centre Inc	\$5,167.00
Redhead Community Preschool Inc	\$5,167.00
Richmond Hill Community Preschool Inc	\$3,000.00
Richmond Preschool Kindergarten Association Inc	\$2,093.50
Riverside Preschool Inc	\$4,260.50
Ross Circuit Preschool Centre Inc	\$3,000.00
Royal Institute for Deaf and Blind Children	\$456,051.50
Salamander Child Care Centre Inc	\$5,343.50
Samaritans Foundation - Diocese of Newcastle	\$833.00
Sans Souci Community Preschool Association Inc	\$6,354.00
SCEGGS Redlands Limited	\$3,000.00
Scone and District Preschool Inc	\$5,343.50
SDN Children's Services Inc	\$110,984.00
Shepherd Centre, The	\$215,552.00
Shoalhaven Community Preschool Inc	\$2,093.50
Silverlea Early Childhood Services Inc	\$26,278.00
Singleton Council	\$3,140.00
Singleton Heights Preschool Inc	\$6,427.00
Singleton Preschool Kindergarten Inc	\$9,640.50
Snowy Mountains Care and Early Learning Centre Inc	\$5,631.00
Snugglepot Day Care Centre Inc	\$15,374.50
South West Rocks Preschool Inc	\$3,000.00
Southern Sydney Therapy Centre	\$26,022.00
Spastic Centre of New South Wales, The	\$173,205.50
Special Needs Support Group Inc	\$128,954.00
Springwood and District Preschool Kindergarten Association Inc	\$7,436.50
St Andrew's Kindergarten Abbotsford Inc	\$3,000.00

## Appendices

<b>Intervention support grants-Young Children and Students with disabilities</b>	
St Anthony's Family Care	\$18,950.00
St Dominic's Centre for Hearing Impaired Children	\$13,030.00
St Dunstan's Preschool Kindergarten Inc	\$12,780.50
St George Preschool (Marsfield) Inc	\$4,333.50
St Ives Preschool Kindergarten Association	\$8,557.50
St John's Preschool Ashfield Inc	\$3,139.50
St Luke's Preschool Dapto Inc	\$10,650.50
St Luke's Preschool Northmead Inc	\$3,140.00
St Mark's Preschool Kindergarten Inc	\$3,000.00
St Peters Preschool Limited	\$1,685.00
St Peters Preschool Tamworth Inc	\$2,093.50
STAR Inclusive Early Childhood Association Inc, The	\$9,750.50
Strathfield One Stop Child Care Service (SOCCS) Inc	\$6,714.50
Stroud Neighbourhood Children's Co-operative Limited	\$3,000.00
Summerland Early Intervention Program Inc	\$92,732.00
Sutherland Shire Council	\$27,814.00
Tabulam and District Community Preschool Inc	\$5,343.50
Tamworth Montessori Association Inc	\$4,260.50
Taree and District Preschool Limited	\$7,922.50
Tathra Children's Services Inc	\$3,000.00
Tea Gardens-Hawks Nest Preschool Kindergarten Inc	\$2,093.50
Temple Emanuel Woollahra Kindergarten Inc	\$5,307.00
Terrey Hills Community Kindergarten Inc	\$3,000.00
Thurgoona Preschool Inc	\$7,333.50
Tocumwal Preschool Kindergarten Association Inc	\$4,260.50
Toormina Preschool Kindergarten Inc	\$8,594.50
Tower Preschool Inc	\$3,000.00
Toybox Centre Inc, The	\$42,541.50
Trinity Preschool Kindergarten Limited	\$10,687.00
Trustees of the Christian Brothers - St Gabriel's School for Hearing Impaired Children	\$24,182.50
Trustees of the Christian Brothers - Waverley College	\$6,427.00
Trustees of the Roman Catholic Church for the Diocese of Lismore - Parish of Camden Haven	\$2,167.00
Trustees of the Roman Catholic Church for the Diocese of Lismore - St Joseph's Family Services	\$17,003.50
Trustees of the Sisters of Saint Dominic - Catholic Centre for Hearing Impaired Children	\$27,312.50
Tumbarumba Preschool Kindergarten Inc	\$5,808.00
Tumut Preschool Co-operative Society Limited, The	\$8,520.50
Tweed Heads Community Preschool Inc	\$3,000.00
Tweed Valley Early Childhood Intervention Service Inc	\$104,795.00
Uniting Church in Australia Property Trust (NSW) - UnitingCare Children's Services, The	\$143,251.00
Uralla Preschool Kindergarten Inc	\$5,343.50
Valla Community Preschool Inc	\$3,000.00
Vision Australia Limited	\$245,599.00
Wagga Wagga Preschool Association Inc	\$17,207.00
Walcha Council	\$8,593.50
Walsingham Community Preschool Pretty Beach Inc	\$2,093.50
Wangi Peter Pan Kindergarten Inc	\$8,483.50
Warragamba Preschool Inc	\$2,926.50
Warren Preschool Kindergarten Inc	\$7,510.50
Waverley Council	\$3,140.00
Wee Waa and District Preschool Association Inc	\$6,390.00

<b>Intervention support grants-Young Children and Students with disabilities</b>	
Wentworth District Preschool Playcentre Inc	\$3,000.00
Werris Creek and District Preschool Association Inc	\$4,334.00
West Bathurst Preschool Inc	\$10,687.00
West Epping Preschool Association Inc	\$3,140.00
Westlawn Preschool Inc	\$2,093.50
Wheelchair and Disabled Association of Australia, The	\$46,180.50
Williamtown Preschool Inc	\$2,093.50
Willoughby Community Preschool Inc	\$9,531.00
Windsor Preschool Association Inc	\$3,140.00
Winmalee and District Preschool Kindergarten Inc	\$2,167.00
Winston Mall Children's Centre Inc	\$8,148.00
Wirraway Preschool Inc	\$4,260.50
Wollongbar Community Preschool Inc	\$3,000.00
Wombat Occasional Child Care Inc	\$3,000.00
Woodrising Community Preschool and Childcare Centre Inc	\$6,427.00
Woolgoolga Child Care Centre Inc	\$3,000.00
Woy Woy Peninsula Community Childcare Co-operative Society Limited	\$17,004.00
Wyong Preschool Kindergarten Association Inc	\$6,427.50
Yalbillinga Boori Day Care Centre Aboriginal Corporation	\$8,417.50
Yamba Preschool Kindergarten Association Inc	\$5,343.50
Yarran Early Intervention Services Inc	\$245,420.50
Young Preschool Kindergarten Inc	\$6,390.00
<b>Total</b>	<b>\$9,036,957.00</b>

<b>IT skills for older workers program</b>	
Academy of Learning Australia Pty Ltd	\$20,399.00
Access Community Group Ltd	\$12,133.00
ACE North Coast Inc - Lismore	\$25,992.00
ACE Walcha Inc	\$4,000.00
Alstonville Adult Learning Association	\$54,656.00
Austraining (NSW) Pty Ltd	\$30,665.00
Bankstown Community College Inc	\$43,068.00
Bellingen ACE Adult and Community Education Inc	\$12,396.00
Benchmark Resources Pty Ltd	\$21,858.00
Business Enterprise Centre Northside Ltd	\$12,266.00
Byron Region Community College Inc	\$4,263.00
Camden Haven Community College Inc	\$18,134.00
Central Coast Community College	\$15,866.00
Central West Community College Ltd	\$22,032.00
CSA Training Services Inc	\$24,401.00
Employment and Training Australia Inc	\$34,524.00
Enterprise & Training Co of Coffs Harbour Ltd	\$27,865.00
Gloucester Community Training Inc	\$9,330.00
Griffith Skills Training Centre Inc	\$5,100.00
Guyra Adult Learning Association Inc	\$16,932.00
HGT Australia Ltd	\$10,134.00
Inner West Skills Centre Inc	\$21,198.00
JCE Positive Outcomes Pty Ltd	\$5,600.00
Kiama Community College Inc	\$4,269.00
Learning Lab Pty Ltd	\$46,399.00
Lower Clarence Adult & Community Education Centre Inc	\$10,668.00
Mamre Plains Ltd	\$22,929.00

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IT skills for older workers program	
Mission Australia	\$18,797.00
New England and North West Business Skills and Advisory Centre	\$35,473.00
Oasis Pre-Employment Network (Open) Inc	\$13,732.00
Options Training Services Ltd	\$5,331.00
Port Macquarie Community College Inc	\$11,736.00
Riverina Community College Ltd	\$22,332.00
Salvation Army (NSW) Property Trust, The	\$96,266.00
Scientific Management Associates (Aust) Pty Ltd	\$10,800.00
Skills Training Employment Program Inc	\$67,200.00
South East Community College Inc	\$10,266.00
Southern Region Community College Inc	\$17,470.00
Southern Solutions Business Training and Education	\$43,863.00
Southern Tablelands Education Centre	\$4,800.00
St George and Sutherland Community College	\$22,533.00
Sydney Community College	\$27,731.00
Taree Community College Inc	\$25,730.00
Tomaree Community College Inc	\$2,932.00
Tweed Training and Enterprise Company Ltd	\$1,068.00
Uniting Church In Australia Property Trust (NSW)	\$27,602.00
Waterfall Investments Pty Ltd	\$3,600.00
Wauchope Community College Inc	\$12,533.00
Waverley Council	\$14,399.00
Workers Educational Association (WEA) Illawarra	\$21,331.00
Worksmart Interactive Training & Personnel	\$10,798.00
Workventures Ltd	\$25,732.00
WSROC Training and Employment	\$18,539.00
Wyong Workwise Inc	\$43,595.00
YWCA NSW	\$67,467.00
<b>Total</b>	<b>\$1,220,733.00</b>

Literacy program grants	
Association of Independent Schools	\$45,318.15
Catholic Education Commission NSW	\$16,209.93
<b>Total</b>	<b>\$61,528.08</b>

Miscellaneous ACE grants	
Alstonville Adult Learning Association Inc	\$6,200.00
Bankstown Community College Inc	\$1,400.00
Barraba Community Learning Association Inc	\$5,600.00
Coffs Coast Adult Education Inc	\$13,900.00
Eastern Suburbs Community College Inc	\$8,314.00
Grafton Community College Inc	\$6,000.00
Griffith Adult Learning Association Inc	\$4,075.00
Hornsby and Ku-ring-gai Community College Inc	\$2,500.00
Hunter Community College Inc	\$6,900.00
Kiama Community College Inc	\$10,500.00
Local Community Services Association	\$10,000.00
Macquarie Community College	\$1,460.00
North West Community College Inc	\$1,000.00

<b>Miscellaneous ACE grants</b>	
Riverina Community College Ltd	\$6,000.00
Robinson Education Centre Inc	\$5,500.00
St George & Sutherland Community College Inc	\$1,000.00
Sydney Community College Inc	\$2,000.00
Tamworth Community College Inc	\$9,000.00
The Parramatta College Inc	\$1,650.00
Western College Inc	\$5,500.00
Workers' Educational Association Sydney	\$3,000.00
<b>Total</b>	<b>\$111,499.00</b>

<b>National school drug education grants</b>	
Catholic Education Commission NSW	\$220,000.00
Ted Noffs Foundation Inc	\$291,016.00
<b>Total</b>	<b>\$511,016.00</b>

<b>New Careers for Aboriginal People grants</b>	
Binaal Billa Regional Enterprise Employment Training Aboriginal Incorporation	\$105,000.00
Booroongen Djugun Aboriginal Corporation	\$52,490.00
Central West Community College Ltd	\$52,496.00
Cobowra CDEP Aboriginal Corporation	\$48,021.00
Illawarra Itec Ltd, The	\$52,153.00
Newtrain Northern Rivers Inc	\$52,203.00
Ngurralla Aboriginal Corporation	\$52,500.00
Salvation Army (NSW) Property Trust Trading As The Salvation Army Joblink	\$50,976.00
Shoalhaven Community Development Aboriginal Corporation	\$51,581.00
Skills Training Employment Program Inc Trading As Auswide Projects	\$52,500.00
Tablelands Community Employment and Training Inc Trading As Jobs Australia - Armidale	\$52,500.00
Yamuloong Incorporated	\$48,075.00
<b>Total</b>	<b>\$670,495.00</b>

<b>NSW ACE program grants</b>	
ACE Gunnedah Inc	\$29,485.00
ACE North Coast Inc	\$99,045.00
ACE Tenterfield Inc	\$11,587.00
Alstonville Adult Learning Association Inc	\$26,390.00
Barraba Community Learning Association Inc	\$19,267.00
Bellingen A.C.E. Community College Inc	\$60,054.00
Bingara Adult Learning Association Inc	\$10,000.00
Camden Haven Community College Inc	\$11,478.00
Central West Community College Ltd	\$277,322.00
Coffs Coast Adult Education Inc	\$25,449.00
Community Colleges (NSW) Inc	\$245,000.00
Condobolin Adult Education Inc	\$9,985.00
Corryong Community Education Centre Inc	\$11,503.00
Deaf Education Network Inc	\$174,462.00
Earlwood Adult Leisure Learning Centre	\$1,750.00
Eastern Suburbs Community College Inc	\$99,382.00

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<b>NSW ACE program grants</b>	
Eurobodalla Adult Education Centre Inc	\$45,160.00
Far South Coast Community College Inc	\$34,787.00
Grafton Community College Inc	\$29,956.00
Griffith Adult Learning Association Inc	\$6,484.00
Hornsby and Ku-ring-gai Community College Inc	\$3,458.00
Hunter Community College Inc	\$15,879.00
Hurstville Adult Leisure Learning Centre Inc	\$2,230.00
Kiama Community College Inc	\$38,966.00
Lismore Over 50s Learning Centre Inc	\$5,200.00
Local Community Services Association	\$160,000.00
Lower Clarence Adult & Community Education Centre Inc	\$5,000.00
Macquarie Community College	\$152,328.00
Monaro Community College Inc	\$26,325.00
Mosman Evening College Inc	\$25,112.00
Nambucca Valley Community College Inc	\$15,336.00
Nepean Community College Inc	\$230,662.00
Northern Beaches Creative Leisure & Learning Inc	\$3,130.00
Quirindi Adult and Community Education Inc	\$22,625.00
Riverina Community College Ltd	\$212,486.00
Robinson Education Centre Inc	\$140,047.00
Rockdale Adult Leisure Learning Centre Inc	\$1,825.00
Singleton Community College Inc	\$51,152.00
South East Community College Inc	\$129,857.00
South West Education & Leisure Learning Foundation Inc	\$1,400.00
Southern Region Community College Inc	\$33,939.00
St George & Sutherland Community College Inc	\$69,648.00
Sutherland Shire Adult Leisure Learning Centre Inc	\$3,130.00
Sydney Community College Inc	\$99,310.00
Tamworth Community College Inc	\$112,942.00
Taree Community College Inc	\$84,684.00
The Parramatta College Inc	\$182,789.00
Tilligerry Adult Community Education Inc	\$4,691.00
Tomaree Community College Inc	\$81,743.00
Tuggerah Lakes Community College Inc	\$122,483.00
Wauchope Community College Inc	\$41,543.00
Western College Inc	\$164,914.00
Workers' Educational Association - Hunter Ltd	\$201,143.00
Workers' Educational Association - Illawarra	\$141,123.00
Workers' Educational Association - Sydney	\$69,648.00
<b>Total</b>	<b>\$3,885,294.00</b>

<b>Other miscellaneous grants</b>	
Access Group Training Ltd	\$5,460.00
Austraining (NSW) Pty Ltd	\$19,794.75
Australian College of Commerce and Management Pty Ltd	\$3,307.50
Australian Institute of Workplace Learning Pty Ltd	\$9,310.00
Baffy Pty Ltd	\$2,500.00
Bannister Technical Pty Ltd	\$9,525.00
Bell Shakespeare Company	\$20,000.00
Benchmark Resources Pty Ltd	\$12,432.00
Bruce Callaghan and Association Pty Ltd	\$31,635.00
CASS Training Pty Ltd	\$46,828.00

<b>Other miscellaneous grants</b>	
Central Coast Community College	\$14,496.30
Central West Community College Ltd	\$102,697.71
Cessnock Community Training Centre	\$16,504.00
Daniels Associates of Australasia Pty Ltd	\$12,006.40
Directions (Australia) Pty Ltd	\$8,600.00
Essential Personnel Association Inc	\$107,256.24
HGT Australia Ltd	\$5,117.83
Hostec Idr Pty Ltd	\$8,730.00
Illawarra Area Child Care Ltd	\$7,360.00
Indigenous Festivals of Australia Ltd	\$50,000.00
Inner West Skills Centre Inc	\$14,026.00
International Child Care College Pty Ltd	\$996.00
Iontask Pty Ltd	\$12,179.00
JCE Positive Outcomes Pty Ltd	\$450.00
Kokoda Track Memorial Walkway Ltd	\$5,000.00
Learning Lab Pty Ltd	\$45,737.00
Meat Industry Services Pty Ltd	\$3,480.00
Musica Viva Australia	\$27,000.00
NSW Association for Gifted and Talented	\$1,000.00
On Time Resources Pty Ltd	\$6,954.50
PFLAG (Parents, Families, Friends of Lesbian and Gays)	\$1,000.00
Ranak Pty Ltd	\$73,866.00
Riverina Community College Ltd	\$21,210.00
Rutherford Technical Services Pty Ltd	\$31,250.00
Scientific Management Associates (Aust) Pty Ltd	\$1,206.00
Shakespeare Globe Centre Australia	\$20,000.00
Skills Training Employment Program Inc	\$14,314.00
Southern Solutions Business Training and Employment	\$3,696.00
Special Children's Christmas Party	\$5,000.00
Statewide Business Training Pty Ltd	\$13,464.00
Sydney Community College	\$10,223.50
Uniting Church In Australia Property Trust (NSW)	\$8,662.51
Vocational Institute of Australia Pty Ltd	\$6,730.00
Western College Inc	\$5,150.40
Wheelchair and Disabled Association of Australia,The	\$6,450.00
Worldskills Australia	\$247,050.00
Yolarno Pty Ltd	\$832.00
YWCA NSW	\$42,160.00
<b>Total</b>	<b>\$1,122,647.64</b>

<b>Quality teacher program grants</b>	
Association of Independent Schools	\$7,585.00
Catholic Education Commission	\$14,432.52
Dance Educators Professional Teachers Association	\$4,185.00
Early Childhood Education Council	\$7,490.00
Geography Teachers Association of NSW	\$12,712.00
Junior School Heads Association of Australia	\$3,660.00
Primary English Teaching Association	\$14,000.00
Science Teachers Association of NSW	\$14,000.00
Secondary Principals' Council	\$6,000.00
<b>Total</b>	<b>\$84,064.52</b>

<b>Regional conservatorium of music grants</b>	
Central Coast Conservatorium of Music	\$213,608.00
Clarence Valley Conservatorium Inc	\$226,553.00
Coffs Harbour Regional Conservatorium In	\$180,674.00
Goulburn Regional Conservatorium Music Centre Inc	\$188,785.00
Gunnedah Music Centre	\$40,000.00
Macquarie Conservatorium	\$156,755.00
Mitchell Conservatorium Inc	\$225,000.00
Murray Conservatorium of Music	\$214,387.00
New England Conservatorium of Music Ltd	\$188,300.00
Northern Rivers Conservatorium Arts	\$181,067.00
Orange Regional Conservatorium Inc	\$198,449.00
Riverina Conservatorium of Music	\$214,425.00
South West Music Inc	\$82,576.00
Tamworth Regional Conservatorium of Music	\$225,000.00
Upper Hunter Conservatorium of Music Inc	\$193,366.00
Wollongong Conservatorium of Music Ltd	\$222,308.00
Young Regional School of Music	\$188,828.00
<b>Total</b>	<b>\$3,140,081.00</b>

<b>Skills gap training program grants</b>	
Active Industry Training Ltd	\$73,818.00
Australian Electronic Manufacturing Services Pty Ltd	\$114,600.00
Australian Electrotechnology Industry Training Centre Ltd, The	\$26,460.00
Benchmark Resources Pty Ltd	\$62,550.00
Byron Region Community College Inc	\$137,055.00
HGT Australia Ltd	\$56,251.50
Inner West Skills Centre Inc	\$28,050.00
Kemp & Associates Pty Ltd	\$45,125.00
Learning Lab Pty Ltd	\$29,218.75
Response Employment & Training Pty Ltd	\$75,109.45
Salvation Army (NSW) Property Trust, The	\$31,050.00
Skills Training Employment Program Inc	\$29,426.25
South East Community College Inc	\$31,143.75
Uniting Church in Australia Property Trust (NSW)	\$24,750.00
Wollongong City Employment Training Inc	\$60,286.00
<b>Total</b>	<b>\$824,893.70</b>

<b>Aboriginal Enterprise Development grants</b>	
Illawarra ITEC Ltd	\$52,180.00
Hunter Region Business Enterprise Centre	\$79,822.00
Armidale and District Business Enterprise	\$52,500.00
Parkes Forbes Business Enterprise Centre	\$104,385.00
Richmond Valley Business and Rural Enterprise	\$52,500.00
Clarence Valley Business Development Board Ltd	\$49,253.00
<b>Total</b>	<b>\$390,640.00</b>

<b>VET infrastructure grants</b>	
Austool Limited	\$150,000.00
Hunter Valley Training Company Pty Ltd	\$436,684.00
Master Painters Group Training Company	\$228,114.00
Murdi Paaki Regional Enterprise Corp Ltd	\$300,000.00
Murrin Bridge Advancement Aboriginal Corporation	\$3,000.00
Ngurrala Aboriginal Corporation	\$3,825.00
Northern Star Aboriginal Corporation	\$144,045.00
NSW Road Transport Association Inc	\$500,000.00
Thankakali Aboriginal Corporation	\$29,920.00
Yarnteen Aboriginal & Torres Strait Islander Corporation	\$1,150,000.00
<b>Total</b>	<b>\$2,945,588.00</b>

<b>VET priority places program grants</b>	
Academy of Vocational Education, The	\$21,840.00
Australian Institute of Workplace Learning Pty Ltd	\$38,287.50
Bankstown Community College Inc	\$13,075.00
Bellingen ACE Adult and Community Education Inc	\$19,708.50
Benchmark Resources Pty Ltd	\$27,900.00
Byron Region Community College Inc	\$6,675.00
CSA Training Services Inc	\$20,691.75
Directions (Australia) Pty Ltd	\$54,600.00
Enterprise & Training Co of Coffs Harbour Ltd	\$7,290.00
Gabbert Judith Joan	\$31,882.76
Greenacres Association	\$806.00
Griffith Skills Training Centre Inc	\$6,088.50
HGT Australia Ltd	\$12,420.00
Hurstville Enterprise Association for People Services Inc	\$38,887.50
Illawarra Area Child Care Ltd	\$13,200.00
Inner West Skills Centre Inc	\$12,267.50
Kiama Community College Inc	\$6,620.00
Learning Lab Pty Ltd	\$49,369.50
Mackrell Daniel Malcolm	\$37,800.00
Marrickville Community Training Centre	\$26,630.50
NSW Road Transport Association Inc	\$66,223.50
Response Employment and Training Pty Ltd	\$17,907.50
Riverina Community College Ltd	\$6,300.00
Salvation Army (NSW) Property Trust, The	\$5,850.00
Southern Solutions Business Training and Employment	\$12,855.00
Sureway Consultants Pty Ltd	\$8,058.00
Taree Community College Inc	\$997.50
Tuggerah Lakes Community College Inc	\$1,852.65
Western Sydney Training and Education Centre	\$12,600.00
Workventures Ltd	\$30,510.00
Wyong Workwise Inc	\$1,696.80
<b>Total</b>	<b>\$610,890.96</b>

<b>VET in schools consortium grants</b>	
Association of Independent Schools	\$908,648.00
Australian Institute of Fitness Pty Ltd	\$13,500.00
Barraba Community Learning Association Inc	\$35.00
Catholic Education Commission NSW	\$778,558.50
Hunter Valley Training Company Pty Ltd	\$40,230.00
Jobs Australia Ltd	\$1,500.00
Penrith Skills for Jobs Ltd	\$1,120.00
Trustees of The Diocese of Maitland	\$18,900.00
<b>Total</b>	<b>\$1,762,491.50</b>

<b>VET in schools program grants - other</b>	
Association of Independent Schools	\$763,870.00
Catholic Education Commission NSW	\$2,137,137.00
<b>Total</b>	<b>\$2,901,007.00</b>

<b>Youth assistance strategies grants</b>	
Aboriginal Educational Council (NSW) Inc	\$9,000.00
Anglicare Youth And Family Services	\$58,567.50
Arab Council Australia Inc	\$151,143.90
Aspire Co-Operative Ltd	\$44,971.47
Bellambi Neighbourhood Centre Inc	\$60,519.75
BEST Employment Ltd	\$45,171.50
Blacktown Youth Services Association Inc	\$144,472.20
Bourke Shire Council	\$62,862.45
Brewarrina Shire Council	\$48,580.20
Bridging The Gap Sydney West Inc	\$72,005.77
Byron Youth Service Inc	\$93,708.00
Central West Community College Ltd	\$34,474.00
Cessnock Community Training Centre Inc	\$64,424.25
Cessnock District Learning Centre Inc	\$111,668.70
Community Connections North Coast Inc	\$123,814.76
Djigay Student Association Inc	\$33,915.00
Employment and Training Australia Inc	\$111,102.55
Fairfield Community Resource Centre Ltd	\$70,476.73
Glebe Youth Service Inc	\$4,358.72
Granville Multicultural Community Centre Inc	\$103,469.25
Greater Taree City Council	\$71,894.39
Illawarra Ethnic Communities Council Inc	\$161,746.05
Inner West Skills Centre Inc	\$134,525.09
Khmer Community of NSW Inc	\$65,888.69
Liverpool Districts Neighbourhood Centre Inc	\$74,145.60
Macarthur Diversity Services Inc	\$137,406.13
Maitland Youth Development Unit Inc	\$54,064.50
Mamre Plains Ltd	\$119,477.70
Marrickville Community Training Centre Inc	\$187,251.41
Marrickville Youth Resource Centre Inc	\$98,588.63
Miimali Aboriginal Community Association Inc	\$81,721.29
Mission Australia	\$677,973.02

<b>Youth assistance strategies grants</b>	
Moree Family Support Inc	\$80,110.07
Moree Plains Shire Council	\$65,595.60
Murdi Paaki Regional Enterprise Corp Ltd	\$46,288.31
Narrandera Shire Council	\$111,278.25
New School of Arts Neighbourhood House Inc	\$78,090.00
North St Marys Neighbourhood Centre Inc	\$87,851.25
Nova Employment and Training Program Inc	\$34,755.75
Oasis Pre-Employment Network (Open) Inc	\$151,278.06
OCTEC Inc	\$76,137.75
Open Family Australia Inc	\$61,008.56
Penrith Skills for Jobs Ltd	\$117,135.00
Police and Community Youth Clubs NSW Ltd	\$66,035.93
Port Macquarie Community College Inc	\$50,604.88
Queanbeyan City Council	\$60,277.18
Raymond Terrace Neighbourhood Centre Inc	\$70,038.43
Riverwood Community Centre Inc	\$144,781.75
Robinson Education Centre Inc	\$45,341.52
Rosemount Youth and Family Services Inc	\$48,580.20
Shire Wide Youth Services Inc	\$68,328.75
Skills Training Employment Program Inc	\$51,292.80
South Sydney Youth Services Inc	\$180,040.20
Southern Youth and Family Services Association	\$73,323.80
St George Youth Services Inc	\$52,477.28
Sydney University Settlement	\$15,514.00
The Association of Bhanin El-Minieh Australian Arabic Community Welfare Centre Inc	\$72,870.30
The Parks Community Network Inc	\$55,351.75
The Salvation Army (NSW) Property Trust	\$204,482.65
The Uniting Church in Australia Property Trust (NSW) for Wesley Mission and Wesley Employment	\$109,386.42
Tweed Training and Enterprise Company Ltd	\$87,851.25
Uniting Care Burnside	\$188,923.21
Vietnamese Community In Australia - NSW	\$33,448.40
Western College Inc	\$81,410.25
Western Sydney Training and Education Centre Inc	\$133,437.90
Wollongong City Council	\$97,027.33
Workers Educational Association - Hunter Limited	\$139,585.88
Workwise Central Coast Inc	\$425,434.24
YWCA NSW	\$350,559.12
<b>Total</b>	<b>\$7,129,383.22</b>

## **APPENDIX 31: CODE OF CONDUCT**

There were no changes to the Code of Conduct in 2006.

A copy of the Code of Conduct can be found at  
[www.det.nsw.edu.au/policies/staff/ethical\\_behav/](http://www.det.nsw.edu.au/policies/staff/ethical_behav/)

## **APPENDIX 32: RECOGNITION OF EXCELLENCE**

In 2006 government schools and TAFE NSW Institutes, students and staff were acknowledged at the national, State and local levels for their excellence in, and commitment to, teaching and learning in public education and training.

The Minister's Award for Excellence in Student Achievement recognises excellence in academic, sporting and cultural achievements, as well as leadership and contribution to the school community and to the values of public education. In 2006, 38 Year 12 students enrolled in government schools achieved this award.

The Minister's Award for Excellence in Student Achievement - Community Languages honours community language school students for outstanding achievement in the study of a language other than English. The award recognises language achievement, language proficiency and contribution to the community. In 2006, five primary and five secondary students received awards.

The Director-General's School Achievement Award is open to all public schools and recognises significant contributions to public education or the Department's priorities. In 2006 28 schools received awards.

The 2006 Australian TAFE Marketing Association Awards for Marketing Excellence included 11 categories that focus on the diverse and innovative strategies and products that are used to promote TAFE within Australia and overseas. In 2006 TAFE NSW won three awards: Strategic Partnership and/or Innovation - Australian Graduate Management Consortium; Existing and/or New Clients/Markets - Skilling Defence Materiel Organisation (DMO); and Excellence in Communications/Public Relations Strategy.

In 2006 awards within the Order of Australia were presented to the following current or former Department personnel for their contributions to education: Ms Lyndsay Connors (AM), Associate Professor John Mack (AM), Dr David Rumsey (AM), Mrs Robyn Kidd (PSM), Mrs Dorothy Balcomb (OAM), Mr James Hayes (OAM), Mr Allan Jones (OAM), Mr Geoffrey Lynch (OAM), Mr Michael McEntyre (OAM), Mr John Morris (OAM) and Mrs Patricia Shaw (OAM).

The Cohesive Community School Award is presented to a school or group of schools that have made a significant difference by promoting social harmony and unity. Cabramatta High School was the recipient of the 2006 award. Seven groups of schools from the public education sector received special commendations.

The Excellence in the Integration of Information and Communication Technologies (ICT) Award recognises teachers at the forefront of incorporating ICT in teaching and learning. In 2006 seven teachers received the award. Five further teachers were selected for the Australian Information Industry Association (AIIA) Teacher Support Program, part of the award program, and John Willing, a teacher at Forbes Public School, was selected as the 2006 recipient of the Microsoft ICT Partners in Learning Scholarship.

