

Annual Report 2005

NSW Department of Education and Training



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Cover Photo

Northern Beaches Secondary College. This college was awarded the NSW VET Excellence Award.

Letter of Submission to the Minister

The Hon Ms Carmel Tebbutt MP
Minister for Education and Training
Level 33, Governor Macquarie Tower
1 Farrer Place
SYDNEY NSW 2000

Dear Minister

It is with pleasure that I submit the annual report of the NSW Department of Education and Training for the year ended 31 December 2005. The report has been prepared in accordance with the requirements of the *Annual Reports (Departments) Act 1985* and the *Public Finance and Audit Act 1983* and regulations under those Acts, and it is submitted to you for presentation to the NSW Parliament.

This report contains details of the Department's performance in implementing strategic priorities in NSW public schools, TAFE NSW, Adult and Community Education, Adult Migrant English Services, higher education and the National Art School. It also contains the Department's audited financial statements for the year ended 30 June 2005.



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

Table of Contents

Letter of Submission to the Minister	i
Director-General's Foreword	1
Overview	3
Highlights	
NSW government schools	9
TAFE NSW.....	11
Corporate Services	13
Strategic Planning and Regulation	15
Strategic Relations and Communication	17
Report on Performance	
Objective one : Achieving excellence in education and training for all students	20
Outcome 1.1: Closing the achievement gap for Aboriginal students	
Schools	21
TAFE NSW.....	23
Outcome 1.2: Improving outcomes for students in equity groups	
Schools	25
TAFE NSW.....	27
NSW VET.....	29
Objective two : Providing students with the foundations	30
Outcome 2.1: Better literacy and numeracy outcomes for students	
Schools	31
TAFE NSW.....	33
Outcome 2.2: Reduced class sizes in Kindergarten to Year 2	
Schools	35
Outcome 2.3: Improved technology-based learning and infrastructure	
Schools	37
TAFE NSW.....	39
Outcome 2.4: Higher quality learning environments	
Schools	41
TAFE NSW.....	43
Objective three : Improving the quality of teaching and learning	46
Outcome 3.1: High quality teaching and professional standards	
NSW DET	47
Outcome 3.2: Improved teacher recruitment, retention and retraining	
NSW DET	49
Objective four : Improving the transitions through school to work and further education.....	52
Outcome 4.1: Increased completion rate of Year 12 or its vocational equivalent	
Schools/ TAFE NSW	53
Objective five : Providing the skills and values for innovation, growth, prosperity and social cohesion	56
Outcome 5.1: Improved VET and employment outcomes	
Schools	57
TAFE NSW.....	59
NSW VET.....	61

Objective six : Delivering a dynamic and responsive system of public education and training	64
Outcome 6.1: Improved delivery of services	
Schools	65
TAFE NSW.....	67
Outcome 6.2: Higher level of safety and security for staff and students	
Schools and TAFE NSW	69
Appendices	70
Financial Statements.....	149
Statistical Compendium	247
Index	329
 List of Tables and Figures	
Percentage of students achieving the minimum Literacy standard in 2005 (BST and ELLA).....	22
Percentage of students achieving the minimum Literacy standard 2001-2005 (BST and ELLA)	32
Percentage of students achieving the minimum Numeracy standard 2001-2005 (BST and SNAP).....	32
Average class sizes in NSW government schools 1997-2005.....	35
Average class sizes in NSW government PSFP schools 1997-2005.....	35
Improving student satisfaction - percentage of students indicating good to very high levels of satisfaction, 2004-2005	44
TAFE NSW graduate satisfaction and outcomes 2001-2005	60
Improving safety and security - government schools.....	69

It gives me pleasure to introduce the 2005 Annual Report of the NSW Department of Education and Training (DET).

Implementation of recommendations from the Review of Aboriginal Education, Yanigurra Muya: Ganggurrinyama Yaari Guurulaw Yirringin.gurray, *Freeing the Spirit: Dreaming an Equal Future* was the major focus for the Department during 2005.

This 2005 Annual Report records a number of milestones following the Review, beginning with the appointment of a Director of Aboriginal Education and Training. The Schools in Partnership initiative, where identified schools and their communities will dedicate themselves from the 'ground up' to improving outcomes for Aboriginal students, is a key initiative in response to the Review.

Our long-term objective is to achieve a cultural shift in the Department. This means that everybody understands the extent of the gap in Aboriginal students' outcomes, and knows how their work can contribute to eliminating this gap. The 2005 Annual Report describes a significant first step in achieving this through the TAFE NSW developed and accredited course in Aboriginal Cultural Education, for delivery to staff across the Department.

I am confident that the plans and strategies the Department initiated in 2005 will bring further significant improvements for Aboriginal students with the aim of equalising outcomes with non-Aboriginal students by 2012.

For most students, education and training is about their future - and never more so than in this 21st century. So a highlight of 2005 was our completion of the Report on our Futures consultation, *One Size Doesn't Fit All* and its availability on the Department's Internet site. The Report represents the views of over 28,000 people who contributed to the most extensive consultation process ever undertaken by the Department.

In October 2005, the chair of the NSW Board of Vocational Education and Training, Bert Evans, AO, also released an independent evaluation of the NSW VET in Schools Program.

This showed that many HSC graduates identified the relevance of VET courses as one reason they stayed to complete their HSC. I am very pleased with the Department's successful VET in Schools program for years 11 and 12. More than 30 percent of all HSC students now opt to do a vocational course as part of their HSC.

One Size Doesn't Fit All and the evaluation of the VET in Schools program have helped us to develop strategies to meet parents' (and students') high expectations, with the emphasis on: engaging all students in the middle years; retaining more 15-19 year olds in education and training and supporting more systematic interventions in the early years of schooling.

The achievements of 2005 extend to every service we provide; services designed to meet the needs of people at different stages their lives, as well as the needs of the community, workplaces and industry.

At one end of this spectrum, by 2005 we had opened 21 new preschools, bringing the total number to 100. Class sizes of Kindergarten children were further reduced to a statewide average of 19.7.

NSW public schools continued to achieve outstanding outcomes. In 2005 public school students recorded excellent results in the Basic Skills Tests, the English Language and Literacy Test and the Secondary Numeracy Assessment Program. Several 'best ever' scores were recorded for different student groups and cohorts. For example, Aboriginal and Torres Strait Islander students in years 7 and 8 achieved their best ever results for language and reading in the English Language and Literacy Assessment.

The new format for individual reports to parents on their child's progress and achievement announced in 2005, will reinforce public education's reputation for consistently high standards. These twice yearly reports will commence during 2006. They have been produced in response to in-depth consultation with and feedback from parents and carers.

And our long tradition of excellence in vocational education and training continues. I am proud to report that in 2005 the North Coast Institute of TAFE NSW again won the NSW Vocational Education and Training large provider of the year award. Northern Beaches Secondary College won the VET in Schools Excellence award.

The NSW vocational education and training system has supported skills development for 135,913 apprentices and trainees who were in training in December 2005. This substantial training effort has also supported NSW industry to combat skills shortages.

Following the Futures consultations, the Review of Aboriginal Education and Training and the independent evaluation of the NSW VET in Schools Program, the Department of Education and Training is well equipped with evidence from its constituents and its communities to implement its directions.

I am confident that the information provided in this Annual Report of the Department for 2005 provides the citizens of NSW with assurance that their education and training system is on track and able to provide them and their children with the skills and knowledge needed for the future.



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

Overview

NSW Department of Education and Training

Our purpose

Our purpose is to assist our students to become citizens who contribute positively to the wellbeing, sustainability and economic success of NSW and the wider community.

Teaching, educational support and corporate services are delivered effectively so that:

- Students have the skills, values and knowledge for learning and success
- The community and employers have access to a skilled and knowledgeable workforce
- The expectations of the students, parents, staff, employers and the community are met.

Our strategic priorities

To meet the expectations and lifelong learning needs of the people of NSW, our efforts in 2005 were focused on:

- Achieving excellence in education and training outcomes for all students
- Providing students with the foundations
- Improving the quality of teaching and learning
- Improving transitions through school to work and further education
- Providing the skills and values for innovation, growth, prosperity and social cohesion, and
- Delivering a dynamic and responsive system of public education and training.

Our services

In 2005, the NSW Department of Education and Training provided education and training services to close to 1.3 million students through an extensive network of government schools, TAFE NSW Institutes, Adult and Community Education (ACE) colleges, 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
- TAFE NSW industry-recognised VET qualifications
- Apprenticeships and traineeships
- Adult and community education courses
- Adult migrant English programs
- Tertiary courses in Fine Art.

The Department operated principally under the *Education Act 1990*, the *Teaching Services Act 1980* and the *Technical and Further Education Commission Act 1990*. The *Education Act 1990* was amended in 2004 to provide for criteria for the registration of non-government schools (Act 2004 No15).

Schools

Through 10 school regions and 12 State policy directorates, the Schools Portfolio provided a comprehensive range of services. These services supported staff to design and deliver quality education and training aimed at meeting the diverse needs of students in government schools throughout NSW. These services focused on:

- Aboriginal education
- Curriculum and vocational education in schools
- Disability programs
- Students in Years K-4 (early years), 5-9 (middle years) and 10-12+ (later years)
- Educational measurement and school accountability
- Equity programs and distance education
- Professional learning and educational leadership
- Quality teaching and learning
- Safety and security
- Student health and wellbeing.

TAFE NSW and Community Education

The TAFE and Community Education Portfolio:

- Delivered more than 1,300 nationally recognised vocational education and training qualifications through 10 TAFE NSW Institutes

- Provided programs and services at 134 campuses, colleges and specialist centres across the State, in the workplace and by flexible or distance learning, including the use of e-learning and e-Services
- Delivered adult education services, including vocational education and training programs, language and literacy programs and programs supporting participation by Aboriginal people, through 75 Adult and Community Education organisations
- Delivered English language, literacy and numeracy programs and services through the NSW Adult Migrant English Service
- Delivered fine arts degrees and non-award courses in the visual arts through the National Art School.

State Training Services

The State Training Services managed:

- Registration of training organisations
- Accreditation of vocational courses
- Registration and support of NSW apprentices and trainees
- Implementation of a range of industry training and support programs
- Policy and administrative support to the NSW Board of Vocational Education and Training.

Higher Education

The Department:

- Approved the registration of 22 higher education institutions and the accreditation of 57 higher education courses
- Provided policy advice on matters relating to higher education, including negotiations for Australian Government funding for NSW universities, changes to the National Protocols for Higher Education Approvals Processes and transnational quality assurance, and education services for overseas students
- Received and responded to the report on the audit of its regulatory processes that was conducted by the Australian Universities Quality Agency.

Our students

Our students include preschoolers to adult learners in urban, rural and remote areas of NSW, and represent great ethnic and cultural diversity.

In 2005 there were:

- 4,307 government preschool students
- 436,551 government primary school students
- 305,027 government secondary school students
- 513,070 TAFE NSW students
- 135,913 apprentices and trainees in training
- 1,448 National Art School students.

Source: DET, Planning and Innovation and State Training Services.

Notes: School student numbers are based on full-time equivalent enrolments, TAFE NSW student numbers are based on course enrolments. Apprentices and Trainees in training nos from DET State Training Services.

Our communities

We worked closely with parents, students, employers and the community to provide the education and training services they require. We value the support and partnerships with parents, the community, government and industry that enable us to develop the rich and diverse learning environments that assist our students to achieve their goals.

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

The Department, as a reporting entity, comprises the operating activities of the Department of Education and Training and entities under its control, those being the NSW TAFE Commission, TAFE GLOBAL Pty Ltd and the Adult Migrant English Service.

Total recurrent and capital expense incurred by the Department of Education and Training in 2004-05 was \$9,808.9 million.

Overview

NSW Department of Education and Training

Significant funding commitments for government schools

The Department's 2005-06 budget provides \$10,145.3 million in recurrent and capital funding for education and training services. This includes funding for a range of government commitments specifically targeting improved student performance and outcomes. These include:

- Additional funding of \$53 million over four years for programs to improve educational outcomes for Aboriginal students
- Additional funding of \$130 million over four years to improve support for students in special schools, special classes in regular schools and integration of students with special needs into mainstream classes
- \$538 million over four years to improve literacy and numeracy standards
- \$543 million over four years for additional teachers to reduce class sizes for students enrolled in Kindergarten to Year 2, plus \$107 million for additional classrooms
- \$250 million over four years to increase the quality of teaching in government schools, ensure an adequate supply of teachers in key learning areas and enhance teacher professional development
- \$942 million over four years to give students and teachers access to state-of-the-art technology through additional computers, upgraded bandwidth and the rollout of e-learning systems to all schools
- \$60 million over four years to continue to provide a wider range of placement and support options for students with disruptive behaviour, including \$13.6 million for 20 new suspension centres, and
- \$393 million for capital works in government schools.

The Department also funds a range of equity programs. These are designed to meet the specific requirements of government school students who are identified as Aboriginal, are geographically isolated, from low socio-

economic status backgrounds, from non-English speaking backgrounds or who have special education requirements. For the 2005-06 budget, these programs include:

- \$774.0 million for special education
- \$76.3 million for students in regional and rural areas in NSW
- \$79.4 million for students from low socioeconomic status backgrounds
- \$95.4 million for students from non-English speaking backgrounds
- \$51.4 million for Aboriginal education.

Non-government school assistance

In 2004-05 total recurrent expenditure by the Department on the non-government schools program was \$668.3 million. Funding was provided mainly in the form of student per capita grants, secondary textbook allowances and the interest subsidy scheme for capital projects. From 2005-06, funding relating to secondary textbooks will form part of the per capita grants. Non-government schools also received significant funding support from the Australian Government.

Review and improvement

The Department has identified, as part of its risk assessment and ongoing review, several opportunities for improvement. These include:

- Developing strategies to improve educational outcomes for students in the middle years (Years 5-9) and for 15 to 19 year olds
- Developing flexible, innovative approaches to meet the diverse learning needs of Aboriginal students
- Implementing a funding agreement with the Australian Government Department of Education, Science and Training (DEST) for Vocational Education and Training (VET) to best meet the needs of NSW, and
- Implementing the 2005 - 2008 Schools Assistance and Aboriginal Education agreements with DEST
- Working more closely with the Department of Community Services to improve outcomes for preschool aged children.

Key achievements - 2005

- A whole-of-Department Strategic Plan for Aboriginal Education and Training and Action Plans across all areas of the Department of Education and Training were developed
- The Futures Report, One Size Doesn't Fit All was completed and made available on the Department's Internet and Intranet sites. A copy of the document was also sent to each school. The Report represents the views of over 28,000 people who contributed to the most extensive consultation process ever undertaken by the Department.
- Student satisfaction with the quality of learning and services delivered by TAFE NSW increased to 92.7% of students indicating good, high or very high levels of satisfaction with TAFE NSW.
- TAFE NSW has 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.
- New agreements for 2005-2008 were successfully negotiated with the Australian Government, securing funding for schools Aboriginal education and VET.
- A new policy for schools, Curriculum Planning and Programming, Assessing and Reporting to Parents K-12, was developed to clarify requirements in curriculum planning, assessing and reporting to parents, in response to election commitments, the Eltis report recommendations and Australian Government legislative requirements
- A new format for Annual School Reports was developed in keeping with the Government's commitment to provide parents and the community with more meaningful and easier to understand information about school performance
- Every school principal was trained in procedures that support new government school teachers to gain and maintain accreditation with the NSW Institute of Teachers
- Classes with Kindergarten students were reduced to a statewide average of 19.7 students
- The revised gifted and talented education policy and support materials were provided to all schools for implementation at the start of 2005
- 21 new preschools commenced operation in New South Wales primary schools, taking the total number of departmental preschools to 100
- Timely, accurate and high quality advice and support was delivered to schools, regions, senior departmental staff and the Minister's office
- Greater support for the promotion of schools and public education and training was provided
- A comprehensive communication review was completed.

Government schools

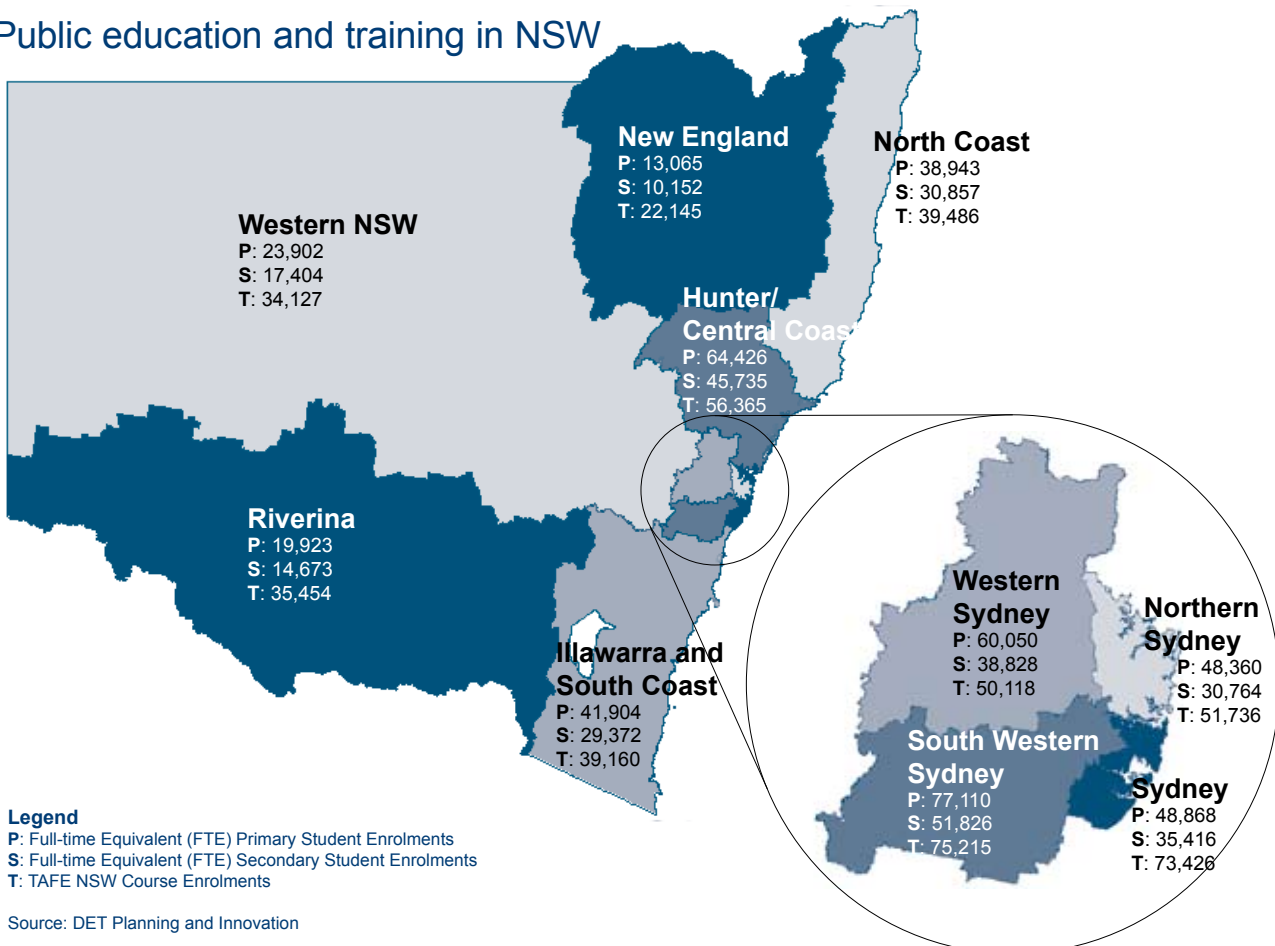
- More than 740,000 school students received education and training in government schools
- The mean literacy and numeracy scores of students from language backgrounds other than English in Years 3, 5, and 7 exceeded the mean literacy and numeracy scores for all students in Years 3, 5 and 7
- Over 81% of identified Reading Recovery students from 2003 performed at or above the minimum standard for Year 3 overall literacy in 2005
- The Premier's Reading Challenge for 2004-2005 was the most successful since its inception in 2002, with nearly 86,000 students completing the Challenge
- Aboriginal students in Years 7 and 8 achieved their highest ever mean score in reading, and Aboriginal students in Year 8 achieved their highest ever mean score in language and numeracy

Overview

NSW Department of Education and Training

- More than 200,000 students in Years 7-12 participated in the School to Work Program and there were 51,385 enrolments in VET in Schools courses. Over 20,000 employers hosted VET in Schools students for work placement.
- The Strategic Evaluation of VET in Schools in NSW undertaken by the Board of Vocational Education and Training and the Destination and Satisfaction Survey of 2004 HSC VET Students in NSW conducted by the University of Melbourne found that students:
 - strongly endorse the value of their HSC VET courses, and
 - are successfully finding pathways to enter university, post-school VET, apprenticeships and traineeships and employment.
- In 2005 the Department organised and delivered high profile public performances and activities involving more than 29,000 public school students. These included: the Schools Spectacular; the opening ceremony of the 2005 Youth Olympic Festival; State Drama and Dance festivals; the Premier's Debating Challenge and Premier's Spelling Bee; public speaking competitions; choral and instrumental concerts; and a variety of both departmental and corporate events.
- As part of the Government's Special Education Initiative 2005 - 2007 an additional 303 teacher's aide special (TAS) positions were allocated to classes for students with emotional difficulties, behavioural difficulties, and autism.
- 4,307 young children attended the Department's 100 preschools (663 attended

Public education and training in NSW



the 21 new preschools of which 178 children were from Aboriginal or Torres Strait Islander background).

TAFE NSW

- Over 104 million hours of vocational education and training (VET) were delivered to students accounting for over 513,000 enrolments in TAFE NSW.
- Of all apprentices in training, 90%, or nearly 40,000 students, enrolled in TAFE NSW.
- TAFE NSW has the highest level of employer satisfaction in Australia with recognised training (excluding apprenticeships and traineeships).
- There was a significant increase in apprenticeship enrolments in skill shortage areas such as hairdressing, manufacturing and engineering.
- The use of e-business was expanded through Student e-Services and Mainstream Enrolment via the Internet.
- Some 28,000 students completed all or part of their course online, an increase of more than 21% since 2004 and of 84% since 2001.
- The TAFE Interactive Distance Learning Satellite Project provided education and training to over 500 people in rural and remote areas, including Aboriginal communities.

The NSW Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) delivered language, literacy and numeracy training programs, workplace training programs and related services and consultancies for newly arrived migrants, refugees, job seekers and workplace clients.

In 2005, under the Adult Migrant English Program (AMEP), AMES and the DET AMEP Consortium provided AMEP courses for over 9,500 migrants. Provision in rural and regional areas was expanded. AMES delivered courses under the State-funded Skillmax Program to 1,277 migrants, assisting them to secure employment.

Adult and Community Education

In 2005, Adult and Community Education (ACE) delivered adult education services, funded through the NSW Board of Adult and Community Education (BACE). These services included accredited vocational education and training programs, language and literacy programs and programs supporting participation by Aboriginal people.

The 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). Non-award courses are run throughout the year, in all disciplines.

The NAS also conducts an HSC Intensive Studio Program that is a Board of Studies endorsed enrichment course for Year 12 visual arts students.

Highlights

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 more than 2,200 locations. These include preschools, infants, primary, central and community schools, specialist and comprehensive secondary schools, schools for specific purposes as well as intensive English and environmental education centres.

Ten regional directors were confirmed in their positions and the number of school education directors was increased from 43 to 78 to provide more localised support for schools.

The Schools Portfolio worked to build an interdependent, capacity building culture across schools, regions and the State Office that is focused on the learning and welfare needs of students. The support for students was refocused from primary and secondary schooling to meeting the particular needs of students at their stages of learning in the early, middle and later years.

As part of a focus on teachers' professional learning and leadership development, a series of rotational conferences on the stages of learning was established to ensure that the Department is reflecting the best of emerging practices in policies and support in the area. The first in the series was a highly successful Middle Years conference titled Resilience, Engagement, Success. The results of this conference will guide the development of a statewide Middle Years strategy in 2006.

A major series of conferences led by Professor Emeritus Michael Fullan titled Education in Motion – Leading in a Culture of Change was held to engage principals in looking at future leadership issues in schools.

A Leadership Alliance was established between the Department, the Primary Principals' Association and the Secondary Principals' Council to provide a more effective focus on leadership development.

A new framework for school development and school accountability was established in 2005. A website on School Development and Accountability provides detailed guidance to schools on planning, including planning templates. All schools developed 2005 School Plans with support from and in consultation with School Education Directors (SEDs).

The Schools Portfolio achieved successful outcomes and has:

- Implemented a plan for Aboriginal Education and action plans in all areas of the Department
- Reduced class sizes in Kindergarten to a statewide average of 19.7
- Commenced operation of an additional 21 new preschools, taking the number of Departmental preschools to 100
- Developed a new policy for schools: Curriculum Planning and Programming, Assessing and Reporting to Parents, K-12
- Provided a new Connected Outcome Groups (COGs) Curriculum Planning Framework to assist primary teachers to manage the curriculum more effectively
- Delivered 189 Year 7-10 syllabus workshops in key learning areas, with 4,314 teachers attending
- Provided all schools with a revised gifted and talented education policy and support materials
- Organised a State Conference and conducted workshops to support key personnel in gifted and talented education policy implementation and the introduction of extension programs in comprehensive high schools
- Developed best practice examples of gifted and talented education through 50 schools participating in the Australian Government Quality Teaching Program
- Developed a new format for Annual School Reports to provide more meaningful and easier to understand information about the performance of schools

- Increased the power and analytical capacity of the School Measurement, Assessment and Reporting Toolkit (SMART) by integrating all statewide testing programs into the software
- Merged the Basic Skills Test and Primary Writing Assessment into the one testing program, resulting in a holistic measure of literacy for NSW students for the first time
- Launched a new school leadership development strategy for aspiring, new and experienced school leaders and executives that aims to increase collaboration and cooperation between schools, regions and State Office directorates
- Produced a professional learning continuum for guiding the development of professional learning programs and strategies in 2006-07
- Established Middle Years Action Research projects in each of the 10 regions, assisting schools to collaboratively explore innovative approaches to meeting the needs of middle years students
- Implemented initiatives, including teacher education scholarships, Accelerated Teacher Training programs and retraining programs, to attract people to the areas of potential teacher shortfall (mathematics, science and technological and applied studies).
- Organised State camps in music, dance and drama; developed regional initiatives in dance and music; toured ensemble groups to country regions and the State Schools Symphony Orchestra to Europe; managed the Performances for Schools program; and provided opportunities through the ensembles program for gifted and talented students in choral and instrumental music, dance and drama
- Established the Schools in Partnership (SiP) 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, particularly Aboriginal students
- Implemented regional processes for the support of students with behavioural disorders and special needs through the operation of seven suspension centres
- Developed and implemented the Department's Anti-bullying Plan for Schools
- Conducted the 2005 State Student Representative Council (SRC) Conference School Harmony - Communities Working Together for 130 student leaders in NSW
- Distributed 47,000 copies of the End of Year Celebration Kit to Year 12 students from government secondary schools to help them celebrate their end of year safely
- Trained all principals in procedures that support new teachers in government schools to gain and maintain accreditation with the NSW Institute of Teachers
- Expanded mentoring programs, Beginning Well, Learning Assistance Mentoring Program (LAMP) and Lawyers Encouraging and Assisting Promising Students (LEAPS), to more locations statewide
- Developed student welfare support documents for schools
- Conducted a State Values Education briefing for regional senior officers and provided oversight for the development and completion of regional values plans
- Developed resources: Fresh Ideas for a Healthy School Canteen folder and Come into my Canteen DVD and distributed to all schools in NSW
- Supported an additional 10 Schools as Community Centres (SaCC), bringing the number of SaCCs to 49
- Implemented the dedicated security guard program which together with a range of other security strategies, has led to a significant reduction of security breaches
- Offered representative sporting opportunities in 21 sports at the primary level and 28 sports at the secondary level. Some 800 selection events, championships and carnivals were conducted across 10 Regions.

Highlights

TAFE NSW

TAFE NSW Institutes deliver vocational education and training (VET) courses which provide the skills needed by people in their current or future workplaces. TAFE NSW offers over 1,300 qualifications which are work related and developed in association with industry and, where available, align with the qualifications from nationally developed training packages. Courses are delivered face-to-face at over 130 colleges or campuses, specialist centres, in the workplace, by flexible and distance learning, or by using a combination of these delivery methods. In remote and rural centres, TAFE NSW is often the only provider of post school training.

TAFE NSW is the major provider of apprenticeship training in NSW, enrolling 39,559 students or over 90% of all apprentices in training.

TAFE NSW has 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.

The satisfaction rate for apprenticeship and traineeship training was 78%, higher than the satisfaction ratings received by both the private training providers (65%) and industry association providers (40%) in NSW.

Strong connections and partnerships with industry makes TAFE NSW an industry-led VET system. Institute staff are actively engaged in regional development. TAFE NSW currently takes part in over 300 TAFE-industry partnerships, with enterprises such as Visy, Optus, P&O Cold Logistics, and the Roads and Traffic Authority.

Enterprise based learning, mixed mode delivery and flexible forms of training delivery, including online, have expanded significantly.

TAFE NSW formally recognises the skills and knowledge gained through education, work or life experience to assist people in gaining nationally recognised and portable qualifications.

Programs incorporate underpinning knowledge and skills, employability skills, and the appropriate development of language,

literacy and numeracy skills contextualised to vocational education and training.

TAFE NSW has a number of cross-sectoral arrangements through which Institutes and universities develop joint diploma/degree programs.

There is a range of programs and support services focused specifically for Aboriginal people, women, people with a disability, people from non-English speaking backgrounds, young people, mature aged workers and people in Correctional and Juvenile Justice Centres. These programs and services assist people in preparing for further study to gain a qualification and/or employment.

TAFE NSW is implementing the recommendations of the Aboriginal Education Review to equalise educational outcomes for Aboriginal students by 2012. It has achieved increases in all performance measures related to participation, enrolment in higher level courses and course outcomes. Courses aimed at building community capacity have been developed and are now being provided to Aboriginal communities.

TAFE NSW succeeds in the competitive market place through tendered contracts and fee for service activities (both nationally and offshore), as well as offering commercial short courses under the TAFE Plus brand.

The International Students Centre (ISC) is responsible for the enrolment of international students in TAFE NSW, as well as a range of school programs. TAFE NSW international student numbers grew by 8.2%, from 2,334 in 2004 to 2,525 in 2005.

TAFE NSW has achieved successful outcomes and has:

- Delivered more than 104 million hours of vocational education and training
- Exceeded 513,000 enrolments in TAFE NSW courses
- Increased apprenticeship enrolments in skill shortage areas such as hairdressing, manufacturing and engineering
- Developed new products and markets to increase commercial revenue

- Achieved through efficiencies the third lowest expenditure per student hour compared with other States and Territories
- Expanded its capacity as an e-business through Student e-Services and Mainstream Enrolment via the Internet
- Provided higher levels of flexibility through e-learning, with 83% of TAFE NSW students surveyed in 2005 experiencing e-learning, compared with 75% nationally
- Increased student satisfaction with the quality of learning and services delivered by TAFE NSW: 92.7% of students indicated good, high or very high levels of satisfaction with TAFE NSW
- Improved participation by Aboriginal students
- Improved the training of the NSW workforce in dealing with drug and alcohol issues
- Launched the TAFE NSW/Universities Credit Transfer and Articulation website that provides information on credit transfer and articulation arrangements
- Expanded VET for people in remote and rural areas through interactive distance learning technology
- Reviewed and improved the system used to select students into high demand courses to ensure its validity, reliability and fairness
- Initiated a Large Client Management strategy to build commercial opportunities for the long-term sustainability of TAFE NSW
- Gained recognition for excellence: for the second year running, the TAFE NSW - North Coast Institute was awarded Large Training Provider of the Year at the 2005 NSW Training Awards
- Recognised excellence within the organisation: TAFE NSW - Sydney Institute won the Gold Award at the TAFE NSW Quality Awards for its workplace learning and skills recognition for non-teaching staff project.

Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) delivered language, literacy and numeracy training programs, workplace

training programs and related services and consultancies for newly arrived migrants, refugees, job seekers and workplace clients.

In 2005, under the Adult Migrant English Program (AMEP), AMES and the DET AMEP Consortium provided AMEP courses for over 9,500 migrants at 78 venues and through distance learning.

AMES delivered courses under the State-funded Skillmax Program to 1,277 migrants, assisting them to secure employment.

Adult and Community Education

In 2005, Adult and Community Education (ACE) delivered adult education services, funded through the NSW Board of Adult and Community Education (BACE), via 75 ACE organisations. These services included accredited vocational education and training programs, language and literacy programs and programs supporting participation by Aboriginal people.

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).

The NAS also conducted an HSC Intensive Studio Program that is a Board of Studies endorsed enrichment course for Year 12 visual arts students.

The NAS operated the Dobell School, which provides visual art education opportunities for regional and outer-metropolitan Year 11 students.

TAFE GLOBAL

In 2005, TAFE GLOBAL conducted market development in over 30 countries. The company assessed over 600 business opportunities and submitted over 200 bids or proposals for commercial work. The company also managed around 60 client contracts and 100 supply contracts for the year. In addition, there were 40 contracts for offshore delivery of 90 courses by TAFE NSW Institutes, involving around 5,000 students and generating revenue of some \$5 million.

Highlights

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 2005, 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 and advice on resource implications of initiatives, policies, modification to service delivery and structures and the Government's preparation of the education budget
- Managed administrative policies and practices and administered the Special Student 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; and 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

- 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 agency
- Implemented occupational health and safety and injury management programs
- Fostered strategic cooperation with government agencies, industry and other State education authorities to transform ways of managing corporate services.

Corporate Services achieved successful outcomes and has:

- Achieved unqualified audit opinions for DET, TAFE NSW and all related agencies for the 2004-2005 Financial Statements
- Secured initial government funding for the Learning Management and Business Reform program to replace corporate services and student administration systems
- Successfully concluded new awards for school and TAFE teachers without any industrial action and finalised a new Staffing Agreement 2005-2008 focusing on quality teachers in all schools and meeting local needs
- Implemented new accountability arrangements for principals
- Incorporated the Institute of Teachers standards for accrediting teachers into teacher assessment and review documentation to ensure consistency within the system
- Supported the Class Size Reduction Initiative by employing more than 1,000 additional teachers and providing more than 300 new or refurbished classrooms
- Improved physical learning environments for public schools through the completion in the financial year 2004-2005 of 18 major building projects, commencement of 32 new major projects and continuation of 60 projects
- Opened five newly built government schools under the Privately Financed Project

and implemented new Schools Facilities Maintenance Contracts

- Improved physical learning environments for TAFE NSW through the completion of 14 new major building projects, commencement of 12 new projects and continuation of 20 projects
- Provided 39,000 computers to schools under the new \$556 million Technology for Learning program. All small primary and central schools received their full four-year entitlements as part of the largest ever calendar-year computer allocation across the Department.
- Achieved bandwidths at or above 2 megabits per second in over 96% of the wide area network services, with 16% having bandwidths of 10 megabits per second or better
- Implemented a new model for the management of workers' compensation claims to reduce the cost of workers' compensation premiums
- Implemented the Corporate Safety Strategy, Safe Working and Learning 2005-2008 which received the Treasury Managed Fund's Risk Management Award
- With NSW Teachers Federation, successfully hosted the Teachers and the Law Conference
- Met 92% of requests from 1,471 schools to engage casual teachers through Casual.Direct
- Enabled 98% of government schools to use the electronic casual pay claims service which streamlined casual employee pay claims processing in schools
- Piloted an online delivery of child protection training to casual teachers for implementation in 2006.

Highlights

Strategic Planning and Regulation

Strategic Planning and Regulation programs and services include:

- Supporting the Minister's participation in the Ministerial Council on Education, Employment, Training and Youth Affairs and the Ministerial Council for Vocational and Technical Education
- Managing the Department's strategic planning and reporting, statutory reporting, the development of the Department's Corporate Plan 2005-2008, the development of the Results and Services Plan and indicators for Treasury and data collection and reporting for schools and TAFE NSW
- Supporting the Department's participation in national forums such as the Australian Education Systems Officials Committee and managing the national Schools Resourcing Taskforce and the Copyright Advisory Group. From 2005, NSW is Chair of the Australian Information and Communications Technology in Education Committee for two years.
- Facilitating policy discussion and collaboration between the government and non-government school sectors through the non-government Schools Advisory Council
- Administering the Schools Education Research Approvals Process and facilitating strategic research, analysis, evaluation and innovation to support policy development and implementation
- Promoting and fostering innovation in teaching and learning and providing leading edge, technology-based educational services, products and facilities to government schools and TAFE Institutes throughout NSW
- Monitoring, regulating and assuring the quality of the apprenticeship and traineeship system in NSW; and registering training organisations, accrediting courses and approving providers to deliver courses to overseas students
- Providing New Apprenticeships services through the DETNAC, the largest provider in Australia, supporting employers of

apprentices from five metropolitan and 11 regional sites

- Supporting the NSW Board of Vocational Education and Training (BVET) and the NSW Vocational Education and Training Accreditation Board. In 2005, BVET managed \$1 million of research and innovative projects to address strategic vocational education and training issues.
- Managing a range of programs to meet the skills needs of individuals and industries. Funding of \$68.7 million was available in 2005 for these initiatives.

Strategic Planning and Regulation has achieved successful outcomes and has:

- Negotiated the 2005-2008 Schools Assistance Agreement and the 2005-2008 Indigenous Assistance Agreement, with the Australian Government, securing \$3.7 billion for schools and \$100 million for Aboriginal education over the next four years
- Negotiated the 2005-2008 Commonwealth-State Agreement for Skilling Australia's Workforce, securing Australian Government funding over the period of \$1.4 billion for TAFE NSW, Adult and Community Education, Aboriginal Colleges, VET In Schools and apprenticeships and traineeships
- Managed NSW DET compliance with performance reporting for national funding agreements
- Represented NSW on cross-jurisdictional committees responsible for developing national policies and processes for national assessment and reporting of student performance, and facilitating the transition from State-based to national assessments
- Managed major policy reviews and evaluations and developed innovative policies in the areas of statewide assessment, VET in schools, K-2 class size reduction, skills ecosystems, personalised learning and high expectations
- Managed a highly successful symposium on personalised learning and high expectations

- Implemented the NSW Government Plan for Securing our Skilled Workforce, which included more than \$7 million in extra funds for apprenticeship training and incentive programs
- Redeveloped the Teaching and Learning exchange (TaLe) website, with more than 25,000 resources; two million hits in 2005; 4,000 registered users in schools; and 20 professional learning communities
- Coordinated the delivery of the successful Intel Teach to the Future program to improve the ICT skills for over 1,600 teachers
- Improved TAFE Online (TOL) and:
 - Consolidated the quality assurance process for maintaining the TAFE Online Learningware library
 - Completed TOL Stage 1 and supported the establishment of TOL Certificate 2
 - Assisted the implementation of the TAFE Online Plumbing resources
 - Assisted TAFE NSW Institutes to develop TOL units using the Centre for Learning Innovation Publishing System (CLIPS) process.
- Trialled models of learner-centred learning through implementing the BVET-funded Improving Student Outcomes project
- Managed a 12.7% increase in approvals for apprenticeships and traineeships between 2000 and 2005. In December 2005, there were 135,913 apprentices and trainees in training in NSW.
- Registered 929 training organisations in NSW, including 350 with Commonwealth Register of Institutions and Courses for Overseas Students approval, and accredited 747 courses available for delivery
- Been commended by the Australian Universities Quality Agency for the establishment of a sound legislative and regulatory framework in NSW
- Received the highest quality rating for the DETNAC from the Australian Government - the only New Apprenticeships Centre in NSW to achieve this rating - while maintaining the largest market share (about 50%) for apprenticeship services
- Strengthened NSW university governance
- Achieved national agreement for a new bilateral mechanism to better match university places with State workforce needs
- Established a cross-sectoral School Planning Group to assist with better coordination between government and non-government schools
- Developed a streamlined information management system to make it easier for the Department to meet its accountability and planning and reporting commitments
- Improved DET information management systems.

Highlights

Strategic Relations and Communication

The Strategic Relations and Communication Portfolio comprises the Corporate Communication, Executive Support, Corporate Marketing and Media directorates.

The Corporate Communication Directorate delivers strategic communication support and advice to State Office and schools. In 2005, a communication review was conducted.

The findings provide guidance for improving communication with parents and internally.

The Executive Support Directorate provides advice to senior departmental staff and the Minister's office and provides administrative support for the Board of Management.

Corporate Marketing Directorate provides strategic marketing support to TAFE NSW Institutes and NSW public schools. The Directorate promotes excellence in public education and training through coordinating high profile events such as Education Week and Schools and Career Expos, and by providing valuable information services through the TAFE NSW Information Centre and TAFE NSW Handbook.

The Media Directorate works with all parts of the Department to respond effectively to media enquiries and promote public education in the community.

Strategic Relations and Communication achieved successful outcomes and has:

- Established a consistent visual identity for the Department
 - Implemented a new coordinated approach to electronic communication to schools, called InPrincipal
 - Developed InSchools, a newsletter for all school staff that looked at achievements, innovations, activities and events
 - Produced the Time to Start School booklet that provides tips and ideas for parents and carers
 - Redesigned the Department's Intranet and Internet sites
 - Produced quality speeches
 - Regularly updated correspondence guidelines and trained staff statewide
- to prepare ministerial and departmental correspondence, briefings and submissions
- Coordinated and supported the School Promotions Strategy Reference Group. Representatives of principals' organisations, the parent body and unions are working with departmental officers to support promotional activities for schools.
 - Managed Education Week which was held in May for the first time. It emphasised the values of NSW public schools. Highlights of the week were performances in Martin Place, Sydney and a gala celebration at Darling Harbour. Activities such as the national 'Back to School' program were also coordinated across the State showcasing the benefits of public education.
 - Held a National Marketing Forum providing the opportunity for all State and Territory education agencies to share experiences, innovative ideas and expertise in marketing public schools
 - Introduced the annual TAFE NSW Business Forum. This is a series of activities held in August to raise awareness among business decision makers of the services provided by TAFE NSW.
 - Participated in the Education Expo 2005 with a public schools and TAFE NSW display. The Expo featured 250 exhibitors and was attended by 9,000 visitors. Participated in *The Sydney Morning Herald* Careers and Employment Expo and *The Daily Telegraph* Careers Expo which, combined, was attended by over 21,000 visitors.
 - Organised the NSW Schools Remember ANZAC Commemoration Ceremony at the ANZAC Memorial, Hyde Park, in conjunction with other education sectors and the RSL
 - Conducted research on key target group - School Leavers developed a number of major projects including the School to TAFE NSW website. Updated the TAFE NSW website.
 - Managed the 2005 Doghouse Challenge - eight teams of students (from TAFE NSW Institutes) competed to build dog houses

which were donated to the RSPCA to raise money for their organisation

- Managed the publication of the TAFE NSW Handbook. This is the largest and most comprehensive course guide in Australia, containing details on over 1,200 courses, plus information on Institutes and student services. Of the 80,000 copies printed, 50,000 were sold through newsagents and selected bookstores.
- Managed the TAFE NSW Information Centre which handled over 186,000 enquiries statewide. These enquiries are received via phone, email, post and face-to-face. Email enquiries continue to be the fastest growing service area (over 23,000 in 2005) with 98% of customer emails responded to within 24 hours. The Centre coordinates requests from industry for customised training. These requests are referred to the appropriate TAFE NSW section within 24 hours. In 2005, requests from industry increased by 16% over the previous year.
- Coordinated the Summer Schools program for school students in Years 9, 10 and 11
- Coordinated visits and information packages for senior delegations from 18 countries, with 54 delegations comprising 474 visitors. Ongoing relationships have been developed with the education authorities in several of these countries.
- Won several Australian TAFE Marketing Association Awards:
 - Business Development, Strategic Partnership Innovation
 - Marketing campaign over \$50,000
 - Safety Institute of Australia Award for Excellence and Commitment in Reducing Injury and Fatality.
- Coordinated the promotion of commercial programs to meet specific industry needs. Enrolments in courses developed under the TAFE PLUS brand increased from 50,163 in 2004 to 54,430 in 2005. This represents a growth of 8.5%.
- Coordinated tenders that resulted in:
 - Training for the Defence Materiel Organisation - the engineering and procurement arm of the Department of Defence. The contract will run for up to five years (TAFE NSW is one of the partners).
 - Project Management, Procurement and Intellectual Property Training for the Department of Defence Australia-wide (TAFE NSW is one of the partners).

Objective One

Achieving excellence in education and training for all students

Outcome 1.1 Closing the achievement gap for Aboriginal students

Outcome 1.2 Improving outcomes for students in equity groups

Achievements	Strategies	Challenges and future directions
<ul style="list-style-type: none">■ Implementation of the Government's response to the recommendations from the Review of Aboriginal Education■ Gains achieved in meeting minimum literacy and numeracy standards for Aboriginal students and students from other equity target groups■ Increased Aboriginal student enrolments, apprenticeships and traineeships and graduates in TAFE NSW Institutes■ More places in TAFE NSW Institutes available for students in equity target groups.	<ul style="list-style-type: none">■ Enhancing literacy and numeracy initiatives, retention and attendance programs for Aboriginal students and those from other equity target groups■ Developing culturally inclusive teaching and learning programs■ Delivering programs to meet specific local needs■ Strengthening links between education, industry and community agencies■ Supporting innovative education and training program design and better use of technology to improve outcomes for Aboriginal students and students from other equity target groups.	<ul style="list-style-type: none">■ Complete implementation of the Government's response to the recommendations from the Review of Aboriginal Education■ Reduce the difference in academic achievement for equity groups compared with all students■ Increase access to and awareness of education and training opportunities for Aboriginal people, people with a disability and other equity groups■ Diminish the digital divide experienced by rural and remote communities■ Provide teachers with strategies and skills to support young people with special needs.

Outcome 1.1

Closing the achievement gap for Aboriginal students

Achievements

In 2005, in partnership with the NSW Aboriginal Education Consultative Group Incorporated (AECG), the Department began implementing recommendations from the Report of the Review of Aboriginal Education "*Freeing the Spirit: Dreaming an Equal Future*." Important recommendations focus on developing flexible, innovative approaches to meeting the diverse learning needs of Aboriginal students. Achievements in planning and implementation included:

- Re-establishment of the Director-General's Aboriginal Education and Training Advisory Group to provide strategic direction
- Establishment of the Schools in Partnership (SiP) initiative in 10 schools to lead change in partnership with local communities and improve learning outcomes for all students, particularly Aboriginal students
- Development of a whole-of-department Strategic Plan for Aboriginal education and training and action plans in all areas of the Department
- Realignment of the Aboriginal Education and Training Directorate to support this strategic approach
- Appointment of a Director of Aboriginal Education and Training
- Renewal of partnerships with the NSW Teachers' Federation and the Board of Studies.

In 2005, the majority of Aboriginal students achieved minimum standards of literacy and numeracy as assessed by the Basic Skills Test (BST), English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program. There is still a gap between the achievement of Aboriginal students and all students; however, results for Aboriginal students have shown some improvement between 2001 and 2005. Most notably the percentage of:

- Year 3 students achieving BST numeracy results in band 2 or higher increased by 5 percentage points to 77.1%, representing

a decrease in the gap between Aboriginal students and all students

- Year 7 students achieving ELLA results in the highest band increased by 1.6 percentage points to 10.6%
- Year 8 students achieving ELLA results in the highest band increased by 2.5 percentage points to 16.3%.

There are indications that more Aboriginal students are achieving individual goals and taking on leadership roles in their school communities, for example:

- Karla Ranby received the 2005 Minister's Award for Excellence in Student Achievement and the Moree Australia Day Award for Young Citizen of the Year in 2005
- Ronald Venables represented Aboriginal students on the Director-General's Priority Schools Funding Program Advisory Committee
- Kaleesha Morris and Kristy Hayward represented Aboriginal students on the NSW Student Representative Council Steering Committee
- Ten Aboriginal students (one from each region) attended the annual NSW State Student Representative Council meeting in August 2005 as Aboriginal student leaders.

Strategies

A range of strategies targeted at improving outcomes for Aboriginal students included:

- Dedicating \$53 million over four years in the State budget to improve outcomes for Aboriginal students
- Planning for the development of gifted and talented programs for Aboriginal students, Aboriginal curriculum support materials and Aboriginal cultural education programs
- Commencing the SiP initiative based on the effective practice of school communities in which real improvements in literacy, numeracy and participation among Aboriginal students have been achieved. Ten schools were selected for the first phase based on recommendations from Regional Directors and Regional AECG Presidents.

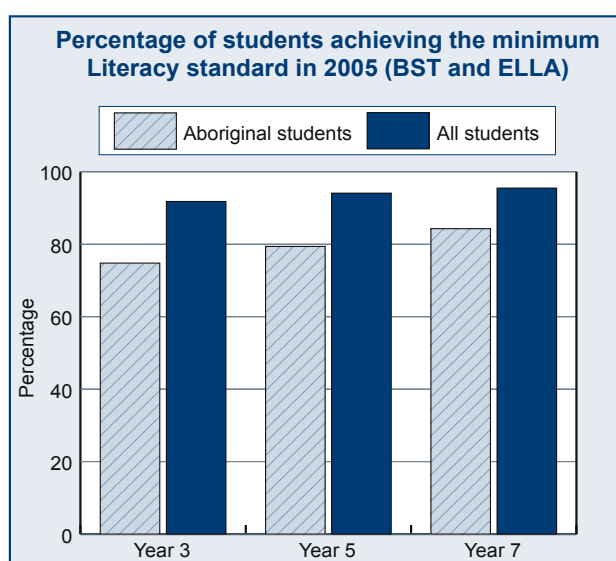
- Encouraging Aboriginal students to participate in leadership programs; for example, 65 Aboriginal students participated in the New England Region Aboriginal Student Leadership Camp designed for students who show leadership potential
- Establishing the Families and Communities Cluster as part of Two Ways Together to focus on early childhood education and family violence. The group is chaired by DET (until the end of 2006) and includes community, State and Australian Government representation.
- Supporting schools to establish junior AECGs to encourage the development of student leadership and decision making skills
- Providing representation to the Aboriginal Affairs Plan Coordinating Committee and all Two Ways Together Cluster Groups.

Challenges and future directions

- Support the health and wellbeing as well as academic achievement of Aboriginal students
- Plan and implement specific, targeted, whole-of-agency and whole-of-government strategies that will have a significant impact on literacy and numeracy outcomes of Aboriginal students including student and community engagement
- Eliminate the gap between Aboriginal and non-Aboriginal student outcomes by 2012
- Increase the retention rate in post-compulsory education by improving Aboriginal students' active participation in schooling
- Affirm Aboriginal students' identity by highlighting their achievement in mainstream educational activities
- Focus on the individual needs of Aboriginal students and on early learning experiences and quality teaching
- Integrate Aboriginal perspectives into all resources and provide support to expand cultural awareness as well as knowledge of Aboriginal history, culture and respect

for Aboriginal people's place in Australian society

- Commence and accredit the TAFE NSW Aboriginal Cultural Education Program targeted to public servants working with Aboriginal people and communities, and/or responsible for decision making affecting Aboriginal people and communities
- Draw on the recommendations from the Aboriginal Education Review and the NSW State Vocational Education and Training Plan for Aboriginal communities to improve the implementation of the Aboriginal Education Policy
- Enhance the partnership agreement with the NSW AECG, and build partnerships with Aboriginal communities and other government and non-government agencies
- Strengthen leadership in Aboriginal education in regions through the appointment of consultants, Aboriginal engagement and quality teaching
- Extend the SiP initiative to a further 20 schools by 2007.



Source: DET Educational Measurement

Notes: BST - Basic Skills Test (based on new Literacy includes writing, which previously was part of the Primary Writing Assessment)
 ELLA - English Language and Literacy Assessment

Percentages for the components may not add to 100 because of rounding.

Outcome 1.1

Closing the achievement gap for Aboriginal students

Achievements

In 2005, TAFE NSW improved access to educational provision, module and course completion rates, and course articulation into higher level Australian Qualification Framework (AQF) courses for Aboriginal students. For example, between 2001 and 2005:

- Aboriginal student enrolments increased by 24.9% compared to 1.8% for all students
- Average module completion rates for Aboriginal students increased from 58.7% to 66.4%
- The number of Aboriginal graduates in courses at Certificate III and above increased by 67.1%.

TAFE NSW worked in partnership with the Aboriginal Education Consultative Group (AECG) and Aboriginal communities to implement the recommendations of the Aboriginal Education Review and towards achieving successful outcomes for Aboriginal students:

- The TAFE NSW Aboriginal Education Review (AER) Implementation Working Group was established
- An accredited course in Aboriginal Cultural Education was developed for delivery to all DET staff
- Aboriginal facilitators in each Institute were trained to deliver the core modules of this course commencing in Semester 1 2006
- An accredited Course in Parenting with an Aboriginal strand was developed for delivery to members of Aboriginal communities
- A unit on Aboriginal education was developed as a professional development priority for TAFE NSW teachers
- The Certificate III in Aboriginal Education Assistant and the Course in Literacy Tutoring (Aboriginal students) were delivered to members of Aboriginal communities, with 25 graduates in 2005.

TAFE NSW developed partnership arrangements with private industry, government agencies and key Aboriginal organisations to build community capacity and improve

educational and employment outcomes for Aboriginal people. As a result:

- In partnership with Community Development Employment Programs, Land Councils, Aboriginal Education Consultative Groups and Indigenous Coordination Centres, the Certificate IV in Business (Governance) is being delivered to members of Aboriginal organisations. There were eight graduates and 45 new enrolments in 2005 (North Coast Institute).
- In partnership with the Wiradjuri Condobolin Corporation and Barrick Gold, an Introduction to Mining for Indigenous People was delivered. Eighteen students successfully completed the course and 12 students have already gained employment (Western Institute).
- In partnership with the Construction, Forestry, Manufacturing and Engineering Union (CFMEU), the Job Ready Program was delivered to 13 students, eight of whom have already gained employment in the construction industry (South Western Sydney Institute)
- In partnership with the South Eastern Sydney Illawarra Area Health Service and the Heart Foundation, a training program aimed at improving cardiovascular health in communities was delivered to 20 Aboriginal Health Care Workers, 18 of whom successfully completed the course (Illawarra Institute)
- In partnership with the University of Wollongong, the Advanced Diploma of Indigenous Health Studies was delivered and eight students successfully completed the course in 2005 (Illawarra Institute)
- In partnership with the Tharawal Community and local primary schools, the Aboriginal Parents as Learners in Schools program was developed and implemented. The program helps the parents of Aboriginal children gain the skills and confidence to support their children's learning and work as literacy tutors in schools. The program won an Achievement in Quality Award at the 2005 TAFE NSW Quality Awards (South Western Sydney Institute).

Strategies

TAFE NSW continued to improve and increase access to educational provision and build the capacity of Aboriginal communities by:

- Developing a teacher training pathway in partnership with the University of New England that will see more Aboriginal teachers employed (New England Institute)
- Delivering the Diploma of Community Services (Children's Services) to 28 Aboriginal child care workers across western NSW (Western Institute)
- Establishing community e-learning centres at the Hillcrest Aboriginal Community, Maclean and Pippi Beach, Yamba (North Coast Institute)
- Establishing Aboriginal learning centres in remote or rural locations, such as the Yarradmarra Centre in Dubbo, to support Aboriginal students and provide services and facilities for Aboriginal communities (Western Institute)
- Delivering Certificate III in Aboriginal Committee Training to members of a junior Aboriginal Education Consultative Committee (North Coast Institute)
- Delivering audiometry training programs to Aboriginal health workers (Western Sydney Institute)
- Developing an Aboriginal Media and Communication course at Certificate I and II levels to provide vocational and employment outcomes, and articulation into higher level technology based courses
- Providing training and support for local projects. For example, Aboriginal students worked with the Deniliquin Yarkuwa Indigenous Knowledge Centre to restore a local forest that will become a community resource for cultural preservation and education (Riverina Institute).
- Providing programs in mentoring, arts and cultural practices which were delivered to Aboriginal inmates at the Mid North Coast Correctional Centre (North Coast Institute).

Challenges and future directions

- Capture more accurate data in relation to the number of Aboriginal students in TAFE NSW by encouraging more students to complete student details on enrolment forms
- Promote educational pathways to further increase Aboriginal participation in vocational education and training, and articulation into courses at Certificate III and above
- Increase the number of Aboriginal teaching staff through targeted recruitment to be able to:
 - Deliver customised courses in Aboriginal communities
 - Deliver the core units of the Course in Aboriginal Cultural Education to all TAFE NSW staff
 - Provide greater opportunities for the mentoring of Aboriginal students
 - Assist in implementing the recommendations of the Aboriginal Education Review
 - Promote courses in skill shortage areas to Aboriginal students, including courses that have not traditionally been undertaken by Aboriginal students
 - Collaborate with other government agencies to provide training opportunities that are relevant, appropriate and meet the needs of Aboriginal students
 - Increase and maintain existing links and partnerships with Aboriginal Education Consultative Groups, Aboriginal Community Groups and Land Councils, industry and other educational organisations, to provide targeted programs for Aboriginal women, young people and mature age men
 - Develop more employment opportunities for Aboriginal students through traineeships
 - Ensure that all aspects of delivery at colleges and campuses are welcoming and appropriate for local Aboriginal communities.

Outcome 1.2

Improving outcomes for students in equity groups

Achievements

Strategies and programs were implemented to meet the diverse learning needs of all students. Specific strategies were implemented and maintained to support specific learning needs of equity groups. Students identified as needing specific programs included boys, geographically isolated students and those from Language Backgrounds Other Than English (LBOTE) and low socioeconomic backgrounds.