The Excellent Service to Public Education and Training Award honours people who make significant contributions to public education and training. In 2006 36 people were recognised for their outstanding contributions.

The Jim Anderson Scholarships support five Year 12 students enrolled at one of a number of government secondary schools in Western Sydney who take up study at the University of Western Sydney or a TAFE NSW Institute.

Leadership Fellowships are awarded to public school principals to support their professional learning. In 2006 eight principals were awarded fellowships to conduct research nationally and/or overseas, including the first two Jim Harkin Awards for secondary principals.

The Meritorious Service to Public Education and Training Award, celebrating outstanding achievement and contributions to public education and training, was awarded to Dr Paul Brock AM.

The NSW Combined High Schools' Sports Association Awards:

- The Val Lembit Trophy, for outstanding achievement by a male student in his chosen sport, went to Andrew Barrett, Illawarra Sports High School (Rugby) and Ty Swadling, Whitebridge High School (Trampoline Sports - Judge)
- The Betty Bowen Award, for outstanding achievement by a female student in her chosen sport, went to Nicole Beck, Bulli High School (Touch) and Vanessa Mann, Illawarra Sports High School (Football)
- Sydney Markets Year 11 Scholarship Awards went to Bridey Delaney, Endeavour Sports High School (Athletics) and Kurt Mulcahey, Mullumbimby High School (Athletics).

A further 60 students received their blues in 2006.

The 39th WorldSkills Competition: TAFE NSW students were awarded 15 Gold, 14 Silver and 11 Bronze medals in the 2006 competition. Recipients were: Holley Browne, Hunter Institute - Hamilton Campus (Beauty Care); Luke Gallagher, Hunter Institute - Glendale Campus (Auto Body Repair); Tim Hambly, Illawarra Institute - Wollongong Campus (Bricklaying); Daniel Hogarth, Illawarra Institute - Wollongong Campus (Plumbing); Todd Kemp, Western Institute - Dubbo Campus (Electrical Control); Michael Kirkwood-Smith, Northern Sydney Institute - Hornsby Campus (IT Software Applications); Joshua Morsillo, Sydney Institute - Ultimo Campus (Manufacturing Team Challenge); Suwanna Rattananikom, Northern Sydney Institute - Ryde Campus (Cookery); Sarah Rowsell, Northern Sydney Institute - Ryde Campus (Restaurant Services); John Rudge, Western Institute - Dubbo Campus (Electrical Installation); Matthew Ryan, Northern Sydney Institute - Hornsby Campus (Web Design); Mark Williams, Western Institute - Dubbo Campus (Welding).

In 2006 Premier's Teacher Scholarships were awarded to 50 teachers to undertake international study in seven of the key learning areas: Aboriginal education, environmental education, special education, rural and remote education, business studies and information and communication technologies.

Public Education Service Certificates are awarded to teachers and Departmental officers in recognition of 20, 30 or 40 years of service to government schools.

Public School Parent of the Year Awards recognise parents who have made a significant contribution to their school communities. In 2006 67 parents were recognised by their regions.

Quality Teaching Awards are managed jointly by the Australian College of Educators (NSW Branch) and the Department on behalf of the Minister for Education and Training. In 2006 13 teachers from government schools and 10 teachers from TAFE NSW Institutes received recognition for their exemplary practice.

The School and TAFE NSW Administrative and Support Staff Recognition Awards affirm the valuable contribution that administrative and support staff make to public education. In 2006 eight school administrative and support staff and two members of TAFE NSW administrative services received awards.

The School Web Design Awards encourage teachers and students to become familiar with web design tools and to use information and communication technologies to create thematic websites. In 2006 seven secondary school teams and seven primary school teams (involving three small schools) received awards.

The Special Industry Awards recognise outstanding achievements in the workplace and in training. In 2006 the Phil Darby Memorial Award was awarded to Jamie Yea, Hunter Institute - East Maitland Campus. The NSW Top Apprentice in Vehicle Trades was Justin Mercieca, Central Coast and the NSW Excellence in Trade Skills Award was won by Byron Jackson, Illawarra Institute - Nowra Campus.

The TAFE NSW Quality Awards are made to teams of teaching and non-teaching staff from TAFE NSW. These awards recognise team projects that demonstrate significant improvement to, and support for, the quality of teaching and learning in TAFE NSW. In 2006 the Gold Award went to SEEK Learning and OTEN Partnership, Western Sydney Institute; the Silver Award to FCPS Upgrade, Hunter Institute; and the Bronze Award to NAVAL: Assessors Network, South Western Sydney Institute. The inaugural Peter Wright Award for Excellence in Teaching went to Hunter Institute (project) and Mr John Parry, Northern Sydney Institute (individual teacher).

The 2006 Teacher and School Administrative and Support Staff Exchange Program supported 25 school teachers, two TAFE teachers and one school principal to undertake year-long exchanges in nine destinations. These exchanges provide valuable insights into other educational organisations as well as bringing international perspectives to NSW schools.

The Vocational Education and Training (VET) Sector Awards recognise and reward the achievements of students, teachers, businesses and vocational education and training providers in the VET sector. In 2006 the awards and recipients were:

- NSW Aboriginal and Torres Strait Islander (ATSI) Student of the Year - Allison Burgess, Hunter Institute - Newcastle Campus
- NSW Apprentice of the Year - Karen Hourigan, Hunter Institute - Muswellbrook Campus
- Minister's Award for a VET in Schools Teacher - Maria Attwells, Blakehurst High School
- NSW Trainee of the Year - Steele Adams, Austraining NSW Pty Ltd
- Vocational School Student of the Year - Katherine Bowler, DET, Riverina Region
- Vocational Student of the Year - Craig Dearden, Northern Sydney Institute - Ryde College
- VET in Schools Excellence Award - Wyong High School
- Large Training Provider of the Year - TAFE NSW, Western Institute.

The 2006 Premier's Public Sector Awards were won by TAFE NSW (Gold) and Western NSW Region (Bronze).

The 2006 Caltex and Rotary Club of Sydney Awards for Innovation in the Vocation of Teaching were won by Cheryl Bazzano (Rivendell School) and Bill Dorman (Mulwaree High School).

The Annual Schools Web Design Awards foster the development of information and technological literacy in students, providing an opportunity for students to showcase their learning.

There was a 35 percent increase in entries in 2006, with a 95 percent increase in non-metropolitan entries.

In 2006, the awards attracted a joint entry for the first time. Three small rural schools from northern NSW, Wyaliba, Mingoola and Gum Flat Public Schools used the Authenticated Internet Browsing and email to chat online and email each other to prepare their submission.

#### Primary Awards 2006

- Winner - Wyong Creek Public School
- Runner up - Kanwal Public School
- Highly Commended - Hornsby Heights Public School
- Highly Commended - Summer Hill Public School
- Commended - Five Mile Tree Public School
- Commended - Lindfield East Public School
- Encouragement - Mingoola, Gum Flat and Wyaliba Public Schools

#### Secondary Awards 2006

- Winner - Baulkham Hills High School
  - Runner up - Prairiewood High School
  - Highly Commended - Marrickville High School
  - Highly Commended - North Sydney Girls High School (Team Dewdrop)
  - Highly Commended - North Sydney Girls High School (Team Waterblues)
  - Encouragement - Tenterfield High School
  - Encouragement - Callaghan College Jesmond Senior Campus
- Submitted by: Office of DDG Strategic Planning and Regulation

TAFE NSW students won a range of awards from industry organisations and enterprises that recognised their achievements in their particular vocational field, including:

Dean Gibson, Hunter Institute - Master Pastry Chef of the Year 2006/7; Robert Swan, Illawarra Institute - National DUX Apprentice Plumber of the Year Award; Steven Davis, Hunter Institute - Master Builders Associate Excellence in Building Award; Apprentice of the Year Gavin Press, Western Institute - Gold Medal for electrical installation at the New Zealand Skills Competition.

Sally Delaney, Head Teacher at Cowra in TAFE NSW - Western Institute received the Premier's TAFE English Literature, Language and Communication Scholarship. The Blake Prize for Religious Art awards excellence in art which encourages a shared understanding of religious and spiritual inspiration. Euan Mcleod, National Art School

painting teacher, won the Blake Prize for Religious Art 2006. Bill Samuels, National Art School teacher, won the New Zealand National Ceramics Award. Christine Williamson, Faculty Director at TAFE NSW - South Western Sydney Institute was awarded the Tourism Training Australia National Training Legend Award 2006 in recognition of her outstanding contribution to the industry. The AUSTAFE National Leadership Award, recognising outstanding innovative approaches and leadership in vocational education and training, was won by Ardyce Harris, Associate Director, TAFE NSW - Northern Sydney Institute. Rew Hanks, printmaking teacher at TAFE NSW - Northern Sydney Institute, won the Purchase Prize at the 14th Seoul Space International Print Biennial, established to encourage diversity and international exchange in printmaking. TAFE NSW - Northern Sydney Institute teacher, Xiaoyun Wu, won the Premier's Kingold Chinese Bridge Language Teacher Scholarship, which enables recipients to visit centres of educational excellence around the world. In 2006 the Neil Vickers Award for Excellence in Teaching Communication was won by Kathy Tetu, teacher of communication at TAFE NSW - North Coast Institute.

**ANNUAL REPORT 2006**

**FINANCIAL STATEMENTS**



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DEPARTMENT OF EDUCATION AND TRAINING



GPO BOX 12  
Sydney NSW 2001

INDEPENDENT AUDIT REPORT

Department of Education and Training

To Members of the New South Wales Parliament

**Audit Opinion**

In my opinion, the financial report of the Department of Education and Training (the Department):

- presents fairly the Department's and the consolidated entity's (defined below) financial position as at 30 June 2006 and their performance for the year ended on that date, in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia, and
- complies with section 45E of the *Public Finance and Audit Act 1983* (the Act) and the *Public Finance and Audit Regulation 2005*.

My opinion should be read in conjunction with the rest of this report.

**Scope**

*The Financial Report and Director-General's Responsibility*

The financial report comprises the operating statements, statements of changes in equity, balance sheets, cash flow statements, the program statement - expenses and revenues, the summary of compliance with financial directives and accompanying notes to the financial statements for the Department and consolidated entity, for the year ended 30 June 2006. The consolidated entity comprises the Department and the entities it controlled during the financial year.

The Director-General of the Department is responsible for the preparation and true and fair presentation of the financial report in accordance with the Act. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

*Audit Approach*

I conducted an independent audit in order to express an opinion on the financial report. My audit provides *reasonable assurance* to Members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing Standards and statutory requirements, and I:

- assessed the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the Director-General in preparing the financial report, and
- examined a sample of evidence that supports the amounts and disclosures in the financial report.

An audit does *not* guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that the Director-General had not fulfilled his reporting obligations.

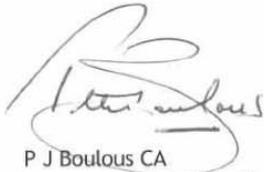
My opinion does *not* provide assurance:

- about the future viability of the Department or its controlled entities,
- that they have carried out their activities effectively, efficiently and economically,
- about the effectiveness of their internal controls, or
- on the assumptions used in formulating the budget figures disclosed in the financial report.

#### Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements. The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.



P J Boulous CA  
Director, Financial Audit Services

SYDNEY  
22 September 2006

## Start of Audited Financial Statements

### DEPARTMENT OF EDUCATION AND TRAINING

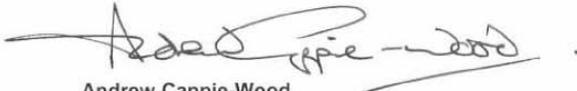
#### Financial Statements

For the year ended 30 June 2006

#### STATEMENT BY THE DIRECTOR-GENERAL OF THE DEPARTMENT OF EDUCATION AND TRAINING

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the *Public Finance and Audit Act, 1983*, the Financial Reporting Code for Budget Dependent Agencies, the applicable clauses of the *Public Finance and Audit Regulation 2005* and the Treasurer's Directions.
2. The statements exhibit a true and fair view of the financial position and transactions of the Department and its controlled entities.
3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



Andrew Cappie-Wood  
DIRECTOR-GENERAL OF EDUCATION AND TRAINING  
MANAGING DIRECTOR OF TAFE NSW

**Operating Statement for the Year Ended 30 June 2006**

	Notes	Economic Entity		Parent Entity		
		Actual 2006 \$'000	Budget 2006 \$'000	Actual 2005 \$'000	Actual 2006 \$'000	Actual 2005 \$'000
<b>Expenses excluding losses</b>						
Operating expenses						
Employee related	2(a)	6,934,375	6,764,132	6,552,454	5,842,856	5,471,778
Other operating expenses	2(b)	1,559,980	1,605,970	1,639,099	1,268,978	1,363,519
Depreciation and amortisation	2(c)	324,763	305,851	288,465	231,068	200,771
Grants and subsidies	2(d)	177,516	184,621	174,332	202,569	201,756
Finance costs	2(e)	9,406	7,580	7,227	9,406	7,227
Other expenses	2(f)	163	--	4,927	163	158
<b>Total Expenses excluding losses</b>		<b>9,006,203</b>	<b>8,868,154</b>	<b>8,666,504</b>	<b>7,555,040</b>	<b>7,245,209</b>
Less:						
<b>Revenue</b>						
Sale of goods and services	3(a)	375,932	351,968	349,212	171,688	108,752
Investment revenue	3(b)	25,427	22,281	26,342	22,579	22,026
Grants and contributions	3(c)	74,954	297,562	65,995	71,578	59,944
Other revenue	3(d)	267,747	12,701	233,196	250,206	229,307
<b>Total Revenue</b>		<b>744,060</b>	<b>684,512</b>	<b>674,745</b>	<b>516,051</b>	<b>420,029</b>
<b>Gain / (loss) on disposal</b>	4	5,067	--	3,162	2,234	(1,512)
<b>Other gains/(losses)</b>	5	(337)	--	(784)	151	(795)
		<b>4,730</b>	<b>--</b>	<b>2,378</b>	<b>2,385</b>	<b>(2,307)</b>
<b>Net Cost of Services</b>		<b>8,257,413</b>	<b>8,183,642</b>	<b>7,989,381</b>	<b>7,036,604</b>	<b>6,827,487</b>
<b>Government Contributions</b>						
Recurrent appropriation (net of transfer payments)	7	7,509,165	7,417,500	6,868,892	6,412,116	5,914,505
Capital appropriation (net of transfer payments)	7	489,416	462,003	350,989	405,616	285,816
Acceptance by the Crown Entity of employee benefits and other Liabilities	8	499,514	464,961	825,265	440,212	699,376
<b>Total Government Contributions</b>		<b>8,498,095</b>	<b>8,344,464</b>	<b>8,045,146</b>	<b>7,257,944</b>	<b>6,899,697</b>
<b>SURPLUS / (DEFICIT) FOR THE YEAR</b>		<b>240,682</b>	<b>160,822</b>	<b>55,765</b>	<b>221,340</b>	<b>72,210</b>

The accompanying notes form part of these financial statements

## Statement of Changes in Equity for the Year Ended 30 June 2006

	Notes	Economic Entity		Parent Entity		
		Actual	Budget	Actual	Actual	Actual
		2006 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
Net increase/(decrease) in property, plant and equipment asset revaluation reserve		1,581,273	--	(48)	1,294,953	(48)
<b>TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY</b>		1,581,273	--	(48)	1,294,953	(48)
Surplus/(Deficit) for the Year		240,682	160,822	55,765	221,340	72,210
<b>TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR</b>	22	<b>1,821,955</b>	<b>160,822</b>	<b>55,717</b>	<b>1,516,293</b>	<b>72,162</b>
<b>EFFECT OF CHANGES IN ACCOUNTING POLICY</b>						
Accumulated Funds	22, 1(f) (v)	2,283	--	--	--	--
		<b>2,283</b>	--	--	--	--

The accompanying notes form part of these financial statements

## Balance Sheet as at 30 June 2006

	Notes	Economic Entity			Parent Entity	
		Actual	Budget	Actual	Actual	Actual
		2006 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>ASSETS</b>						
<b>Current Assets</b>						
Cash and cash equivalents	11	557,636	467,737	424,558	450,013	349,511
Receivables	12	94,347	84,539	87,649	72,684	42,417
Other financial assets	13	5	5	5	--	--
Non-Current assets held for sale	16	85,262	60,621	60,621	70,955	57,471
<b>Total Current Assets</b>		<b>737,250</b>	<b>612,902</b>	<b>572,833</b>	<b>593,652</b>	<b>449,399</b>
<b>Non-Current Assets</b>						
Receivables	12	4,826	6,527	6,453	4,826	3,326
Other financial assets	13	463	499	488	--	--
Property, plant and equipment	14					
- Land and buildings		16,667,285	15,008,656	15,010,355	14,106,750	12,709,896
- Plant and equipment		223,969	280,911	190,379	157,764	130,166
Total Property, plant and equipment		16,891,254	15,289,567	15,200,734	14,264,514	12,840,062
Intangible assets	15	28,915	24,631	24,091	9,975	2,253
<b>Total Non-Current Assets</b>		<b>16,925,458</b>	<b>15,321,224</b>	<b>15,231,766</b>	<b>14,279,315</b>	<b>12,845,641</b>
<b>Total Assets</b>		<b>17,662,708</b>	<b>15,934,126</b>	<b>15,804,599</b>	<b>14,872,967</b>	<b>13,295,040</b>
<b>LIABILITIES</b>						
<b>Current Liabilities</b>						
Payables	18	305,601	296,572	277,811	207,373	189,304
Borrowings	19	77,358	--	44,300	77,358	44,300
Provisions	20	218,226	82,012	206,960	189,310	159,155
Other	21	4,893	--	--	4,893	--
<b>Total Current Liabilities</b>		<b>606,078</b>	<b>378,584</b>	<b>529,071</b>	<b>478,934</b>	<b>392,759</b>
<b>Non-Current Liabilities</b>						
Borrowings	19	81,981	93,121	105,772	81,981	105,772
Provisions	20	11,777	158,252	26,409	11,090	11,840
<b>Total Non-Current Liabilities</b>		<b>93,758</b>	<b>251,373</b>	<b>132,181</b>	<b>93,071</b>	<b>117,612</b>
<b>Total Liabilities</b>		<b>699,836</b>	<b>629,957</b>	<b>661,252</b>	<b>572,005</b>	<b>510,371</b>
<b>Net Assets</b>		<b>16,962,872</b>	<b>15,304,169</b>	<b>15,143,347</b>	<b>14,300,962</b>	<b>12,784,669</b>

The accompanying notes form part of these financial statements

## Balance Sheet as at 30 June 2006 (Contd)

	Notes	Economic Entity			Parent Entity	
		Actual	Budget	Actual	Actual	Actual
		2006	2006	2005	2006	2005
		\$'000	\$'000	\$'000	\$'000	\$'000
<b>EQUITY</b>	22					
Reserves		4,672,247	3,121,004	3,121,004	3,588,343	2,310,274
Accumulated funds		12,244,991	12,164,298	12,003,476	10,680,263	10,457,633
Amounts recognised in equity relating to assets held for sale	16	45,634	18,867	18,867	32,356	16,762
<b>Total Equity</b>		<b>16,962,872</b>	<b>15,304,169</b>	<b>15,143,347</b>	<b>14,300,962</b>	<b>12,784,669</b>

The accompanying notes form part of these financial statements

## Cash Flow Statement for the Year Ended 30 June 2006

	Notes	Economic Entity			Parent Entity	
		Actual	Budget	Actual	Actual	Actual
		2006 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>						
<b>Payments</b>						
Employee related	(6,440,115)	(6,281,854)	(6,048,826)	(5,407,293)	(5,053,927)	
Grants and subsidies	(185,132)	(184,021)	(182,405)	(210,185)	(209,829)	
Finance costs	(9,406)	(7,580)	(7,227)	(9,406)	(7,227)	
Other	(1,704,180)	(1,823,522)	(1,712,221)	(1,376,369)	(1,400,971)	
<b>Total Payments</b>	<b>(8,338,833)</b>	<b>(8,296,977)</b>	<b>(7,950,679)</b>	<b>(7,003,252)</b>	<b>(6,671,954)</b>	
<b>Receipts</b>						
Sale of goods and services	383,886	354,100	357,475	170,582	117,488	
Interest received	26,581	22,061	25,910	23,787	21,561	
Other	505,448	536,667	465,529	455,570	424,127	
<b>Total Receipts</b>	<b>915,915</b>	<b>912,828</b>	<b>848,914</b>	<b>649,939</b>	<b>563,176</b>	
<b>Cash Flows From Government</b>						
Recurrent appropriation	7,513,473	7,417,500	6,846,424	6,416,424	5,892,037	
Capital appropriation	490,000	462,003	350,989	406,200	285,816	
Cash reimbursements from the Crown Entity	--	--	302,093	--	244,118	
<b>Net Cash Flows From Government</b>	<b>8,003,473</b>	<b>7,879,503</b>	<b>7,499,506</b>	<b>6,822,624</b>	<b>6,421,971</b>	
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>						
	26	<b>580,555</b>	<b>495,354</b>	<b>397,741</b>	<b>469,311</b>	<b>313,193</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>						
Proceeds from sale of Land and Buildings and Plant and Equipment	12,398	86,800	29,897	5,883	18,151	
Proceeds from sale of investments	--	18	8	--	--	
Advance repayments received						
Purchases of Land and Buildings and Plant and Equipment	(469,138)	(482,024)	(379,689)	(383,958)	(302,899)	
Purchases of investments	(4)	(18)	(4)	--	--	
<b>NET CASH FLOWS FROM INVESTING ACTIVITIES</b>		<b>(456,744)</b>	<b>(349,788)</b>	<b>(378,075)</b>	<b>(284,748)</b>	

The accompanying notes form part of these financial statements

**Cash Flow Statement for the Year Ended 30 June 2006 (continued)**

	Notes	Economic Entity			Parent Entity	
		Actual	Budget	Actual	Actual	Actual
		2006 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>						
Proceeds from borrowings and advances		10,400	--	--	10,400	--
Repayment of borrowings and advances		(1,133)	(56,951)	(16,900)	(1,133)	(16,900)
<b>NET CASH FLOWS FROM FINANCING ACTIVITIES</b>		<b>9,267</b>	<b>(56,951)</b>	<b>(16,900)</b>	<b>9,267</b>	<b>(16,900)</b>
<b>NET INCREASE/(DECREASE) IN CASH</b>		<b>133,078</b>	<b>43,179</b>	<b>31,053</b>	<b>100,503</b>	<b>11,545</b>
Opening cash and cash equivalents		424,558	424,558	393,505	349,510	337,966
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	11	<b>557,636</b>	<b>467,737</b>	<b>424,558</b>	<b>450,013</b>	<b>349,511</b>

The accompanying notes form part of these financial statements

**Program Statement - Expenses and Revenues for the Year Ended 30 June 2006**

<b>AGENCY'S EXPENSES &amp; REVENUES</b>	<b>29.1.1 *</b>		<b>29.1.2 *</b>		<b>29.2.1 *</b>	
	2006	2005	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Expenses excluding losses</b>						
Operating expenses						
Employee related	21,346	20,694	2,950,309	2,799,498	2,745,573	2,604,927
Other operating expenses	3,992	3,760	630,697	680,313	609,625	606,202
Depreciation and amortisation	482	426	117,528	101,765	107,601	93,770
Grants and subsidies	--	--	35,243	34,190	15,806	14,592
Finance costs	--	--	4,985	3,830	4,421	3,397
Other expenses	--	--	--	--	163	--
<b>Total Expenses excluding losses</b>	<b>25,820</b>	<b>24,880</b>	<b>3,738,762</b>	<b>3,619,596</b>	<b>3,483,189</b>	<b>3,322,888</b>
<b>Revenue</b>						
Sale of goods and services	747	919	23,332	26,406	53,237	56,434
Investment revenue	101	97	11,612	11,346	10,843	10,563
Grants and contributions	252	243	33,637	28,716	28,182	24,256
Other revenue	1,111	995	128,319	117,904	119,853	109,897
<b>Total Revenue</b>	<b>2,211</b>	<b>2,254</b>	<b>196,900</b>	<b>184,372</b>	<b>212,115</b>	<b>201,150</b>
Gain / (loss) on disposal	--	--	1,227	1,727	999	(3,240)
Other gains/(losses)	--	--	78	(795)	73	--
<b>Net Cost of Services</b>	<b>23,609</b>	<b>22,626</b>	<b>3,540,557</b>	<b>3,434,292</b>	<b>3,270,002</b>	<b>3,124,978</b>
Government Contributions **						
<b>NET EXPENDITURE / (REVENUE) FOR THE YEAR</b>	<b>23,609</b>	<b>22,626</b>	<b>3,540,557</b>	<b>3,434,292</b>	<b>3,270,002</b>	<b>3,124,978</b>
<b>ADMINISTERED EXPENSES AND REVENUES</b>	<b>29.1.1 *</b>		<b>29.1.2 *</b>		<b>29.2.1 *</b>	
	2006	2005	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Administered Expenses</b>						
Transfer Payments	--	--	(24,713)	(25,853)	(20,660)	(21,845)
<b>Administered Revenues</b>						
Transfer Receipts	--	--	24,713	25,853	20,660	21,845
<b>Administered Revenues less Expenses</b>	--	--	--	--	--	--

\* The name and purpose of each program is summarised in Note 10.

\*\* Appropriations are made on an agency basis and not to individual programs. Consequently, government contributions are included in the "Non-Attributable" column.

\*\*\* Amounts disclosed for NSW Adult Migrant English Service and TAFE Global Pty Ltd are net of eliminations with the various programs of the Department.

The accompanying notes form part of these financial statements

**Program Statement - Expenses and Revenues for the Year Ended 30 June 2006 (continued)**

AGENCY'S EXPENSES & REVENUES	29.3.1 *		29.4.1 *		29.4.2 *	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Expenses excluding losses</b>						
Operating expenses						
Employee related	435	475	1,159,907	1,068,359	39,523	42,155
Other operating expenses	764	656	287,726	291,154	11,301	41,327
Depreciation and amortisation	--	--	93,620	87,620	5,457	4,809
Grants and subsidies	6,351	6,319	20	31	120,096	119,200
Finance costs	--	--	--	--	--	--
Other expenses	--	--	--	--	--	--
<b>Total Expenses excluding losses</b>	<b>7,550</b>	<b>7,450</b>	<b>1,541,273</b>	<b>1,447,164</b>	<b>176,377</b>	<b>207,491</b>
<b>Revenue</b>						
Sale of goods and services	--	--	234,372	207,014	25,634	23,910
Investment revenue	--	--	2,677	4,228	23	21
Grants and contributions	--	--	2,729	3,633	9,540	6,761
Other revenue	--	--	4,288	4,087	163	313
<b>Total Revenue</b>	<b>--</b>	<b>--</b>	<b>244,066</b>	<b>218,962</b>	<b>35,360</b>	<b>31,005</b>
Gain / (loss) on disposal	--	--	2,841	4,675	--	--
Other gains/(losses)	--	--	(488)	11	--	--
<b>Net Cost of Services</b>	<b>7,550</b>	<b>7,450</b>	<b>1,294,854</b>	<b>1,223,516</b>	<b>141,017</b>	<b>176,486</b>
Government Contributions **						
<b>NET EXPENDITURE/ (REVENUE) FOR THE YEAR</b>	<b>7,550</b>	<b>7,450</b>	<b>1,294,854</b>	<b>1,223,516</b>	<b>141,017</b>	<b>176,486</b>
<b>ADMINISTERED EXPENSES AND REVENUES</b>						
<b>Administered Expenses</b>						
Transfer payments	(689,601)	(660,809)	--	--	(1,827)	(1,053)
<b>Administered Revenues</b>						
Transfer receipts	689,601	660,809	--	--	1,827	1,053
<b>Administered Revenues less Expenses</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>

\* The name and purpose of each program is summarised in Note 10.

\*\* Appropriations are made on an agency basis and not to individual programs. Consequently, government contributions are included in the "Non-Attributable" column.

\*\*\* Amounts disclosed for NSW Adult Migrant English Service and TAFE Global Pty Ltd are net of eliminations with the various programs of the Department.

The accompanying notes form part of these financial statements

## Program Statement – Expenses and Revenues for the Year Ended 30 June 2006 (continued)

AGENCY'S EXPENSES & REVENUES	Non-Attributable		AMES ***		TAFE Global Pty Ltd ***	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Expenses excluding losses</b>						
Operating expenses						
Employee related	--	--	13,604	14,399	3,678	1,947
Other operating expenses	--	--	14,245	12,821	1,630	2,866
Depreciation and amortisation	--	--	22	25	53	50
Grants and subsidies	--	--	--	--	--	--
Finance costs	--	--	--	--	--	--
Other expenses	--	--	--	4,927	--	--
<b>Total Expenses excluding losses</b>	--	--	<b>27,871</b>	<b>32,172</b>	<b>5,361</b>	<b>4,863</b>
<b>Revenue</b>						
Sale of goods and services	--	--	30,932	28,594	7,678	5,935
Investment revenue	--	--	171	87	--	--
Grants and contributions	--	--	614	2,386	--	--
Other revenue	--	--	14,013	--	--	--
<b>Total Revenue</b>	--	--	<b>45,730</b>	<b>31,067</b>	<b>7,678</b>	<b>5,935</b>
Gain / (loss) on disposal Other gains/(losses)	--	--	--	--	--	--
<b>Net Cost of Services</b>	--	--	<b>(17,859)</b>	<b>1,105</b>	<b>(2,317)</b>	<b>(1,072)</b>
Government Contributions **	8,498,095	8,045,146				
<b>NET EXPENDITURE / (REVENUE) FOR THE YEAR</b>	<b>(8,498,095)</b>	<b>(8,045,146)</b>	<b>(17,859)</b>	<b>1,105</b>	<b>(2,317)</b>	<b>(1,072)</b>
ADMINISTERED EXPENSES AND REVENUES	Non-Attributable		AMES		TAFE Global Pty Ltd	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Administered Expenses</b>						
Transfer payments	--	--	--	--	--	--
<b>Administered Revenues</b>						
Transfer receipts	--	--	--	--	--	--
<b>Administered Revenues less Expenses</b>	--	--	--	--	--	--

\* The name and purpose of each program is summarised in Note 10.

\*\* Appropriations are made on an agency basis and not to individual programs. Consequently, government contributions are included in the "Non-Attributable" column.

\*\*\* Amounts disclosed for NSW Adult Migrant English Service and TAFE Global Pty Ltd are net of eliminations with the various programs of the Department.

The accompanying notes form part of these financial statements

**Program Statement – Expenses and Revenues for the Year Ended 30 June 2006 (continued)**

<b>AGENCY'S EXPENSES &amp; REVENUES</b>	<b>Total</b>	
	2006 \$'000	2005 \$'000
<b>Expenses excluding losses</b>		
Operating expenses		
Employee related	6,934,375	6,552,454
Other operating expenses	1,559,980	1,639,099
Depreciation and amortisation	324,763	288,465
Grants and subsidies	177,516	174,332
Finance costs	9,406	7,227
Other expenses	163	4,927
<b>Total Expenses excluding losses</b>	<b>9,006,203</b>	<b>8,666,504</b>
<b>Revenue</b>		
Sale of goods and services	375,932	349,212
Investment revenue	25,427	26,342
Grants and contributions	74,954	65,995
Other revenue	267,747	233,196
<b>Total Revenue</b>	<b>744,060</b>	<b>674,745</b>
Gain / (loss) on disposal	5,067	3,162
Other gains/(losses)	(337)	(784)
<b>Net Cost of Services</b>	<b>8,257,413</b>	<b>7,989,381</b>
Government Contributions **	8,498,095	8,045,146
<b>NET EXPENDITURE / (REVENUE) FOR THE YEAR</b>	<b>240,682</b>	<b>55,765</b>
<b>ADMINISTERED EXPENSES AND REVENUES</b>	<b>Total</b>	
	2006	2005
	\$'000	\$'000
<b>Administered Expenses</b>		
Transfer payments	(736,801)	(709,560)
<b>Administered Revenues</b>		
Transfer receipts	736,801	709,560
<b>Administered Revenues less Expenses</b>	--	--

\* The name and purpose of each program is summarised in Note 10.

\*\* Appropriations are made on an agency basis and not to individual programs. Consequently, government contributions are included in the "Non-Attributable" column.

\*\*\* Amounts disclosed for NSW Adult Migrant English Service and TAFE Global Pty Ltd are net of eliminations with the various programs of the Department.

The accompanying notes form part of these financial statements

**Summary of Compliance with Financial Directives (Economic Entity)**

	2006				2005			
	Recurrent Appropriation	Expenditure/ Net Claim on Consolidated Fund	Capital Appropriation	Expenditure/ Net Claim on Consolidated Fund	Recurrent Appropriation	Expenditure	Capital Appropriation	Expenditure
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>ORIGINAL BUDGET APPROPRIATION/ EXPENDITURE</b>								
• Appropriation Act	8,154,915	8,150,607	462,003	435,000	7,549,852	7,542,820	351,052	329,609
• Additional Appropriations	--	--	--	--	--	--	--	--
• s 21A PF&AA – special appropriation	--	--	--	--	--	--	--	--
• s 24 PF&AA – transfers of functions between Departments	--	--	--	--	--	--	--	--
• s 26 PF&AA – Commonwealth specific purpose payments	9,078	9,078	55,000	54,416	--	--	--	--
	<b>8,163,993</b>	<b>8,159,685</b>	<b>517,003</b>	<b>489,416</b>	<b>7,549,852</b>	<b>7,542,820</b>	<b>351,052</b>	<b>329,609</b>
<b>OTHER APPROPRIATIONS / EXPENDITURE</b>								
• Treasurer's Advance	86,281	86,281	(3,254)	--	35,968	36,166	--	--
• Section 22 – expenditure for certain works and services	--	--	--	--	--	--	--	--
• Transfers to/from another agency (s 28 of the Appropriation Act)	--	--	(5,000)	--	(534)	(534)	29,930	21,380
	<b>86,281</b>	<b>86,281</b>	<b>(8,254)</b>	<b>--</b>	<b>35,434</b>	<b>35,632</b>	<b>29,930</b>	<b>21,380</b>
<b>Total Appropriations / Expenditure / Net Claim on Consolidated Fund (includes transfer payments)</b>	<b>8,250,274</b>	<b>8,245,966</b>	<b>508,749</b>	<b>489,416</b>	<b>7,585,286</b>	<b>7,578,452</b>	<b>380,982</b>	<b>350,989</b>
<b>Amount drawn down against Appropriation</b>		<b>8,250,274</b>		<b>490,000</b>		<b>7,578,452</b>		<b>350,989</b>
<b>Liability to Consolidated Fund *</b>		<b>4,308</b>		<b>584</b>		<b>--</b>		<b>--</b>

The Summary of Compliance is based on the assumption that the Consolidated Fund moneys are spent first (except where otherwise identified or prescribed).

\* This represents the difference between the "Amount drawn down against Appropriation" and the "Total Expenditure/Net Claim on Consolidated Fund".

The accompanying notes form part of these financial statements

## Notes to and Forming Part of the Financial Statements

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### (a) Reporting Entity

The Department of Education and Training (DET), formed during 1997/98, consolidates within one management structure the State funded education and training services. The functions of the Department relate to schools, the NSW TAFE Commission (TAFE), Vocational Education and Training, Adult and Community Education, NSW Adult Migrant English Service (AMES) and aspects of Higher Education.

The economic entity, as a reporting entity, comprises all the operating activities of the Department of Education and Training (Parent Entity) and entities under its control, those being the NSW TAFE Commission, the TAFE Commission Division, TAFE Global Pty Ltd and the Adult Migrant English Service.

In the process of preparing the consolidated financial statements for the Department, consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.

The reporting entity is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.

The reporting entity is consolidated as part of the NSW Total State Sector Accounts.

This consolidated financial report for the year ended 30 June 2006 has been authorised for issue by the Director-General on the 18<sup>th</sup> of September 2006.

#### (b) Basis of Preparation

The Department's financial report with the exception of the school financial transactions (as noted in note 1(c)(i)) is a general-purpose financial report, which has been prepared on an accrual basis in accordance with:

- applicable Australian Accounting Standards (which include Australian equivalents to International Financial Reporting Standards (AEIFRS));
- the requirements of the Public Finance and Audit Act and Regulation; and
- the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies or issued by the Treasurer.

Following the creation of DET, budget estimates did not provide separate budget figures for the primary statements of the parent entity or controlled entities. Consequently, Treasury has granted the Department exemption from the requirement to disclose budget figures for the parent and the controlled entities since the financial year 2000.

Property, plant and equipment and assets (or disposal groups) held for sale are measured at fair value. Other financial report items are prepared in accordance with the historical cost convention.

Judgements, key assumptions and estimations management has made are disclosed in the relevant notes to the financial report.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

#### (c) (i) School Financial Transactions

The Department, at the direction of the NSW Treasury, has included school financial transactions that are funded from sources other than government sources, e.g., school generated revenue, parent body contributions, donations and voluntary contributions.

In the absence of a fully integrated accounting system, between the Department and all schools, estimations for consolidation into the Parent Entity have been based on the November 2005 aggregation of school Receipts and Payments Statements that are prepared on a cash basis. Those school transactions were then proportionally adjusted to estimate the value of transactions for the year based on the 31 May 2006 cash balances. The Department obtained information on cash balances recently by surveying every school.

Notes to and Forming Part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The school transactions recorded in these financial statements are therefore imprecise because estimates were needed to be made for the following reasons: the financial year end of schools is different to the Department, schools use a cash basis of accounting whereas the Department uses an accrual basis, the charts of account are different and school transactions are recorded on a program basis whereas the Department records transactions on a line item basis.

(ii) School Cash Balances and Investments

The balances held by schools at bank as at 30 June 2006 totalled \$465M (\$382.1M in 2005) of which \$40M (\$30.4M in 2005) related to trust funds.

Based on the percentages as at November 2005, schools are holding these funds for the following purposes:

	\$M	%
Asset Replacement and Acquisition	82.8	18
Commitments	257.1	55
General Contingencies	125.1	27
	<b>465.0</b>	<b>100</b>

(iii) Trust Funds

The schools hold money in Trust that is used for such items as excursions and donations. These monies are excluded from the school transactions consolidated into the financial statements, as schools cannot use them for general education purposes.

(d) Statement of Compliance

The consolidated and parent entity financial statements and notes comply with Australian Accounting Standards, which include the Australian equivalents to International Financial Reporting Standards (AEIFRS). This is the first financial report based on AEIFRS and comparatives for the year ended 30 June 2005 have been restated accordingly, except as stated below. In accordance with AASB 1 *First-time Adoption of Australian Equivalents to International Financial Reporting Standards* and Treasury Mandates, the date of transition to AASB 132 *Financial Instruments: Disclosure and Presentation* and AASB 139 *Financial Instruments: Recognition and Measurement* has been deferred to 1 July 2005. As a result, comparative information for these two Standards is presented under the previous Australian Accounting Standards, which applied to the year ended 30 June 2005.

The basis used to prepare the 2004/05 comparative information for financial instruments under the previous Australian Accounting Standards is discussed in Note 1(ad) below. The financial instrument accounting policies for 2005/06 are specified in Notes 1(u) to 1(aa) below.

Reconciliations of AEIFRS equity and surplus or deficit for 30 June 2005 to the balances reported in the 30 June 2005 financial report are detailed in Note 33. This note also includes separate disclosure of the 1 July 2005 equity adjustments arising from the adoption of AASB 132 and AASB 139.

(e) Administered Activities

The parent entity makes payments on behalf of the Government to private schools, a statutory authority and other organisations. The parent entity is accountable for the transactions relating to these administered activities but does not have discretionary control over these payments.

Transactions and balances relating to the administered activities are not recognised as the parent entity's revenues, expenses, assets and liabilities but are disclosed in Note 9.

The accrual basis of accounting and all applicable accounting standards have been adopted for the reporting of the administered activities.

## 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

### (f) *Income Recognition*

Income is measured at the fair value of the consideration or contribution received or receivable. Additional comments regarding the accounting policies on the recognition of income are discussed below.

#### (i) Parliamentary Appropriations and Contributions from other Bodies

Parliamentary appropriations and contributions from other bodies (including grants and donations) are generally recognised as income when the Department obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash.

An exception to the above is when appropriations are unspent at year-end. In this case, the authority to spend the money lapses and generally the unspent amount must be repaid to the Consolidated Fund in the following financial year. As a result, unspent appropriations are now accounted for as liabilities rather than revenue.

The liability is disclosed in Note 21 as part of "Current Liabilities – Other". The amount will be repaid and the liability will be extinguished next financial year.

#### (ii) Sale of goods

Revenue from the sale of goods are recognised as revenue when the Department transfers the significant risks and rewards of ownership of the assets. Student administration charges are recognised as revenue at the time of collection.

#### (iii) Rendering of services

Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

#### (iv) Investment revenue

Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*. Rental revenue is recognised in accordance with AASB 117 *Leases* on a straight-line basis over the lease term.

#### (v) Asset Sales

The economic entity recognises sale of land and buildings upon final settlement except for those sales involving term instalment payments, which are recognised on exchange. Gains or losses on disposal of fixed assets are taken into account in determining the operating result for the year.

#### (vi) Lease rental on long-term lease

A vacant block of land at Bondi Junction owned by the TAFE Commission was leased to a third party for a period of 99 years on 30 September 2002. The title to the land, which is the subject of the lease, has been retained and will not pass to the lessee on the termination of the lease. The fair value of the land has been recorded at the minimum valuation of \$0.005M in accordance with the Commission's Asset Capitalisation Policy.

In accordance with Accounting Standard AASB 117 *Leases*, the upfront payment received in respect of the granting of the lease has been retrospectively treated as prepaid lease payments and will be amortised on a straight-line basis over the lease term.

#### (vii) Other Revenue

Other revenues are recognised as they accrue.

## Notes to and Forming Part of the Financial Statements

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)***(g) Employee Benefits and other provisions***(i) Salaries and Wages, Annual Leave, Sick Leave and On-Costs**

Liabilities for salaries and wages (including non-monetary benefits), annual leave and paid sick leave that falls due wholly within 12 months of the reporting date are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amount expected to be paid when the liabilities are settled.

Unused non-vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the entitlements accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.

**(ii) Long Service Leave and Superannuation**

The Department's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The Department accounts for the liability as having been extinguished resulting in the amount assumed being shown as part of the non-monetary revenue item described as "Acceptance by the Crown Entity of Employee Benefits and other Liabilities". Prior to 2005/06, the Crown Entity also assumed the defined contribution superannuation liability.

In the case of the AMES, a contribution is made to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account at the rate of 4.11% of wages and salaries for employees with over 7 years of eligible service commencing 1 January 2006, and 3.84% for those with between five and seven years service. This contribution discharges the Department from liability for accrued long service leave and is expended as incurred.

The long service leave benefits owing to AMES employees at balance date have all been identified as current liabilities and are included in "Other" within Note 20. Corresponding amounts reimbursable from the Treasury are shown as current and non-current assets within "Prepayments" in Note 12.

Long service leave is measured at present value in accordance with AASB119 *Employee Benefits*. This is based on the application of certain factors (specified in NSW Treasury Circular 09/2006) to employees with 5 or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

The value of the liability for long service leave for casual teachers has not been brought to account as the specific criteria for eligibility is considered to result in an immaterial amount.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salaries. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

In the case of the AMES, the superannuation expense for the financial year and the amount of prepaid superannuation contributions are determined by the actuarial assessment of William Mercer Ltd. The superannuation expense for the year reflects the present value of future payments to be made to beneficiaries because of membership to date. Prepaid superannuation contributions are recognised as an asset within Note 12 "Receivables" and unfunded superannuation liability is recognised as a liability within Note 20. Increases in prepaid superannuation contributions are recognised as "Other Revenue" within Note 3 (e) and decreases are recognised as "other expenses" within Note 2(f).

## Notes to and Forming Part of the Financial Statements

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### (iii) Other Provisions

Other provisions exist when: the entity has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.

Any provisions for restructuring are recognised only when the Department has a detailed formal plan and the Department has raised a valid expectation in those affected by the restructuring that it will carry out the restructuring by starting to implement the plan or announcing its main features to those affected.

#### (h) Borrowing Costs

Borrowing costs are recognised as expenses in the period in which they are incurred, in accordance with Treasury's Mandate to general government sector agencies.

#### (i) Insurance

The Department's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past claim experience.

#### (j) Accounting for the Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where:

- the amount of GST incurred by the Department as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense; and
- receivables and payables are stated with the amount of GST included.

#### (k) Acquisition of Assets

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Department. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Fair value means the amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction.

Where payment for an item is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e. the deferred payment amount is effectively discounted at an asset-specific rate.

#### (l) Capitalisation Thresholds

Property, plant and equipment costing \$5,000 and above individually (or forming part of a network costing more than \$5,000) are capitalised; the threshold for intangibles (software) is \$50,000.

#### (m) Revaluation of Property, Plant and Equipment

Physical non-current assets are valued in accordance with the "Valuation of Physical Non-Current Assets at Fair Value" Policy and Guidelines Paper (TPP 05-03). This policy adopts fair value in accordance with AASB 116 *Property, Plant and Equipment*. Property, plant and equipment is measured on an existing use basis, where there are no feasible alternative uses in the existing natural, legal, financial and socio-political environment. However, in the limited circumstances where there are feasible alternative uses, assets are valued at their highest and best use.

Fair value of property, plant and equipment is determined based on the best available market evidence, including current market selling prices for the same or similar assets. Where there is no available market evidence, the asset's fair value is measured at its market-buying price, the best indicator of which is depreciated replacement cost.

## Notes to and Forming Part of the Financial Statements

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

Works in progress have been shown at cost to date. Building construction projects are classified as works in progress until the projects have been completed and become available for use by the economic entity. Works in progress accounts also include costs associated with the acquisition of land before settlement.

Each class of physical land and buildings is revalued at least every five years. The last such revaluation was completed on 30 June 2003 and was based on an independent assessment.

A notional revaluation of land and buildings is reflected in the Balance Sheet as at 30 June 2006 based on valuation factors supplied by the Department of Commerce, Property Valuation Services. These factors are based on written down replacement costs on an existing use basis with appropriate allowances for regional considerations. A full revaluation of land and buildings is scheduled prior to 30 June 2007.

The Department also includes in its accounts school residences, on school sites, which are managed by the Teacher Housing Authority (THA). The residences are valued at market value. The residences were revalued by the THA as at 30 June 2004. The total value of the residences is \$22.2M (\$2.4M in 2005).

When revaluing non-current assets by reference to current prices for assets newer than those being revalued (adjusted to reflect the present condition of the assets), the gross amount and the related accumulated depreciation are separately restated.

For other assets, any balances of accumulated depreciation at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are then increased or decreased by the revaluation increments or decrements.

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the surplus / deficit, the increment is recognised immediately as revenue in the surplus / deficit.

Revaluation decrements are recognised immediately as expenses in the surplus / deficit, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

As a not-for-profit entity revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation reserve in respect of that asset is transferred to accumulated funds.

*(n) Impairment of Property, Plant and Equipment*

As a not-for-profit entity with no cash generating units, the Department is effectively exempted from AASB 136 *Impairment of Assets* and impairment testing. This is because AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and depreciated replacement cost. This means that, for an asset already measured at fair value, impairment can only arise if selling costs are material. Selling costs are regarded as immaterial.

*(o) Depreciation of Property, Plant and Equipment*

Depreciation is provided for on a straight-line basis for all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the Department. Land is not a depreciable asset.

All material separately identifiable component assets are recognised and depreciated over their shorter useful lives.

The rates of depreciation adopted were:

Buildings and Leasehold Improvements	1.43% to 33.3%
Plant and Equipment	3.30% to 33.3%
Computer Equipment and Software	6.66% to 33.3%

## Notes to and Forming Part of the Financial Statements

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### (p) Major Inspection Costs

When each major inspection is performed, the labour cost of performing major inspections for faults is recognised in the carrying amount of an asset as a replacement of a part, if the recognition criteria are satisfied.

#### (q) Restoration Costs

The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.

#### (r) Maintenance

Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated.

#### (s) Leased Assets

Operating lease payments are charged to the Operating Statement in the periods in which they are incurred.

#### (t) Intangible Assets

The Department recognises intangible assets only if it is probable that future economic benefits will flow to the Department and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.

All research costs are expensed. Development costs are only capitalised when certain criteria are met.

The useful lives of intangible assets are assessed to be finite.

Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the Department's intangible assets, the assets are carried at cost less any accumulated amortisation.

The Department's intangible assets are amortised using the straight-line method over a period of 4 years.

In general, intangible assets are tested for impairment where an indicator of impairment exists. However, as a not-for-profit entity with no cash generating units, the Department is effectively exempted from impairment testing (refer para (n)).

#### (u) Loans and Receivables – Year ended 30 June 2006 (refer Note 1(ad) for 2004/05 policy)

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. These financial assets are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method, less an allowance for any impairment of receivables. Any changes are accounted for in the Operating Statement when impaired, derecognised or through the amortisation process.

Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

#### (v) Investments Year ended 30 June 2006 (refer Note 1(ad) for 2004/05 policy)

Investments are initially recognised at fair value plus, in the case of investments not at fair value through profit or loss, transaction costs. The Department determines the classification of its financial assets after initial recognition and, when allowed, and appropriate, re-evaluates this at each financial year-end.

*Fair value through profit or loss* - The Department subsequently measures investments classified as "held for trading" or designated "at fair value through profit or loss" at fair value. Financial assets are classified as "held for trading" if they are acquired for the purpose of selling in the near term. Gains or losses on these assets are recognised in the Operating Statement.

## Notes to and Forming Part of the Financial Statements

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

*Held to maturity investments* - Non-derivative financial assets with fixed or determinable payments

and fixed maturity that the Department has the positive intention and ability to hold to maturity are classified as "held to maturity". These investments are measured at amortised cost using the effective interest method. Changes are recognised in the Operating Statement when impaired, derecognised or through the amortisation process.

*Available for sale investments* - Any residual investments that do not fall into any other category are accounted for as available for sale financial assets and measured at fair value directly in equity until disposed or impaired at which time the cumulative gain or loss previously recognised in equity is recognised in the Operating Statement. However, interest calculated using the effective interest method and dividends are recognised in the Operating Statement.

Purchases or sales of investments under contract that require delivery of the asset within the timeframe established by convention or regulation are recognised on the trade date i.e. the date the Department commits itself to purchase or sell the asset.

The fair value of investments that are traded at fair value in an active market is determined by reference to quoted current bid prices at the close of business on the balance sheet date.

**(w) Impairment of financial assets**

All financial assets, except those measured at fair value through profit or loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the Department will not be able to collect all amounts due.

**(x) Non-current Assets (or disposal groups) held for sale**

The Department has certain non-current assets (or disposal groups) classified as held for sale, where their carrying amount will be recovered principally through a sale transaction, not through continuing use. Non-current assets (or disposal groups) held for sale are recognised at the lower of carrying amount and fair value less costs to sell. These assets are not depreciated while they are classified as held for sale.

**(y) Inventories**

The Department holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as it is acquired. The economic entity does not capitalise inventories, as holdings are high turnover items that are characterised by low stock levels that are not of a material nature.

**(z) Payables – Year ended 30 June 2006 (refer Note 1(ad) for 2004/05 policy)**

These amounts represent liabilities for goods and services provided to the Department and other amounts. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

**(aa) Borrowings – Year ended 30 June 2006 (refer Note 1(ad) for 2004/05 policy)**

Loans are not held for trading or designated at fair value through profit and loss and are recognised at amortised cost using the effective interest method. Gains or losses are recognised in the Operating Statement on derecognition.

**(ab) Budgeted Amounts**

The budgeted amounts are drawn from the budgets as formulated at the beginning of the financial year and with any adjustments for the effects of additional appropriations, s 21A, s 24 and/or s 26 of the Public Finance and Audit Act 1983.

The budgeted amounts in the Operating Statement and the Cash Flow Statement are generally based on the amounts disclosed in the NSW Budget Papers (as adjusted above). However, in the Balance Sheet, the amounts vary from the Budget Papers, as the opening balances of the budgeted amounts are based on carried forward actual amounts, i.e. as per the audited financial statements (rather than carried forward estimates).

Notes to and Forming Part of the Financial Statements

## 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

### (ac) *Comparative Information*

Comparative figures have been restated based on AEIFRS with the exception of financial instruments information, which has been prepared under the previous AGAAP Standard (AAS 33) as permitted by AASB 1.36A (refer para 33(b) below). The transition date to AEIFRS for financial instruments information was 1 July 2005. The impact of adopting AASB 132 / 139 is further discussed in Note 33.

### (ad) *Financial instruments accounting policy for 2004/05 comparative period*

#### *Investment income*

Interest revenue is recognised as it accrues.

#### *Receivables*

Receivables are recognised and carried at cost, based on the original invoice amount less a provision for any uncollectible debts. An estimate for doubtful debts is made when the collection of the full amount is no longer probable. Bad debts are written off as incurred.

#### *Other Financial Assets*

"Other financial assets" are generally recognised at cost.

#### *Payables*

These amounts represent liabilities for goods and services provided to the Department and other amounts, including interest. Interest is accrued over the period it becomes due.

#### *Interest Bearing Liabilities*

All loans are valued at current capital value.

## Notes to and Forming Part of the Financial Statements

2. EXPENSES EXCLUDING LOSSES	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
(a) Employee related expenses				
Salaries and wages (including recreation leave) *	5,537,337	5,223,045	4,654,937	4,350,219
Superannuation – defined benefits plans	258,064	240,150	227,320	208,318
Superannuation – defined contribution plans	320,435	303,148	259,240	244,286
Long service leave	227,708	257,396	200,355	225,528
Workers' compensation insurance **	197,070	144,197	172,482	128,507
Payroll tax and fringe benefits tax	385,196	364,819	323,479	305,033
Redundancy payments	4,482	15,303	1,434	5,971
Other	4,083	4,396	3,609	3,916
	<b>6,934,375</b>	<b>6,552,454</b>	<b>5,842,856</b>	<b>5,471,778</b>

\* An amount of \$0.103M (\$1.264M in 2005) representing salaries expended in relation to the TAFE Online project was capitalised during the year. The TAFE NSW Online project is an information/communication rich electronic environment where teachers and other staff are provided with the skills and resources to support and guide students in their online and offline learning.

\* The Treasury Managed Fund normally calculates hindsight premiums each year. However, in regard to workers' compensation, the final hindsight adjustment for the 1997/1998 fund year and an interim adjustment for the 1999/2000 fund year were not calculated until 2003/2004. As a result, the 2005/2006 year's workers' compensation premium includes the above hindsight adjustments, which amounted to \$26.414M (\$22.535M in 2005).

(b) Other operating expenses include the following:

Auditor's remuneration *				
audit or review of the financial reports	1,516	1,391	956	848
Operating lease rental expense – minimum lease payments	40,742	45,263	35,788	37,466
Maintenance**	201,204	229,159	164,267	187,270
Insurance	68,002	111,603	62,386	106,357
Cleaning	228,617	222,443	198,702	192,373
Fees for services rendered	135,324	104,073	71,688	71,283
Minor stores, provisions, plant and computing	137,244	148,261	41,525	46,202
School computing expenses	20,077	34,371	20,077	34,371
Travelling and sustenance	37,429	36,914	22,281	23,531
Internet and related expenses	57,472	56,857	57,444	56,672
Postage and telephone	40,029	37,836	28,249	26,414
Utilities	65,115	60,477	47,524	44,505
Printing	14,341	17,820	8,045	12,322
School operating expenses	510,046	466,654	510,046	466,654
Other	2,822	65,977	--	57,251
	<b>1,559,980</b>	<b>1,639,099</b>	<b>1,268,978</b>	<b>1,363,519</b>

\* Auditors remuneration includes \$0.360M ( \$0.368M in 2005) for the audit of a selection of schools

\*\* *Reconciliation – Total maintenance*

Maintenance expense – contracted labour and other (non-employee related), as above	201,204	229,159	164,267	187,270
Total maintenance expenses included in Note 2(b)	201,204	229,159	164,267	187,270

## Notes to and Forming Part of the Financial Statements

2. EXPENSES EXCLUDING LOSSES (continued)	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
(c) Depreciation and amortisation expense				
Depreciation				
Buildings and improvements	263,825	258,314	188,663	185,307
Plant and equipment	53,561	27,327	39,502	13,102
	<b>317,386</b>	<b>285,641</b>	<b>228,165</b>	<b>198,409</b>
Amortisation				
Intangibles	7,377	2,824	2,903	2,362
	<b>7,377</b>	<b>2,824</b>	<b>2,903</b>	<b>2,362</b>
	<b>324,763</b>	<b>288,465</b>	<b>231,068</b>	<b>200,771</b>
(d) Grants and subsidies				
Grants for non-profit organisations	8,002	7,872	8,023	8,071
Grants for industry training services	76,476	72,156	99,472	95,015
Grants for education access services	24,431	22,651	24,692	27,373
Grants for adult community education services	16,817	19,125	16,817	19,125
Grants for policy and planning projects	11	11	11	11
Grants for recognition services	(1,202)	1,770	574	1,775
Grants for conveyance of school children	49,330	49,135	49,330	49,135
Other	3,651	1,612	3,650	1,251
	<b>177,516</b>	<b>174,332</b>	<b>202,569</b>	<b>201,756</b>
(e) Finance costs				
Interest	9,406	7,227	9,406	7,227
	<b>9,406</b>	<b>7,227</b>	<b>9,406</b>	<b>7,227</b>
(f) Other expenses				
Other	163	4,927	163	158
	<b>163</b>	<b>4,927</b>	<b>163</b>	<b>158</b>
<b>3. REVENUES</b>				
(a) Rendering of services:				
Sale of services	19,690	18,754	10,568	11,540
Course fees	83,799	66,380	4,956	4,183
Administration charges	73,821	68,722	1,557	459
Overseas student fees	62,318	56,297	33,969	33,877
Fees and charges	48,438	47,471	47,476	46,586
Other	87,866	91,588	73,162	12,107
	<b>375,932</b>	<b>349,212</b>	<b>171,688</b>	<b>108,752</b>

## Notes to and Forming Part of the Financial Statements

**3. REVENUES (continued)**

	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
(b) Investment revenue:				
Interest	25,427	26,342	22,579	22,026
	<b>25,427</b>	<b>26,342</b>	<b>22,579</b>	<b>22,026</b>
(c) Grants and contributions				
Other Public Sector agencies	12,631	13,800	10,117	8,730
Commonwealth Government	12,792	4,251	12,793	4,255
Asset contributions (free assets or contributions of assets)	215	684	--	513
Donations and industry contributions	49,316	47,260	48,668	46,446
	<b>74,954</b>	<b>65,995</b>	<b>71,578</b>	<b>59,944</b>
(d) Other revenue				
School generated revenue	248,226	222,564	248,226	222,564
Other	19,521	10,632	1,980	6,743
	<b>267,747</b>	<b>233,196</b>	<b>250,206</b>	<b>229,307</b>

**4. GAIN / (LOSS) ON DISPOSAL**

Gain / (loss) on disposal of land and buildings				
Proceeds from disposal	243	27,368	--	18,151
Written down value of assets disposed	(1,770)	(24,206)	(578)	(19,663)
Net gain / (loss) on disposal of land and buildings	<b>(1,527)</b>	<b>3,162</b>	<b>(578)</b>	<b>(1,512)</b>
Gain/(loss) on disposal of non-current assets held for sale				
Proceeds from disposal	12,156	2,528	5,884	--
Written down value of non-current assets held for sale disposed	(5,562)	(2,528)	(3,072)	--
<b>Net gain/(loss) on disposal of non-current assets held for sale</b>	<b>6,594</b>	<b>--</b>	<b>2,812</b>	<b>--</b>
Gain / (loss) on disposal	<b>5,067</b>	<b>3,162</b>	<b>2,234</b>	<b>(1,512)</b>

**5. OTHER GAINS/(LOSSES)**

Impairment of receivables	(337)	(784)	151	(795)
	<b>(337)</b>	<b>(784)</b>	<b>151</b>	<b>(795)</b>

**6. CONDITIONS ON CONTRIBUTIONS**

Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. Examples of such conditions are the requirement to provide annual acquittals of expenditure or to return funds at the end of a specific period.

In the 2005/06 financial year contributions amounting to \$9.6M (\$3.34M in 2005) were received by DET for programs where such conditions were in place.

Unspent funds from these contributions for 2005/06, including balances brought forward from prior years, totalled \$4.1M (\$3.49M in 2005).