In 2005, the majority of students from these equity groups achieved minimum standards in literacy and numeracy skills as assessed through the Basic Skills Test (BST), the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP). For LBOTE students, their mean scores in literacy and numeracy at Years 3, 5 and 7 exceeded the corresponding mean score for all students. However, boys, students from low socioeconomic backgrounds and geographically isolated students had mean scores below that of the State as a whole.

In 2005, for example, the mean literacy score for:

- Year 3 geographically isolated students was 48.5 (50.4 for all students)
- Year 5 LBOTE students was 57.0 (56.6 for all students)
- Year 7 students from low socioeconomic backgrounds was 85.4 (88.7 for all students).

The mean numeracy score for:

- Year 3 students from low socioeconomic backgrounds was 50.1 (53.6 for all students)
- Year 5 geographically isolated students was 58.2 (60.4 for all students)
- Year 7 LBOTE students was 86.7 (85.0 for all students).

Compared with 2001, LBOTE students have improved in literacy and numeracy, while students from low socioeconomic backgrounds have improved their numeracy performance in Year 3 and Year 5.

A higher percentage of girls continue to achieve the minimum standard in literacy and numeracy than boys.

Boys achieved higher mean scores in numeracy than girls although the numeracy gap in favour of boys is much smaller than the literacy gap in favour of girls.

Strategies to support students from low socioeconomic backgrounds are leading to improved results for students. For instance, the ELLA results for Belmore Boys High School, funded by the Priority Schools Funding Program (PSFP) and the Priority Schools Action Program (PSAP), show the average value-adding from Year 7 (2004) to Year 8 (2005) was 4.2 score points compared to the State average of 1.9 score points.

At Belmont Public School, also funded by the PSFP, the 2005 BST results showed that 71% of boys improved one skill band or more from Year 3 to Year 5 in literacy, 82% of girls improved one skill band or more from Year 3 to Year 5 in numeracy, while the overall growth in numeracy was 2.2 score points above the State average.

Strategies

Five major programs supported students in equity groups. These programs focused primarily on improving student learning outcomes, including literacy and numeracy.

- \$20.2 million, 280 teaching positions, 24 consultants and 12 community officers for 576 schools through the PSFP
- An additional \$16.1 million provided through the PAS program for 74 PSFP schools
- \$5.4 million and eight consultants for 224 Country Areas Program (CAP) schools
- \$92 million for specialist teachers for students learning English as a second language (ESL)
- \$7.0 million through the Links to Learning Community Grants Program.

These programs enabled students from equity groups and their teachers to access initiatives that included:

- Assisting 920 ESL students who sat for the English (ESL) Higher School Certificate examination in 2005
- Implementing the Certificate in Spoken and Written English in 11 high schools and 11 intensive English centres
- Enabling approximately 17,200 students from 206 PSFP primary schools to participate in the Holiday Reading is Rad project. Some 93% of students surveyed improved or maintained their reading skills over the 2004-2005 summer holidays
- Enabling 353 students, teachers and parents from remote schools to attend CAP technology forums to develop visual literacy skills
- Involving 318 isolated primary distance education students to access visual lessons as part of a satellite education project
- Making available the Boys as Leaders mentoring program to the 22 boys' high schools in NSW to develop boys' leadership skills
- Implementing Programs such Plan-it Youth Community Mentoring, HSC Tutorial Support Scheme and Summer Schools in targeted schools to provide specialist support to help increase student engagement with schools
- Researching the educational needs of students who are refugees from Africa. Western Sydney Region and the University of Sydney collaborated in the Young Africans in Schools Project.
- Assisting teachers in isolated schools and pre-service teachers to integrate information and communication technologies into classroom practice in isolated schools. This is a joint project between CAP schools and the University of New England.
- Conducting the Premier's Department Youth Partnerships with Pacific Communities Projects.

Challenges and future directions

- Provide innovative and flexible education in schools servicing rural and isolated communities undergoing rapid and fundamental change
- Develop teachers' professional knowledge and expertise to improve ESL students' English skills
- Support the implementation of a more integrated delivery of programs for schools serving low socioeconomic communities so that the needs of students from targeted equity groups can be more effectively addressed
- Help schools build the capacity for long-term sustainability of equity programs
- Assist schools to integrate technology with teaching and learning and increase the curriculum options available to students
- Access qualified interpreters for students and parents from new and emerging communities, particularly new arrivals from African countries
- Meet the educational needs of students who are refugees from Africa, and who continue to represent a high proportion of LBOTE students in the Western Sydney Region
- Develop a new framework for equity programs to:
 - shape future programs and services
 - reduce the difference in the academic achievement of students from equity groups compared with all students
 - increase participation in further education and training.

Outcome 1.2

Improving outcomes for students in equity groups

Achievements

In 2005, TAFE NSW Institutes continued to enhance opportunities for students from equity groups. This resulted in significant improvements in participation levels and educational outcomes between 2001 and 2005 for most equity groups.

During this period all student enrolments increased by 1.8% while enrolments:

- For students with a disability increased by 41.2%
- For mature age students, that is the 45-64 age group, increased by 15.4%

TAFE NSW worked at increasing transition pathways for students from equity target groups into higher level programs and employment. For example:

- Close liaison with Centrelink offices in Hornsby and Chatswood resulted in 350 students being referred to TAFE NSW in 2005. Approximately 50% of these students have progressed to higher level courses, 43.7% have found employment, and 9.4% are doing volunteer work.
- The provision of training to offenders with an intellectual disability through the Corrective Services Project (Long Bay Correctional Centre Additional Support Unit and the Goulburn Correctional Centre Intellectual Disability Unit). In 2005, 22 inmates successfully completed core modules of the Certificate I in Horticulture and five were awarded the full qualification; three of these have now enrolled in the Certificate II in Horticulture and one has found employment in horticulture. Some 15 inmates completed modules from the Certificate III in Fitness.
- In 2005, there were almost 2000 enrolments in the Outreach Australians Working Together program which provides mature age job-seekers with the knowledge and skills to access further education or employment. Over the three-and-a-half year life of the project over 560 courses have been offered at 270 different locations. The module completion rate for these courses

was over 79%. A survey conducted six months after they had graduated found that over 80% of the students surveyed were either in employment or further study.

Strategies

TAFE NSW is using innovative strategies to enhance access, participation and outcomes of equity target groups. For example, in 2005:

- Developing and distributing to TAFE NSW teacher consultants a DVD Beyond Expectations with inspiring workplace profiles of people with a disability. It provides positive role models to build the confidence of students with a disability.
- Delivering interactive lessons to 123 students through the expansion of the Interactive Distance Learning Satellite Project (IDL). 75% of these students were women in isolated homesteads or remote Aboriginal communities.
- Delivering courses through the VET Priority Places Program which increases vocational and training opportunities for low-income earners who either have a disability, are older workers, or are parents entering or re-entering the workforce
- Strengthening relationships with industry, local groups and other educational providers within the regions served by TAFE NSW Institutes to help ensure the VET needs of equity groups are met
- Developing strategies, as part of the review of the Application Processing System, to increase the participation of students from equity groups in high demand courses
- Adopting more flexible, accessible and family friendly delivery and learning options for students from equity groups; such as using blended learning that incorporates face-to-face, workplace, distance and online learning
- Collaborating with other government and non-government agencies to provide vocational education and training to equity groups. For example, TAFE NSW:

- Assisted people with newly acquired spinal cord injury to return to the community through the Community Participation Project (CPP), an initiative of the Motor Accidents Authority
- Researched the educational needs of people with spinal injuries and provided VET programs that use adaptive technology for students in hospital spinal units
- Conducted a joint forum with the Department of Corrective Services to develop strategies to meet the VET needs of women in custody, especially Aboriginal women and women with mental illnesses.
- Implementing the Rural Women Skills Recognition program that recognises the skills of women in managing their farms. In addition to achieving successful vocational outcomes this program has led to networking and the exchange of ideas among the women (New England, North Coast, Riverina and Western Institutes).
- Continuing to support and expand the operations of the North Coast Computer Project that sources, refurbishes and sells used computers at low cost, and provides training in information technology to low-income earners (North Coast Institute)
- Delivering courses flexibly, including via satellite technology and videoconferencing, to provide learning opportunities for equity groups in communities that do not have access to a TAFE NSW college or campus; for example, for communities at Goodooga and the opal fields of the Grawin (Western Institute)
- Delivering the Jumpstart program Women in Automotive - Work Opportunities for Women to address the skills shortage of women as mechanics (Illawarra Institute)
- Undertaking a significant research project to identify the education and training outcomes and needs of students from language

backgrounds other than English so as to better meet their needs.

Challenges and future directions

- Enhance access, participation and successful outcomes for people from equity groups in vocational education and training
- Meet targets for equity groups under the NSW Vocational Education and Training Plan and the NSW Results and Services Plan
- Improve educational pathways that will increase the number of students from equity groups completing Certificate III courses and above
- Capture more accurately information on equity groups in TAFE NSW student data by improving the completion of student details on enrolment forms
- Work with industry, government and non-government agencies, and the community to increase employment opportunities for people from equity groups
- Establish a Women in Custody Network, with links to other government agencies, to improve their access to VET programs
- Promote the availability of video and online teaching and assessment strategies for students with hidden disabilities.

Outcome 1.2

Improving outcomes for students in equity groups

Achievements

The Department achieved positive outcomes through its targeted programs and initiatives:

- 3,600 low income mature aged people participated in computer skills training under the Basic IT Enabling Skills for Older Workers Program
- 2,510 training places were offered across NSW for people with a disability, parents returning to work and mature aged people over 45 years through the VET Priority Places Program
- 720 Aboriginal and 856 equity group training places were offered under the Contracted Training Provision Program
- 1,300 mature aged people over 45 years old undertook qualifications from Certificate II to Diploma level in skills shortage areas under the Partnering - Training for Older Workers program.

The Department of Education and Training New Apprenticeship Centre (DETNAAC) initiative, The Way Ahead for Aboriginal People, increased participation and retention rates of Aboriginal people in apprenticeships and traineeships. After 12 months, DETNAAC Aboriginal apprentices and trainees numbers increased by 130%. Pre-vocational training covering industry specific and job readiness skills was provided in Griffith, Dubbo, Merimbula and Tamworth and 16 Aboriginal people provided mentoring support services to 40 Aboriginal trainees and apprentices throughout NSW.

Under the VET Infrastructure for Indigenous People Program, grants totalling \$470,000 were used to develop training facilities for the delivery of VET for Indigenous People.

Strategies

The Department continues to implement skills development strategies that specifically target Aboriginal people, older workers and students in equity groups by:

- Providing basic computer literacy for low income individuals aged 45 years and over through The Basic IT Enabling Skills for Older Workers Program

- Providing training to people with a disability, parents returning to work and mature aged people over 45 through the VET Priority Places Program
- Encouraging Registered Training Organisations to develop partnerships with employers to assist people over 45 with training that builds upon work skills, keeps skills up-to-date and enables participants to remain competitive in the workforce through the Partnering - Training for Older Workers program.

The DETNAAC initiative, The Way Ahead for Aboriginal People, was designed to bring together the Aboriginal community and employers throughout NSW, creating more opportunities in apprenticeships and traineeships for Aboriginal people. The DETNAAC has held a series of regional launches promoting the strategy to businesses, employers and communities in regional and rural NSW. The initiative combines:

- Providing industry specific pre-employment skills through a Pre-vocational Training Program
- Supporting Aboriginal new apprentices with workplace mentors under a Mentoring Program
- Developing leadership skills, a teamwork approach and increase initiative and confidence with the Career Development Program.

Challenges and future directions

- Increase access to training opportunities for Aboriginal people, people with a disability and other equity groups, including access to higher level qualifications.

Objective Two

Providing students with the foundations

Outcome 2.1 Better literacy and numeracy outcomes for students

Outcome 2.2 Reduced class sizes in Kindergarten to Year 2

Outcome 2.3 Improved technology based learning and infrastructure

Outcome 2.4 Higher quality learning environments

Achievements	Strategies	Challenges and future directions
<ul style="list-style-type: none"> ■ Statewide average of fewer than 20 students in Kindergarten classes ■ More than 1,000 additional teaching positions recruited ■ New TAFE NSW and school facilities completed ■ More than 95% of Year 7 students achieved the elementary level or above in literacy and in numeracy ■ Over two million hits on the redeveloped Teaching and Learning exchange ■ The Sustainable Schools Program piloted in 180 schools ■ Some 39,000 new computers rolled out to schools ■ Over 26% increase since 2001 in TAFE NSW enrolments in courses specifically aimed at literacy and numeracy outcomes. 	<ul style="list-style-type: none"> ■ Developing the State Literacy and Numeracy plans for 2006-2008 ■ Developing quality learning resources that facilitate student and teacher use of information and communication technologies (ICT) ■ Developing a state-of-the-art publishing system, Centre for Learning Innovation Publishing System, providing schools with access to publishing materials from a single source ■ Providing professional development for staff to improve their skills in literacy and numeracy and the use of ICT ■ Maintaining and improving the quality of facilities. 	<ul style="list-style-type: none"> ■ Implement the State Literacy and Numeracy plans for 2006-2008 ■ Meet the anticipated increase in demand for literacy and numeracy training due to the Welfare to Work legislation amendments ■ Develop more online resources ■ Continue to focus on connected learning environments, personalised learning, e-learning portals, mobile computing and software development to assist schools in the reporting process ■ Maintain and improve the quality of facilities.

Outcome 2.1

Better literacy and numeracy outcomes for students

Achievements

Achieving equitable outcomes for all students is central to teaching and learning programs in all government schools. Student progress is monitored through statewide assessments during primary and secondary school. Partnerships between parents and caregivers support student learning by providing information on each child's learning needs and clear reporting on progress.

Through the Statewide Assessment Strategy, the literacy and numeracy skills of over 220,000 students in Years 3, 5, 7 and 8 were assessed. For the first time, writing (previously assessed separately) was incorporated into the Basic Skills Test (BST), thus enabling literacy in Years 3 and 5 to include reading, writing and language components as in the Years 7 and 8 English Language and Literacy Assessment (ELLA).

NSW students recorded excellent results in the BST, ELLA and Secondary Numeracy Assessment Program (SNAP) in 2005.

Based on results from the BST:

- 91.8% of Year 3 students achieved Band 2 or above in literacy and 90.8% in numeracy
- 94.1% of Year 5 students achieved Band 3 or above in literacy and 93.4% in numeracy.

In ELLA and the SNAP:

- 95.5% of Year 7 students achieved the elementary level or above in literacy and 96.2% in numeracy
- 97.2% of Year 8 students achieved the elementary level or above in literacy and 97.6% in numeracy.

The 2005 BST mean score for Year 3 numeracy was the highest recorded. Mean scores for reading and language for boys in both Years 7 and 8 in ELLA were equal to or higher than the mean in any year prior to 2005.

Aboriginal and Torres Strait Islander students in Years 7 and 8 achieved their best ever mean score for reading in ELLA, and Aboriginal and Torres Strait Islander students in Year 8 achieved their best ever mean score for language in ELLA and numeracy in SNAP.

Reading Recovery continued to have a positive impact on students' literacy achievements.

Based on BST results, 81% of Year 3 and 88% of Year 5 students who successfully completed Reading Recovery in Year 1 reached the minimum literacy standard in 2005.

In 2005, 1,082 government schools participated in the Premier's Reading Challenge with the number of students successfully completing the Challenge increasing by 141.4% on 2004.

Sixty-six schools across eight regions engaged in a Literacy in the Middle Years Project, which resulted in improved student results in BST writing of 10 to 13.9 percentage points above the State average.

Strategies

The Department has put in place significant strategies to address the literacy and numeracy needs of students.

The Minister commissioned a major review of assessment programs in NSW schools. As part of the review, an independent expert, Professor George Cooney, will examine the performance of NSW students in Year 7 numeracy and develop proposals to improve numeracy outcomes in the important transition years from primary to high school. It is expected that Professor Cooney will give his final report to the Minister in the second half of 2006.

Other strategies to support student achievement in literacy and numeracy include:

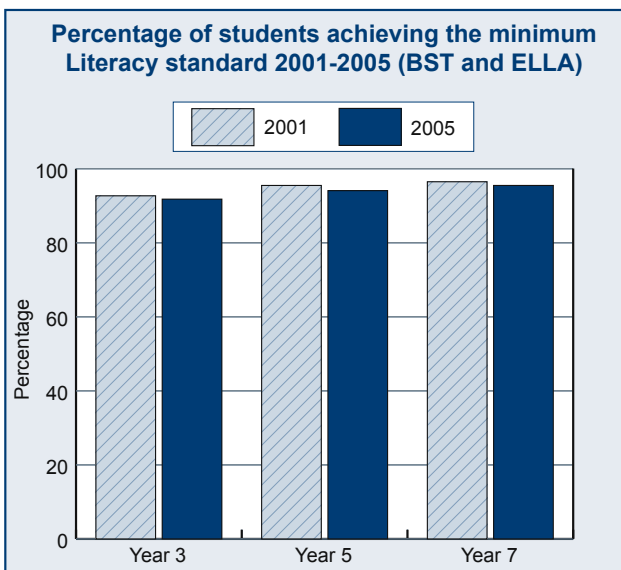
- Developing the State Literacy and Numeracy Plans for 2006-08
- Developing a new State Numeracy Plan to address the specific achievement issues in numeracy
- Providing Reading Recovery in 831 schools supported by 928 specialist teachers at a cost of \$34.8 million. In 2005, 6,264 Year 1 students participated, increasing the number of classroom teachers trained in Reading Recovery techniques to more than 2,700.
- Piloting Reading Recovery in isolated and small schools and reviewing Reading Recovery for Aboriginal students

- Implementing the Early Literacy Initiative (ELI) which focuses on improving literacy outcomes for students in the years prior to the Year 3 BST. In 2005, over 84% of principals and executives in schools participating in the ELI program reported identifiable improvements to student learning outcomes in the K-3 years. In addition, more than 95% of principals indicated that they would recommend the ELI program to other principals.
- Offering teacher professional learning programs such as Early Literacy Online, Literacy Action Research Kit (online) and Count Me In Too
- Supporting over 4,150 students through the Peer Tutoring Program. Since its inception in 2000, over 16,650 students from Years 5 to 8 have received support with reading from senior student tutors.
- Strengthening the Count Me In Too numeracy program and implementing the new Mathematics K-6 Syllabus in all schools. Evaluation of local workshops delivered in 2005 by regional mathematics consultants in all regions indicated a high to very high (86%) level of satisfaction.

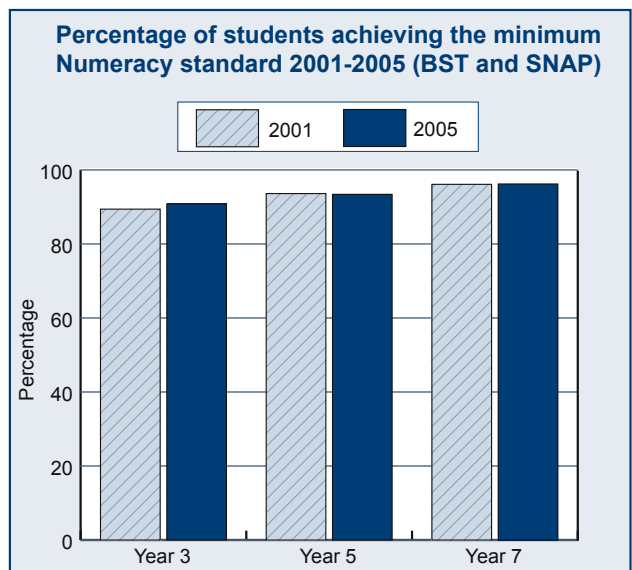
- Creating a learning framework based on research findings to help teachers improve their mathematics teaching.

Challenges and future directions

- Achieve equitable literacy and numeracy outcomes for all students
- Implement and monitor the State Literacy and Numeracy Plan 2006-2008 in directorates, regions and schools
- Develop more strategies to identify and support Kindergarten to year 3 students who are experiencing difficulties in literacy and numeracy
- Implement Reading Recovery strategies for working with Aboriginal and other students in isolated and small schools
- Increase Years 7-8 student participation in the Premier’s Reading Challenge
- Strengthen primary programming frameworks
- Support the explicit and systematic teaching of literacy and numeracy with a focus on continuity between stages of schooling.



Source: DET Educational Measurement
 Notes: BST - Basic Skills Test: Literacy (reading, writing and language)
 ELLA - English Language and Literacy Assessment



Source: DET Educational Measurement
 Notes: BST - Basic Skills Test: Numeracy
 SNAP - Secondary Numeracy Assessment Program

Outcome 2.1

Better literacy and numeracy outcomes for students

Achievements

In 2005, TAFE NSW Institutes delivered a wide range of programs which develop students' literacy and numeracy skills.

For the period 2001-2005, enrolments in courses specifically aimed at improving literacy and numeracy outcomes increased by 26.4%, while the increase in all course enrolments was 1.8%. The average module completion rate increased from 58.8% to 72.6%.

TAFE NSW provided additional literacy and numeracy support to over 3,000 students in vocational education and training programs through the tutorial support program, thereby enabling them to successfully complete vocational courses.

There have been steadily increasing enrolments in higher level English for Speakers of Other Languages (ESOL) courses that provide pathways into employment and further study. For example, in 2005 there were 196 enrolments in Certificate III in English for Employment (a rise of 27% since 2004) and 421 enrolments in Certificate IV in English for Academic Purposes (a rise of 7%).

To improve literacy and numeracy outcomes for students TAFE NSW also:

- Managed an Australian Flexible Learning Project for Target Groups - Youth. Some 110 students from eight TAFE NSW Institutes participated in the EngageMe project which used m-learning (mobile learning) to engage students, developed students' literacy and numeracy skills and assisted them in continuing their studies or finding work (South Western Sydney Institute).
- Conducted a research project for the National Centre for Vocational and Education Research that explored adult literacy and numeracy program outcomes in terms of social capital for youth at risk, Aboriginal people and people from non-English speaking backgrounds - 60 students participated. Transcripts of interviews will be analysed in relation to the Organisation for Economic Cooperation and Development (OECD) indicators of socioeconomic

wellbeing and elements of best practice pedagogy will be identified (Northern Sydney Institute).

- Developed numeracy resources through the Trade Calculations for Carpentry project that will help students to develop the numeracy skills required to successfully complete carpentry courses (Sydney Institute)
- Delivered The Youth at Risk Program to 12 early school leavers who had been referred by the Department of Corrective Services, Blacktown Police and Community Youth Club, Blacktown Youth Services Association, Mission Australia and high schools in the Western Sydney Region (Western Sydney Institute)
- Obtained a national Adult Literacy Innovative Grant to develop a resource for financial literacy, Finding Your Feet Financially, which will be completed by July 2006.

Strategies

TAFE NSW Institutes improved literacy and numeracy outcomes for students in 2005 by:

- Developing a road safety resource Shifting Up a Gear in collaboration with the Roads and Traffic Authority and the NRMA. This resource incorporates literacy and numeracy development into road safety training.
- Providing targeted support for students with special needs such as young people at risk and students from non-English speaking backgrounds
- Providing staff development for teachers to give them the skills to provide effective literacy and numeracy support
- Undertaking diagnostic testing of the language, literacy and numeracy levels of new students to identify their specific needs
- Expanding literacy and numeracy support for vocational education and training students into the delivery areas of Aged Care, Business Services, Information Technology and Electrotechnology
- Providing quality literacy and numeracy development opportunities under a range of programs, including Workplace English

Language and Literacy (WELL) and Language, Literacy and Numeracy Programs (LLNP)

- Working with community groups to improve employment opportunities for people from non-English speaking backgrounds through the provision of Outreach and English for Specific Purpose programs, including higher level English as a Second Language courses
- Clarifying the intended outcomes of TAFE NSW Institute literacy programs and streamlining end of year reporting through the implementation of a new reporting proforma for the Department of Education, Science and Training (DEST) Literacy Report 2005
- Reviewing the mapping of the National Reporting System to TAFE NSW Literacy, Numeracy and Work Skills courses so that these courses can be used to deliver DEST funded LLNP and WELL programs
- Establishing a network of teachers, funded from Reframing the Future, that will encourage young people to develop literacy skills using their mobile phones and SMS
- Providing access and general education teachers with the skills to use mobile phones as learning and assessment tools in the classroom
- Developing video and print resources to provide life and financial literacy skills for disadvantaged community members (South Western Sydney Institute)
- Improving opportunities to access literacy and numeracy tuition by conducting off-campus programs, for example:
 - Literacy and life skills courses were conducted at the local Salvation Army centre (Illawarra Institute)
 - Literacy and numeracy tuition was delivered at Tea Gardens and Gloucester (North Coast Institute)
 - The Youth at Risk program was delivered at the Blacktown Police and Community Youth Club (Western Sydney Institute)
- Providing literacy and numeracy pre-trade bridging courses (New England Institute)
- Delivering computer literacy training to mature age students through the Basic IT Enabling Skills (BITES) program (Northern Sydney Institute).

Challenges and future directions

- Increase the relevance of literacy and numeracy skills to students in vocational education and training courses through the use of appropriate industry examples and stronger links to the workplace
- Develop customised programs and resources targeting the language and literacy needs of workers in specific industries to provide pathways into training package qualifications
- Increase Workplace English Language and Literacy (WELL) program delivery to support the development of language and literacy skills in the workplace
- Enhance the information and communication technology skills of general education teachers to increase the use of e-learning and technology in delivering literacy and numeracy programs
- Meet the anticipated increase in the demand for literacy and numeracy training due to the Welfare to Work legislation amendments that will take effect in mid-2006
- Provide a mix of courses, including literacy and numeracy programs, that meet the needs of migrants from non-English speaking backgrounds, especially by TAFE NSW Institutes most affected by recent migration settlement trends
- Increase the amount of external funding gained through tenders to complement core funds used to provide literacy and numeracy programs
- Improve student access to literacy resources, including tutorials, at TAFE NSW libraries.

Outcome 2.2

Reduced class sizes in Kindergarten to Year 2

Achievements

In 2005, the Class Size Reduction Program completed phase two of a four-year implementation plan. This initiative aims to improve student learning and social outcomes by reducing class sizes in Kindergarten, Year 1 and Year 2. By 2007, it is intended that the statewide average class size will not exceed 20 students in Kindergarten, 22 in Year 1 and 24 in Year 2.

At the end of phase two, the Class Size Reduction Program had:

- Reduced the size of classes with Kindergarten students in government schools to a statewide average of 19.7
- Reduced the size of classes with Year 1 students in 425 priority schools to a statewide average of 21. Priority schools are those that were in the Priority Schools Funding Program at the beginning of the initiative.
- Provided more than 1,000 additional teaching positions
- Delivered more than 300 new or refurbished classrooms
- Continued to conduct a longitudinal external evaluation that draws on data from 30 schools, approximately 1,600 students and

60 teachers over four years, to assess the educational benefits of reduced class sizes.

Drawing on the perspectives of 120 principals, teachers and parents of Kindergarten students in 15 schools, the evaluation of phase two of the Class Size Reduction Program concluded that the program has been well received and is viewed as an extremely positive initiative.

The most significant benefits of the program reported were:

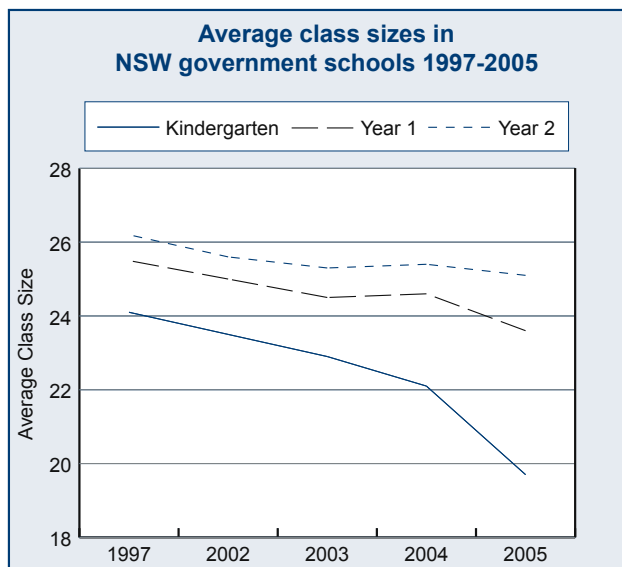
- Increased one-on-one interaction between teachers and students
- Teachers being able to get to know their students better
- Improved student achievement.

Over 95% of teachers reported an increase in job satisfaction and 92% of parents reported being satisfied or very satisfied with their child's level of progress in Kindergarten.

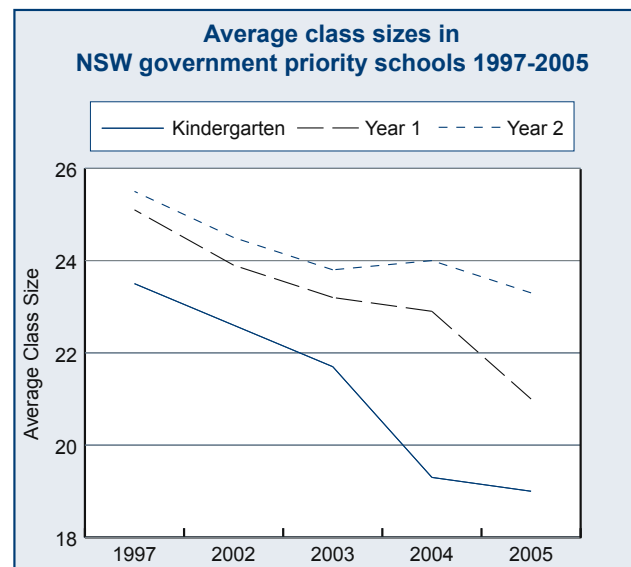
Another recurring finding was that reduced class sizes had aided students' transition to school.

These findings are all highly consistent with those reported by schools surveyed in 2004.

The class size reduction program has enabled schools to implement strategies to improve reading achievement. For example, this year Kindergarten students at Murrumburrah Public



Source: DET, Planning and Innovation



Source: DET, Planning and Innovation

School completed the year with an average achievement of Reading Recovery Level 13, with 37% of students achieving Level 18 or higher.

Strategies

In 2005, implementation strategies that supported the initiative included:

- Encouraging contributions from teachers, principals and parents at every stage of planning and implementation
- Providing a support package, developed in consultation with principals and parent organisations, to assist school education directors and principals in their work with schools and communities
- Integrating data from a number of sources including a staffing census, accommodation survey, a class size audit and the evaluation of the pilot study
- Sharing data with principals and school education directors
- Encouraging principals to share concerns and approaches through area, regional and collegial networks.

For example, the class size reduction program has enabled Murrumburrah Public School to support the implementation of classroom activities designed to enhance literacy outcomes. The class teacher has been able to cater for students' individual learning needs through the benefit of a small student/teacher ratio and specific programs to assist students' learning development.

Challenges and future directions

- The challenge for all schools involved in the program is to integrate aspects of programs that assist teachers to refine their teaching and assessment practices, such as Reading Recovery, Count Me In Too and the Early Literacy Initiative, into the class size reduction program's strategies
- The challenge for some schools, including Murrumburrah Public School, is continuing the focus of their programs as Kindergarten students move into Stage 1, and building on the foundation that has been laid for literacy success

- Monitor and evaluate implementation of the staffing component of phase three
- Provide additional classroom accommodation to meet the requirements of phase three
- Broaden community awareness of the complexities surrounding the implementation of the initiative
- Examine the impact of smaller classes upon Year 3 attainment scores.

Outcome 2.3

Improved technology based learning and infrastructure

Achievements

In 2005, the Centre for Learning Innovation (CLI), Information Technology Directorate (ITD) Curriculum K-12 Directorate and Professional Learning and Leadership Development Directorate collaborated to promote and foster innovation in teaching and learning and:

- Redeveloped Teaching and Learning exchange (TaLe), with over 25,000 resources and 20 professional learning communities. Achieved over two million hits in 2005 and more than 4,000 registered users in schools.
- Initiated technology based professional learning for 1,600 teachers to enhance their information and communication technologies (ICT) skills as part of the highly successful and popular Intel Teach to the Future program. Participating teachers learned how to include clear and practical strategies for embedding technology into quality teaching practices.
- Developed over 2,000 hours of high quality, highly acclaimed learning resources in 2005 across a range of Key Learning Areas, including materials to support literacy development
- Facilitated 188 primary and secondary schools in the participation of the Annual School Web Design Awards. Teachers and students developed the skills to communicate effectively in a digital environment, work in teams and increase their confidence in using technology to support learning.
- Created a Learning Resource Repository accessible to all schools and colleges, and to industry and the community on request
- Established strategic partnerships with the Powerhouse Museum, Macquarie University and Microsoft around shared interests in digital learning methods
- Increased the number of HSC Online resources from 10 million pages to 12.8 million
- Successfully bid for external funding for 10 educational projects
- Explored Digital Rights Management software for applicability across the

Department by trialling the Copyright Rights Information System Project (CRISP), with the potential to increase operational efficiencies and reduce regulatory risk

- Implemented the \$556 million Technology for Learning (T4L) program through the initial roll out of 39,000 computers to schools. All small primary and central schools received their entitlement during 2005.
- Achieved upgrading of bandwidth in schools. In December 2005, 96.3% of the Department's wide area network (WAN) services had bandwidths of 2 megabits per second (Mbps) or better. Additionally, 16% of services had bandwidths of 10 Mbps or more, increasing data transmission capacity for most departmental sites by 15 times or more and enabling faster communications and the introduction of advanced services on the WAN.
- Extended the Electronic Casual Payroll Claims System for processing pay claims for casual teachers to 2,195 schools. The Electronic Leave Processing System for all permanent staff was implemented and enhanced in all schools and State Offices.

Strategies

We continue to contribute to student learning and teacher support by modelling the innovative use of technologies in initiatives such as:

- Developing quality learning resources that facilitate student and teacher use of ICT
- Developing a state-of-the-art publishing system: the Centre for Learning and Innovation Publishing System (CLIPS), providing schools with access to publishing materials from a single source
- Maintaining an enterprise-wide, robust, secure and reliable infrastructure capable of supporting the current business management and learning environments
- Identifying, trialling and promoting innovative learning technologies, for example, Learning Activity Management Systems (LAMS), Interactive Whiteboards and Channel 45, to assist teachers in using ICT to structure,

prepare and deliver quality learning experiences

- Implementing learning technology standards and a learning resource metadata profile for Department-wide resource sharing
- Developing websites to support key DET priorities, including the State Literacy and Numeracy Plan and support for Assessment and Reporting processes
- Developing the TaLe to enhance access to innovative, high quality learning resources. This includes additional professional learning communities and online delivery of professional learning opportunities such as Early Literacy Online and redesigning the Parents and Community portal.
- Trialling web streaming and polycom videoconferencing technology to stretch multimedia innovation and embed quality teaching principles and practices in new multimedia products
- Developing and leveraging partnerships and projects with universities and other agencies to build knowledge about teaching and learning
- Building stronger relationships with schools, key client groups across the Department and with other States to collaborate in meeting student and teacher needs through improved learning materials and designs and to identify and harness synergies, enhance capacity and ensure alignment
- Developing an implementation process for the Le@rning Federation materials
- Developing a connected learning advisory service for teacher/ICT self-evaluation
- Developing the knowledge management strategy that is currently being trialled at the

Centre for Learning Innovation to ensure we build on prior successes.

Challenges and future directions

- Encourage teachers to sustain their professional learning in information technology and continue to provide opportunities to participate in a range of ICT based projects
- Encourage and support teachers in the use of digital learning materials in teaching and professional learning by modelling best practice in materials development, enhancing availability of digital resources on TaLe and trialling a virtual repository network
- Continue to work with schools to provide dynamic online teaching and learning environments that enable richer educational experiences for students
- Continue to focus on initiatives such as e-learning accounts, connected learning environments, personalised learning, e-learning portals, mobile computing and software development to assist schools in the reporting process
- Increase the number of schools receiving e-learning accounts to provide a new authenticated method of internet access, improve security for staff and students when browsing the net and provide staff and students with email access
- Continue to distribute computers to schools under the Technology for Learning program.

Outcome 2.3

Improved technology based learning and infrastructure

Achievements

Flexible and online delivery continues to be expanded in TAFE NSW. Between 2004 and 2005:

- The number of modules available online further increased by 19.6%
- 27.2% more students used online learning materials
- The number of teachers trained to deliver online increased by 23.6%; leading to an estimated 2000 teachers in TAFE NSW trained in 2005 compared with under 100 in 2001.

Further achievements towards improved technology based learning included:

- Consolidation of the quality assurance process for maintaining the TAFE Online Learningware library
- Completion of TAFE Online (TOL) Stage 1 and the establishment of TOL Certificate 2
- Implementation of the TAFE Online Plumbing resources
- Development of TAFE Online units by TAFE NSW Institutes using the Centre for Learning Innovation Publishing System (CLIPS) process
- Trials of models of learner-centred learning through implementing the BVET funded Improving Student Outcomes project
- Development of an online recognition tool, Prove It!, which has won a TAFE NSW Quality Award
- Development and population of a Learning Resource Repository for TAFE NSW learning resources
- Implementation of a number of enhancements to TAFE NSW self service and student administration systems. These included the Mainstream Enrolment via the Internet system; an Electronic Cash Register Interface; Statewide TAFE NSW VET Student Management software; and a training plans system for apprentices and trainees.
- Contribution to the development of national learning technology standards, specifications

and guidelines for VET interoperability, Toolbox repackaging and VETADATA

- Development of a departmental prioritisation process for identifying and compiling the resource material needs of TAFE NSW colleges
- Development of an interface between Janison Learning Management System and the Class Management System (CLAMS) to ensure seamless data transfer in TAFE NSW colleges
- Commencement of projects incorporating m-learning (mobile-learning) to explore the use of Personal Digital Assistants in learning.

Strategies

The Department contributed to student learning and teacher support by modelling the innovative use of technologies in initiatives such as the Teaching and Learning exchange (TaLe) by:

- Redesigning the Parents and Community portal of TaLe
- Developing and facilitating the use of professional learning communities on TaLe
- Redeveloping TaLe to enhance access to innovative, high quality learning resources
- Researching the role and effectiveness of TaLe in teaching and learning.

Other strategies to improve technology based learning included:

- Developing quality learning resources that facilitate student and teacher use of information and communication technologies (ICT)
- Maintaining an enterprise wide, robust, secure and reliable infrastructure capable of supporting the current business management and learning environments
- Identifying and evaluating new and emerging technologies to enhance teaching and learning
- Developing and leveraging partnerships and projects with universities and other agencies to build knowledge about teaching and learning, such as Australian Research Council linkage projects

- Embedding quality teaching principles and practices in new multimedia products
- Building stronger relationships with TAFE NSW colleges to collaborate in meeting teacher needs
- Developing partnerships with students and teachers to improve learning materials and designs
- Reviewing existing processes to identify improvements that reduce product development time
- Identifying and fostering innovative connected learning projects that facilitate the integration of ICT into teaching and learning
- Developing a connected learning advisory service for teacher self-evaluation of ICT integration into teaching and learning.

TAFE NSW Institutes are enhancing infrastructure and providing teachers and other staff with the skills and resources to support and guide students in their online and offline learning. For example, in 2005 Institutes were:

- Using innovative methods, including web enhanced learning, to deliver vocational and technical education to sparsely populated areas (TAFE NSW - New England Institute)
- Providing state-of-the-art equipment for music teaching facilities comprising a large 21 station computer mini lab, each with a double screen and a range of audio and video software, as well as eight project studios for rehearsals and live recordings (TAFE NSW - Illawarra Institute).

Challenges and future directions

- Encourage teachers to sustain their professional learning in information technology and continue to provide opportunities for teachers to participate in a range of ICT based projects
- Encourage teachers to use digital learning materials in their teaching programs
- Model best practice in materials development
- Enhance availability of digital resources on TaLe and trial a virtual repository network for teachers to share teaching and learning

- resources and conduct research into innovative professional learning practices
- Continue to develop the skills and confidence of teachers to share in quality learning resource development
- Provide dynamic online teaching and learning environments that enable richer educational experiences for all students
- Provide students with authenticated and filtered access to the Internet and email through e-learning accounts, which provide an improved level of security for staff and students browsing the Internet
- Continue to focus on initiatives such as e-learning accounts, connected learning environments, personalised learning, e-learning portals and mobile computing
- Investigate the use of podcasting for courses with a large theoretical component.

Outcome 2.4

Higher quality learning environments

Achievements

Classroom and specialist teachers in all government schools provided a wide range of programs for all students including those from equity groups, gifted and talented students and students with special educational needs.

In 2005, specialised programs achieved:

- Participation of more than 250,000 students in environmental education programs conducted through 25 Environmental Education and Zoo Education Centres
- Completion of the pilot of the Sustainable Schools Program with 180 schools providing evaluation data to guide the design of a new Environmentally Sustainable Schools NSW initiative
- Admission of 3,522 Year 6 students to 18 selective high schools, nine partially selective and three residential agricultural high schools
- Establishment of three new partially selective high schools at Rose Bay Secondary College, Tempe High School and Alexandria Park Community School
- Admission of 1,624 Year 4 students to Year 5 opportunity classes in 71 schools and the establishment of a new opportunity class at Taree Public School
- Enrolment of more than 35,000 students with a disability in regular classes or special classes in regular or special schools
- Enrolment of 2,130 students from language backgrounds other than English in 14 Intensive English Centres and the Intensive English High Schools
- Provision for approximately 5,000 students studying 23 languages through 16 Saturday Schools of Community Languages
- Provision for 50,000 primary students (50% of whom were from a language background other than English) to study languages other than English during school hours in 158 schools through the Community Languages Program K-6
- Provision for over 31,000 students to study one or more of 48 languages after-

school hours through the NSW Community Languages Schools Program

- Enrolment of over 4,300 young children in 100 preschools, up from 3,700 in 2004. This included 443 children from Aboriginal and Torres Strait Islander background and 106 children with a disability.

Connections between schools, other agencies and across government departments contributed significantly to creating high quality learning environments. In 2005, interagency program achievements included:

- Operating 49 Schools as community centres, focused on reducing the effects of disadvantage for children 0-8. These programs provided integrated services for families in communities where indicators of disadvantage are high.
- Supporting students from 5-12 years of age through four Primary Connect projects, helping them to build connections with their families, schools and communities
- Providing information and support to parents through 14 Parents as Teachers projects. These projects focused on child development and included home visits, group meetings, resource networks and printed information.
- Implementing Transition to School programs across NSW to assist children entering Kindergarten the following year. Examples included:
 - Sydney Region held Transition to School Forums, collated a web based Transition Survey for Schools and provided Transition to Schools Seeding Grants
 - Western NSW Region, in partnership with other State and local government agencies, promoted the importance of early literacy in 55 western communities through the Paint the West Red Reading Relay.

The quality of the accommodation contributed to creating environments that support student learning. Expenditure on capital projects for government schools was \$364 million in 2004-05.

Achievements included:

- Completion of 18 major building projects at an estimated total cost of \$43.9 million including a new primary and two new secondary schools
- Commencement of 32 new major building projects in schools with an estimated total cost of over \$101 million (including two new schools and upgrades) at Burraneer Bay, Chipping Norton, Milton and Murray Farm Public Schools; Airds, Caringbah and Kiama High Schools; Endeavour, Illawarra and The Hills Sports High Schools and Tuggerah Lakes College
- Continuing over 60 school projects with an estimated cost of over \$388 million including new or replacement schools, major upgrades and refurbishments
- Continuing to replace long-term demountable buildings with permanent accommodation
- Commencing provision of new accommodation at various schools across the State as part of the Class Size Reduction Program
- Allocating \$276 million for minor capital works and maintenance. Classrooms, libraries and other learning spaces were upgraded, access and school security was improved, and more demountable classrooms were air conditioned.
- Using the Quality Teaching model to implement the Years 7-10 syllabuses in all subject areas, including professional learning workshops, units of work and other support material
- Providing services to teachers and principals in schools for specific purposes, special education units and integrated classes through 40 disability program consultants and 10 student support coordinators
- Delivering 67 interagency projects within schools across NSW in partnership with local and regional human services networks
- Engaging 20 schools across NSW in the Beginning Well transition programs for preschoolers with behavioural concerns
- Implementing the recommendations of the 2003 Schools Asset Maintenance Task Force to improve maintenance services to schools
- Opening nine new schools in growth areas of NSW under Public Private Partnership arrangements
- Monitoring the School Facilities Standards to ensure high quality physical learning environments.

Strategies

Higher quality learning environments are achieved through a range of strategies that include:

- Conducting regional workshops to support policy and extension program implementation for gifted and talented students
- Offering 30 languages taught by some 300 teachers through the Community Languages Program K-6
- Providing professional development for 14 newly appointed teachers and 18 principals through the Community Language Induction Program
- Increase the number of schools providing extension programs for gifted and talented students
- Support teachers K-12 to incorporate quality learning environments as a dimension of Quality Teaching, into their planning and programming in all subject areas
- Develop online resources and professional learning programs for teachers in gifted and talented education
- Continue the evaluation of school based interagency programs and implement recommendations
- Continue whole-of-government collaboration to strengthen support for children, families and local communities
- Review the trial of Facilities Management (FM) Contracts in the Riverina and Central Coast regions, incorporating maintenance, cleaning and waste services.

Outcome 2.4

Higher quality learning environments

Achievements

The TAFE NSW Student Satisfaction Survey once again showed a high level of satisfaction, with 92.7% of students indicating good, high or very high levels of overall satisfaction.

There was an increase in satisfaction across all six areas surveyed compared to the 2004 results: satisfaction with teaching and learning rose from 84.1% to 87.7%, satisfaction with assessment from 82.1% to 85.2%, with learner choice from 88.7% to 90.8%, with the learning environment from 87.1% to 89.9%, with resources, including support services, from 86.0% to 89.4% and with administration and information from 86.2% to 89.9%.

Approximately 22,000 students were surveyed across all TAFE NSW Institutes, Curriculum Centre program areas and course levels.

Physical learning environments improved through the implementation of approved capital works and maintenance programs. Fourteen new major building projects were completed in the financial year 2004-2005 at TAFE NSW colleges and campuses at an estimated cost of \$77 million. These projects supported the following program areas: Tourism, Hospitality, Health and Fitness, Children's Services, Business, Information Technology, Music, Refrigeration, Ceramics, Floristry, Fashion Design and Environmental Studies.

Some of the larger projects completed in 2005 included the following:

- Construction of a new building to accommodate Information Technology, Hospitality, Library, Outdoor Sport and Recreation, Cold Climate Horticulture and Bush Regeneration and Landscape Construction (Western Sydney Institute, Blue Mountains Campus)
- Construction of an integrated training facility to house Mechanical Engineering, Metal Fabrication/Welding and Electrical Engineering/Refrigeration (North Coast Institute, Grafton Campus)
- Construction of a new building with a state-of-the-art teaching and learning facility for Welfare, Massage Therapy and Nursing

(Northern Sydney Institute, Meadowbank Campus)

- Construction of a new building to accommodate Hospitality, Floristry and Fashion Design programs (Sydney Institute, Ultimo Campus).

During 2004-2005, 12 new TAFE NSW projects with an estimated total cost of \$47 million commenced. In addition, 20 projects with an estimated total cost of \$130 million continued, including facilities at Wyong Campus (Hunter Institute), Goulburn, Shellharbour and Wollongong Campuses (Illawarra Institute), Armidale Campus (New England Institute), Grafton Campus (North Coast Institute), Meadowbank and Northern Beaches Campuses (Northern Sydney Institute), Wagga Wagga Campus (Riverina Institute), Ultimo Campus (Sydney Institute), Chullora and Granville Campuses (South Western Sydney Institute), Mudgee Campus (Western Institute) and Blue Mountains and Mount Druitt Campuses (Western Sydney Institute).

TAFE NSW expanded and improved videoconferencing and digital networks across TAFE NSW Institutes. For example, Western Institute, which provides vocational education and training for more than half of NSW, revolutionised many aspects of student learning by installing videoconferencing equipment across the Institute's campuses. This reduced the need for student travel and enabled the delivery of higher level courses from regional centres, such as Dubbo, to outlying areas, such as Engonnia and Lightning Ridge.

Strategies

TAFE NSW Institutes demonstrated their commitment to provide higher quality learning environments by acquiring state-of-the-art equipment and facilities to assist students in gaining industry relevant and up-to-date skills. Examples included:

- Developing the Novawarra Cooperative program with the Novotel Northbeach Hotel to provide a simulated business environment using CD-ROMs, diagnostic computers

and live videoing of equipment operation (Illawarra Institute)

- Upgrading the film and television equipment and facilities at North Sydney College to meet the growing demand by this industry for people with digital technology skills, especially as this technology will become the industry standard by 2008 (Northern Sydney Institute)
- Installing a 4.5 metre satellite dish at Lidcombe College Telecommunications section. Students are gaining practical skills in aligning satellite dishes to receive signals from geostationary satellites (South Western Sydney Institute).
- Constructing new facilities at the Richmond College, Equine and Animal Care Unit that will include a dissection laboratory, general purpose teaching facilities and a student services centre (Western Sydney Institute).

TAFE NSW Institutes also continued to improve administrative processes and services through:

- Using the outcomes of internal and external quality audits, such as Australian Quality Training Framework and ISO 9001:2000 standards compliance, to implement improvements
- Working with employers and industry to maintain high levels of satisfaction
- Implementing the recommendations from a number of external reviews such as the NCVER review of the application process
- Using the findings of various external reviews, such as those involving finance,

properties, human resources and student roll books, to make improvements.

Challenges and future directions

- Progressively replace ageing equipment and infrastructure
- Continue the Capital Works Program
- Incorporate environmental considerations into minor and major facility development at TAFE NSW colleges
- Redevelop older facilities to meet changing industry and community needs
- Re-use existing facilities creatively to meet new and emerging student, industry and community needs
- Gather feedback, on a regular basis, from students, TAFE NSW staff and industry to make further improvements to the learning environment
- Encourage staff to participate in quality improvement projects related to the learning environment
- Renew or refresh key business systems while continuing to deliver high quality administrative and educational support services
- Build on the technology based infrastructure to provide more online and blended learning options
- Continue to build on the competitive edge that student services such as TAFEcard, children's centres and counselling provide, and support student associations in enriching campus life.

Improving student satisfaction - percentage of students indicating good to very high levels of satisfaction, 2004-05

Area of student satisfaction	2004	2005	Change
Overall student satisfaction	89.7	92.7	▲ 3.0
Teaching and learning	84.1	87.7	▲ 3.6
Assessment	82.1	85.2	▲ 3.1
Learner choice	88.7	90.8	▲ 2.1
Environment	87.1	89.9	▲ 2.8
Resources	86.0	89.4	▲ 3.4
Administration and information	86.2	89.9	▲ 3.7

Source: DET, Planning and Innovation, TAFE NSW Student Satisfaction Survey

Objective Three

Improving the quality of teaching and learning

Outcome 3.1 High quality teaching and professional standards

Outcome 3.2 Improved teacher recruitment, retention and retraining

Achievements	Strategies	Challenges and future directions
<ul style="list-style-type: none">■ A comprehensive professional learning strategy for teachers and school and regional leaders as well as school administrative and support staff■ Fifty-eight teacher mentors appointed to provide mentoring support at 90 schools with high proportions of new teachers■ More than 60 Aboriginal teachers appointed to NSW government schools■ The Accelerated Teacher Training programs implemented■ The TAFE NSW Professional Development Framework 2004-2006 implemented■ Through the Department's alliance with the Primary Principals' Association and the Secondary Principals' Council a new leadership development strategy implemented.	<ul style="list-style-type: none">■ Designing and implementing leadership development programs through the Leadership Alliance■ Training for all principals and school education directors in procedures to support mandatory accreditation of new scheme teachers■ Expanding the use of flexible learning, assessing in a training package context and maintaining the technical currency of teachers■ Implementing initiatives to attract people to areas of potential teacher shortfall■ Developing workforce and retirement succession plans.	<ul style="list-style-type: none">■ Maintain the sustainable increase in, and retention of, the number of Aboriginal teacher education scholarship holders and Aboriginal teachers■ Address the diverse professional learning needs of teachers, leaders and school administrative staff■ Review and revise recruitment policies to maintain a strong TAFE NSW teaching workforce.

Outcome 3.1

High quality teaching and professional standards

Achievements

All staff are encouraged to develop and expand their capabilities by undertaking ongoing professional learning throughout their careers. The Department implemented a comprehensive professional learning strategy for teachers and leaders as well as school administrative and support (SAS) staff.

Of a total budget of \$42m, \$36m was allocated directly to schools and regions. Achievements are evident from strategies provided by schools, regions and State Office directorates. Through statewide priorities 4% was spent supporting early careers teachers, 7% on using information communication technologies (ICT) for teaching and learning, 13% on literacy and numeracy and 21% on quality teaching. A further 16% supported syllabus implementation and 10% on welfare and equity.

Examples of the many achievements include:

- \$1.35m was provided for school leadership development
- A more effective focus on leadership development was achieved through the Department's Leadership Alliance with the Primary Principals' Association and the Secondary Principals' Council. This strategy provided a comprehensive range of learning opportunities that focused on the needs of aspiring, new and experienced school leaders.
- Executive Leadership Development program was completed by more than 1,000 participants
- Access to professional learning opportunities for SAS staff was improved through 10 newly formed regional SAS Staff Reference Groups
- All principals and school education directors trained in procedures to support mandatory accreditation of new scheme teachers
- 49 workshops conducted to develop school leaders' skills in interpreting and using statewide test results
- 336 teachers from 145 primary schools participated in workshops and action learning

projects to support the implementation of Mathematics K-6 syllabus

- The Middle Years Conference attracted more than 400 delegates and was held as the first in a series of conferences on the stages of learning
- Aboriginal Education Assistants trained in Count Me in Too and Counting On increased to 137
- More than 40 Aboriginal teachers participated in a two-day workshop
- More than 1,200 leaders participated in workshops led by Professor Emeritus Michael Fullan focusing on tri-level reform
- More than 3,000 early careers teachers, their supervisors and mentors were supported through a range of programs including the New Teacher Development website, the Teacher Mentor Professional Development Program and the Collegial Mentoring Project.

TAFE NSW professional development priorities for 2005 focused on expanding the use of flexible learning, assessing in a training package context and maintaining the technical currency of teachers. As a result:

- Statement of Attainment in Training and Assessment (Conversion) was developed to support implementation of the new Certificate IV and Diploma of Training and Assessment in TAFE NSW
- 175 TAFE NSW teachers now hold the new Certificate IV in Training and Assessment introduced in 2005
- The Helping Youth at Risk workshop provided an opportunity for TAFE NSW Outreach Coordinators to update their knowledge of current issues for young people, the resources available to support them, and innovative teaching and learning methods
- A Reframing the Future Hidden Disabilities project developed teaching and customer service practices that will assist staff in supporting students with a disability

- The Workplace learning and skills recognition for non-teaching staff project (TAFE NSW - Sydney Institute) won the Gold Award at the 2005 TAFE NSW Quality Awards.

Strategies

Strategies for schools included:

- Designing and implementing leadership development programs through the Leadership Alliance
- Embedding the Quality Teaching framework in courses and programs
- Identifying expert practitioners and training them as workshop facilitators, mentors and coaches
- Using approaches that encourage professional dialogue and sharing as well as critical reflection on teaching and assessment practice
- Providing online learning opportunities and support
- Drawing on data generated by needs analyses and student achievement to design programs.

For TAFE NSW:

- Reviewing and revising recruitment policies to support the effective and efficient recruitment of TAFE NSW teachers
- Delivering the Graduate Diploma of Adult and Vocational Education, by the TAFE NSW - North Coast Institute, which is the first qualification of this type developed by the vocational and technical education sector to provide skills for this sector's workforce
- Appointing Faculty Managers of Teaching and Learning within the TAFE NSW - South Western Sydney Institute to enhance the quality of teaching and learning and compliance with Australian Quality Training Framework (AQTF) Standards
- Providing training for teachers, at the TAFE NSW – Sydney Institute, on workplace delivery, assessment validation, leadership and compliance with the AQTF Standards.

Challenges and future directions

For schools:

- Develop collegial networks and support for geographically isolated teachers
- Address the diverse professional learning needs of teachers, leaders and SAS staff effectively and efficiently
- Develop infrastructure to implement the requirements of the NSW Institute of Teachers Act
- Develop systemic capacity to implement professional learning programs linked to school improvement targets
- Expand professional learning programs for school leaders to meet key accountabilities
- Expand the use of the Quality Teaching framework to guide classroom practice
- Develop accredited programs aligned to the Professional Teaching Standards, the School Leadership Capability Framework and the Australian Quality Training Framework Competencies.

For TAFE NSW:

- Undertake professional development and learning programs for TAFE NSW staff that have as major priorities Aboriginal cultural education, management of alcohol and other drug related issues, competency with new technologies and the enhancement of commercial abilities
- Provide support and professional development to assist TAFE NSW staff in the changeover to unit based enrolments
- Build on the professional judgment capabilities of TAFE NSW teachers in relation to customising learning and assessment.

Outcome 3.2

Improved teacher recruitment, retention and retraining

Achievements

A range of initiatives was implemented in 2005 to improve teacher recruitment, retention and training. The NSW Institute of Teachers, established in 2004, has started the process to accredit teachers based on the new standards.

The Department:

- Appointed 58 teacher mentors to 90 rural and metropolitan schools with high proportions of new teachers to provide mentoring support to new teachers
- Appointed 62 Aboriginal teachers to NSW government schools
- Provided newly appointed Aboriginal teachers with orientation and mentoring support in their first year of teaching
- Provided mentoring support by experienced teachers to 35 Aboriginal teacher education scholarship holders undertaking pre-service training
- Appointed teachers with early childhood teaching qualifications and teachers' aides to the 21 new preschools which commenced operation at the beginning of Term 1, 2005
- Awarded education scholarships to 200 teachers
- Targeted promotion which resulted in an excellent response for the 2006 academic year - 230 scholarships were offered, of which 60 were targeted for Aboriginal people
- Implemented the Accelerated Teacher Training programs which targeted people with industry backgrounds who would make excellent teachers in technology, mathematics and science. Evaluation data from principals and school executives suggest that the progress of teachers from this program is generally very positive.
- Enabled suitably qualified people from other States and education systems to apply on merit for executive positions in NSW government schools. The Teaching Service Act was amended accordingly.

TAFE NSW:

- Implemented the TAFE NSW Professional Development Framework 2004-2006 that provides a system wide strategic context for professional development focusing on the needs of teachers
- Provided a range of professional development opportunities including return to industry opportunities
- Implemented the scholarship program to support teachers in upgrading their qualifications
- Implemented improved induction processes for staff
- Delivered professional development activities across the State to support the implementation of newly revised training packages and unit based enrolments.

Strategies

The Department provides policy advice to guide recruitment and all aspects of human resources, NSW Institute of Teachers bulletin updates and an interactive website to support new teachers and their mentors, supervisors and principals; as well as providing professional development for the mentors. Other strategies include:

- Providing mentoring support and personalised support through regular telephone and email contact and on-campus university visits by Aboriginal Policy Officers to Aboriginal teacher education scholarship holders
- Providing newly appointed Aboriginal teachers and their principals with a two-day workshop and ongoing day-to-day support from Aboriginal Policy Officers
- Implementing initiatives to attract people to the areas of potential teacher shortfall (mathematics, science and technological and applied studies). These strategies include teacher education scholarships, Accelerated Teacher Training programs and retraining programs.

In addition, the Department continues to provide a range of incentives to attract and retain teachers in particular areas of NSW.

Strategies that support teacher recruitment, retention and training in TAFE NSW include:

- Developing workforce and retirement succession plans (TAFE NSW – Hunter Institute)
- Developing and implementing an online induction program for all staff (TAFE NSW – Illawarra Institute)
- Training teachers to work in a range of circumstances, including how to handle difficult students
- Developing a Staff Placement Management System to assist the recruitment section with all its processes and procedures, including the recruitment of part-time casual teachers (TAFE NSW – Northern Sydney Institute)
- Establishing learning priorities for teachers that include maintenance of technical currency, curriculum and resource development and the use of TAFE NSW management systems (TAFE NSW – Riverina Institute)
- Conducting workshops for selection panel convenors to provide training in using the latest TAFE NSW Recruitment and Staff Selection Policy (TAFE NSW – Sydney Institute)
- Providing training programs for head teachers that cover the management of human resources, including teacher recruitment (TAFE NSW – South Western Sydney Institute).
- Evaluate the Teacher Education Scholarship Program, the Accelerated Teacher Training Program and the Graduate Recruitment Program in 2006 to better guide their future directions as quality recruitment strategies
- Review and revise TAFE NSW recruitment policies to ensure compliance with legislative and industrial requirements, and to maintain a strong TAFE NSW teaching workforce that meets the Department's educational and business needs
- Implement improved management and leadership, head teacher support and return to industry programs as well as activities to improve teacher delivery and assessment skills at TAFE NSW Institutes.

Challenges and future directions

- Support and encourage teacher mentors and school executives in their efforts to improve their training of new teachers
- Ensure that the sustainable increase in, and retention of, the number of Aboriginal teacher education scholarship holders and Aboriginal teachers is maintained
- Continue to establish and maintain regional networks to support the professional learning and growth of preschool teachers

Objective Four

Improving the transitions through school to work and further education

Outcome 4.1 Increased completion rate of Year 12 or its vocational equivalent

Achievements	Strategies	Challenges and future directions
<ul style="list-style-type: none"> ■ TAFE NSW enrolments of 15-19 year olds increased by 5.7% from 127,153 in 2001 to 134,463 in 2005 ■ Year 12 students in 2005 chose from among 392 courses including 196 HSC VET courses ■ More than 6,660 government school students were recognised as Distinguished Achievers ■ Over 38,000 government school students (40.1% of Year 11 and 12) undertook at least one HSC VET course ■ Over one quarter of VET delivery to government school students was provided by TAFE NSW, allowing a wider choice of courses. 	<ul style="list-style-type: none"> ■ Promoting effective transitions from school to further education ■ Catering specifically for the needs of Year 11 and 12 students, including broader curriculum choices, in 11 multi-campus colleges, three senior campuses and five senior colleges ■ Fostering school/TAFE partnerships and conducting TAFE 'Taster' programs ■ Providing additional support to Aboriginal students and students with a disability ■ Delivering entry level short or bridging courses to prepare high school students for the transition from school to work and vocational education and training ■ Offering innovative locally designed courses to young people that reflect the needs of industry and the community. 	<ul style="list-style-type: none"> ■ Strengthen innovative provision of education and training for 15-19 year olds to increase engagement ■ Further enhance links and partnerships between government schools and TAFE NSW Institutes by participating in joint strategies that encourage students to stay on at school while enrolling in School and TAFE-delivered VET programs ■ Evaluate the Multi-campus College Strategy ■ Improve the proportion of students completing Year 12 or its vocational equivalent.

Outcome 4.1

Increased completion rate of Year 12 or its vocational equivalent

Achievements

The Department provided a range of opportunities for young people to complete their senior secondary education or undertake Vocational Education and Training (VET) to an equivalent level.

In 2005:

- 152,700 Year 11 and 12 students were enrolled in NSW Higher School Certificate courses. Year 12 students in 2005 studied courses chosen from 392 courses including 196 HSC VET courses.
- TAFE NSW continued to implement strategies aimed at increasing the completion of Year 12 or its vocational equivalent. This led to more enrolments of 15-19 year olds. Between 2001 and 2005 enrolment increased by 5.7% from 127,153 in 2001 to 134,463 in 2005.
- 38,175 government school students received an award in at least one course in the HSC and 6,661 students were recognised as Distinguished Achievers
- Over 38,000 government school students (40.1% of Years 11 and 12) undertook at least one HSC VET course. Over one quarter of VET delivery to government school students was provided by TAFE NSW, allowing a wider range of course choice.
- Over 1,000 students undertook HSC languages subjects through the Saturday School of Community Languages and over 1,000 students with a disability completed HSC Life Skills courses
- 11 multi-campus colleges reached full operation with a total of 23,495 full-time equivalent senior secondary students attending these colleges
- More than 2,400 students at risk of leaving school early increased their engagement in schooling with the support of trained mentors through the Plan-it Youth Mentoring Program
- The Helping Youth at Risk budget allocation of \$1.3 million was used to deliver 50 TAFE NSW projects in partnership with local community support agencies
- Forty-three scholarships were awarded to assist students from various backgrounds to improve access and encourage further study at TAFE NSW. This was as a result of TAFE NSW - South Western Sydney and Sydney Institutes' continued partnership with the Big Brother Movement Ltd.
- Over 2,500 students received additional tuition through the HSC Tutorial Support Program
- More than 220 school students expanded their vocational education experiences by participating in Summer Schools delivered by TAFE NSW
- The apparent retention rate between Years 7 and 12 for all NSW government full-time equivalent students increased by 3.7 percentage points to 67.2% compared to 2001. Some 571 students completed the TAFE NSW Tertiary Preparation Certificate.
- In addition to Year 11 and 12 government school students, 134,463 15-19 year olds were engaged in training through TAFE NSW
- Overall, 350,400 15-19 year olds were in education or training, representing 77.7% of the NSW population in this age group
- A project to improve the results of students enrolled in the Tourism Curriculum Framework received the Silver Award at the 2005 TAFE NSW Quality Awards (Vocational Education in Schools Directorate and the Community Services, Health, Tourism and Recreation Curriculum Centre).

Strategies

A broad range of strategies was employed to encourage students to complete Year 12 and/or proceed to further training, including intervention strategies for students at risk of dropping out of education and training and additional support for students from low socioeconomic backgrounds and Aboriginal students. These included:

- Promoting effective transitions from school to further education through various initiatives in the School to Work Program
- Expanding the diversity of general and vocational subjects available to students in

Years 11 and 12. Research undertaken by the University of Melbourne in 2005 found that 60% of NSW students who had completed an HSC VET course in 2004 reported that the availability of VET courses had influenced their decision to complete Year 12.

- Catering specifically for the needs of Year 11 and 12 students, including broader curriculum choices, in 11 multi-campus colleges, three senior campuses and five senior colleges
- Fostering school/TAFE partnerships such as the TAFE Links Program in Western Sydney
- Making extra tuition available through initiatives such as the HSC Tutorial Support Program
- Matching trained adults with students at risk through the Plan-It Youth Community Mentoring Program
- Encouraging 3,800 young people at risk to either return to or remain in education, training or employment pathways through the Links to Learning Community Grants Program
- Providing additional support to Aboriginal students and students with a disability
- Delivering entry level short or bridging courses to prepare high school students for the transition from school to work and vocational education and training
- Offering innovative locally designed courses to young people that reflect the needs of industry and the community. Examples include courses in Outdoor Recreation, Boat Building and Make-up Artistry (Northern Sydney Institute) and a radio broadcasting course for young people from non-English speaking backgrounds (South Western Sydney Institute).
- Conducting TAFE 'Taster' programs including a Taste of TAFE program for almost 500 high school students (Illawarra Institute) and a Try TAFE Day for 200 Year 11 students (Riverina Institute)
- Providing the Outdoor Recreation TAFE Delivered VET in Schools (TVET) course by block release. This project received

the Bronze Award at the 2005 TAFE NSW Quality Awards (Western Institute).

- Improving school retention rates by providing a greater range of subject choices through TVET programs, including Hospitality, Tourism, Beauty, Information Technology, Outdoor Recreation (Bushwalking), Business and Conservation/Land Management (Western Sydney Institute)
- Delivering the TAFE NSW Summer Schools program to Year 9, 10 and 11 students from targeted government schools.

Challenges and future directions

- Develop a policy to address the needs of 15-19 year olds in TAFE NSW to guide provision to this age group
- Commit to strengthen innovative provision of education and training for 15-19 year olds to ensure greater engagement
- Further enhance links and partnerships between government schools and TAFE NSW Institutes by promoting TAFE NSW courses and participating in joint strategies which encourage students to stay on at school while enrolling in school and TAFE-delivered VET programs
- Evaluate the Multi-campus College Strategy
- Improve the retention and completion rates for Aboriginal students, students with a disability and those living in rural and remote locations
- Conduct annual professional learning conferences that focus on the needs of 15-19 year old students and middle years students
- Improve outcomes for 15-19 year olds in relation to module completion rates, participation at Certificate III level and above
- Improve the public image of vocational and technical education to attract more school graduates to TAFE NSW
- Align courses with skill shortage areas and job opportunities.

Objective Five

Providing the skills and values for innovation, growth, prosperity and social cohesion

Outcome 5.1 Improved VET and employment outcomes

Achievements	Strategies	Challenges and future directions
<ul style="list-style-type: none"> ■ Two key reports found that students highly value HSC Vocational Education and Training (VET) courses ■ Over 40% of Year 11 and 12 students are enrolled in one VET subject ■ A 9% increase in Aboriginal students in VET in Schools courses in the last year ■ School students spent over two million hours in work placements, hosted by over 20,000 employers in industry, commerce, government and the community ■ Almost 136,000 apprentices and trainees were in training ■ TAFE NSW students were highly successful at the 38th WorldSkills Competition held in Helsinki. 	<ul style="list-style-type: none"> ■ Retraining suitably qualified secondary teachers to deliver VET in Schools ■ Implementing mandatory work placement in industry curriculum framework courses ■ Promoting school based traineeships ■ Offering accelerated apprenticeship and employment programs with industry partners ■ Forming partnerships with industry to jointly deliver training ■ Providing job placement services for TAFE NSW students. 	<ul style="list-style-type: none"> ■ Address the recommendations of the Strategic Evaluation of VET in Schools ■ Streamline processes for the recognition of prior learning ■ Expand the use of early intervention models to provide support for students experiencing difficulties in completing their studies ■ Implement recommendations from the Council of Australian Governments which will achieve a national approach to apprenticeships and training in the VET sector.

Outcome 5.1

Improved VET and employment outcomes

Achievements

In 2005, the Department sponsored two key reports on VET in schools in NSW:

- The Board of Vocational Education and Training's Strategic Evaluation of VET in Schools in NSW
- An independent survey on the satisfaction and destinations of HSC VET students carried out by the University of Melbourne.

These reports found that students value their HSC VET courses and are accessing a range of post-school pathways leading to university, post-school VET, apprenticeships and traineeships and employment.

These studies also concluded that VET courses are improving student retention to Year 12, making students more work ready and providing substantial benefits to employers and communities.

School students participated in accredited VET courses as part of the HSC and, through the School to Work Program, in programs of vocational learning, enterprise education, workplace learning and career education in Years 7 to 12.

In 2005

- Enrolments in VET in Schools courses for government school students totalled 51,385. This represented 38,288 individual students or 40.1% of Years 11 and 12 (VET in Schools enrolments across all school sectors were 68,859, representing 52,484 individual students or 34.4% of Years 11 and 12).
- School students undertook courses in schools and TAFE NSW Institutes in a wide range of industries including the nine industry curriculum frameworks and other courses and qualifications
- Participation of Aboriginal students from government schools in VET in Schools courses grew from 1,636 in 2004 to 1,784 in 2005, an increase of 9%
- 2,200 students with a disability were provided with additional support to undertake VET courses
- Students from all school sectors spent over two million hours in work placements,

hosted by over 20,000 employers in industry, commerce, government and the community

- Nearly 1,400 government school students combined a registered school based traineeship with a VET course
- Nearly 13,600 Year 12 government school students received Australian Qualifications Framework VET Certificates or Statements of Attainment through school regions which are Registered Training Organisations (RTOs)
- Over 200,000 students in Years 7-12 participated in the School to Work Program including using the Employment Related Skills Logbook for career and pathways planning
- Over 10,000 government school students enrolled in Work Education
- Innovative local initiatives included:
 - Western Region – Broken Hill High School Metals and Engineering and Primary Industries students designed and planted an olive grove, installed watering systems and built fences and storage facilities
 - North Coast Region – The Construction Fast Track Model extended the Construction Curriculum Framework with additional courses delivered by TAFE NSW – North Coast Institute
 - New England Region and Gwydir Learning Region - Warialda High School, Bingara Central School and their communities shared initiatives in VET and vocational learning.

Strategies

Strategies implemented to promote and improve VET in Schools and to assist student transitions to further education and employment included:

- Maximising the range of VET in Schools courses by using VET course delivery from TAFE NSW Institutes
- Establishing 10 regional Registered Training Organisations which comply with the Australian Quality Training Framework

standards to ensure quality outcomes and recognition for students

- Coordinating the provision and operations of VET in Schools and School to Work through regions and TAFE NSW Institutes
- Retraining suitably qualified secondary teachers to deliver VET in Schools
- Implementing mandatory work placement in industry curriculum framework courses and providing funding for work placement coordination to Local Community Partnerships
- Extending work placement in NSW government departments
- Implementing quality projects including:
 - A project to improve HSC results in Tourism which received the TAFE NSW Silver Award for Quality
 - A model for block delivery of Outdoor Recreation in TAFE NSW – Western Institute, which received the TAFE NSW Bronze Award for Quality
 - Regional and State Worldskills competitions for school VET students
- Further development of the TVET Management System which comprises online application, enrolment and reporting systems for the management of TAFE delivered VET in Schools courses
- Developing electronic links between DET and Board of Studies data systems to ensure that national reporting requirements for VET are met
- Employing trained careers advisers in all government secondary schools
- Providing secondary teachers in each Key Learning Area with targeted resource booklets on work, employment and enterprise and with training in the use of these resources
- Conducting teacher workshops to support the new Work Education syllabus
- Publishing the Department's revised Workplace Learning Policy 2005, related mandatory documents and new parent and employer guides
- Revising the Employment Related Skills Logbook to reflect feedback from schools
- Providing an online facility for schools to report on progress in implementing the School to Work Program
- Extending access to the online Creating Future Pathways Student Survey to all students
- Providing a careers advisory service for school leavers in December-January.

Challenges and future directions

- Address the recommendations of the Strategic Evaluation of VET in Schools, in particular those relating to:
 - Improving recognition of VET in Schools courses by universities
 - Examining options for delivering recognised VET before Year 11
 - Extending mandatory work placement to non-framework courses
 - Improving credit transfer
 - Improving access to employment and training opportunities for students with a disability
 - Strengthening school based traineeships and introducing school based apprenticeships
 - Further developing relationships between schools and TAFE NSW
 - Undertaking ongoing destination research.
- Further explore the potential of new electronic links to streamline recognition/ credit transfer in TAFE NSW for students who have undertaken VET in Schools courses
- Consolidate the School to Work Program in all high schools in conjunction with the community to strengthen students' capacity to plan career and further education pathways
- Continue to act as the lead agency in the implementation of the NSW Government's commitment for work placement in all NSW government departments
- Further develop the TVET Management System.

Outcome 5.1

Improved VET and employment outcomes

Achievements

In 2005, there were more than 513,000 enrolments in TAFE NSW. TAFE NSW Institutes increased enrolments in apprenticeship programs, particularly in skill shortage areas such as manufacturing and engineering and hairdressing, to improve vocational employment outcomes for their students.

Other achievements included:

- The 2005 Student Outcomes Survey undertaken by the National Centre for Vocational Education Research (NCVER) showed that within six months of completing their course, 73% of TAFE NSW graduates were employed compared to 71% in 2004; and 38% of TAFE NSW graduates were undertaking further study compared to 33% in 2004
- In a national student survey conducted by I&J Management Services in 2005, 83% of TAFE NSW respondents stated that they had experienced some or a lot of e-learning compared to 75% nationally; 73% reported that e-learning increased their capacity for learning; and 75%, compared to 61% nationally, said it gave them more choice about course starting and finishing times
- TAFE NSW students made up 14 of the 25 Australian competitors at the 38th WorldSkills Competition held in Helsinki during May 2005 and were awarded three gold medals, two bronze medals, and five medallions of excellence
- The Enrolled Nurse Education program was delivered in 12 sites across NSW, in partnership with the NSW Department of Health. There has been a 90% increase in enrolments over the last four years, as skill shortages in nursing are being addressed.
- Under the New Manufacturing Strategic Directions Implementation Project, commissioned by the NSW TAFE Board, a review of current TAFE NSW manufacturing and engineering products and services was undertaken to ensure that they align with identified needs of the New Manufacturing sector.

Strategies

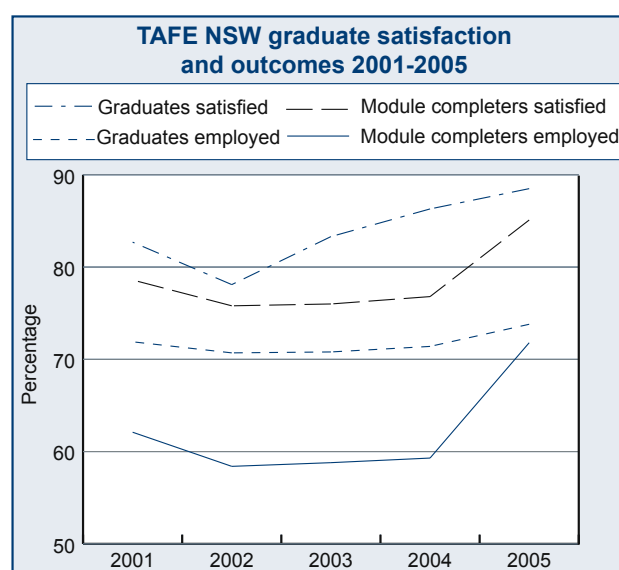
TAFE NSW Institutes improved educational and employment outcomes for students by:

- Offering accelerated apprenticeship and employment programs with industry partners. For example, a partnership between Port Waratah Coal Services (PWCS) and Hunter Institute enables students to complete modules from trade courses as part of their Higher School Certificate (HSC) while working part-time for PWCS. After successfully completing their HSC, students enter into full-time employment with PWCS with one year of their apprenticeship already completed.
- Establishing partnerships with government agencies to boost local employment opportunities. The North Coast Regional Agreement between the NSW Department of State and Regional Development and North Coast Institute will see both parties providing support services and undertaking projects that will boost local employment opportunities and create skills targeted at the employment needs of new and innovative industries in the region.
- Providing job placement services for TAFE NSW students. For example, in 2005 the JobPlace service at Northern Sydney Institute registered 1,675 students looking for work and placed advertisements for 7,063 positions that led to employment for 642 students.
- Expanding the fast track Certificate III in Hairdressing program with groups at Hamilton and Gosford campuses (Hunter Institute)
- Establishing industry based skill and specialist centres that provide vocational education and training on a whole of industry basis rather than by teaching area. For example, Riverina Institute has set up a number of centres including:
 - The National Aerospace Training Centre
 - The National Environment Centre
 - The Primary Industries Centre

- The Forest Industries Centre
- The Riverina Wine and Food Technology Centre
- Increasing post-trade program delivery as well as customised training opportunities for trainees at Certificate IV level to improve participation and completion (New England Institute)
- Hosting information days for students at TAFE NSW colleges. For example, the National Institute of Accountants (NIA) held an information day at Bankstown College in March 2005 (South Western Sydney Institute). Representatives from the NIA set up an information stand and visited classes to provide information about work experience programs, career options, accounting educational programs, professional development opportunities and networking.
- Forming partnerships with industry to jointly deliver training. For example, courses offered by the hairdressing chain Toni&Guy are jointly delivered with Sydney Institute and are linked to TAFE NSW Certificate II, III, IV and the Diploma of Hairdressing.
- Entering into partnerships with employers to undertake workplace delivery and assessment of their employees. For example, Western Institute has entered into this type of partnership with various aged care providers.
- Offering preapprenticeships through TradeStart@TAFENSW to address skills shortages. Students took the equivalent of a year's off-the-job training combined with work experience in trade skill shortage areas such as construction, electrical, engineering, food, hairdressing and motor vehicles.

Challenges and future directions

- Enhance course advisory services to assist students in their course selection
- Streamline processes for the recognition of prior learning
- Expand the use of early intervention models to provide support for students experiencing difficulties in completing their studies
- Address skill shortages in regions currently experiencing low levels of unemployment
- Expand career pathways for all students through the vocational courses and services offered and improve the learning outcomes for students from targeted groups
- Shift delivery towards higher award courses and courses providing skills for growth industries, such as biotechnology and digital media, in line with the economy's demand for more skilled workers
- Provide more skilled workers to meet the needs of industry through preapprenticeship and prevocational programs, in partnership with industry and Group Training Companies
- Expand the delivery options used for courses to provide students with more flexibility in the way they can access vocational and technical education.



Source: NCVET Student Outcomes Survey 2001-2005

Notes: Graduates and Module completers satisfied with training. Employed indicates employment six months after training.

Outcome 5.1

Improved VET and employment outcomes

Achievements

In 2005, there were 885 apprenticeship and traineeship pathways available in NSW. This number includes 222 new and revised pathways. 1,772 applications for trade recognition were processed and 135,913 apprentices and trainees were in training in NSW at the end of December 2005. Of these approximately 36% were apprentices, 35% new entrant trainees and 29% existing worker trainees.

Some 1,557 participants undertook preapprenticeship training during 2005 across a wide range of critical skill shortage areas. Several cooperative partnerships were also established in the Illawarra region between employers, training providers and the Department, expanding the number of preapprenticeship courses in the region. The Department spent \$2.65 million on the program in 2005.

In 2005, the 32 NSW Group Training Organisations, which are jointly funded by the Australian and State governments, employed more than 6,045 apprentices and trainees.

The network of 20 Industry Training Advisory Bodies acted as key agents to provide the Department with industry advice and support to critical areas of the NSW VET system.

The Contracted Training Provision Program purchased \$31.85 million worth of training to meet priority skill training in NSW. The program provided high quality industry-relevant training to over 12,300 individuals.

An online system for the lodgment and payment of training activity was implemented to streamline administrative processes and improve the timeliness of payments to Registered Training Organisations (RTOs). Feedback from RTOs indicated a high level of satisfaction.

The Board of Vocational Education and Training (BVET) provided \$1.5 million in 2005 to improve the quality of on-the-job traineeship delivery. Some 124 courses were delivered to workplace supervisors involved in traineeships through the On-the-Job Traineeship Improvement Program

to develop their training, assessment and supervision skills.

Mr Bert Evans, AO, the Chair of BVET, undertook a strategic evaluation of vocational education and training courses in schools to determine the value of young people undertaking HSC VET courses. The evaluation showed students resoundingly endorse the value of their HSC VET courses, and demonstrated that VET in Schools is clearly making a difference for NSW students - adding value to their school participation, their HSC achievement and their preparation for the transition to post-school education, training and work. It also found that employers value the competencies and employability skills students are gaining through work placement.

Strategies

The Department provided funding for a number of programs to increase participation in training:

- The Apprenticeship and Traineeship Training Program provided public funding to public and private training providers on the NSW Approved Providers List for all new entrant trainees and those undertaking selected apprenticeships. Training providers tender annually for placement on the Approved Provider List with previous performance assessed before placement to ensure quality of delivery under the program.
- The Contracted Training Provision Program supported the strategic and flexible development of a strong skill base to ensure the future economic and social stability of local communities through targeted training in areas of:
 - Key Government priorities including critical existing and emerging skill shortages across NSW
 - New and emerging industries, industries facing restructure, and rural and regional economies
 - Disadvantaged groups in gaining access to training opportunities

- The Prevocational Training Program provides preparatory training for potential apprentices and trainees in both trade and non-trade skill shortage areas. Prevocational training directly leads to full apprenticeships and traineeships and immediate job opportunities or into a broader program of training.

The NSW Government's Plan for Securing our Skilled Workforce contained many strategies for addressing skills shortages in New South Wales, through increasing apprenticeship participation and making apprenticeships more attractive to young people and employers. The Department doubled the accommodation allowance from \$14 to \$28 per night for apprentices and trainees required to travel long distances to undertake training.

The Department provided fast track adult trade training. In the manufacturing industry experienced but unqualified workers can now access new training to complete an apprenticeship in less than two years. The NSW Government is working with industry and unions to develop similar models in other industries.

The NSW Strategic Plan for Vocational Education and Training 2005-2008 has been prepared on behalf of the NSW Board of Vocational Education and Training. The plan identifies the challenges for NSW industry and the labour market over the next four years and sets out the strategic directions and priorities for VET.

Challenges and future directions

- Develop strategies to better align training to the priorities in the NSW Strategic Plan for Vocational Education and Training 2005-2008 and NSW Government priorities
- Continue to give high priority to reducing industry skills shortages and putting in place innovative strategies to support this goal
- Strengthen customer service and the quality of training outcomes for industry and individuals
- Implement recommendations from the Council of Australian Governments (COAG) which are proposed to achieve a national approach to apprenticeships and training in the vocational education and training sector. These recommendations cover aligning occupational licensing with training qualifications, competency based completion of apprenticeships, school based apprenticeships, flexibility and intermediate qualifications, recognition of prior learning and assessment of overseas trade skills. Implementation of the recommendations may require amendments to NSW legislation, processes and procedures.
- Implement recommendations from the Evaluation of VET in Schools Report which are designed to enable further improvement in the already highly successful NSW model of VET in Schools.

Objective Six

Delivering a dynamic and responsive system of public education and training

Outcome 6.1 Improved delivery of services

Outcome 6.2 Higher level of safety and security for staff and students

Achievements	Strategies	Challenges and future directions
<ul style="list-style-type: none"> ■ Early childhood services expanded with more children attending an increased number of government preschools ■ Improved use of information and communication technology (ICT) in student administration and teaching, and to enable delivery of education and training to isolated students ■ Student health and wellbeing supported and student leadership encouraged ■ The Anti-bullying Plan implemented ■ Improvements made to the physical security of facilities including fencing, alarms and reporting systems ■ NCVET research found high graduate and employer satisfaction with VET delivered by TAFE NSW. 	<ul style="list-style-type: none"> ■ Continuing to develop relationships with industry, local employers, business, community organisations and higher education providers ■ Using ICT to enhance teaching and learning, administration and improvements to the learning environment such as the NSW Healthy School Canteen Strategy ■ Developing Taking Action, Keeping Safe - a resource for student leaders to counter bullying ■ Providing professional development to give teachers and school counsellors skills to address drug and alcohol issues, bullying and student discipline ■ Improving identification of safety and security issues through improved monitoring and reporting systems and onsite risk assessments. 	<ul style="list-style-type: none"> ■ Ensure that teachers and other staff have the skills to promote a safe and secure learning environment, including management of bullying ■ Continue the process of reform in the staffing of our schools ■ Encourage effective student leadership and participation programs ■ Implement COAG reforms - a consistent approach to apprenticeships and VET ■ Research and implement strategies to ensure that TAFE NSW supports the economy and the community with flexible and appropriate training delivery in an increasingly competitive VET market.

Outcome 6.1

Improved delivery of services

Achievements

The Department delivered a range of services to schools in 2005. Examples of achievements include:

- 4,307 young children in their year prior to school attended DET preschools, up from 3,770 in 2004. This included 443 children from Aboriginal and Torres Strait Islander backgrounds and 106 children with a disability.
- 21 new preschools commenced operation, bringing the total number of public preschools across NSW to 100. Forty children attended the new preschools on a full-time basis and a further 682 children attended on a part-time basis.
- 294 isolated primary distance education students were able to access visual lessons through six satellite teaching studios and over 200 home sites
- 5,772 interpreter services were provided to schools with 3,254 being onsite and 2,518 being provided via telephone
- 6,690 newly arrived students from overseas countries were provided with targeted intensive ESL support by schools in NSW
- All secondary schools, most primary schools and one-quarter of schools for specific purposes operated student representative councils (SRCs) or an equivalent student leadership body
- 130 peer elected student leaders, 10 of whom identified as Aboriginal, participated in the 2005 State SRC Conference School Harmony-Communities Working Together
- Over 840 students with a disability undertook school delivered HSC VET courses
- 355 schools entered 1,707 students with a disability in Life Skills School Certificate courses. Some 288 schools entered 1,213 students in HSC Life Skills courses.
- 98% of schools completed training in and used the electronic casual pay claims (e-cpc) service to lodge casual employee pay claims, ensuring faster, error-free payments

to casual employees and simplified administrative processes for schools

- Most schools fully implemented the Anti-bullying Plan in 2005, making a significant contribution to the safety and wellbeing of all students
- The majority of schools implemented the NSW Healthy School Canteen Strategy
- 211 students placed on long suspension attended a suspension centre for up to 20 days and 88% of these students were successfully returned to school.

Professional learning by staff contributes to the quality of services to schools. Examples in 2005 included:

- A blended learning approach, combining online, face-to-face and other approaches to learning, was expanded, with an average increase in usage of 52%
- Over 3,000 early career teachers, their supervisors and mentors were supported through the New Teacher Development website
- 25 experienced principals were trained as e-facilitators and advanced e-facilitators
- 372 primary school teachers were trained to provide cannabis education for senior primary school students
- 220 mainstream teachers and 20 ESL teachers participated in ESL in the mainstream courses
- Over 2,000 school staff participated in the NonViolent Crisis Intervention training program
- Training courses were provided for 360 Anti-Racism Contact Officers
- 275 senior educators, supported by academic partners, took part in a three-day online conference focused on leading change in schools.

Strategies

- Expanding services for young children through the establishment of 21 new preschools at a cost of over \$18 million

- Providing 32 newly appointed home school liaison officers and Aboriginal student liaison officers with intensive training to assist them in supporting schools to improve the regular attendance of students
 - Allocating 303 additional teacher's aide special (TAS) positions to classes for students with emotional difficulties, behavioural difficulties and autism as part of the Government's Special Education Initiative 2005-2007
 - Allocating over \$64 million to more than 11,000 students with moderate and high support needs
 - Developing a new website, the Fresh Ideas for a Healthy School Canteen resource and DVD through the Fresh Tastes@School NSW Healthy School Canteen Strategy
 - Providing information to support student leadership activities through the launching of a revised student leadership website
 - Developing Taking Action, Keeping Safe - a resource for student leaders to counter bullying
 - Completing the Satellite Education Project to replace the Outback Radio Network
 - Increasing the number of trainers in the NonViolent Crisis Intervention program to over 70
 - Providing professional learning workshops, teaching and learning materials and current information on drug and alcohol issues to teachers and school counsellors
 - Enhancing the Professional Learning and Leadership Development directorate's website and expanding its capacity to provide online courses
 - Developing new models of reporting to parents
 - Developing a new Staffing Agreement between the Department and the NSW Teachers Federation which provides a balance between providing principals with more flexibility in choosing their staff and maintains procedures that ensure all schools throughout NSW are staffed with quality teachers
 - Making the electronic leave application and processing system (eLAPS) available to permanent employees in schools. eLAPS supports principals in the management and approval of leave for teachers and school and administrative staff.
 - Providing curriculum materials in alternative formats with 110 titles added to the Braille Catalogue and 150 titles to the Large Print Catalogue.
- ### Challenges and future directions
- Implement changes in special education staffing in line with the Government's Special Education Initiative 2005-07
 - Develop online learning communities to create access to collaborative professional learning and problem solving
 - Encourage more students from disadvantaged or Aboriginal and culturally and linguistically diverse backgrounds to participate in student leadership activities
 - Increase access to preschools for Aboriginal children, children whose families experience financial hardship and children with a disability
 - Support schools to implement strategies in addressing bullying, including cyber bullying
 - Use the Teaching and Learning exchange (TaLe) website as an online forum for school counsellor mentors
 - Improve staffing processes
 - Continue to develop professional learning opportunities for the school counselling service in the areas of adolescent depression and related disorders
 - Continue to provide professional development of school personnel in the safe management of aggressive behaviour
 - Continue to encourage effective student leadership and participation programs in schools.

Outcome 6.1

Improved delivery of services

Achievements

TAFE NSW was recognised as a high quality provider in 2005 whose services met customer needs and requirements.

A recent National Centre for Vocational Education and Research (NCVER) survey showed that in 2005, TAFE NSW has the highest level of employer satisfaction in Australia. Among surveyed employers using TAFE NSW as the main provider of nationally recognised training, excluding apprenticeship and traineeship training, 96% indicated satisfaction with the quality of training. The satisfaction rate for apprenticeship and traineeship training was 78%.

The quality of the services provided was also reflected in the high levels of student satisfaction found in the National Student Outcomes Survey undertaken by the NCVER:

- 88% of TAFE NSW graduates indicated satisfaction with the overall quality of training
- 83% reported that they had achieved the main reason for undertaking their training.

Both of these outcomes are the highest reported since 2001.

Other initiatives that demonstrate improved delivery of services by TAFE NSW include the following:

- TAFE NSW continued to pursue commercial business opportunities to contribute to the economic and skills base of the State and to accelerate growth in revenue. Enrolments in courses developed under the TAFE PLUS brand increased from 50,163 in 2004 to 54,430 in 2005. This represents a growth of 8.5%.
- The Interactive Distance Learning Satellite Project (IDL), involving partnerships between North Coast and Western Institutes, Optus, the Northern Territory Department of Education, local communities and schools, enabled more than 500 of the most isolated people in NSW to become TAFE NSW students via satellite
- The first stage of the TAFE NSW/Universities Credit Transfer and Articulation website was launched on 30 September 2005 to

provide information on credit transfer and articulation, as well as specific arrangements which recognise prior learning completed at both TAFE NSW and universities

- TAFE NSW undertook a review of its Application Processing System to make improvements to student selection for high demand courses
- The implementation of the Mainstream Enrolment via the Internet (MEVI) system continued during 2005, enabling students applying for high demand courses and those with special entry requirements or selection criteria to enrol online. In Semester 1 2005 first round offers were made to 29,187 applicants. Some 40.0% accepted online and 14.6% paid through the Internet. In Semester 2, 2005 first round offers were given to 78% of applicants. Of these 82% were processed through MEVI.
- TAFE NSW increased the quantum of training in areas of identified skill shortages. For example, South Western Sydney Institute established a Mature Age Industry Strategy Program with the Australian Industry Group to address skills shortages in the manufacturing and engineering industry.

Strategies

To improve delivery of services TAFE NSW entered into various Memorandums of Understanding and partnerships. These included:

- Implementation of a skills recognition program for travel industry staff by Illawarra Institute and Travelscene/American Express that will assist them in gaining Certificate III and IV Tourism qualifications
- Development of a Memorandum of Understanding between New England Institute, the University of New England, the University of Newcastle and Southern Cross University to improve course provision and to co-locate facilities
- Delivery of the Cellar Hand Induction Program to 200 students at Griffith Campus to meet the Griffith/Murrumbidgee wine industry's needs during harvest and vintage (Riverina Institute)

- Development of a Memorandum of Understanding between South Western Sydney Institute and the NSW Road Transport Association to promote the skills and professional development of road transport operators, and to address skills shortages within the industry.

Other strategies developed and implemented included:

- Continuing to develop and strengthen relationships with industry, local employers and business and community organisations within regions. For example, Hunter Institute played a lead role in the Cessnock Community Renewal Program, led by the Premier's Department, to address socioeconomic disadvantage in the region.
- Resourcing and training 40 internal reviewers to work with staff to improve service delivery (North Coast Institute)
- Piloting of a combined ISO 9001 and Australian Quality Training Framework audit approach to achieve re-certification and re-registration (Northern Sydney Institute)
- Reviewing the Open Training Education Network Learning and Support Site, that is a key component in supporting distance learning, to ensure its sustainability and effectiveness
- Implementing an e-learning framework for teachers to increase the take up of blended and online learning (South Western Sydney Institute)
- Raising staff awareness and involvement in promotions, course information systems and business development activities using a range of methods including presentations at staff forums and professional development sessions (Sydney Institute)
- Increasing the amount of delivery and assessment that occurs in the workplace. For example, shearing, jockey training, agriculture, animal care, veterinary nursing, forestry and mining have been delivered and assessed in the workplace (Western Institute).
- Undertaking a project to investigate and implement new forms of delivery that will focus on developing stronger relationships and partnerships with employers, apprentices and trainees (Western Sydney Institute)
- Increasing the delivery of post-trade programs and customised training for trainees at Certificate IV level (New England Institute)
- Flexibly delivering a wide range of workplace programs for trainees, large regional employers and other commercial clients, including a statewide contract with Country Energy (North Coast Institute)
- Conducting reviews with major clients to ensure continuous improvement (Riverina Institute).

Challenges and future directions

- Conduct research into the value of TAFE NSW's contribution to the NSW economy and community
- Ensure the TAFE NSW governance model best supports the complexity of the business, reflects contemporary best practice and provides clarity around TAFE NSW's business objectives and purpose
- Ensure that TAFE NSW Institutes provide an appropriate mix of services to meet the social and economic needs of regions in NSW, especially during times of rapid change
- Conduct a high level review of TAFE NSW's delivery profile to ensure effective use of resources, relevance to industry and responsiveness to shifts in employment
- Set new business benchmarks for faster, more agile market positioning as well as better business planning and decision making
- Conduct market research to ensure TAFE NSW can respond to large clients effectively as well as local employers and industry
- Strengthen TAFE NSW's position in the increasingly competitive training market.

Outcome 6.2 : Schools/TAFE

Higher level of safety and security for staff and students

Achievements

Several initiatives and policies were implemented to increase safety and security in schools. As a result:

- Illegal entries in schools during the December/January school holidays fell by 4% in the period 2004-2005 and by 39% in the period 2000-2005
- A new system for reporting serious incidents that involved violence, weapons, illegal drugs and major criminal activity was implemented
- During 2004-2005, 40 schools received security fences with a minor capital works allocation of \$6 million
- Electronic alarm systems now operate in more than 1,600 schools
- There were significant reductions in the number of reported incidents of security breaches
- 1,990 responses to requests for support were made to the School Safety and Response hotline
- Approximately 50 schools in high risk areas continued to operate closed circuit TV systems
- New procedures for the suspension and expulsion of school students were implemented
- NSW Police youth liaison officers received further training in the delivery of Crime Prevention Workshops in schools.

Strategies

- Operating the School Safety and Response hotline 24 hours a day, 7 days a week
- Providing dedicated security patrols during the school holiday periods
- Conducting onsite risk assessments at schools to address any security concerns and to provide and recommend strategies to assist with the minimisation of security incidents
- Improving security in high risk schools
- Seconding an officer from the NSW Fire Brigades to work with schools on reducing the effects of school fires and improving prevention strategies
- Monitoring electronic alarm systems
- Providing an online security incident database and support for schools to record security breaches
- Providing 84 home school liaison officers and 12 Aboriginal student liaison officers to support schools in improving the regular attendance of students
- Conducting regular joint anti-truancy initiatives with NSW Police in all regions
- Maintaining a statewide system of leave passes to be used by secondary students who wish to leave school grounds during normal school hours.

Challenges and future directions

- Construct additional security fences in schools
- Encourage partnerships between schools and NSW Police local area commands, including regular bi-annual meetings.

Improving safety and security – government schools

Security breaches during December/January holiday period	2004	2005	Change over one year
Illegal entry	218	210	▼ 4%
Vandalism	571	428	▼ 25%

Source: DET, Safety and Security

Appendices

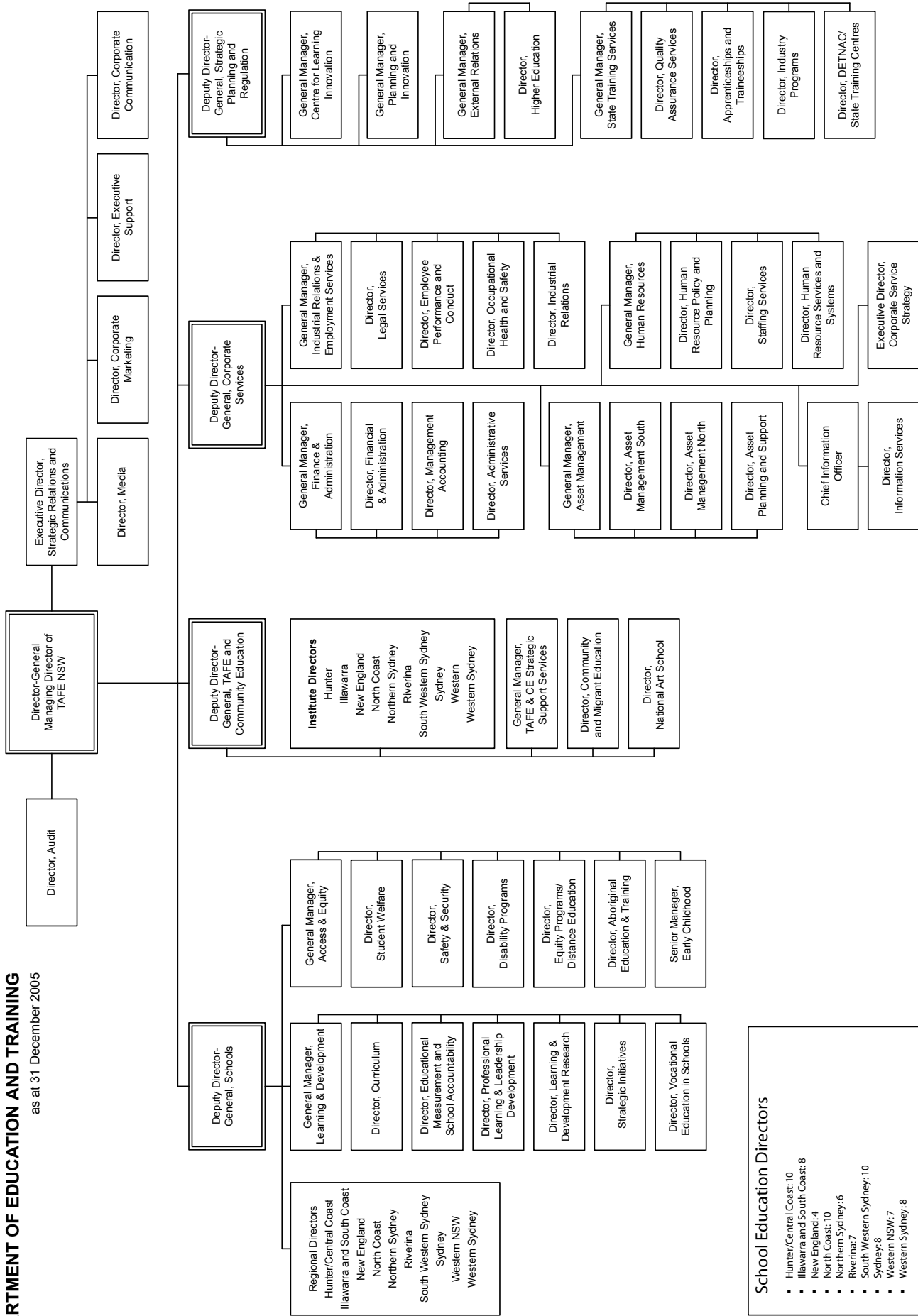
Contents

Appendix 1: Human Resources	73
Appendix 2: Equal Employment Opportunity	73
Appendix 3: Occupational Health and Safety	76
Appendix 4: Senior Executive Service Officers	77
Appendix 5: SES Performance Statements	78
Appendix 6: Boards and Committees	87
Appendix 7: Controlled Entities	93
Appendix 8: Freedom of Information	93
Appendix 9: Overseas Visits	94
Appendix 10: Ethnic Affairs Priorities Statement	95
Appendix 11: Disability Action Plan	99
Appendix 12: NSW Government Action Plan for Women	103
Appendix 13: Payment of accounts	104
Appendix 14: Land disposal	104
Appendix 15: Major assets	104
Appendix 16: Waste Reduction and Purchasing Policy	105
Appendix 17: Government Energy Management Policy	106
Appendix 18: Records management program	108
Appendix 19: Privacy and personal information protection	108
Appendix 20: Electronic service delivery	108
Appendix 21: Consumer response	109
Appendix 22: Organisational improvement and risk management	111
Appendix 23: Matters affecting the operations of the Department	112
Appendix 24: Legislative context and changes	113
Appendix 25: Consultants	114
Appendix 26: Publications	115
Appendix 27: Research and Development	119
Appendix 28: Major Capital Works, New Works and Works in Progress	120
Appendix 29: Establishment and closure of schools and TAFE NSW campuses	124
Appendix 30: Funds Granted to Non-Government Community Organisations	125
Appendix 31: Code of Conduct	148
Appendix 32: Recognition of excellence	148

List of Tables

Table 1.1 Number of Full-time Equivalent (FTE) Staff in the DET, 2002-05	73
Table 2.1 Percentage of permanent and temporary staff by level, 2005	74
Table 2.2 Percentage of total staff by employment basis, 2005	75
Table 3.1 Employee Assistance Program (EAP)	76
Table 3.2 Workers' compensation claims	76
Table 3.3 Work related injuries and illness	76
Table 3.4 Time lost due to injuries	76
Table 4.1 Number of Senior Executive Service (SES) officers at each level	77
Table 4.2 Percentage of female and male SES officers at each level	77
Table 6.1 Boards	91
Table 7.1 Controlled Entities	93
Table 8.1 FOI requests for 2005	93
Table 8.2 FOI results of requests for 2005	94
Table 8.3 FOI elapsed time for 2005	94
Table 8.4 FOI processing time for 2005	94
Table 8.5 Internal reviews	94
Table 9.1 Overseas visits	94
Table 13.1 DET payment performance 2004-05	104
Table 13.2 Schedule of accounts payable at end of each quarter in 2004-05	104
Table 13.3 TAFE payment performance 2004-05	104
Table 15.1 2004-2005 Financial Year: Major assets purchased	105
Table 17.1 Projects to improve efficiency	107
Table 20.1 MEVI/ECRI - High demand courses	108
Table 20.2 Mainstream enrolment through the Internet	108
Table 20.3 Statewide TAFE VET student management software	108
Table 21.1 TAFE NSW complaints	109
Table 21.2 AMES complaints	110
Table 21.3 Complaint type	110
Table 22.1 Complaints registered for investigation by Audit Directorate by sector	112
Table 22.2 Outcomes of complaints investigated per calendar year	112
Table 25.1 Consultants	114
Table 27.1 Research and Development	119
Table 28.1 Major Capital Works, New Works and Works in Progress, Schools	120
Table 28.2 Major Capital Works, New Works and Works in Progress, TAFE NSW	123
Table 29.1 Establishment and closure of schools and TAFE NSW campuses	124
Table 30.1 Summary of funds granted to non-government community organisations	125
Table 30.2 Grants in aid	126

DEPARTMENT OF EDUCATION AND TRAINING
as at 31 December 2005



- School Education Directors**
- Hunter/Central Coast: 10
 - Illawarra and South Coast: 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 1: Human Resources

Introduction

Significant human resources policies and procedures developed or amended to meet new DET reporting requirements during 2005 focused on supporting the selection and appointment of quality staff across the Department; and on ensuring that the conditions under which our teachers work reflect best practice standards and community expectations. These policies included:

- DET Policy on the Mandatory Accreditation of New Scheme Teachers in NSW government schools
- Working with Children Check policy and procedures for implementation in schools, State Office, and TAFE NSW and sent to principals, senior officers, TAFE NSW, AMES and Regions
- Establishing a Senior Executive Service and Senior Officers Performance Management Policy.

Movement in wages, salaries or allowances

The final increase under the Crown Employees (Teachers in Schools and TAFE NSW and Related Employees) Salaries and Conditions Award of 3.5% was paid from the first pay period on or after 1 January 2005. Principals, executive and other related staff received further increases of up to 3.75% from the same effective date.

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 2005.

All increases have been fully funded by Treasury.

Negotiations for replacement awards for school and TAFE NSW teachers commenced in July and were successfully concluded in November without any industrial action. Under the agreement between the parties, school and TAFE NSW teachers will receive an increase of 4% per year for three years commencing in 2006.

Appendix 2: Equal Employment Opportunity

Achievements

This section contains a summary of significant outcomes resulting from the implementation of strategies contained in the Equal Employment Opportunity (EEO) Management Plan for 2005-2008. The EEO Plan is available from https://www.det.nsw.edu.au/media/downloads/strat_direction/strat_plans/eeomgmtplan05_08.pdf.

The online EEO survey, as at 30 June 2005, was completed by an additional 3,687 staff, bringing the total number to 47,563 staff who have completed the survey.

Achievements in relation to women included:

- More than 69% in the school executive leadership development program and 60% in the targeted principal preparation program
- 75 School Administrative and Support (SAS) staff participating in the Certificate in Administrative Leadership (CAL)
- Constructing a dedicated website, supported by the Department, for the Women in Educational

Table 1.1 Number of Full-time Equivalent (FTE) Staff in the Department of Education and Training, 2003-05

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

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, and 2005.

Leadership (WIEL) network. Members of WIEL across the State participated in local conferences organised through 14 local WIEL networks. These conferences continued to provide collegial support and management and leadership development opportunities for women either in or aspiring to leadership positions.

- 32 spokeswomen attending the Department's Information Day which provides professional learning and networking opportunities.

Achievements for Aboriginal and Torres Strait Islander people (Aboriginal people) included:

- Offering 35 Teacher Education Scholarships to Aboriginal people, up from 32 in 2004
- Appointing 62 Aboriginal teachers to permanent positions in the staffing cycle 2004-05, up from 37 in 2003-04
- 41 newly recruited Aboriginal teachers and their principals attending a two-day workshop
- Providing 31 newly recruited Aboriginal teachers and 35 Aboriginal teacher education scholarship holders with orientation and mentoring support
- 14 Aboriginal people commencing traineeships with the Department in 2005.

Achievements for people from racial, ethnic or ethno-religious minority groups included:

- 304 overseas trained teachers (OTTs) participating in the pre-employment program for OTTs which provides a comprehensive induction to government schools. Of the participants, 294 OTTs gained

approval to teach following their successful completion of the program.

Achievements for people with a disability included:

- 10 staff with a disability completing an accredited certificate course in mentoring
- 11 members of the Staff with Disabilities Network (SWDN) attending a workshop on leadership and management within the CAL course. The workshop focused on a variety of leadership models and the leader's role in facilitating individual, team and organisational learning and capacity building
- 22 staff with a disability attending two days training in leadership as a prerequisite to enrol in CAL. Twenty of these participants continued their studies to complete CAL in 2006.

Strategies

- Promoting, implementing and monitoring strategies in the EEO Management Plan 2005-2008 to improve employment and professional learning opportunities for EEO groups
- Providing easy and secure access for staff members to complete the online EEO survey, ensuring accurate statistics on EEO members are available for planning and evaluation
- Implementing a range of professional learning initiatives to improve the representation of women in leadership and decision making roles including:
 - School Leadership Development Programs
 - Executive Management Programs

Table 2.1 Percentage of permanent and temporary staff by level, 2005

LEVEL	Subgroup as percentage of permanent and temporary staff at each level				Subgroup as estimated percentage of permanent and temporary staff at each level				
	Number of staff	Respondents	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
	N	%	%	%	%	%	%	%	%
< \$31,352	293	38	14	86	7.1	10	16	6	0.9
\$31,352-\$41,177	9,662	44	21	79	3.2	7	8	6	1.8
\$41,178-\$46,035	3,667	56	13	87	1.5	12	14	4	1.3
\$46,036-\$58,253	18,793	35	22	78	2.1	14	14	3	0.6
\$58,254-\$75,331	43,419	61	30	70	0.8	13	12	5	1.6
\$75,332-\$94,165	9,576	68	50	50	1.2	10	8	5	1.8
> \$94,165 (non SES)	1,923	79	59	41	0.9	7	5	5	1.2
> \$94,165 (SES)	101	63	70	30	-	3	2	8	-
TOTAL	87,434	54	30	70	1.4	12	11	5	1.4

Source: Workforce Profile data, headcount of permanent and temporary staff as at 30 June 2005. Casual staff are not included.

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

Appendices

- CAL
- WIEL
- Spokeswomen's programs
- Enhancing Aboriginal employment and professional learning and support programs in line with the recommendations of the Aboriginal Education Review:
 - Teacher Education Scholarships
 - Priority employment of Aboriginal teachers
 - Aboriginal Mentor Program
 - Workshops and collegial support for newly recruited Aboriginal teachers
 - Traineeship Program for Aboriginal People
- Implementing the pre-employment program to ensure the quality of overseas trained teachers' skills and to assist their transition into public schools
- Customising professional development programs and network support for staff with a disability through the initiatives such as the Staff with Disabilities Network and Mentor Program.

Challenges and future directions

- Explore options to develop special initiatives under the EEO Management Plan 2005-2008 in collaboration with key stakeholders to improve the EEO outcomes
- Promote the online EEO survey through a range of methods to further increase the response rate
- Increase representation of women in leadership and decision making roles
- Increase number of SAS staff joining WIEL
- Promote, implement and monitor the Aboriginal Human Resource Development Plan 2006-2008 to improve recruitment, retention, and professional learning opportunities for Aboriginal people
- Evaluation of the OTTs program in 2005 strongly supported the continuation of the program as a means of ensuring the readiness of successful participants to teach in public schools
- Increase recruitment, retention and professional learning opportunities for people with a disability through inclusive practices and programs.

Table 2.2 Percentage of total staff by employment basis, 2005¹

Employment basis	Subgroup as percentage of total staff at each category				Subgroup as estimated percentage of total staff at each category					
	Number of staff	Respondents	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	
	N	%	%	%	%	%	%	%	%	
Permanent Full-time	61,193	64	35	65	1.4	12	11	5	1.5	
Permanent Part-time	9,437	54	9	91	0.8	9	9	4	1.4	
Temporary Full-time	8,851	15	26	74	1.9	12	15	4	0.9	
Temporary Part-time	5,756	15	15	85	1.1	8	10	3	0.7	
Contract (SES)	101	63	70	30	-	3	2	8	-	
Contract (non SES)	5	100	100	-	-	-	-	-	-	
Training Positions	13	46	77	23	-	-	-	17	-	
Casual	50,908	11	28	72	2.0	7	13	3	0.4	
TOTAL	136,264	38	29	71	1.6	10	12	4	1.0	
SUBTOTALS										
Permanent	70,630	62	31	69	1.3	12	11	5	1.5	
Temporary	14,607	15	21	79	1.6	11	13	4	0.8	
Contract	106	65	72	28	-	3	1	7	-	
Full-time	70,044	57	33	67	1.4	12	12	5	1.5	
Part-time	15,193	39	11	89	0.9	9	9	3	1.1	

Source: Workforce Profile data as at 30 June 2005

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

¹ Total staff refers to all permanent, temporary and casual staff across DET including schools, TAFE, state and regional offices, AMES and National Art School.

Appendix 3: Occupational Health and Safety

Achievements

- Design of a web based safety management system improving access to safety-related information and resource materials to support managers in ensuring a safe workplace
- Commencement of a training program to build capacity in the management of Occupational Health and Safety (OHS) issues in workplaces
- Implementation of a new model for the management of workers' compensation claims with the aim of reducing the premiums
- Development of the Corporate Safety Strategy, Safe Working and Learning 2005-2008, for achieving a safety culture and improved safety performance. This strategy has been recognised through a Treasury Managed Fund Risk Management Award.

Strategies and programs

- The Corporate Safety Strategy, Safe Working and Learning 2005-2008 focusing on OHS improvement as an outcome of the NSW Public Sector OHS and Injury Management Improvement Initiative
- A training and development program aimed at building the capacity of the workforce to effectively manage risks to health and safety has commenced
- Improved risk management strategies and injury management programs
- Improved claims and injury management programs to ensure effective management of workplace injuries
- A risk management program supporting all areas to improve the management of risks to health and safety in the workplace, including a range of policies, guidelines and support materials
- A program to enhance the health and wellbeing of employees
- Internal management systems to inform risk management programs and effectively monitor safety performance.