Notes to and Forming Part of the Financial Statements

## 7. APPROPRIATIONS

	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Recurrent appropriations</b>				
Total recurrent drawdown from NSW Treasury (per Summary of Compliance)	8,250,274	7,578,452	8,250,274	7,578,452
Less appropriation allocated to TAFE by Parent Entity	--	--	(1,097,049)	(954,387)
Less Liability to Consolidated Fund (per Summary of Compliance)	(4,308)	--	(4,308)	--
<b>Total</b>	<b>8,245,966</b>	<b>7,578,452</b>	<b>7,148,917</b>	<b>6,624,065</b>

Comprising:

Recurrent appropriations (per Operating Statement)	7,509,165	6,868,892	6,412,116	5,914,505
Transfer payments (Note 9)	736,801	709,560	736,801	709,560
<b>Total</b>	<b>8,245,966</b>	<b>7,578,452</b>	<b>7,148,917</b>	<b>6,624,065</b>

### Capital appropriations

Total capital drawdown from NSW Treasury (per Summary of Compliance)	490,000	350,989	490,000	350,989
Less appropriation allocated to TAFE by Parent Entity	--	--	(83,800)	(65,173)
Less liability to Consolidated Fund (per Summary of Compliance)	(584)	--	(584)	--
<b>Total</b>	<b>489,416</b>	<b>350,989</b>	<b>405,616</b>	<b>285,816</b>

Comprising:

Capital appropriations (per Operating Statement)	489,416	350,989	405,616	285,816
<b>Total</b>	<b>489,416</b>	<b>350,989</b>	<b>405,616</b>	<b>285,816</b>

## 8. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES

The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:

Superannuation	258,064	542,243	227,320	452,436
Long service leave	225,966	251,283	199,631	220,403
Payroll tax	15,484	31,739	13,261	26,537
<b>Total</b>	<b>499,514</b>	<b>825,265</b>	<b>440,212</b>	<b>699,376</b>

## Notes to and Forming Part of the Financial Statements

9. TRANSFER PAYMENTS	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
Subsidies towards interest on loans for approved building projects at non-government schools	59,079	59,347	59,079	59,347
Allowances for pupils in non-government schools	599,601	563,079	599,601	563,079
Secondary textbook allowances to non-government Schools	--	9,271	--	9,271
Subsidy to Teacher Housing Authority	3,499	4,700	3,499	4,700
Back to School Allowance	55,596	55,684	55,596	55,684
Subsidy to handicapped children's centres	12,352	10,776	12,352	10,776
Capital grant to Teacher Housing Authority	600	600	600	600
Funding for Board of Vocational Education and Training	1,827	1,053	1,827	1,053
Grants to NSW Institute of Teachers	4,247	5,050	4,247	5,050
	<b>736,801</b>	<b>709,560</b>	<b>736,801</b>	<b>709,560</b>

**10. PROGRAMS / ACTIVITIES OF THE DEPARTMENT**
**Program 29.1.1 Pre-School Education Services in Government Schools**

Objective(s) To develop foundation skills in literacy, numeracy, personal and social development and prepare students for primary school.

**Program 29.1.2 Primary Education Services in Government Schools**

Objective(s) To improve personal and social development skills and student learning outcomes for literacy and numeracy. Prepare students for secondary education.

**Program 29.2.1 Secondary Education Services in Government Schools**

Objective(s) To build on and extend skills learnt in primary school. To provide students with the social and intellectual skills necessary to participate fully in work, TAFE, university or further learning. To improve participation, access, educational outcomes and equity.

**Program 29.3.1 Non-Government Schools Assistance**

Objective(s) To provide assistance to non-government schools.

**Program 29.4.1 TAFE Education Services**

Objective(s) To enable students to achieve greater educational standards and vocational competence. To increase opportunities for mobility in employment and to improve the performance and productivity of industry.

**Program 29.4.2 Grants for Education and Training Services**

Objective(s) To assist individuals, the community and industry achieve high quality and equitable outcomes from education and training.

## Notes to and Forming Part of the Financial Statements

11. CURRENT ASSETS – CASH AND CASH EQUIVALENTS	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
Cash at bank and on hand *	147,636	91,006	40,013	15,959
Short Term deposits				
School bank balances	410,000	333,552	410,000	333,552
	<b>557,636</b>	<b>424,558</b>	<b>450,013</b>	<b>349,511</b>

\* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdraft.

Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:

Cash and cash equivalents (per Balance Sheet)	557,636	424,558	450,013	349,511
Closing cash and cash equivalents (per Cash Flow Statement)	<b>557,636</b>	<b>424,558</b>	<b>450,013</b>	<b>349,511</b>

## 12. CURRENT / NON-CURRENT ASSETS – RECEIVABLES

Current:				
Sale of goods and services	29,678	20,543	3,907	2,722
Less: Allowance for impairment	(2,683)	(2,661)	(761)	(1,090)
Other debtors	38,629	49,224	58,964	29,646
Prepayments	13,258	5,904	3,744	3,384
Accrued income	15,465	14,639	6,830	7,755
	<b>94,347</b>	<b>87,649</b>	<b>72,684</b>	<b>42,417</b>
Non-current:				
Other debtors	4,826	6,453	4,826	3,326
	<b>4,826</b>	<b>6,453</b>	<b>4,826</b>	<b>3,326</b>

## 13. CURRENT / NON-CURRENT ASSETS – OTHER FINANCIAL ASSETS

Current:				
Fixed interest bearing bonds	5	5	--	--
	<b>5</b>	<b>5</b>	<b>--</b>	<b>--</b>
Non-Current:				
<u>Equity Accounted</u>				
Adskill Sdn Bhd *				
Shares at cost	55	55	--	--
Share of retained profit on investment	105	105	--	--
Total Equity Accounted	<b>160</b>	<b>160</b>	<b>--</b>	<b>--</b>

## Notes to and Forming Part of the Financial Statements

13. CURRENT / NON-CURRENT ASSETS – OTHER FINANCIAL ASSETS (continued)	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<u>Other</u>				
Fixed interest bearing bonds **	128	153	--	--
Shares in Coffs Harbour Technology Park Ltd	175	175	--	--
Shares in Access Online Pty Ltd	781	781	560	560
Less provision for diminution in value	(781)	(781)	(560)	(560)
	<b>303</b>	<b>328</b>	<b>--</b>	<b>--</b>
	<b>463</b>	<b>488</b>	<b>--</b>	<b>--</b>

\* Also, refer note 32.

\*\* The non-current fixed interest-bearing bonds are part of restricted assets (refer note 17).

**14. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT**

	Land and buildings \$'000	Plant and equipment \$'000	Total \$'000
<b>Economic Entity</b>			
<b>At 1 July 2005</b>			
Gross carrying amount	24,307,950	333,743	24,641,693
Accumulated Depreciation and impairment	(9,297,595)	(143,364)	(9,440,959)
Net Carrying Amount at fair value	<b>15,010,355</b>	<b>190,379</b>	<b>15,200,734</b>
<b>At 30 June 2006</b>			
Gross carrying amount	27,481,018	405,095	27,886,113
Accumulated Depreciation and impairment	(10,813,733)	(181,126)	(10,994,859)
Net Carrying Amount at fair value	<b>16,667,285</b>	<b>223,969</b>	<b>16,891,254</b>
<b>Parent</b>			
<b>At 1 July 2005</b>			
Gross carrying amount	20,273,975	156,237	20,430,212
Accumulated Depreciation and impairment	(7,564,079)	(26,071)	(7,590,150)
Net Carrying Amount at fair value	<b>12,709,896</b>	<b>130,166</b>	<b>12,840,062</b>
<b>At 30 June 2006</b>			
Gross carrying amount	22,895,134	220,877	23,116,011
Accumulated Depreciation and impairment	(8,788,384)	(63,113)	(8,851,497)
Net Carrying Amount at fair value	<b>14,106,750</b>	<b>157,764</b>	<b>14,264,514</b>

\* Includes an amount of \$86.196M (\$86.196M in 2005) in respect of schools funded through Privately Funded Projects. The Department entered into a contract with a private service provider for the design, finance, construction and maintenance of nine schools. Four schools became operational in 2003/04; five schools became operational in 2004/05 for which the Department pays a monthly service fee. Also, refer to Note 19 Current/Non-Current Liabilities – Interest Bearing Liabilities.

Notes to and Forming Part of the Financial Statements

## 14. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT (continued)

### Reconciliations

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the previous reporting period is set out below:

	Land and buildings \$'000	Plant and equipment \$'000	Total \$'000
<b>Year Ended 30 June 2006</b>			
<b>Economic Entity</b>			
Net carrying amount at start of year	15,010,359	190,379	15,200,738
Additions	371,381	99,419	470,800
Assets held for sale	(30,202)	--	(30,202)
Disposals	(1,701)	--	(1,701)
Depreciation expense	(263,825)	(53,561)	(317,386)
Revaluation increment	1,581,273	--	1,581,273
Transfer to intangibles	--	(12,268)	(12,268)
Net carrying amount at end of year	<b>16,667,285</b>	<b>223,969</b>	<b>16,891,254</b>
<b>Parent</b>			
Net carrying amount at start of year	12,709,896	130,166	12,840,062
Additions	312,204	67,468	379,672
Assets held for sale	(21,430)	--	(21,430)
Disposals	(210)	(368)	(578)
Depreciation expense	(188,663)	(39,502)	(228,165)
Revaluation increment	1,294,953	--	1,294,953
Net carrying amount at end of year	<b>14,106,750</b>	<b>157,764</b>	<b>14,264,514</b>
<b>Economic Entity</b>			
<b>At 1 July 2004</b>			
Gross carrying amount	24,043,789	260,555	24,304,344
Accumulated depreciation and impairment	9,042,455	131,570	9,174,025
Net carrying amount at fair value	<b>15,001,334</b>	<b>128,985</b>	<b>15,130,319</b>
<b>At 30 June 2005</b>			
Gross carrying amount	24,307,950	333,743	24,641,693
Accumulated depreciation and impairment	9,297,595	143,364	9,440,959
Net carrying amount at fair value	<b>15,010,355</b>	<b>190,379</b>	<b>15,200,734</b>
<b>Parent</b>			
<b>At 1 July 2004</b>			
Gross carrying amount	20,059,382	89,146	20,148,528
Accumulated depreciation and impairment	7,381,460	14,422	7,395,882
Net carrying amount at fair value	<b>12,677,922</b>	<b>74,724</b>	<b>12,752,646</b>
<b>At 30 June 2005</b>			
Gross carrying amount	20,273,975	156,237	20,430,212
Accumulated depreciation and impairment	7,564,079	26,071	7,590,150
Net carrying amount at fair value	<b>12,709,896</b>	<b>130,166</b>	<b>12,840,062</b>

## Notes to and Forming Part of the Financial Statements

**14. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT (continued)**
**Reconciliations**

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the previous reporting period is set out below:

	Land and buildings \$'000	Plant and equipment \$'000	Total \$'000
<b>Year Ended 30 June 2005</b>			
<b>Economic Entity</b>			
Net carrying amount at start of year	15,001,334	128,985	15,130,319
Additions	343,601	93,253	436,854
Assets held for sale	(52,012)	--	(52,012)
Disposals	(24,205)	--	(24,205)
Depreciation expense	(258,315)	(27,327)	(285,642)
Prior year valuation adjustment	(48)	85	37
Transfer to Intangibles	--	(4,617)	(4,617)
Net carrying amount at end of year	<u>15,010,355</u>	<u>190,379</u>	<u>15,200,734</u>
<b>Parent</b>			
Net carrying amount at start of year	12,677,922	74,724	12,752,646
Additions	288,721	68,827	357,548
Assets held for sale	(57,252)	--	(57,252)
Disposals	(14,140)	(284)	(14,424)
Depreciation expense	(185,307)	(13,101)	(198,408)
Prior year valuation adjustment	(48)	--	(48)
Net carrying amount at end of year	<u>12,709,896</u>	<u>130,166</u>	<u>12,840,062</u>

**15. INTANGIBLE ASSETS**

	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
Software				
<b>At 1 July</b>				
Gross carrying amount	99,673	95,056	44,524	42,347
Accumulated amortisation and impairment	(75,582)	(72,758)	(42,271)	(39,909)
Net carrying amount at fair value	<u>24,091</u>	<u>22,298</u>	<u>2,253</u>	<u>2,438</u>
<b>At 30 June</b>				
Gross carrying amount	110,064	99,673	55,148	44,524
Accumulated amortisation and impairment	(81,149)	(75,582)	(45,173)	(42,271)
Net carrying amount at fair value	<u>28,915</u>	<u>24,091</u>	<u>9,975</u>	<u>2,253</u>
Net carrying amount at start of year	24,091	22,298	2,253	2,438
Additions (from internal development or acquired separately)	12,270	4,617	10,624	2,177
Disposals	(68)	--	--	--
Amortisation (recognised in "depreciation and amortisation")	(7,378)	(2,824)	(2,902)	(2,362)
Net carrying amount at end of year	<u>28,915</u>	<u>24,091</u>	<u>9,975</u>	<u>2,253</u>

Notes to and Forming Part of the Financial Statements

## 16. NON-CURRENT ASSETS (OR DISPOSAL GROUPS) HELD FOR SALE

	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
<b>Assets held for sale</b>				
Land and buildings	85,262	60,621	70,955	57,471
	<u>85,262</u>	<u>60,621</u>	<u>70,955</u>	<u>57,471</u>
<b>Amounts recognised in equity relating to assets held for sale</b>				
Property, plant and equipment asset revaluation increment/decrement	45,634	18,867	32,356	16,762
	<u>45,634</u>	<u>18,867</u>	<u>32,356</u>	<u>16,762</u>

The assets held for sale consist primarily of land and some buildings which have become surplus to the Department's requirements. It is intended that these be disposed – either by way of sale or through appropriate property swaps. Steps have been taken for this purpose and it is likely that the disposals could occur within the next twelve months.

## 17. RESTRICTED ASSETS

Funds totalling \$112,538 (\$109,825 in 2005) mostly held as investments in fixed interest bearing deposits (Note 13) are classified as "restricted assets". These funds represent donations received and are invested by the Economic Entity. Interest earned on the investments is used to fund prizes awarded to students for special achievements.

## 18. CURRENT LIABILITIES – PAYABLES

	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
Accrued salaries, wages and on-costs	45,142	28,955	28,526	17,573
Creditors	157,354	155,291	124,739	121,596
Income received in advance	49,849	43,720	16,467	17,198
Group, payroll and fringe benefits tax	50,180	45,030	36,910	31,410
Other	3,076	4,815	731	1,527
	<u>305,601</u>	<u>277,811</u>	<u>207,373</u>	<u>189,304</u>

## 19. CURRENT / NON-CURRENT LIABILITIES - BORROWINGS

	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
<b>Secured liabilities</b>				
Treasury advances repayable	76,149	65,749	76,149	65,749
Other advances – Privately Funded Projects Schools	83,190	84,323	83,190	84,323
	<u>159,339</u>	<u>150,072</u>	<u>159,339</u>	<u>150,072</u>
<b>Repayment of borrowings</b>				
Not later than one year	77,358	44,300	77,358	44,300
Between one and five years	5,705	25,981	5,705	25,981
Later than five years (excluding finance leases)	76,276	79,791	76,276	79,791
	<u>159,339</u>	<u>150,072</u>	<u>159,339</u>	<u>150,072</u>

Notes to and Forming Part of the Financial Statements

**20. CURRENT / NON-CURRENT LIABILITIES – PROVISIONS**

Current:

**Employee benefits and related on-costs**

Recreation leave	65,745	60,928	56,871	34,606
Accrued payroll tax on recreation leave and accrued salaries and wages	6,209	4,524	4,443	2,016
Recreation leave on long service leave	33,505	37,998	30,396	33,278
Workers Compensation on long service leave	13,707	11,692	12,434	10,240
Payroll tax on long service leave	93,390	89,969	84,720	78,797
Other	5,403	1,631	179	--
	<b>217,959</b>	<b>206,742</b>	<b>189,043</b>	<b>158,937</b>

**Other Provisions**

Lease liability for surplus accommodation	267	218	267	218
	<b>267</b>	<b>218</b>	<b>267</b>	<b>218</b>
	<b>218,226</b>	<b>206,960</b>	<b>189,310</b>	<b>159,155</b>

Non-Current:

**Employee benefits and related on-costs**

Provision for payroll tax on long service leave	4,916	4,735	4,459	4,147
Recreation leave on long service leave	1,763	2,000	1,600	1,752
Workers Compensation on long service leave	721	615	654	539
Other	--	13,657	--	--
	<b>7,400</b>	<b>21,007</b>	<b>6,713</b>	<b>6,438</b>

Notes to and Forming Part of the Financial Statements

## 20. CURRENT / NON-CURRENT LIABILITIES – PROVISIONS (continued)

	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Other Provisions</b>				
Lease liability for surplus accommodation	4,377	5,402	4,377	5,402
	<b>4,377</b>	<b>5,402</b>	<b>4,377</b>	<b>5,402</b>
	<b>11,777</b>	<b>26,409</b>	<b>11,090</b>	<b>11,840</b>
<b>Aggregate employee benefits and related on costs</b>				
Provisions – current	217,959	206,741	189,043	159,937
Provisions – non-current	7,400	21,007	6,713	6,438
Accrued salaries, wages and on-costs (Note 18)	45,142	28,955	28,526	17,573
	<b>270,501</b>	<b>256,703</b>	<b>224,282</b>	<b>182,948</b>

### Movement in provisions (other than employee benefits)

Movements in each class of provision during the financial year, other than employee benefits are set out below:

#### Lease liability for surplus accommodation at 30 June 2006

Carrying amount at the beginning of financial year	5,620	5,620
Additional provisions recognised	49	49
Amounts used	(1,025)	(1,025)
Carrying amount at end of financial year	<u>4,644</u>	<u>4,644</u>

The provision is the Net Present Value of future liability on surplus property leased less the possible inflows on sub-letting recoveries over the term of the lease namely eleven years.

## 21. CURRENT / NON-CURRENT LIABILITIES – OTHER

Current:

Liability to the Consolidated Fund	4,893	--	4,893	--
	<b>4,893</b>	<b>--</b>	<b>4,893</b>	<b>--</b>

Notes to and Forming Part of the Financial Statements

**22. CHANGES IN EQUITY**

Economic Entity	Accumulated Funds		Asset Revaluation Reserve		Total Equity	
	2006	2005	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Balance at the beginning of the financial year *	12,019,913	11,950,573	3,121,004	3,137,057	15,140,917	15,087,630
<u>Changes in equity – other than transactions with owners as owners</u>						
Surplus/(deficit) for the Year	240,682	55,765	--	--	240,682	55,765
Revaluation of land and buildings	--	--	1,581,273	--	1,581,273	--
Prior year adjustment to revaluation	--	--	--	(48)	--	(48)
<b>Total</b>	<b>240,682</b>	<b>55,675</b>	<b>1,581,273</b>	<b>(48)</b>	<b>1,821,955</b>	<b>55,717</b>
<b>Total</b>	<b>12,260,595</b>	<b>12,006,338</b>	<b>4,702,277</b>	<b>3,137,009</b>	<b>16,962,872</b>	<b>15,143,347</b>
<u>Transfers within equity</u>						
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	3,263	5,251	(3,263)	(5,251)	--	--
Other – Asset Revaluation Reserve in respect of Assets Held for Sale transferred to Equity	26,767	10,754	(26,767)	(10,754)	--	--
<b>Total</b>	<b>30,030</b>	<b>16,005</b>	<b>(30,030)</b>	<b>(16,005)</b>	<b>--</b>	<b>--</b>
Balance at the end of the financial year *	<b>12,290,625</b>	<b>12,022,343</b>	<b>4,672,247</b>	<b>3,121,004</b>	<b>16,962,872</b>	<b>15,143,347</b>

\* Variance between 2005 closing balance and 2006 opening balance is due to adjustments to the 2005 surplus/deficit of TAFE GLOBAL and AMES not taken into account in 2005 consolidated accounts and recognition of prepayment in respect of long-term lease of land for \$2.283M by TAFE.

**Parent Entity**

Balance at the beginning of the financial year	10,474,395	10,387,926	2,310,274	2,324,581	12,784,669	12,712,507
<u>Changes in equity – other than transactions with owners as owners</u>						
Surplus/(deficit) for the Year	221,340	72,210	--	--	221,340	72,210
Revaluation of land and buildings	--	--	1,294,953	--	1,294,953	--
Prior year adjustment to revaluation	--	--	--	(48)	--	(48)
<b>Total</b>	<b>221,340</b>	<b>72,210</b>	<b>1,294,953</b>	<b>(48)</b>	<b>1,516,293</b>	<b>72,162</b>
<b>Total</b>	<b>10,695,735</b>	<b>10,460,136</b>	<b>3,605,227</b>	<b>2,324,533</b>	<b>14,300,962</b>	<b>12,784,669</b>
<u>Transfers within equity</u>						
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	1,290	1,551	(1,290)	(1,551)	--	--
Other	15,594	12,708	(15,594)	(12,708)	--	--
<b>Total</b>	<b>16,884</b>	<b>14,259</b>	<b>(16,884)</b>	<b>(14,259)</b>	<b>--</b>	<b>--</b>
Balance at the end of the financial year	<b>10,712,619</b>	<b>10,474,395</b>	<b>3,588,343</b>	<b>2,310,274</b>	<b>14,300,962</b>	<b>12,784,669</b>

Notes to and Forming Part of the Financial Statements

## 22. CHANGES IN EQUITY (continued)

### Asset revaluation reserve

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets. This accords with the department's policy on the "Revaluation of Property, Plant and Equipment", as discussed in Note 1.

23. COMMITMENTS FOR EXPENDITURE	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
(a) <b>Capital Commitments</b>				
Aggregate capital expenditure contracted for at balance date and not provided for:				
Not later than one year	134,003	85,457	101,334	73,708
Total (including GST)	<b>134,003</b>	<b>85,457</b>	<b>101,334</b>	<b>73,708</b>
(b) <b>Other Expenditure Commitments</b>				
Aggregate other expenditure contracted for at balance date and not provided for:				
(i) School Maintenance				
Not later than one year	34,159	19,063	34,159	19,063
	<b>34,159</b>	<b>19,063</b>	<b>34,159</b>	<b>19,063</b>
(ii) Other				
Not later than one year	64,330	102,802	64,330	102,802
Later than one year and not later than 5 years	48,522	32,594	48,522	32,594
Later than five years	86,884	88,232	86,884	88,232
	<b>199,736</b>	<b>223,628</b>	<b>199,736</b>	<b>223,628</b>
Total (including GST)	<b>233,895</b>	<b>242,691</b>	<b>233,895</b>	<b>242,691</b>
(c) <b>Operating Lease Commitments</b>				
Future non-cancellable operating lease rentals not provided for and payable:				
(i) Leased Properties				
Not later than one year	29,419	26,500	26,429	23,474
Later than one year and not later than 5 years	49,443	24,660	45,426	20,643
Later than 5 years	15,062	6,862	15,062	6,862
	<b>93,924</b>	<b>58,022</b>	<b>86,917</b>	<b>50,979</b>
(ii) Computers in Schools				
Not later than one year	3,326	23,139	3,326	23,139
Later than one year and not later than 5 years	81	5,365	81	5,365
	<b>3,407</b>	<b>28,504</b>	<b>3,407</b>	<b>28,504</b>
(iii) Other				
Not later than one year	14,145	12,974	8,228	9,968
Later than one year and not later than 5 years	11,641	8,895	3,798	2,421
	<b>25,786</b>	<b>21,869</b>	<b>12,026</b>	<b>12,389</b>
Total (including GST)	<b>123,117</b>	<b>108,395</b>	<b>102,350</b>	<b>91,872</b>

Notes to and Forming Part of the Financial Statements

**23. COMMITMENTS FOR EXPENDITURE (continued)**

	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>(d) Finance Lease Commitments</b>				
Minimum lease payment commitments in relation to finance leases payable as follows:				
Not later than one year	7,669	7,445	7,669	7,445
Later than one year and not later than 5 years	30,676	29,781	30,676	29,781
Later than 5 years	164,883	167,518	164,883	167,518
Minimum lease payments	203,228	204,744	203,228	204,744
Less: future finance charges	(120,038)	(120,421)	(120,038)	(120,421)
Present value of minimum lease payments	83,190	84,323	83,190	84,323
The present value of finance lease commitments is as follows:				
Not later than one year	1,209	1,133	1,209	1,133
Later than one year and not later than 5 years	5,705	5,346	5,705	5,346
Later than 5 years	76,276	77,844	76,276	77,844
	83,190	84,323	83,190	84,323
Classified as:				
Current (Note 19)	1,209	1,133	1,209	1,133
Non-current (Note 19)	81,981	83,190	81,981	83,190
	83,190	84,323	83,190	84,323

The total of commitments for expenditure include GST input tax credits of \$63.8M (\$61.4M in 2005) for the Economic Entity and \$58.9M for the Parent (\$58.82M in 2005) that are expected to be recovered from the Australian Tax Office. The Department has an estimated further commitment of \$177M in respect of six new schools to be built under Public-Private Partnership over the next three years.

**24. CONTINGENT LIABILITIES AND CONTINGENT ASSETS****Contingent Liabilities**

Prosecution has commenced or is likely to commence involving a maximum total liability of \$0.710M (\$1.4M in 2005) in respect of 10 occupational health and safety matters.

There are no other known cases where the Department could be liable for material compensation payments relating to matters, which are the subject of litigation that are not covered by the NSW Treasury Managed Fund.

## 25. BUDGET REVIEW

### Net Cost of services

The actual net cost of services was higher than budget by \$73.8M, primarily due to:

- Additional costs associated with the salary increase awarded to teaching service personnel totalling some \$29.0M.
- An increase in school based salary costs of some \$25.0M predominantly attributable to variations in student enrolments and teacher salary entitlements.
- An increase of \$22.5M Long Service Leave expenses.
- Increased insurance costs totalling \$27.7M.
- An increase of \$18.9M in depreciation and amortisation expenses is predominantly attributable to an increase in departmental assets.
- Increased borrowing costs of \$1.8M.
- A net operating surplus for schools of \$15.6M.
- A reduction in rental and cleaning costs totalling \$10.2M.
- Reduced operating lease costs of \$16.0M.
- A net reduction in vocational education and training grants of some \$7.1M.
- A reduction of \$2.2M representing the net impact of other minor variations

### Assets and Liabilities

Assets: The net increase in assets totalling \$1,728.6M is predominantly comprised of increases in value of land and buildings due to revaluation \$1,581M, accumulated cash balance, accounts receivable and non-current assets.

Liabilities: The net increase of \$69.9M is predominantly comprised of increases in payables and borrowings.

### Cash Flows

Operating Activities: The increase in operating activity expenditure totalling some \$85.2M is predominantly comprised of increases in school based salary costs and insurance premiums.

Investing Activities: The increase in outlays relating to investing activities totalling \$61.5M is predominantly comprised of reduced asset sale proceeds, which are partially offset by a decrease in non-current asset acquisitions.

Financing Activities: Relative to the budget, the decrease in the cash flow from financing activities of \$66.2M predominantly reflects changes in the timing of the repayment of capital works borrowings that are dependant upon the disposal of surplus assets.

## Notes to and Forming Part of the Financial Statements

26. RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
Net cash used on operating activities	580,555	397,741	469,311	313,193
Cash Flows from Government / Appropriations	(8,003,473)	(7,499,506)	(6,822,624)	(6,421,971)
Net Cash Flow GST	7,861	6,201	8,080	4,819
Acceptance by the Crown Entity of employee benefits and other liabilities	(499,514)	(523,171)	(440,212)	(455,258)
Depreciation	(324,763)	(288,465)	(231,068)	(200,771)
Allowance for impairment	(22)	(324)	329	(469)
Increase/(decrease) in prepayments and other Assets	456	(23,395)	23,357	(30,998)
(Increase)/decrease in creditors	(23,795)	(62,394)	(46,011)	(35,118)
Net (loss)/gain on sale of plant and equipment	5,067	3,162	2,234	(1,512)
Donated assets	215	685	--	513
Non-cash revenue/expenditure	--	85	--	85
<b>Net cost of services</b>	<b>(8,257,413)</b>	<b>(7,989,381)</b>	<b>(7,036,604)</b>	<b>(6,827,487)</b>

**27. NON-CASH FINANCING AND INVESTING  
ACTIVITIES**

Assets received by donation	215	685	--	513
Expenses assumed by the Crown Entity	(499,514)	(523,171)	(440,212)	(455,258)
Revenue/expenditure relating to asset value Adjustments	--	85	--	85
	<b>(499,299)</b>	<b>(522,401)</b>	<b>(440,212)</b>	<b>(454,660)</b>

## 28. FINANCIAL INSTRUMENTS

The Department's principal financial instruments are outlined below. These financial instruments arise directly from the Department's operations or are required to finance the Department's operations. The Department does not enter into or trade financial instruments for speculative purposes. The Department does not use financial derivatives.

- (1) *Cash*  
Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11am unofficial cash rate, adjusted for a management fee to NSW Treasury. School balances comprise cash on hand and bank balances held on deposit with the ANZ.
- (2) *Investments – bank*  
These monies are held as investments in fixed interest deposit paying interest rates of 4.6% to 6.9% per annum.
- (3) *Receivables*  
All trade debtors are recognised as amounts receivable at balance date. Collectability of trade debtors is reviewed on an ongoing basis. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the Department will not be able to collect all amounts due. The credit risk is the carrying amount (net of any allowance for impairment). No interest is earned on trade debtors. The carrying amount approximates fair value.
- (4) *Trade Creditors and Accruals*  
The liabilities are recognised for amounts due to be paid in future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If trade terms are not specified, payments is made no later than the end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment. No interest was paid during the year.
- (5) *Treasury advances*  
The Department has received an advance of \$76,149 (\$65,749 in 2005) from NSW Treasury. The Department expects to repay the advance within 12 months out of sale proceeds of properties held for sale.
- (6) *Fair value*  
Financial instruments are carried at (amortised) cost, with the exception of TCorp Hour Glass facilities, which are carried at fair value. However, the fair value of the other classes of financial instruments approximates their carrying value.
- (7) *Bank Overdraft*  
The Department does not have any bank overdraft facilities..

### Interest rate risk

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. The economic entity's exposure to interest rate risk and the weighted average effective interest rate of financial assets and liabilities is as follows:

Economic Entity	Interest Bearing		Non-interest bearing		Total carrying amount as per Balance Sheet	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Financial Assets</b>						
Cash (floating rate)	557,247	424,167	389	391	557,636	424,558
Receivables	--	--	86,224	88,197	86,224	88,197
Deposits with banks	98	95	--	--	98	95
<b>Total Financial Assets</b>	<b>557,345</b>	<b>424,262</b>	<b>86,613</b>	<b>88,588</b>	<b>643,958</b>	<b>512,850</b>
<b>Financial Liabilities</b>						
Payables	--	--	259,626	277,811	259,626	277,812
Loans	159,339	150,072	--	--	159,339	150,072
<b>Total Financial Liabilities</b>	<b>159,339</b>	<b>150,072</b>	<b>259,626</b>	<b>277,811</b>	<b>418,965</b>	<b>427,884</b>
<b>Net Financial Asset / (Liability)</b>	<b>398,006</b>	<b>274,190</b>	<b>(173,013)</b>	<b>(189,223)</b>	<b>224,993</b>	<b>84,966</b>

Weighted average interest rate 4.56% (6.21% in 2005)

Notes to and Forming Part of the Financial Statements

**28 FINANCIAL INSTRUMENTS (continued)**

Parent Entity	Interest Bearing		Non-interest Bearing		Total carrying amount as per Balance Sheet	
	2006	2005	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Financial Assets</b>						
Cash (floating rate)	449,959	349,451	54	60	450,013	349,511
Receivables	--	--	73,766	42,360	73,766	42,360
<b>Total Financial Assets</b>	<b>449,959</b>	<b>349,451</b>	<b>73,820</b>	<b>42,420</b>	<b>523,779</b>	<b>391,871</b>
<b>Financial Liabilities</b>						
Payables	--	--	195,798	189,304	195,798	189,304
Loans	159,339	150,072	--	--	159,339	150,072
<b>Total Financial Liabilities</b>	<b>159,339</b>	<b>150,072</b>	<b>195,798</b>	<b>189,304</b>	<b>355,137</b>	<b>339,376</b>
<b>Net Financial Asset / (Liability)</b>	<b>290,620</b>	<b>199,379</b>	<b>(121,978)</b>	<b>(146,884)</b>	<b>168,642</b>	<b>52,495</b>

Weighted average interest rate 5.02% (6.3% in 2005)

**Credit risk**

Credit risk is the risk of financial loss arising from another party to a contract or financial position failing to discharge a financial obligation thereunder. The economic entity's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the Balance Sheet.