Challenges and future directions

Key challenges for the Department in 2006 are:

- To improve the overall safety performance by fostering a safety culture throughout the Department
- To communicate effectively with employees and workplaces and engage all staff in programs, systems and procedures to improve safety outcomes and thereby improve educational outcomes
- To continue to strive for a best practice management system to reduce the human and financial cost of workplace injuries.

Table 3.1 Employee Assistance Program (EAP)

EAP profile, 2004-05	2004	2005
Staff accessing general counselling sessions	3819	3690
General counselling sessions attended	7762	7434
Staff accessing management consultation sessions	140	226
Management consultation sessions attended	321	502
Staff assisted following serious incident	293	134

Source: DET, Industrial Relations and Employee Services

Table 3.2 Workers' compensation claims

As at June:	Number of claims	
	2004	2005
DET (excluding TAFE NSW Institutes)	6,537	7,322
TAFE NSW Institutes	650	689

Source: Based on data in The Chief Executive Officer Quarterly Workers Compensation Report as provided by TMF/GIO for respective financial years 2003-04 and 2004-05

Note: In 2005, GIO modified its reporting system to include all incidents notified. This change has resulted in an increase in claim numbers recorded for 2005.

Table 3.3 Work related injuries and illness

Most frequently occurring claims in descending order		
	2004	2005
DET (excluding TAFE NSW Institutes)	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

Source: DET, Industrial Relations and Employee Services

Table 3.4 Time lost due to injuries

Calendar year	Total hours paid ('000)	Number of claims with lost time
2001	520	2,553
2002	351	2,759
2003	431	3,412
2004	375	2,890
2005	333	2,717

Source: DET, Industrial Relations and Employee Services

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

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				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
1	2	2	0	0	0	2	2	1	0	0
2	74	74	59	56	44	69	67	67	56	45
3	24	25	23	24	24	21	21	23	24	21
4	11	11	10	12	14	11	11	7	12	14
5	6	7	15	14	14	6	5	5	14	13
6	3	3	3	3	1	3	3	3	3	1
7	1	1	1	2	3	1	0	1	2	3
8	1	1	1	1	1	1	1	1	1	1
Total	122	124	112	112	101	114	110	108	112	98

Source: DET, Human Resources Directorate

Note: Figures for each year are as at 31 December. Two officers at SES level 2 and one officer at SES level 4 were unattached in 2005.

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

SES level	% of females					% of males				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
1	100.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	18.8	19.4	19.4	19.6	24.5	81.2	80.6	80.6	80.4	75.5
3	38.1	38.1	30.4	37.5	38.1	61.9	61.9	69.6	62.5	61.9
4	27.3	36.4	42.9	41.7	28.6	72.7	63.6	57.1	58.3	71.4
5	33.3	40.0	40.0	42.9	46.2	66.7	60.0	60.0	57.1	53.8
6	33.3	33.3	33.3	33.3	100.0	66.7	66.7	66.7	66.7	0.0
7	100.0	0.0	0.0	0.0	33.3	0.0	0.0	100.0	100.0	66.6
8	0.0	100.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	100.0
Total	26.2	28.2	26.9	28.6	31.6	73.7	73.7	73.1	71.4	68.4

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, \$387,250

Mr Cappie-Wood is responsible to the Minister for the leadership and management of the public education and training systems and the provision of advice affecting all education and training in New South Wales.

Governance arrangements remained high on the agenda during 2005 with further refinement of the Department's Results and Services Plan with Treasury. Mr Cappie-Wood initiated a governance review of TAFE NSW to develop a business model which is attuned to a more competitive environment and oversaw the improvement in TAFE's unit cost so that this cost is the third lowest in Australia and lower than the national average.

Other priorities for Mr Cappie-Wood involved strengthening of financial accountability with funding devolution. This required the effective use of the \$9.8 billion recurrent and capital expenses for the Department for 2004-05. New accountable financial arrangements were established for the Schools Privately Financed Project.

Mr Cappie-Wood played a key role in the Department's external and intergovernmental relationships. This included successful negotiations with the Australian Government for over \$1.6 billion in funding for vocational education and training. Strategies were developed to meet Australian Government compliance requirements and secure approximately \$3.8 billion in funding under the Schools Assistance and Indigenous Education Funding Agreements.

As a result of the Department's Review of Aboriginal Education, Schools in Partnership was introduced and forms a part of the \$53m Aboriginal Education Strategy. The improvement in educational and training outcomes for Aboriginal people remains a key challenge for the organisation.

The beginning of 2005 saw the introduction of 21 additional preschools, taking the total number of Department of Education and Training preschools to 100. This service provides prior-to-school education programs to some 4500 children.

A major milestone during the year was the Department's successful negotiation of the school and TAFE teachers' salaries case without any industrial action, as well as achieving a new Staffing Agreement for school teachers.

Mr Cappie-Wood's leadership in 2005 focused the Department on issues emanating from the Futures Project consultation process. It was the most comprehensive consultation process ever conducted by the Department.

Additional classrooms were installed to facilitate the Government's commitment to the class size reduction initiative for students in Kindergarten to Year 2. Approximately 1500 additional teachers will support the implementation of this program.

Mr Cappie-Wood oversaw the New South Wales response to the Australian Government's Skilling Australia's Workforce legislation. The response incorporated the effect of the legislation on vocational education and training and particularly on TAFE NSW. He also oversaw the development of the statewide plan Drug and Alcohol Issues: An Agenda for Workforce Development in NSW.

A Communication Review was undertaken during 2005 with both internal and external stakeholders. This will result in the development and implementation of improved communication with parents, teachers and staff in 2006.

An effective framework for school development and school accountability was established. All schools developed school plans supported by quality performance data, which links to school community, regional and system priorities.

Martin Bowles

Deputy Director-General, Corporate Services
SES Level 7, \$335,200

Mr Bowles provided leadership in the management of the Department's education and training budget, resource 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 with funding devolution and effectively support regions and TAFE Institutes; 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 2005, 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 \$9.8 billion recurrent and capital expenses for the sector in 2004-05. Accountable financial arrangements were established in 2005 for the Schools Privately Financed Project. Nine new school facilities have been provided and contracts for a further nine schools in growth areas were finalised in 2005. Significant improvements were made to school and TAFE NSW buildings, and additional classrooms were installed to facilitate smaller classes for Kindergarten children.

Increased numbers of computers for schools and a sustained major program of statewide bandwidth upgrading have placed technology-based learning in NSW public schools and TAFE colleges at the forefront and enabled very fast communications at all sites.

Mr Bowles oversaw the successful negotiation of the school and TAFE teachers' salaries case which was achieved without industrial disputes, and the new staffing agreement for school teachers. Mr Bowles provided guidance to quality teacher initiatives, meeting the requirements of the NSW Institute of Teachers, and the introduction of external advertising of school executive positions.

Mr Bowles initiated further improvement projects to refine the Department's Shared Corporate Services model in terms of meeting customer expectations and data collection systems on service delivery. Initial funding was secured from the Government for the Learning Management and Business Reform program, to replace corporate services and student administration systems. Program governance and management have been established to achieve success and transparency with this major infrastructure investment.

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.

Trevor Fletcher

Deputy Director-General, Schools
SES Level 7, \$318,225

Mr Fletcher provided leadership and advice on all matters relating to the education of students in government schools and children attending a DET preschool. In January, Mr Fletcher established the Office of Schools and appointed the General Manager, Access and Equity, to focus on providing equitable access to quality education for all students. He appointed the General Manager, Learning and Development, to focus on the delivery of quality education in every classroom. Ten full-time regional directors were confirmed and the number of school education directors was increased from 43 to 78, to provide more localised support for schools.

Mr Fletcher's priority objectives centred on building an interdependent, capacity building culture across schools, regions and the centre. To ensure a greater connection with schools, he introduced an In Schools magazine to communicate with all staff. He also established a system of extensive visits to schools for himself, the regional directors and the school education directors and he made it a priority to build on relationships with the principals' associations and groups. A new annual survey of principals was conducted and reported on in late 2005. To better meet the needs of students, Mr Fletcher redirected

support from focusing on primary and secondary schooling, to meeting the needs of students at their stages of learning in the early years, middle years and later years. Other priority objectives included enhancing professional learning and leadership development, enhancing the school planning process within a new school accountability framework, and implementing the recommendations of the Review of Aboriginal Education.

Mr Fletcher established systems to ensure the effective operation of the portfolio and long-term objectives to ensure the ongoing development of all directions. He established a tri-level reform agenda across the system that has developed a climate of partnership and interdependence with schools, regions and the centre. An effective framework for school development and school accountability was established. All schools developed school plans informed by quality performance data, and linked to school community, regional and system priorities. The establishment of a Leadership Alliance between DET and the two principals' associations has led to a more effective focus on leadership development and an unprecedented level of cooperation.

As part of Mr Fletcher's commitment to leadership development among teachers and education leaders, a series of rotational conferences began focusing on each of the stages of learning. A highly successful Middle Years conference ensured that DET is reflecting the best of emerging practices in policies and support in this area. In addition, a series of conferences, titled Education in Motion - Leading in a Culture of Change, was led by Professor Emeritus Michael Fullan to engage all principals in looking at current and future leadership issues in our schools.

Marie Persson

Director, TAFE NSW - Sydney Institute
SES Level 5

Deputy Director General, TAFE and Community Education
SES Level 7, \$270,000

Appointed: 21 November 2005

While leading TAFE NSW - Sydney Institute, Ms Persson provided advice on a range of strategic issues including TAFE NSW's response on education for Aboriginal communities, implementation of shared corporate services across TAFE NSW and implementation of TAFE NSW International Marketing and Promotions Strategy.

Her priority objectives were to improve relationships with major stakeholders, industry, community and local government, deliver some 18 million Annual Student Hours (ASH) 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 (VET) priorities. In addition, Ms Persson oversaw and completed the relocation from East Sydney to a new facility at Ultimo College.

Ms Persson successfully led TAFE NSW - Sydney Institute, the TAFE Business Arts and Information Technology Curriculum Centre and the International Students Centre. She represented VET as a member of the Australian delegation attending the Department of Education, Science and Training's sponsored Vocational and Technical Education Symposia in Latin America during November. She contributed to the strategic directions of the Department as a member of high level committees including the TAFE Aboriginal Education Review Implementation Working Group and the Australian Indigenous Training Advisory Council.

Ms Persson implemented a new management structure for the expanded TAFE NSW Sydney Institute to reflect a whole-of-business approach. Business teams were developed to support strategic leadership along Institute business lines. She also completed a comprehensive course and service profile review to increase capacity in skills shortage areas. The review included the recruitment of staff to meet the planned directions of the Institute. Recruitment action resulted in 41 full-time staff commencing with the Institute for Semester 2, 2005 and a further 30 full-time and 75 temporary teaching staff commencing for Semester 1, 2006.

Ms Persson implemented a new annual planning model to reflect the structure of the DET Results and Services Plan. The Institute attained their targeted ASH and financial targets were met. Additionally, Ms Persson reviewed and implemented improvements to educational planning, commercial planning and budget methodology.

Under Ms Persson's leadership the Institute was re-certified for ISO 9001:2000 and underwent its re-accreditation audit against the Australian Quality Training Framework (AQTF) standards for Registered Training Organisations.

Leslie Loble

Deputy Director-General, Strategic Planning and Regulation

SES Level 6, \$259,925

Ms Loble provided leadership on matters relating to Strategic Planning and Regulation, particularly in relation to managing Commonwealth-State relations and funding agreements, oversight of the NSW apprenticeship and traineeship systems, the strategic plan for the Department and supporting and fostering innovative practices in schools and TAFE.

Her priority objectives were to manage the Department's external and intergovernmental relationships, support three taskforces of the Ministerial Council on Education, Employment, Training and Youth Affairs, provide strategic planning, monitor and report on system-wide performance, provide strategic research and innovation, manage and regulate the vocational education and training sector, develop learning resources (particularly for distance education) and support the integration of information technology in schools.

Ms Loble successfully led negotiations and developed strategies to ensure the Department met Australian Government compliance requirements to secure approximately \$3.8 billion in funding under the Schools Funding and Indigenous Education Agreements. She also successfully led negotiations with the Australian Government for over \$1.6 billion in funding for vocational education and training.

Ms Loble oversaw strategies to tackle skills shortages, including a successful program which saw a 12% increase in early completion of apprenticeships and a significant rise in the number of apprentices and trainees in skills shortage areas.

While managing the implementation of the Department's corporate planning and reporting framework, Ms Loble was involved in improving and streamlining practices, including the production of enhanced corporate performance measures.

She also improved the quality of teaching and learning by providing leadership on the development of high quality learning materials for schools and TAFE and increased the reach of the Teaching and Learning Exchange (TaLe), which has had over 2.5 million hits and includes more than 25,000 online learning resources.

Ms Loble led a number of strategic and innovative projects in schools and vocational education, including an international symposium on High Expectations and Personalised Learning and associated pilot projects, and an independent review of statewide assessment conducted by Professor George Cooney.

Robin Shreeve

Deputy Director-General, TAFE and Community Education

SES Level 6, \$228,651

Resigned: 1 July 2005

Mr Shreeve provided leadership on a comprehensive range of issues related to the TAFE and Community Education Portfolio. These included the further implementation of Mainstream Enrolment via the Internet (MEVI), the initiation of a large Client Management Strategy to build commercial opportunities for the long-term sustainability of TAFE NSW, and the review of TAFE NSW governance to be completed in 2006.

He provided strategic advice to the Director-General on a range of issues including implementation of the recommendations of the Aboriginal Education Review in TAFE NSW, and implementation of an Alcohol and Other Drugs Policy Framework for TAFE NSW as part of a whole-of-government initiative.

Mr Shreeve's priority objectives were to implement strategies to address industry specific skills shortages and support regional economic development within New South Wales, to achieve outcomes against national and State strategic priorities and to meet ASH targets.

Mr Shreeve led the implementation of the TAFE NSW WorldSkills 2005-2007 Strategic Plan. He oversaw the completion of reviews of selection processes for high demand courses, of TAFE NSW provision of tutorial support and of TAFE NSW Tertiary Preparation Certificate arrangements. He also oversaw the commencement of TradeStart@TAFENSW, a pre-vocational program under the NSW Government Plan, Securing Our Skilled Workforce.

Mr Shreeve contributed to the successful outcome of the Teachers Salary Award negotiations and managed effective dialogue with the NSW Teachers' Federation through the Educational Futures Forum.

Mr Shreeve fostered international cooperation in education and training by hosting a visit by a group of senior Vocational Education and Training policy makers from the United Kingdom in March 2005.

He continued to focus 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.

Alan Laughlin

Deputy Director-General, Aboriginal Education Review and Futures Project

SES Level 6, \$257,000

Retired: 24 May 2005

Dr Laughlin had responsibility for two major reviews over 2004 and 2005 before his retirement in May 2005 from the Department.

As a result of the review conducted by Dr Laughlin into Aboriginal Education he released the report "Yanigurra Muya: Ganggurrinyima Yaari Guurulaw Yirringin.gurray (Freeing the Spirit: Dreaming an Equal Future)" in 2004. His priority objective in 2005 in Aboriginal Education was to initiate plans to ensure the implementation of the recommendations of the report.

Dr Laughlin continued to lead the Futures Project which involved consultation with the community of NSW around all major issues in education and training. By the end of the consultation period on 28 February 2005, over 2,700 submissions had been received, involving over 28,500 people through meetings or as individuals.

Dr Laughlin oversaw the analysis of the responses and the development of the report, "Report of the consultation on future directions for public education and training: One size doesn't fit all". As part of the report, Dr Laughlin arranged for companion papers to be developed by well known academics to provide an independent expert view on the issues raised in the consultation. To ensure the validity of the analysis of the responses to the consultation, he also commissioned an independent text analysis by an external organisation attached to the University of NSW.

On behalf of the Minister for Education and Training and Aboriginal Affairs, Dr Laughlin managed the

review of Aboriginal Education with the view to dramatically improve the learning outcomes of Aboriginal students so that they are comparable or better than that of the broader population. Through the Futures Project he managed the most comprehensive consultation process ever conducted by the Department of Education and Training.

Trish Kelly

General Manager, Human Resources

SES Level 5, \$237,800

Ms Kelly provided strategic leadership on a comprehensive range of human resources matters. These included the development of the Strategic Human Resources Plan 2006-2008, teacher quality initiatives, workforce planning, teacher supply and retention strategies, employment conditions for DET and TAFE NSW staff, departmental processes to meet the requirements of the NSW Institute of Teachers and the negotiation of a new Staffing Agreement for school teachers. Ms Kelly provided advice in relation to human resources services and systems and Shared Corporate Services Strategy. She also advised the NSW Legislative Council Standing Committee on Social Issues inquiring into the recruitment and training of teachers.

Her priority objectives were to recruit and retain quality school teachers, implement the class size reduction initiatives, implement the new school teacher Staffing Agreement, advertise executive positions in schools externally, implement requirements of the NSW Institute of Teachers and 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 completed the implementation of the electronic Casual Pay Claim service and promoted the electronic Leave Application Processing System in schools 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.

Ken Dixon

General Manager, Finance and Administration

SES Level 5, \$237,800

Mr Dixon provided strategic advice on costing and funding options relating to significant issues such as salary awards, budget enhancements and major educational and training initiatives. Advice extended to the Futures Project, the Australian Government's education and training initiatives, the Review of Non-

Government Schools and the Aboriginal Education Review.

Significant emphasis was placed on the completion of business cases as well as securing initial funding for the replacement of corporate human resources, payroll, finance and student administration systems, together with the establishment of the Project Office, including supporting infrastructure and required expertise. Risk management considerations were applied as an integral part of these processes.

Mr Dixon's responsibilities extended to the negotiation with the NSW Treasury of financial resources and the allocation of those resources across the schools and TAFE sectors to achieve the most effective delivery of education and training services. Increased devolution of funding and financial management responsibility to regions and units has achieved greater accountability and enhanced financial skills in operational units.

Under Mr Dixon's leadership the grants processes were streamlined through broadbanding, financial arrangements were established for the Schools Privately Financed Project, the Global Funding Review was completed and online financial services for schools were enhanced. Administrative services were also reviewed and enhanced. A new statewide cleaning contract for schools and TAFE colleges began on 1 January 2006 and new arrangements for QStores, mail and print services were put in place during 2005.

Shared Corporate Services teams were further refined, with finance and administration regional teams operating effectively and the functions of accounts payables and receivables relating to TAFE Institutes being further consolidated at Bathurst.

The Australian Equivalent of the International Accounting and Reporting Standards was effectively introduced for all reporting periods commencing on or after 1 January 2005 and unqualified audit opinions were received for DET, TAFE and all related agencies for 2004-05.

Mike Cush

General Manager, Asset Management
SES Level 5, \$237,800

Mr Cush is responsible for providing leadership in managing the Department's assets and supporting teaching and learning environments in NSW government schools and TAFE Institutes. He is also the Chair of the Teacher Housing Authority.

Key responsibilities include the coordination of the major and minor capital works program and the school maintenance program.

Asset management priorities implemented by Mr Cush over the last twelve months include:

- Continued successful delivery of the Government's class size reduction program through the provision of new classrooms
- Continued implementation of the Government's School Improvement Program

- Continued implementation of the Government's Revitalisation of Inner Sydney Schools Program
- Delivery of nine new schools through the Public Private Partnership
- Completion of negotiation and tendering for a second Public Private Partnership model which will provide a further nine new schools
- New maintenance contracts
- New cleaning contracts
- Development of the Department's 10 year asset strategy.

A key achievement through the year has been the establishment of Regional Asset Planning Conferences to guide the statewide asset strategic planning process.

Peter Riordan

General Manager, Industrial Relations and Employment Services
SES Level 5, \$237,800

Mr Riordan provided advice on a range of industrial relations and employment services issues that included revised child protection reporting procedures, teachers' salaries, VET funding, the changing industrial relations environment, key discrimination issues, options for legislative change and Occupational Health and Safety policies.

His priority objectives were to revise child protection reporting procedures, implement initiatives to improve accountability of school principals and improve safety policies and performance.

Mr Riordan successfully negotiated new awards for school and TAFE teachers, revised safety policies, guidelines and support materials and improved OHS management systems.

He supported the implementation of Shared Corporate Services and made an effective contribution to the Department's risk management and strategic planning processes.

Stephen N Wilson

Chief Information Officer
SES Level 5, \$257,800
Appointed: 8 August 2005

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 upgrading of network links to broadband, and enhancements in line with the NSW Government's Electronic Service Delivery (ESD) agenda.

A further priority initiated by Mr Wilson was the preparation of a draft ICT Strategic Plan. This plan links the IT vision of an innovative, agile and cost effective information technology service that enables and enhances the delivery of quality education and training to the Department's corporate goals.

Mr Wilson undertook extensive consultation with central and regional IT staff before the draft plan was prepared.

Mr Wilson was also responsible for the provision of 39,000 computers to schools during 2005 under the new four year \$556 million Technology for Learning (T4L) program. All small primary and central schools received their full four-year entitlement during 2005. The 2005 T4L allocation represented the largest ever calendar-year allocation of computers to schools by the Department.

Under Mr Wilson's leadership, the major objective of the key government commitment of upgrading bandwidth in schools and TAFE NSW Institutes was achieved. At the end of December 2005, 96.3% of the Department's wide area network services had bandwidths of 2 megabits per second (Mbps) or better. Sixteen percent of these services had bandwidths of 10 Mbps. This has increased the data transmission capacity for most departmental sites by around 15 times, enabling faster communications and the introduction of advanced services on the wide area network.

Mr Wilson oversaw the introduction of e-learning accounts which provide authenticated access to the Internet that will improve the security of staff and students when browsing the net. These accounts will also provide all staff and students with access to email.

Paul Edgecumbe

Chief Information Officer

SES Level 5, \$228,650

1 January 2005 to 24 March 2005

Mr Edgecumbe's responsibilities included 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.

Mr Edgecumbe oversaw the final planning for the initial rollout of computers to schools under the Government's four-year \$556 million Technology for Learning (T4L) program which replaced the former Computers in Schools Program (CISP).

Christine Ewan

General Manager, Planning and Innovation

SES Level 5, \$221,950

Appointed: 14 March 2005

Dr Ewan is responsible for a portfolio whose central purpose is to link the corporate planning processes of DET 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 dissemination of innovation.

Her main objectives during 2005 were to establish a team with flexible expertise necessary to encompass the breadth of responsibilities, to review and revise processes for planning and reporting and to contribute actively to the organisational renewal of DET, in particular to its information management and policy development infrastructure.

She represented NSW on the Performance Measurement and Reporting Taskforce (PMRT) of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) 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 has played an active role in DET in the review of business processes through membership of several key planning committees.

Dr Ewan led developments during 2005 to review and rationalise DET corporate planning and accountability processes, to establish online systems to increase the efficiency and effectiveness of planning and performance reporting and to automate and simplify the process of approvals for research in schools. She has also had a role in coordinating Professor George Cooney's review of statewide school student assessment in NSW. She has established successful cross-portfolio projects to enable DET to comply with national funding agreements, including the implementation of the National Assessment Program in NSW public schools, and also to provide leadership for innovation in priority policy areas in VET and school education.

Robyn McKerihan

General Manager, Access and Equity

SES Level 5, \$221,950

Appointed: 10 January 2005

In this newly established position, Ms McKerihan is responsible for the leadership of the strategic policy formulation and the provision of operational advice in six directorates responsible for equitable access to quality education for students enrolled in public schools. Specifically, Ms McKerihan provided leadership in Aboriginal Education and Training, Early Childhood Education, Equity Programs and Distance Education, Disability Programs, Safety and Security and Student Welfare.

During 2005 Ms McKerihan's priority objectives included developing a strategic response to an extensive departmental review of Aboriginal education conducted during 2004, expanding the Department's preschool program, implementing a range of behaviour initiatives, and continuing implementation of security initiatives including the Department's security fencing program. In addition, she provided leadership in the overhaul of special education services and a review into equity programs.

Under Ms McKerihan's leadership, 21 new preschools were established; resulting in significantly increased access to preschool places for students from disadvantaged backgrounds. The Director-General's Advisory Group on Aboriginal Education was re-established and met regularly during the year to provide invaluable assistance in the development of a new direction for Aboriginal Education and Training. All schools have progressively implemented the Healthy School Canteen strategy and have developed and implemented Anti-bullying policies.

Under the Special Education Initiative, from the beginning of 2006 all special education classes for students with moderate or severe disabilities in a regular school will be staffed with a teacher and a teacher's aide. This will significantly enhance the learning environment.

Significant progress has been made in the achievement of the Government's commitment that will see the establishment of new behaviour schools, tutorial and suspension centres. Planning has commenced on four new behaviour schools and four new tutorial centres and 11 suspension centres are expected to be operating in Term 1, 2006.

Ms McKerihan has also contributed to the Government's Two Ways Together Aboriginal Affairs Plan. In her role as chair of the Families and Communities Cluster, she has led the development of a multi-agency action plan that will result in improved service delivery for Aboriginal communities.

Gillian Shadwick

General Manager, Learning and Development
SES Level 5, \$221,950

Appointed: 24 January 2005

In this newly established position, Ms Shadwick is responsible for leading statewide teaching and learning policy and strategy development and the development of resources to support schools to deliver quality education.

Ms Shadwick's leadership in 2005 focused on building the strategic capacity of the six Learning and Development Directorates to both meet government commitments and coordinate support for regions and schools in ways that strengthened collaboration and interdependence. She also provided advice on new directions in the areas of curriculum, literacy and numeracy, vocational education in schools, professional learning and leadership, educational measurement and school accountability, strategic initiatives and research.

A major objective for Ms Shadwick was implementing the recommendations of Professor Eltis' Time to Teach, Time to Learn report which included developing a new K-12 curriculum policy, the highly valued Connected Outcome Groups of work units K-6, the new primary and secondary student report formats and a comprehensive professional learning program. Each primary teacher received the booklet, Getting

the Balance Right, which explained the changes and outlines support.

Ms Shadwick's priorities also included supporting teachers to implement new syllabuses 7-10, developing the Essential Science Skills Assessment (ESSA), implementing the Computer Skills Assessment online test for Year 6, increasing the diagnostic capacity of the School Measurement, Assessment and Reporting Toolkit (SMART Pack) software, developing the Professional Learning Continuum Framework and targeting equitable access to leadership development programs. During 2005, support for the \$22m School to Work program was strengthened, a pathways mentor role was trialled in 17 secondary locations to support 15-19 year olds and the class size reduction, reading recovery, Quality Teaching and tutorial voucher initiatives were successfully managed.

Research on the retention of new teachers was commissioned, a middle years action research project was initiated in each region, a major middle years conference for 400 was held, and strategies were implemented to boost enrolments, increase financial and in-kind sponsorship, and promote public education including through strong coordination of the statewide sports and arts programs.

Ms Shadwick was the Department's representative on the Interim Board of the Institute of Teachers, the sponsor of the Student Internet Browsing and Email (SIBE) committee and a member of the Finance and Resources and ICT sub-committees of the Board of Management.

Ms Shadwick successfully managed more than 300 staff and a budget of \$78 million, including initiatives and programs that raised revenue.

Graeham Kennedy

Regional Director, Illawarra and South Coast
SES Level 5, \$206,101

Mr Kennedy led 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 Coast Region. As a member of the senior management team of the Office of Schools he provided strategic advice in the development of policy in all areas of school operations, with particular responsibilities in student welfare. Mr Kennedy has been a member of the Board of Management Shared Corporate Services subcommittee.

Mr Kennedy provided strategic advice to State Office general managers, senior officers and the Minister in relation to the implementation of State policy at the local level.

Mr Kennedy's priority objectives were to develop and implement strategies, policies, programs and innovations to enhance student learning. He also focused on developing strong relationships with key partners and stakeholders, introducing new school accountability and support structures, developing and

implementing strategies in response to the Aboriginal Education Review and implementing a regional leadership strategy.

Mr Kennedy successfully led and managed the Illawarra and South Coast Region, including eight school education areas, 233 schools and 71 regional staff. He strengthened performance management and accountability structures for all regional principals and senior staff. Effective consultative and communication structures were implemented with key regional groups including the Parents and Citizens' Association, Principal Professional Associations, NSW Teachers Federation, Aboriginal Education Consultative Groups and government agency senior managers. Regional plans and policies including the Annual Priorities and Management Plan, Service Delivery Strategy, and Service Delivery Guarantee were effectively implemented. More than 700 school staff were engaged in regional leadership development programs. A range of targeted interventions and project consultancy was implemented to support school development and improvement.

Mr Kennedy managed regional resources effectively to deliver high quality strategic support and development within schools. Risk management strategies were implemented to support safer working environments for students and staff. Australian standards for risk management were applied to assess threats in high-risk schools.

Carol Carrigan

Regional Director, North Coast
SES Level 5, \$214,025

Ms Carrigan has provided strong leadership and management and driven cultural change in the North Coast Region throughout 2005.

The region covers the coastal area from Tea Gardens and Stroud to the south, to Lord Howe Island in the east, Tweed River in the north and Tyalgum, Casino and Kyogle to the north-west. The region's 282 schools are grouped within ten school networks and are supported by senior executive and a regional staff of more than 90 people. The region's budget is more than \$8 million.

Decision making has been strongly driven by data with priority objectives for the region being to improve literacy and numeracy outcomes for all students, with a particular focus on learning, attendance and retention of Aboriginal students at key transition points.

In 2005, 74% of Year 3 Aboriginal students achieved band 3 or higher in literacy (BST) and 77% of Aboriginal students achieved band 2 or higher in numeracy (BST). For Year 5 Aboriginal students, 78% achieved band 3 or higher in literacy (BST) and 90% achieved band 3 or higher in numeracy (BST); which exceeded the 2008 Office of Schools State target. For Year 7 Aboriginal students, 83.6% achieved elementary skill band or higher in literacy (ELLA) and 88.1% achieved elementary skill band or higher in

numeracy (SNAP); which is moving towards the 2008 targets.

Participation across the region in School Based Traineeships increased from 125 students in 2004 to 205 students in 2005, which exceeded the regional target by five students. The most significant increase was in the Lismore/Ballina area.

Cultural change has been built through improved communications, strong collaboration and planning between schools and TAFE NSW-North Coast Institute, particularly in the corporate services area. A more focused and streamlined approach to regional consultancy has been established to support schools and their communities and to further enhance teacher development and quality teaching practices. All schools developed and published quality school plans. Ms Carrigan focused on building professional learning communities, developing regional leadership capacity and developing partnerships between schools and their communities. Aboriginal and ethnic groups report greater satisfaction with consultative arrangements and three sub-regional P and C committees have been established. The region has also built a strong customer service perspective with issues handled within 48 hours and has enhanced its interagency cooperation, thereby ensuring improved service delivery for clients and the community.

Deonne Smith

Regional Director, Northern Sydney
SES Level 5, \$206,101

Ms Smith successfully led and managed the Northern Sydney Region, consisting of 171 schools and six school education areas. She provided strategic advice to senior officers and the Minister relating to the implementation of State policy within the region. Ms Smith provided policy and strategic advice to the Educational Measurement Directorate and as a member of the Department's Board of Management Performance subcommittee. She represented the Department as Chairperson of the Board of the Macquarie University ICT centre and as a member of the Aboriginal Culture and Heritage working party.

Ms Smith's priority objectives focused on the development of Northern Sydney Region as part of a major cultural change agenda to improve interdependence and collaboration between schools, the region and State Office. She employed a range of successful structures and processes to support school leaders, school education directors, school development officers and regional consultants to ensure the effective use of resources and to achieve all operational and policy objectives.

Her objectives included improving teaching and learning outcomes, implementing new school accountability processes, building leadership capacity and positive and professionally respectful working relationships with school leaders. She also focused on strengthening links with parents, community groups and other government agencies and implementing

the recommendations arising from the Review of Aboriginal Education.

Ms Smith's achievements include an increase in enrolments from the private sector in several schools within the region. Student learning outcomes were improved in a number of schools. A highly successful regional leadership development strategy was implemented for beginning and experienced principals, executive staff and aspiring leaders. A comprehensive regional professional learning program for all school staff was developed and implemented. Processes to identify and support underperforming schools were put in place. A regional equity committee with strong school, community and student representation was established.

Risk assessment and risk management practices were adopted in the regulation of vocational education and training practices across the region and in the establishment and management of regional student support processes and placement panel protocols. All senior officers undertook occupational health and safety training.

Kimble J Fillingham

Regional Director, South Western Sydney
SES Level 5, \$221,950

Mr Fillingham provided strategic direction and high level policy advice in the implementation and delivery of high quality education and training programs in the South Western Sydney Region. He led and managed the successful implementation of key government initiatives in the region including class size reduction, the Healthy School Canteen Strategy, Aboriginal education, six new pre-schools, and the tutorial voucher initiative. Mr Fillingham has ensured that public education has been well promoted through regular newsletters, media articles, awards, launches, celebrations of student achievement and community partnerships.

In 2005, Mr Fillingham's priority objectives focused on the implementation of a fully operational regional model. These priorities have resulted in enhanced student learning outcomes through the provision of a wide range of teaching and professional programs. More than 3,500 teachers participated in regional professional learning activities in literacy, numeracy, 7-10 syllabus implementation, assessing and reporting, information and communication technologies and quality teaching strategies.

Mr Fillingham led successful leadership and professional development programs to cater for aspiring executives and experienced principals, and induction and support for early career teachers. Workshops for principals, school executive and teacher mentors have been held to ensure that NSW Institute of Teachers' requirements for new scheme teachers were met. An innovative partnership with the University of Western Sydney was developed to better train secondary teachers for employment in public schools in the region.

Mr Fillingham led the implementation of a wide range of regional programs to meet the needs of students from diverse communities. Programs to support youth partnerships, student leadership, vocational education and training have been strongly supported. The NSW Government's Ready for Work plan was successfully implemented in all high schools and special schools. Mr Fillingham provided strong leadership and support for special education initiatives and student welfare.

Mr Fillingham successfully led and managed the development of a regional planning model to assess achievements in identified key result areas and set targets. The 2005 South Western Sydney Strategic Plan focused on building capacity in regional resources and consultancy capability, to provide effective and timely support to school communities. Risk management procedures were successfully managed.

Phil Lambert

Regional Director, Sydney
SES Level 5, \$214,025

Dr Lambert successfully led and managed Sydney Region as a quality provider of public education, comprising 230 schools arranged into eight schooling networks. His priority objectives in 2005 were to establish the region under new organisational arrangements and to develop and implement policies, programs and innovations strategically to improve and enhance the learning outcomes of students.

Dr Lambert developed a culture of continuous improvement in Sydney Region, using performance data to guide regional and school planning and to enhance student learning. He oversaw the implementation of a comprehensive Service Delivery Strategy and governance model that reflected departmental priorities and those of parent and principals' groups in Sydney Region.

Some of the key initiatives in this strategy included the formation of eight school networks and regional teams of School Education Directors, consultants, equity staff and student services officers; establishment of a network formed by regional schools, which began research into the use of information technology in all courses; the implementation of key actions from the region's 2004 evaluation of student services; and the development of an electronic data system to support the transition of students from the region's primary schools to its secondary schools.

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

Dr Lambert built strong relationships with the region's partners from the university and training sector, parent and community groups, and principals' associations. He used various opportunities to highlight the numerous achievements of government schools in

Sydney Region. These achievements included the significant increase in student enrolments in 2005; the performance of both comprehensive and selective high schools in external assessments; and the improved performance of individual schools with high numbers of Aboriginal students.

In 2005 Dr Lambert represented the Department and NSW on various groups and boards including the Redfern-Waterloo Human Services Advisory Group, Enterprise and Employment Advisory Group and Senior Officers Group.

Appendix 6: Boards and Committees

Introduction

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 2005 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' Group
Aboriginal Affairs Chief Executive Officers' Group
Australian Education Systems Officials Committee - MCEETYA
Curriculum Corporation
The Learning Federation
education.au limited
NSW Board of Vocational Education and Training
NSW TAFE Commission Board
NSW Vocational Education and Training Accreditation Board

Trevor Fletcher

Deputy Director-General, Schools
DipEd; 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

Alan Laughlin

Deputy Director-General, Schools
Deputy Director-General, Aboriginal Education Review and Futures Project
BSc; DipEd; MEd; MEdAdmin; PhD; FACE
Chair, Futures Directions Task Force
Chair, Department of Aboriginal Affairs - Cluster Working Group on Education
Co-Chair, Aboriginal Education Review Reference Group
Co-Chair, State Steering Committee, Murdi Paaki Regional Council

Leslie Loble

Deputy Director-General, Strategic Planning and Regulation
BSc; MPub Admin
National Research and Evaluation Committee
MCEETYA Schools Resourcing Task Force
NSW Board of Vocational Education and Training
Chair, Board of Studies National Issues Working Party
Chair, BVET Curriculum Advisory Committee
Chair, NSW Non-Government Schools Advisory Committee
Chair, Australian Information and Communications Technology in Education Committee
Member, NSW Board of Studies
COAG Skills Working Group
Chair, NSW Board of Studies Strategic Planning Working Group

Martin Bowles

Deputy Director-General, Corporate Services
BBus; Grad Cert PSM; FCPA
MCEETYA ICT in Schools Task Force

Marie Persson

BA; Dip Ed; MEd; MACE; FAIM; FAICD
Member, Australian Indigenous Training Advisory Council
Member, TAFE NSW - Sydney Institute Advisory Council
Chair, TAFE Peak Executive Group
Chair, Education Strategy Committee
Chair, Educational Futures Forum
Member, NSW Board of Studies
Member, YWCA Board
Member, Women Chief of Enterprises
Member, Aboriginal Education Review Reference Group

Chris Ryan

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

Major new committees

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

Purpose: The Reference Group supports the Building Bridges: Enterprise Learning in the Middle Years project by providing advice on its implementation and management. This support includes advice, promotion, provision of links and networks.

Centre for Regional Education and Training, Orange (CREO)

Purpose: The Centre for Regional Education and Training, Orange (CREO) is a multi-sector partnership between universities, TAFE NSW and schools. The vision for CREO is co-location of the CREO partners as a means for facilitating curriculum articulation and making better use of public education resources through sharing of capital and human resources.

Schools Spectacular Steering Committee

Purpose: Coordinate executive management of the annual variety show Schools Spectacular.

NSW BVET State Advisory Committee for Work Placement Coordination

Purpose: Provides advice and oversees the allocation of BVET funding to ensure that the coordination of quality HSC VET work placements through the Local Community Partnerships aligns with BVET's strategic directions and meets industry needs.

The Director-General's Aboriginal Education and Training Advisory Group

Purpose: Provision of leadership and strategic directions the area of Aboriginal education and training. Delivery of a coordinated and innovative approach to closing the gap between Aboriginal and non-Aboriginal student outcomes.

Ecological Sustainability Strategy Group

Purpose: Provide leadership to the Department for the incorporation of sustainable practices within our educational curricula, our learning and work environments and in the operation of our schools, Institutes and State Office units.

Learning Materials Reference Groups CLI

Purpose: Identify areas for learning materials development by CLI for use by teachers and students in a range of educational settings.

Project Reference Groups CLI

Purpose: Represent the clients or users of CLI products and services and provide advice about specific projects from conception throughout the project development process

Premier's Reading Challenge Committee

Purpose: Liaise between stakeholders (including DET, Premier's and Minister's Offices) and provide advice and approval for some overall functions of the NSW Premier's Reading Challenge.

Premier's Reading Challenge Book Panel

Purpose: A subcommittee of the Premier's Reading Challenge Committee, with some invited guest members, that advises on the NSW Premier's Reading Challenge booklists: nominating and reviewing books for the lists.

Curriculum Advisory Group on integration of Healthy School Canteen Strategy into the curriculum

Purpose: In conjunction with key partners (area health services, Sydney Markets and the NSW School Canteen Association), develop resources for the integration of the NSW Healthy School Canteen Project into the curriculum.

New South Wales Student Representative Council (NSW SRC)

Purpose: This is the peak student leadership consultative and decision making group, and is supported by the Department of Education and Training. It is consulted by departmental officers, government, non-government and community groups.

State SRC Conference Working Party

Purpose: This is the peak student leadership group responsible for planning and conducting the annual State SRC Conference, and is supported by the Department of Education and Training. The conference is conducted over four days in the first week of August.

Coroner's Report - Anaphylaxis DET Cross Portfolio Group

Purpose: Oversees the Department's response to the Coroner's recommendations for the prevention and management of anaphylaxis in schools and coordination of a strategic response across portfolios.

DET and DoCS Out-of-Home Care State Steering Committee

Purpose: DET and DoCS senior officers oversee the implementation of the Memorandum of Understanding in relation to the educational services for children and young people in out-of-home care, determine protocols for communication, develop, monitor and review information sharing, knowledge of programs and services, and provide a summary report annually to the Directors-General DoCS and DET.

Suspension Centre Consultative Group

Purpose: Provide advice to the Department on the operational framework for suspension centres titled Guidelines for the Establishment and Operation of Suspension Centres.

Interagency Steering Committee

Purpose: Consult with and provide advice to the human services agencies around the interagency programs operating in NSW government schools.

Special Education Advisory Group

Purpose: Oversee the development and implementation of the Government's Special Education Initiative 2005-2007.

Regional Equity Committees

Purpose: Provide advice to Regional Directors and relevant State equity advisory committees on the development of a Regional Equity Plan and to monitor its implementation.

Families and Communities Cluster

Purpose: An interagency group established under the Two Ways Together process to develop and implement a 10-year action plan to improve outcomes in Aboriginal health, education and housing and provide support to Aboriginal families and communities with strategies focused on children and young people.

Aboriginal Early Years Working Group

Purpose: A subgroup of the Families and Communities Cluster which implements the early childhood actions in the Families and Communities Cluster Action Plan, achieves agreed early childhood targets and measures outcomes against agreed indicators.

The TAFE NSW Aboriginal Education Review Implementation Working Party

Purpose: Develop a strategic plan for the implementation of the recommendations of the Aboriginal Education Review in TAFE NSW .
Contribute to the development of the Department's Aboriginal Education and Training Action Plan.
Monitor and advise on progress in TAFE NSW in implementing the Aboriginal Education and Training Plan.

Committees

Accounting Policy Steering Committee
Adult and Community Education/TAFE Strategic Plan Implementation Committee
Adult Migrant Education Program Consultative Council
Advisory Group on Community Grants Programs
Asset Information System Steering Committee
Audit Investigations Committee
Australian Government Quality Teacher Program NSW Cross-Sectoral Management Committee
Australian Government Quality Teacher Program NSW
DET Reference Group

Better Service Delivery Program Task Force
Campus Management Systems Steering Committee
Capital Planning Committee
Centre for Learning Innovation Strategic Priorities Committee
Class Size Advisory Committee
Computer Skills Assessment for Year 6 Group
Country Areas Program State Advisory Council
Demountable Specialist Committee
Department of Education, Science and Training Gifted and Talented Project Advisory Group
DET - Industry Training Advisory Bodies Consultative Group
DET Ecological Sustainability Strategy Group
Director-General's Aboriginal Education and Training Advisory Group
Director-General's Advisory Group on Multicultural Education and Training
Director-General's Advisory Group on the Priority Schools Funding Program and the Education of Students in Schools Serving Low Socioeconomic Status Communities
Disabilities Community Consultative Committee
Discipline Policy Committee
Early Childhood Reference Group
Early Literacy and Numeracy Initiative Advisory Committee
Education Liaison Committee (Sydney Conservatorium)
Energy Management Committee
Enrolment Task Force
Equipment in Schools Committee
Equity Strategy Committee
Facilities Standards Committee
Forestry Training Strategy Steering Committee
Forum of Learning and Development in Child Protection
Helping Young People at Risk Program State Steering Committee
Higher Education Advisory Committee
HSC Online Board of Management
International Students Centre Advisory Group
Intervention Support Advisory Group
Macquarie ICT Innovations Centre Board of Management
Mainstream Enrolment via the Internet Steering Committee
Murdi Paaki Council of Australian Governments' Trial
Murdi Paaki Regional Group
New Street Adolescent Service (NSW Health Department) Advisory Committee
Non-Government Schools Advisory Council
NSW Anti-homophobia Interagency

NSW Board of Vocational Education and Training Skills Centre Steering Committee

NSW Country Areas Program State Advisory Council

NSW Department of Education and Training Advisory Group for Gender Equity in Education

NSW Drug and Alcohol Workforce Development Council

NSW Registration Committee for International Secondary Student Exchange

NSW Schools Consortium

NSW VET Consultative Forum

Occupational Health and Safety Steering Committee

Payroll Processing Services

Plan-It Youth Community Mentoring Program Reference Group

Planning Review Committee

Pre-school Expansion Working Party

Primary Connect State Steering Committee

Primary Education Development Committee

Promotion Strategy Reference Group

Protection for Children and Young People Steering Committee

Qualifications Recognition and Resource Requirements Committee

Safety Around Schools Review Panel

School Administrative Support Staff Central Reference Group

School Leadership Development Reference Group

School Libraries Working Group

Schools Animal Care and Ethics Committee

Schools as Community Centres State Steering Committee

Schools Global Funding Committee

Scope of Registration Monitoring Group

State Literacy and Numeracy Task Force

Steering Committee for the Education and Training Plan for Sustainable Agriculture in the Sydney Basin

Strategic Initiatives Group

Student Administration Planning Working Group

Student Course Information Steering Committee

Student Data Quality Group

Successful Transition Programs from Prior-to-School for Indigenous Australian Students Reference Group

Summer Schools Industry Reference Group

T3 Program - National Management Committee

TAFE/Department of Corrective Services Monitoring and Liaison Committee

TAFE NSW Accreditation Council

TAFE NSW Educational Futures Forum

TAFE NSW Library Strategy Group

TAFE NSW Peak Executive Group - Student Services Sub Committee

TAFE NSW Women's Advisory Group

TAFE Peak Executive Group - Professional Development Committee

TAFE Peak Executive Group - Service Delivery Committee

TAFE Peak Executive Group - Systems Committee

TAFE Peak Executive Group - TAFE Education Strategy Committee

TAFECard Steering Committee

Task Force VAR

Teacher Mentor Program Working Party

Teacher Qualifications Advisory Panel

The Learning Federation - Exchange Consultative Committee

Training Agenda Advisory Board

University of New South Wales Gifted Education Research, Resource and Information Centre Advisory Committee

Web Services Archiving Project Board

Additional information available at www.det.nsw.edu.au/annualreports

Committees that were abolished or replaced

Aboriginal Education Review Reference Group

DET Environmental Management Committee

Management Committee for TAFE NSW Intellectual Property Project

NSW Aboriginal Affairs Plan Education Cluster

Outcomes Assessment and Reporting implementation Reference Group

Regional committees for the Priority Schools Funding Program

School Canteen Advisory Committee

State Advisory Group for Gender Equity

TAFE Educational Systems Strategic Management Committee

Vocational Education in Schools Reference Group

Web Services Steering Committee

Table 6.1 Boards

Members	Position in the community	Qualifications
TAFE NSW Commission Board		
Sandra Yates (Chair)	Director, Advisory Board, Saatchi & Saatchi Australia	AO, FAICD, FAIM, FAMI
Doreen Clark	Chair, National Standards Commission Chair, Board of Insearch Pty Ltd	PhD, HC, AM, FTSE, FRACI
Andrew Cappie-Wood	Director-General, NSW Department of Education and Training	BA, MTCP, GradDipUEM(Hon), MCIH(UK), FIPAA
Anne De Salis		MAEcon
Warren Grimshaw	Executive Director, Coffs Harbour Education Campus	AM, BBus, DipPubAdmin
Steve Harrison	Managing Director, Industrial Development Australia Pty Ltd	BA, LLB
Andrew Hegedus	General Manager, Durahrwa Training and Development Aboriginal Corporation	
Melanie O'Connor	Managing Director, The Academy Network	MBA
Kaye Schofield	Director, Kaye Schofield and Associates Pty Ltd Chair, Board of Adult and Community Education	BA, DipEd, MEd
Geoff Turnbull	President, TAFE Teachers Association Vice-President, NSW Teachers Federation	BA, DipEd
Doug Wright	Special Representative, Australian Industry Group	AM, BEd, BA
TAFE NSW Commission Animal Ethics Board		
David Manning (Chairperson and Category D Member)	Former General Manager, Systems Operation for Transgrid	
Dr William Howey (Category A Member)	Former Director, Post Graduate Foundation in Veterinary Science, University of Sydney	BVMS, MRCVS, MACVSc, GradDipEd(Tech)
Dr Michael Cannon (Category A Member)	Veterinarian	BVSc, MACVSc, GradDipEd
Margie Fixter (Category B Member)	Director, Educational Delivery - Orange, Parkes, Forbes and Condolobin Campuses, TAFE NSW - Western Institute	
Kathy Meyer (Category B Member)	College Director, Richmond College, TAFE NSW - Western Sydney Institute	
Louise O'Brien (Category C Member)	WIRES	
Dr Mark Kelman (Category C Member)	Veterinarian, RSPCA	BSc (Vet Biol), BVMS
Peter Witschi (Category D member)	Former Director, Elizabeth Macarthur Agricultural Institute, Camden	
Julie Buckley (Executive Member)	Associate Director, TAFE NSW Primary Industries and Natural Resources Curriculum Centre	BEd
Board of Adult and Community Education		
Kaye Schofield (Chair)	Director, Kaye Schofield and Associates Pty Ltd Chair, Board of Adult and Community Education	BA, DipEd, 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, DipTESL, MEd
Cathy Duncan	Chair and CEO, Moree Aboriginal Employment Strategy	
Denise Fleming (resigned August 2005)	Managing Director, Foresight Management Group	BA, MBA, PhD, Industrial Law Certificate
Cristina Fica	Community Programs Manager, The Smith Family	BA Community Management
Kevin Harris (July - November)	Deputy Director-General TAFE and Community Education	
Sue Lister	Managing Director, The AdClinic Pty Ltd	
Debbie Littlehales	Manager, Kiama Community College, Member Community Colleges Council NSW	BA (Hons)
John McIntyre	Consultant	BEd, MEd, PhD
Barry Peddle	Director, TAFE NSW - Illawarra Institute	BEd, MEd
Marie Persson (December 2005 on)	Deputy Director-General TAFE and Community Education	BA, DipEd, MEd, MACE, FAIM, FAICD
Robin Shreeve (January - June)	Deputy Director-General TAFE and Community Education	BA(Hons), MA, AFIM, AFIMA
Davina Tyrell	Executive Member of the NSW Aboriginal Education Consultative Group	BEd, DipTeach

Associations and Representatives	Associations and Representatives	Associations and Representatives
Vocational Training Tribunal		
Australian Hotels Assoc. NSW	Master Farriers Assoc. of NSW	Restaurant Catering Assoc. of NSW
Angela Murray	Malcolm Hunt	John Walker
Australian Industry Group	Lewis Cini	Robert Goldman
Paul Hennessy	Master Painters Assoc. of NSW	Robyn McDonald
John Quick	Donald Gray	State Transit Authority
Gail Silman	Dennis O'Sullivan	Roland Ford
David Tiller	Master Plumbers and Mechanical Contractors Assoc. of NSW	TAFE NSW
Australian Manufacturing Workers' Union	Stephen Mewett	Aian Soden
Anthony Alderson	Master Tilers, Slaters and Shinglers Assoc.	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
Australian Meat Industry Employees Assoc.	Bruce Perkins	Gail McRae
Patricia Fernandez	Ian Rolfe	Pat Fiddler
Peter Usher	James L McCall	Stephen Johnson
Australian Workers' Union	National Electrical and Communications Assoc.	Merv Edwards
Cecil Bodnar	John Cambridge	Brad Polak
Vernon F Falconer	Gerard Ping-Nam	Lynsay Robertson
Robert T O'Neill	Barry Dawson	Derry Thomas
Claire Trimmer	Robert Dixon	Derek J Page
Construction, Forestry, Mining and Energy Union	National Meat Assoc. of Australia	Anita Carty
Terry Kesby	Kenneth McKell	Bruce Blackshaw
Rita Mallia	National Precast Concrete Assoc. Australia	Richard W Swan
Keryn McWhinney	Brian Mallon	Charles Wright
Electrical Trades Union of Australia	NSW Furnishing Industry	John Shearston
James MacFadyen	Martin Lewis	William K Beck
Bernard Riordan	NSW Golf Assoc.	Craig Henningham
William Woolridge	Brian Speechly	Louise Frankiewicz
Mick Doust	Printing Industries Assoc. of Australia	Richard Sproge
Colin T Harris	Kenneth Stenner	Terry Cross
Hospitality Training Network of NSW	Professional Hairdressers Assoc.	Debby Atkinson
Bronwyn Willits	Jack Fitzgerald	Stephen Davies
David J Younie	Linden Swan	Ian A Paul
International Association of Trichologists	Maureen Harding	Noel Munkman
Jon Williams	Fiona Heslop	Phillip Evans
Labor Council of NSW	George Harris	Glenn Williamson
Mark Boyd	Kylie Dwyer	Narelle Goiser
Peter McPherson	Wendy Blair	Trevor Smith
Liquor, Hospitality and Miscellaneous Union	QANTAS	Derek Wotherspoon
Geoffrey G Lawler	Russell Burgess	Cheryl McGregor
Master Builders Assoc. of NSW	Rail Tram and Bus Union	Graeme M Smith
Donna King	Peter Jenkins	Gary Sewell
Sharon Underwood	James Clark	Neroli Cassidy
Peter Glover		
Bill Potocki		
Omesh Jethwani		

Appendix 7: Controlled Entities

Table 7.1 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 Service (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 language 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 for work. TAFE NSW offers a wide range of nationally recognised courses 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 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.	Budget and business plan targets achieved.

Source: DET, Corporate Services

Appendix 8: Freedom of Information

Facilities for public access

Access to registered files and administrative reports of an internal nature that 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 granted, 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 four applications for external review: three received from the Office of the Ombudsman, the other via 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 two 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 after discussions with the Ombudsman. In relation to the ADT case the complaint was withdrawn after negotiation between the Department and the applicant.

Freedom of Information statistics for 2005
Table 8.1 FOI requests for 2005

FOI requests	Personal	Non-personal	Total
New	228	93	321
Brought forward	21	2	23
Total to be processed	249	95	344
Completed	224	71	295
Transferred out	0	1	1
Withdrawn	6	4	10
Total processed	230	76	306
Carried forward	19	19	38

Source: DET, Industrial Relations and Employee Services

Table 8.2 FOI results of requests for 2005

Result of request	Personal	Non-personal	Total
Granted in full	75	31	106
Granted in part	129	12	141
Granted subject to deferral	0	0	0
Refused	5	23	28
Withdrawn	6	4	10
Documents not held	15	5	20
Transferred to another agency	0	1	1
Total	230	76	306

Source: DET, Industrial Relations and Employee Services

Table 8.3 FOI elapsed time for 2005

Elapsed time	Personal	Non-personal	Total
0-21 days	154	17	171
21-35 days ¹	47	30	77
Over 35 days ¹	29	29	58
Total	230	76	306

Source: DET, Industrial Relations and Employee Services

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.

Table 8.4 FOI processing time for 2005

Processing time	Personal	Non-personal	Total
0-10 hours	126	17	143
11-20 hours	54	46	100
21-40 hours	35	10	45
Over 40 hours	15	3	18
Total	230	76	306

Source: DET, Industrial Relations and Employee Services

Third party consultation

In 2005, 12 applications were received which required third party consultation. Seven were personal applications and five were non-personal applications.

Internal reviews

Ten applicants exercised their rights under the Act to an internal review. The results were as follows:

Table 8.5 Internal reviews

Grounds for Review	Personal		Non-personal	
	Decision upheld	Decision varied	Decision upheld	Decision varied
Access refused	2	1	0	1
Exempt matter	4	1	1	0

Source: DET, Industrial Relations and Employee Services

Overview

There was a significant increase (23%) in the overall number of applications when compared to 2004.

Personal requests accounted for 72% and non-personal requests accounted for 28% of all requests. There was a significant increase in the number of solicitors and legal firms making personal applications, while slightly 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. The overwhelming majority of cases where applications were refused were non-personal applications where processing charges were not received from applicants.

Appendix 9: Overseas Visits

Categories of definitions

The categories for the purpose of visits are 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 travelling overseas to manage partnerships, programs, carry out quality assurance of assessment or delivery; or who teach, train or assess students. Also includes staff involved in building business relationships, due diligence and negotiating and signing 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.

Table 9.1 Overseas visits

Purpose of visit	Source of funds			Total no of staff
	External / commercial	Individual / community	Dept / TAFE core funds	
Student excursion	2	130	3	135
Professional development	12	10	31	53
Scholarship program	1	0	13	14
Exchange program	0	30	0	30
Educational exports	215	0	9	224
International student recruitment	21	0	22	43

Source: DET, Finance and Administration

Appendix 10: Ethnic Affairs Priorities Statement

Introduction

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

The EAPS Report 2005 provides an overview of activities of the Department of Education and Training which:

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

Outcome 1: Planning and evaluation

Achievements

- The EAPS was incorporated into the DET Planning and Reporting Framework 2006-2008 as a key enabling plan
- The Department released a revised Anti-Racism Policy (2005) and developed a new Cultural Diversity and Community Relations Policy: Multicultural education in schools (2005) with clear responsibilities for schools and regions for implementation
- Regional strategic plans 2005-2007 incorporated enrolment and cultural background information relating to students from culturally and linguistically diverse backgrounds
- The TAFE NSW Equity Strategy and Programs Directorate was established to assist TAFE NSW Institutes to meet their community service obligations and to improve the participation and outcomes of students from equity groups.