Economic Entity	Government		Banks		Others		Total	
	2006	2005	2006	2005	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Financial Assets</b>								
Cash	--	--	557,247	424,167	389	391	557,636	424,558
Receivables	50,018	46,263	--	--	36,206	41,934	86,224	88,197
Investments – bank	--	--	98	95	--	--	98	95
<b>Total Financial Assets</b>	<b>50,018</b>	<b>46,263</b>	<b>557,345</b>	<b>424,262</b>	<b>36,595</b>	<b>42,325</b>	<b>643,958</b>	<b>512,850</b>

**Parent Entity**

<b>Financial Assets</b>								
Cash	--	--	449,959	349,451	54	60	450,013	349,511
Receivables	31,404	28,676	--	--	42,362	13,684	73,766	42,360
<b>Total Financial Assets</b>	<b>31,404</b>	<b>28,676</b>	<b>449,959</b>	<b>349,451</b>	<b>42,416</b>	<b>13,744</b>	<b>523,779</b>	<b>391,871</b>

Notes to and Forming Part of the Financial Statements

## 29. ADMINISTERED FUNDS (TEACHERS' DEFERRED SALARY SCHEME)

	2006 \$'000	2005 \$'000
Cash balances at the beginning of financial year	14,350	12,692
Add: Receipts (including interest paid by bank)	4,978	6,466
Less: Payments	(3,722)	(4,808)
Cash balance at the end of the financial year	15,606	14,350

The economic entity receives monies in an administration capacity for the Teachers' Deferred Salary (Sabbatical) Scheme. The scheme commenced in DET in 1999 and was introduced to TAFE in 2002.

The purpose of the scheme is to allow teachers to take a one-year sabbatical leave. The participating teachers are required to make regular contributions for a period of four years to the scheme, which is paid into individual bank accounts. In the fifth year, the participating teachers take leave without salary for the period of one year. The funds, which they paid into their accounts together with interest, are then paid to the teachers.

As the economic entity performs only a custodial role in respect of these monies, and because the monies cannot be used for the achievement of the economic entity's own objectives, they are not brought to account in the financial statements. The arrangement also does not constitute a trust between the department and the teachers.

## 30. KEY FINANCIALS OF THE CONTROLLED ENTITIES

The key financials for the controlled entities for the year ended 30 June 2006 are as follows:

	TAFE Commission Division \$'000	AMES \$'000	TAFE \$'000	TAFE Global Pty Ltd \$'000
Total revenues (retained revenue plus Government Contributions)	250,176	47,925	1,517,275	8,045
Total expenditure	250,176	30,843	1,515,471	7,590
Operating surplus / (deficit)	--	17,082	1,804	455
Net assets	--	10,419	2,651,239	2,251
	<b>Proportion of Consolidated Account (in %)</b>			
Total revenues (retained revenue plus Government contributions)	2.7%	0.52%	16.41%	0.08%
Total expenditure	2.8%	0.34%	16.83%	0.09%
Operating surplus / (deficit)	--	7.10%	0.75%	0.19%
Net assets	--	0.07%	15.63%	0.01%

Notes to and Forming Part of the Financial Statements

**30. KEY FINANCIALS OF THE CONTROLLED ENTITIES (Continued)**

The key financials for the controlled entities for the year ended 30 June 2005 were as follows:

	AMES \$'000	TAFE \$'000	TAFE Global Pty Ltd \$'000	Proportion of Consolidated Account		
				AMES	TAFE	TAFE
				%	%	Global Pty Ltd %
Total revenues (retained revenue plus Government contributions)	31,067	1,428,681	6,368	0.36%	16.38%	0.07%
Total expenditure	34,675	1,441,695	6,191	0.40%	16.64%	0.07%
Operating surplus / (deficit)	(3,608)	(13,014)	177	(6.47%)	(23.34%)	0.32%
Net assets	(6,626)	2,365,398	1,905	(0.04%)	15.62%	0.01%

**31. PROVISION FOR SUPERANNUATION**

The economic entity has an obligation for the deferred contribution in respect of the AMES which becomes payable on and after retirement of staff. Contribution is made to the State Superannuation Scheme (SSS), the State Authorities Superannuation Scheme (SASS) and the State Authorities Non Contributory Superannuation Scheme (SANCS). The SAS Trustee Corporation through the fund's actuary, Mercer has determined that prepaid superannuation contributions as at 30 June 2006 for the State Authorities Superannuation Scheme (SASS) the State Authorities Non-Contributory Superannuation Scheme (SANCS) and the State Superannuation Scheme (SSS) was estimated at \$5,451,000 (2005: prepaid superannuation contributions \$6,355,813).

Amounts representing prepaid superannuation contributions are recognised as an asset. Amounts representing unfunded superannuation are recognised as a liability. At balance date, the decrease in prepaid contributions from the previous year has been recognised as superannuation expense.

The 2006 actuarial assessment of gross past service liabilities of SASS, SANCS and SSS is based on the full requirements of AAS25. This requires that a "market determined risk adjusted discount rate" be applied as the valuation rate in the calculation of the value of accrued benefits. A review of the interest rate assumption used in the 2005 valuation has confirmed that the interest rate of 7% per annum remains unchanged for the 2006 employer liability calculations. The assumptions that are applied for 2006 calculations are as follows:

Discount rate	5.9%
Rate of salary increase	4.0% to 2008 and 3.5% thereafter
Rate of CPI increase	2.5%
Expected return on plan assets	7.6%

Notes to and Forming Part of the Financial Statements

## 32. INVESTMENTS AND ASSOCIATES

(a) Details of investments in associates are as follows.

Name	Principal Activities	Balance Date ①	Ownership Interest ②		Investment Carrying Amount ③	
			2006	2005	2006	2005
Adskill Sdn Bhd ④	Vocational Education	31 December	49%	49%	\$160,000	\$160,000

(b) Details of investments in other companies are as follows.

Name	Principal Activities	Balance Date ①	Ownership Interest ②		Investment Carrying Amount ③	
			2006	2005	2006	2005
Access Online Pty Ltd ⑤	Vocational Education	30 June	--	--	--	--
Coffs Harbour Technology Park Ltd	Research, development and education pathways	30 June	33%	33%	\$175,000	\$175,000
Skilling Australia Pty Ltd	Training Provider to Defence Industries	30 June	50%	50%	\$6	\$6

1. This note has been prepared based on the financial statements of Coffs Harbour technology park Ltd for the year ending 30 June 2005 (for 2006) and 30 June 2004 (for 2005); no recent financials are available in respect of the other companies.
2. The Department's ownership interest is a reflection of its voting power for the respective companies.
3. Carrying amounts for investment in these companies is based on cost.
4. Adskill Malaysia has gone into liquidation and the NSW TAFE Commission has made an allowance for impairment to cover its investment in the company during the year.
5. Access Online Pty Ltd had incurred losses in previous years and a provision for diminution of value had occurred. During 2003/04, the company organised a management buy-out of the Department's share at a consideration of \$86,442 of which \$15,624 was paid in cash; the rest was to be paid in service over the next two years. The limit for claiming such service has since expired and the Department has no further claim against the company.

In addition, the Department is involved in a small number of joint ventures, which are not material.

## 33. IMPACT OF ADOPTION OF AEIFRS

The Department has applied the AEIFRS for the first time in the 2005/06 financial report. The key areas where changes in accounting policies have impacted the financial report are discussed below. Some of these impacts arise because AEIFRS requirements are different from previous AASB requirements (AGAAP). Other impacts arise from options in AEIFRS that were not available or not applied under previous AGAAP. The Department has adopted the options mandated by NSW Treasury for all NSW public sector agencies. The impacts below reflect NSW Treasury's mandates and policy decisions.

Notes to and Forming Part of the Financial Statements

### 33. IMPACT OF ADOPTION OF AEIFRS (Continued)

The impacts of adopting AEIFRS on total equity and surplus/ (deficit) as reported under previous AGAAP are shown below. There are no material impacts on the Department's cash flows.

#### (a) Reconciliations – 1 July 2004 to 30 June 2005

Reconciliation of equity under previous Accounting Standards (AGAAP) to equity under AEIFRS:			
		30 Jun 05**	1 Jul 04*
	Notes	\$000	\$000
<b>Total equity under previous AGAAP</b>		15,158,265	15,095,104
<b>Adjustments to accumulated funds</b>	22		
Defined benefit superannuation adjustment for change in discount rate by the controlled entity AMES***		(14,918)	(7,474)
<b>Total equity under AEIFRS</b>		<b>15,143,347</b>	<b>15,087,630</b>

\*=adjustments as at the date of transition

\*\*=cumulative adjustments as at date of transition plus the year ended 30 June 05

Reconciliation of surplus/ (deficit) under AGAAP to surplus/ (deficit) under AEIFRS:		
Year ended 30 June 2005	Notes	\$000
<b>Surplus/ (deficit) under previous AGAAP</b>		63,209
Defined benefit superannuation adjustment for change in discount rate by the controlled entity AMES***	22	(7,444)
<b>Surplus/ (deficit) under AEIFRS</b>		<b>55,765</b>

Based on the above, application of AEIFRS in 2004/05, has increased the Net Cost of Service from \$7,981,937 to \$7,989,381.

#### Notes to tables above

\*\*\* AASB 119 *Employee Benefits* requires the defined benefit superannuation obligation to be discounted using the government bond rate as at each reporting date, rather than the long-term expected rate of return on plan assets. This has increased the superannuation liability of AMES, a controlled entity, reduced opening accumulated funds and increased the annual superannuation expense. During 2004-05, the long-term bond rate fell by nearly one per cent, resulting in a significant increase in the superannuation liability and expense.

#### (b) Financial Instruments – 1 July 2005 first time adoption impacts

As discussed in Note 1 (ac), the comparative information for financial instruments has not been restated and is presented in accordance with previous AGAAP. AASB 132 and AASB 139 have been applied from 1 July 2005.

There is no 1 July 2005 AEIFRS opening equity adjustment to the Department for the adoption of AASB 132 / AASB 139.

Notes to and Forming Part of the Financial Statements

### 33. IMPACT OF ADOPTION OF AEIFRS (Continued)

#### (c) Grant recognition

As a not-for-profit entity, the Department has applied the requirements in AASB 1004 *Contributions* regarding contributions of assets (including grants) and forgiveness of liabilities. There are no differences in the recognition requirements between the new AASB 1004 and the previous AASB 1004. However, the new AASB 1004 may be amended by proposals in Exposure Draft (ED) 125 *Financial Reporting by Local Governments and ED 147 Revenue from Non-Exchange Transactions (including Taxes and Transfers)*. If the ED 125 and ED 147 approach is applied, revenue and/or expense recognition will not occur until either the Department supplies the related goods and services (where grants are in-substance agreements for the provision of goods and services) or until conditions are satisfied. ED 125 and ED 147 may therefore delay revenue recognition compared with AASB 1004, where grants are recognised when controlled. However, at this stage, the timing and dollar impact of these amendments is uncertain.

### 34. AFTER BALANCE DATE EVENTS

Subsequent to 30 June 2006 a meeting of the Board of Directors of TAFE Global Pty Limited, a wholly owned subsidiary of TAFE Commission, noted the shareholders' intention to establish a single new integrated International Business Office within the Department to manage international business activities, including the functions currently performed by TAFE Global Pty Limited.

Apart from the above, there has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the Department, the results of those operations or the state of affairs of the Department in subsequent financial years.

**End of Audited Financial Statements**

## TECHNICAL AND FURTHER EDUCATION COMMISSION



GPO BOX 12  
Sydney NSW 2001

## INDEPENDENT AUDIT REPORT

## New South Wales Technical and Further Education Commission

To Members of the New South Wales Parliament

## Audit Opinion

In my opinion, the financial report of the New South Wales Technical and Further Education Commission (the Commission):

- presents fairly the Commission's and the consolidated entity's (defined below) financial position as at 30 June 2006 and its performance for the year ended on that date, in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia, and
- complies with section 45E of the *Public Finance and Audit Act 1983* (the Act) and the *Public Finance and Audit Regulation 2005*.

My opinion should be read in conjunction with the rest of this report.

## Scope

*The Financial Report and the Managing Director's Responsibility*

The financial report comprises the balance sheets, income statements, statements of changes in equity, cash flow statements and accompanying notes to the financial statements for the Commission and the consolidated entity, for the year ended 30 June 2006. The consolidated entity comprises the Commission and the entities it controlled during the financial year.

The Managing Director of the Commission is responsible for the preparation and true and fair presentation of the financial report in accordance with the Act. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

*Audit Approach*

I conducted an independent audit in order to express an opinion on the financial report. My audit provides *reasonable assurance* to Members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing Standards and statutory requirements, and I:

- assessed the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the Managing Director in preparing the financial report, and
- examined a sample of evidence that supports the amounts and disclosures in the financial report.

An audit does *not* guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that the Managing Director had not fulfilled his reporting obligations.

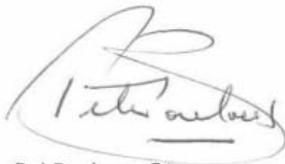
My opinion does *not* provide assurance:

- about the future viability of the Commission or its controlled entities,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

### Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements. The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.



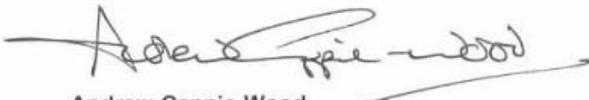
P J Boulous, CA  
Director, Financial Audit Services

SYDNEY  
22 September 2006

**Start of Audited Financial Statements****TECHNICAL AND FURTHER EDUCATION COMMISSION****Financial Statements****For the year ended 30 June 2006****STATEMENT BY THE MANAGING DIRECTOR OF THE TECHNICAL AND FURTHER EDUCATION  
COMMISSION**

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act, 1983, the Financial Reporting Code for Budget Dependent General Government Sector Agencies, the applicable clauses of the Public Finance and Audit Regulation 2005 and the Treasurer's Directions.
2. The statements exhibit a true and fair view of the financial position and transactions of the Commission and its controlled entities.
3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



**Andrew Cappie-Wood**  
**MANAGING DIRECTOR OF TAFE NSW**  
**DIRECTOR-GENERAL OF EDUCATION AND TRAINING**

## Operating Statement for the Year Ended 30 June 2006

	Notes	Economic Entity		Parent Entity	
		Actual 2006 \$'000	Actual 2005 \$'000	Actual 2006 \$'000	Actual 2005 \$'000
<b>Expenses excluding losses</b>					
Operating expenses					
Employee related	2(a)	1,094,406	1,065,282	840,401	1,062,870
Other operating expenses	2(b)	358,481	293,333	580,978	290,865
Depreciation and amortisation	2(c)	93,673	87,670	93,620	87,620
Grants and subsidies	2(d)	--	351	--	351
<b>Total Expenses excluding losses</b>		<b>1,546,560</b>	<b>1,446,636</b>	<b>1,514,999</b>	<b>1,441,706</b>
Less:					
<b>Revenue</b>					
Sale of goods and services	3(a)	274,141	246,250	267,917	241,144
Investment revenue	3(b)	2,677	4,228	2,677	4,228
Grants and contributions	3(c)	25,571	29,205	25,571	29,205
Other revenue	3(d)	3,911	3,980	4,359	3,980
<b>Total Revenue</b>		<b>306,300</b>	<b>283,663</b>	<b>300,524</b>	<b>278,557</b>
<b>Gain / (loss) on disposal</b>	4	2,841	4,675	2,841	4,675
<b>Other gains/(losses)</b>	5	(473)	11	(473)	11
		<b>2,368</b>	<b>4,686</b>	<b>2,368</b>	<b>4,686</b>
<b>Net Cost of Services</b>	19	<b>1,237,892</b>	<b>1,158,287</b>	<b>1,212,107</b>	<b>1,158,463</b>
<b>Government Contributions Through Parent</b>					
Recurrent		1,097,049	954,387	1,097,049	954,387
Capital		83,800	65,173	83,800	65,173
Acceptance by the Crown Entity of employee benefits and other liabilities	6	59,303	125,889	33,063	125,889
<b>Total Government Contributions Through Parent</b>		<b>1,240,152</b>	<b>1,145,449</b>	<b>1,213,912</b>	<b>1,145,449</b>
<b>SURPLUS / (DEFICIT) FOR THE YEAR</b>		<b>2,260</b>	<b>(12,838)</b>	<b>1,805</b>	<b>(13,014)</b>

The accompanying notes form part of these financial statements.

## Statement of Changes in Equity for the Year Ended 30 June 2006

	Notes	Economic Entity		Parent Entity	
		Actual	Actual	Actual	Actual
		2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
Net increase/(decrease) in property, plant and equipment asset revaluation reserve		286,321	--	286,321	--
<b>TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY</b>		286,321	--	286,321	--
Surplus/(Deficit) for the Year		2,260	(12,838)	1,805	(13,014)
<b>TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR</b>	16	<b>288,581</b>	<b>(12,838)</b>	<b>288,126</b>	<b>(13,014)</b>

The accompanying notes form part of these financial statements.

## Balance Sheet as at 30 June 2006

	Notes	Economic Entity		Parent Entity	
		Actual	Actual	Actual	Actual
		2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>ASSETS</b>					
<b>Current Assets</b>					
Cash and cash equivalents	7	103,061	73,159	102,472	72,502
Receivables	8	39,882	43,238	36,744	41,026
Other financial assets	9	5	5	5	5
Non-Current assets held for sale	12	14,306	3,150	14,306	3,150
<b>Total Current Assets</b>		<b>157,254</b>	<b>119,552</b>	<b>153,527</b>	<b>116,683</b>
<b>Non-Current Assets</b>					
Other financial assets	9				
Equity accounted		160	160	160	160
Other		303	328	2,268	2,264
Property, plant and equipment	10				
- Land and buildings		2,560,535	2,300,458	2,560,535	2,300,458
- Plant and equipment		66,123	60,139	66,061	60,057
Total property, plant and equipment		2,626,658	2,360,597	2,626,596	2,360,515
Intangible assets	11	18,940	21,838	18,940	21,838
<b>Total Non-Current Assets</b>		<b>2,646,061</b>	<b>2,382,923</b>	<b>2,647,964</b>	<b>2,384,777</b>
<b>Total Assets</b>		<b>2,803,315</b>	<b>2,502,475</b>	<b>2,801,491</b>	<b>2,501,460</b>
<b>LIABILITIES</b>					
<b>Current Liabilities</b>					
Payables	14	127,184	90,173	150,253	89,129
Provisions	15	23,955	46,087	--	46,022
<b>Total Current Liabilities</b>		<b>151,139</b>	<b>136,260</b>	<b>150,253</b>	<b>135,151</b>
<b>Non-Current Liabilities</b>					
Provisions	15	687	912	--	912
<b>Total Non-Current Liabilities</b>		<b>687</b>	<b>912</b>	<b>--</b>	<b>912</b>
<b>Total Liabilities</b>		<b>151,826</b>	<b>137,172</b>	<b>150,253</b>	<b>136,063</b>
<b>Net Assets</b>		<b>2,651,489</b>	<b>2,365,303</b>	<b>2,651,238</b>	<b>2,365,397</b>
<b>EQUITY</b>					
Reserves	16	1,083,904	810,729	1,083,904	810,729
Accumulated funds		1,554,307	1,552,469	1,554,056	1,552,563
Amounts recognised in equity relating to assets held for sale	12	13,278	2,105	13,278	2,105
<b>Total Equity</b>		<b>2,651,489</b>	<b>2,365,303</b>	<b>2,651,238</b>	<b>2,365,397</b>

The accompanying notes form part of these financial statements.

**Cash Flow Statement for the Year Ended 30 June 2006**

	Notes	Economic Entity		Parent Entity	
		Actual	Actual	Actual	Actual
		2006	2005	2006	2005
		\$'000	\$'000	\$'000	\$'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>					
<b>Payments</b>					
Employee related		(1,062,971)	(979,560)	(885,387)	(977,132)
Grants and subsidies		--	(351)	--	(351)
Other		(356,486)	(327,818)	(529,327)	(324,136)
<b>Total Payments</b>		<b>(1,419,457)</b>	<b>(1,307,729)</b>	<b>(1,414,714)</b>	<b>(1,301,619)</b>
<b>Receipts</b>					
Sale of goods and services		283,658	246,181	278,521	240,452
Interest received		2,677	4,228	2,677	4,228
Other		60,808	63,612	61,236	63,217
<b>Total Receipts</b>		<b>347,143</b>	<b>314,021</b>	<b>342,434</b>	<b>307,897</b>
<b>Cash Flows From Government Through Parent</b>					
Recurrent		1,097,049	954,387	1,097,049	954,387
Capital		83,800	65,173	83,800	65,173
Cash reimbursements from the Crown Entity		--	57,975	--	57,975
<b>Net Cash Flows from Government</b>	19	<b>1,180,849</b>	<b>1,077,535</b>	<b>1,180,849</b>	<b>1,077,535</b>
<b>NET CASH FLOWS FROM OPERATING ACTIVITIES</b>					
	19	<b>108,535</b>	<b>83,827</b>	<b>108,569</b>	<b>83,813</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>					
Proceeds from sale of Land and Buildings, Plant and Equipment and Infrastructure Systems		6,522	11,746	6,523	11,746
Proceeds from sale of investments		--	8	--	8
Purchases of Land and Buildings, Plant and Equipment and Infrastructure Systems		(85,151)	(76,773)	(85,118)	(76,756)
Purchases of investments		(4)	(5)	(4)	(5)
<b>NET CASH FLOWS FROM INVESTING ACTIVITIES</b>		<b>(78,633)</b>	<b>(65,024)</b>	<b>(78,599)</b>	<b>(65,007)</b>
<b>NET INCREASE/(DECREASE) IN CASH</b>					
Opening cash and cash equivalents		73,159	54,356	72,502	53,696
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	7	<b>103,061</b>	<b>73,159</b>	<b>102,472</b>	<b>72,502</b>

The accompanying notes form part of these financial statements.

## Notes to and Forming Part of the Financial Statements

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### (a) Reporting Entity

The Technical and Further Education Commission (the "Commission"), as a reporting entity, is a budget dependent agency responsible for the provision of technical and further education within NSW.

The economic entity comprises the Commission (Parent Entity), TAFE Commission Division (assigned to the Commission) and TAFE Global Pty Ltd, a proprietary company undertaking commercial activities relating to vocational education and training.

TAFE Commission Division was established on 17 March 2006 under the Public Sector Employment Legislation Amendment Act 2006. Under this Act, employees of the Commission became the employees of the Government of New South Wales in the service of the Crown. The Commission cannot employ staff and the TAFE Commission Division, a special purpose service entity, will provide the teaching, educational and Institute Management staff of the Commission while the Commission's requirements of administrative staff will be provided by its parent, the Department of Education and Training (DET).

The Commission is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.

Note 23 sets out the expenses/provisions transferred out of TAFE Commission to TAFE Commission Division and DET and a calculated aggregate to arrive at figures comparable with those of the parent as it was in 2005.

In the process of preparing the consolidated financial report for the economic entity consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.

The reporting entity is consolidated as part of the NSW Total State Sector Accounts.

This consolidated financial report for the year ended 30 June 2006 has been authorised for issue by the Managing Director on the 18<sup>th</sup> of September 2006.

#### (b) Basis of Preparation

The Commission's financial report is a general-purpose financial report, which has been prepared on an accrual basis in accordance with:

- applicable Australian Accounting Standards (which include Australian equivalents to International Financial reporting Standards (AEIFRS));
- the requirements of the Public Finance and Audit Act and Regulation; and
- the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies or issued by the Treasurer.

Property, plant and equipment, investment property, assets (or disposal groups) held for sale and financial assets at 'fair value through profit or loss' and available for sale are measured at fair value. Other financial report items are prepared in accordance with the historical cost convention.

Judgements, key assumptions and estimations management has made are disclosed in the relevant notes to the financial report.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

#### (c) Statement of Compliance

The consolidated and parent entity financial statements and notes comply with Australian Accounting Standards, which include AEIFRS. This is the first financial report prepared based on AEIFRS and comparatives for the year ended 30 June 2005 have been restated accordingly, except as stated below.

## Notes to and forming part of the Financial Statements

In accordance with AASB 1 *First-time Adoption of Australian Equivalents to International Financial Reporting Standards* and Treasury Mandates, the date of transition to AASB 132 *Financial Instruments: Disclosure and Presentation* and AASB 139 *Financial Instruments: Recognition and Measurement* has been deferred to 1 July 2005. As a result, comparative information for these two Standards is presented under the previous Australian Accounting Standards which applied to the year ended 30 June 2005. The basis used to prepare the 2004/05 comparative information for financial instruments under previous Australian Accounting Standards is discussed in Note 1 (ab) below. The financial instrument accounting policies for 2005/06 are specified in Notes 1(t)-(z) below.

Reconciliations of AEIFRS equity and surplus or deficit for 30 June 2005 to the balances reported in the 30 June 2005 financial report are detailed in Note 23. This note also includes separate disclosure of the 1 July 2005 equity adjustments arising from the adoption of AASB 132 and AASB 139.

(d) *Treasury exemptions*

The Commission obtained Treasurer's exemptions from the following requirements:

- to prepare a Summary of Compliance with Financial Directives under the Treasurer's Financial Reporting Code for Budget Dependent General Government Sector Agencies.
- to disclose budget figures as required by the Financial Reporting Code for Budget Dependent General Government Sector Agencies.

(e) *Income Recognition*

Income is measured at the fair value of the consideration or contribution received or receivable. Additional comments regarding the accounting policies for the recognition of income are discussed below.

## (i) Government Contributions and Contributions from other Bodies

Government contributions and contributions from other bodies (including grants and donations) are generally recognised as income when the Commission obtains control over the assets comprising the contributions. Control over contributions is normally obtained upon the receipt of cash.

## (iii) Revenue – Sale of goods

Revenue from the sale of goods is recognised as revenue when the Commission transfers the significant risks and rewards of ownership of the assets.

## (iii) Revenue – Rendering of services

Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date). Student administration charges are recognised as revenue at the time of collection.

## (iv) Investment revenue

Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*. Rental revenue is recognised in accordance with AASB 117 *Leases* on a straight-line basis over the lease term. Royalty revenue is recognised in accordance with AASB 118 *Revenue* on an accrual basis in accordance with the substance of the relevant agreement. Dividend revenue is recognised in accordance with AASB 118 when the agency's right to receive payment is established.

## (v) Asset Sales

The gross proceeds of asset sales are included as revenue of the Commission. The profit or loss on disposal of assets is brought to account at the date an unconditional contract of sale is signed.

## (vi) Lease rental income

A vacant block of land at Bondi Junction owned by the Commission was leased to a third party for a period of 99 years on 30 September 2002. The title to the land which is the subject of the lease has been retained and will not pass to the lessee on the termination of the lease. The fair value of the land has been recorded at the minimum valuation of \$0.005M in accordance with the Commission's Asset Capitalisation Policy.

In accordance with Accounting Standard AASB 117 *Leases*, the upfront payment received in respect of the granting of the lease has been retrospectively treated as prepaid lease payments and will be amortised on a straight-line basis over the lease term.

## (vii) Other Revenue

Other revenues are recognised as they accrue.

## Notes to and Forming Part of the Financial Statements

### (f) *Employee Benefits and other provisions*

#### (i) Salaries and Wages, Annual Leave, Sick Leave and On-Costs

Liabilities for wages and salaries (including non-monetary benefits), annual leave and paid sick leave that falls due wholly within 12 months of the reporting date are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amount expected to be paid when the liabilities are settled.

Unused non-vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the entitlements accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.

#### (ii) Long Service Leave and Superannuation

The Commission's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The Commission accounts for the liability as having been extinguished resulting in the amount assumed being shown as part of the non-monetary revenue item described as "Acceptance by the Crown Entity of Employee Benefits and other Liabilities". Prior to 2005/06 the Crown Entity also assumed the defined contribution superannuation liability.

Long service leave is measured at present value in accordance with AASB119 *Employee Benefits*. This is based on the application of certain factors (specified in NSW Treasury Circular 06/09) to employees with 5 or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salary. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

#### (iv) Other Provisions

Other provisions exist when: the Commission has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.

Any provisions for restructuring are recognised only when the Commission has a detailed formal plan and the Commission has raised a valid expectation in those affected by the restructuring that it will carry out the restructuring by starting to implement the plan or announcing its main features to those affected.

### (g) *Borrowing Costs*

Borrowing costs are recognised as expenses in the period in which they are incurred, in accordance with Treasury's Mandate to general government sector agencies.

### (h) *Insurance*

The Commission's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past claim experience.

### (i) *Accounting for the Goods and Services Tax (GST)*

Revenues, expenses and assets are recognised net of the amount of GST, except where:

- the amount of GST incurred by the Commission as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense.
- receivables and payables are stated with the amount of GST included.

Cash flows are being included in the Cash Flow Statement on a "gross basis" in accordance with UIG 1031.

## Notes to and forming part of the Financial Statements

*(j) Acquisition of Assets*

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Commission. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Fair value is the amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction.

Where payment for an item is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e. deferred payment amount is effectively discounted at an asset-specific rate.

*(k) Capitalisation Thresholds*

Property, plant and equipment costing \$5,000 and above individually (or forming part of a network costing more than \$5,000) are capitalised. Intangible assets (software) have a capitalisation threshold of \$50,000.

*(l) Revaluation of Property, Plant and Equipment*

Physical non-current assets are valued in accordance with the "Valuation of Physical Non-Current Assets at Fair Value" Policy and Guidelines Paper (TPP 05-03). This policy adopts fair value in accordance with AASB 116 *Property, Plant and Equipment* and AASB 140 *Investment Property*.

Property, plant and equipment is measured on an existing use basis, where there are no feasible alternative uses in the existing natural, legal, financial and socio-political environment. However, in the limited circumstances where there are feasible alternative uses, assets are valued at their highest and best use.

Fair value of property, plant and equipment is determined based on the best available market evidence, including current market selling prices for the same or similar assets. Where there is no available market evidence, the asset's fair value is measured at its market buying price, the best indicator of which is depreciated replacement cost.

Work in progress have been shown at cost to date. Building construction projects are classified as works in progress until the projects have been completed and become available for use by the economic entity. Work in progress accounts also include costs associated with the acquisition of land before settlement.

The Commission revalues each class of property, plant and equipment at least every five years or with sufficient regularity to ensure that the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The last such revaluation was completed on 30 June 2003 and was based on an independent assessment.

A notional revaluation of land and buildings is reflected in the Balance Sheet as at 30 June 2006 based on valuation factors supplied by the Department of Commerce, Property Valuation Services. These factors are based on written down replacement costs on an existing use basis with appropriate allowances for regional considerations. A full revaluation of land and buildings is scheduled prior to 30 June 2007.

When revaluing non-current assets by reference to current prices for assets newer than those being revalued (adjusted to reflect the present condition of the assets), the gross amount and the related accumulated depreciation are separately restated.

For other assets, any balances of accumulated depreciation at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are then increased or decreased by the revaluation increments or decrements.

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the surplus/deficit, the increment is recognised immediately as revenue in the surplus / deficit.

Revaluation decrements are recognised immediately as expenses in the surplus / deficit, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

As a not-for-profit entity revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation reserve in respect of that asset is transferred to accumulated funds.

## Notes to and forming part of the Financial Statements

### (m) *Impairment of Property, Plant and Equipment*

As a not-for-profit entity with no cash generating units, the Commission is effectively exempted from AASB 136 *Impairment of Assets* and impairment testing. This is because AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and depreciated replacement cost. This means that, for an asset already measured at fair value, impairment can only arise if selling costs are material. Selling costs are regarded as immaterial.

### (n) *Depreciation of Property, Plant and Equipment*

Depreciation is provided for on a straight-line basis for all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the Commission. Land is not a depreciable asset.

All material separately identifiable component assets are recognised and depreciated over their shorter useful lives.

The rates of depreciation adopted were:

Buildings and Leasehold Improvements	1.43% to 33.3%
Plant and Equipment	3.30% to 33.3%
Computer Hardware	6.66% to 33.3%

### (o) *Major Inspection Costs*

When each major inspection is performed, the labour cost of performing major inspections for faults is recognised in the carrying amount of an asset as a replacement of a part, if the recognition criteria are satisfied.

### (p) *Restoration Costs*

The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.

### (q) *Maintenance*

Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated. Building alterations, repairs and renewals costing up to \$50,000 are expensed as maintenance and repairs.

### (r) *Leased Assets*

Operating lease payments are charged to the Operating Statement in the periods in which they are incurred.

### (s) *Intangible Assets*

The Commission recognises intangible assets only if it is probable that future economic benefits will flow to the Commission and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.

All research costs are expensed. Development costs are only capitalised when certain criteria are met. The useful lives of intangible assets are assessed to be finite.

Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the Commission's intangible assets, the assets are carried at cost less any accumulated amortisation.

The Commission's intangible assets are amortised using the straight-line method over a period of 5 years.

In general, intangible assets are tested for impairment where an indicator of impairment exists. However, as a not-for-profit entity with no cash generating units, the Commission is effectively exempted from impairment testing (refer para (m)).

### (t) *Loans and Receivables – Year ended 30 June 2006 (refer Note 1(ab) for 2004/05 policy)*

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. The financial assets are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method, less an allowance for any impairment of receivables. Any changes are accounted for in the Operating Statement when impaired, derecognised or through the amortisation process.

Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

## Notes to and forming part of the Financial Statements

*(u) Investments – Year ended 30 June 2006 (refer Note 1(ab) for 2004/05 policy)*

Investments are initially recognised at fair value plus, in the case of investments not at fair value through profit or loss, transaction costs. The Commission determines the classification of its financial assets after initial recognition and, when allowed, and appropriate, re-evaluates this at each financial year end.

*Fair value through profit or loss* - The Commission subsequently measures investments classified as “held for trading” or designated “at fair value through profit or loss” at fair value. Financial assets are classified as “held for trading” if they are acquired for the purpose of selling in the near term. Gains or losses on these assets are recognised in the Operating Statement.

*Held to maturity investments* - Non-derivative financial assets with fixed or determinable payments and fixed maturity that the Commission has the positive intention and ability to hold to maturity are classified as “held to maturity”. These investments are measured at amortised cost using the effective interest method. Changes are recognised in the Operating Statement when impaired, derecognised or through the amortisation process.

*Available for sale investments* - Any residual investments that do not fall into any other category are accounted for as available for sale financial assets and measured at fair value directly in equity until disposed or impaired at which time the cumulative gain or loss previously recognised in equity is recognised in the Operating Statement. However, interest calculated using the effective interest method and dividends are recognised in the Operating Statement.

Purchases or sales of investments under contract that require delivery of the asset within the timeframe established by convention or regulation are recognised on the trade date i.e. the date the Commission commits itself to purchase or sell the asset.

The fair value of investments that are traded at fair value in an active market is determined by reference to quoted current bid prices at the close of business on the balance sheet date.

*(v) Impairment of financial assets*

All financial assets, except those measured at fair value through profit or loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the Commission will not be able to collect all amounts due.

*(w) Non-current Assets (or disposal groups) held for sale*

The Commission has certain non-current assets (or disposal groups) classified as held for sale, where their carrying amount will be recovered principally through a sale transaction, not through continuing use. Non-current assets (or disposal groups) held for sale are recognised at the lower of carrying amount and fair value less costs to sell. These assets are not depreciated while they are classified as held for sale.

*(x) Inventories*

The Commission holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as it is acquired. The Commission does not capitalise inventories, as holdings are high turnover items that are characterised by low stock levels that are not of a material nature.

*(y) Payables – Year ended 30 June 2006 (refer Note 1 (ab) for 2004/05 policy)*

These amounts represent liabilities for goods and services provided to the Commission and other amounts. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

*(z) Borrowings – Year ended 30 June 2006 (refer Note 1(ab) for 2004/05 policy)*

Loans are not held for trading or designated at fair value through profit and loss and are recognised at amortised cost using the effective interest method. Gains or losses are recognised in the Operating Statement on derecognition.

The finance lease liability is determined in accordance with AASB 17 *Leases*.

*(aa) Comparative Information*

Comparative figures have been restated based on AEIFRS with the exception of financial instruments information, which has been prepared under the previous AGAAP Standard (AAS 33) as permitted by AASB 1.36A (refer para (24(b)) below). The transition date to AEIFRS for financial instruments information was 1 July 2005. The impact of adopting AASB 132 / 139 is further discussed in Note 24.

Notes to and forming part of the Financial Statements

(ab) *Financial instruments accounting policy for 2004/05 comparative period*

*Investment income*

Interest revenue is recognised as it accrues. Dividend revenue is recognised when the Commission's right to receive payment is established.

*Receivables*

Receivables are recognised and carried at cost, based on the original invoice amount less a provision for any uncollectible debts. An estimate for doubtful debts is made when the collection of the full amount is no longer probable. Bad debts are written off as incurred.

*Other Financial Assets*

"Other financial assets" are generally recognised at cost.

*Payables*

These amounts represent liabilities for goods and services provided to the Commission and other amounts, including interest. Interest is accrued over the period it becomes due.

(ac) *Funds not included in the Financial Statements*

The Commission performs a custodial role in respect of funds collected and held in bank accounts operated by the Commission staff on behalf of student associations. These funds are of a restrictive nature and cannot be used for the achievement of the Commission's own objectives. They are therefore not included within the Commission's financial statements.

(ad) *Conditions on contributions*

Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. Examples of such conditions are the requirements to provide annual acquittals of expenditure or to return unspent funds at the end of a specific period.

(ae) *Address of the registered office*

The registered address of the New South Wales Technical and Further Education Commission is 35 Bridge Street, Sydney NSW 2000.

## Notes to and forming part of the Financial Statements

2. EXPENSES EXCLUDING LOSSES	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
(a) Employee related expenses				
Salaries and wages (including recreation leave) *	887,734	860,599	676,212	858,290
Superannuation – defined benefits plans	30,744	31,935	9,972	31,832
Superannuation – defined contribution plans	60,530	57,975	60,444	57,975
Long service leave	26,335	30,880	20,867	30,880
Workers' compensation insurance	24,543	14,901	20,405	14,901
Payroll tax and fringe benefits tax	60,999	59,190	48,980	59,190
Other	3,521	9,802	3,521	9,802
	<b>1,094,406</b>	<b>1,065,282</b>	<b>840,401</b>	<b>1,062,870</b>
* An amount of \$0.569M (\$1.264M in 2005) representing salaries expended in relation to the TAFE Online project was capitalised during the year and therefore excluded from the above. The TAFE NSW Online project is an information/communication rich electronic environment where teachers and other staff are provided with the skills and resources to support and guide students in their online and offline learning.				
(b) Other operating expenses include the following:				
Auditor's remuneration				
audit or review of the financial reports	512	501	491	484
Operating lease rental expense – minimum lease payments	1,906	4,802	1,605	4,569
Maintenance*	36,735	41,803	36,735	41,803
Insurance	5,616	5,246	5,616	5,246
Cleaning	29,914	30,070	29,914	30,064
Service expenses	134,362	55,107	359,147	55,507
Minor stores, provisions, plant and computing	94,274	102,663	94,247	102,298
Travel and motor vehicle expenses	14,999	13,382	13,636	12,295
Utilities	29,255	27,352	29,150	27,257
Other	10,908	12,407	10,437	11,342
	<b>358,481</b>	<b>293,333</b>	<b>580,978</b>	<b>290,865</b>
* <i>Reconciliation – Total maintenance</i> Maintenance expense – contracted labour and other (non-employee related), as above				
	36,735	41,803	36,735	41,803
Total maintenance expenses included in Note 2(b)	36,375	41,803	36,375	41,803
(c) Depreciation and amortisation expense				
Depreciation				
Land and Buildings	75,161	73,008	75,161	73,008
Plant and Equipment	14,037	14,200	13,984	14,150
	<b>89,198</b>	<b>87,208</b>	<b>89,145</b>	<b>87,158</b>
Amortisation				
Intangibles	4,475	462	4,475	462
	<b>93,673</b>	<b>87,670</b>	<b>93,620</b>	<b>87,620</b>

Notes to and forming part of the Financial Statements

2. EXPENSES EXCLUDING LOSSES (Contd)	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
(d) Grants and subsidies				
Scholarships	--	351	--	351
	<b>--</b>	<b>351</b>	<b>--</b>	<b>351</b>
<b>3. REVENUE</b>				
(a) Rendering of services				
Administration charges	72,265	68,279	72,265	68,279
Fees for services	169,750	148,338	162,379	142,696
Course projects and materials	8,495	6,844	8,495	6,844
Other	23,631	22,789	24,778	23,325
	<b>274,141</b>	<b>246,250</b>	<b>267,917</b>	<b>241,144</b>
(b) Investment revenue				
Interest	2,677	4,228	2,677	4,228
	<b>2,677</b>	<b>4,228</b>	<b>2,677</b>	<b>4,228</b>
(c) Grants and contributions				
Other Public Sector agencies	24,763	28,326	24,763	28,326
Asset contributions (free assets or contributions to assets)	215	172	215	172
Donations and industry contributions	593	707	593	707
	<b>25,571</b>	<b>29,205</b>	<b>25,571</b>	<b>29,205</b>
(d) Other revenue				
Other	3,911	3,980	4,359	3,980
	<b>3,911</b>	<b>3,980</b>	<b>4,359</b>	<b>3,980</b>
<b>4. GAIN / (LOSS) ON DISPOSAL</b>				
Gain / (loss) on disposal of land and buildings				
Proceeds from disposal	301	9,217	301	9,217
Written down value of assets disposed	(1,192)	(4,542)	(1,192)	(4,542)
Net gain / (loss) on disposal of land and buildings	(891)	4,675	(891)	4,675
Gain / (loss) on disposal of non-current assets held for sale				
Proceeds from disposal	6,222	2,528	6,222	2,528
Written down value of non-current assets held for sale disposed	(2,490)	(2,528)	(2,490)	(2,528)
Net gain/(loss) on disposal of non-current assets held for sale	3,732	--	3,732	--
Gain/(loss) on disposal	<b>2,841</b>	<b>4,675</b>	<b>2,841</b>	<b>4,675</b>

Notes to and forming part of the Financial Statements

	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>5. OTHER GAINS/(LOSSES)</b>				
Impairment of receivables	(473)	11	(473)	11
	<b>(473)</b>	<b>11</b>	<b>(473)</b>	<b>11</b>

**6. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES**

The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:

Superannuation	30,744	89,807	9,972	89,807
Long service leave	26,335	30,880	20,867	30,880
Payroll tax	2,224	5,202	2,224	5,202
	<b>59,303</b>	<b>125,889</b>	<b>33,063</b>	<b>125,889</b>

**7. CURRENT ASSETS – CASH AND CASH EQUIVALENTS**

Cash at bank and on hand *	103,061	73,159	102,472	72,502
	<b>103,061</b>	<b>73,159</b>	<b>102,472</b>	<b>72,502</b>

\* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdraft.

Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:

Cash and cash equivalents (per Balance Sheet)	103,061	73,159	102,472	72,502
Closing cash and cash equivalents (per Cash Flow Statement)	<b>103,061</b>	<b>73,159</b>	<b>102,472</b>	<b>72,502</b>

**8. CURRENT / NON-CURRENT ASSETS – RECEIVABLES**

Current:				
Sale of goods and services	25,377	22,075	23,510	21,062
Less: allowance for impairment	(1,914)	(1,568)	(1,688)	(1,341)
Other debtors	11,758	19,578	11,753	19,556
Prepayments	379	108	379	74
Accrued income	4,282	3,045	2,790	1,675
	<b>39,882</b>	<b>43,238</b>	<b>36,744</b>	<b>41,026</b>

Notes to and forming part of the Financial Statements

## 9. CURRENT/NON-CURRENT ASSETS – OTHER FINANCIAL ASSETS

(a) Details of investments of parent in associates are as follows.

Name	Principal Activities	Balance Date ①	Ownership Interest ②		Investment Carrying Amount ③	
			2006	2005	2006	2005
Adskill Sdn Bhd ④	Vocational Education	31 December	49%	49%	\$160,000	\$160,000

(b) Details of investments of parent in other companies are as follows.

Name	Principal Activities	Balance Date ①	Ownership Interest ②		Investment Carrying Amount ③	
			2006	2005	2006	2005
Coffs Harbour Technology Park Ltd	Research, Development and Education Pathways	30 June	33%	33%	\$175,000	\$175,000
Skilling Australia Pty Ltd	Training Provider to Defence Industries	30 June	50%	50%	\$6	\$6

- 1) This note has been prepared based on the financial statements of Coffs Harbour Technology Park Ltd for the years ending 30 June 2005 (for 2006) and 30 June 2004 (for 2005); the other entities have no recent financials.
- 2) The Commission's ownership interest is a reflection of its voting power for the respective companies.
- 3) Carrying amounts for investment in these companies is based on cost.
- 4) Adskill Malaysia has gone into liquidation and the Commission has made a provision for bad and doubtful debts to cover its investment in the company.

Notes to and forming part of the Financial Statements

9. CURRENT / NON-CURRENT ASSETS – OTHER FINANCIAL ASSETS (continued)	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
(c) <b>Movement in investments in associates</b>				
Equity accounted amount of investment at the beginning of the financial year	160	160	160	160
Equity accounted amount of investment at the end of the year	<b>160</b>	<b>160</b>	<b>160</b>	<b>160</b>
(d) Other financial assets				
Current:				
Fixed interest bearing bonds	5	5	5	5
Total Current	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
Non-Current:				
Investments Equity Accounted				
Shares in Adskill Sdn Bhd at cost	55	55	55	55
Commission's share of retained profit	105	105	105	105
Total Investments Equity Accounted	<b>160</b>	<b>160</b>	<b>160</b>	<b>160</b>
Other				
Fixed interest bearing deposits/security deposits	128	153	93	89
Shares in TAFE Global Pty Ltd	--	--	2,000	2,000
Shares in Coffs Harbour Technology Park Ltd	175	175	175	175
Shares in Access Online Pty Ltd	--	221	--	221
Less provision for diminution in value	--	(221)	--	(221)
Total Other	<b>303</b>	<b>328</b>	<b>2,268</b>	<b>2,264</b>
Total Non-Current	<b>463</b>	<b>488</b>	<b>2,428</b>	<b>2,424</b>

(e) Coffs Harbour Technology Park Ltd

Coffs Harbour Technology Park Ltd was incorporated on 31 May 2001. It is owned in equal portions by North Coast Institute, Southern Cross University and Coffs Harbour City Council. The aim is to develop and manage a technology park within the bounds of the Coffs Harbour Education Centre. This will promote industrial research and development, commercialisation of products or services and education and employment pathways. The company is to be a self-funding, not for profit company (for the first ten years of operations), limited by shares.

(f) Terasys Australia Pty Ltd

Northern Sydney Institute and Terasys Australia Pty Ltd had entered into a venture arrangement on December 21, 2001 to jointly present and deliver information technology and accounting training courses on a commercial basis for the purpose of training and re-skilling people to work in entry level positions primarily in the IT industry.

The arrangement ceased operations when Terasys Australia Holdings Pty Limited entered into voluntary administration and by default the joint venture agreement on 26 July 2005; a deed of settlement was reached on 30 September 2005 by all parties concerned.

Under the deed of settlement with the administrators, the Commission received a cash settlement of \$65k; it has created an allowance for impairment for \$250k in respect of the remaining amount of \$275k due from Terasys. Any future return from the joint arrangement will be dependant upon the recovery of fees from students who continued their course after the commencement of the voluntary administration.

Notes to and forming part of the Financial Statements

## 10. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT

	Land and buildings \$'000	Plant and equipment \$'000	Total \$'000
<b>Economic Entity</b>			
<b>At 1 July 2005</b>			
At Fair Value	4,033,975	177,158	4,211,133
Accumulated depreciation and impairment	(1,733,517)	(117,019)	(1,850,536)
Net carrying amount	<b>2,300,458</b>	<b>60,139</b>	<b>2,360,597</b>
<b>At 30 June 2006</b>			
At Fair Value	4,585,884	183,877	4,769,761
Accumulated depreciation and impairment	(2,025,349)	(117,754)	(2,143,103)
Net carrying amount	<b>2,560,535</b>	<b>66,123</b>	<b>2,626,658</b>
<b>Parent</b>			
<b>At 1 July 2005</b>			
At Fair Value	4,033,975	176,946	4,210,921
Accumulated depreciation and impairment	(1,733,517)	(116,889)	(1,850,406)
Net carrying amount	<b>2,300,458</b>	<b>60,057</b>	<b>2,360,515</b>
<b>At 30 June 2006</b>			
At Fair Value	4,585,884	183,593	4,769,477
Accumulated depreciation and impairment	(2,025,349)	(117,532)	(2,142,881)
Net carrying amount	<b>2,560,535</b>	<b>66,061</b>	<b>2,626,596</b>

### Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the year ended 30 June 2006 are set out below.

#### Economic Entity

Net carrying amount at start of year **	2,300,463	60,139	2,360,602
Additions	62,687	21,017	83,704
Assets held for sale	(13,646)	--	(13,646)
Disposals	(129)	(996)	(1,125)
Revaluation increment	286,321	--	286,321
Depreciation expense	(75,161)	(14,037)	(89,198)
Net Carrying amount at end of year	<b>2,560,535</b>	<b>66,123</b>	<b>2,626,658</b>

\*\*The opening equity was adjusted by \$0.005M to account for long-term lease on land; please refer to Note 1 (e) (vi).

#### Parent

Net carrying amount at start of year**	2,300,463	60,057	2,360,520
Additions	62,687	20,984	83,671
Assets held for sale	(13,646)	--	(13,646)
Disposals	(129)	(996)	(1,125)
Revaluation increment	286,321	--	286,321
Depreciation expense	(75,161)	(13,984)	(89,145)
Net Carrying amount at end of year	<b>2,560,535</b>	<b>66,061</b>	<b>2,626,596</b>

\*\*The opening equity was adjusted by \$0.005M to account for long-term lease on land; please refer to Note 1 (e) (vi).

Notes to and forming part of the Financial Statements

10. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT (continued)	Land and buildings \$'000	Plant and equipment \$'000	Total \$'000
<b>Economic Entity</b>			
<b>At 1 July 2004</b>			
At Fair Value	3,984,310	171,123	4,155,433
Accumulated depreciation and impairment	(1,660,995)	(116,848)	(1,777,843)
Net carrying amount	<b>2,323,315</b>	<b>54,275</b>	<b>2,377,590</b>
<b>At 30 June 2005</b>			
At Fair Value	4,033,975	177,158	4,211,133
Accumulated depreciation and impairment	(1,733,517)	(117,019)	(1,850,536)
Net carrying amount	<b>2,300,458</b>	<b>60,139</b>	<b>2,360,597</b>
<b>Parent</b>			
<b>At 1 July 2004</b>			
At Fair Value	3,984,310	170,927	4,155,237
Accumulated depreciation and impairment	(1,660,995)	(116,767)	(1,777,762)
Net carrying amount	<b>2,323,315</b>	<b>54,160</b>	<b>2,377,475</b>
<b>At 30 June 2005</b>			
At Fair Value	4,033,975	176,946	4,210,921
Accumulated depreciation and impairment	(1,733,517)	(116,889)	(1,850,406)
Net carrying amount	<b>2,300,458</b>	<b>60,057</b>	<b>2,360,515</b>
<b>Reconciliations</b>			
Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the year ended 30 June 2005 are set out below.			
<b>Economic Entity</b>			
Net carrying amount at start of year	2,323,315	54,275	2,377,590
Additions	53,882	20,875	74,757
Disposals	(3,731)	(811)	(4,542)
Depreciation expense	(73,008)	(14,200)	(87,208)
Net Carrying amount at end of year	<b>2,300,458</b>	<b>60,139</b>	<b>2,360,597</b>
<b>Parent</b>			
Net carrying amount at start of year	2,323,315	54,160	2,377,475
Additions	53,882	20,858	74,740
Disposals	(3,731)	(811)	(4,542)
Depreciation expense	(73,008)	(14,150)	(87,158)
Net Carrying amount at end of year	<b>2,300,458</b>	<b>60,057</b>	<b>2,360,515</b>

Notes to and forming part of the Financial Statements

## 11. INTANGIBLE ASSETS

	Economic Entity		Parent Entity	
	\$'000 2006	\$'000 2005	\$'000 2006	\$'000 2005
<b>Software</b>				
At start of the year				
Cost (gross carrying amount)	55,149	52,709	55,149	52,709
Accumulated amortisation and impairment	(33,311)	(32,849)	(33,311)	(32,849)
<b>Net carrying Amount</b>	<b>21,838</b>	<b>19,860</b>	<b>21,838</b>	<b>19,860</b>
At end of the year				
Cost (gross carrying amount)	54,916	55,149	54,916	55,149
Accumulated amortisation and impairment	(35,976)	(33,311)	(35,976)	(33,311)
<b>Net carrying Amount</b>	<b>18,940</b>	<b>21,838</b>	<b>18,940</b>	<b>21,838</b>
Net carrying amount at start of year	21,838	19,860	21,838	19,860
Additions (from internal development)	1,645	2,440	1,645	2,440
Disposals	(68)	--	(68)	--
Amortisation (recognised in "depreciation and amortisation")	(4,475)	(462)	(4,475)	(462)
<b>Net carrying amount at end of year</b>	<b>18,940</b>	<b>21,838</b>	<b>18,940</b>	<b>21,838</b>

The software is being amortised on its remaining useful life at 20% p.a.

## 12. NON-CURRENT ASSETS (OR DISPOSAL GROUPS) HELD FOR SALE

Land and Buildings	14,306	3,150	14,306	3,150
	<b>14,306</b>	<b>3,150</b>	<b>14,306</b>	<b>3,150</b>
<b>Amounts recognised in equity relating to assets held for sale</b>				
Property, plant and equipment asset valuation increment/(decrement)	13,278	2,105	13,278	2,105
	<b>13,278</b>	<b>2,105</b>	<b>13,278</b>	<b>2,105</b>

The assets held for sale consist primarily of land and some buildings which have become surplus to the Commission's requirements. It is intended that these be disposed – either by the way of sale or through appropriate property swaps. Steps have been taken towards this purpose and it is likely that the disposals could occur within the next twelve months.

## 13. RESTRICTED ASSETS

Funds totalling \$0.113M (\$0.110M in 2005) mostly held as investments in fixed interest bearing deposits (Note 9) are classified as "restricted assets". Most of these funds represent donations held by the Commission for student prize awards with interest earned on the investments used to fund awards. In 2005/06, interest earned on such investments was \$0.005M (\$0.004M in 2005) and prizes awarded to students amounted to \$0.002M (\$0.002M in 2005).

Notes to and forming part of the Financial Statements

14. CURRENT LIABILITIES – PAYABLES	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
Accrued salaries, wages and on-costs	19,873	14,438	--	14,428
Creditors	58,123	32,150	106,884	31,326
Unearned revenue	33,382	26,522	33,382	26,522
Group, payroll and fringe benefits tax	13,461	13,777	7,719	13,777
Other	2,345	3,286	2,268	3,076
	<b>127,184</b>	<b>90,173</b>	<b>150,253</b>	<b>89,129</b>

**15. CURRENT / NON-CURRENT LIABILITIES – PROVISIONS**
**Employee benefits and related on-costs:**
**Current**

* Recreation leave	8,919	25,961	--	25,896
Accrued payroll tax on recreation leave and Accrued salaries and wages	1,724	2,419	--	2,419
Recreation leave on long service leave	3,110	4,719	--	4,719
Workers Compensation on long service leave	1,272	1,452	--	1,452
Payroll tax on long service leave	8,671	11,173	--	11,173
Other	259	363	--	363
	<b>23,955</b>	<b>46,087</b>	<b>--</b>	<b>46,022</b>

\* Recreation leave is expected to be settled within 12 months after the reporting date.

**Non-Current**

Provision for payroll tax on long service leave	456	588	--	588
Recreation leave on long service leave	164	248	--	248
Workers Compensation on long service leave	67	76	--	76
Other	--	--	--	--
	<b>687</b>	<b>912</b>	<b>--</b>	<b>912</b>

**Aggregate employee benefits and related on-costs**

Provisions - current	23,955	30,569	--	30,504
Provisions - non-current	687	16,430	--	16,430
Accrued salaries, wages and on-costs (Note 14)	19,873	14,438	--	14,428
	<b>44,515</b>	<b>61,437</b>	<b>--</b>	<b>61,362</b>

Notes to and forming part of the Financial Statements

## 16. CHANGES IN EQUITY

Economic Entity	Accumulated Funds		Asset Revaluation Reserve		Total Equity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
Balance at the beginning of the financial year *	1,552,179	1,565,665	810,729	812,476	2,362,908	2,378,141
<u>Changes in equity – other than transactions with owners as owners</u>						
Surplus/(deficit) for the year	2,260	(12,838)	--	--	2,260	(12,838)
Revaluation of Land and Buildings	--	--	286,321	--	286,321	--
	1,554,439	1,552,827	1,097,050	812,476	2,651,489	2,365,303
<u>Transfers within equity</u>						
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	1,972	3,700	(1,972)	(3,700)	--	--
Other – Asset Revaluation Reserve in respect of Assets Held for Sale transferred to Equity	11,174	(1,953)	(11,174)	1,953	--	--
<b>Total</b>	13,146	1,747	(13,146)	(1,747)	--	--
Balance at the end of the financial year *	<b>1,567,585</b>	<b>1,554,574</b>	<b>1,083,904</b>	<b>810,729</b>	<b>2,651,489</b>	<b>2,365,303</b>

\* Variance between 2005 closing balance and 2006 opening balance is due to adjustments to the 2005 surplus/deficit of TAFE GLOBAL not taken into account in 2005 consolidated accounts (\$110k) and recognition of prepayment in respect of long term lease of land for \$2,283k.

### Parent Entity

Balance at the beginning of the financial year	1,552,383	1,565,935	810,729	812,476	2,363,112	2,378,411
<u>Changes in equity – other than transactions with owners as owners</u>						
Surplus/(deficit) for the year	1,805	(13,014)	--	--	1,805	(13,014)
Revaluation of Land and Buildings	--	--	286,321	--	286,321	--
<b>Total</b>	1,554,188	1,552,921	1,097,050	812,476	2,651,238	2,365,397
<u>Transfers within equity</u>						
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	1,972	3,700	(1,972)	(3,700)	--	--
Other	11,174	(1,953)	(11,174)	1,953	--	--
<b>Total</b>	13,146	1,747	(13,146)	(1,747)	--	--
Balance at the end of the financial year	<b>1,567,334</b>	<b>1,554,668</b>	<b>1,083,904</b>	<b>810,729</b>	<b>2,651,238</b>	<b>2,365,397</b>

Notes to and forming part of the Financial Statements

	Economic Entity		Parent Entity	
	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000
<b>17. COMMITMENTS FOR EXPENDITURE</b>				
(a) <b>Capital Commitments</b>				
Aggregate capital expenditure contracted for at balance date and not provided for:				
Not later than one year	32,669	11,749	32,669	11,749
Total	<b>32,669</b>	<b>11,749</b>	<b>32,669</b>	<b>11,749</b>
(b) <b>Operating Lease Commitments</b>				
Future non-cancellable operating lease rentals not provided for and payable:				
Not later than one year	5,917	3,007	5,917	3,007
Later than one year and not later than 5 years	7,843	6,473	7,843	6,473
Total	<b>13,760</b>	<b>9,480</b>	<b>13,760</b>	<b>9,480</b>
Total	<b>46,429</b>	<b>21,229</b>	<b>46,429</b>	<b>21,229</b>

The total of commitments for expenditure include GST input tax credits of \$4.22M (\$1.93M in 2005) for the Economic Entity and \$4.22M for the Parent (\$1.93M in 2005) that are expected to be recovered from the Australian Tax Office.

## 18. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

### Contingent Liabilities

There are no known cases where the Commission could be liable for material compensation payments relating to matters, which are the subject of litigation that are not covered by the NSW Treasury Managed Fund.