Strategies

- The Department's 2004-05 budget provided the following to support the education of students from language backgrounds other than English:
 - \$92 million for English as a Second Language (ESL) programs for newly-arrived and continuing ESL students in schools
 - \$26 million for the Adult Migrant English Service (AMES)
 - \$1.8 million for the Skillmax Program
 - \$2.2 million for the NSW Community Languages Schools Program
 - \$751,612 to support Links to Learning Program projects aimed at assisting students from language backgrounds other than English

(LBOTE) to access and participate in education or accredited training

- \$4.4 million to support multicultural education strategies in schools including anti-racism education, culturally inclusive curriculum, support for refugee students and strategies to foster positive community relations
- \$496,752 to support the use of interpreters in schools
- \$145,000 centrally for education initiatives to support students and clients from culturally and linguistically diverse backgrounds in TAFE NSW
- TAFE NSW Institutes allocated funds to support specific initiatives which focused on small and emerging communities, culturally-inclusive teaching and learning resources, and refugee youth in transition from school to further education and employment
- System-wide and program-specific mechanisms continued to be used across all sectors of the Department to obtain data about the home languages, participation and outcomes of students and applicants from culturally and linguistically diverse backgrounds.

Challenges and future directions

- Respond effectively and in a timely way to shifts in the Australian Government's migration and settlement priorities by consulting stakeholders and communities
- Maintain flexibility within planning cycles to make the adjustments required to cater for the learning and support needs of recently arrived refugee students who have limited literacy and numeracy in their first language
- Further reduce inconsistencies in information by refining data collection systems so that reliable data help State, region and Institute planning and evaluation concerning the education and training needs of students from culturally and linguistically diverse backgrounds
- Collect ethnicity data on apprentices and trainees to help program and service planning and evaluation.

Outcome 2: Program and service delivery

Achievements

- Provision of ESL tuition for approximately 85,000 ESL students including 6,690 newly-arrived ESL students
- 50,000 primary school students studied one of 29 languages through the Community Languages Program and another 5,000 high school students studied one of 23 languages at Saturday School of Community Languages centres
- Approximately 31,000 students studied 48 languages through the NSW Community Languages Schools Program

- 65 schools were involved in Cultural Exchange Programs between schools to assist students develop a greater understanding of Australia's cultural and ethno-religious diversity and promote community harmony
- The Racism. No way! website www.racismnoway.com.au ranked in the top 100 Australian education reference websites and received over 11.2 million hits
- TAFE NSW provided English language and literacy courses for 29,250 students via classroom, on-line and distance delivery modes or through a combination of these
- NSW AMES provided English courses for 23,120 students; and Adult and Community Education (ACE) provided English courses for 27,029 students
- Schools as Community Centres were established in 39 schools and Primary Connect Programs were established in eight primary schools. These cooperative interagency initiatives offered prevention and early intervention services for children and their families, including those from culturally and linguistically diverse backgrounds.
- Under the auspices of the Youth Partnership with Arabic Speaking Communities, two major education programs - Gateways and Homework Plus - were delivered in targeted schools in Sydney and South Western Sydney regions. Under the Gateways program 270 students in 22 high schools in Sydney and South Western Sydney regions received case management or mentoring support. A Homework Plus Primary program was also established in four primary schools in Sydney and South Western Sydney regions.

Strategies

- Statistical analysis of data on the participation and outcomes of students from language backgrounds other than English enrolled in TAFE NSW was undertaken in order to assist priorities and decision making at corporate and Institute levels
- Revised Student Enrolment Forms were issued to schools in which questions related to cultural and linguistic diversity were standardised to comply with national reporting requirements
- The TAFE NSW enrolment system and Application Processing System (APS) continued to provide information about the home languages, course participation and outcomes of students and applicants from culturally and linguistically diverse backgrounds
- Program-specific data about cultural and linguistic diversity was collected via:
 - The ESL New Arrivals Program surveys
 - The ESL Annual Survey
 - Priority Schools Funding Program survey
 - Regional Anti-Racism Contact Officer databases
- Student Satisfaction Surveys conducted by AMES and ACE
- The AMES Community Consultative Council collected feedback from relevant community groups and key client groups regarding delivery of Adult Migrant English Programs (AMEP)
- A range of materials was developed to support teachers of ESL students undertaking the BST, ELLA and SNAP statewide assessment programs
- A total of 27 Families in Cultural Transition (FICT) courses provided schools with a positive strategy for supporting the successful settlement of newly arrived migrant and refugee students and their families
- The research project, Cultural Dynamics of education among recently arrived young African people in Western Sydney, identified a range of factors that influence the educational participation and outcomes of refugee students from African countries. It also identified strategies that have proved effective in meeting the needs of these students.
- Young Africans in Schools DVD and accompanying support materials was produced and distributed for use by regional and school staff to address a number of issues faced by refugee students from African countries and their schools
- Regions and Institutes collaborated with Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) to provide coordinated support for refugee students and their families
- Anti-Racism Contact Officer (ARCO) training was delivered across the State to assist schools and workplaces to effectively report and resolve complaints about racism
- Ongoing development of the Making Multicultural Australia web site www.multiculturalaustralia.edu.au provided access to quality information, resources, strategies and reference material about cultural, linguistic and religious diversity for teachers and students
- 2006 Calendar for Cultural Diversity - Australian Journeys and accompanying teachers' handbook was distributed to all government primary classrooms and all high schools
- The Food in Australia digistories internet website project <https://detwww.nsw.edu.au/lists/directories/curriculumsupp/digistories> developed material for students and teachers to support culturally inclusive implementation of the new Stage 5 Food Technology syllabus
- The Multicultural Perspectives Public Speaking Competition promoted greater understanding of cultural and linguistic diversity among participating students and communities from 480 schools representing all regions

- At the 2005 State SRC Conference, 130 student leaders in NSW participated in cross-cultural understanding and community harmony activities
- A research study investigated the effectiveness of an holistic model of service provision in increasing the participation of young people and employers of Arabic speaking background in apprenticeship and traineeship opportunities within the South Western Sydney area
- Units of work on anti-discrimination and anti-harassment delivered to students through the Personal Effectiveness, Literacy and Living in Australia and Entry to TAFE NSW modules
- In the 2004-05 period, 1,099 AMEP students participated in citizenship courses
- The Department continued to consult key groups to help the development of policies, programs and services to meet the needs of the culturally and linguistically diverse community. These included:
 - Director-General's Advisory Group on Multicultural Education and Training (AGMET)
 - TAFE Equity Strategy Committee and TAFE Equity Working Party
 - AMES Community Consultative Council.

Challenges and future directions

- Conduct a forum and provide ongoing support to assist implementation of the Department's new Cultural Diversity and Community Relations Policy: Multicultural education in schools and the revised Anti-Racism Policy
- Conduct a Student Partnerships Conference in 2006 aimed at showcasing cultural exchange programs conducted in 2005 and developing student leadership skills
- Continue to provide case management and mentoring programs for students from culturally and linguistically diverse backgrounds at risk of disengaging from school or training
- Implement cultural exchange programs between schools to promote cultural understanding and community harmony
- Continue to provide training for anti-racism, anti-discrimination and anti-harassment contact officers in all departmental workplaces
- Continue to provide languages courses in primary schools, secondary schools, TAFE NSW and ACE
- Customise curriculum products to address the vocational education and training needs of specific groups of students with overseas gained skills and qualifications
- Increase career and training opportunities programs for students from culturally and linguistically diverse backgrounds through part-time traineeships
- Develop and implement pre and post training careers and study pathways initiatives to ensure that students from culturally and linguistically diverse communities can make informed decisions

about their further education and vocational training options

- Enhance TAFE NSW course and service development for students from culturally and linguistically diverse backgrounds by developing consultation mechanisms with industry bodies and communities
- Promote and deliver citizenship courses in all AMEP regions
- Monitor student data at State Office, regional and Institute level to plan, design and deliver programs and services for students from culturally and linguistically diverse communities
- Develop and implement community consultation strategies that are inclusive of small and emerging communities.

Outcome 3: Staffing

Achievements

- Training for Anti-racism Contact Officers (ARCOs) and executive members of staff with responsibility for dealing with complaints about racism was conducted by all regions
- Some 900 migrant jobseekers and public service employees completed Skillmax courses provided by AMES
- The Department's Pre-employment Program for Overseas Trained Teachers was completed by more than 250 teachers
- The Multicultural Matters website www.oten.edu.au/learningware was launched, providing access to teaching and professional learning resources which promote culturally inclusive teaching and learning practices in TAFE NSW
- Cross-cultural awareness and anti-racism training was provided for customer contact staff in TAFE NSW.

Strategies

- A range of professional learning activities was provided for teachers of ESL students. In schools these included:
 - ESL Orientation Program courses, conducted for some 170 newly appointed ESL teachers
 - ESL in the Mainstream course conducted for some 200 mainstream and 20 ESL teachers
 - Teaching English to Speakers of other Languages (TESOL) seminar series conducted for 200 ESL teachers
 - Challenging pedagogies: Engaging ESL students in intellectual quality to investigate the potential and effects of intellectual challenge in the curriculum of middle year classes with significant numbers of ESL learners
- Resources promoting culturally inclusive teaching and learning were made accessible via the Department's Teaching and Learning Exchange website

- A conference, Young Africans in Schools, was conducted and a DVD of highlights was produced to assist staff to better cater for students from African backgrounds
- The Department participated as a key agency in the Youth Partnership with Arabic-Speaking Communities and Youth Partnership with Pacific Communities
- Cultural awareness workshops were conducted to assist teachers, administrative and support staff, counsellors, consultants, teacher aides and community liaison officers to work in diverse workplaces
- Twenty Community Information Officers promoted awareness of the needs of students from culturally and linguistically diverse backgrounds in all regions by liaising with schools, communities and community agencies
- Teachers Aides Ethnic assisted newly-arrived students in 14 Intensive English Centres and the Intensive English High School
- Fourteen K-6 teachers participated in the Community Languages Induction Program
- Fifteen Institute Multicultural Education Coordinators assisted students from culturally and linguistically diverse communities
- TAFE NSW Institutes conducted workshops for teaching staff to increase understanding of the prior learning experiences of refugee students.

Challenges and future directions

- Develop teacher and other staff skills in working in culturally diverse workplaces by providing professional learning opportunities at conferences, workshops, and through web based resources
- Maintain provision of professional learning opportunities for ESL teachers by offering ESL Orientation Courses, ESL Information Networks and ESL Pedagogy Projects
- Increase the skills of teachers to meet the education and training needs of refugee students who have not attended school before they arrived in Australia
- Meet the professional learning needs of schools and personnel in rural and regional NSW who are new to catering for students and families from culturally, linguistically and religiously diverse backgrounds
- Develop capacities of full-time and part-time staff of TAFE Institutes to work in culturally and linguistically diverse workplaces by offering cross-cultural training and inclusive teaching practice seminars
- Enhance support services for the LBOTE students, particularly those from emerging communities, by employing people with relevant cultural and linguistic skills
- Facilitate the employment and career development of overseas trained teachers who gained

approval to teach through participation in the Pre-employment Program for Overseas Trained Teachers

- Continue to provide training in cross-cultural communication, use of interpreters and translations, and cultural awareness for teachers and administrative staff
- Develop, update and promote access to registers of staff with community language skills, including staff receiving the Community Language Allowance Scheme (CLAS).

Outcome 4: Communication

Achievements

- Six departmental documents were translated in up to 30 community languages to provide information for learners, clients and parents from LBOTE
- Materials to support school community partnerships in drug education at school entry and transition to secondary school levels were developed and focus tested with parents from LBOTE
- TAFE NSW course provision was promoted on radio in 15 community languages. Print advertisements were placed in 12 community language newspapers.
- AMES updated its website so that people can hear and read information about its services in Arabic, Cantonese, English, Korean, Mandarin, Spanish and Vietnamese.

Strategies

- Translations of important departmental documents are available in languages other than English. In 2005 the following titles were added to those already available:
 - HSC Online for Parents in Khmer and Serbian (now in 10 languages)
 - Starting High School brochure (30 languages)
 - Starting High School Enrolment Forms (30 languages)
 - Tutorial Voucher Initiative (22 languages)
 - Anti-bullying information for parents (22 languages)
 - Eligibility of Temporary Visa Holders to enrol in TAFE NSW (12 languages)
 - TVET for School Students with disabilities (12 languages)
- Funding was distributed among 154 school communities to support activities promoting participation of parents/caregivers from LBOTE
- Advertising campaigns in 22 languages on SBS and community radio stations promoted the availability of departmental documents in translation
- The Muslim Guide to Newcastle was developed in partnership with Newcastle University, Moslem Association of Newcastle and the Migrant Resource Centre

- Community Information Officers conducted LBOTE Parent Participation workshops to encourage participation of parents/caregivers in their children's learning and at school
- Community representatives from LBOTE participated in selection panels and committees.

Challenges and future directions

- Identify and appropriately respond to the vocational education and training needs of students from African countries across the State by working with African communities, government and non-government agencies
- Continue to promote effective communication with diverse linguistic communities through the provision of interpreter services and the use of ethnic media
- Continue to cater for students, parents and caregivers from diverse cultural and linguistic backgrounds by providing accurate and relevant post-HSC careers advice allowing for the use of interpreters
- Promote effective use of interpreters in TAFE NSW Institutes by conducting a review of the TAFE NSW Interpreting Policy.

Outcome 5: Funded services

Achievements

- Nine projects involving participation of students and family members from language backgrounds other than English operated under the Links to Learning Program
- The NSW Community Languages Program provided funding to over 400 community based non-profit organisations. These organisations delivered heritage language programs in 48 languages after school hours to some 31,000 students from diverse cultural and linguistic backgrounds.

Strategies

- State, regional, Institute and local conferences, forums, workshops and network meetings were funded to inform staff about the needs and support services available to assist refugee students from African countries who have entered the education and training system of NSW at all ages with minimal prior schooling or training and limited literacy and numeracy in their first language
- Market research briefs and specifications required participation of students, potential students and/or parents from LBOTE in focus groups and other research strategies
- During 2005 equity payments totalling \$10,000 were made to Registered Training Organisations to provide special assistance to 15 trainees from diverse cultural and linguistic backgrounds.

Challenges and future directions

- Continue to implement 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
- To encourage registered training organisations to take full advantage of the financial assistance available to them to cater for students from diverse cultural and linguistic backgrounds in their programs
- Continue to deliver flexible AMEP for adult migrants and refugees.

Appendix 11: Disability Action Plan

Introduction

The Department's Disability Action Plan (DAP) addresses priorities from the Government's Disability Policy Framework in five outcomes through progress reports from all school regions, TAFE NSW Institutes and State Office units. (www.det.nsw.edu.au/media/downloads/strat_direction/strat_plans/disaplan.pdf)

This report summarises progress across the Department during 2005 towards refining provisions for students with special needs. It highlights designated outcomes and objectives outlined in the Department's Disability Action Plan 2004 to 2006.

Outcome 1: Awareness and responsibilities

Staff demonstrate awareness of the rights, needs and diversity of people with a disability 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/skills to better meet the needs of students with a disability:
 - 129 teachers undertook Special Education Retraining Programs in general special education, behaviour, vision or hearing impairment
 - 346 teachers aides special (TAS) undertook Certificate III in Education Support Teachers Aides (Special) and additional health care procedures (HCP) training, increasing the number of TAS with HCP certification to 1,079
 - 673 school administration and support staff (SAS) undertook HCP training
- Teaching staff, disability and multicultural professionals at Hunter Institute supported a 17 year old TAFE student with paraplegia to complete Certificate III in Fitness
- The Adult Migrant English Service video, Study at AMES, was updated to include information about disability support services, student rights/responsibilities and complaints procedures

- The TAFE VET Disability Programs Unit and students from Northern Sydney College of TAFE Film and Television section completed the first set in a series of video profiles, in work settings, of people with a disability.

Strategies

- 29,000 front line teaching and specialist staff in NSW schools and TAFE colleges attended professional learning in disability awareness, school to work, transition processes/issues, reasonable adjustment, quality teaching and learning, and specific disabilities
- WorkAble, the SAS Staff and Management Development Unit, and the Staff with Disabilities Network (SWDN) developed and delivered initiatives for staff with a disability. Ten staff were accredited in the Certificate Course in Mentoring and 11 members of the SWDN management committee studied Leadership and Management. The partnership facilitated enrolment for 20 members of the SWDN in the Certificate of Administrative Leadership.
- Regional and Institute staff conducted and participated in disability related conferences, information days, careers expos, road shows, inductions, teacher and teachers aide training, and individualised training upon request
- Regions and Institutes undertook specific initiatives for students with a disability from a range of cultural backgrounds including: translating materials; cultural awareness programs; culturally appropriate individual assistance; implementation of a Reframing the Future project for Hidden Disabilities; liaison with appropriate agencies and groups; and professional learning sessions on working with torture/trauma survivors.

Challenges and future directions

- Complete the review of Certificate III in Education Support Teachers Aides (Special) Traineeships as part of the Australian Quality Training Framework reaccreditation process. New education units were added to cover Aboriginal cultural protocols and working with diversity.
- Continue efforts to engage employers, group training organisations, employment services, registered training organisations (RTOs) and relevant stakeholders to improve school to work and vocational training outcomes
- Ensure continued development and availability of support materials for all schools to facilitate effective transition across Years 5 to 9 for all students, including those with a disability.

Outcome 2: Access

Staff progressively identify and remove attitudinal, communication and physical barriers to entry and participation by people with a disability in the

education, training and employment opportunities offered by the Department.

Achievements

- The Department completed physical access upgrades to all existing departmental preschools, constructed 21 new, accessible preschools, and undertook 147 minor and major works projects at 112 schools for the 2004-2005 Integration Program at an estimated cost of \$8.5 million
- Hunter Institute completed its CAMIO website providing information about physical access to the Institute's campuses
- The Department provided almost 9,500 students with special transport at a total cost of approximately \$53 million
- Performing Arts students with a disability from Lurnea High School, Broderick Gillawarna School and Minerva School participated in the Schools Spectacular. Choir members with a disability from Chatswood and Murwillumbah Public Schools participated in the 2005 Opera House Concert Series.
- Blind students from Beecroft Public School and Young High School participated in debating camps, finals of the Premier's debating challenge for years 5 & 6, and the junior State debating championships
- Students in 40 government schools participated in Sports Ability, the Australian Sports Commission integration program to support Paralympics Games.

Strategies

- New guidelines - Process to Support Children with Disabilities in Departmental Preschools - were developed and trialled with a view to implementation across all regions in 2006
- To improve management of the Integration - Physical Access Program, an access database was developed; and Asset Management Unit and Disability Programs officers were trained in its use
- Major and minor capital works projects were completed across all regions and Institutes including: accessible toilets; ramps; lifts; handrails; disabled parking; electronic doors; vision aides such as edge marking and tactile indicators; continuous unobstructed paths of travel between facilities; accessible classroom equipment for specialty areas like cooking, science and welding; fencing; bathroom and change facilities; new building and classroom construction; locks, fixtures and fittings; removal of trip hazards; lighting; building refurbishments; doorway construction and modification; bollard construction; classroom and building relocation; signposting; installation of shatterproof glass; and installation of security lights and alarms to provide visual and auditory alerts.

Challenges and future directions

- Streamline asset management/tracking of accessible facilities by implementing the access

survey tool and access database developed in 2005 by Asset Management and Disability Programs.

Outcome 3: Participation

Students, staff and customers with a disability 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

- Departmental preschools enrolled 106 children with a disability, 2.45% of all enrolments. Through preschools and early intervention support classes the Department has the capacity to support over 1,000 young children with special learning needs
- More than 430 students with a disability participated in school sport at zone, regional and State levels, including the 2005 NSW Pacific School Games, the 2nd Annual Metropolitan Athletics Carnival for students with a disability, national School Sport Australia Swimming and Athletics Championships and the NSW Combined High Schools Sports Association
- Students with a disability experienced supported transition from school to vocational training and work through, school-to-work planning for 3,382 students, post school programs funded by the Department of Ageing, Disability and Home Care for 730 school leavers, and HSC Vocational Education and Training courses for 1,924 students
- 1,754 students participated in apprenticeships or traineeships, including 837 new enrolments and 567 completions, a 20% increase in completions from the previous year.

Strategies

- Local Community Partnerships and interagency networks were strengthened to improve support for students with a disability, particularly in their transition from school to vocational training and work
- Two Special Education Scholarship recipients completed study tours and two Premier's Special Education Scholarships of \$10,000 were awarded for study in 2005-06 sponsored by the John Brown Foundation and QANTAS
- The Jim Anderson Scholarship for post-school study was awarded to a person with a hearing impairment
- The NSW Department of Education and Training New Apprenticeship Centres (DETNAAC):
 - and the Board of Vocational Education and Training (BVET) created a Disability Resource Poster and flyer for all secondary schools in NSW to assist school leavers with a disability to access New Apprenticeships
 - produced a guide for RTOs: Assisting a New Apprentice with a Disability

- produced a guide for specialist employment agencies about accessing New Apprenticeships and Disabled Apprenticeship Wage Support (DNAWS) funds.

Challenges and future directions

- Strengthen transition-to-work processes for students with a disability including: school leavers, vocational placement candidates, students repeating Year 12, and applicants for HSC VET courses
- Increase the number of staff with a disability recruited into the Department and revitalise the Department's Workplace Training Scheme and WorkAble program. In the Department's 2005 intake of new employees, 2.64% identified as having a disability, with 13% of them requiring work-related adjustments. One placement was made under the Workplace Training Scheme and no permanent placements under the WorkAble scheme.

Outcome 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 a disability.

Achievements

- 11,862 people with a disability represented 3.46% of all ACE enrolments and demonstrated outstanding participation through a module completion rate of 6.39% of total completion rates
- 303 additional Teachers Aide Special (TAS) positions were allocated to classes for students with emotional or behavioural difficulties or autism, providing the capacity to support 2,870 students, with classes of 7 students, a teacher and a TAS
- \$64 million was allocated to over 11,000 students with moderate/high support needs through the Integration Program
- A review of special education facilities was completed, including additions and amendments to the current School Facilities Standards to support curriculum and functional requirements of students with a disability.

Strategies

- Monash and Charles Sturt Universities successfully tendered to provide special education retraining in 2006
- The Student Representative Council (SRC) State conference promoted inclusive communities and full participation by students with a disability in school life, including as SRC members
- Corporate Marketing undertook a research project to assess what post-school career and course information was required and in what format for school leavers, including those with a disability, their parents and careers advisers

- The Department's Industry Programs Directorate allocated approximately 10% of available learning resource development funding to projects benefiting people with a disability. In response to Australia's ageing population, a portfolio was developed for the aged care sector involving resources designed to improve industry training in care and management practice.
- Disability Programs Directorate developed a range of support materials and policy directives impacting on students with a disability. These included special provisions for learning difficulties, medical procedures, hearing, vision, physical accommodation, writer/scribe, separate supervision, time adjustments, assistive technology, special paper, oral/sign interpreter, Braille, large print, and physical accommodation or adjustable furniture.

Challenges and future directions

- Continue efforts to develop methods of data extraction from the Office Automation School Information System (OASIS) to provide demographic information adjoined to student performance, allowing reporting in the manner required under the Commonwealth's Schools Assistance Act and the possible examination of the performance of specific disability groups on external measures
- Continue to implement the Special Education Initiative 2005-2007, addressing the ongoing need for special education provisions in regions, including services for vision and hearing impaired students
- Continue to streamline processes and protocols for supporting students with a disability at the local level.

Outcome 5: Joint Planning Initiatives

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

Achievements

- Five TAFE Institutes supported over 153 students with a disability in NSW correctional centres, with at least 21 course completions up to AQF Certificate Level III in industry skills areas of breadmaking, commercial cooking, horticulture, tertiary access, Aboriginal studies, construction, employment skills, forklift operation, fitness and hospitality
- Four TAFE Institutes and the Open Training and Education Network (OTEN) participated in the Spinal Works initiative providing 68 training placements for students with recent spinal cord injuries
- 73 Australians Working Together projects were implemented across more than 50 employment areas, supported by \$1.37 million. These included a career options course in retail/marketing for men,

a trial of the Audio Navigator device to access learning materials, and an introduction to Nail Technology for deaf and hearing impaired students.

- Aboriginal students with a disability explored issues of youth self-respect and resilience, traditional and contemporary Aboriginal culture, leadership, motivation and confidence building through Dhookken Wungga Noonghee Noonghagun, a visual and performing arts program
- The IBM KidSmart initiative was introduced in nine Departmental preschool classes and five Early Intervention Support Classes.

Strategies

- Projects funded under the Australians Working Together initiative strengthened links between TAFE NSW, secondary schools and supported employment agencies to enhance VET and employment options for students with a disability and provide effective resource sharing across TAFE NSW Institutes
- Consulting, advice and professional learning was provided for principals, regional student services personnel and individual schools in infection control, health care planning, and health care procedures for students with complex disabilities. The Department revised the Joint Statement on Role Boundaries in the Provision of Support at School for Students Requiring Health Care Procedures - 2002 in consultation with the NSW Nurses Association and the Public Service Association. The Department consulted these unions to approve special health care considerations for 26 students.
- The Department joined a consortium with the Catholic Education Commission and the Association of Independent Schools to undertake a Department of Education, Science and Training (DEST) funded numeracy project - Effective Teaching and Learning Practices for Students with Learning Difficulties in New South Wales - involving 20 NSW schools.
- The Education Cluster Plan 2005-2007 was developed as part of the interagency Two Ways Together strategy. The plan places otitis media strategies in the context of a wider plan to achieve national indicators for education of Aboriginal and Torres Strait Islander students. The Department worked with the Department of Health to improve collaboration of effort around otitis media.

Challenges and future directions

- Continue to provide TAFE courses and initiatives that respond to the needs of people with a disability and facilitate transition to work by building on the success of the Australians Working Together initiative
- Finalise Memoranda of Understanding to streamline delivery by external agencies of therapy, technology

and communication support for students with a disability in the Department's schools

- Review the Health Care Procedures training package for Teachers Aides (Special) and the delivery of health care procedures
- Implement findings and disseminate support materials of the national research project with the DEST and the University of Canberra on inclusive practices of teachers of students with a disability in mainstream classes and the educational outcomes for these students
- Continue working towards national disability definitions through the MCEETYA PMRT and negotiations with the NSW Board of Studies.

Appendix 12: NSW Government Action Plan for Women

Introduction

The NSW Government, and its agencies, are committed to addressing the needs of women through the NSW Government's 2003-2005 Action Plan for Women. The action plan reflects the commitments made in the Platform for Action, adopted at the Fourth United Nations World Conference on Women, in Beijing in 1995, to promote further progress on achieving Australia's commitments under the International Convention on the Elimination of All Forms of Discrimination Against Women. It is founded upon the principles of equity, access, rights and participation; and focuses on women with the least access to social and economic resources.

The concerns and needs addressed in the NSW Government's 2003-2005 Action Plan for Women focus on the daily experiences of women in NSW: paid and unpaid work, health and housing, violence and safety, justice and legal equality, child care, education and training, decision making and leadership, 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 through future generations.

Achievements

During 2005, the Department continued to implement a range of strategies and initiatives to improve women's and girls' experience of education and training to meet the action plan's objectives.

The Culturally and Linguistically Diverse (CALD) Women Speak Project was a partnership between South Western Sydney Institute, the NSW Office for Women and the Auburn, Bankstown and Canterbury Local Government Areas. The project provided leadership courses for thirty-two CALD women with the aim of increasing their representation in community leadership roles. The project won a 2005 National Local Government Award.

Healing our Sisters - Building our Skills was a collaborative initiative between TAFE NSW Equity and Outreach, the Aboriginal Education and Training Directorate and TAFE NSW Equity Units. The two-day workshop focused on vocational education and training for Aboriginal women and other women in custody with mental health problems. The workshop provided an opportunity to explore a range of issues affecting women in custody and begin addressing them collaboratively.

The TAFE NSW Women's Programs Unit prepared and distributed a discussion paper Transition and Choices - Young Women in TAFE NSW. The research focused on young women who are at risk of disengaging from education and training and their experiences of VET. 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 in 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

Data analysis suggests that the participation of women students in TAFE NSW follows complex patterns. There are both well established and emerging areas of VET provision for women in TAFE NSW. Areas for future action include:

- Aligning the TAFE Women's Strategy with the whole of government, strategic framework for women in New South Wales currently being developed by The Office for Women
- Meeting targets in the Results and Services Plan, including average module completion rates for women, % of all completed modules that are AQF III and above for women and % of enrolments for women.
- Implementing the recommendations from the New Approaches to Women's Strategy project which has been commissioned to explore and develop new approaches to implementing the strategy
- Analysing NSW skills 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

- Increasing the participation of women from equity groups in higher award level courses
- Continuing to address the significant segmentation of women's participation in industry areas
- Building on the achievements of 2005; in particular, the success of the women in custody forum and the young women's research project.

Appendix 13: Payment of accounts

DET payment performance indicators

During the financial year 2004-05, the Department achieved an average payout performance of 96.2% (in comparison with 96.1% for 2003-04).

Table 13.1 DET payment performance 2004-05

DET payment of accounts 2004-05	
Percentage of accounts paid on time	96.2%
Value of accounts paid on time	\$4,843 m
Total value of accounts paid	\$5,037 m
Accounts payable at end of June 2005	\$44.7 m

Source: DET, Finance and Administration

Table 13.2 Schedule of accounts payable at end of each quarter in 2004-05

	Current	30-60 days	60-90 days	> 90 days
30 Sept.	\$8.7m	\$0.2m	-	\$2.8m
31 Dec.	\$42.2m	\$1.0m	-	-
31 Mar.	\$8.3m	\$0.2m	-	\$0.1m
30 Jun.	\$44.7m	-	-	-

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 payments 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 2004-05, the Commission achieved an average payout performance of 91.3% (in comparison with 93% in 2003-04). In the last quarter of the year, the percentage of accounts paid on time was 93%.

Table 13.3 TAFE payment performance 2004-05

	Qtr Ended June 2004	Qtr Ended June 2005
Percentage of accounts paid on time	95%	93%
Value of accounts paid on time	\$111.4 m	\$153.8 m
Total value of accounts paid	\$117.9 m	\$165.7 m

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 from the late payment of accounts. Procedures are continually reviewed to ensure the most efficient services are provided to clients.

Appendix 14: Land disposal

Property acquisition and disposal

In 2004-05 net proceeds from the sale of 27 school properties amounted to \$22.8 million. Five TAFE NSW properties were sold, realising \$11.1 million, net.

The former Narwee High School site was sold by private treaty to Landcom at a market value of \$5.4 million.

The net proceeds from the sale of school and TAFE NSW property, which is surplus to the educational requirements of the Department, are used to maintain or upgrade facilities at schools and TAFE NSW Institutes.

There were no business or family connections between the buyers and departmental staff. An application for access to documents concerning the details of the properties disposed of by the Department may be made in accordance with the *Freedom of Information Act 1989*.

Appendix 15: Major assets

Introduction

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 2005, the Department had the following building stock:

- 17,740 operating school buildings on 2,442 sites with floor space of around 7.48 million square metres
- 5,320 demountable buildings on school sites, providing additional floor space of around 414,656 square metres
- 1,860 TAFE NSW buildings at 131 colleges, providing a total floor space of approximately 1.64 million square metres.

Table 15.1 2004-2005 Financial Year: Major assets purchased

Plant and equipment (valued at \$50,000 and above)			
Institute / Region	College / school	Item	Value (\$)
Hunter	Newcastle College	Backup Recovery Unit	72,726.00
Hunter	Newcastle College	Spectrophotometer UV VIS	79,000.00
Northern Sydney	Northern Sydney College	HP Tape Drives	70,000.00
Northern Sydney	Northern Sydney College	Hitachi Disk Storage Backup Unit	108,940.00
Northern Sydney	Northern Sydney College	Arriflex Film and TV Camera- Insurance Claim	68,500.00
Northern Sydney	Ryde College	Audio Visual System-Auditorium	74,331.73
South Western Sydney	Macquarie Fields College	Macbro Mortar Mill	55,500.00
South Western Sydney	Granville College	Plasma Cutter	70,000.00
South Western Sydney	Lidcombe College	Router	79,800.00
South Western Sydney	Lidcombe College	Sigma Prima CNC Panels	83,675.00
South Western Sydney	Macquarie Fields College	Siemens Hipath 3750 V40 PABX Telephone System	111,408.00
Sydney	Ultimo College	Laser Welder	52,500.00
Sydney	Randwick College	Dust Extraction Unit	157,360.44
Western	Dubbo and Orange Institute	Institute Telephone System - Allcom Networks	615,664.00
Western	Orange College	Backhoe Loader 4X4	71,000.00
Western	Orange College	Printer DT6135	120,000.00
Western Sydney	Castle Hill College	HP Fileserver	72,493.53
Western Sydney	OTEN	Network Management Monitor	50,000.00
Western Sydney	Richmond College	John Deere Tractor	67,457.82

Source: DET, Asset Management

Appendix 16: Waste Reduction and Purchasing Policy

Introduction

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 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 DET 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 was 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 2001-02 continues to be implemented progressively across the State. This policy is designed to guide schools in developing and enhancing environmental education programs that equip students with the knowledge and skills required for active participation in managing the environment, and to develop attitudes and skills conducive to the achievement of ecologically sustainable development.

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 implementation of 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 pilot program took place in 200 schools statewide. A major review of the pilot program was conducted and a report was produced in March 2005.

To assist schools in implementing sustainable purchasing practices, the Environmentally Friendly Purchasing in Schools Program was developed in conjunction with the NSW Department of Environment and Conservation. Pilot workshops were conducted for School Administrative and Support (SAS) staff from 38 schools in three regions. A professional learning program for SAS staff was developed and implemented in June 2005.

TAFE NSW Institutes have continued to pursue WRAPP objectives through their business planning and implementation. TAFE NSW environment officers continued to develop and conduct programs with teachers, staff and students to reduce Institute waste streams and implement practices of purchasing recycled materials.

The Department continues to progressively implement initiatives to reduce the generation of waste through:

- Purchase of digital photocopiers for duplex printing to reduce paper consumption
- Use of email and the provision of electronic forms and manuals on the Department's Internet and Intranet
- Collection of paper, cardboard and other materials for recycling
- Schools focus on activities such as recycling and composting food and vegetable waste, using compost bins and worm farms
- Provision of environmental awareness courses by TAFE NSW for people in the workforce and community
- Provision of training courses for teachers and school communities 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 diverting surplus excavated or demolition materials from land fill
- Separating the collections of bulk waste types
- Monitoring of waste materials by the NSW Department of Commerce.

It is estimated that in 2004-05 over 75% of the vegetation, construction and demolition materials generated was recycled.

Using recycled material

Of the 156,000 reams of A4 white paper supplied to the Department by the major contract suppliers of office products, 57% was recycled paper. Some improvements were made in the quantity of remanufactured or refilled toner/ink cartridges being purchased. It is estimated that 17% of toner cartridges purchased had recycled content.

Appendix 17: Government Energy Management Policy

Introduction

The Department of Education and Training has continuously undertaken 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 energy efficiency strategies and programs to achieve and sustain reduced greenhouse gas emissions. The policy also significantly reduces energy costs in a coordinated and comprehensive manner across all areas of operation.

The Department reports calendar year energy consumption data to the Department of Energy, Utilities and Sustainability (DEUS) in the year following. The data in this report therefore refer to data provided for the 2004 calendar year.

Energy supply and management

The Department continues to lead in the area of 'green energy' generation and purchase. A high level of sustainable energy use is achieved through the onsite generation of electricity via solar (photovoltaic) systems and the purchase of electricity from renewable sources. The combined electricity consumption from these renewable sources is approximately 17,321 MWh per year, which equates to an estimated reduction of 16,715 tonne of greenhouse gasses being released into the atmosphere.

The number of facilities purchasing 6% 'green electricity' (generated from renewable energy sources such as solar or wind), has continued to grow over 2005. More than 1,600 schools, 130 TAFE NSW facilities and all major administration centres now purchase electricity through the NSW State Procurement electricity supply contract which incorporates the green component in all purchases.

In a joint venture between the DEUS, Integral Energy and the Department, phase four of the 'Solar in Schools' was carried out over 2005. The majority of funding for the project was sourced from DEUS and Integral Energy. The program saw the installation of 27 solar systems in schools throughout the State, bringing the total of education facilities with solar systems to 124. By lowering demand for mains supply electricity, the energy generated from these systems avoids the annual release of an estimated 253 tonnes of greenhouse gas emissions into the atmosphere.

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 (ICT), the Department has had to balance these requirements with the task of achieving reductions in line with GEMP goals. Despite the challenge, a reduction in overall energy consumption

of approximately 2.5% was achieved over the 2004 reporting period in comparison to the previous year. The Ryde Curriculum Directorate achieved outstanding performance in the reduction of energy consumption through an awareness campaign, upgrading of air cooling systems and the installation of lighting and air cooling controls. The Facility received a 5 Star Australian Greenhouse rating by DEUS and was rated as one of the five highest performing administration facilities in the NSW Government portfolio.

Schools

- Schools account for over 60% of the Department's energy consumption
- Average annual energy consumption per student was 1670MJ
- Average annual energy consumption per square metre floor area was 160 MJ
- Total average consumption was slightly lower than the previous year.

TAFE NSW

- TAFE NSW facilities account for almost 28% of the Department's energy consumption
- Average annual energy consumption per effective full-time student was 4,032 MJ
- Average annual energy consumption per square metre floor area was 365 MJ
- Total average consumption was slightly lower than the previous year.

The Department continues to meet the challenges of achieving overall energy efficiency, while providing high quality learning environments which increasingly involve

high energy consumption from more computers in use, associated ICT equipment and air conditioning.

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. Education facility design features include:

- Maximising the use of natural light in all new primary schools, and increasingly in high schools through the installation of roof light strips
- Integrating wind driven roof ventilators to evacuate heat from ceiling spaces
- Period bell light switching systems to automatically control lights in rooms in line with scheduled occupancy
- Using insulation to reduce energy consumption for both heating and cooling
- Using low flow water outlets and dual flush cisterns for improved water efficiency.

Numerous research and installation projects were carried out in 2005 to enable the evaluation of energy efficient products. These ongoing trials ensure application of the latest technology in operations. Design specifications are applied, where appropriate, in planning and operation of education facilities.

During 2005 numerous trials of appliances were conducted and installation projects were completed. Some of those projects are detailed in the table below:

Table 17.1 Projects to improve efficiency

Site	Project	Scope	Result
Northern Beaches Secondary Colleges - Manly and Cromer Campuses	Upgrading existing light fittings	Both schools had all electrical components removed from the rapid start light fittings and were rewired with energy efficient components and triphosphor fluorescent tubes. The retrofit was carried out to all suitable light fittings in classrooms and administration areas.	As an increase in light output was achieved, a 20% reduction in the number of fluorescent tubes was possible. The reduced electrical load will reduce annual energy consumption by an estimated 148,000 kWh and provide a saving of approx. \$14,000 per year.
Various schools	Phase 4 - Solar in Schools	In conjunction with the Department of Energy, Utilities and Sustainability, and Integral Energy, 1.5 kWh roof mounted photovoltaic (solar) systems were installed in 27 schools throughout NSW.	All electricity generated by the system is fed directly into the schools' main electricity supply. This 'green energy' reduces demand for mains supplied electricity and therefore prevents the generation and release of approximately 49 tonnes of CO ₂ gas emissions into the atmosphere annually.
Tuggerah Lakes Secondary College - Berkeley Vale Campus	Upgrading existing light fittings	All electrical components were removed from the rapid start light fittings in 32 classrooms. The fittings were upgraded with a prefabricated energy efficient kit, consisting of electronic ballast, wiring and triphosphor fluorescent tubes.	While operation is presently being monitored, a reduced electrical load has been achieved as has a reduction in energy and maintenance cost. There has also been a substantial increase in light output while retaining the same number of fluorescent tubes.
Hunter Institute of TAFE	Electricity consumption monitoring and reporting	Monitoring and reporting of all major electricity accounts in the Hunter Institute of TAFE NSW using real time data streams from remote read 'smart meters'.	Provision of accurate electricity consumption data, at half hourly intervals, and analysis which is formatted to assist the facility operator to better manage electricity use to achieve reduced consumption and cost.

Source: DET, Corporate Services

Appendix 18: Records management program

Records management

In 2005 the following was achieved through the Records Management Program:

- Consolidating seven separate records management databases began and over 75% (2 million) records were successfully remapped to a uniform and more manageable corporate data model. This model is designed to improve information sharing and service delivery while reducing duplication and costs.
- This consolidation was due to be completed by mid-2006 to enable the upgrade of the software to the latest version, TRIM Context, and to facilitate the development of more comprehensive integrated corporate Electronic Document Management (EDM) strategies
- A revised policy was also approved, designed to improve recordkeeping practices through the reinforcement of State Government requirements, improved communications, enhanced monitoring and reporting, and clarification of management responsibilities for records management compliance.

Appendix 19: Privacy and personal information protection

Introduction

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 Act.

For the year ended 31 December 2005, there were 21 applications for privacy internal review received by the Department and 16 privacy internal reviews completed by the Department.

Appendix 20: Electronic service delivery

Introduction

The Department continues to improve its delivery of electronic services by integrating departmental homepages, 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 Enrolment via the Internet/Electronic Cash Register Interface (MEVI/ECRI). These included:

- The introduction in Semester 1 2005 of high-demand application courses online
- The extension for 2006 re-enrolling students from 10 November 2005
- The introduction in 2005 of statewide TAFE NSW

Table 20.1 MEVI/ECRI - High demand courses

	2005 Semester 1	2005 Semester 2
No. of courses	155	108
No. of campuses	98	64
No. of students	20,838	13,003
Fees collected	\$10,633,342	\$2,626,560

Source: DET, Chief Information Officer

Note for 2006 Application Courses: The first online student acceptance was at 3.00am on 18 December 2005. The first online credit card payment was made on 19 December 2005.

VET student management software

- The introduction in 2005 of a streamlined system for

Table 20.2 Mainstream enrolment through the Internet

MEVI/ECRI - 2006 re-enrolments	
No. of courses	144
Students registered	11,913
Students offered places	3,705
Students confirmed and placed	2,296
Students on standby	43

Source: DET, Chief Information Officer

managing the formulation of training plans for TAFE NSW apprentices and trainees.

Table 20.3 Statewide TAFE VET student management software

MEVI/ECRI - TAFE VET student management software	
No. of courses	456
No. of campuses	83
Students offered places	41,212
Students accepted and placed	4,518
Fees collected (to 2 Jan 2006)	\$620,113

Source: DET, Chief Information Officer

Human resource and finance management systems

Enhancements were made to human resource self service systems, including:

- Electronic casual payroll claims system extended to 2,195 schools which are using the system for processing pay claims for casual teachers
- Electronic Leave Application Processing System (eLAPS) for all permanent staff implemented in all schools and State Office

- Teacher employment applications system enhanced to facilitate online entry and processing of graduate teacher recruitment
- Education and training application screening system to improve the electronic screening of job applicants for suitability to work with children and young people, complying with Commission for Children and Young People changes, architecture and security standards
- Electronic establishment control system to automate pay calculation and submission for TAFE NSW full-time and part-time teachers was implemented in selected TAFE NSW Institutes
- Initiation of a pilot of purchasing through smartbuy® (a whole-of-government electronic marketplace developed by the NSW Department of Commerce). TAFE NSW Institute pilots are planned for 2006.
- Online survey for calculation and capture of school class size implemented as an extension to the online management of school enrolments and entitlements system
- A web based budget system implemented within the management accounting unit to improve availability, transparency and accuracy of budget allocations.

Appendix 21: Consumer response

Introduction

In 2005, the Executive Support Directorate allocated, registered and processed 2,165 letters written to the Director-General.

The Directorate also registered 6,446 pieces of Ministerial correspondence during this same time.

The Ministerial correspondence focused predominately on school infrastructure issues, staffing and personnel issues (both school and TAFE NSW), school based issues and special education and integration support.

In 2005, letters were received on the following matters:

- Almost 1,300 relating to school infrastructure. This included issues of maintenance and maintenance contracts, provision of new and upgraded facilities, air conditioning and demountable accommodation
- More than 800 relating to personnel issues such as the school staffing formulae, the provision and appointment of teachers and availability of casual teachers
- Over 2,200 on matters relating to local school issues
- Almost 800 relating to policy, higher education and regulatory matters
- More than 600 relating to TAFE NSW matters such as fees, teacher positions and access to, and availability of courses.

The Directorate also managed almost 10,000 "campaign" or petition letters/emails that dealt with issues including special education, skilling the Australian workforce, preschools, support for English

as a second language and school based infrastructure matters.

Services improved or changed

TAFE Institutes collect information on complaints they receive during the year. The table below shows the number of complaints received and resolved in 2005 and the number carried over to 2006.

Table 21.1 TAFE NSW complaints

TAFE NSW			
Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2005
Category 1:			
Remedy and system improvement - general complaints (delays, inefficiencies)	1063	1037	26
Category 2:			
Negotiation - more serious complaints (unreasonable or unfair behaviour)	633	556	77
Category 3:			
Investigation - alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	152	107	45
Total	1848	1700	148

Source: DET, TAFE NSW

Improvements or changes to services in TAFE NSW Institutes in response to complaints or consumer suggestions included:

- production of a Code of Conduct video and DVD
- creation of a database for managing suggestions, allegations and complaints
- pre-testing of computer equipment in classrooms
- improved no smoking signage and communication of smoke free environment policy
- development of a performance management training program for staff
- review of canteen provision
- review of security patrol protocols
- better communication to staff about addressing the needs of students with special needs
- modifications made to allow for wheelchair access
- improved information about recognition processes through student guides and new online tools
- improved communication processes between teaching and student administration staff
- provision of advice and support to staff to prevent potential disputes.

These improvements or changes resulted in the following benefits:

- earlier intervention and fewer student disciplinary procedures necessary
- improved response time to customer complaints/enquiries
- less time wasted in class due to technical problems
- fewer infringements of smoke free environment policy
- fewer disputes over performance management system
- healthier and more varied menus available in canteens
- improved security and better informed staff and students
- increased use of negotiation to resolve issues at a local level
- earlier identification and provision of assistance to students with special needs
- easier wheelchair access to campus libraries and lecture theatres
- better informed students with access to a range of Recognition Services
- more efficient processing of student results and improved answering of course enquiries.

Adult Migrant English Service

In 2005 the student information video, Study at AMES, was updated to include additional information about support services, students' rights and responsibilities and complaints procedures. This was produced in a DVD format in 15 languages including English.

Table 21.2 AMES complaints

Type of complaint	AMES Number of complaints		
	Received	Resolved	Carried over to 2005
Category 1: Remedy and system improvement - General complaints (delays, inefficiencies)	4	4	0
Category 2: Negotiation - More serious complaints (unreasonable or unfair behaviour)	14	14	0
Category 3: Investigation - Alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	0	0	0
Total	18	18	0

Source: DET, TAFE NSW

At the Inner City AMES Centre, the Coordinator of Studies and Educational Counsellor individually interviewed level 1 students, with the assistance of interpreters, to discuss students' continuing program of study and to answer any questions the students had.

Literacy resources in the Learning Centre at Bankstown AMES were increased to provide additional support for students.

Opening hours of the Educational Computer Room at Campsie AMES were extended to improve access for students.

Signage for Bankstown AMES was improved with installation of signs at street level.

State Training Services (STS)

Quality Assurance Services (QAS), a directorate of STS, provides quality assurance determination and complaint investigation for Registered Training Organisations accredited by the Vocational Education and Training Accreditation Board (VETAB).

New customer service standards were implemented on 1 January 2005. These are available on the VETAB website: http://www.vetab.nsw.gov.au/customer_service_standards.htm

QAS also records and investigates complaints received about its own level of service. During 2005, nine complaints were received.

Table 21.3 Complaint type

Complaint type	Number of complaints received
Audit process	5
Processing timeframes	4
Staff	0
Other	0
Total	9

Source: DET, TAFE NSW

Centre of Learning Innovation (CLI)

In 2005, the number of learning materials available on the Teaching and Learning Exchange increased from 5,000 to over 8,000 and the number of hits increased from 116,000 to over 2 million. Despite this increase, users have not identified any specific issues regarding access, authentication or navigation; therefore reflecting an overall improvement.

Appendix 22: Organisational improvement and risk management

Introduction

During 2005 the Audit Directorate developed the Enterprise Risk Management policy. This policy will be implemented in 2006, replacing the existing Risk Management Policy 91/090 (S.063, 24/4/91).

The Department uses a risk management approach for both the development of its internal audit plan and for conducting audits and reviews. Staff are trained in the principles and methodology of risk management. The methodology is used to help auditors and management focus on risks relevant to the business directions of the Department.

Risk assessment workshops were conducted with departmental staff for a number of audits. These workshops resulted in a shared understanding of risks by staff and greater acceptance and ownership of recommendations made at the workshop to minimise risks and improve processes.

All TAFE NSW Institutes submitted a signed statement of responsibility for internal control for 2005. 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.

NSW government schools

During 2005, the Department undertook 1,305 school audits that focused on the key financial and related operations in accordance with assessed risk. These audits found that 92% of the schools managed their finances satisfactorily, while 8% had adverse reports. Common findings and summary reports were provided to regional offices.

Audits were also undertaken in school enrolments, occupational health and safety, teacher professional learning and leave systems.

Recommendations to improve asset management policy and procedures were implemented from 1 December 2005.

Organisational improvement

To help identify and manage risk as well as to improve processes and systems so that services to students and industry are improved, TAFE NSW Institutes, OTEN and the Centre for Learning and Innovation implemented business systems that meet ISO 9001:2000 Quality Standards. Many Institutes also embraced other improvement standards including ISO 14001:1996 Environmental Standards and Hazard Analyses and Critical Control Point (HACCP) Standards.

To ensure that business processes are robust, risk is identified and addressed, and internal and external audits are carried out. Findings are used to improve planning, resource use and services.

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 all TAFE NSW Institutes. Audits were also conducted covering the International Students Centre, information and system sharing, TAFE NSW marketing, and management of staff travel.

Auditors from the National Centre for Vocational Education Research (NCVER) were assisted in their audit of TAFE NSW student data on behalf of the Australian National Training Authority (ANTA). This audit is considered as being of high priority as the results have a direct bearing on the Australian Government's funding received by TAFE NSW.

Statewide audit

Departmental staff undertook 24 audits in State Office directorates. Significant system improvements resulted from these audits and some examples are listed below.

- Governance review of major DET strategic initiatives
- Technology for Learning Program
- Budgetary process
- Joint funded projects in schools
- Payroll
- Accounts payable
- Employment screening
- Financial viability checks on higher education institutions seeking registration under the Higher Education Act
- Probity audits of large tenders
- Quality control review over year end accounts.

Information systems

Sixteen audits were completed during the year. Recommendations made in these reports, when implemented, will improve operational controls, security and efficiency in the systems reviewed. Examples of some of these audits include:

- Systems - applications including corporate-wide systems (personnel, payroll, finance and student systems) and systems for specific directorates including Adult and Community Education (ACE) and Selective Schools
- Infrastructure - regional networks, wide area networks, database and server management and internet services
- Projects - technology projects including new systems such as electronic establishment control (e-EC) upgrades, system migrations and acquisition of equipment and/or services
- IT Governance - significant resources were applied to probity audits of request for tenders/quotations.

DET policy documents

Current DET policy documents are now accessible to staff and members of the public on the corporate

website at www.det.nsw.edu.au/policies/. The majority of these documents have been rewritten in a concise and standardised format over the last twelve months. The remaining policies will be reviewed and reformatted into this standardised format over the next year. 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 were 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 2005, the Department continued to meet or exceed world-class standards in several areas of auditing including audit planning and risk awareness.

Insurance activities

The Department manages its insurable risks such as workers' compensation, property, public liability and

motor vehicles through a risk management program and the NSW Treasury Managed Fund Scheme.

The Department manages non-insurable risks through sound administrative and management practices and by implementing preventative controls. During the reporting period, the Department continued to follow its code of conduct and to provide training in ethics, accountability and internal control.

Corruption prevention

The Audit Directorate appointed a Manager, Corruption Prevention in late November 2005. The position will focus on conducting corruption prevention projects to minimise the risk of corruption and fraud in DET. Projects will be initiated from risk assessments, the results of investigations and audits and from management requests. The position will liaise with key areas of the Department to promote corruption prevention. Projects to be undertaken include the follow-up of the Independent Commission Against Corruption (ICAC) Report on investigation into schemes to fraudulently obtain building licences; the DET Statement of Business Ethics; the DET Fraud Control Plan and a project on academic fraud.

Table 22.1 Complaints registered for investigation by Audit Directorate by sector per calendar year

Sector	2005	%	2004	%	2003	%	2002	%	2001	%
Schools and Regional Offices	41	48	73	64	56	53	71	71	70	69
TAFE Institutes	33	38	25	22	35	33	16	16	23	23
State Offices	10	12	15	13	8	8	10	10	8	8
External/Other	2	2	1	1	6	6	3	3	0	0
Total	86		114		105		100		101	
% Protected disclosures	24%		39%		21%		26%		29%	

Source: DET, Director, Audit

Table 22.2 Outcomes of complaints investigated per calendar year

Outcome	2005	%	2004	%	2003	%	2002	%	2001	%
Unsubstantiated	37	46	57	47	48	49	38	40	38	41
Substantiated	44	54	64	53	50	51	58	60	54	59
Total	81		121		98		96		92	

Source: DET, TAFE NSW

Appendix 23: Matters affecting the operations of the Department

Financial operations

The introduction of International Accounting and Reporting Standards came into effect for all reporting periods commencing on or after 1 January 2005 and will apply to all government and non-government entities. The financial statements for the year ended 30 June 2005 covering the Department and its controlled entities were prepared under both existing standards and new standards in order to provide comparative

figures for the 2005-2006 annual financial statements. The financial impact of the first time application of the new standards will be fully addressed in the 2005-2006 financial statements.

Issues that could impact on TAFE NSW in 2006

- Addressing skills shortages in NSW
- Implementing the recommendations of the Aboriginal Education Review and achieving all targets for improvement
- Meeting targets for ASH, skill shortages, equity and age groups under the State VET Plan and the Results and Services Plan

- Responding effectively to the Independent Pricing and Regulatory Tribunal (IPART) Review
- Implementing decisions of the Council of Australian Governments (COAG)
- Improving performance under the impending move to an outcomes based auditing model for gauging the quality of VET.

Issues that could impact on NSW government schools in 2006

- The findings of the Futures report, One size doesn't fit all, released in December 2005, reflect the opinions of 2,700 responses involving 28,500 people. The report will be considered in 2006 and may lead to schools being given greater capacity to innovate and shape themselves, with their communities, to better meet local needs.
- Implementation of the NSW Institute of Teachers Act will require the Department to establish infrastructure that will support teachers to gain and maintain accreditation.
- Teaching Australia Inc (National Institute of Quality Teaching and School Leadership) introduces national standards and accreditation for school leaders which will need to be aligned with the NSW Professional Teaching Standards, the Department's School Leadership Accountability Framework and the accountability frameworks for NSW government school principals.
- The Secondary Numeracy Assessment Program (SNAP) will be moved from mid-May to early March to coincide with the English Language and Literacy Assessment (ELLA). The alignment of SNAP and ELLA test dates in 2006 will have advantages such as providing baseline data earlier to schools and allowing more time for analysis, programming and planning.
- Recommendations from National Inquiry into the Teaching of Literacy December 2005 will guide and assist in the revision of the Department's Literacy Policy and the development of the NSW State Literacy and Numeracy Plan 2006-08.
- Australian Government funding legislation (*Schools Assistance Act 2004*) has set a number of requirements for the written reports that schools provide to parents. The Department will need to develop software for reports and provide professional learning for school leaders to understand the requirements.
- The development of a new departmental policy in response to the 2003 Eltis evaluation report Curriculum Planning, Programming, Assessing and Reporting to Parents K-12 will need to accommodate the Australian Government's requirements to ensure funding of public sector schooling for 2005-2008.
- The introduction of the *Disability Discrimination Act* Standards for Education (2005) sets new benchmarks for education and training services

supporting people with a disability. The new standards require the Department to provide inclusive services and the adjustments and accommodations required to enable students with a disability to access teaching and learning programs.

- The Unified English Braille (UEB) Code adopted in 2005 changes the Braille code in Australia and allows for the sharing of resources in Braille across English speaking countries. In 2006, the Department's Braille and Large Print Service will supply teaching and learning materials in the new codes and teaching the new codes to students and specialist teachers.

Appendix 24: Legislative context and changes

Introduction

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 1962*
- *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 (formerly the Teaching Services 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 1989*

- *University of Western Sydney Act 1997*
- *University of Wollongong Act 1989*
- *Vocational Education and Training Accreditation Act 1990*
- *Vocational Education and Training Act 2005*
- *West Scholarship Act 1930*
- *Women's College Act 1902*

During 2005:

- The *Apprenticeship and Traineeship Act 2001* and the various university Acts were amended by the *Statute Law (Miscellaneous Provisions) Act (No 2) 2005*.
- The *Higher Education Act 2001*, the *Southern Cross University Act 1993*, the *Teaching Service Act 1980*, the *University of New England Act 1993*, the *University of Western Sydney Act 1997* and the *University of Wollongong Act 1989* were amended by the *Statute Law (Miscellaneous Provisions) Act 2005*.
- The *Teaching Service Act 1980* was amended by the *Public Sector Employment and Management Amendment (Extended Leave) Act 2005*.
- The *Technical and Further Education Commission Act 1990* was amended by the *Technical and Further Education Commission Amendment (Staff) Act 2005*.
- The *Vocational Education and Training Act 2005* was enacted. (It will commence operation in 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
- Education Teaching Service Regulation 2001

- Higher Education Regulation 2003
- Southern Cross University (Transitional) Regulation 1994
- Technical and Further Education Commission (Savings and Transitional) Regulation 1993
- Technical Education Trust Funds (Institute) By-law 1985
- Technical Education Trust Funds (TAFE Establishments) By-law 1997
- Various university by-laws (several of which were updated in 2005).

Note: All the above Acts and statutory instruments are available at 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 Sinclair* [2005] NSWCA 465 (Court of Appeal, 20 December 2005).

An employee, who had been the subject of a disciplinary investigation concerning serious child protection issues, made a workers' compensation claim for psychological injury. The *Workers Compensation Act 1987* provides that no compensation is payable for a psychological injury caused wholly or predominantly by the reasonable action of an employer with respect to disciplinary action against an employee. The Workers Compensation Commission held that some of the steps taken by the Department had not been reasonable and that therefore the whole disciplinary process was unreasonable. The Court of Appeal disagreed, finding that action by the employer can still be considered reasonable even if particular steps may be unreasonable.

Appendix 25: Consultants

Table 25.1 Consultants

Cost equal to or greater than \$30,000			
Name of consultant	Title of project (if applicable)	Purpose of consultancy	Actual cost of engaging consultant
Scaffidi Hugh-Jones	Public Schools: Communication Review 2004/2005	To establish improved approaches for communicating with schools and parents	\$140,000
Total consultancies equal to or more than \$30,000 (1)			\$140,000
Cost less than \$30,000			
Consultancy categories			Actual cost of engaging consultant
Training (1)			\$8,000
Organisational review (2)			\$27,544
Interim evaluation of Class Size Reduction (1)			\$10,000
Analysis of behavioural skills test (1)			\$4,000
Total consultancies (5)			\$49,544

Source: DET, Finance and Administration

Appendix 26: Publications

Table 26.1 Resources and publications

Resource	Website or telephone contact
Aboriginal education	
Guwanyi Newsletter	www.aboriginaleducation.nsw.edu.au/website1.pdf
Welcome to Country and Acknowledgment of Country	www.aboriginaleducation.nsw.edu.au/welcomecountry.pdf
Weaving New Ways - Information technology for Aboriginal women	(02) 9244 5751
Administration	
Directory of the New South Wales Department of Education and Training 2005	Corporate Marketing (02) 9561 1016 www.det.nsw.edu.au/media/downloads/doingbusiness/ad_cddetdir.pdf
Adult and Community Education (ACE)	
2003 NSW ACE Enrolment Statistics	www.bace.nsw.gov.au/stats/2004/2003stat.pdf
Improving Vocational Pathways for People with Disabilities	(02) 9266 8004
Adult Migrant Education Service (AMES)	
English Everywhere, Everyday - a print and video resource in English and Chinese	(02) 9289 9254
History of Migration Series: Coming to Australia	(02) 9289 9254
Assessment	
Principles for Assessment and Reporting in NSW Government Schools K - 6	www.schools.nsw.edu.au/learning/k-6assessments/principles.php
Principles for Assessment and Reporting in NSW Government Schools 7 - 12	www.schools.nsw.edu.au/learning/7-12assessments/index.php
List of Computer Skills Addressed by Year 6 Computer Skills Assessment	www.schools.nsw.edu.au/learning/k-6assessments/csa6ictskills.php
Curriculum	
The Teaching and Learning Exchange provides access to resources that support student learning in all the Key Learning Areas.	www.tale.edu.au
New policy for schools - Curriculum Planning and Programming, Assessing and Reporting to Parents	https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml
Implementation support for the new policy - Curriculum Planning and Programming, Assessing and Reporting to Parents	http://www.curriculumssupport.nsw.edu.au/timetoteach/index.htm
Policy and implementation strategies for the education of gifted and talented students (revised 2004)	https://www.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051.shtml
Support packages and Options Paper for Gifted and Talented Education	http://www.curriculumssupport.nsw.edu.au/gats/index.cfm?u=2&i=3
The Premier's Reading Challenge Homepage	http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm
National Literacy and Numeracy Week Parent Brochure - Helping your child with literacy and numeracy in year 7. (translated into seven languages)	http://www.curriculumssupport.nsw.edu.au/literacy/index.cfm?u=3&i=36
Early childhood	
Starting School with a Smile	www.det.nsw.edu.au/media/downloads/languageessupport/start_start_sch_smile/sch_smile_eng.pdf
Equity Programs and Distance Education	
ESL Steps: ESL Curriculum Framework K-6. A planning and programming tool for teachers of students learning English as a second language	(02) 9244 5324
ESL Readers: Interactive stories and games for ESL beginners CD and teachers' notes	(02) 9244 5324
Induction materials for teachers new to Priority Schools Funding Program schools	www.psf.nsw.edu.au
Priority Schools Programs: Information about the operation, professional learning, projects and publications of the Priority Schools Funding Program (PSFP) and the Priority Action Schools (PAS) program	www.psf.nsw.edu.au

Resource	Website or telephone contact
Equity Programs and Distance Education	
Country Areas Program (CAP): Information about the operation of CAP, consultancy support, professional learning activities, teaching resources, interactive research units	www.cap.nsw.edu.au
Human Resources	
Information for casual teachers and newly appointed teachers	www.det.nsw.edu.au/employment/recruit
Performance statistics for various parts of the Department including EEO	www.det.nsw.edu.au/reports_stats/index.htm
Staffing Agreement 2005-2008: Merit Selection Procedures 2005	www.det.nsw.edu.au/employment/promotion/
Staffing Agreement 2005-2008: Promotion and Transfer Procedures for School Teachers 2005	www.det.nsw.edu.au/employment/promotion/
Awards and Scholarships	
Premier's Teacher Scholarships Brochure	(02) 9266 8920
Awards and Scholarships Poster 2005	(02) 9244 5099
Regions	
Promoting Your School (Video). This DVD was produced to exemplify three New England regional schools and the strategies they are using in school promotion. The DVD was used as part of a State training program commenced in 2005 by Corporate Communications.	New England Region (02) 6755 5929
Connect and Communicate Webservices newsletter	New England Region (02) 6755 5929
Transition to School Poster and Brochure	Sydney Region (02) 9217 4872
A plain-English overview of the Region's service delivery strategy, Directions, was distributed to all schools and the Region's key partner organisations	Sydney Region (02) 9217 4872
A guide to Sydney Region Curriculum and Professional Learning Support planned for 2006 is available in hardcopy and electronically.	Sydney Region (02) 9217 4872
Reports	
Auditor-General's Report on Annual School Reports	www.det.nsw.edu.au
Knowing Makes the Difference: Learnings from the NSW Priority Schools Program	www.det.nsw.edu.au/reviews/pasp/index.htm
Premier's Teacher Scholarship Report 2002-2003 Volume 2	www.det.nsw.edu.au/awards
What's 'making the difference?': achieving outstanding numeracy outcomes in NSW primary schools	http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/making_the_difference_main_report.htm
Safety and Security	
Update - Attendance Requirements	http://www.schools.nsw.edu.au/gotoschool/a-z/attendance.php
Update - Attendance Programs	http://www.schools.nsw.edu.au/studentsupport/programs/attendance.php
Crime Prevention Program for Primary Schools - Video	Safety and Security Directorate 9561 1069
Student Welfare	
Supporting students during "Speak Up" day: Advice to schools.	Manager, Student counselling (02) 9246 5525
Supporting students in times of natural disaster in other countries: Advice to schools.	Manager, Student counselling (02) 9246 5525
New Directions in Student Leadership: Staff Training Modules	Manager, Student Wellbeing (02) 9246 5502 http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/studleadsr/resourcestaff/toolkitregs/2005_whatcomesnext2.pdf
Guidelines for Mentoring and Supporting Students	Manager, Student Wellbeing (02) 9246 5502 http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/studentwellbeing/mentoringguidelines.pdf
Primary Prevention: A Cannabis Education Resource for Stage 3	Manager, Drug Prevention Programs (02) 9246 5619
Mental Health and Adolescent Cannabis Use	Manager, Drug Prevention Programs (02) 9246 5619

Resource	Website or telephone contact
TAFE NSW	
TAFE NSW Handbook - can be purchased at newsagencies August to March each year	www.tafensw.edu.au
Educational Training for Professional Athletes	wsi.tafensw.edu.au/NewsEvents/publications/welcome.htm
TAFELINK: The TAFE PLUS Newsletter for Industry	www.tafeplus.com/tafelink/welcome.htm
Training Agenda	www.tafensw.edu.au/publications/trainingagenda/welcome.htm
Future Booster Getting Started at TAFE NSW	www.tafensw.edu.au/publications/welcome.htm
Hospitality and Tourism Training Solutions	wsi.tafensw.edu.au/NewsEvents/publications/welcome.htm
The Emerging Training Needs of the NSW Manufacturing and Engineering Sector by P Toner and B Wixted, 2002	www.lg.tafensw.edu.au/2387/workforce/report1.pdf
Not with a bang but a whimper - Skills and the future of NSW manufacturing by J Buchanan and C Briggs, 2004	www.lg.tafensw.edu.au/2387/workforce/report2.pdf
Vocational Education and Training Board (VETAB)	
VETAB Annual Report	www.vetab.nsw.gov.au/docs/anrept0405.pdf
VETAB December 05 News	www.vetab.nsw.gov.au/docs/news_issue_dec05.pdf
Vocational education in schools	
Guides to Workplace Learning for secondary students in government schools and TAFE NSW Institutes - Employers Guide and Parents and Carers Guide	https://www.det.nsw.edu.au/vetinschools/schooltowork/learning/docs/employers_guide05.pdf and https://www.det.nsw.edu.au/vetinschools/schooltowork/learning/docs/parents_carers_guide05.pdf
HSC VET Courses - promotional brochures translated into 11 languages	(02) 9244 5058
Workplace Learning Policy Associated Documents and Forms	https://www.det.nsw.edu.au/vetinschools/schooltowork/learning/wplImp2005.html
General	
Aboriginal Education: Information about organisation, policy, reports, school programs, VET and TAFE programs, news, publications and links to associated sites	www.aboriginaleducation.nsw.edu.au
Department of Education and Training (DET): Information about all DET activities - Calendar, information about schools, schooling at various stages, teaching, reading, plans, initiatives, reports, statistics, TAFE NSW, Adult Education, location and contact phone numbers for schools and TAFE campuses. It also provides links to various sites such as Aboriginal Education, Board of Studies.	www.det.nsw.edu.au
Schools: Provides the latest reports and links to all aspects of public schooling in NSW	www.schools.nsw.edu.au
TAFE NSW: Course information, student information, contact for Institutes and campuses, organisation and publications	www.tafe.nsw.edu.au
TAFE PLUS: Provides training for business and for individuals seeking to develop their careers	www.tafeplus.com
Summer Schools: Provides details on the TAFE NSW Summer Schools program	www.tafensw.edu.au/summerschools
School to TAFE: Provides information on potential pathways	www.tafensw.edu.au/schooltotafe/
Specific sites	
Adult and Community Education (ACE): Organised by the Board of Adult and Community Education: Provides information on the Board, ACE locations and courses, statistics and publications	www.bace.nsw.gov.au
Adult English Migrant Service (AMES): The Internet site is available in seven languages. It includes information about the service, courses (Certificates I - III) in spoken and written English, materials used in the courses and teaching booklets available and for sale	www.ames.edu.au
Arts: Creative Arts includes: Music, Dance, Drama and Visual Arts; Information about the Creative Arts in K - 6, 7 - 10 and 11 - 12. Good links to external sources	www.schools.nsw.edu.au/learning

Resource	Website or telephone contact
Specific sites	
Assessment (Schools): Information about assessment in K - 6 and 7-12, statewide testing in Years 3, 5 and 6 (Basic Skills) and Years 7 and 8 in literacy (ELLA) and numeracy (SNAP)	www.schools.nsw.edu.au/learning
Board of Vocational Education and Training (BVET): Information about the promotion of vocational education and training in NSW as well as analyses and reports on VET needs and services	www.bvet.nsw.gov.au
Curriculum Resources: Follow the links to see the list of products available for purchase in the Learning Areas	cli.nsw.edu.au/index.shtm
Curriculum Support: Information about curriculum support in key learning areas, materials, professional development, teaching approaches and assessment	www.curriculumsupport.nsw.edu.au
Early Childhood: Information about getting ready to start school and starting school. See also Going to School and Learning Areas	www.schools.nsw.edu.au/gotoschool/primary/primaryindex.php
Equity: Information about student wellbeing, programs, services, leadership with links to documents and other sites	www.schools.nsw.edu.au/studentsupport
Futures Project: Looking at the future of education in NSW	www.det.nsw.edu.au/reviews/futuresproject
Going to School: Lists with links various documents about attending school such as enrolment, discipline, infectious diseases	www.schools.nsw.edu.au/gotoschool
Human Resources: Links to information about employment opportunities, applications, salaries, benefits, career pathways, other relevant documents and appropriate sites	www.det.nsw.edu.au/employment
Key Learning Areas: For K - 6 these are listed as seven broad areas, for 7 - 12 as subjects. The actual content of the syllabuses is on the NSW Board of Studies Website.	www.schools.nsw.edu.au/learning
National Art School: Information about the NAS; the undergraduate, graduate and short courses and exhibitions of work by students and staff	www.nas.edu.au
Primary Education: Includes Kindergarten to Year 6. The website looks at starting school with links to the Learning Areas.	www.schools.nsw.edu.au/gotoschool/primary
Premier's Reading Challenge: Details of the 2005-2006 Reading Challenge - book lists, instructions, rules, forms and the latest news	www.schools.nsw.edu.au/premiersreadingchallenge
Professional learning for teachers: Australian Government supported courses and projects in various areas	www.qtp.nsw.edu.au
Professional learning for teachers: Source of articles and professional reading for teachers with links to other sites	http://www.schools.nsw.edu.au/edu_leadership
Regions: Lists the ten school regions with links to each region and from there to each school's website	http://www.schools.nsw.edu.au/regions
Secondary Education: General information with links to courses, assessment, focus area as well as links to external sites, especially the Board of Studies	http://www.schools.nsw.edu.au/schoolfind/types/secondarieschools.php
Sport: Yearly calendar, latest results, policies, safety policy and links to other sites	http://www.sports.det.nsw.edu.au
TAFE NSW Institutes: Provides information about the Institute and qualifications offered	http://www.tafe.nsw.edu.au/campuses
Hunter Institute: Provides information about the Institute and qualifications offered	www.hunter.tafensw.edu.au
Illawarra Institute: Provides information about the Institute and qualifications offered	www.illawarra.tafensw.edu.au
New England Institute: Provides information about the Institute	www.newengland.tafensw.edu.au
North Coast Institute: Information about all Institute activities including courses, application forms, resources, reports and links to other sites	www.nci.tafensw.edu.au
Northern Sydney Institute: Provides information about the Institute and qualifications offered	www.tafensw.edu.au/nsi
OTEN - TAFE NSW Distance Education: Contains course information, eligibility requirements, services to employers and reports	www.oten.edu.au/oten
Riverina Institute: Provides information about the Institute and qualifications offered	www.rit.tafensw.edu.au

Resource	Website or telephone contact
Specific sites	
South Western Sydney Institute: Provides information about the Institute and qualifications offered	www.swsi.tafensw.edu.au
Sydney Institute: Provides information about the Institute and qualifications offered	www.sit.nsw.edu.au
Western Institute: Provides information about the Institute and qualifications offered	www.wit.tafensw.edu.au
Western Sydney Institute: Provides information about the Institute and qualifications offered	wsi.tafensw.edu.au/NewsEvents/publications/welcome.htm
Translated Documents: Many DET documents, especially information, forms and policies about schooling translated into up to 40 languages. For each language the documents translated are listed. A search is available by language or document	www.det.nsw.edu.au/languagesupport/index.htm
Vocational Education and Training Accreditation Board(VETAB): Registration advice, approval and course accreditation processes to prospective and existing training providers	www.vetab.nsw.gov.au
Vocational Education and Training in Schools: Information about the scope of vocational education courses available, school traineeships available and work placement	www.det.nsw.edu.au/vetinschools

Source: DET, Planning and Innovation

Appendix 27: Research and Development

Table 27.1 Research and Development

Name of research	Funding allocated ¹	Status or date to be completed
Schools		
An Exceptional Schooling Outcomes Project (AESOP)	\$210,000	Mid-2006
Bi-literacy Research Project	\$555,000	Began 1998 - May 2005
Review of the relationship between Cannabis and mental health (requirement of the Drug Summit)	\$36,533	June 2005
Changing Schools in Changing Times	\$54,323	2007
Class Size Reduction Initiative Evaluation	\$98,000	2008
Cultural dynamics of education among recently arrived African young people in Western Sydney	\$33,000	June 2005
Developing a conceptual understanding of the measurement of length, area and volume	\$25,603	2006
Developing E-learning Systems for Celebrating and Nurturing Teaching (DESCANT)	\$10,000	Mid-2006
Developing E-learning Systems for Celebrating and Nurturing Teaching in Science and Technology (DESCANT Sci-Tech)	\$210,000	Report released mid-2006
Development of socio-economic status profiles	\$36,000	April 2005
e-effects: exploring and theorising learning with technology in schools	\$71,100	Completed. Final report due Term 1 2005.
Evaluation NCF44 iDeL (Interactive Distance eLearning) or Satellite Education Project (SEP) [NCF44 is an industry partners project (Optus, DET and NT DEET)]	To be determined	To be determined
Fair Go project	\$94,700	June 2005
Gendered Pathways in Information, Communications and Computer Technology	\$5000 each year	2005-07
Impact of developmentally-based qualitative assessment practices in English, Mathematics and Science on school policies, classroom instruction, and teacher knowledge	\$250,000	End 2007
Longitudinal Surveys of Australian Youth	Nil	Ongoing
Machismo	\$80,000	Evaluations completed November 2004 - program to be extended in 2005
Nationally Consistent Reporting (PMRT)	\$64,000	End December 2005

Name of research	Funding allocated ¹	Status or date to be completed
Schools		
Public Schools Communication Review	\$154,000	Commenced 2004, completed November 2005
Questionnaire development (QSL and SSL Joint Trial)	\$50,000	December 2005
Research report on psycho-stimulant drug education	\$49,598	April 2005
The relationship between school completion, socio-economic status and raising expectations	Nil	April 2005
Rural Teacher Education Project -R(T)EP	\$210,000	Mid-2005, final report
School Leavers Research	\$55,000	Completed March 2005
Successful Transition Programs from Prior-to-School to School for Indigenous Australian Students	\$60,000	2004-06
Systemic implications of pedagogy and achievement in NSW public schools (SIPA)	\$267,263	Mid-2008, final report
The relationship between school completion, socio-economic status and raising expectations	Nil	January 2005
The River, Mobility and Indigenous Schooling Project	Nil	End 2006
TAFE NSW, vocational and adult education		
ANTA National Skillecosystem Project	\$1.485 million	2002-06
BACE 2004 Reframing the Future: Applying information and research	\$45,000	Completed January 2005
Business Forum and Communication to commercial clients	\$20,000	Completed May 2005
Economic and Labour Market Forecast for NSW	\$13,300	2004-05
Implementation Framework for the ANTA National Strategy for vocational education and training for Adult Prisoners and Offenders in Australia	\$150,000	February 2005
Innovations for the Regions Project	\$200,000	2004-05
NSW TAFE Commission Board Manufacturing and Engineering (M&E) Research Program	\$350,000	2003-06
NSW TAFE Commission Board Manufacturing and Engineering Research Project	\$200,000	December 2006
Personalised Learning	\$120,000	2004-05
Skills for Sustainability	\$300,000	2005-06
State-wide Leading OH&S Changes	\$40,000	Completed December 2005
Sustainable Water Management	\$86,670	2004-05
TAFE Link: Communication and Information Research	\$19,800	Completed November 2005
TAFE NSW History Project	\$220,000	December 2005
Whole of Life Vocational Rehabilitation for People with Spinal Cord Injury	\$210,000	2004-05
Youth Programs in NSW Adult and Community Education	\$30,000	Distributed to ACE sector but not published

Source: DET, Planning and Innovation

1: 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.

Key:	ANTA: Australian National Training Authority	ARC: Australian Research Council
	BACE: Board of Adult and Community Education	BVET: Board of Vocational Educational and Training
	DEST: Department of Education, Science and Training	DET: Department of Education and Training
	EMD: Educational Measurement Directorate (of DET)	MEP: Multicultural Education Programs
	NSW TAFE: NSW Technical and Further Education	PSFP: Priority Schools Funding Program

Appendix 28: Major Capital Works, New Works and Works in Progress

Table 28.1 Major Capital Works, New Works and Works in Progress, Schools

Project description and location	Completion date	Estimated Total (\$000)	Expenditure 2004-05 (\$000)
Schools - New works			
Airds HS - Gymnasium	2007	2,100	220
Ashtonfield PS - New school	2007	6,200	333
Behaviour Units	2007	4,800	500
Blacktown South PS - Hall, canteen, COLA	2006	1,700	142

Appendices

Project description and location	Completion date	Estimated Total (\$'000)	Expenditure 2004-05 (\$'000)
Schools - New works - continued			
Blakehurst PS - Upgrade - Stage 3	2006	1,600	150
Brisbane Waters MCC - Upgrade - Stage 2	2007	4,000	240
Burraneer Bay PS - Upgrade - Stage 1	2007	2,500	314
Canley Vale PS - Upgrade - Stage 2	2006	3,000	155
Caringbah HS - Upgrade - Stage 1	2007	4,000	140
Chipping Norton PS - Accommodation upgrade	2006	3,000	361
Endeavour SHS - Upgrade - Stage 1	2006	2,400	80
Fairvale HS - Library extension	2006	600	80
Figtree HS - Upgrade	2007	2,200	100
Hamlyn Terrace PS - New school	2007	7,500	130
Holroyd HS - Gymnasium and amenities	2006	2,200	120
Hunters Hill HS - Hall	2006	4,000	2,457
Illawarra Sports HS - Stage 1	2006	1,500	1,325
Information Technology new works	2007	40,000	100
Jindabyne CS - Stage 2	2007	4,000	1
Kiama High School - Upgrade - Stage 2	2008	6,000	200
Koorringal HS - Gymnasium	2006	2,500	86
Merimbula PS - Upgrade - Stage 3	2006	1,700	622
Milton PS - Upgrade - Stage 2	2006	3,000	220
Murray Farm PS - Hall, canteen, COLA	2006	1,700	143
Muswellbrook South PS - Upgrade - Stage 2	2006	800	110
North Sydney BHS - Upgrade - Stage 1	2006	3,600	446
Pre-School facilities provision at various schools - Stage 2	2005	3,600	3,981
Schools as community centres 04/05	2006	1,000	1
Smithfield West PS - Hall, Canteen, COLA	2006	1,700	120
Statewide demountable replacement program 04/05	2006	10,300	6,174
The Hills Sports HS - Upgrade - Stage 1	2007	3,800	220
Tuggerah Lakes College - Upgrade - Stage 2	2007	3,000	170
Vardys Road PS - Hall, canteen, COLA	2006	1,700	450
Schools - Works in progress			
Alexandria Park Community School - Redevelopment	2004	7,369	7,369
Anna Bay PS - Redevelopment completion	2005	3,171	2,921
Bankstown PS - Hall, canteen, COLA	2005	1,710	998
Banora Point HS - Stage 2	2006	7,000	2,460
Bega HS - Stage 2	2006	5,115	540
Behaviour Units	2005	5,040	2,010
Berala PS - Stage 2	2005	1,303	720
Blakehurst PS - Stage 2	2005	2,496	2,205
Blaxcell St PS - Hall, canteen, COLA	2005	1,704	874
Blue Haven PS - Stage 2	2004	4,150	4,155
Brisbane Water Secondary College - Upgrade - Stage 1	2004	5,320	5,329
Bulahdelah CS - Stage 1	2005	5,032	2,267
Callaghan College - Stage 2	2005	7,450	7,450
Callaghan College - Stage 3	2006	5,005	1,659
Chatswood HS - Stage 1	2006	5,002	410
Class size reduction plan	2007	107,000	54,545
Cleveland Street Intensive English HS - Refurbishment	2004	4,000	4,000
Corporate services business reform	2004	7,000	2,000
Denistone East PS - Stages 2 and 3	2005	7,735	8,246

Project description and location	Completion date	Estimated Total (\$000)	Expenditure 2004-05 (\$000)
Schools - Works in progress - continued			
Dorrigo HS - Stage 1	2004	2,346	2,346
Dulwich HS - Stage 1 and early works	2005	1,566	1,567
Dulwich HS - Upgrade - Stage 2	2005	1,040	1,030
Eastwood Heights PS - Upgrade	2004	3,284	3,299
Frederickton PS - Hall, library and HB'S	2004	3,453	3,521
Glenbrook PS - Consolidation	2005	4,247	4,281
Granville BHS - Gymnasium and playfields	2005	2,121	2,121
Harbord PS - Stage 2	2004	2,500	240
Helensburgh PS - Upgrade completion	2005	1,000	278
Helensburgh PS - Hall, canteen, COLA	2004	1,746	1,746
Holroyd School - Upgrade - Stage 1 completion	2005	1,026	164
Hunter Performing Arts HS - Specialist facilities	2006	5,068	435
Information Technology Projects 02/03	2005	6,000	6,000
Information Technology Projects 03/04	2006	40,000	35,341
Information Technology Projects BW	2005	90,000	88,691
James Ruse AHS - Stage 3	2004	3,769	3,769
Jindabyne CS - Stage 1	2005	5,003	1,902
Lightning Ridge CS - Stages 2 and 3	2004	8,770	8,770
Maroubra Junction PS - Consolidation - Stage 1	2006	4,160	2,025
Marrickville HS - Upgrade - Stage 2	2005	1,500	1,500
Merimbula PS - Accomodation upgrade	2006	4,671	4,942
Merimbula PS - Stage 2	2005	1,963	1,046
Milton PS - Upgrade and early works	2005	3,816	220
Moree Secondary College - Redevelopment of Junior College	2005	1,500	1,750
Mullumbimby HS - Stages 1 & 2	2004	8,837	8,973
Northlakes HS - Upgrade and early works	2005	3,467	3,472
Pennant Hills HS - New materials technology	2005	3,951	3,632
Penrith PS - Hall, canteen, COLA	2004	1,920	1,920
Pre-Schools	2005	13,600	13,897
Rose Bay Secondary College - Redevelopment	2006	22,000	14,039
Schools as Community Centres	2005	1,000	1,000
Sefton HS - New administartion, library	2005	3,534	3,448
Soldiers Point PS - Upgrade - Stage 1	2004	3,929	3,936
Statewide demountable replacement 02/03	2004	14,277	14,277
Statewide demountable replacement 03/04	2005	10,000	9,043
Strathfield GHS - Stage 1	2005	2,587	322
Sydney Secondary College Balmain Campus - Redevelopment	2004	5,668	5,466
Sydney Secondary College Blackwattle Bay Campus - Redevelopment	2004	8,425	8,197
Sydney Secondary College Leichhardt Campus - Playing fields	2007	1,500	1
Sydney Secondary College Leichhardt Campus - Upgrade	2005	11,242	10,550
Tuggerah Lakes College - Upgrade - Stage 1 completion	2005	988	514
Tweed River HS - Upgrade - Stage 1 completion	2005	3,025	2,849
West Pennant Hills PS - Hall, library, COLA	2004	2,248	2,427
Westfields SHS - Stage 2	2004	6,710	6,710
Westfields SHS - Stage 3	2006	1,999	120
Westmead PS - Upgrade completion	2005	796	796
Education and training services - Works in progress			
National Art School, Darlinghurst - Upgrade	2006	8,500	2,697

Source: DET, Asset Management

Appendices

Table 28.2 Major Capital Works, New Works and Works in Progress, TAFE NSW

Project description and location	Completion date	Estimated Total (\$'000)	Expenditure 2004-05 (\$'000)
TAFE NSW - New works			
Armidale - New library and art facility	2006	4,600	311
Campelltown - Hospitality - Combined work	2006	1,600	96
Enmore - Design Centre - Stage 2	2006	1,400	406
Glendale - Child studies facility	2006	4,100	254
Lismore - Refurbishment/ learner support centre	2006	1,700	69
Liverpool staged refurbishment	2007	7,100	-
Mount Druitt - Stage 10	2006	5,900	1,118
Newcastle Campus - Redevelopment - Stage 1	2007	5,000	7
Orange - Primary industries centre	2007	5,500	25
Padstow - Horticulture	2006	5,900	172
Ultimo Bldg W - Refurbishment for business and IT	2007	6,800	69
Wauchope - Horticulture and general purpose accommodation	2006	3,000	104
Wollongong - Blocks E and L redevelopment	2006	1,500	103
TAFE NSW - Works in progress			
Armidale - Block A disabled access and refurbishment	2004	1,368	1,368
Bankstown (Chullora) - Civil construction and carpentry workshop	2005	3,420	292
Blue Mountains - Information technology, tourism and hospitality, outdoor recreation and library	2005	6,490	6,484
Goulburn - Business services and ITAM refurbishment	2004	1,479	1,488
Grafton - Multipurpose workshops, classrooms and offices	2005	5,600	5,120
Grafton - Music centre	2005	2,460	2,624
Granville - New children's services centre	2005	2,020	1,927
Granville - Refurbishment for commercial and domestic refrigeration workshops	2005	2,267	2,274
Meadowbank - New building for nursing, massage therapy, sport and recreation	2005	9,100	8,351
Mount Druitt - Library refurbishment and integration with independent learning centre and disabled access	2005	3,800	4,044
Mudgee - New multipurpose workshops and student amenities	2005	4,480	4,347
Northern Beaches - Ceramics training facilities	2005	1,820	2,047
Shellharbour - Stage 5	2004	9,050	9,047
TAFE Online	2006	30,521	26,835
Ultimo - Bldg E hospitality	2005	26,000	25,983
Ultimo - Canteen refurbishment	2005	2,000	1,770
Ultimo - Relocation of Graphic Arts	2005	5,900	3,756
Wagga Wagga - Learning centre	2005	1,100	1,095
Wollongong - Refurbishment for trade workshops and general purpose spaces	2006	5,950	2,880
Wyong - Stage 3	2004	5,445	5,407

Source: DET, Asset Management

Appendix 29: Establishment and closure of schools and TAFE NSW campuses

Table 29.1 Establishment and closure of schools and TAFE NSW campuses

School name (code) and location	School Education Area	Region	Date	
Schools that commenced teaching in 2005				
John Edmondson High (8290) Horningsea Park	Hoxton	South Western Sydney	28-Jan-05	
Ironbark Ridge (4638) Kellyville	The Hills	Western Sydney	28-Jan-05	
Glenwood High (8268) Glenwood	The Hills	Western Sydney	28-Jan-05	
Woongarra (4637) Woongarra	H/CC2	Hunter/Central Coast	28-Jan-05	
Shell Cove (4641) Shell Cove	Shellharbour	Illawarra and South Coast	28-Jan-05	
Schools that ceased operation or merged in 2005				
Baan Baa (1086) Baan Baa	New England West	New England	21-Dec-05	
Berrilee (1208) Arcadia	Hornsby Network	Northern Sydney	21-Dec-05	
Crestview (2228) Cookardinia	Riverina Central	Riverina	05-Jan-05	
Forest House (5635) Surry Hills	Inner City	Sydney	21-Dec-05	
Gumly Gumly (2101) Gumly Gumly	Riverina East	Riverina	21-Dec-05	
Kirkconnell (2313) Yetholme	Bathurst	Western NSW	21-Dec-05	
Marra Creek (4454) Marra Creek via Nyngan	Bourke	Western NSW	21-Dec-05	
Nevertire (2731) Nevertire	Bourke	Western NSW	21-Dec-05	
Numulgi (2780) Numulgi	The Wilson	North Coast	21-Dec-05	
Schools that moved				
New name (code) and location	School Education Area	Region	Date	
Stuart School (5723) Waratah	H/CC4	Hunter/Central Coast	28-Jan-05	
Sunning Hill (5571) Lidcombe	Bankstown	South Western Sydney	08-Sep-05	
Former location	Former Region			
Stuart School (5723) Valentine	Hunter/Central Coast			
Sunning Hill (5571) Haberfield	Sydney			
Change of school name or status				
New name (code) and location	Former name	School Education Area	Date	Region
Hunter River High School (8219) Heatherbrae	Raymond Terrace High	H/CC10	7-Apr-05	Hunter/Central Coast
TAFE NSW campus facilities				
Campus/facility	Location	Institute	Date	
Establishment of TAFE NSW Campus Facilities in 2005				
Information Technology, T&H, Outdoor Recreation and Library	Blue Mountains	Western Sydney	Jan-05	
Learning Centre	Wagga Wagga	Riverina	Jan-05	
New Building for Nursing, Massage Therapy, Sport and Recreation	Meadowbank	Northern Sydney	Jan-05	
New Multipurpose Workshops and Amenities	Mudgee	Western	Jan-05	
Bldg E Hospitality	Ultimo	Sydney	Apr-05	
Plumbing/Drainage Outdoor Work Area	Granville	South Western Sydney	May-05	
Refurbishment for Commercial and Domestic Refrigeration Workshops	Granville	South Western Sydney	May-05	
Ceramics Training Facilities	Northern Beaches	Northern Sydney	Jun-05	
Canteen Refurbishment	Ultimo	Sydney	Jun-05	
Library Refurbishment and Integration with Independent Learning Centre and Disabled Access	Mount Druitt	Western Sydney	Jun-05	
TAFE NSW campus facilities				
Campus/facility	Location	Institute	Date	

Table 29.1 Establishment and closure of schools and TAFE NSW campuses continued

Establishment of TAFE NSW Campus Facilities in 2005			
Multipurpose Workshops, Classrooms and Offices	Grafton	North Coast	Oct-05
Closure or merger of TAFE NSW campus facilities in 2005			
East Sydney TAFE NSW Campus closed	Darlinghurst	Sydney	Jul-05

Source: Planning and Innovation Schools Statistics database

Note: This table records the date at which changes in operational status became effective. Appendix 29: Funds Granted to Non-Government Community Organisations

Appendix 30: Funds Granted to Non-Government Community Organisations

Table 30.1 Summary of funds granted to non-government community organisations

Summary of attached programs	2004-2005
Aboriginal Training and Development Grants	\$775,506.86
ACE Vocational Education and Training Grants	\$5,634,199.00
Apprenticeship & Traineeship Training Program Grants	\$38,406,397.27
ArtStart - NSW Youth Arts and Skills Festival Grants	\$335,000.00
Building Equipment and Childcare Grants	\$566,029.00
Community Languages Grants	\$3,107,540.43
Contracted Training Program Grants	\$9,419,396.21
Curriculum Development and Maintenance Program Grants	\$724,515.94
Elsa Dixon Aboriginal Employment and Career Development Program Grants	\$971,089.15
Enterprise Training Program Grants	\$299,223.63
Equity Development and Training Innovation Program Grants	\$39,670.00
Forest Industry Training Strategy Grants	\$90,000.00
Grants In Aid	\$1,042,740.00
Group Training Scheme Grants	\$2,659,481.85
Indigenous Education Program Grants	\$160,116.00
Industry Skills Grants	\$229,568.18
Intervention Support - Capital Grants	\$496,639.00
Intervention Support Grants - Children in Residential Care	\$132,350.00
Intervention Support Grants - Non School Organisations	\$569,999.50
Intervention Support Grants - Young Children with Disabilities	\$8,705,421.19
IT Skills for Older Workers	\$949,944.13
Literacy Program Grants	\$1,135,001.00
Miscellaneous ACE Grants	\$1,573,784.00
National School Drug Education Grants	\$484,000.00
New Careers for Aboriginal People Grants	\$1,072,328.00
NSW ACE Program Grants	\$4,538,176.00
Other Miscellaneous Grants	\$634,020.48
Quality Teacher Program Grants	\$175,694.53
Regional Conservatorium of Music Grants	\$3,164,877.00
Skills Gap Training Program Grants	\$798,659.81
VET Infrastructure for Indigenous People	\$828,806.55
VET In Schools Consortium Grants	\$3,115,563.81
VET Priority Places Program Grants	\$3,448,529.98
VET In Schools Program Grants - Other	\$2,800,103.00
Youth Assistance Strategies Grants	\$7,128,608.27
Total	\$106,212,979.77

Source: DET, Finance and Administration

Table 30.2 Grants in aid

Grants in aid			
Organisation	Treasury program	Program	2004-05 Approved grant
The following grants were made in the 2004-05 Financial Year. Note that the GST component has been excluded.			
NSW Parents Council	Non-government Schools Assistance	Non-government Primary	\$51,700
Council of Catholic School Parents	Non-government Schools Assistance	Non-government Primary	\$51,700
Learning Difficulties Coalition	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	\$41,000
Gould League of NSW	Primary Education Services in Government Schools	Human Society and Its Environment Primary	\$9,800
Talent Development Project	Primary Education Services in Government Schools	Education of Gifted and Talented Students Primary	\$183,080
Volunteering NSW	Secondary Education Services in Government Schools	State Literacy Secondary	\$50,000
Association for Children with Learning Difficulties	Primary Education Services in Government Schools	Special Education General Primary	\$18,700
The Early Childhood Intervention Society	Primary Education Services in Government Schools	Special Education General Primary	\$6,500
Institute for Family Advocacy and Leadership Development	Primary Education Services in Government Schools	Special Education General Primary	\$24,000
Spastic Centre	Primary Education Services in Government Schools	Special Education General Primary	\$2,600
Royal Blind Society	Primary Education Services in Government Schools	Special Education General Primary	\$6,500
Specific Learning Difficulties Association of NSW (SPELD)	Primary Education Services in Government Schools	Special Education General Primary	\$29,200
St John Ambulance (NSW)	Primary Education Services in Government Schools	Special Education General Primary	\$12,000
Musica Viva	Primary Education Services in Government Schools	Creative Performing Arts 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	\$10,000
Federation of Parents and Citizens Associations	Primary Education Services in Government Schools	Public Education and Local School Image Primary	\$316,000
Australian Children's Television Foundation	Primary Education Services in Government Schools	Creative Performing Arts	\$153,000
Total			\$1,042,740

Appendices

Aboriginal training and development grants

Aboriginal Dance Theatre Redfern	\$65,349.94
Armidale and District Business Enterprise	\$85,833.00
Co-operative for Aborigines Limited	\$71,030.34
Illawarra ITEC Ltd	\$85,426.00
Lower Hunter Business Enterprise Centre	\$86,781.00
Macleay Business Enterprise Centre	\$85,511.00
National Aboriginal and Islander Skills	\$87,144.58
Parkes Forbes Business Enterprise Centre	\$104,385.00
Richmond Valley Business and Rural Financial Counselling Services Inc	\$104,046.00

Total	\$775,506.86
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ACE vocational education and training grants

ACE North Coast Inc	\$194,248.00
ACE Walcha Inc	\$22,835.00
Alstonville Adult Learning Association Inc	\$97,054.00
Bankstown Community College Inc	\$218,694.00
Barraba Community Learning Association Inc	\$104,626.00
Bellingen A.C.E. Community College Inc	\$89,858.00
Byron Region Community College Inc	\$94,577.00
Camden Haven Community College Inc	\$75,281.00
Central Coast Community College	\$282,073.00
Central West Community College Ltd	\$155,466.00
Coffs Coast Adult Education Inc	\$121,610.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$75,010.00
Corryong Community Education Centre Inc	\$7,920.00
Deaf Education Network Inc	\$197,696.00
Eastern Suburbs Community College Inc	\$124,034.00
Eurobodalla Adult Education Centre Inc	\$11,396.00
Forster-Tuncurry Adult Education Inc	\$19,044.00
Grafton Community College Inc	\$2,400.00
Griffith Adult Learning Association Inc	\$50,011.00
Guyra Adult Learning Association Inc	\$54,645.00
Hawkesbury Community College Inc	\$67,630.00
Hornsby and Ku-ring-gai Community College Inc	\$193,662.00
Hunter Community College Inc	\$130,874.00
Kiama Community College Inc	\$92,094.00
Lower Clarence Adult & Community Education Centre Inc	\$17,744.00
Macarthur Community College Inc	\$134,714.00
Macleay Valley Community College Inc	\$14,448.00
Macquarie Community College	\$228,989.00
Manly-Warringah Community College Inc	\$148,324.00
Murwillumbah Adult Education Centre Inc	\$44,485.00
Nepean Community College Inc	\$202,616.00
North West Community College Inc	\$213,361.00
Port Macquarie Community College Inc	\$98,261.00
Riverina Community College Ltd	\$122,007.00
Robinson Education Centre Inc	\$132,218.00
Singleton Community College Inc	\$23,098.00

ACE vocational education and training grants

South East Community College Inc	\$112,037.00
Southern Region Community College Inc	\$54,844.00
St George & Sutherland Community College Inc	\$208,486.00
Strathfield Regional Community College Inc	\$148,954.00
Sydney Community College Inc	\$182,943.00
Tamworth Community College Inc	\$90,411.00
Taree Community College Inc	\$56,865.00
The Parramatta College Inc	\$179,022.00
Tomaree Community College Inc	\$78,441.00
Tuggerah Lakes Community College Inc	\$46,658.00
Wauchope Community College Inc	\$32,623.00
Western College Inc	\$145,518.00
Workers Educational Association - Hunter	\$156,035.00
Workers' Educational Association - Illawarra	\$194,451.00
Workers' Educational Association - Sydney	\$83,908.00

Total	\$5,634,199.00
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Apprenticeship and traineeship training program grants

5 Star Hospitality Training Pty Ltd	\$4,500.00
5 Star Training Resources Pty Ltd	\$12,872.50
A1 Employment & Training Services Pty Ltd	\$150,517.53
Academy Of Learning Australia Pty Ltd	\$368,240.50
Access Community Group Ltd	\$10,887.50
Access Group Training Ltd	\$689,724.75
Access Training and Logistics Pty Ltd	\$21,195.00
ACE Walcha Inc	\$3,250.00
Active Industry Training Limited	\$337,605.00
Adult Education Academy Pty Ltd	\$7,500.00
AGL	\$4,480.00
Ahvenbloem Pty Ltd	\$6,250.00
Amstar Learning Pty Ltd	\$94,242.00
Applied Training Solutions Pty Ltd	\$238,961.02
AQIS Training Services	\$1,500.00
Argtos Pty Ltd	\$17,525.00
Arilan Corporation Pty Ltd	\$2,275.00
Armidale and District Business Enterprise	\$5,900.00
ASEAN Training & Education Services Pty Ltd	\$9,304.50
Ash Pty Ltd	\$34,230.00
Astute Training Pty Ltd	\$9,128.75
Austraining (NSW) Pty Ltd	\$59,771.81
Australian Broadcasting Corporation	\$750.00
Australian Business Limited	\$1,395,818.57
Australian Business Skills Centre Pty Ltd	\$148,269.25
Australian Business Skills Pty Ltd	\$43,725.00
Australian Cable and Telephony Pty Ltd	\$11,523.00
Australian Childcare Resource Centre Ltd	\$1,208.00
Australian College of Commerce and Management Pty Ltd	\$565,626.37
Australian Combined Resources Pty Ltd	\$5,625.00

Apprenticeship and traineeship training program grants	
Australian Electronic Manufacturing Services Pty Ltd	\$43,910.07
Australian Electrotechnology Industry Training Centre Ltd	\$1,572,992.25
Australian English and Business College	\$188,791.83
Australian Fitness Network Pty Ltd	\$44,407.50
Australian Health and Nutrition Association	\$27,000.00
Australian Industry Group Training Services Pty Ltd	\$18,225.00
Australian Institute of Fitness Pty Ltd	\$26,138.50
Australian Institute of Technology Pty Ltd	\$104,354.27
Australian Institute of Workplace Learning Pty Ltd	\$211,125.00
Australian Training and Education Network	\$10,675.15
Australian Training Company Ltd	\$575,237.00
Australian United Retailers Ltd	\$5,912.50
Automotive Group Training (NSW) Ltd	\$17,801.25
Automotive Training Institute Pty Ltd	\$39,000.00
Aviva Holdings Pty Ltd	\$98,674.65
AVS Protection & Training Pty Ltd	\$199,417.59
Baffy Pty Ltd	\$420,933.67
Ballina Skills Development Centre Inc	\$81,747.35
Bannister Technical Pty Ltd	\$38,902.00
Barraba Community Learning Association Inc	\$7,875.00
Barrington Group of Companies Pty Ltd, The	\$182,754.23
Benchmark Resources Pty Ltd	\$236,315.81
Bensons Group Training Association Ltd	\$106,355.85
Black Stump Enterprises Pty Ltd, The	\$3,375.00
Blue Ribbon Bus Company Pty Limited	\$20,929.84
Boe S.L. and Vasilacos D.	\$70,041.11
Booroongen Djugun Aboriginal Corporation	\$30,288.00
BP Australia Pty Ltd	\$14,250.00
Brick Industry Training School Pty Ltd	\$150,490.07
Bruce Callaghan and Association Pty Ltd	\$47,729.98
Business Training and Management Pty Ltd	\$27,733.90
Calavrias Con and Georgina	\$114,628.18
Camden Haven Community College Inc	\$19,483.50
Canterbury-Hurlstone Park RSL Club Ltd	\$20,753.61
Carter & Carter Australia Pty Ltd	\$21,427.00
CASS Training Pty Limited	\$26,850.00
Catholic Education Office Diocese of Parramatta	\$30,400.00
Central Coast Community College	\$10,234.23
Central West Community College Ltd	\$938,801.94
Central West Group Apprentices Ltd	\$241,917.07
Century Group Pty Ltd	\$556,600.47
Cessnock Community Training Centre	\$52,386.82
Childcare Trainers Australia Pty Ltd	\$44,170.11
Choice Training and Consulting Services	\$20,361.04
Chubb Security	\$4,631.46
Civil Contractors Federation	\$532,277.14

Apprenticeship and traineeship training program grants	
CMS Training Services Pty Ltd	\$45,475.03
Coates Hospitality Services Pty Ltd	\$95,529.83
College of Warehousing (Australia) Pty Ltd	\$70,686.97
Comet Training Pty Ltd	\$55,541.00
Community Programs Inc	\$14,949.00
Compass Training Australia Pty Ltd	\$4,208.00
Contour Systems Pty Ltd	\$1,125.00
Corpfit Holdings Pty Ltd	\$362,998.56
Corporate Training Australia Pty Ltd	\$72,966.34
Corpskills Australia Pty Ltd	\$87,990.17
Crompton Consulting Group Pty Ltd	\$21,545.50
Crown Equipment Pty Ltd	\$16,301.25
Customer Focus Group Training Co of NSW	\$76,375.00
Daniels Associates of Australasia Pty Ltd	\$27,775.00
Didasko Learning Institute Pty Ltd	\$635,141.42
Direct Training and Human Development Pty Ltd	\$17,814.57
Directions (Australia) Pty Ltd	\$143,750.88
Eastlake Skills Centre Ltd	\$425.00
ECA Training Pty Limited	\$345.00
Educational Living Pty Ltd	\$25.00
Efirstaid Pty Ltd	\$10,174.00
Electrolux Home Products Pty Ltd	\$7,200.00
Employment & Training Australia Inc	\$112,935.48
Endeavour Industries Limited	\$35,980.83
Energy Australia	\$33,666.00
Enterprise and Training Co of Coffs Harbour Ltd	\$62,529.25
Equalis Pty Ltd	\$291,114.71
Equals International Pty Ltd	\$149,119.05
Esset Consulting Pty Ltd	\$1,687.50
Fletcher International Exports Pty Ltd	\$275,557.75
Focal Holdings Pty Ltd	\$89,992.40
Forbes Employment Training Service	\$1,709.00
Forstaff Australia Pty Ltd	\$33,012.75
Furnishing Industry Association of Australia (Management Services) Ltd	\$277,877.00
Futurestaff Ltd	\$146,278.25
Gen'sis Solutions Pty Ltd	\$8,624.99
Gloucester Community Training Inc	\$1,700.00
Gow Learning International Pty Ltd	\$471,065.28
Gray Family Trust, The	\$783.76
Griffith Skills Training Centre Inc	\$146,394.13
HGT Australia Ltd	\$1,046,404.54
Hopwood & Associates Pty Ltd	\$89,379.25
Hospitality Dimensions Pty Ltd	\$1,046,766.98
Hospitality Training Network of NSW Ltd	\$9,588.75
Hostec - IDR Pty Ltd	\$192,124.32
HRD Consulting Pty Ltd	\$500.00
Hume Learning Institute Pty Ltd	\$562.50
Hunter Councils Inc	\$6,175.00
Hunter Plant Operator Training School	\$72,915.96

Appendices

Apprenticeship and traineeship training program grants

Hunter Region Organisation of Councils	\$1,500.00
Hunter Valley Training Company Pty Ltd	\$455,661.42
Illawarra Area Child Care Ltd	\$361,310.66
Illawarra ITEC Ltd, The	\$8,220.00
Illawarra Retirement Trust	\$66,251.19
Impact Training Institute Pty Ltd	\$237,580.38
Impact Training Pty Ltd	\$1,975.00
Individual Solutions Australia Pty Ltd	\$48,150.00
Inner Eastern Group Training Inc	\$116,382.59
Inner West Skills Centre Inc	\$39,237.50
Institute of Automotive Mechanical Engineers Inc	\$2,188.46
Institute of Financial Services Inc	\$119,077.40
Intercept Group Pty Ltd	\$171,752.03
Into Training Australia Pty Ltd	\$606,337.07
Iontask Pty Ltd	\$134,431.50
JCE Positive Outcomes Pty Ltd	\$331,486.79
Jobs Australia Ltd	\$243,396.93
John Dickson Consulting Pty Ltd	\$4,075.00
John Fairfax Publications Pty Ltd	\$20,609.00
Julie Reid Management Pty Ltd	\$66,262.50
Juliusmedia Pty Ltd	\$36,950.00
Kemp & Associates Pty Ltd	\$3,550.00
Kiama Community College Inc	\$2,775.00
Kogarah Rockdale Training Scheme Inc	\$255,622.39
KRTS Pty Ltd	\$353,868.75
Lady Gowrie Child Centre	\$225,143.71
Learning Lab Pty Ltd	\$5,250.00
Learning Partners Pty Ltd	\$29,258.50
Lennox Institute Pty Ltd	\$238,425.19
Logistics Training International	\$27,077.00
M J Denstaff Training Pty Ltd	\$109,130.00
Macarthur Group Training Ltd	\$804,411.49
Mackintosh International College (Australia)	\$37,906.72
Mackrell Daniel Malcolm	\$403.88
Macleay Valley Workplace Learning Centre	\$45,818.05
Macquarie Commercial College Ltd	\$76,332.92
Maddisson Employment Pty Ltd	\$99,001.40
Manufacturing Industry Group Apprenticeship Scheme Inc	\$665.42
Marrickville Community Training Centre	\$16,518.75
Maxwells Services Pty Ltd	\$73,840.06
McDonald's Australia Limited - Thornleigh	\$253,053.00
McGaw Corporation Pty Ltd	\$15,263.15
Mckinnon Training Services Pty Ltd	\$8,703.00
McMillan Staff Development Pty Ltd	\$33,796.00
Meat Industry Services Pty Ltd	\$91,226.00
Metro Screen Ltd	\$20,043.00
Milcom Communications Pty Ltd	\$73,450.00
Mission Australia	\$127,188.00
Motor Traders Association of NSW	\$9,779.49
Murray Mallee Training Company Ltd	\$367,529.87

Apprenticeship and traineeship training program grants

My Freight Career Pty Ltd	\$55,297.62
National Council of Young Men's Christian Association of Australia	\$3,498.00
National Institute of Training Pty Ltd	\$228,292.27
National Insurance Brokers Association	\$24,871.84
National Investigation and Research Training Centre Pty Ltd	\$32,033.03
National Training Organisation Pty Ltd	\$140,605.86
Nationwide Training Pty Ltd	\$16,323.75
New England & North West Business Skills and Advisory Centre Ltd	\$45,401.50
Newtrain Incorporated	\$1,000.00
Newtrain Northern Rivers Inc	\$198,965.01
Northern Group Training Pty Ltd	\$58,048.67
Northern Training Services	\$7,564.05
NSW Fishing Industry Training Committee	\$16,999.00
NSW Road Transport Association Inc	\$496,486.35
Oasis Pre-Employment Network (OPEN) Inc	\$49,175.00
OCTEC Inc	\$388,985.38
On Time Resources Pty Ltd	\$25,153.00
On-Q Human Resources Ltd	\$6,664.18
Options Training Services Ltd	\$83,680.68
Orana Education & Training Co-Operative Ltd	\$32,247.00
Pegasus Training Services Pty Ltd	\$1,500.00
Penrith Skills for Jobs Ltd	\$265,749.70
Performance Edge Systems Pty Ltd	\$587,332.85
Pharmacy Guild of Australia National Secretariat	\$323,983.27
Pivotal Training & Development Pty Ltd	\$61,808.00
Planpower Training Solutions Pty Ltd	\$344,191.46
Power Business Institute Pty Ltd	\$196,418.13
Prime Solutions Pty Ltd	\$121,206.93
PSJ Pty Ltd	\$103,541.29
QAF Meat Industries Pty Ltd	\$99,351.10
Quality Training Company Pty Ltd, The	\$192,333.37
Quantica Training (Australia) Pty Ltd	\$150,989.78
Queanbeyan Community Training Centre Inc	\$1,100.00
Quest Group Pty Limited, The	\$750.00
Rapid Training Pty Ltd	\$35,322.73
Ready Workforce Pty Ltd	\$85,731.75
Real Estate Institute of NSW Ltd	\$52,460.32
Recruitnet Career Skills	\$8,432.00
Restaurant and Catering Association of NSW	\$162,173.04
River Murray Training Pty Ltd	\$7,668.47
Riverina Community College Ltd	\$207,418.30
Riverina Group Training & Employment Ltd	\$2,203.10
Riverina Wool Combing Pty Ltd	\$33,083.00
Road Transport Training Services Pty Ltd	\$4,500.00
RTV Consultancy Pty Ltd	\$5,550.00

Apprenticeship and traineeship training program grants	
Salesforce Australia Pty Ltd	\$5,332.00
San College of Education Pty Ltd	\$3,000.00
Scaa Shearer Woolhandler Training Inc	\$5,250.00
Scientific Management Associates (Aust)	\$122,106.02
Searl MJ & Smith LJ	\$41,707.50
Sertec Ltd	\$40,182.00
Shoalhaven Employment & Training Ltd	\$182,513.75
Skills Training Employment Program Inc	\$185,899.10
Skillswest Training Co Pty Ltd	\$577,316.22
Small Business Training Company Pty Ltd	\$709,351.65
Societe Air France	\$16,150.00
South East Community College Inc	\$77,644.82
Southern Edge Training Pty Ltd	\$330,152.69
St Patricks Business College	\$13,380.00
Stanborough Wemyss Contracting Pty Ltd	\$1,264,208.32
Stantons Pro-Active Training Pty Ltd	\$4,625.00
Statewide Business Training Pty Ltd	\$86,523.05
Strategic Training Solutions Pty Ltd	\$32,314.06
Strathfield Regional Community College	\$80,855.36
Strive Pty Ltd	\$142,717.66
Study Group Australia Pty Ltd	\$442,384.00
Sureway Business Training Pty Ltd	\$23,450.00
Sureway Consultants Pty Ltd	\$53,578.33
Sydney Opera House Trust	\$4,525.00
Sydney Training and Employment Ltd	\$7,923.33
Tandem Hospitality College Pty Ltd	\$63,851.77
Taree Community College Inc	\$32,739.10
Texskill Limited	\$139,499.50
Today Corp Pty Ltd	\$24,950.00
Tomaree Community College Inc	\$3,000.00
Trade Union Training Australia Inc	\$6,171.00
Train Australia Pty Ltd	\$4,875.00
Training Beyond 2000 Pty Ltd	\$98,098.00
Training Education & Management Services Pty Ltd	\$286,670.98
Training Express Pty Ltd	\$2,917.00
Training Synergies Australia Pty Ltd	\$601,769.95
Transport Education & Training Australia Ltd	\$29,084.75
Transport Industries Skills Centre Inc	\$8,749.19
Transqual Pty Limited	\$89,699.24
Tribeca Learning (Australia) Pty Ltd	\$1,687.50
Tricon Restaurants Australia Pty Ltd	\$2,500.00
Trustees of The Diocese of Maitland	\$33,476.80
Trustees Roman Catholic Church - Lismore	\$34,331.95
Tuggerah Lakes Community College Inc	\$7,008.00
Tursa Employment and Training Inc	\$267,319.90
Tweed Training and Enterprise Company Ltd	\$153,235.94
UNE Partnerships Pty Ltd	\$121,589.49
United Mining Pty Ltd	\$16,500.00
Uniting Church In Australia Property Trust (NSW)	\$481,159.61

Apprenticeship and traineeship training program grants	
VAST Academy (Aust) Pty Ltd	\$34,426.00
Vertical Learning Curve Pty Ltd	\$273,815.55
Wesley Gardens Aged Care	\$25,360.00
Western College Inc	\$10,983.00
Westpac Banking Corporation	\$169,875.00
Wetherill Park Training Centre Pty Ltd	\$65,484.25
Wheelchair & Disabled Association of Australia, The	\$7,125.00
Wollongong City Employment Training Inc	\$41,664.03
Wool Industry Training Australia Pty Ltd	\$44,660.41
Woolworths Ltd	\$74,353.50
Workers Educational Association - Hunter	\$29,473.17
Workline Employment	\$1,216.68
Workplace Connect Ltd	\$161,409.34
Workplace Training and Assessment (Cleaning Industry) Pty Ltd	\$106,124.74
Worksmart Interactive Training and Personnel	\$2,625.00
Worktrain Pty Ltd	\$477,359.54
Workventures Ltd	\$47,776.02
Worldmark Pty Ltd	\$38,405.00
WSROC Training and Employment	\$102,255.50
Wyong Workwise Inc	\$10,202.00
Yawley Pty Ltd	\$13,283.75
Yolarno Pty Ltd	\$119,003.13
Yum Restaurants Australia Pty Ltd	\$105,220.50
YWCA NSW	\$142,863.75
Total	\$38,406,397.27