Notes to and forming part of the Financial Statements

## 19. RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES

	Economic Entity		Parent Entity	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
Net cash used on operating activities	108,535	83,827	108,569	83,813
Cash Flows from Government / Appropriations	(1,180,849)	(1,077,535)	(1,180,849)	(1,077,535)
Net Cash Flow GST	(263)	1,386	(263)	1,386
Acceptance by the Crown Entity of employee benefits and other liabilities	(59,303)	(67,914)	(33,063)	(67,914)
Depreciation	(93,673)	(87,670)	(93,620)	(87,620)
Allowance for impairment	(347)	143	(347)	143
Increase/(decrease) in provisions	(22,357)	3,241	(46,934)	3,221
Increase/(decrease) in prepayments and other Assets	(2,650)	7,175	(3,672)	7,782
(Increase)/decrease in creditors	9,959	(25,787)	35,016	(26,586)
Net (loss)/gain on sale of plant and equipment	2,841	4,675	2,841	4,675
Donated assets	215	172	215	172
<b>Net cost of services</b>	<b>(1,237,892)</b>	<b>(1,158,287)</b>	<b>(1,212,107)</b>	<b>(1,158,463)</b>

## 20. NON-CASH FINANCING AND INVESTING ACTIVITIES

Assets received by donation	706	776	706	776
Expenses assumed by the Crown Entity	(59,303)	(67,914)	(33,062)	(67,914)
	<b>(58,597)</b>	<b>(67,138)</b>	<b>(32,356)</b>	<b>(67,138)</b>

## Notes to and forming part of the Financial Statements

**21. FINANCIAL INSTRUMENTS**

The Commission's principal financial instruments are outlined below. These financial instruments arise directly from the Commission's operations or are required to finance the Commission's operations. The Commission does not enter into or trade financial instruments for speculative purposes. The Commission does not use financial derivatives.

**(1) Cash**

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11am unofficial cash rate, adjusted for a management fee to NSW Treasury.

**(2) Investments – bank**

These monies are term deposits with banks maturing within 5 years and paying interest rates between 4.6% to 6.2% per annum.

**(3) Receivables**

All trade debtors are recognised as amounts receivable at balance date. Collectibility of trade debtors is reviewed on an ongoing basis. Debts, which are known to be uncollectible, are written off. An allowance for impairment is raised when there is objective evidence that the Commission will not be able to collect all amounts due. The credit risk is the carrying amount (net of any allowance for impairment). No interest is earned on trade debtors. The carrying amount approximates fair value.

**(4) Trade Creditors and Accruals**

The liabilities are recognised for amounts due to be paid in future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If trade terms are not specified, payments is made no later than the end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment. No interest was paid during the year 2006.

**Interest rate risk**

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. The Commission's exposure to interest rate risk and the effective rates of financial assets is as follows:

Economic Entity	Interest Bearing		Non-interest bearing		Total carrying amount as per Balance Sheet	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Financial Assets</b>						
Cash (floating rate)	102,729	72,831	332	328	103,061	73,159
Receivables	--	--	39,714	43,130	39,714	43,130
Investments - bank (fixed rate)	98	95	--	--	98	95
<b>Total Financial Assets</b>	<b>102,827</b>	<b>72,926</b>	<b>40,046</b>	<b>43,458</b>	<b>142,873</b>	<b>116,384</b>
<b>Financial Liabilities</b>						
Creditors	--	--	93,803	90,173	93,803	90,173
<b>Total Financial Liabilities</b>	<b>--</b>	<b>--</b>	<b>93,803</b>	<b>90,173</b>	<b>93,803</b>	<b>90,173</b>
<b>Net Financial Asset / (Liability)</b>	<b>102,827</b>	<b>72,926</b>	<b>(53,757)</b>	<b>(46,715)</b>	<b>49,070</b>	<b>26,211</b>

Weighted average interest rate is 2.60% (5.80% in 2005)

Notes to and forming part of the Financial Statements

## 21 FINANCIAL INSTRUMENTS (contd)

Parent Entity	Interest Bearing		Non-interest Bearing		Total carrying amount as per Balance Sheet	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Financial Assets</b>						
Cash (floating rate)	102,144	72,176	328	326	102,472	72,502
Receivables	--	--	36,541	40,952	36,541	40,952
Investments – bank (fixed rate)	98	95	--	--	98	95
<b>Total Financial Assets</b>	<b>102,242</b>	<b>72,271</b>	<b>36,869</b>	<b>41,278</b>	<b>139,111</b>	<b>113,549</b>
<b>Financial Liabilities</b>						
Creditors	--	--	116,871	89,129	116,871	89,129
<b>Total Financial Liabilities</b>	<b>--</b>	<b>--</b>	<b>116,871</b>	<b>89,129</b>	<b>116,871</b>	<b>89,129</b>
<b>Net Financial Asset / (Liability)</b>	<b>102,242</b>	<b>72,271</b>	<b>(80,002)</b>	<b>(47,851)</b>	<b>22,240</b>	<b>24,420</b>

Weighted average interest rate 2.60% (5.80% in 2005)

### Credit risk

Credit risk is the risk of financial loss arising from another party to a contract or financial position failing to discharge a financial obligation hereunder. The Commission's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the Balance Sheet.

Economic Entity	Government		Banks		Others		Total	
	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000	2006 \$'000	2005 \$'000
<b>Financial Assets</b>								
Cash	332	328	102,729	72,831	--	--	103,061	73,159
Receivables	18,139	21,480	--	--	21,575	21,650	39,714	43,130
Investments – bank	--	--	98	95	--	--	98	95
<b>Total Financial Assets</b>	<b>18,471</b>	<b>21,808</b>	<b>102,827</b>	<b>72,926</b>	<b>21,575</b>	<b>21,650</b>	<b>142,873</b>	<b>116,384</b>
<b>Parent Entity</b>								
<b>Financial Assets</b>								
Cash	328	326	102,144	72,176	--	--	102,472	72,502
Receivables	18,409	21,500	--	--	18,132	19,452	36,541	40,952
Investments – bank	--	--	98	95	--	--	98	95
<b>Total Financial Assets</b>	<b>18,737</b>	<b>21,826</b>	<b>102,242</b>	<b>72,271</b>	<b>18,132</b>	<b>19,452</b>	<b>139,111</b>	<b>113,549</b>

Notes to and forming part of the Financial Statements

## 22. KEY FINANCIALS OF THE CONTROLLED ENTITIES

The key financials for the controlled entities for the year ended 30 June are as follows:

	TAFE Commission Division		TAFE Global Pty Ltd			
	Proportion of consolidated Account 2006		Proportion of consolidated Account 2006		Proportion of consolidated Account 2005	
	\$'000	%	\$'000	%	\$'000	%
Total revenues	250,176	81.68%	8,045	2.63%	6,368	2.24%
Total expenditure	250,176	16.18%	7,590	0.49%	6,191	0.43%
Operating surplus /(deficit)	--	--	455	20.16%	177	--
Net assets	--	--	2,251	0.10%	1,905	0.08%

## 23. IMPACT OF THE PUBLIC SECTOR EMPLOYMENT LEGISLATION AMENDMENT ACT, 2006

The following table summarises the impact of the above Act on the expenses and liabilities of the Commission in 2006. The net effect of the adjustments made under the Act on the Commission's surplus/deficit for the year, its equity as at the end of the period and its cash flow during the period is nil. The figure under the column "Consolidated" is comparable with the figures for the "parent" entity as it was in 2005.

	Parent (2006)	Transfer to TAFE Commission Division	Transfer to DET	Consolidated
	Actual 2006	Actual 2006	Actual 2006	Actual 2006
	\$'000	\$'000	\$'000	\$'000
Expenses				
Operating expenses				
Employee related	840,401	250,176	76,773	1,167,350
Other Operating expenses				
Service expenses	289,033	--	--	289,033
Acceptance by the Crown Entity of employee benefits and other liabilities	33,063	26,241	8,763	68,067
Impact on surplus/(deficit)	--	--	--	--

## 24. IMPACT OF ADOPTION OF AEIFRS

The Commission has applied the AEIFRS for the first time in the 2005/06 financial report. The key areas where changes in accounting policies have impacted the financial report are discussed below. Some of these impacts arise because AEIFRS requirements are different from previous AASB requirements (AGAAP). Other impacts arise from options in AEIFRS that were not available or not applied under previous AGAAP. The Commission has adopted the options mandated by NSW Treasury for all NSW public sector agencies. The impacts below reflect NSW Treasury's mandates and policy decisions.

The impacts of adopting AEIFRS on total equity and surplus/ (deficit) as reported under previous AGAAP are shown below. There are no material impacts on the Commission's cash flows.

Notes to and forming part of the Financial Statements

## 24. IMPACT OF ADOPTION OF AEIFRS (Contd)

### (a) Reconciliations

Reconciliation of equity under previous Accounting Standards (AGAAP) to equity under AEIFRS:			
		30 Jun 05**	1 Jul 04*
	Notes	\$000	\$000
Total equity under previous AGAAP		2,365,303	2,378,141
Adjustments to accumulated funds	16	--	--
<b>Total equity under AEIFRS</b>		<b>2,365,303</b>	<b>2,378,141</b>

\*=adjustments as at the date of transition

\*\*=cumulative adjustments as at date of transition plus the year ended 30 June 05

Reconciliation of surplus/ (deficit) under AGAAP to surplus/ (deficit) under AEIFRS:		
Year ended 30 June 2005	Notes	\$000
Surplus/ (deficit) under AGAAP		(12,838)
Adjustments		--
<b>Surplus/ (deficit) under AEIFRS</b>		<b>(12,838)</b>

### Notes to tables above

\*\*\*\* AASB 5 *Non-current Assets Held for Sale and Discontinued Operations* requires non-current assets classified as 'held for sale' to be reclassified as current and recognised at the lower of the carrying amount and the fair value less costs to sell. Held for sale assets are not depreciated. Under previous AGAAP, these assets were treated as property, plant and equipment and measured at fair value. The change reduced the carrying amount of the affected assets and decreased the depreciation expense.

### (b) Financial Instruments

As discussed in Note 1 (aa), the comparative information for financial instruments has not been restated and is presented in accordance with previous AGAAP. AASB 132 and AASB 139 have been applied from 1 July 2005.

There is no 1 July 2005 AEIFRS opening equity adjustment to the Commission for the adoption of AAS 139.

### (c) Grant recognition

As a not-for-profit entity, the Department has applied the requirements in AASB 1004 *Contributions* regarding contributions of assets (including grants) and forgiveness of liabilities. There are no differences in the recognition requirements between the new AASB 1004 and the previous ASASB 1004. However, the new AASB 1004 may be amended by proposals in Exposure Draft (ED) 125 *Financial Reporting by Local Governments and ED 147 Revenue from Non-Exchange Transactions (including Taxes and Transfers)*. If the ED 125 and ED 147 approach is applied, revenue and/or expense recognition will not occur either until the Commission supplies the related goods and services (where grants are in-substance agreements for the provision of goods and services) or until conditions are satisfied. ED 125 and ED 147 may therefore delay revenue recognition compared with AASB 1004, where grants are recognised when controlled. However, at this stage, the timing and dollar impact of these amendments is uncertain.

## 25. AFTER BALANCE DATE EVENTS

Subsequent to 30 June 2006 a meeting of the Board of Directors of TAFE Global Pty Limited, a wholly owned subsidiary of TAFE Commission, noted the shareholders' intention to establish a single new integrated International Business Office within the Department of Education and Training to manage international business activities, including the functions currently performed by TAFE Global Pty Limited.

Apart from the above, there has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the Commission, the results of those operations or the state of affairs of the Commission in subsequent financial years.

### End of Audited Financial Statements

## NSW ADULT MIGRANT ENGLISH SERVICE



GPO BOX 12  
Sydney NSW 2001

INDEPENDENT AUDIT REPORT  
NSW ADULT MIGRANT ENGLISH SERVICE

To Members of the New South Wales Parliament

**Audit Opinion**

In my opinion, the financial report of the NSW Adult Migrant English Service (the Service):

- presents fairly the Service's financial position as at 30 June 2006 and its performance for the year ended on that date, in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia, and
- complies with section 41B of the *Public Finance and Audit Act 1983* (the Act) and the *Public Finance and Audit Regulation 2005*.

My opinion should be read in conjunction with the rest of this report.

**Scope**

*The Financial Report and Director's Responsibility*

The financial report comprises the balance sheet, income statement, statement of changes in equity, cash flow statement and accompanying notes to the financial statements for the Service, for the year ended 30 June 2006.

The Director of the Service is responsible for the preparation and true and fair presentation of the financial report in accordance with the Act. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

*Audit Approach*

I conducted an independent audit in order to express an opinion on the financial report. My audit provides *reasonable assurance* to Members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing Standards and statutory requirements, and I:

- assessed the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the Director in preparing the financial report, and
- examined a sample of evidence that supports the amounts and disclosures in the financial report.

An audit does *not* guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that the Director had not fulfilled her reporting obligations.

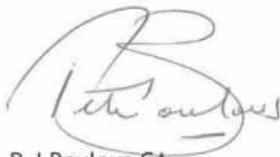
My opinion does *not* provide assurance:

- about the future viability of the Service,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

### Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements. The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.



P J Boulous CA  
Director, Financial Audit Services

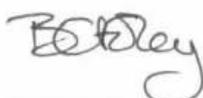
SYDNEY  
12 October 2006

## NSW ADULT MIGRANT ENGLISH SERVICE

## STATEMENT BY DIRECTOR COMMUNITY &amp; MIGRANT EDUCATION

Pursuant to the requirements of the Public Finance and Audit Act 1983, I declare that in my opinion:

- (a) The Financial Report:
  - (i) exhibits a true and fair view of the financial position of NSW Adult Migrant English Service as at 30 June 2006 and of its performance, as represented by the results of its operations and its cash flows for the year ended on that date;
  - (ii) complies with applicable Accounting Standards, Urgent Issues Group Interpretations and other mandatory and statutory reporting requirements including Part 3 of the Public Finance and Audit Act 1983 and the associated requirements of the Public Finance and Audit Regulation 2005.
  
- (b) I am not aware of any circumstances, which would render any particulars included in the financial report to be misleading or inaccurate.



BORONIA C FOLEY  
Acting Director Community & Migrant Education

11 October 2006

## NSW ADULT MIGRANT ENGLISH SERVICE

### Operating Statement

For the year ended 30 June 2006

	Note	2006 \$'000	2005 \$'000
<b>Revenue</b>			
Fees for services rendered	3	33,128	30,400
Interest		171	82
Long Service Leave Reimbursement	4	614	580
Superannuation revenue	5	14,013	0
<b>Total Revenue</b>		<b>47,926</b>	<b>31,062</b>
<b>Expenses</b>			
Employee related	6	13,692	14,488
Other Operating	7	17,128	15,266
Depreciation	8	22	25
Superannuation expense		0	4,927
<b>Total Expenses</b>		<b>30,842</b>	<b>34,706</b>
<b>Surplus/ (Deficit) for the Year</b>		<b>17,084</b>	<b>(3,644)</b>

## NSW ADULT MIGRANT ENGLISH SERVICE

### Statement of Changes in Equity for the Year Ended 30 June 2006

	2006 \$'000	2005 \$'000
<b>Total Equity as at 1 July 2005</b>	(6,663)	(3,019)
Surplus/(Deficit) for the Year	17,084	(3,644)
<b>Total Equity as at 30 June 2006</b>	<b>10,421</b>	<b>(6,663)</b>

The accompanying notes form part of these financial statements

## NSW ADULT MIGRANT ENGLISH SERVICE

## Balance Sheet

As at 30 June 2006

	Note	2006 \$'000	2005 \$'000
<b>Current Assets</b>			
Cash and cash equivalents	18	4,562	1,888
Receivables	9	5,011	4,151
Prepaid superannuation contributions	10	5,451	1,969
Other	11	3,672	3,556
<b>Total Current Assets</b>		<b>18,696</b>	<b>11,564</b>
<b>Non-Current Assets</b>			
Plant and equipment	12	82	75
<b>Total Non-Current Assets</b>		<b>82</b>	<b>75</b>
<b>TOTAL ASSETS</b>		<b>18,778</b>	<b>11,639</b>
<b>Current Liabilities</b>			
Payables	13	3,394	2,927
Provisions	14	4,963	4,843
<b>Total Current Liabilities</b>		<b>8,357</b>	<b>7,770</b>
<b>Non-Current Liabilities</b>			
Provisions	14	0	10,532
<b>Total Non-Current Liabilities</b>		<b>0</b>	<b>10,532</b>
<b>TOTAL LIABILITIES</b>		<b>8,357</b>	<b>18,302</b>
<b>NET ASSETS</b>		<b>10,421</b>	<b>(6,663)</b>
<b>Equity</b>			
Accumulated funds		10,421	(6,663)
<b>TOTAL EQUITY</b>		<b>10,421</b>	<b>(6,663)</b>

The accompanying notes form part of these financial statements

## NSW ADULT MIGRANT ENGLISH SERVICE

### Cash Flow Statement

For the year ended 30 June 2006

	Note	2006 \$'000	2005 \$'000
<b>Cash Flows from Operating Activities</b>			
<b>Payments</b>			
Employee related		(13,576)	(14,341)
Other		(17,822)	(16,334)
<b>Total Payments</b>		<b>(31,398)</b>	<b>(30,675)</b>
<b>Receipts</b>			
Sale of goods and services		33,486	30,777
Interest received		117	120
<b>Total Receipts</b>		<b>33,603</b>	<b>30,897</b>
<b>Cash Flows from Government</b>			
Cash reimbursements from the Crown Entity		498	499
<b>Net Cash Flows from Government</b>		<b>498</b>	<b>499</b>
<b>Net Cash Flows from Operating Activities</b>	19	<b>2,703</b>	<b>721</b>
<b>Cash Flows from Investing Activities</b>			
Purchases of Plant and Equipment		(29)	(16)
<b>Total Net Cash Flows from Investing Activities</b>		<b>(29)</b>	<b>(16)</b>
<b>Net Increase / (Decrease) in cash</b>		2,674	705
Opening Cash and cash equivalents		1,888	1,183
<b>Closing cash and cash equivalents</b>	18	<b>4,562</b>	<b>1,888</b>

The accompanying notes form part of these financial statements

## NSW ADULT MIGRANT ENGLISH SERVICE

Notes to and forming part of the financial statements for the year ended 30 June 2006

**Summary of significant accounting policies**

**1. THE REPORTING ENTITY**

NSW Adult Migrant English Service is a NSW government organisation located within the Department of Education and Training (DET). The Service's core activity is to provide quality English language learning opportunities that assist adult immigrants to maximise their English competence and enhance their settlement success and labour market productivity.

The reporting entity is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.

The financial report for the year ended 30 June 2006 has been authorised for issue by the Director on the 11 October 2006.

**2. BASIS OF PREPARATION**

The financial report is a general purpose financial report which has been prepared in accordance with:

- applicable Australian Accounting Standards (which include Australian equivalents to International Financial Reporting Standards (AIFRS));
- the requirements of the *Public Finance and Audit Act* and Regulation;

Plant and Equipment are measured at fair value. Other financial report items are prepared in accordance with the historical cost convention.

The financial report is prepared on an accrual basis. The statement of cash flows is prepared on a cash basis using the direct method. All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

NSW Adult Migrant English Service (NSW AMES) is classified by Treasury as a non budget sector entity and as a commercial activity of the Department of Education and Training (DET). The Treasury directed in terms of Section 45E of the Public Finance and Audit Act 1983 that separate financial statements be prepared.

The accounting policies adopted are consistent with those of the previous year unless otherwise stated.

**(a) Statement of Compliance**

The financial statements and notes comply with Australian Accounting Standards, which include AIFRS.

This is the first financial report prepared based on AIFRS and comparatives for the year ended 30 June 2005 have been restated accordingly, except as stated below.

In accordance with AASB 1 *First-time Adoption of Australian Equivalents to International Financial Reporting Standards* and Treasury Mandates, the date of transition to AASB 132 *Financial Instruments: Disclosure and Presentation* and AASB 139 *Financial Instruments: Recognition and Measurement* has been deferred to 1 July 2005. As a result, comparative information for these two Standards is presented under the previous Australian Accounting Standards which applied to the year ended 30 June 2005.

Reconciliations of AIFRS equity and surplus or deficit for 30 June 2005 to the balances reported in the 30 June 2005 financial report are detailed in note 2 (k). This note also includes separate disclosure of the 1 July 2005 equity adjustments arising from the adoption of AASB 132 and AASB 139.

Notes to and forming part of the financial statements for the year ended 30 June 2006

**(b) Employee Benefits and other Provisions**

**(i) Salaries and Wages**

Liabilities for wages and salaries (including non-monetary benefits), annual leave and vesting sick leave are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amount expected to be paid when the liabilities are settled.

Unused non vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the entitlements accrued in the future.

The outstanding amounts of payroll tax, workers compensation insurance premiums and fringe benefits tax, which are consequential to employment are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.

**(ii) Long Service Leave and Superannuation**

In the case of long service leave, AMES contributes to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account at the rate of 4.11% of salaries and wages for employees with over ten years of eligible service, and 3.84% for those with between five and ten years eligible service. For Senior Executive Officers, the appropriate rate is applied to 72.5% of the total remuneration package in each case, rather than to the officers' actual salary level. This contribution discharges the entity from liability for accrued long service leave and is expended as incurred.

Long service leave entitlements have been valued using the short-hand method to approximate present value, based on employees with five or more years of service. An actuarial review has confirmed that there is no material difference between the present value and the nominal value.

In accordance with AASB 101 Presentation of Financial Statements, all long service leave entitlements owing to AMES employees at balance date have been presented as a current liability in the Balance Sheet. The portions expected to be settled within 12 months and after 12 months have been disclosed in Note 14. A corresponding amount reimbursable from the Treasury is shown as a current asset in the balance sheet and in note 11.

**(c) Income recognition**

**(i) Fees for services rendered**

Revenue from fees for services rendered is recognised as it accrues.

**(ii) Interest**

Interest income is recognised as it accrues.

**(iii) Other revenue**

Other revenues are recognised as they accrue

**(d) Acquisitions of assets**

The cost method of accounting is used for the initial recording of all acquisition of assets. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Notes to and forming part of the financial statements for the year ended 30 June 2006

**(e) Plant and equipment**

*Valuations*

The assets have been valued at cost less depreciation. The written down value of plant and equipment as at 30 June 2006 approximates fair value. Plant and equipment costing \$5,000 and above individually are capitalised.

*Depreciation of non-current assets*

Depreciation is provided for on a straight line basis against all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the entity. The depreciation rates are as follows:

Computers are depreciated at 25% per annum.

Motor vehicles are depreciated at 10% per annum.

Plant & equipment are depreciated at 20% per annum.

**(f) Cash and cash equivalents**

For the purpose of the statement of cash flows, cash and cash equivalents comprises of cash on hand and bank balances within the Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (Tcorp) 11 am unofficial cash rate adjusted for a management fee to Treasury.

**(g) Financial instruments**

Financial instruments give rise to positions that are a financial asset of either NSW AMES or its counterparty and a financial liability of the other party. For NSW AMES, these include cash at bank, receivables and creditors. In accordance with AASB132 "Presentation and Disclosure of Financial Instruments" information is disclosed in Note 19, in respect of the credit risk and interest rate risk of financial instruments. All such amounts are carried in the accounts at net fair value or at cost unless otherwise stated.

Financial instruments recorded at cost comprise:

- Cash
- Receivables
- Creditors and accruals

**(h) Receivables**

All trade debtors are recognised as amounts receivable at balance date. An allowance is made for impairment based on a review of all outstanding amounts at balance date. The credit risk is the carrying amount (net of any allowance for impairment). No interest is earned on trade debtors. The carrying amount approximates net fair value.

**(i) Comparative Information**

Comparative figures have been restated based on AEIFRS with the exception of financial instrument information, which has been prepared under the previous AGAAP Standard (AAS 33) as permitted by AASB 1.36A. The transition date to AEIFRS for financial instruments was 1 July 2005.

**(j) Accounting for the goods and services tax (GST)**

Revenues, expenses and assets are recognised net of the amount of GST, except:

- The amount of GST incurred by the agency as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense.
- Receivables and payables are stated with the amount of GST included.

Notes to and forming part of the financial statements for the year ended 30 June 2006

Cash flows are included in the Cash Flow Statement on a gross basis. The GST components of cash flows arising from investing and financing activities that are recoverable from, or payable to, the ATO are classified as operating cash flows.

**(k) Impact of adopting AEIFRS**

**(i) Reconciliation of equity under existing Standards (AGAAP) to equity under AEIFRS**

	2005**	2004*
	\$'000	\$'000
<b>Total equity under AGAAP</b>	<b>8,256</b>	<b>4,456</b>
<b>Adjustments to accumulated funds</b>		
Defined benefit superannuation adjustment for change in discount rate	(14,919)	(7,475)
<b>Total equity under AEIFRS</b>	<b>(6,663)</b>	<b>(3,019)</b>

\*= adjustments as at the date of transition

\*\*= cumulative adjustments as at date of transition plus the year ended 30 June 2005

**(ii) Reconciliation of surplus under AGAAP to (deficit) under AEIFRS**

Year Ended 30 June 2005	\$'000
<b>Surplus / (deficit) under AGAAP</b>	<b>3,800</b>
Defined benefit superannuation adjustment for change in discount rate *	(7,444)
<b>Surplus / (deficit) under AEIFRS</b>	<b>(3,644)</b>

Notes to tables above

- \* AASB 119 *Employee Benefits* requires the defined benefit superannuation obligation to be discounted using the government bond rate as at each reporting date, rather than the long-term expected rate of return on plan assets. Where the superannuation obligation is not assumed by the Crown, this will increase the defined benefit superannuation liability (or decrease the asset for those agencies in an over funded position) and change the quantum of the superannuation expense.

**3. FEES FOR SERVICES RENDERED**

The major component of fees for services rendered is associated with the provision of English language courses provided under the Adult Migrant English

Program (AMEP) by the Department of Immigration and Multicultural Affairs (DIMA).

With regards to the SKILLMAX program, any monies not spent are returned to The Department of Education and Training. Any expenditure over the amount received is absorbed by AMES.

	2006	2005
	\$'000	\$'000
The Fees comprise:		
DIMIA - AMEP Program	28,168	26,138
SKILLMAX Program	1,776	1,776
Other	3,184	2,486
	<b>33,128</b>	<b>30,400</b>

Notes to and forming part of the financial statements for the year ended 30 June 2006

<b>4. LONG SERVICE LEAVE REIMBURSEMENT</b>	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Treasury - LSL pool reimbursement to agencies	614	580
	<hr/> 614	<hr/> 580

NSW AMES contributes to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account. As a result AMES is reimbursed from Treasury for any Extended Leave paid to each employee.

<b>5. SUPERANNUATION REVENUE</b>	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Increase in prepaid contributions	3,481	0
Decrease in Unfunded Liability - SSS	10,532	0
Superannuation revenue (Refer to note 10 for explanation)	<hr/> 14,013	<hr/> 0

<b>6. EMPLOYEE RELATED EXPENSES</b>	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Employee related expenses comprise the following specific items:		
Salaries and wages	11,259	11,130
Long service leave and on costs	1,017	987
Superannuation	659	783
Payroll tax and fringe benefits tax	714	741
Workers compensation insurance	43	847
	<hr/> 13,692	<hr/> 14,488

<b>7. OTHER OPERATING EXPENSES</b>	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Other operating expenses comprise the following specific items:		
Rent and related expenses	3,265	3,098
Fees and charges	12,678	10,977
Printing and postage	303	243
Electricity and gas	153	141
Travel	58	38
Audit fee *	49	43
Other	622	726
	<hr/> 17,128	<hr/> 15,266

Other expenditure represents general operating expenditure on advertising, books, stores, telephones, insurance and motor vehicle running expenses. There were no consultancy fees in either the year ended 30 June 2006 or in the previous year.

\* The Audit Office of NSW received no other benefits.

Notes to and forming part of the financial statements for the year ended 30 June 2006

<b>8. DEPRECIATION</b>	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Depreciation is charged as follows:		
Plant and equipment	17	18
Computer equipment	2	4
Motor vehicles	3	3
	<hr/>	<hr/>
	22	25
	<hr/>	<hr/>

<b>9. CURRENT ASSETS - Receivables</b>	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Sale of Goods and Services	441	308
Less: Allowance for impairment	(8)	(4)
Prepayments	13	13
Accrued interest	100	46
Accrued revenue	4,465	3,788
	<hr/>	<hr/>
	5,011	4,151
	<hr/>	<hr/>

## 10. SUPERANNUATION

All of the following references are to the July 2004 version of AASB 119.

### Accounting policy for recognising actuarial gains/losses – Paragraph 120(a)

Actuarial gains and losses are recognised as profit or loss in the year they occur.

### General description of the type of plan – Paragraph 120 (b)

The Pooled Fund holds in trust the investments of the closed NSW public sector superannuation schemes:

State Authorities Superannuation Scheme (SASS)

State Superannuation Scheme (SSS)

Police Superannuation Scheme (PSS)

State Authorities Non-contributory Superannuation Scheme (SANCS)

These schemes are all defined benefit schemes – at least a component of the final benefit is derived from a multiple of member salary and years of membership.

All the Schemes are closed to new members.

Notes to and forming part of the financial statements for the year ended 30 June 2006

**Reconciliation of the assets and liabilities recognised in the balance sheet – Paragraph 120(c)**

	<b>SASS</b>	<b>SANCS</b>	<b>SSS</b>	<b>Total</b>
	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>
	<b>30 June 2005</b>	<b>30 June 2005</b>	<b>30 June 2005</b>	<b>30 June 2005</b>
	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>
Present value of defined benefit obligations	12,642,780	3,100,988	65,558,191	81,301,959
Fair value of plan assets	(12,876,642)	(4,836,445)	(55,026,242)	(72,739,329)
	(233,862)	(1,735,457)	10,531,949	8,562,630
Surplus in excess of recovery available from schemes	0	0	0	0
Unrecognised past service cost	0	0	0	0
<b>Net (asset)/liability disclosed in the balance sheet</b>	<b>(233,862)</b>	<b>(1,735,457)</b>	<b>10,531,949</b>	<b>8,562,630</b>

	<b>SASS</b>	<b>SANCS</b>	<b>SSS</b>	<b>TOTAL</b>
	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>
	<b>30 June 2006</b>	<b>30 June 2006</b>	<b>30 June 2006</b>	<b>30 June 2006</b>
	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>
Present value of defined benefit obligations	13,287,706	3,049,647	61,747,193	78,084,546
Fair value of plan assets	(16,095,583)	(4,888,520)	(63,109,423)	(84,093,526)
	(2,807,877)	(1,838,873)	(1,362,230)	(6,008,980)
Surplus in excess of recovery available from schemes	260,876	170,847	126,563	558,286
Unrecognised past service cost	0	0	0	0
<b>Net (asset)/liability disclosed in the balance sheet</b>	<b>(2,547,001)</b>	<b>(1,668,026)</b>	<b>(1,235,667)</b>	<b>(5,450,694)</b>

**Assets invested in entity or in property occupied by the entity–Paragraph 120 (d)**

All fund assets are invested by STC at arm's length through independent fund managers.