ArtStart - NSW youth arts and skills festival grants	
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 Dev 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	\$25,000.00
Regional Arts NSW	\$25,000.00
Regional Youth Support Services Inc	\$16,500.00
St George Youth Workers Network Inc	\$18,000.00
Total	\$335,000.00

Building equipment and childcare grants	
ACE North Coast Inc	\$10,000.00
ACE Walcha Inc	\$3,000.00
Alstonville Adult Learning Association Inc	\$17,474.00
Bankstown Community College Inc	\$21,957.00

Appendices

Building equipment and childcare grants

Barraba Community Learning Association Inc	\$12,589.00
Bellingen A.C.E. Community College Inc	\$12,246.00
Byron Region Community College Inc	\$12,350.00
Camden Haven Community College Inc	\$11,365.00
Central Coast Community College	\$21,957.00
Central West Community College Ltd	\$12,000.00
Coffs Coast Adult Education Inc	\$6,430.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$7,609.00
Deaf Education Network Inc	\$16,256.00
Eastern Suburbs Community College Inc	\$10,000.00
Eurobodalla Adult Education Centre Inc	\$6,624.00
Forster-Tuncurry Adult Education Inc	\$4,357.00
Griffith Adult Learning Association Inc	\$7,766.00
Guyra Adult Learning Association Inc	\$6,169.00
Hawkesbury Community College Inc	\$7,458.00
Hornsby and Ku-ring-gai Community College Inc	\$21,815.00
Hunter Community College Inc	\$9,502.00
Kiama Community College Inc	\$5,493.00
Lower Clarence Adult & Community Education Centre Inc	\$5,528.00
Macarthur Community College Inc	\$20,189.00
Macleay Valley Community College Inc	\$3,000.00
Macquarie Community College	\$10,000.00
Manly-Warringah Community College Inc	\$21,814.00
Murwillumbah Adult Education Centre Inc	\$6,169.00
Nepean Community College Inc	\$10,000.00
North West Community College Inc	\$10,000.00
Port Macquarie Community College Inc	\$20,321.00
Riverina Community College Ltd	\$20,321.00
Robinson Education Centre Inc	\$7,455.00
Singleton Community College Inc	\$6,291.00
South East Community College Inc	\$9,870.00
Southern Region Community College Inc	\$6,132.00
St George & Sutherland Community College Inc	\$21,956.00
Strathfield Regional Community College Inc	\$10,000.00
Sydney Community College Inc	\$10,000.00
Tamworth Community College Inc	\$5,357.00
Taree Community College Inc	\$13,326.00
The Parramatta College Inc	\$21,956.00
Tomaree Community College Inc	\$8,584.00
Tuggerah Lakes Community College Inc	\$12,492.00
Wauchope Community College Inc	\$8,895.00
Western College Inc	\$21,956.00
Workers Educational Association - Hunter	\$10,000.00
Workers' Educational Association - Illawarra	\$10,000.00
Workers' Educational Association - Sydney	\$10,000.00
Total	\$566,029.00

Curriculum development and maintenance program grants

Aboriginal Dance Theatre Redfern	\$363.64
Arts Training NSW Limited	\$3,500.00
Automotive Training Board (NSW)	\$3,000.00
Barrand Consulting Pty Ltd	\$2,318.18
Carmel Spark & Associates	\$4,800.00
Creatergy Pty Ltd	\$7,882.00
Dane Consulting	\$3,045.45
Financial Services Education Agency Australia	\$3,045.45
Focus On People	\$917.62
Forest & Forest Products Employment Skills Co Ltd	\$65,770.90
Giselle Mawer & Associates	\$59,799.99
Group Training Association of NSW, The	\$30,227.27
Institute of Automotive Mechanical	\$76,300.00
Jam Training & Development Services	\$27,272.73
James Jennifer Anne	\$15,190.00
Lightship People Systems Pty Ltd	\$19,240.00
Liquid Strategies	\$50,909.10
Lorraine Wheeler & Associates Pty Ltd	\$102,813.63
Manufacturing Learning Australia Ltd	\$3,045.45
NSW Mining Industry Skills Association	\$3,045.46
Project Portfolio	\$17,727.27
Ratio Pty Ltd	\$47,272.72
Response Employment & Training Pty Ltd	\$25,363.64
Robin Bishop & Associates	\$40,850.00
TDT Australia	\$3,045.45
Terra Cordis Pty Ltd	\$48,035.45
Total Training and Performance Solutions	\$56,689.09
Tourism Training Australia	\$3,045.45
Total	\$724,515.94

Community languages grants

Afghan Australian Noor Association	\$4,920.00
Afghan Community Support Association of NSW Inc	\$3,600.00
AI-AQSA Inc	\$8,340.00
Alfaisal Islamic and Arabic in Australia Inc	\$16,680.00
Alhabib Arabic School Inc	\$10,260.00
Alminia Charitable Association Limited	\$3,240.00
Ambassadors Multicultural Mission (International) Association Inc	\$55,620.00
Amistad Lattina School of Spanish Inc	\$1,500.00
Andisheh Persian School Inc	\$6,540.00
Anglican Church Diocese of Sydney	\$3,420.00
Arabic Ethnic Education Society Inc	\$3,300.00
Armenian General Benevolent Union Limited	\$4,080.00
Ashabul Kahfi Language School Inc	\$16,800.00
Association for Brazilian Bilingual Children's Development Inc	\$1,800.00
Association of Illawarra Community Languages Schools Inc	\$186,966.54
Association of Serbian Community Languages Schools in Australia Inc	\$4,380.00

Community languages grants	
Assyrian Australian Association	\$13,080.00
Assyrian's Nation Association Inc	\$6,120.00
Auburn Arabic School Inc	\$7,046.80
Auburn Ataturk Primary School Inc	\$13,920.00
Australia Korean School Inc	\$8,400.00
Australian Association of All Nationalities of China Inc	\$8,880.00
Australian Beirut Charitable Association Inc	\$13,740.00
Australian Catholic Chinese Community Inc	\$19,500.00
Australian Chinese and Descendants Mutual Association Inc	\$23,400.00
Australian Chinese Community Association of NSW Inc	\$15,060.00
Australian Chinese School Inc	\$6,840.00
Australian Confucius Mencius Morality Society Inc	\$3,900.00
Australian Council of Women Affairs	\$1,000.00
Australian Hindu Multicultural Association Inc	\$4,500.00
Australian Institute of Hindi Language Studies Parents and Citizens Association	\$4,080.00
Australian Islamic Mission Inc	\$12,240.00
Australian Serbian Illawarra Welfare Association Inc	\$4,500.00
Australian Sikh Association Inc	\$4,380.00
Australian Somaliland Community Inc	\$4,480.00
Australian Taiwanese Friendship Association Inc	\$18,360.00
Balar Malar Tamil Educational Association Inc	\$5,940.00
Bangladesh Association of NSW Inc	\$3,000.00
Bankstown Area Multicultural Network Inc	\$4,780.00
Bexley Chinese Congregational Church Language School Inc	\$8,460.00
Bexley Ethnic Arabic School	\$4,800.00
Bhartiya Bhasha Vidyalaya Inc	\$600.00
Blacktown Anglican Church Pei Ji Chinese Language School	\$6,660.00
Bodhi Vietnamese Language School Inc	\$15,120.00
Bosnian Ethnic School Inc	\$3,300.00
Cabramatta Saturday Turkish School Inc	\$2,880.00
Cabramatta West Spanish School Inc	\$2,160.00
Campbelltown Bangla School Inc	\$3,300.00
Campsie Cultural Centre Inc	\$1,000.00
Canterbury Bankstown Muslim Association Inc	\$8,094.00
Caodaist Association of Australia Inc	\$2,520.00
Carlingford Chinese Language School Inc	\$2,760.00
Central Council Croatian Ethnic Schools of NSW Inc	\$6,060.00
Chanh Phap Vietnamese Buddhist Youth Association	\$4,020.00
Charitable Islamic Association of Beirut City Inc	\$2,040.00

Community languages grants	
Cheng Gong School	\$2,040.00
Cherrybrook Chinese Community Association Inc	\$7,380.00
Chinese Australian Services Society Co-operative Limited	\$21,900.00
Chinese Catholic Community Inc	\$25,320.00
Christian Pei Li Chinese School Pty Ltd	\$5,880.00
Clenton Park School Chinese Language and Culture Association	\$2,280.00
Co-As-It Italian Association of Assistance	\$869,348.41
Congregational Christian Church in Samoa	\$3,780.00
Coptic Orthodox Church (NSW) Property Trust	\$3,300.00
Datong Chinese School Granville Inc	\$8,520.00
Datong Chinese School Inc	\$7,440.00
Der-Huy Chinese School Inc	\$20,400.00
Deutscher Schulverein Sydney German Saturday School Inc	\$4,440.00
Dundas Chinese School Inc	\$10,500.00
Eastern Suburbs Russian School Inc	\$5,100.00
Eastlakes Saturday Turkish School Inc	\$6,960.00
Eastwood Tamil Study Centre Inc	\$3,120.00
Escola Etnica Portuguesa de Stanmore Inc	\$900.00
Fairfield Heights Vietnamese Parent Committee Inc	\$5,160.00
First Serbian Orthodox Church St Sava	\$2,400.00
Fraternal Society of the Tripoli and Mena District Associated	\$8,700.00
Free Serbian Orthodox Church St George Cabramatta	\$3,540.00
Grace Chinese Christian Church Limited	\$24,420.00
Greek Community of Mascot and District Inc	\$4,740.00
Greek Orthodox Archdiocese of Australia Consolidated Trust	\$12,840.00
Greek Orthodox Church and Community of Bankstown and District St Euphemia Limited	\$6,900.00
Greek Orthodox Church and Community of Leichhardt and District of St Gerasimos Limited	\$4,980.00
Greek Orthodox Church and Society of the City of Greater Wollongong	\$4,260.00
Greek Orthodox Community of Merrylands and Districts Inc	\$1,560.00
Greek Orthodox Community of NSW Limited	\$34,020.00
Greek Orthodox Community of St Marys and District Limited	\$4,440.00
Greek Orthodox Parish and Community of Belmore and District All Saints Limited	\$4,020.00
Greek Orthodox Parish and Community of Burwood and District Saint Nectarios Limited	\$6,120.00
Greek Orthodox Parish and Community of Kogarah and District Resources of Christ Limited	\$26,640.00

Appendices

Community languages grants	
Greek Orthodox Parish of Northern and Western Suburbs	\$5,340.00
Greek Orthodox Parish of South East Sydney	\$4,260.00
Greek Orthodox Parish of St George Rose Bay	\$4,080.00
Greek Orthodox Parish of St Nicholas Marrickville	\$4,020.00
Greek Sunday School of Canterbury and Surrounding Districts Inc	\$1,620.00
Hamazkaine Armenian Educational and Cultural Society 'Shant' Chapter Inc	\$13,140.00
Harb Charity Association Inc	\$13,620.00
Hellenic Orthodox Community of Kingsgrove Bexley North Beverly Hills and Districts Limited	\$7,440.00
Hellenic Orthodox Community Parramatta and Districts	\$1,920.00
Hellenic Orthodox Parish and Community of Blacktown and Districts Limited	\$3,120.00
Hung Dao Language School Inc	\$10,700.00
Hungarian School Flemington Inc	\$2,940.00
Hunter Parents' and Teachers' Association of Community Language Schools Inc	\$179,620.18
Huyen Quang Buddhist Youth Association Inc	\$3,880.00
Indo-Australia Balbharati Vidyalaya - Hindi School Inc	\$4,200.00
International Buddhist Association of Australia Inc	\$5,040.00
Iranian Educational and Cultural Centre Inc	\$4,380.00
Islamic Charity Projects Association Inc	\$33,900.00
Islamic Welfare Centre Inc	\$7,860.00
Japan Club of Sydney (JCS)	\$14,520.00
Khmer Adventist Language School Association Inc	\$2,280.00
Khmer Community of NSW Inc	\$6,480.00
Korean Catholic Language School Inc	\$19,320.00
Korean Central Presbyterian Church Inc	\$13,860.00
Lao Community Advancement NSW Co-operative Limited	\$5,520.00
Latin American School of the Inner West Inc	\$840.00
Lebanese Arabic School Inc	\$40,140.00
Lebanese Moslem Association	\$93,600.00
Lidcombe Russian School Inc	\$900.00
Lindfield Korean School Inc	\$12,660.00
MAAN Malay Australian	\$1,620.00
Macedonian Orthodox Community of Queanbeyan and Districts	\$960.00
Macedonian School Council of NSW Inc	\$5,640.00
Maltese Community Council of NSW Inc	\$3,420.00
Maroubra Chinese School Inc	\$5,340.00
Maroubra Russian School Inc	\$3,540.00
Marrickville West Turkish School Inc	\$2,040.00

Community languages grants	
Matraville Saturday Turkish Ethnic School	\$1,920.00
Ming-Der Chinese School Inc	\$45,120.00
Minghui School Inc	\$1,000.00
Moslem Alawi Youth Movement Inc	\$10,380.00
Moslem Alawy Society Limited	\$8,280.00
Mt Pritchard Lebanese Committee	\$1,500.00
Nepean Turkish School Inc	\$3,060.00
Newcastle Tamil Sangam Inc	\$720.00
Newcastle Urdu School Inc	\$720.00
NSW Board of Jewish Education	\$10,659.50
NSW Federation of Tamil Schools Inc	\$2,500.00
NSW Indo-China Chinese Association Inc	\$47,100.00
NSW Japanese School Inc	\$1,000.00
NSW Turkish Educational and Cultural Association Inc	\$6,840.00
Padstow Christian Chinese Language School Inc	\$4,440.00
Parramatta Hanguel School Inc	\$4,860.00
Parramatta Islamic Community After Hours School Inc	\$7,200.00
Parramatta Persian Primary and High School Inc	\$6,760.00
Persian Ethnic School Inc	\$1,020.00
Phap Bao Buddhist Youth Language School	\$6,900.00
Polish Association of Wollongong Inc	\$2,330.00
Polish Educational Society in NSW Inc	\$10,320.00
Polish Group Inc	\$4,020.00
Polish School of Sydney Inc	\$7,375.00
Portuguese Community Schools of Sydney Inc	\$7,260.00
Portuguese Ethnic Schools Association of Australia Inc	\$2,280.00
Presbyterian Church (NSW) Property Trust	\$12,720.00
Qing Hua Chinese Language School Inc	\$29,040.00
Russian Orthodox Church Inc	\$2,220.00
Sanatan Religious and Cultural Association NSW Inc	\$6,700.00
Sekolah Indonesia Sydney Indonesian Community Language School Inc	\$900.00
Serbian Language School "St John The Baptist" Inc	\$2,100.00
Shree Sanatan Dharm Sabha NSW Inc	\$2,100.00
Sikh Mission Centre Sydney Inc	\$1,260.00
Sinhalese Cultural Forum of NSW Australia Inc	\$8,700.00
Somali Community of NSW Inc	\$2,340.00
Somang Korean Language School Inc	\$3,120.00
South Coast Lebanese Association Inc	\$960.00
South Coast Portuguese Association Ltd	\$1,140.00
South West Sydney Children's Chinese School Inc	\$1,680.00
St Alexander Nevsky Russian School Inc	\$6,480.00

Community languages grants	
St George Spanish School Inc	\$840.00
St Nicholas Antiochian Orthodox Church Inc	\$5,640.00
St Nicholas School of Russian Association Inc	\$2,100.00
St Raphaels's Greek Orthodox Parish of Liverpool and District Limited	\$7,080.00
Sutherland Shire Chinese Language School Inc	\$3,720.00
Swedish School in Sydney Inc	\$7,100.00
Sydney Chinese Central School Inc	\$3,180.00
Sydney Chinese School Inc	\$29,280.00
Sydney Evangelical Holiness Church	\$1,140.00
Sydney Full Gospel Church Properties Inc	\$20,940.00
Sydney Juan Church Language School	\$1,440.00
Sydney Korean Uniting Church	\$3,780.00
Sydney Latvian Society Limited	\$1,920.00
Sydney Punjabi Society Inc	\$3,720.00
Sydney Sae Soon Presbyterian Church Inc	\$4,740.00
Sydney Saturday School of Japanese Inc	\$16,080.00
Sydney Suomi-Koulu Sydney Finnish School Inc	\$1,560.00
Sydney Yu Cai Chinese Language School Inc	\$25,620.00
Tamil Civic Centre (TCC) Inc	\$3,120.00
Tamil Study Centre Homebush Inc	\$16,560.00
Telugu Association Inc	\$840.00
Thai Australian Association of NSW Inc	\$3,720.00
Thai Education Centre of Australia	\$1,800.00
Thamil Study Centre Mt Druiitt Inc	\$2,820.00
The Association of Bhanin El-Minieh Welfare Centre Inc	\$7,260.00
Timor Chinese Association of NSW	\$4,800.00
Trustees of the Lebanese Maronite Order	\$6,960.00
Trustees of the Roman Catholic Church for the Diocese of Saint Maroun Sydney	\$4,500.00
Trustees of Ukranian Catholic Church in Australia	\$2,940.00
Tuethanh (Viet-Tu) Alumni Association Australia	\$4,740.00
Tzu-Chi Academy Australia Inc, The	\$7,380.00
United Ethnic Education Centre Inc	\$6,240.00
United Muslim Womens Association Inc	\$12,900.00
Uruguay School of Spanish Language	\$2,220.00
Van Lang Vietnamese School Parents Association Inc	\$3,000.00
Vietnamese Community in Wollongong Inc	\$2,460.00
Vietnamese Cultural Schools Association Inc	\$133,200.00
Vietnamese Parents and Citizens Association Inc	\$56,080.00
Vietnamese Parents Committee Green Valley Inc	\$19,080.00
Vinh Khang Chinese School Inc	\$14,400.00
Waheguru Simran Society Inc	\$4,320.00

Community languages grants	
Wentworthville Tamil Study Centre Inc	\$16,140.00
Western Sydney Chinese School Inc	\$6,900.00
Wollongong Spanish School Inc	\$4,320.00
Wollongong Turkish Society Inc	\$7,720.00
Woo-Ri Full Gospel Church Inc	\$4,740.00
Total	\$3,107,540.43
Contracted training program grants	
Academy of Learning Australia Pty Ltd	\$33,082.00
Academy of Vocational Education	\$13,500.00
Access Community Group Ltd	\$16,910.00
ACE North Coast Inc - Lismore	\$90,436.80
Active Industry Training Limited	\$299,423.00
Ahvenbloem Pty Ltd	\$118,857.00
Alstonville Adult Learning Association	\$43,253.74
Arilan Corporation Pty Ltd	\$4,417.50
Armidale and District Business Enterprise	\$25,392.00
Austraining (NSW) Pty Ltd	\$151,941.20
Australian College of Commerce and Management	\$212,457.40
Australian Dance Vision Company Limited	\$23,955.00
Australian Electrotechnology Industry Training Centre Ltd	\$62,527.00
Australian English & Business College	\$48,324.38
Australian Institute of Workplace Learning	\$128,700.00
Avernly Pty Ltd	\$59,041.00
Ballina Skills Development Centre Inc	\$14,329.00
Bankstown Community College Inc	\$16,625.00
Bannister Technical Pty Ltd	\$128,548.00
Bensons Group Training Association Ltd	\$21,000.00
Booroongen Djugun Aboriginal Corporation	\$60,682.50
Bruce Callaghan and Associate Pty Ltd	\$20,340.00
Brucemac Pty Ltd	\$124,460.38
Business Enterprise Centre Northside Ltd	\$38,392.50
Business Training and Management Pty Ltd	\$16,173.00
Busy Training and Employment Services	\$50,544.00
Byron Region Community College Inc	\$79,985.00
Camden Haven Community College Inc	\$55,212.00
Canterbury-Hurlstone Park RSL Club Ltd	\$15,120.00
Central Coast Community College	\$25,200.00
Central West Community College Ltd	\$98,654.58
Cessnock Community Training Centre	\$19,874.50
Coates Hospitality Services Pty Ltd	\$2,520.00
Comet Training Pty Ltd	\$33,120.00
Co-operative for Aborigines Limited	\$207,075.00
Crampton Consulting Group Pty Ltd	\$6,845.00
CSA Training Services Inc	\$15,300.00
Dare Driver and Rider Education Pty Ltd	\$3,000.00
Deaf Education Network Inc	\$528,660.48
Directions (Australia) Pty Ltd	\$198,131.25
Eastlake Skills Centre Ltd	\$9,864.00
Echuca Community Education Group Inc	\$17,094.40

Appendices

Contracted training program grants

Electrolux Home Products Pty Ltd	\$48,940.00
Employment and Training Australia Inc	\$30,837.50
Essential Personnel Association	\$138,223.09
Farmcare Training Pty Ltd	\$52,915.00
Focal Holdings Pty Ltd	\$10,500.00
Gabbert Judith Joan	\$181,398.90
Gloucester Community Training Inc	\$5,868.00
Greenacres Association	\$463.75
Griffith Skills Training Centre Inc	\$10,879.00
H&H Accredited Training Australasia Inc	\$11,352.00
HGT Australia Ltd	\$476,984.98
Hunter Valley Training Company Pty Ltd	\$206,328.70
Illawarra Area Child Care Ltd	\$10,500.00
Illawarra ITEC Ltd, The	\$66,195.00
Impact Training Pty Ltd	\$37,148.98
Individual Solutions Australia Pty Ltd	\$159,977.50
Inner West Skills Centre Inc	\$30,475.00
International Child Care College Pty Ltd	\$6,300.00
Iontask Pty Ltd	\$14,973.00
JCE Positive Outcomes Pty Ltd	\$62,320.00
Jobs Australia Ltd	\$23,060.50
Kemp & Associates Pty Ltd	\$99,606.00
Kiama Community College Inc	\$66,001.00
Killalea State Park Training Centre	\$131,104.50
Kogarah Rockdale Training Scheme Inc	\$134,743.25
Learning Lab Pty Ltd	\$256,990.45
Macarthur Community College Inc	\$968.00
Mackintosh International College (Australia)	\$79,667.10
Mackrell Daniel Malcolm	\$15,750.00
Maxwells Services Pty Ltd	\$3,458.00
Metro Screen Ltd	\$85,341.50
New England & North West Business Skills and Advisory Centre Ltd	\$149,468.50
Newabon Pty Ltd	\$11,027.28
NSW Fishing Industry Training Committee Ltd	\$200,463.00
NSW Road Transport Association Inc	\$20,635.00
Oasis Pre-Employment Network (OPEN) Inc	\$106,490.00
OCTEC Inc	\$113,119.50
On Time Resources Pty Ltd	\$193,575.00
Options Training Services Ltd	\$106,527.00
Penrith City and District Business Advisory Centre Ltd	\$7,516.20
Penrith Skills For Jobs Ltd	\$18,068.75
Power Business Institute Pty Ltd	\$11,418.75
Restaurant and Catering Association of NSW	\$79,563.50
Riverina Community College Ltd	\$41,317.50
Rutherford Technical Services Pty Ltd	\$61,607.50
Salvation Army (NSW) Property Trust	\$223,338.75
Scientific Management Associates (Aust)	\$27,335.00
Singleton Community College Inc	\$38,095.00

Contracted training program grants

Skills Training Employment Program Inc	\$265,048.25
Skillswest Training Co Pty Ltd	\$150,606.00
South East Community College Inc	\$54,036.11
Southern Region Community College Inc	\$20,160.00
St George Careers Development Centre	\$15,463.64
Statewide Business Training Pty Ltd	\$15,000.00
Strathfield Regional Community College	\$6,825.00
Sureway Consultants Pty Ltd	\$19,443.00
Tomaree Community College Inc	\$7,538.40
Transport Education and Training Australia	\$1,190.00
Transqual Pty Limited	\$32,010.00
Tweed Training and Enterprise Company Ltd	\$19,790.00
UNE Partnerships Pty Ltd	\$2,288.00
Uniting Church In Australia Property Trust (NSW)	\$620,682.50
Western College Inc	\$79,982.25
Western Sydney Training & Education Centre Inc	\$79,606.25
Wheelchair and Disabled Association of Australia	\$58,195.00
Wollongong City Employment Training Inc	\$111,819.75
Wool Industry Training Australia Pty Ltd	\$2,915.00
Workers Educational Association (WEA)	\$100,617.00
Worktrain Pty Ltd	\$126,594.00
WSROC Training & Employment	\$108,793.75
Wyong Workwise Inc	\$72,038.25
YWCA NSW	\$440,948.52
Total	\$9,419,396.21

Elsa Dixon Aboriginal employment and career development program grants

Armidale and District Business Enterprise	\$37,500.00
Bega Valley Shire Council	\$1,010.50
Binaal Billa Regional Enterprise Employment Training Aboriginal Inc - Dubbo	\$75,000.00
Bodalla Local Aboriginal Land Council	\$50,000.00
Booroongen Djugun Aboriginal Corporation	\$37,493.00
Cobowra CDEP Aboriginal Corporation	\$10,160.00
Community Justice Centres	\$35,556.65
Euraba Paper Association Company	\$35,200.00
GROW Employment Council Inc	\$20,000.00
HGT Australia Ltd	\$77,800.00
Illawarra ITEC Ltd, The	\$74,524.00
International Beauty Institute, Orange	\$23,216.00
Lloyd Mcdermott Rugby Development Team	\$79,900.00
Newtrain Northern Rivers Inc	\$37,288.00
Ngurralla Aboriginal Corporation	\$37,500.00
Parkes Forbes Business Enterprise Centre	\$74,560.00
Richmond Valley Business and Rural	\$69,287.00
Salvation Army (NSW) Property Trust	\$36,411.00
Shoalhaven Community Development Aboriginal Corporation	\$36,844.00

Elsa Dixon Aboriginal employment and career development program grants	
Tablelands Community Employment and Training Inc	\$37,500.00
Yallambee Deniliquin Ltd	\$50,000.00
Yamuloong Inc	\$34,339.00
Total	\$971,089.15

Enterprise training program grants	
Australian Electronic Manufacturing Services Pty Ltd	\$60,454.54
Australian Electrotechnology Industry Training	\$10,778.18
Bobby Goldsmith Foundation Inc, The	\$38,218.18
Christians Against Poverty	\$45,818.18
Electrolux Home Products Pty Ltd	\$1,818.18
Fairhaven Services Ltd	\$68,081.82
Lomac Pty Ltd	\$2,272.73
Nautilus Project Inc	\$33,600.00
Resmed Limited	\$1,818.18
Rotadyne Pty Ltd	\$36,363.64
Total	\$299,223.63

Equity development and training innovation program grants	
Community Connections Australia	\$6,000.00
Kiama Community College Inc	\$33,670.00
Total	\$39,670.00

Forest industry training strategy grants	
Training Education & Management Services Pty Ltd	\$90,000.00
Total	\$90,000.00

Group training scheme grants	
Access Group Training Ltd	\$108,395.84
Apprentices Trainees Employment Ltd	\$78,300.00
Australian Electrotechnology Industry Training	\$86,200.95
Australian Training Company Ltd	\$117,866.67
Automotive Group Training (NSW) Ltd	\$195,813.77
Bensons Group Training Association Ltd	\$8,198.38
Central Coast Group Training Ltd	\$51,170.00
Central West Group Apprentices Ltd	\$248,394.15
ECA Training Pty Limited	\$55,675.00
Futurestaff Ltd	\$5,690.00
Health Industry Group Training Company	\$233,958.96
HGT Australia Ltd	\$146,650.42
Horticultural Group Training Australia	\$20,662.51
Hospitality Training Network of NSW Ltd	\$236,926.25
Hunter Valley Training Company Pty Ltd	\$267,895.56
Macarthur Group Training Ltd	\$84,783.34
Manufacturing Industries Group	\$3,455.83
Manufacturing Industries Group Apprenticeship Scheme Inc	\$14,488.75
Master Painters Group Training Company	\$34,161.64
Master Plumbers Apprentices Ltd	\$91,583.34

Group training scheme grants	
MBA Newcastle Group Training Pty Ltd	\$49,748.35
MEGT Ltd	\$41,820.01
Mission Australia Group Training Ltd	\$23,904.16
Murray Mallee Training Company Ltd	\$5,418.75
On-Q Human Resources Ltd	\$83,350.82
Property Services Training	\$23,842.50
Riverina Group Training & Employment Ltd	\$56,388.76
SERTEC Ltd	\$27,016.68
Sydney Training and Employment Ltd	\$89,616.67
TABMA Training Pty Ltd	\$57,286.64
West State Training Ltd	\$22,327.71
Workline Employment	\$13,383.34
Workventures Group Training Ltd	\$18,344.18
WSROC Training and Employment	\$56,761.92
Total	\$2,659,481.85

Indigenous education program grants	
Alstonville Adult Learning Association Inc	\$4,950.00
Barraba Community Learning Association Inc	\$23,100.00
Camden Haven Community College Inc	\$13,896.00
Central West Community College Ltd	\$19,800.00
Corryong Community Education Centre Inc	\$14,374.00
Hunter Community College Inc	\$1,650.00
Nambucca Valley Community College Inc	\$4,796.00
Riverina Community College Ltd	\$4,950.00
Robinson Education Centre Inc	\$46,200.00
South East Community College Inc	\$3,300.00
Tomaree Community College Inc	\$6,600.00
Western College Inc	\$16,500.00
Total	\$160,116.00

Industry skills grants	
Arts Training NSW Limited	\$58,090.91
Australian Paint Manufacturers Federation	\$26,363.63
Community Broadcasting Association of Australia	\$23,118.18
Forest & Forest Products Employment Skills Company Ltd	\$6,818.18
Giselle Mawer & Associates	\$772.73
Irrigation Association of Australia	\$2,727.27
Network of Alcohol & Drug Agencies	\$1,818.18
Network of Community Activities	\$37,600.00
NSW Forest Products Association Ltd	\$4,281.82
NSW Mining Industry Skills Association	\$32,454.55
Racing Training NSW Incorporated	\$2,272.73
TDT Australia	\$33,250.00
Total	\$229,568.18

Intervention support - Capital grants	
Abbotsford Long Day Care Centre Inc	\$143.00
Awabakal Newcastle Aboriginal Co-operative Limited	\$238.00
Burrumbuttock Preschool Centre Inc	\$27,773.00

Appendices

Intervention support - Capital grants

Delegate District Preschool Inc	\$16,300.00
East Lindfield Community Preschool Association Inc	\$1,457.00
Griffith Early Intervention Service Inc	\$178,490.00
Holroyd City Council	\$14,430.00
Illawarra Children's Services Limited	\$2,192.00
Lifestart Co-operative Limited	\$25,000.00
Raymond Terrace Occasional Care Centre Inc	\$4,735.00
SDN Children's Services Inc	\$15,000.00
Shepherd Centre, The	\$200,000.00
Trustees of the Roman Catholic Church for the Diocese of Lismore - St Joseph's Family Services	\$7,075.00
West Bathurst Preschool Inc	\$3,606.00
Willoughby Community Preschool Inc	\$200.00

Total \$496,639.00

Intervention support grants - Children in residential care

Anglican Church of Australia - All Saints	\$6,000.00
Anglican Church Figtree	
Apostolic Church Trust - Apostolic Church Australia	\$10,000.00
Barnardos Australia	\$3,150.00
Central Coast Community College	\$17,000.00
Community Programs Inc	\$6,000.00
Kurrajong Waratah	\$2,500.00
Marist Youth Care Limited	\$5,750.00
Mater Dei	\$16,000.00
Mercy Centre Lavington Limited	\$6,750.00
Mission Australia	\$10,800.00
Nepean Community College Inc	\$8,200.00
St Joseph's Cowper Inc	\$3,750.00
Sydney Anglican Home Mission Society Council - Anglicare NSW	\$9,500.00
Sydney Community College Inc	\$7,000.00
Trustees of Boys' Town Engadine NSW, The	\$6,500.00
Uniting Church in Australia Property Trust (NSW) - Uniting Care Burnside, The	\$3,300.00
Young Men's Christian Association of Sydney	\$3,800.00
Youth Off The Streets Limited	\$6,350.00

Total \$132,350.00

Intervention support grants - Non School organisations

Autism Spectrum Australia (Aspect)	\$156,657.00
Northcott Society, The	\$24,808.00
Royal Blind Society of New South Wales	\$90,773.00
Royal Institute for Deaf and Blind Children	\$37,269.00
Shepherd Centre, The	\$41,078.00
Spastic Centre of New South Wales	\$219,414.50

Total \$569,999.50

Intervention support grants-Young children with disabilities

Abbotsford Long Day Care Centre Inc	\$2,167.00
Aberdare Preschool Inc	\$8,519.50

Intervention support grants-Young children with disabilities

Adamstown Child Care Centre Inc	\$6,031.50
Albury Preschool Kindergarten Inc	\$6,209.00
All Saints Preschool Albion Park Inc	\$5,199.00
Anglicare Youth and Family Services	\$5,167.00
Annette's Place Inc	\$7,584.50
Anzac Village Preschool Association Inc	\$11,481.00
Armidale Church of Christ Adventureland Preschool Inc, The	\$7,366.00
Armidale Community Preschool Inc	\$3,250.00
Armidale Waldorf School Limited, The	\$4,500.00
Arndu St Pauls Preschool Association Inc	\$3,667.00
Autism Spectrum Australia (Aspect)	\$415,115.00
Avalon Montessori Association	\$1,500.00
Awabakal Newcastle Aboriginal Co-operative Limited	\$11,403.00
Bain Park Community Preschool Inc	\$3,033.00
Ballina Early Intervention Inc	\$14,682.50
Ballina Fox Street Preschool Inc	\$6,032.50
Ballina River Street Children's Centre Inc	\$9,315.00
Balranald Preschool Centre Inc	\$2,016.50
Bambi Kindergarten Association Inc	\$5,272.00
Bangalow Community Children's Centre Inc	\$3,000.00
Baptist Union of New South Wales - Alstonville Baptist Church	\$5,267.00
Baptist Union of New South Wales - Grafton Baptist Church	\$6,209.00
Baptist Union of New South Wales - Maitland Baptist Church	\$15,268.50
Baptist Union of New South Wales - Miller Baptist Church	\$5,019.50
Baptist Union of New South Wales - Mortdale Oatley Baptist Church	\$4,188.00
Barnardos Australia	\$4,189.50
Basin Preschool Associaton Inc, The	\$13,428.00
Bathurst Early Childhood Intervention Service Inc	\$38,196.50
Baulkham Hills Preschool Kindergarten Inc	\$10,397.00
Beacon Hill Community Kindergarten Association Limited	\$5,201.00
Bega Preschool Association Inc	\$3,000.00
Bellbird Preschool Inc	\$4,500.00
Bellingen Shire Support Network Inc	\$13,382.50
Belmont North Preschool Inc	\$5,199.00
Bentley Community Preschool Inc	\$1,500.00
Berala Jack and Jill Preschool Kindergarten Inc	\$8,375.50
Beresfield Community Children's Education Centre	\$6,064.00
Berkeley Vale Preschool Kindergarten Inc	\$5,199.50
Berry Preschool Kindergarten Inc	\$3,000.00
Bexley Jack and Jill Preschool Inc	\$14,657.50
Bingara Shire Council	\$2,020.00

Intervention support grants-Young children with disabilities	
Binnowie Kindergarten Co-operative Society Limited	\$4,500.00
Biralee Preschool Finley Inc	\$8,054.00
Birreelee Multi-Functional Aboriginal Children's Service Aboriginal Corporation	\$4,500.00
Birubi Point Community Preschool Association Inc	\$3,667.00
Blackheath Kookaburra Kindergarten Inc	\$3,000.00
Blacktown Anglican Child Care Centre Inc	\$2,167.00
Bland Shire Council	\$3,667.00
Blaxland Preschool Kindergarten	\$3,000.00
Blue Mountains Montessori Preschool Inc	\$4,500.00
Bomaderry Preschool Inc	\$4,184.50
Boolaroo-Speers Point Community Kindergarten Inc	\$4,500.00
Branxton Preschool Inc	\$5,054.00
Brayside Community Preschool Inc	\$9,535.00
Brewarrina Child Care Centre Association Inc	\$4,183.00
Broken Hill Happy Day Preschool Kindergarten Inc	\$3,667.00
Budgewoi-Halekulani Preschool Kindergarten Inc	\$5,019.50
Bulahdelah Preschool Inc	\$4,500.00
Bundanoon District Preschool Kindergarten Association Inc	\$3,000.00
Bungendore Preschool Association Inc	\$3,000.00
Burrumbuttock Preschool Centre Inc	\$1,500.00
Byron Bay Preschool Inc	\$7,782.00
Byron Shire Early Intervention Association Inc	\$25,879.50
Cabarita Mortlake Kindergarten Association Inc	\$4,188.00
Calrossy School Commission	\$1,500.00
Camden Preschool Kindergarten Co-operative Limited	\$1,500.00
Campbelltown Community Preschool Inc	\$4,187.50
Carnegie Foundation Limited	\$11,094.50
Castle Hill Preschool Kindergarten Inc	\$3,000.00
Catherine Field Preschool Kindergarten Inc	\$6,209.00
Catherine Preschool East Maitland Inc	\$4,500.00
Centacare Catholic Community Services	\$157,293.50
Central Shoalhaven Mobile Preschool Unit Inc	\$4,183.50
Cessnock Multipurpose Children's Centre Limited	\$9,949.00
Charles Sturt University - Murray Children's Centre	\$3,000.00
Charlestown Child Care and Early Learning Centre Inc	\$4,500.00
Children First Inc	\$1,500.00
Christ Church Gladesville Preschool Kindergarten Inc	\$9,313.50
Christ Church St Ives Preschool Inc	\$2,021.50
Clovelly Child Care Centre Inc	\$4,500.00
Cobar Preschool Centre Association Inc	\$3,000.00

Intervention support grants-Young children with disabilities	
Cobargo Preschool Inc	\$5,022.50
Coffs Harbour Preschool Association Inc	\$9,314.50
Coleambally Preschool Association Inc	\$5,021.50
Collaroy Plateau Community Kindergarten Inc	\$5,022.00
Community Programs Inc	\$44,454.00
Como Preschool Kindergarten Association Inc	\$1,268.00
Concord Family and Child Care Co-operative Limited	\$3,000.00
Condobolin Preschool Kindergarten Inc	\$2,167.00
Connect Child and Family Services Inc	\$50,150.50
Coolamon Preschool Association Inc	\$4,500.00
Cooloon Children's Centre Inc	\$4,500.00
Cooma Lambie Street Preschool Association Inc	\$15,520.50
Cooma North Preschool Association Inc	\$4,333.50
Coonamble Preschool Association Inc	\$2,021.00
Cooranbong Valley Community Preschool Inc	\$6,350.00
Cootamundra Centenary Preschool Association Inc	\$1,500.00
Corowa Preschool Association Inc	\$4,500.00
Coverdale Christian School Limited	\$3,000.00
Cowra Early Childhood Services Co-operative Limited	\$2,017.00
Cowra Early Intervention Group Inc	\$23,913.00
Cronulla Preschool Kindergarten Inc	\$3,872.30
Cuddleprie Early Childhood Learning Centre Inc	\$1,500.00
Dalaigur Preschool and Children's Services Association Inc	\$5,201.00
Dareton Preschool Inc	\$1,500.00
Dawn Song Children's Centre Inc	\$1,500.00
Delegate District Preschool Inc	\$4,189.50
Deniliquin Children's Centre Inc	\$13,991.00
Denman Children's Centre Association Inc	\$4,188.50
Dorrigo Preschool Association Inc	\$5,020.50
Drummoyne Preschool Kindergarten Inc	\$1,500.00
Dubbo and District Preschool Kindergarten Inc	\$13,720.00
Dubbo West Preschool Inc	\$8,375.50
Dunedoo Preschool Kindergarten Inc	\$2,167.00
Dunoon Preschool Inc	\$2,022.50
Durrumbul Community Preschool Association Inc	\$3,000.00
Early Education (EarlyEd) Inc	\$172,543.50
Early Links Inclusion Support Service Inc	\$53,640.50
Early Start	\$22,641.50
East Lindfield Community Preschool Association Inc	\$3,000.00
East Lismore Community Preschool Inc	\$9,532.00
East Maitland Preschool Kindergarten Association Inc	\$6,034.00
East Willoughby Preschool Inc	\$3,000.00

Appendices

Intervention support grants-Young children with disabilities

Eastlake Community Child Care Centre Inc	\$9,387.00
Eden Creek-Fairymount Preschool Inc	\$2,956.00
Eden Preschool Kindergarten Association Inc	\$8,305.50
Edgeworth Community Preschool Inc	\$1,500.00
Engadine Church of Christ Preschool Kindergarten Inc	\$9,388.00
Eurobodalla Shire Council	\$7,250.00
Evans Head Preschool Association Inc	\$1,500.00
Fairfield City Council	\$103,659.50
Family Resource and Network Support Inc	\$1,754.00
Federal Community Children's Centre Inc	\$3,000.00
Firstchance Inc	\$276,042.00
Forbes Childcare Centre Inc	\$3,667.00
Forbes Preschool Kindergarten Co-operative Limited	\$6,353.00
Frederick Street Kindergarten Co-operative Limited	\$25,198.00
Friends of Woodstock Disability Services Inc	\$42,956.50
Galston District Preschool Association Inc	\$1,500.00
Gamumbi Early Childhood Education Centre Inc	\$2,631.00
Gilgandra Preschool Inc	\$5,021.00
Girrinbai Community Preschool Inc	\$14,657.00
Glen Innes Preschool Association Inc	\$4,185.50
Glen Innes Severn Council	\$10,166.00
Glenbrook Preschool Kindergarten Inc	\$3,667.00
Glendale Early Education Centre Inc	\$5,022.00
Gloucester Preschool Co-operative Limited	\$6,355.00
Golden Valley Children's Learning Centre Inc	\$2,969.57
Goonellabah Preschool Inc	\$14,363.50
Gordon Preschool Centre	\$10,468.82
Gorokan Preschool Inc	\$11,483.00
Gosford Baptist Community Day Care Limited	\$3,667.00
Gosford City Council	\$6,065.50
Gosford Community Child Care Association Inc	\$1,500.00
Gosford Preschool Inc	\$3,033.50
Goulburn and District Children's Services Association Inc	\$29,106.00
Goulburn Preschool Association Inc	\$4,184.00
Goulding Hill Preschool Inc	\$4,185.00
Grays Point Preschool Kindergarten Association Inc	\$3,000.00
Great Lakes Children's Centre Inc	\$4,500.00
Greenhills Child Care Centre Inc	\$5,022.00
Greenwich Community Preschool Inc	\$3,000.00
Grenfell Preschool and Long Day Care Centre Inc	\$4,750.00
Griffith Early Intervention Service Inc	\$79,621.50
Griffith East Preschool Inc	\$3,667.00
Griffith Preschool Kindergarten Inc	\$6,283.00

Intervention support grants-Young children with disabilities

Gulgambone Preschool Inc	\$4,500.00
Gulpa Preschool Inc	\$6,033.00
Gumnut Bowral Memorial Kindergarten Inc	\$6,283.00
Gumnut Cottage Inc	\$6,209.00
Gunnedah Baptist Child Care Association Limited	\$4,500.00
Gunnedah Family and Children's Services Inc	\$8,494.50
Gunnedah Preschool Kindergarten Association Inc	\$9,605.50
Guyra Preschool Inc	\$4,500.00
Gwydir Shire Council	\$3,000.00
Haberfield Baptist Church Preschool Limited	\$3,000.00
Hamilton Baptist Community Preschool Inc	\$5,019.00
Hamilton Child Care Centre Inc	\$3,855.66
Hampden Bridge Childcare Centre Early Education Centre Inc	\$7,042.00
Handicapped Children's Centre New South Wales	\$40,822.00
Hastings Early Intervention Program Inc	\$74,148.50
Hawkesbury Early Childhood Intervention Service Inc	\$23,541.50
Hay Plains Childcare Centre Inc	\$4,184.50
Heathdene Community Services Inc	\$27,434.50
Henry Street Community Preschool Association Inc	\$4,500.00
Hills Community Kindergarten Inc, The	\$11,482.50
Hobbit New England Preschool and Child Care Centre Inc	\$1,500.00
Holbrook Children's Centre Inc	\$3,000.00
Holroyd City Council	\$26,914.50
Horizon Early Childhood Intervention Service Inc	\$45,001.00
Hornsby Shire Council	\$24,074.50
Hunter Prelude Early Intervention Centre Inc	\$219,198.00
Illawarra Area Child Care Limited	\$9,768.50
Illawarra Children's Services Limited	\$50,009.50
Iluka Preschool Inc	\$2,167.00
Imlay Special Needs Group Inc	\$22,261.50
Inaburra Communications Limited	\$15,740.00
Infants' Home Ashfield	\$24,941.50
Inner City Montessori Association	\$3,000.00
Inverell Disability Services Inc	\$30,972.00
Inverell District Family Services Inc	\$12,062.00
Jacaranda Preschool Centre Inc	\$8,375.50
Jack and Jill Kindergarten, The	\$7,366.50
Jerry Bailey Preschool Association Inc	\$2,021.50
Jesmond Community Preschool Association Inc	\$5,272.00
Jesmond Early Education Centre Inc	\$8,053.00
Jindera Preschool Association Inc	\$4,750.00
John Brotchie Memorial Nursery School Inc	\$6,209.00

Intervention support grants-Young children with disabilities	
Jumbunna Community Preschool and Early Intervention Centre Inc	\$133,058.50
Jumping Jacks Community Preschool Inc	\$7,437.50
June RSL Memorial Preschool Inc	\$4,188.00
Kapooka Early Childhood Centre Inc	\$5,271.00
Karingal Preschool Nelson Bay Inc	\$7,292.00
Karuah Preschool Association Inc	\$3,000.00
Katoomba Children's Cottage Inc	\$3,000.00
Keiraville Community Preschool Kindergarten Inc	\$6,354.50
Kellyville Preschool Kindergarten Inc	\$9,459.00
Kempsey Children's Services Co-operative Limited	\$10,812.00
Kempsey Early Intervention Program Inc	\$42,339.50
Kendall Community Preschool Inc	\$3,000.00
Kenthurst Preschool Kindergarten Inc	\$5,268.00
Kesser Torah College Limited	\$3,000.00
Kiama Preschool Inc	\$5,017.00
Killarney Vale Preschool Kindergarten Inc	\$7,292.00
Kinburra Preschool Inc	\$5,019.00
Kindamindi Co-operative Limited	\$3,000.00
Kingscliff Mini School Inc	\$3,000.00
Kinma Limited	\$3,000.00
Koala Child Care Centre - Sutherland Hospital Limited	\$1,500.00
Kogarah Municipal Council	\$1,500.00
Koninderie Community Based Preschool Inc	\$7,292.00
Koorana Child and Family Centre Inc	\$128,843.50
KU Children's Services	\$275,888.50
Kurrajong Waratah	\$196,009.00
Kurri Kurri and District Preschool Kindergarten Inc	\$6,030.50
Lady Game Community Kindergarten Inc	\$3,000.00
Lalor Park Preschool Kindergarten Association Inc	\$11,553.50
Lambing Flat Enterprises Limited	\$21,861.50
Lane Cove Children's Centre	\$9,459.00
Lapstone Preschool Kindergarten Association Inc	\$114,028.00
Lawson Community Preschool Association Inc	\$4,500.00
Learning Links	\$147,667.50
Leeton Preschool Association Inc	\$1,500.00
Lennox Head Community Preschool Inc	\$4,750.00
Lifestart Co-operative Limited	\$320,890.00
Lilly Pilly Community Preschool Inc	\$1,500.00
Lismore Parish Centre Preschool Inc	\$1,500.00
Lismore Preschool Kindergarten Inc	\$9,127.50
Lithgow Early Intervention Program Inc	\$22,517.50
Liverpool City Council	\$48,236.50
Long Jetty Preschool Inc	\$13,426.00
Lyrebird Preschool Kindergarten Nowra East Inc	\$4,750.00

Intervention support grants-Young children with disabilities	
Macarthur Preschool Kindergarten Association Inc	\$7,438.00
Macksville Preschool Childcare Centre Limited	\$4,011.00
Maclean Community Preschool Inc	\$4,500.00
Macquarie Hills Community Preschool Inc	\$7,365.50
Macquarie Preschools Co-operative Limited	\$8,866.00
Macquarie University Sydney - Institute of Early Childhood	\$1,500.00
Maitland Nursery School Inc	\$4,187.50
Manilla Community Preschool Inc	\$4,500.00
Manly Vale Community Kindergarten Inc	\$10,471.00
Manning and Great Lakes Early Intervention Inc	\$92,934.50
Maroubra Neighbourhood Children's Centre Co-operative Limited	\$3,000.00
Marrickville Council	\$3,667.00
Maryland Care and Early Education Centre Inc	\$13,649.00
Masada College	\$9,459.00
Mater Dei	\$39,083.50
Mayfield Central Community Preschool Kindergarten Limited	\$5,268.00
McGraths Hill Children's Centre Inc	\$4,750.00
Medowie Community Preschool Inc	\$7,367.00
Merindah Children's Centre Inc	\$4,750.00
Mid-Western Regional Council	\$4,185.00
Mikayla Children's Centre Inc	\$8,915.00
Miranda Kindergarten Association Inc	\$8,450.50
Mission Australia	\$202,522.00
Mittagong Preschool Kindergarten Inc	\$9,459.00
Monaro Early Intervention Service Inc	\$56,116.00
Moree Preschool Inc	\$20,414.00
Moresby Park Preschool Inc	\$7,220.50
Moriah War Memorial College Association	\$10,543.00
Morrisset and District Children's Centre Co-operative Limited	\$8,391.50
Moruya Preschool Kindergarten Inc	\$6,284.00
Moulamein Preschool Inc	\$4,500.00
Mount Druitt Church of Christ Child Care Centre Inc	\$5,018.50
Mount Hutton Child Care Centre Inc	\$5,833.50
Mountain Community Children's Centre Inc	\$60.72
Mountain Preschool Lowanna Inc, The	\$1,500.00
Mudgee Preschool Kindergarten Co-operative Limited	\$13,145.50
Mullumbimby Community Preschool Association Inc	\$3,177.00
Mulwala Preschool Inc	\$4,500.00
Mungindi Community Preschool Inc	\$2,021.00
Murrumbateman Early Childhood Centre Association Inc	\$4,500.00
Murrurundi Preschool Inc	\$1,500.00
Muswellbrook Multicare Child Centre Inc	\$6,032.50

Appendices

Intervention support grants-Young children with disabilities

Muswellbrook Preschool Kindergarten Inc	\$10,542.50
Nambucca Heads Preschool Playcentre Limited	\$1,500.00
Nambucca Valley Children's Group Inc	\$20,885.50
Nana Glen Preschool Inc	\$2,020.00
Narrabeen Community Kindergarten Co-operative Limited	\$11,624.00
Narromine Preschool Kindergarten Inc	\$1,500.00
Narwee Preschool Kindergarten Inc	\$2,016.50
Noah's Ark Centre of Shoalhaven Inc	\$72,820.50
Normanhurst West Community Preschool Inc	\$1,500.00
North Brighton Preschool Community Kindergarten Inc, The	\$5,269.50
North Rocks Preschool Inc	\$2,167.00
North Ryde Community Preschool Inc	\$8,375.50
North St Marys Neighbourhood Centre Inc	\$5,833.50
Northcott Society, The	\$25,322.50
Northern Nursery School Limited, The	\$1,500.00
Norwood Community Preschool Inc	\$5,199.50
Nurruby Children's Services Inc	\$9,160.00
Oaks Preschool Kindergarten Co-operative Limited, The	\$3,000.00
Oberon Children's Centre Inc	\$3,000.00
Ocean Shores Preschool Inc	\$4,187.00
Orana Community Preschool Inc	\$6,031.50
Orana Early Childhood Intervention and Education Project Inc	\$107,320.50
Orange City Council	\$19,380.50
Orange District Early Education Program Inc	\$68,463.50
Orange Preschool Kindergarten Limited	\$6,209.00
Palm Beach War Memorial Kindergarten Inc	\$3,000.00
Pambula Preschool Kindergarten Association Inc	\$6,209.00
Parkes Early Childhood Centre Inc	\$10,933.50
Parklands Community Preschool and Children's Centre Inc	\$3,150.00
Pathways - Early Childhood Intervention Inc	\$70,234.50
PEDAL Early Childhood Intervention Service Inc	\$49,518.00
Pennant Hills War Memorial Children's Centre Association Inc	\$9,459.00
Penrith City Council	\$27,835.50
Peter Pan Preschool Kindergarten Tamworth Inc	\$4,500.00
Peter Rabbit Community Preschool Inc	\$5,016.50
Picton Preschool Kindergarten Limited	\$4,186.00
Pied Piper Preschool Association (Wallerawang) Inc	\$4,500.00
Point Preschool Inc, The	\$3,000.00
Port Macquarie Community Preschool Limited	\$15,592.50
Port Stephens Council	\$3,667.00
Pottsville Community Preschool Inc	\$3,667.00

Intervention support grants-Young children with disabilities

Presbyterian Church (New South Wales) Property Trust	\$49,552.00
Queanbeyan and District Preschool Association Inc	\$15,449.50
Queanbeyan Children's Special Needs Group Inc	\$34,716.50
Quirindi Preschool Kindergarten Inc	\$6,353.50
Rainbow Children's Centre Inc, The	\$17,686.50
Rainbow Playhouse Preschool Inc	\$5,199.50
Rainbow Preschool Association Broken Hill Inc	\$7,292.00
Rainbow Street Child Care Centre Inc	\$1,500.00
Raymond Terrace Community Preschool Inc	\$7,292.00
Raymond Terrace Occasional Care Centre Inc	\$4,184.00
RBS.RVIB.VAF Limited - Royal Blind Society of New South Wales	\$232,064.50
Redhead Community Preschool Inc	\$2,167.00
Regional Social Development Group Inc	\$4,313.14
Richmond Hill Community Preschool Inc	\$4,500.00
Richmond Preschool Kindergarten Association Inc	\$1,500.00
Riverside Preschool Inc	\$4,186.50
Rosellas Community Preschool Inc	\$3,000.00
Ross Circuit Preschool Centre Inc	\$8,052.50
Royal Institute for Deaf and Blind Children	\$399,661.50
Salamander Child Care Centre Inc	\$6,284.00
Samaritans Foundation - Diocese of Newcastle	\$4,187.50
Sans Souci Community Preschool Association Inc	\$5,200.50
Scone and District Preschool Inc	\$9,314.00
SDN Children's Services Inc	\$104,734.00
Seventh-day Adventist Schools (Greater Sydney) Limited	\$1,500.00
Shepherd Centre, The	\$181,416.00
Shoalhaven Community Preschool Inc	\$7,042.00
Silverlea Early Childhood Services Inc	\$25,124.50
Singleton Council	\$6,033.00
Singleton Heights Preschool Inc	\$5,833.50
Singleton Preschool Kindergarten Inc	\$11,553.00
Snowy Mountains Childcare Centre Inc	\$4,131.00
Snugglepot Day Care Centre Inc	\$16,130.50
South West Rocks Preschool Inc	\$3,000.00
Southern Sydney Therapy Centre	\$46,092.00
Spastic Centre of New South Wales, The	\$173,827.50
Special Needs Support Group Inc	\$102,857.00
Springwood and District Preschool Kindergarten Association Inc	\$10,322.50
St Anthony's Family Care	\$22,283.50
St Dominic's Centre for Hearing Impaired Children	\$13,277.00
St Dunstan's Preschool Kindergarten Inc	\$12,566.00
St George Preschool (Marsfield) Inc	\$6,355.00

Intervention support grants-Young children with disabilities	
St Ives Preschool Kindergarten Association	\$8,451.00
St John's Preschool Ashfield Inc	\$1,500.00
St Luke's Preschool Dapto Inc	\$8,448.50
St Luke's Preschool Northmead Inc	\$1,500.00
St Mark's Preschool Kindergarten Inc	\$1,645.48
St Peters Preschool Limited	\$3,667.00
St Peters Preschool Tamworth Inc	\$7,042.00
STAR Inclusive Early Childhood Association Inc, The	\$18,842.50
Strathfield One Stop Child Care Service (SOCCS) Inc	\$5,214.50
Stroud Neighbourhood Children's Co-operative Limited	\$4,500.00
Summerland Early Intervention Program Inc	\$89,496.50
Sutherland Shire Council	\$17,478.50
Sydney Rescue Work Society - Communicare Sydney	\$68,338.00
Sydney Talmudical College Association	\$2,018.00
Tabulam and District Community Preschool Inc	\$4,750.00
Tamworth Montessori Association Inc	\$3,667.00
Tarago Preschool Association Inc	\$4,500.00
Taree and District Preschool Limited	\$8,376.00
Tathra Children's Services Inc	\$3,000.00
Temple Emanuel Woollahra Kindergarten Inc	\$4,189.00
Tenterfield Preschool Kindergarten Inc	\$4,500.00
The Entrance Preschool Kindergarten Association Inc	\$5,833.50
Thurgoona Preschool Inc	\$6,351.00
Tocumwal Preschool Kindergarten Association Inc	\$4,189.50
Toormina Preschool Kindergarten Inc	\$4,042.00
Toukley Preschool Kindergarten Inc	\$2,019.00
Toybox Centre Inc, The	\$26,317.00
Trinity Preschool Kindergarten Limited	\$9,534.50
Trustees of the Christian Brothers - St Gabriel's School for Hearing Impaired Children	\$19,884.50
Trustees of the Christian Brothers - Waverley College	\$8,375.50
Trustees of the Roman Catholic Church for the Diocese of Lismore - Parish of Camden Haven	\$3,177.50
Trustees of the Roman Catholic Church for the Diocese of Lismore - St Joseph's Family Services	\$9,604.50
Tumbarumba Preschool Kindergarten Inc	\$6,747.00
Tumut Preschool Co-operative Society Limited, The	\$1,500.00
Tweed Heads Community Preschool Inc	\$4,500.00
Tweed Valley Early Childhood Intervention Service Inc	\$101,150.00
Uniting Church in Australia Property Trust (NSW) - UnitingCare Children's Services Forum, The	\$145,691.50