**Movement in net liability/asset recognised in the balance sheet-Paragraph 120(e)**

	<b>SASS</b>	<b>SANCS</b>	<b>SSS</b>	<b>TOTAL</b>
	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>
	<b>30 June 2005</b>	<b>30 June 2005</b>	<b>30 June 2005</b>	<b>30 June</b>
	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>	<b>2005</b>
	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>
Net (asset)/liability at start of year	(636,848)	(1,719,141)	5,991,989	3,636,000
Net expense recognised in income statement	402,986	(16,316)	4,539,961	4,926,631
<b>Net (asset)/liability disclosed in balance sheet</b>	<b>(223,862)</b>	<b>(1,735,457)</b>	<b>10,531,950</b>	<b>8,562,631</b>

	<b>SASS</b>	<b>SANCS</b>	<b>SSS</b>	<b>TOTAL</b>
	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>
	<b>30 June 2006</b>	<b>30 June 2006</b>	<b>30 June 2006</b>	<b>30 June 2006</b>
	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>
Net (asset)/liability at start of year	(233,862)	(1,735,457)	10,531,950	8,562,630
Net revenue recognised in income statement	(2,313,138)	67,430	(11,767,616)	(14,013,324)
<b>Net (asset)/liability disclosed in balance sheet</b>	<b>(2,547,000)</b>	<b>(1,668,027)</b>	<b>(1,235,667)</b>	<b>(5,451,694)</b>

## Financial Statements

Notes to and forming part of the financial statements for the year ended 30 June 2006

### Total expense/(revenue) recognised in operating statement-Paragraph 120(f)

	<b>SASS</b>	<b>SANCS</b>	<b>SSS</b>	<b>TOTAL</b>
	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>
	<b>30 June 2005</b>	<b>30 June 2005</b>	<b>30 June 2005</b>	<b>30 June 2005</b>
	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>
Current Service Costs	378,821	61,488	344,282	784,591
Interest on obligation	671,794	157,491	3,324,212	4,153,497
Expected return on plan assets	(799,915)	(316,941)	(3,502,307)	(4,619,163)
Net actuarial losses (gains) recognised in year	152,286	81,646	4,373,773	4,607,705
Change in surplus in excess of recovery available from scheme	0	0	0	0
Past Service Cost	0	0	0	0
Losses (gains) on curtailments and settlements	0	0	0	0
<b>Total included in superannuation expense</b>	<b>402,986</b>	<b>(16,316)</b>	<b>4,539,960</b>	<b>4,926,630</b>

	<b>SASS</b>	<b>SANCS</b>	<b>SSS</b>	<b>TOTAL</b>
	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>
	<b>30 June 2006</b>	<b>30 June 2006</b>	<b>30 June 2006</b>	<b>30 June 2006</b>
	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>	<b>A\$</b>
Current Service Costs	570,273	168,664	623,852	1,362,789
Interest on obligation	726,530	150,313	3,510,763	4,387,606
Expected return on plan assets	(920,478)	(351,413)	(4,086,326)	(5,358,217)
Net actuarial losses (gains) recognised in year	(2,950,340)	(70,980)	(11,942,468)	(14,963,788)
Change in surplus in excess of recovery available from scheme	260,876	170,847	126,563	558,286
Past Service Cost	0	0	0	0
Losses (gains) on curtailments and settlements	0	0	0	0
<b>Total included in superannuation revenue</b>	<b>(2,313,139)</b>	<b>67,431</b>	<b>(11,767,616)</b>	<b>(14,013,324)</b>

### Actual return on plan assets – Paragraph 120(h)

	<b>SASS</b>	<b>SANCS</b>	<b>SSS</b>	<b>TOTAL</b>
	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>
	<b>30 June 2005</b>	<b>30 June 2005</b>	<b>30 June 2005</b>	<b>30 June 2005</b>
Actual return on plan assets	1,469,750	561,185	6,355,370	8,386,305

	<b>SASS</b>	<b>SANCS</b>	<b>SSS</b>	<b>TOTAL</b>
	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>	<b>Year Ended</b>
	<b>30 June 2006</b>	<b>30 June 2006</b>	<b>30 June 2006</b>	<b>30 June 2006</b>
Actual return on plan assets	2,060,240	726,142	8,633,887	11,420,269

Notes to and forming part of the financial statements for the year ended 30 June 2006

**Valuation method and principal actuarial assumptions at the reporting date – Paragraph 120(h)**

(a) Valuation method

The Projected Unit Credit (PUC) valuation method was used to determine the present value of the defined benefit obligations and the related current service costs. This method sees each period of service as giving rise to an additional unit of benefit entitlement and measures each unit separately to build up the final obligation

(b) Economic Assumptions

	<b>30 June 2006</b>	<b>30 June 2005</b>
Discount rate at 30 June	5.9% pa	5.2% pa
Expected return on plan assets at 30 June	7.6%	7.3%
Expected salary increases	4.00% to 2008; 3.5% thereafter	4.00% pa
Expected rate of CPI increase	2.5% pa	2.5% pa

**Arrangements for employer contributions for funding – Paragraph AUS 121.1**

The following is a summary of the financial position of the fund calculated in accordance with AAS25- *Financial Reporting by Superannuation Plans*

**At 30 June 2005**

	SASS A\$	SANCS A\$	SSS A\$	TOTAL A\$
Accrued Benefits	11,968,906	2,838,012	51,576,598	66,383,516
Net market value of Fund assets	(12,876,642)	(4,836,445)	(55,026,242)	(72,739,329)
Net (Surplus)/deficit	(907,736)	(1,998,433)	(3,449,644)	(6,355,813)

**At 30 June 2006**

	SASS A\$	SANCS A\$	SSS A\$	TOTAL A\$
Accrued Benefits	12,981,589	2,932,957	52,333,231	68,247,777
Net market value of Fund assets	(16,095,583)	(4,888,520)	(63,109,423)	(84,093,526)
Net (Surplus)/deficit	(3,113,994)	(1,995,563)	(10,776,192)	(15,885,749)

Recommended contribution rates for the entity for 2005 and 2006 are:

SASS	SANCS	SSS
Multiple of member contributions	% of member salary	Multiple of member contributions
0.00	0.00	0.00

The method used to determine the employer contribution recommendations at the last actuarial review was the *Aggregate Funding* method. The method adopted affects the timing of the cost to the employer.

Under the *Aggregate Funding* method, the employer contribution rate is determined so that sufficient assets will be available to meet benefit payments to existing members, taking into account the current value of assets and future contributions.

## Financial Statements

Notes to and forming part of the financial statements for the year ended 30 June 2006

The economic assumptions for the actuarial review of the Fund were:

<b>Weighted-Average Assumptions</b>	<b>2006</b>	<b>2005</b>
Expected rate of return on Fund assets	7.3% pa	7.0% pa
Expected salary increase rate	4.0% pa	4.0% pa
Expected rate of CPI increase	2.5% pa	2.5% pa

### **Nature of asset/liability – Paragraph AUS 121.2**

If a surplus exists in the employer's interest in the Fund, the employer may be able to take advantage of it in the form of a reduction in the required contribution rate, depending on the advice of the Fund's actuary.

Where a deficiency exists, the employer is responsible for any difference between the employers share of funds assets and the defined benefit obligation.

<b>11. CURRENT ASSETS - OTHER</b>	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Long service leave receivable from NSW Treasury	3,672	3,556
	<hr/>	<hr/>
	3,672	3,556
	<hr/>	<hr/>

Notes to and forming part of the financial statements for the year ended 30 June 2006

**12. NON CURRENT ASSETS - Plant and Equipment**

	<b>Plant &amp; Equipment \$'000</b>	<b>Computer Equipment \$'000</b>	<b>Motor Vehicles \$'000</b>	<b>Total \$'000</b>
<b>At 1 July 2005</b>				
Gross Carrying Amount	294	28	27	349
Accumulated depreciation	(246)	(22)	(6)	(274)
Net Carrying Amount – at fair value	48	6	21	75
<b>At 30 June 2006</b>				
Gross Carrying Amount	285	28	27	340
Accumulated depreciation	(226)	(24)	(8)	(258)
Net Carrying Amount – at fair value	59	4	19	82

**Reconciliations**
**Year Ended 30 June 2005**

	<b>Plant Equipment \$'000</b>	<b>&amp; Computer Equipment \$'000</b>	<b>Motor Vehicles \$'000</b>	<b>Total \$'000</b>
Carrying amount as at 1 July 2004 at fair value	58	1	24	83
Additions	8	9	0	17
Depreciation expense	(18)	(4)	(3)	(25)
Carrying amount as at 30 June 2005 at fair value	48	6	21	75

**Year Ended 30 June 2006**

	<b>Plant Equipment \$'000</b>	<b>&amp; Computer Equipment \$'000</b>	<b>Motor Vehicles \$'000</b>	<b>Total \$'000</b>
Carrying amount as at 1 July 2005 at fair value	48	6	21	75
Additions	29	0	0	29
Depreciation expense	(18)	(2)	(2)	(22)
Carrying amount as at 30 June 2006 at fair value	59	4	19	82

Notes to and forming part of the financial statements for the year ended 30 June 2006

## 13. CURRENT LIABILITIES - Payables

	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Payables	3,353	2,882
Accrued salaries and wages	41	45
	<hr/> 3,394	<hr/> 2,927

## 14. CURRENT / NON CURRENT LIABILITIES - Provisions

	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>Employee benefits and related on-costs</b>		
Recreation leave	797	834
Employee benefits on costs	494	453
Long service leave current (note 2b)	3,672	3,556
Unfunded Superannuation Liabilities (Note 10)	0	10,532
<b>Total Provisions</b>	<hr/> 4,963	<hr/> 15,375

With regard to the Long Service Leave above, \$532,000 is expected to be settled within twelve months (\$430,000 in 2004/2005), and \$3,140,000 is expected to be settled after twelve months (\$3,126,000 in 2004/2005.)

### Aggregate employee benefits and related on-costs

	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
<b>Provisions - current</b>	4,963	4,843
Accrued salaries & wages and on-costs (note 14)	41	45
	<hr/> 5,004	<hr/> 4,888

## 15. CONTINGENT LIABILITIES

At 30 June 2006 there were no outstanding contingent liabilities. (\$Nil in 2004/2005).

Notes to and forming part of the financial statements for the year ended 30 June 2006

**16. LEASE COMMITMENTS**
**Operating Lease Commitments**

	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>
Future non-cancellable operating lease rentals not provided for and payable		
Not later than one year	3,149	3,026
Later than one year but not later than five years	3,152	5,872
Total (including GST)	<u>6,301</u>	<u>8,898</u>

The total expenditure commitments above include input tax credits of \$572,792.85 that are expected to be recoverable from the Australian Taxation Office (30 June 2005 - \$808,905).

**17. FINANCIAL INSTRUMENTS**
**(a) Interest rate risk**

Interest rate risk, is the risk that the value of the financial instrument will fluctuate due to changes in market interest rates. NSW AMES's exposure to interest rate risks and the weighted average effective interest rate of financial assets and liabilities is as follows:

**Financial instruments**

	<b>Interest bearing</b>		<b>Non-interest bearing</b>		<b>Total carrying amount as per Balance Sheet</b>	
	<b>2006</b>	<b>2005</b>	<b>2006</b>	<b>2005</b>	<b>2006</b>	<b>2005</b>
	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>	<b>\$'000</b>
<b>Financial assets</b>						
Cash	4,560	1,886	2	2	4,562	1,888
Receivables			4,998	4,138	4,998	4,138
Total Financial Assets	<u>4,560</u>	<u>1,886</u>	<u>5,000</u>	<u>4,140</u>	<u>9,560</u>	<u>6,026</u>
<b>Financial liabilities</b>						
Trade creditors	0	0	354	473	354	473
Accruals	0	0	3,040	2,409	3,040	2,409
Total Financial Liabilities	<u>0</u>	<u>0</u>	<u>3,394</u>	<u>2,882</u>	<u>3,394</u>	<u>2,882</u>
<b>Net Financial Assets / (Liability)</b>	<b><u>4,560</u></b>	<b><u>1,886</u></b>	<b><u>1,649</u></b>	<b><u>1,258</u></b>	<b><u>6,209</u></b>	<b><u>3,144</u></b>

Weighted average interest rate 4.5% computed on a monthly basis (4.33% in 2005)

## Financial Statements

Notes to and forming part of the financial statements for the year ended 30 June 2006

### (b) Credit Risk

Credit risk, is the risk of financial loss arising from another party to a contract or financial position failing to discharge a financial obligation thereunder. NSW AMES's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the Balance Sheet.

	Governments		Bank		Other		Total	
	2006	2005	2006	2005	2006	2005	2006	2005
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Financial assets</b>								
Cash	-	-	4,560	1,886	2	2	4,562	1,888
Receivables	4,860	4,031	-	-	138	107	4,998	4,138
<b>Total Financial Assets</b>	<b>4,860</b>	<b>4,031</b>	<b>4,560</b>	<b>1,886</b>	<b>140</b>	<b>109</b>	<b>9,560</b>	<b>6,026</b>

### 18. RECONCILIATION OF CASH

For the purposes of the statement of cash flows, cash includes cash at bank and cash on hand. Cash at the end of the financial year as shown in the statement of cash flows is reconciled to the related items in the statement of financial position as follows:

	2006	2005
	\$'000	\$'000
Cash at bank	4,560	1,886
Cash on hand	2	2
Closing cash and cash equivalents (as per statement of cash flows)	4,562	1,888

### 19. RECONCILIATION OF NET CASH FLOWS FROM OPERATING ACTIVITIES TO SURPLUS/(DEFICIT) FOR THE YEAR.

	2006	2005
	\$'000	\$'000
Net cash used on operating activities	2,703	721
Depreciation	(22)	(25)
Allowance for impairment	(8)	(4)
Increase/(decrease) in Current Receivables	984	3,791
Increase/(decrease) in Prepaid Superannuation	3,482	(387)
Increase/(decrease) in Non Current Receivables	0	(3,063)
Decrease/(increase) in payables	(467)	(42)
Decrease/(increase) in current provisions	(120)	(3,158)
Decrease/(increase) in non current provisions	0	3,063
Decrease/(increase) in unfunded superannuation liabilities	10,532	(4,540)
Surplus / (Deficit) for the Year from Ordinary Activities	17,084	(3,644)

### 20. AFTER BALANCE DATE EVENTS

In the interval between the end of the financial year and the date of this report, no event or material transaction has occurred which would be likely to effect the operations or the state of affairs of the NSW Adult Migrant English Service in subsequent financial years.

END OF AUDITED FINANCIAL STATEMENTS

## TAFE COMMISSION DIVISION



GPO BOX 12  
Sydney NSW 2001

## INDEPENDENT AUDIT REPORT

New South Wales Technical and Further Education Commission  
Division of the Government Service

To Members of the New South Wales Parliament

#### Audit Opinion

In my opinion, the financial report of New South Wales Technical and Further Education Commission Division of the Government Service (the Division):

- presents fairly the Division's financial position as at 30 June 2006 and its performance for the period ended on that date, in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia, and
- complies with section 45E of the *Public Finance and Audit Act 1983* (the Act) and the *Public Finance and Audit Regulation 2005*.

My opinion should be read in conjunction with the rest of this report.

#### Scope

##### *The Financial Report and the Managing Director's Responsibility*

The financial report comprises the balance sheet, income statement, statement of changes in equity, cash flow statement and accompanying notes to the financial statements for the Division, for the period ended 30 June 2006.

The Managing Director of the Commission is responsible for the preparation and true and fair presentation of the financial report in accordance with the Act. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

##### *Audit Approach*

I conducted an independent audit in order to express an opinion on the financial report. My audit provides *reasonable assurance* to Members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing Standards and statutory requirements, and I:

- assessed the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the Managing Director in preparing the financial report, and
- examined a sample of evidence that supports the amounts and disclosures in the financial report.

An audit does *not* guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that the Managing Director had not fulfilled his reporting obligations.

My opinion does *not* provide assurance:

- about the future viability of the Division,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

### Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements. The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.



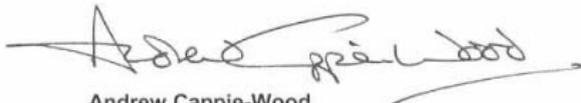
P J Boulous, CA  
Director, Financial Audit Services

SYDNEY  
22 September 2006

**Start of Audited Financial Statements****TAFE COMMISSION DIVISION****Financial Statements****For the period 17 March 2006 to 30 June 2006****STATEMENT BY THE DIVISION HEAD OF THE TAFE COMMISSION DIVISION**

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act, 1983, the applicable clauses of the Public Finance and Audit Regulation 2005 and the Treasurer's Directions.
2. The statements exhibit a true and fair view of the financial position and transactions of the Division.
3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



**Andrew Cappie-Wood**  
**DIVISION HEAD OF TAFE Commission Division**  
**MANAGING DIRECTOR OF TAFE NSW**  
**DIRECTOR-GENERAL OF EDUCATION AND TRAINING**

## Operating Statement for the Period 17 March 2006 to 30 June 2006

	Notes	Actual 2006 \$'000
<b>Expenses excluding losses</b>		
Operating expenses		
Employee related	2	250,176
<b>Total Expenses excluding losses</b>		<u>250,176</u>
Less:		
<b>Revenue</b>		
Sale of goods and services	3	223,935
<b>Total Revenue</b>		<u>223,935</u>
<b>Net Cost of Services</b>		<u><u>26,241</u></u>
<b>Government Contributions</b>		
Acceptance by the Crown Entity of employee benefits and other Liabilities	4	26,241
<b>Total Government Contributions</b>		<u>26,241</u>
<b>SURPLUS / (DEFICIT) FOR THE PERIOD</b>		--

## Statement of Changes in Equity for the Period 17 March 2006 to 30 June 2006

### TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY

Surplus/(Deficit) for the Period		--
<b>TOTAL INCOME AND EXPENSE RECOGNISED FOR THE PERIOD</b>	9	<u>--</u>

The accompanying notes form part of these financial statements

## Balance Sheet as at 30 June 2006

	Notes	Actual 2006 \$'000
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents		--
Receivables	6	50,192
<b>Total Current Assets</b>		<u>50,192</u>
<b>Total Assets</b>		<u>50,192</u>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Payables	7	25,608
Provisions	8	23,897
<b>Total Current Liabilities</b>		<u>49,505</u>
<b>Non-Current Liabilities</b>		
Provisions	8	687
<b>Total Non-Current Liabilities</b>		<u>687</u>
<b>Total Liabilities</b>		<u>50,192</u>
<b>Net Assets</b>		<u>--</u>
<b>EQUITY</b>		
Accumulated funds		--
<b>Total Equity</b>	9	<u>--</u>

## Cash Flow Statement for the Period 17 March 2006 to 30 June 2006

CASH FLOWS FROM OPERATING  
ACTIVITIES

## Payments

Employee related	(223,935)
<b>Total Payments</b>	<u>(223,935)</u>

## Receipts

Sale of goods and services	223,935
<b>Total Receipts</b>	<u>223,935</u>

## NET INCREASE/(DECREASE) IN CASH

Opening cash and cash equivalents	--
<b>CLOSING CASH AND CASH EQUIVALENTS</b>	<u>--</u>

The accompanying notes form part of these financial statements

Notes to and forming part of the Financial Statements

## 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

### *(a) Reporting entity*

TAFE Commission Division (the "entity") is a Division of the Government Service, established pursuant to Part 2 of Schedule 1 to the *Public Sector Employment and Management Act 2002*. It is a not-for-profit entity as profit is not its principal objective. It is consolidated as part of the NSW Total State Sector Accounts. It is domiciled in Australia and its principal office is at 35 Bridge Street, Sydney.

TAFE Commission Division's objective is to provide personnel services to its parent, the TAFE Commission (the "Commission").

The entity commenced operations on 17 March 2006 when it assumed responsibility for the teaching, educational and Institute Management staff and related employee-related liabilities of the Commission. The assumed liabilities were recognised on 17 March 2006 together with an offsetting receivable representing the related funding due from the former employer.

The financial report was authorised for issue by the Managing Director of the Commission as Head of the TAFE Commission Division on 18th September 2006. The report will not be amended and reissued as it has been audited.

### *(b) Basis of preparation*

This is a general-purpose financial report prepared in accordance with the requirements of Australian Accounting Standards, the *Public Finance and Audit Act 1983*, the *Public Finance and Audit Regulation 2005*, and specific directions issued by the Treasurer.

This is the first financial report prepared on the basis of Australian equivalents to International Financial Reporting Standards.

Generally, the historical cost basis of accounting has been adopted and the financial report does not take into account changing money values or current valuations. However, certain provisions are measured at fair value. See note 1(g).

The accrual basis of accounting has been adopted in the preparation of the financial report, except for cash flow information.

Management's judgements, key assumptions and estimates are disclosed in the relevant notes to the financial report.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

### *(c) Comparative information*

As this is the entity's first financial report, comparative information for the previous year is not provided.

### *(d) Income*

Income is measured at the fair value of the consideration received or receivable. Revenue from the rendering of personnel services is recognised when the service is provided and only to the extent that the associated recoverable expenses are recognised.

### *(e) Receivables*

A receivable is recognised when it is probable that the future cash inflows associated with it will be realised and it has a value that can be measured reliably. It is derecognised when the contractual or other rights to future cash flows from it expire or are transferred.

A receivable is measured initially at fair value and subsequently at amortised cost using the effective interest rate method, less any allowance for doubtful debts. A short-term receivable with no stated interest rate is measured at the original invoice amount where the effect of discounting is immaterial. An invoiced receivable is due for settlement within thirty days of invoicing.

## Notes to and forming part of the Financial Statements

If there is objective evidence at year-end that a receivable may not be collectable, its carrying amount is reduced by means of an allowance for doubtful debts and the resulting loss is recognised in the income statement. Receivables are monitored during the year and bad debts are written off against the allowance when they are determined to be irrecoverable. Any other loss or gain arising when a receivable is derecognised is also recognised in the income statement.

*(f) Payables*

Payables include accrued wages, salaries, and related on costs (such as payroll tax, fringe benefits tax and workers' compensation insurance) where there is certainty as to the amount and timing of settlement.

A payable is recognised when a present obligation arises under a contract or otherwise. It is derecognised when the obligation expires or is discharged, cancelled or substituted.

A short-term payable with no stated interest rate is measured at historical cost if the effect of discounting is immaterial.

*(g) Employee benefit provisions and expenses*

Provisions are made for liabilities of uncertain amount or uncertain timing of settlement.

Employee benefit provisions represent expected amounts payable in the future in respect of unused entitlements accumulated as at the reporting date. Liabilities associated with, but that are not, employee benefits (such as payroll tax) are recognised separately.

Superannuation and leave liabilities are recognised as expenses and provisions when the obligations arise, which is usually through the rendering of service by employees.

Long-term annual leave (i.e. that is not expected to be taken within twelve months) is measured at present value using a discount rate equal to the market yield on government bonds.

All other employee benefit liabilities (i.e. for benefits falling due wholly within twelve months after reporting date) are assessed by management and are measured at the undiscounted amount of the estimated future payments.

Notes to and forming part of the Financial Statements

<b>2. EXPENSES EXCLUDING LOSSES</b>	2006
	\$'000
Employee related expenses	
Salaries and wages (including recreation leave)	207,777
Superannuation – defined benefits plans	20,773
Superannuation – defined contribution plans	--
Long service leave	5,468
Workers' compensation insurance	4,138
Payroll tax and fringe benefits tax	12,020
Other	--
	<u>250,176</u>
<b>3. REVENUE</b>	
Sale of goods and services	
Sale of goods:	--
Rendering of services	
Administration charges	--
Fees for services	223,935
Course projects and materials	--
Other	--
	<u>223,935</u>
<b>4. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES</b>	
The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:	
Superannuation	20,773
Long service leave	5,468
Payroll tax	--
	<u>26,241</u>
<b>5. CURRENT ASSETS – CASH AND CASH EQUIVALENTS</b>	
Cash at bank and on hand *	--
Short Term deposits	--
	<u>--</u>
* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdraft. Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:	
Cash and cash equivalents (per Balance Sheet)	--
Closing cash and cash equivalents (per Cash Flow Statement)	<u>--</u>

Notes to and forming part of the Financial Statements

	2006
	\$'000
<b>6. CURRENT / NON-CURRENT ASSETS – RECEIVABLES</b>	
Current:	
Other debtors – due from TAFE Commission	50,192
	<u><b>50,192</b></u>
<b>7. CURRENT LIABILITIES – PAYABLES</b>	
Accrued salaries wages and on-costs	19,866
Group, payroll and fringe benefits tax	5,742
	<u><b>25,608</b></u>
<b>8. CURRENT / NON-CURRENT LIABILITIES – PROVISIONS</b>	
<b>Employee benefits and related on-costs:</b>	
<b>Current</b>	
Recreation leave	8,862
Accrued payroll tax on recreation leave and Accrued salaries and wages	1,724
Recreation leave on long service leave	3,110
Workers Compensation on long service leave	1,272
Payroll tax on long service leave	8,670
Other	259
	<u><b>23,897</b></u>
<b>Non-Current</b>	
Provision for payroll tax on long service leave	456
Recreation leave on long service leave	164
Workers Compensation on long service leave	67
	<u><b>687</b></u>
<b>Aggregate employee benefits and related on-costs</b>	
Provisions - current	23,897
Provisions – non-current	687
Accrued salaries, wages and on-costs (Note 7)	19,866
	<u><b>44,450</b></u>
<b>9. CHANGES IN EQUITY</b>	
Balance at the beginning of the period	--
Surplus/(deficit) for the period	--
Balance at the end of the period	--
<b>10. AFTER BALANCE DATE EVENTS</b>	
There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the TAFE Commission Division, the results of those operations or the state of affairs of the TAFE Commission Division in subsequent financial years.	

**End of Audited Financial Statements**

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<b>Directory of State Offices</b>				
<b>Office</b>		<b>Telephone</b>	<b>Facsimile</b>	
35 Bridge Street, SYDNEY NSW 2000		(02) 9561 8000	(02) 9561 8759	
22 Main Street, BLACKTOWN NSW 2148		(02) 9836 9000	(02) 9836 9252	
84 Crown Street, WOLLONGONG NSW 2500		(02) 4224 9100	(02) 4224 9334	
117 Bull Street, NEWCASTLE NSW 2302		(02) 4924 9900	(02) 4924 9840	
140 William Street, BATHURST NSW 2795		(02) 6334 8100	(02) 6331 9741	
1 Oxford Street, DARLINGHURST NSW 2010		(02) 9266 8111	(02) 9244 5701	
3a Smalls Road, RYDE NSW 2112		(02) 9886 7444	(02) 9886 7155	
Level 13, 55 Market Street, SYDNEY NSW 2000		(02) 9561 8000	(02) 9561 8438	
Level 9 Civic Tower, 66-72 Rickard Road, BANKSTOWN NSW 2200		(02) 9707 6238	(02) 9707 6287	
Australian Technology Park, Level 2, 1 Central Avenue, EVELEIGH NSW 1430		(02) 9244 0000	(02) 9244 0111	
Level 2, 39a Herbert Street, ST LEONARDS NSW 2065		(02) 9942 9000	(02) 9942 9600	
<b>Directory of TAFE NSW Institutes</b>				
<b>TAFE Institute</b>		<b>Telephone</b>	<b>Facsimile</b>	<b>Director</b>
<b>Hunter Institute</b>				
Building C , Maitland Road, TIGHES HILL NSW 2297		(02) 4923 7567	(02) 4923 7711	Phil Cox
<b>Illawarra Institute</b>				
3 Rowland Avenue, WOLLONGONG NSW 2500		(02) 4222 2908	(02) 4226 4748	Dianne Murray
<b>North Coast Institute</b>				
Hindman Street, PORT MACQUARIE NSW 2444		(02) 6586 2222	(02) 6586 2333	Elizabeth McGregor
<b>Northern Sydney Institute</b>				
213 Pacific Highway, ST LEONARDS NSW 2065		(02) 9942 0504	(02) 9942 0508	Kevin Harris
<b>New England Institute</b>				
Janison Street, TAMWORTH NSW 2340		(02) 6768 2445	(02) 6768 2449	Gary Pollock
<b>Riverina Institute</b>				
Cnr Macleay and Coleman Streets, WAGGA WAGGA NSW 2650		(02) 6938 1444	(02) 6938 1445	Rosemary Campbell
<b>South Western Sydney Institute</b>				
500 Chapel Road, BANKSTOWN NSW 2200		(02) 9796 5400	(02) 9790 7353	Barry Peddle
<b>Sydney Institute</b>				
Mary Ann Street, ULTIMO NSW 2007		(02) 9217 3367	(02) 9217 4023	Pam Christie
<b>Western Institute</b>				
Level 1, 235 Lords Place, ORANGE NSW 2800		(02) 6393 5900	(02) 6393 5969	Adrian Mitchell
<b>Western Sydney Institute</b>				
2-10 O'Connell Street, KINGSWOOD NSW 2747		(02) 9208 9201	(02) 9208 9277	Susan Hartigan
<b>Directory of Regional Offices</b>				
<b>Hunter/Central Coast Region, c/- Newcastle State Office</b>				
117 Bull Street, NEWCASTLE NSW 2300		(02) 4924 9914	(02) 4924 9843	John Mather
<b>Illawarra and South East Region</b>				
5 Rowland Avenue, WEST WOLLONGONG NSW 2500		(02) 4222 2929	(02) 4222 2963	Graeham Kennedy
<b>New England Region</b>				
Suite 1, 11-15 Dowe Street, TAMWORTH NSW 2340		(02) 6755 5934	(02) 6755 5935	Des Gorman
<b>North Coast Region</b>				
Cnr Marcia Street and Rose Avenue, COFFS HARBOUR NSW 2450		(02) 6652 0500	(02) 6658 0537	Carol Carrigan
<b>Northern Sydney Region</b>				
Level 5, 13-15 Lyon park Road, NOTRH RYDE NSW 2113		(02) 9886 7690	(02) 9886 7775	Deonne Smith
<b>Riverina Region</b>				
Level 4, 76 Morgan Street , WAGGA WAGGA NSW 2650		(02) 6937 3871	(02) 6937 3888	Colin Parker
<b>South Western Sydney Region c/- TAFE NSW - South Western Sydney</b>				
Building A, 500 Chapel Road, BANKSTOWN NSW 2200		(02) 9796 5446	(02) 8713 6524	Tom Urry
<b>Sydney Region c/- TAFE NSW - Sydney Institute</b>				
Building A Level 1, Room A1.13, Mary Ann Street, ULTIMO NSW 2007		(02) 9217 4877	(02) 9217 4843	Phil Lambert
<b>Western NSW Region</b>				
Level 1, 188 Macquarie Street, DUBBO NSW 2830		(02) 6841 2110	(02) 6841 2111	Carole McDiarmid
<b>Western Sydney Region c/- TAFE NSW - Western Sydney Institute</b>				
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