Intervention support grants-Young children with disabilities	
Uralla Preschool Kindergarten Inc	\$6,282.50
Urunga Community Preschool Inc	\$4,500.00
UWS Hawkesbury Child Care Centre Inc	\$2,167.00
Valla Community Preschool Inc	\$5,017.50
Wagga Wagga Preschool Association Inc	\$15,909.00
Walcha Council	\$3,233.50
Wallsend Community Preschool Inc	\$3,034.00
Wallum Community Preschool and Family Centre Inc	\$5,018.00
Wangi Peter Pan Kindergarten Inc	\$3,250.00
Warialda Preschool Inc	\$3,031.50
Warragamba Preschool Inc	\$2,167.00
Warren Preschool Kindergarten Inc	\$8,249.00
Wauchope Preschool Kindergarten Inc	\$3,032.00
Wee Waa and District Preschool Association Inc	\$7,292.00
Wellington Community Children's Centre Inc	\$4,500.00
Wentworth District Preschool Playcentre Inc	\$3,000.00
Wentworth Falls Preschool Kindergarten Inc	\$1,500.00
Werris Creek and District Preschool Association Inc	\$5,018.50
West Albury Preschool Centre Inc	\$1,500.00
West Bathurst Preschool Inc	\$11,553.50
West Epping Preschool Association Inc	\$4,500.00
Westlawn Preschool Inc	\$3,000.00
Wheelchair and Disabled Association of Australia, The	\$34,192.00
Wilberforce Early Learning Centre Inc	\$3,000.00
Williamstown Preschool Inc	\$4,500.00
Willoughby Community Preschool Inc	\$9,459.50
Windsor Preschool Association Inc	\$3,000.00
Winmalee and District Preschool Kindergarten Inc	\$3,667.00
Winston Mall Children's Centre Inc	\$3,667.00
Wirraway Preschool Inc	\$3,667.00
Wollongbar Community Preschool Inc	\$2,021.00
Woodrising Community Preschool and Childcare Centre Inc	\$4,333.50
Woy Woy Peninsula Community Childcare Co-operative Society Limited	\$11,626.00
Wunanbiri Preschool Inc	\$1,500.00
Wyong Preschool Kindergarten Association Inc	\$10,469.50
Yalbilliga Boori Day Care Centre Aboriginal Corporation	\$11,554.50
Yamba Preschool Kindergarten Association Inc	\$10,323.50
Yarran Early Intervention Services Inc	\$211,578.50
Yass Early Childhood Centre Association Inc	\$1,500.00
Young Preschool Kindergarten Inc	\$4,750.00
Total	\$8,705,421.19

Appendices

IT skills for older workers program

Academy of Learning Australia Pty Ltd	\$14,933.00
Access Community Group Ltd	\$8,265.00
ACE North Coast Inc - Lismore	\$20,396.00
ACE Walcha Inc	\$10,271.00
Alstonville Adult Learning Association	\$40,128.00
Austraining (NSW) Pty Ltd	\$16,803.00
Bankstown Community College Inc	\$29,731.00
Bellingen ACE Adult & Community Education	\$5,466.00
Byron Region Community College Inc	\$11,728.00
Camden Haven Community College Inc	\$18,136.00
Central Coast Community College	\$6,132.00
CSA Training Services Inc	\$14,262.00
Employment & Training Australia Inc	\$23,199.00
Enterprise & Training Co of Coffs Harbour	\$34,126.00
Gloucester Community Training Inc	\$13,870.00
Griffith Skills Training Centre Inc	\$5,549.26
Guyra Adult Learning Association Inc	\$4,800.00
Hawkesbury Community College Inc	\$800.00
HGT Australia Ltd	\$10,127.00
Inner West Skills Centre Inc	\$22,398.00
JCE Positive Outcomes Pty Ltd	\$12,000.00
Kiama Community College Inc	\$11,866.00
Kogarah Rockdale Training Scheme Inc	\$30,396.00
Learning Lab Pty Ltd	\$41,200.00
Lower Clarence Adult & Community Education	\$6,134.00
Macarthur Community College Inc	\$3,200.00
Mamre Plains Ltd	\$27,598.00
Mission Australia	\$5,596.00
Murwillumbah Adult Education Centre Inc	\$13,465.00
New England & North West Business Skills and Advisory Centre Ltd	\$35,328.00
Oasis Pre-Employment Network (OPEN) Inc	\$13,070.00
Options Training Services Ltd	\$24,136.00
Port Macquarie Community College Inc	\$15,066.00
Riverina Community College Ltd	\$8,827.87
Salvation Army (NSW) Property Trust	\$79,593.00
Scientific Management Associates (Aust)	\$13,066.00
Singleton Community College Inc	\$9,737.00
Skills Training Employment Program Inc	\$17,999.00
South East Community College Inc	\$14,667.00
Southern Region Community College Inc	\$19,332.00
St George & Sutherland Community College	\$8,929.00
Sydney Community College	\$21,731.00
Taree Community College Inc	\$21,866.00
Tomaree Community College Inc	\$12,399.00
Tweed Training & Enterprise Company Ltd	\$14,530.00
Uniting Church In Australia Property Trust (NSW)	\$9,988.00
Wauchope Community College Inc	\$7,464.00

IT skills for older workers program

Workers Educational Association - Hunter	\$5,200.00
Workventures Ltd	\$16,794.00
WSROC Training & Employment	\$34,922.00
Wyong Workwise Inc	\$39,818.00
YWCA NSW	\$42,906.00
Total	\$949,944.13

Literacy program grants

ACE Gunnedah Inc	\$8,977.00
ACE North Coast Inc	\$29,642.00
ACE Walcha Inc	\$4,158.00
Alstonville Adult Learning Association Inc	\$46,418.00
Association of Independent Schools	\$63,250.00
Bankstown Community College Inc	\$17,238.00
Barraba Community Learning Association Inc	\$4,415.00
Barrington ACE Inc	\$12,075.00
Bell Shakespeare Company	\$20,000.00
Bellingen A.C.E. Community College Inc	\$16,540.00
Byron Region Community College Inc	\$17,440.00
Camden Haven Community College Inc	\$7,250.00
Catholic Education Commission NSW	\$136,400.00
Central Coast Community College	\$19,397.00
Coffs Coast Adult Education Inc	\$12,960.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$28,507.00
Corryong Community Education Centre Inc	\$5,362.00
Deaf Education Network Inc	\$24,869.00
Eurobodalla Adult Education Centre Inc	\$3,319.00
Far South Coast Community College Inc	\$29,847.00
Forster-Tuncurry Adult Education Inc	\$2,747.00
Grafton Community College Inc	\$5,467.00
Gravesend Adult Learning Association Inc	\$1,201.00
Griffith Adult Learning Association Inc	\$20,036.00
Guyra Adult Learning Association Inc	\$11,188.00
Hawkesbury Community College Inc	\$2,889.00
Hornsby and Ku-ring-gai Community College Inc	\$23,472.00
Hunter Community College Inc	\$22,850.00
Kiama Community College Inc	\$26,174.00
Kincumber Community College Inc	\$8,769.00
Kogarah Community Services Inc	\$12,927.00
Literacy Network Manly-Warringah Inc	\$24,771.00
Macarthur Community College Inc	\$23,485.00
Macquarie Community College	\$29,574.00
Manly-Warringah Community College Inc	\$20,416.00
Nambucca Valley Community College Inc	\$5,760.00
Nepean Community College Inc	\$14,121.00
Port Macquarie Community College Inc	\$29,858.00
Riverina Community College Ltd	\$16,978.00
Robinson Education Centre Inc	\$24,427.00
Shakespeare Globe Centre Australia	\$20,000.00
Singleton Community College Inc	\$22,645.00

Literacy program grants	
South East Community College Inc	\$31,038.00
Southern Region Community College Inc	\$12,126.00
St George & Sutherland Community College Inc	\$29,465.00
Strathfield Regional Community College Inc	\$33,293.00
Sydney Community College Inc	\$15,166.00
Tamworth Community College Inc	\$7,700.00
Taree Community College Inc	\$8,210.00
The Eurobodalla Adult Education Centre Inc	\$3,319.00
The Parramatta College Inc	\$27,877.00
Tuggerah Lakes Community College Inc	\$12,074.00
Wauchope Community College Inc	\$13,650.00
Western College Inc	\$16,901.00
Workers Educational Association - Hunter	\$32,525.00
Workers' Educational Association - Illawarra	\$13,838.00
Total	\$1,135,001.00

Miscellaneous ACE grants	
ACE Walcha Inc	\$4,158.00
Alstonville Adult Learning Association Inc	\$101,857.00
Bankstown Community College Inc	\$152,439.00
Bellingen A.C.E. Community College Inc	\$20,300.00
Bingara Adult Learning Association Inc	\$11,200.00
Byron Region Community College Inc	\$59,216.00
Camden Haven Community College Inc	\$15,793.00
Central Coast Community College	\$19,398.00
Central West Community College Ltd	\$28,496.00
Coffs Coast Adult Education Inc	\$34,380.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$54,317.00
Corryong Community Education Centre Inc	\$17,375.00
Deaf Education Network Inc	\$800.00
Eastern Suburbs Community College Inc	\$34,403.00
Eurobodalla Adult Education Centre Inc	\$11,396.00
Forster-Tuncurry Adult Education Inc	\$2,747.00
Grafton Community College Inc	\$34,547.00
Gravesend Adult Learning Association Inc	\$1,201.00
Griffith Adult Learning Association Inc	\$39,794.00
Hawkesbury Community College Inc	\$3,704.00
Hornsby and Ku-ring-gai Community College Inc	\$16,140.00
Hunter Community College Inc	\$111,513.00
Kiama Community College Inc	\$25,276.00
Local Community Services Association	\$7,000.00
Lower Clarence Adult & Community Education Centre Inc	\$17,743.00
Macarthur Community College Inc	\$24,286.00
Macleay Valley Community College Inc	\$2,748.00
Macquarie Community College	\$30,374.00
Manly-Warringah Community College Inc	\$103,327.00

Miscellaneous ACE grants	
Monaro Community College Inc	\$3,003.00
Mosman Evening College Inc	\$800.00
Nepean Community College Inc	\$800.00
North West Community College Inc	\$30,830.00
Port Macquarie Community College Inc	\$14,954.00
Quirindi Adult & Community Education Inc	\$11,650.00
Riverina Community College Ltd	\$39,068.00
South East Community College Inc	\$15,545.00
Southern Region Community College Inc	\$12,448.00
St George & Sutherland Community College	\$30,266.00
Strathfield Regional Community College Inc	\$64,747.00
Sydney Community College Inc	\$3,800.00
Tamworth Community College Inc	\$45,693.00
Taree Community College Inc	\$13,862.00
The Parramatta College Inc	\$62,295.00
Tomaree Community College Inc	\$12,050.00
Tuggerah Lakes Community College Inc	\$83,975.00
Wauchope Community College Inc	\$39,473.00
Western College Inc	\$68,472.00
Workers Educational Association - Hunter	\$32,525.00
Workers' Educational Association - Illawarra	\$800.00
Workers' Educational Association - Sydney	\$800.00
Total	\$1,573,784.00

National school drug education grants	
Catholic Education Commission NSW	\$220,000.00
Ted Noffs Foundation Inc	\$264,000.00
Total	\$484,000.00

New careers for Aboriginal people grants	
Binaal Billa Regional Enterprise Employment Training Aboriginal Inc - Wagga Wagga	\$178,206.00
Booroongen Djugun Aboriginal Corporation	\$52,490.00
Central West Community College Ltd	\$89,993.00
Cobowra CDEP Aboriginal Corporation	\$103,839.00
Illawarra ITEC Ltd	\$85,297.00
Newtrain Northern Rivers	\$85,441.00
Ngurrala Aboriginal Corporation	\$85,833.00
Salvation Army (NSW) Property Trust	\$50,976.00
Shoalhaven Community Development Aboriginal Corporation	\$84,623.00
Skills Training Employment Program Inc	\$123,333.00
Tablelands Community Employment and Training Inc	\$52,500.00
Yamuloong Inc	\$79,797.00
Total	\$1,072,328.00

NSW ACE program grants	
ACE Gunnedah Inc	\$62,600.00
ACE North Coast Inc	\$99,045.00
ACE Tenterfield Inc	\$12,300.00
ACE Walcha Inc	\$13,100.00

Appendices

NSW ACE program grants	
Adult Leisure Education Recreation and Tuition Inc	\$3,130.00
Alstonville Adult Learning Association Inc	\$77,000.00
Balranald Adult & Community Education Inc	\$8,550.00
Bankstown Community College Inc	\$100,710.00
Barraba Community Learning Association Inc	\$93,600.00
Barrington ACE Inc	\$10,950.00
Bellingen ACE Community College Inc	\$40,600.00
Bingara Adult Learning Association Inc	\$11,200.00
Byron Region Community College Inc	\$56,350.00
Camden Haven Community College Inc	\$55,200.00
Central Coast Community College	\$187,920.00
Central West Community College Ltd	\$134,595.00
Coffs Coast Adult Education Inc	\$77,300.00
Community Colleges NSW	\$34,125.00
Condobolin Adult Education Inc	\$21,200.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$110,670.00
Corryong Community Education Centre Inc	\$9,990.00
Deaf Education Network Inc	\$185,850.00
Earlwood Adult Leisure Learning Centre Inc	\$1,750.00
Eurobodalla Adult Education Centre Inc	\$41,950.00
Far South Coast Community College Inc	\$11,900.00
Forster-Tuncurry Adult Education Inc	\$60,100.00
Grafton Community College Inc	\$31,800.00
Gravesend Adult Learning Association Inc	\$28,500.00
Griffith Adult Learning Association Inc	\$88,050.00
Guyra Adult Learning Association Inc	\$41,760.00
Hawkesbury Community College Inc	\$51,390.00
Hunter Community College Inc	\$124,470.00
Hurstville Adult Leisure Learning Centre Inc	\$2,230.00
Kiama Community College Inc	\$46,545.00
Kincumber Community College Inc	\$53,040.00
Kogarah Adult Learning & Leisure Centre Inc	\$2,355.00
Lismore Over 50's Learning Centre Inc	\$5,200.00
Local Community Services Association	\$76,000.00
Lower Clarence Adult & Community Education Centre Inc	\$48,700.00
Macarthur Community College Inc	\$95,715.00
Macleay Valley Community College Inc	\$29,250.00
Macquarie Community College	\$80,150.00
Monaro Community College Inc	\$14,950.00
Murwillumbah Adult Education Centre Inc	\$59,200.00
Nambucca Valley Community College Inc	\$26,800.00
Nepean Community College Inc	\$136,808.00
North West Community College Inc	\$82,000.00
Northern Beaches Creative Leisure & Learning Inc	\$3,130.00
Outback Adult & Community Education Inc	\$21,100.00
Port Macquarie Community College Inc	\$300,000.00
Riverina Community College Ltd	\$183,600.00

NSW ACE program grants	
Robinson Education Centre Inc	\$98,600.00
Rockdale Adult Leisure Learning Centre Inc	\$1,825.00
Singleton Community College Inc	\$59,360.00
South East Community College Inc	\$295,820.00
South West Education & Leisure Learning Foundation Inc	\$1,400.00
Southern Region Community College Inc	\$60,727.00
Strathfield Regional Community College Inc	\$94,600.00
Sutherland Shire Adult Leisure Learning Centre Inc	\$3,130.00
Tamworth Community College Inc	\$47,700.00
Taree Community College Inc	\$110,200.00
The Eurobodalla Adult Education Centre Inc	\$41,950.00
The Parramatta College Inc	\$229,500.00
Tilligerry Adult Community Education Inc	\$4,850.00
Tomaree Community College Inc	\$45,708.00
Tuggerah Lakes Community College Inc	\$42,400.00
Wauchope Community College Inc	\$34,000.00
Western College Inc	\$37,550.00
Workers Educational Association - Hunter	\$94,995.00
Workers' Educational Association - Illawarra	\$79,433.00
Total	\$4,538,176.00

Other miscellaneous grants	
All Australian Forklift Training	\$805.00
Blue Water Cruise Line Pty Ltd	\$771.82
Central West Community College Ltd	\$10,398.95
Club Management Development Australia	\$85.00
Deniliquin Council	\$17,119.40
Fletcher International Exports Pty Ltd	\$25,920.00
Food Safety Operations (Qld) Pty Ltd	\$4,000.00
Garrawarra Centre	\$50,313.81
GM Rural Training	\$300.00
HMA Blaze Pty Ltd	\$2,053.10
IAC Safety Services	\$150.00
Indij Readers Ltd	\$750.00
Intercept Group Pty Ltd	\$1,500.00
Licensed Independent Heavy Vehicle & Dangerous Goods Training	\$250.00
McDonald's Australia Limited - Thornleigh	\$21,750.00
MTC Training Solutions	\$7,600.00
Pacific Driver Training Pty Ltd	\$1,800.00
PSJ Pty Ltd	\$180.00
Science Teachers Association of NSW	\$15,000.00
St George Careers Development Centre	\$14,630.00
Strathfield Regional Community College	\$3,240.00
Taree Community College Inc	\$855.00
Uniting Church Property Trust (NSW)	\$55,288.00
Wollongong City Council	\$136,079.40
Worldskills Australia	\$247,050.00
YWCA NSW	\$16,131.00
Total	\$634,020.48

Quality teacher program grants	
Asla (NSW) Inc	\$5,655.60
Association of Catholic School Principals	\$12,230.00
Association of Teachers of English to Speakers of Other Languages Inc	\$14,000.00
Australian School Library Assoc.(NSW) Inc	\$7,700.00
Australian Society for Music Education	\$12,768.11
Dance Educators Professional Teachers Association	\$9,765.00
Economics and Business Educators	\$10,500.00
Educational Drama Association of NSW Inc	\$15,500.00
Junior School Heads Association of Aust	\$9,394.00
NSW Secondary Principals Council	\$6,000.00
Primary English Teaching Association	\$18,181.82
Science Teachers Association of NSW	\$20,000.00
Secondary Principals Council	\$14,000.00
Technology Educators Association	\$20,000.00
Total	\$175,694.53

Regional conservatorium of music grants	
Central Coast Conservatorium Inc	\$213,792.00
Clarence Valley Conservatorium Inc	\$186,050.00
Coffs Harbour Regional Conservatorium Inc	\$179,816.00
Goulburn Regional Conservatorium Music Centre Inc	\$189,269.00
Gunnedah Music Centre	\$20,000.00
Orana School of Music Inc trading as Macquarie Conservatorium	\$225,000.00
Mitchell Conservatorium Inc	\$215,073.00
Murray Conservatorium Board of Management Inc	\$208,280.00
New England Conservatorium of Music Ltd	\$180,454.00
Northern Rivers Conservatorium Arts Centre Inc	\$174,589.00
Orange Regional Conservatorium Inc	\$227,841.00
Riverina Conservatorium of Music Inc	\$211,980.00
South West Music Inc	\$60,000.00
Tamworth Regional Conservatorium of Music Inc	\$226,332.00
Upper Hunter Conservatorium of Music Inc	\$227,691.00
Wollongong Conservatorium of Music Ltd	\$220,174.00
Young Regional School of Music Inc	\$198,536.00
Total	\$3,164,877.00

Skills gap training program grants	
Bruce Mac Pty Ltd	\$277,217.26
Wollongong City Employment Training Inc	\$130,639.00
NSW Fishing Industry Training Committee Ltd	\$86,450.00
Mackintosh International College (Australia)	\$53,910.10
Salvation Army (NSW) Property Trust, The	\$47,683.94
Employment and Training Australia Inc	\$43,755.50
New England & North West Business Skills and Advisory Centre Ltd	\$32,062.50
Australian Electrotechnology Industry Training Centre Ltd	\$30,870.00

Skills gap training program grants	
Essential Personnel Association	\$21,614.51
Oasis Pre-Employment Network (OPEN) Inc	\$20,240.00
Skillswest Training Co Pty Ltd	\$18,400.00
Benchmark Resources Pty Ltd	\$12,963.00
Coates Hospitality Services Pty Ltd	\$11,025.00
Rutherford Technical Services Pty Ltd	\$8,109.00
Maxwells Services Pty Ltd	\$3,720.00
Total	\$798,659.81

VET infrastructure grants	
Boomerang Meeting Place Inc	\$129,907.00
Northern Star Aboriginal Corporation	\$5,954.55
Purfleet-Taree Local Aboriginal Land	\$142,977.00
Royal Life Saving Society	\$171,710.00
Thankakali Aboriginal Corporation	\$149,758.00
Skills Training Employment Program Inc	\$228,500.00
Total	\$828,806.55

VET priority places program grants	
A1 Employment & Training Services Pty Ltd	\$19,451.25
Academy of Vocational Education, The	\$23,400.00
ACE North Coast Inc - Lismore	\$24,388.00
Austraining (NSW) Pty Ltd	\$42,007.50
Australian English & Business College	\$45,280.00
Australian Institute of Workplace Learning Pty Ltd	\$67,542.50
Bankstown Community College Inc	\$97,955.00
Bellingen ACE Adult & Community Education Inc	\$20,796.00
Benchmark Resources Pty Ltd	\$484,500.00
Byron Region Community College Inc	\$13,350.00
Central Coast Community College	\$35,280.00
Cessnock Community Training Centre	\$39,155.00
CSA Training Services Inc	\$41,860.50
Directions (Australia) Pty Ltd	\$109,200.00
Eastlake Skills Centre Ltd	\$11,475.00
Enterprise & Training Co of Coffs Harbour	\$20,655.00
Gloucester Community Training Inc	\$17,680.00
Greenacres Association	\$1,612.00
HGT Australia Ltd	\$187,644.10
Hurstville Enterprise Association for People Services Inc	\$41,362.50
Illawarra Area Child Care Ltd	\$26,400.00
Illawarra ITEC Ltd, The	\$45,120.00
Inner West Skills Centre Inc	\$84,202.00
Kemp & Associates Pty Ltd	\$151,100.00
Kiama Community College Inc	\$10,060.00
Kogarah Rockdale Training Scheme Inc	\$21,645.00
Learning Lab Pty Ltd	\$110,177.50
Macarthur Group Training Ltd	\$25,344.00
Mackintosh International College (Australia) Pty Ltd	\$24,000.00
Mackrell Daniel Malcolm	\$63,045.00

Appendices

VET priority places program grants

Marrickville Community Training Centre	\$30,727.50
New England & North West Business Skills	\$61,500.00
Oasis Pre-Employment Network (OPEN) Inc	\$13,052.00
OCTEC Inc	\$53,297.74
Options Training Services Ltd	\$54,570.00
Penrith Skills For Jobs Ltd	\$16,800.00
Quality Training Company Pty Ltd, The	\$28,800.00
Response Employment & Training Pty Ltd	\$81,391.25
Riverina Community College Ltd	\$67,389.00
Ross Human Directions Ltd	\$824.00
Salvation Army (NSW) Property Trust, The	\$26,430.00
Skills Training Employment Program Inc	\$29,095.50
St George & Sutherland Community College	\$18,144.00
Sureway Consultants Pty Ltd	\$10,072.50
Tamworth Community College Inc	\$38,628.00
Taree Community College Inc	\$39,427.50
Tomaree Community College Inc	\$31,012.10
Transqual Pty Limited	\$171,028.00
Tuggerah Lakes Community College Inc	\$8,645.70
Tweed Training & Enterprise Company Ltd	\$22,050.00
Uniting Church In Australia Property Trust (NSW)	\$188,517.50
Waverley Council	\$20,910.00
Western Sydney Training & Education Centre Inc	\$136,080.00
Wheelchair & Disabled Association of Australia, The	\$70,434.00
Wollongong City Employment Training Inc	\$25,020.00
Workers Educational Association - Hunter	\$24,600.00
Workventures Ltd	\$30,840.00
Wyong Workwise Inc	\$67,470.84
YWCA NSW	\$176,085.00
Total	\$3,448,529.98

VET in schools consortium grants

Association of Independent Schools	\$828,934.00
Catholic Education Commission NSW	\$2,189,250.50
Compass Training Australia Pty Ltd	\$750.00
McDonald's Australia Limited	\$70,125.00
McDonald's Australia Limited - Thornleigh	\$3,750.00
PSJ Pty Ltd	\$14,985.00
Trustees of the Diocese of Maitland	\$6,269.31
Yum Restaurants Australia Pty Ltd	\$1,500.00
Total	\$3,115,563.81

VET in schools program grants - other

Armidale Partnership in Industry and Education	\$2,500.00
Association of Independent Schools	\$732,825.00
Catholic Education Commission NSW	\$2,050,278.00
Macarthur Workplace Learning Program Inc	\$3,000.00
MOVED Incorporated	\$2,500.00

VET in schools program grants - other

Rotary Club of Tamworth First Light	\$2,500.00
Wagga Wagga Compact Inc	\$6,500.00
Total	\$2,800,103.00

Youth assistance strategies grants

Aboriginal Educational Council (NSW) Inc	\$9,000.00
Anglicare Youth and Family Services	\$62,160.50
Aspire Co-operative Limited	\$78,373.30
Association of Bhanin El-Minieh, The	\$71,110.80
Australian Arabic Communities Council	\$147,453.00
Bellambi Neighbourhood Centre Inc	\$59,042.60
Best Employment Ltd	\$48,567.30
Blacktown Youth Services Association Inc	\$105,134.72
Bourke Shire Council	\$61,328.92
Brewarrina Shire Council	\$47,407.20
Bridging The Gap Sydney West Inc	\$70,137.27
Byron Youth Service Inc	\$92,092.80
Central West Community College Ltd	\$98,734.22
Cessnock Community Training Centre Inc	\$63,313.80
Cessnock District Learning Centre Inc	\$109,623.02
Coffs Harbour Neighbourhood Centre Inc	\$69,645.18
Community Connections North Coast Inc	\$120,805.00
Djigay Student Association Inc	\$97,134.60
Employment and Training Australia Inc	\$109,036.31
Fairfield Community Resource Centre Ltd	\$45,254.46
Glebe Youth Service Inc	\$34,558.83
Granville Multicultural Centre Inc	\$66,440.80
Illawarra Ethnic Communities Council	\$117,704.48
Inner West Skills Centre Inc	\$136,715.00
Integral Community Services Inc	\$19,454.40
Khmer Community of NSW Inc	\$64,280.75
Liverpool Districts Neighbourhood Centres	\$110,511.36
Macarthur Diversity Services Inc	\$64,837.00
Macarthur Migrant Resource Centre Inc	\$35,154.50
Maitland Youth Development Unit	\$107,923.20
Mamre Plains Ltd	\$117,418.32
Marrickville Community Training Centre Inc	\$222,756.00
Marrickville Youth Resource Centre Inc	\$129,430.00
Miimali Aboriginal Community Association Inc	\$79,726.60
Mission Australia	\$577,633.97
Moree Family Support Inc	\$78,983.34
Moree Plains Shire Council	\$63,994.96
Murdi Paaki Regional Enterprise Corporation Ltd	\$44,460.00
Nambucca Shire Council	\$638.35
Narrandera Shire Council	\$71,455.20
New School of Arts Neighbourhood House Inc	\$102,784.00
North St Marys Neighbourhood Centre Inc	\$86,337.00
Nova Employment and Training Program Inc	\$69,379.20
Oasis Pre-Employment Network (Open) Inc	\$110,813.31
OCTEC Incorporated	\$100,214.40

Youth assistance strategies grants	
Open Family Australia Incorporated	\$59,518.25
Parks Community Network Inc, The	\$107,628.80
Penrith Skills for Jobs Ltd	\$115,116.00
Police and Community Youth Clubs NSW Ltd	\$98,424.18
Port Macquarie Community College Inc	\$49,382.50
Queanbeyan City Council	\$38,725.89
Raymond Terrace Neighbourhood Centre Inc	\$68,327.28
Riverwood Community Centre Inc	\$289,033.60
Robinson Education Centre Inc	\$59,692.32
Rosemount Youth and Family Services Inc	\$63,955.20
SaintsCare Limited	\$68,186.90
Shire Wide Youth Services Inc	\$66,661.00
Skills Training Employment Program Inc	\$50,055.06
South Sydney Youth Services Inc	\$229,337.05
Southern Youth and Family Services	\$53,371.48
St George Youth Workers Network Inc	\$51,196.00
Sydney University Settlement	\$28,811.00
The Salvation Army Property Trust (NSW) Disbursement Account	\$245,040.75
Tweed Training and Enterprise Company Ltd	\$56,412.00
Uniting Care Burnside	\$121,403.32
Vietnamese Community in Australia - NSW Chapter Inc	\$63,985.20
Western College Inc	\$59,259.00
Western Sydney Training and Education Centre	\$187,063.50
Wollongong City Council	\$82,929.70
Workers Educational Association - Hunter	\$137,179.90
Workwise Central Coast Inc	\$203,772.43
YWCA NSW	\$295,179.99
Total	\$7,128,608.27

Source: DET, Finance and Administration

Appendix 31: Code of Conduct

There were no changes to the Code of Conduct in 2005.

The Code of Conduct is available online at https://www.det.nsw.edu.au/policies/staff/ethical_behav/index.shtml

Appendix 32: Recognition of excellence

In 2005, 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.

In 2005, 38 Year 12 students enrolled in government schools gained this award.

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 2005, 28 schools received awards.

The 2005 **Australian TAFE Marketing Association Awards for Marketing Excellence** include eleven categories that focus on the diverse and innovative strategies and products that are used to promote TAFE within Australia and overseas. Award winners include the TAFE NSW - Sydney Institute, 2005 Institute Awards Presentation Celebrating Excellence - Special Event over \$10,000, TAFE PLUS, Brand Repositioning - Marketing Campaign over \$50,000 and TAFE NSW, Ensuring Responsible Service at Wine Australia 2004 - Business Development - Strategic Partnership and/or Innovation.

The **Australian Teachers of Media (ATOM) Awards** recognise the achievements of Australian and New Zealand professionals, educators and students for the production of innovative multimedia learning materials. In 2005, the Centre for Learning Innovation received the award for best primary education resource.

Twenty five current or former employees of the department were awarded within the **Order of Australia** in 2005.

The **Public Service Medal** was awarded to John Allsop, Director, TAFE NSW, South Western Sydney Institute; Julie Buckley, Primary Industries and Natural Resources Curriculum Centre, TAFE NSW – Western Institute; and Sue Reid, TAFE NSW - Hunter Institute; Sara Thorley-Smith, Safety and Security Directorate.

The **Baxter 2005 NSW Health Awards**, Education and Training Award, was presented to the TAFE NSW - New England Institute and the Hunter New England Area Health Service. These awards are recognised as the most prestigious health awards in Australia.

The **Belle Young Interior Designer of the Year Award** is the design industry's most celebrated award. In 2005 TAFE NSW students won both first and second prizes.

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. Wiley Park Public School was the recipient of the 2005 award. Seven 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 2005, seven teachers received the award. For the first time the award program also included the Australian Information Industry Association (AIIA) Teacher Support Program.

The **Excellent Service to Public Education and Training Award** honours people who make significant contributions to public education and training. In

2005, 47 people were recognised for their outstanding commitment.

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 2005, nine principals were awarded fellowships to conduct research nationally and/or overseas.

The **Meritorious Service to Public Education and Training Award** celebrating outstanding achievement and contributions to public education and training was awarded to the author Libby Gleeson.

The **NSW Combined High Schools' Sports Association** awarded:

- The Val Lambert Trophy to Johnno Cotterill, Sydney Distance Education, for outstanding achievement by a male student in his chosen sport of water polo
- The Betty Bowen Award, to Dani Samuels, for outstanding achievement by a female student, in her chosen sport of athletics.

The **38th WorldSkills Competition** TAFE NSW students made up 14 of the 25 Australian competitors at Competition held in Helsinki during May 2005 and were awarded three gold medals, two bronze medals, and five medallions of excellence.

Premier's Teacher Scholarships were awarded to 38 teachers to undertake international study in six 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 2005, 56 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 2005, 12 teachers from government schools and 12 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 2005, 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 2005, seven secondary schools and seven primary schools received awards.

The **Special Industry Awards** recognise outstanding achievements in the workplace and in training. In 2005, the Phil Darby Memorial Award was awarded to Kevin Spiteri in the South Western Sydney Region. The award for the Top Apprentice in Vehicle Trades was awarded to David McAlister in the North Coast Region, and the Excellence in Trade Skills Award was awarded to Daniel Lukic in the South Sydney Region.

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 2005, the Gold Award was awarded to Sydney Institute; the Silver Award was awarded jointly to Vocational Education in Schools Directorate and the Community Services, Health, Tourism and Recreation Curriculum Centre; and the Bronze Award was awarded to Western Institute.

The **Teacher and School Administrative and Support Staff Exchange Program** supported 31 teachers and two principals to undertake year-long exchanges in 10 destinations. These exchanges provide valuable insights into other educational organisations as well as bringing international perspectives to NSW schools.

The **Treasury Managed Fund Risk Management Awards** celebrate the achievements of government agencies in the Treasury Managed Fund in better practice risk management. In 2005, the Department of Education and Training won a highly commended award for its Safe Working and Learning Strategy 2005-2008.

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 2005, the people and groups that received awards included:

- **Aboriginal and Torres Strait Islander (ATSI) Student of the Year Award** - George Williams, New England Institute
- **Apprentice of the Year Award** - Steven Anderson, Illawarra Institute
- **Minister's Award for a VET in Schools Teacher** - Lynne Kilpatrick, Southern Sydney Region
- **Trainee of the Year Award** - Scott Greenow, Northern Sydney Institute
- **Vocational School Student of the Year Award** - Kiera Dodds, Hunter Region
- **Vocational Student of the Year Award** - Sarah Talbot, Hunter Institute
- **Large Training Provider of the Year Award** - TAFE NSW North Coast Institute
- **VET in Schools Excellence Award** - Northern Beaches Secondary College.



Contents

NSW Department of Education and Training	
Independent Audit Report	152
Statement by Director-General	154
Primary Financial Statements	155
Supplementary Financial Statements	158
Notes to and forming part of the Financial Statements	163
NSW Technical and Further Education Commission	
Independent Audit Report	188
Statement by Managing Director	190
Primary Financial Statements	191
Notes to and forming part of the Financial Statements	194
NSW Adult Migrant English Service	
Independent Audit Report	214
Statement by Director	216
Primary Financial Statements	217
Notes to and forming part of the Financial Statements	220
TAFE GLOBAL Pty Ltd	
Independent Audit Report	231
Directors Report.	233
Director's Declaration	235
Primary Financial Statements	236
Notes to and forming part of the Financial Statements	239



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:

- (a) presents fairly the Department's and the consolidated entity's financial position as at 30 June 2005 and their financial performance and cash flows for the year ended on that date, in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and
- (b) complies with section 45E of the *Public Finance and Audit Act 1983* (the Act).

My opinion should be read in conjunction with the rest of this report.

The Director-General's Role

The financial report is the responsibility of the Director-General of the Department. It consists of the statements of financial position, the statements of financial performance, the statements of cash flows, the program statement - expenses and revenues, the summary of compliance with financial directives and the accompanying notes for the Department and the consolidated entity. The consolidated entity comprises the Department and the entities controlled at the year's end or during the financial year.

The Auditor's Role and the Audit Scope

As required by the Act, I carried out an independent audit to enable me 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 and Assurance Standards and statutory requirements, and I:

- evaluated the accounting policies and significant accounting estimates used by the Director-General in preparing the financial report, and
- examined a sample of the evidence that supports the amounts and other 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.

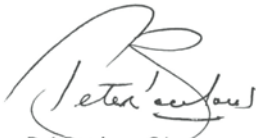
My opinion does *not* provide assurance:

- 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
Acting Assistant Auditor-General

SYDNEY
28 September 2005

Start of Audited Financial Statements

DEPARTMENT OF EDUCATION AND TRAINING

Financial Statements

For the year ended 30 June 2005

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 2000* 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

Financial Statements

NSW Department of Education and Training

Statement of Financial Performance for the Year Ended 30 June 2005

	Notes	Economic Entity			Parent Entity	
		Actual 2005 \$'000	Budget 2005 \$'000	Actual 2004 \$'000	Actual 2005 \$'000	Actual 2004 \$'000
Expenses						
Operating expenses						
Employee related	2(a)	6,552,454	6,597,203	5,973,935	5,471,778	4,934,844
Other operating expenses	2(b)	1,410,724	1,228,527	1,339,049	1,177,044	1,135,421
Maintenance		229,159	219,523	240,075	187,270	209,581
Depreciation and amortisation	2(c)	288,512	281,643	277,435	200,797	189,507
Grants and subsidies	2(d)	174,332	167,961	184,808	201,756	203,313
Borrowing costs	2(e)	7,227	8,940	4,775	7,227	4,775
Other expenses	2(f)	0	171	67	158	154
Total Expenses		8,662,408	8,503,968	8,020,144	7,246,030	6,677,595
Less:						
Retained Revenue						
Sale of goods and services	3(a)	349,212	330,882	301,810	108,752	81,908
Investment income	3(b)	26,342	21,021	22,054	22,026	17,728
Grants and contributions	3(c)	65,995	299,864	82,280	59,944	79,317
Other revenue	3(d)	235,713	14,316	217,630	229,307	211,747
Total Retained Revenue		677,262	666,083	623,774	420,029	390,700
Gain / (loss) on disposal of non-current assets	4	3,209	--	(2,575)	(1,486)	(972)
Net Cost of Services		7,981,937	7,837,885	7,398,945	6,827,487	6,287,867
Government Contributions						
Recurrent appropriation (net of transfer payments)	6	6,868,892	6,850,232	6,342,609	5,914,505	5,433,407
Capital appropriation (net of transfer payments)	6	350,989	351,052	347,357	285,816	278,959
Acceptance by the Crown Entity of employee benefits and other Liabilities	7	825,265	770,738	762,978	699,376	647,806
Total Government Contributions		8,045,146	7,972,022	7,452,944	6,899,697	6,360,172
SURPLUS / (DEFICIT) FOR THE YEAR FROM ORDINARY ACTIVITIES		63,209	134,137	53,999	72,210	72,305
NON-OWNER TRANSACTION CHANGES IN EQUITY						
Net Increase / (decrease) in asset revaluation reserve	20	(48)	--	(90,796)	(48)	(49,966)
TOTAL REVENUES, EXPENSES AND VALUATION ADJUSTMENTS RECOGNISED DIRECTLY IN EQUITY		(48)	--	(90,796)	(48)	(49,966)
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS	20	63,161	134,137	(36,797)	72,162	22,339

The accompanying notes form part of these statements

Financial Statements

NSW Department of Education and Training

Statement of Financial Position as at 30 June 2005

	Notes	Economic Entity			Parent Entity	
		Actual	Budget	Actual	Actual	Actual
		2005	2005	2004	2005	2004
		\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS						
Current Assets						
Cash	10	424,558	398,519	393,505	349,511	337,966
Receivables	11	81,745	85,894	87,499	39,033	56,036
Other financial assets	12	5	13	13	--	--
Other	14	10,291	19,469	19,561	3,384	12,915
Total Current Assets		516,599	503,895	500,578	391,928	406,917
Non-Current Assets						
Receivables	11	6,453	3,440	6,503	3,326	3,440
Other financial assets	12	488	3,481	420	--	--
Property, Plant and Equipment	13					
- Land and Buildings		15,070,976	15,093,288	15,012,471	12,767,367	12,683,381
- Plant and Equipment		214,470	149,824	151,283	132,419	77,162
Total Property, Plant and Equipment		15,285,446	15,243,112	15,163,754	12,899,786	12,760,543
Total Non-Current Assets		15,292,387	15,250,033	15,170,677	12,903,112	12,763,983
Total Assets		15,808,986	15,753,928	15,671,255	13,295,040	13,170,900
LIABILITIES						
Current Liabilities						
Payables	16	277,811	173,408	235,564	189,304	167,571
Interest bearing liabilities	17	44,300	31,840	61,552	44,300	61,552
Provisions	18	82,002	73,122	73,576	49,716	42,885
Other	19	--	22,846	22,468	--	22,468
Total Current Liabilities		404,113	301,216	393,160	283,320	294,476
Non-Current Liabilities						
Provisions	18	140,836	140,471	133,821	121,279	114,680
Interest bearing liabilities	17	105,772	83,104	49,237	105,772	49,237
Other	19	--	--	--	--	--
Total Non-Current Liabilities		246,608	223,575	183,058	227,051	163,917
Total Liabilities		650,721	524,791	576,218	510,371	458,393
Net Assets		15,158,265	15,229,137	15,095,037	12,784,669	12,712,507
EQUITY						
Reserves	20	3,139,871	3,145,170	3,145,170	2,327,036	2,328,635
Accumulated funds		12,018,394	12,083,967	11,949,867	10,457,633	10,383,872
Total Equity		15,158,265	15,229,137	15,095,037	12,784,669	12,712,507

The accompanying notes form part of these statements

Financial Statements

NSW Department of Education and Training

Statement of Cash Flows for the Year Ended 30 June 2005

	Notes	Economic Entity			Parent Entity	
		Actual	Budget	Actual	Actual	Actual
		2005	2005	2004	2005	2004
		\$'000	\$'000	\$'000	\$'000	\$'000
CASH FLOWS FROM OPERATING ACTIVITIES						
Payments						
Employee related		(6,048,826)	(6,190,116)	(5,607,745)	(5,053,927)	(4,622,245)
Grants and subsidies		(182,405)	(166,385)	(194,616)	(209,829)	(213,122)
Borrowing costs		(7,227)	(8,940)	(4,775)	(7,227)	(4,775)
Other		(1,712,221)	(1,662,858)	(1,732,040)	(1,400,971)	(1,474,429)
Total Payments		(7,950,679)	(8,028,299)	(7,539,176)	(6,671,954)	(6,314,571)
Receipts						
Sale of goods and services		357,475	329,602	294,714	117,488	73,934
Interest received		25,910	21,025	23,134	21,561	18,803
Other		465,529	533,154	463,540	424,127	426,478
Total Receipts		848,914	883,781	781,388	563,176	519,215
Cash Flows From Government						
Recurrent appropriation		6,846,424	6,852,014	6,344,819	5,892,037	5,435,617
Capital appropriation		350,989	351,052	347,357	285,816	278,959
Cash reimbursements from the Crown Entity		302,093	303,340	268,609	244,118	219,364
Net Cash Flows From Government		7,499,506	7,506,406	6,960,785	6,421,971	5,933,940
NET CASH FLOWS FROM OPERATING ACTIVITIES						
	24	397,741	361,888	202,997	313,193	138,584
CASH FLOWS FROM INVESTING ACTIVITIES						
Proceeds from sale of Land and Buildings and Plant and Equipment						
		29,897	86,270	35,722	18,151	35,355
Proceeds from sale of investments						
		8	29	15	--	--
Purchases of Land and Buildings and Plant and Equipment						
		(379,689)	(389,471)	(397,206)	(302,899)	(322,332)
Purchases of investments						
		(4)	(63)	(5)	--	--
NET CASH FLOWS FROM INVESTING ACTIVITIES		(349,788)	(303,235)	(361,474)	(284,748)	(286,977)
CASH FLOWS FROM FINANCING ACTIVITIES						
Proceeds from borrowings and advances						
		--	--	46,200	--	46,200
Repayment of borrowings and advances						
		(16,900)	(53,639)	(11,551)	(16,900)	(11,551)
NET CASH FLOWS FROM FINANCING ACTIVITIES		(16,900)	(53,639)	34,649	(16,900)	34,649
NET INCREASE/(DECREASE) IN CASH						
		31,053	5,014	(123,828)	11,545	(113,744)
Opening cash and cash equivalents						
		393,505	393,505	517,333	337,966	451,710
CLOSING CASH AND CASH EQUIVALENTS						
	10	424,558	398,519	393,505	349,511	337,966

The accompanying notes form part of these statements

Financial Statements

NSW Department of Education and Training

Program Statement - Expenses and Revenues for the Year Ended 30 June 2005

AGENCY'S EXPENSES & REVENUES	31.1.1 *		31.1.2 *		31.2.1 *	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Expenses						
Operating expenses						
Employee related	20,694	16,150	2,799,498	2,499,365	2,604,927	2,378,280
Other operating expenses	3,244	3,137	587,089	547,568	513,470	485,424
Maintenance	516	544	94,019	104,351	92,732	104,569
Depreciation and amortisation	426	402	101,792	95,824	93,770	88,741
Grants and subsidies	--	--	34,190	32,589	14,592	13,781
Borrowing costs	--	--	3,830	2,992	3,397	1,783
Other expenses	--	--	--	--	--	--
Total Expenses	24,880	20,233	3,620,418	3,282,689	3,322,888	3,072,578
Retained Revenue						
Sale of goods and services	919	399	26,406	13,758	56,434	43,333
Investment income	97	67	11,346	8,894	10,563	8,460
Grants and contributions	243	250	28,716	36,197	24,256	32,658
Other revenue	995	790	117,904	107,772	109,897	102,644
Total Retained Revenue	2,254	1,506	184,372	166,622	201,150	187,093
Gain / (loss) on disposal of non-current assets	--	--	1,755	7,313	(3,240)	(8,284)
NET COST OF SERVICES	22,626	18,727	3,434,291	3,108,755	3,124,978	2,893,768
Government Contributions **						
NET EXPENDITURE / (REVENUE) FOR THE YEAR	22,626	18,727	3,434,291	3,108,755	3,124,978	2,893,768
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer Payments	--	--	(25,853)	(23,537)	(21,845)	(20,449)
Administered Revenues						
Transfer Receipts	--	--	25,853	23,537	21,845	20,449
Administered Revenues less Expenses	--	--	--	--	--	--

* The name and purpose of each program is summarised in Note 9.

** Appropriations are made on an agency basis and not 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 statements

Financial Statements

NSW Department of Education and Training

Program Statement - Expenses and Revenues for the Year Ended 30 June 2005 (continued)

AGENCY'S EXPENSES & REVENUES	31.3.1 *		31.4.1 *		31.4.2 *	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Expenses						
Operating expenses						
Employee related	475	415	1,068,359	1,026,497	42,155	36,171
Other operating expenses	656	783	249,376	219,819	41,327	66,368
Maintenance	--	--	41,767	30,492	--	--
Depreciation and amortisation	--	--	87,640	87,850	4,809	4,539
Grants and subsidies	6,319	5,695	31	585	119,200	132,158
Borrowing costs	--	--	--	--	--	--
Other expenses	--	--	--	67	--	--
Total Expenses	7,450	6,893	1,447,173	1,365,310	207,491	239,236
Retained Revenue						
Sale of goods and services	--	--	207,014	189,792	23,910	23,811
Investment income	--	--	4,228	4,204	21	307
Grants and contributions	--	--	3,633	2,223	6,761	10,124
Other revenue	--	--	4,087	3,634	313	250
Total Retained Revenue	--	--	218,962	199,853	31,005	34,492
Gain / (loss) on disposal of non-current assets	--	--	4,694	(1,604)	--	--
NET COST OF SERVICES	7,450	6,893	1,223,517	1,167,061	176,486	204,744
Government Contributions **						
NET EXPENDITURE/ (REVENUE) FOR THE YEAR	7,450	6,893	1,223,517	1,167,061	176,486	204,744
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments	(660,809)	(600,584)	--	--	(1,053)	(501)
Administered Revenues						
Transfer receipts	660,809	600,584	--	--	1,053	501
Administered Revenues less Expenses	--	--	--	--	--	--

* The name and purpose of each program is summarised in Note 9.

** Appropriations are made on an agency basis and not 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 statements

Financial Statements

NSW Department of Education and Training

Program Statement - Expenses and Revenues for the Year Ended 30 June 2005 (continued)

AGENCY'S EXPENSES & REVENUES	Non-Attributable		AMES ***		TAFE GLOBAL Pty Ltd ***	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Expenses						
Operating expenses						
Employee related	--	--	14,399	14,020	1,947	3,037
Other operating expenses	--	--	12,696	13,237	2,866	2,713
Maintenance	--	--	125	119	--	--
Depreciation and amortisation	--	--	25	32	50	47
Grants and subsidies	--	--	--	--	--	--
Borrowing costs	--	--	--	--	--	--
Other expenses	--	--	--	--	--	--
Total Expenses	--	--	27,245	27,408	4,863	5,797
Retained Revenue						
Sale of goods and services	--	--	28,594	23,637	5,935	7,080
Investment income	--	--	87	122	--	--
Grants and contributions	--	--	2,386	828	--	--
Other revenue	--	--	2,517	2,541	--	--
Total Retained Revenue	--	--	33,584	27,128	5,935	7,080
Gain / (loss) on disposal of non-current assets	--	--	--	--	--	--
NET COST OF SERVICES	--	--	(6,339)	280	(1,072)	(1,283)
Government Contributions **	8,045,146	7,452,944				
NET EXPENDITURE / (REVENUE) FOR THE YEAR	(8,045,146)	(7,452,944)	(6,339)	280	(1,072)	(1,283)
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments	--	--	--	--	--	--
Administered Revenues						
Transfer receipts	--	--	--	--	--	--
Administered Revenues less Expenses	--	--	--	--	--	--

* The name and purpose of each program is summarised in Note 9.

** Appropriations are made on an agency basis and not 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 statements

Financial Statements

NSW Department of Education and Training

Program Statement – Expenses and Revenues for the Year Ended 30 June 2005 (continued)

AGENCY'S EXPENSES & REVENUES	Total	
	2005 \$'000	2004 \$'000
Expenses		
Operating expenses		
Employee related	6,552,454	5,973,935
Other operating expenses	1,410,724	1,339,049
Maintenance	229,159	240,075
Depreciation and amortisation	288,512	277,435
Grants and subsidies	174,332	184,808
Borrowing costs	7,227	4,775
Other expenses	--	67
Total Expenses	8,662,408	8,020,144
Retained Revenue		
Sale of goods and services	349,212	301,810
Investment income	26,342	22,054
Grants and contributions	65,995	82,280
Other revenue	235,713	217,630
Total Retained Revenue	677,262	623,774
Gain / (loss) on disposal of non-current assets	3,209	(2,575)
NET COST OF SERVICES	7,981,937	7,398,945
Government Contributions **	8,045,146	7,452,944
NET EXPENDITURE / (REVENUE) FOR THE YEAR	(63,209)	(53,999)
ADMINISTERED EXPENSES AND REVENUES		
Administered Expenses		
Transfer payments	(709,560)	(645,071)
Administered Revenues		
Transfer receipts	709,560	645,071
Administered Revenues less Expenses	--	--

* The name and purpose of each program is summarised in Note 9.

** Appropriations are made on an agency basis and not 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 statements

Financial Statements

NSW Department of Education and Training

Summary of Compliance with Financial Directives (Economic Entity)

ORIGINAL BUDGET APPROPRIATION/ EXPENDITURE	2005				2004			
	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
• Appropriation Act	7,549,852	7,542,820	351,052	329,609	6,831,745	6,809,155	357,148	357,148
• 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	--	--	--	--	--	--	--	--
	7,549,852	7,542,820	351,052	329,609	6,831,745	6,809,155	357,148	357,148
OTHER APPROPRIATIONS / EXPENDITURE								
• Treasurer's Advance	35,968	36,166	--	--	101,692	101,692	(9,791)	(9,791)
• Section 22 – expenditure for certain works and Services	--	--	--	--	35,711	35,711	--	--
• Transfers from another agency (s 25 of the Appropriation Act)	--	--	--	--	58,500	58,622	--	--
• Section 27 Appropriation Act – transfers from / (to) another agency	(534)	(534)	29,930	21,380	--	--	--	--
	35,434	35,632	29,930	21,380	195,903	196,025	(9,791)	(9,791)
Total Appropriations / Expenditure / Net Claim on Consolidated Fund (includes transfer payments)	7,585,286	7,578,452	380,982	350,989	7,027,648	7,005,180	347,357	347,357
Amount drawn down against Appropriation		7,578,452		350,989		7,027,648		347,357
Liability to Consolidated Fund *		--		--		22,468		--

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 statements

Financial Statements

NSW Department of Education and Training

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, 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 consolidated as part of the NSW Total State Sector Accounts.

(b) Basis of Accounting

The Department's financial statements with the exception of the school financial transactions (as noted in note 1(c) (i)) are a general-purpose financial report, which has been prepared on an accrual basis in accordance with:

- applicable Australian Accounting Standards;
- other authoritative pronouncements of the Australian Accounting Standards Board (AASB);
- Urgent Issues Group (UIG) Consensus Views;
- the requirements of the Public Finance and Audit Act and Regulations; and
- the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies or issued by the Treasurer under section 9(2) (n) of the Act.

Where there are inconsistencies between the above requirements, the legislative provisions have prevailed.

In the absence of a specific Accounting Standard, other authoritative pronouncements of the AASB or UIG Consensus View, the hierarchy of other pronouncements as outlined in AAS6 "Accounting Policies" is considered.

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.

Except for land and buildings and some investments, which are recorded at valuation, the financial statements are prepared in accordance with the historical cost convention.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

The accounting policies adopted are consistent with those of the previous year unless otherwise stated.

(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 2004 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 2005 cash balances. The Department obtained information on cash balances recently by surveying every school.

The accompanying notes form part of these statements

Notes to and forming part of the Financial Statements

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 2005 totalled \$382.1M (\$332.8M in 2004) of which \$30.4M (\$32.5M in 2004) related to trust funds.

Based on the percentages as at November 2004, schools are holding these funds for the following purposes:

	\$M	%
Asset Replacement and Acquisition	72.8	19%
Commitments	211.3	55%
General Contingencies	98.0	26%
	<u>382.1</u>	

(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) 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 8.

The accrual basis of accounting and all applicable accounting standards have been adopted for the reporting of the administered activities.

(e) Revenue Recognition

Revenue is recognised when the Department has control of the asset or right to receive, it is probable that the economic benefit will flow to the Department and the amount of revenue can be measured reliably. Additional comments regarding the accounting policies on the recognition of revenue 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 revenues when the agency obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions are 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 19 as part of "other current liabilities". The amount will be repaid and the liability will be extinguished next financial year.

Notes to and forming part of the Financial Statements

(ii) Revenue – Sale of goods and services

Revenue from the Sale of goods and services comprises revenue from the provision of products or services, i.e., user charges. User charges are recognised as revenue when the Department obtains control of the assets that result from them. Student administration charges are recognised as revenue at the time of collection.

(iii) Investment Income

Interest income is recognised as it accrues. Rent revenue is recognised in accordance with AAS 17 “Accounting for Leases”.

(iv) 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.

(v) Other Revenue

Other revenues are recognised as they accrue.

(f) Employee Benefits

(i) Wages, Salaries, Annual Leave, Sick Leave and On-Costs

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 nominal 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 economic entity’s liabilities for long service leave and 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 Transactions Entity of Employee Benefits and other Liabilities”.

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 10 years of eligible service, and 3.84% for those with between five and ten 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 been apportioned into current and non-current liabilities according to the period in which the entitlement is expected to be paid and are included in “Other” within Note 18. Corresponding amounts reimbursable from the Treasury are shown as current and non-current assets within “Other Debtors” in Note 11.

Long service leave calculation is based on the net present value method. Long service leave is initially calculated on the nominal method based on remuneration rates at year-end for all employees with five or more years’ service. Factors provided by the Government Actuary and outlined in Treasury Circular TC 03/08 have been applied to the nominal valuation to arrive at the 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.

Notes to and forming part of the Financial Statements

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 11 "Receivables". Increases in prepaid superannuation contributions are recognised as "Other Revenue" within Note 3 (d).

(iii) On-costs – Superannuation

In the past, the Treasury provided, as part of its consolidated fund recurrent allocations, superannuation on-cost for Commonwealth and Revenue funded programs. The programs were charged with an equivalent amount and these funds were transferred back to the State to offset the funding included in State Consolidated Fund appropriations.

This arrangement has ceased from the current financial year, as the Treasury is not providing for such on-costs.

(iv) Other Provisions

Other provisions exist when the entity has a present legal, equitable or constructive obligation to make a future sacrifice of economic benefits to other entities because of past transactions or other past events. These provisions are recognised when it is probable that a future sacrifice of economic benefit will be required and the amount can be measured reliably.

(g) Borrowing Costs

Borrowing costs are recognised as expenses in the period in which they are incurred (except where they are included in the costs of qualifying assets).

(h) 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 experience.

(i) 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; and
- receivables and payables are stated with the amount of GST included.

(j) 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 determined as the fair value of the assets given as consideration plus the costs incidental to the acquisition. The cost of buildings includes all furniture purchased.

Assets acquired at no cost, or for nominal consideration, are initially recognised as assets and revenues at their fair value at the date of acquisition.

Fair value means the amount for which an asset could be exchanged between a knowledgeable, willing buyer and a knowledgeable, willing seller in an arm's length transaction.

Notes to and forming part of the Financial Statements

(k) Plant and Equipment

Plant and equipment costing \$5,000 and above individually are capitalised.

(l) Revaluation of Physical Non-Current Assets

Physical non-current assets are valued in accordance with the "Guidelines for the Valuation of Physical Non-Current Assets at Fair Value". This policy adopts fair value in accordance with AASB 1041 from financial years beginning on or after 1 July 2002. Buildings and improvements (excluding land) valuations are based on the estimated written down replacement cost of the most appropriate modern equivalent replacement facility having a similar service potential to the existing asset. Land is valued on an existing use basis subject to any restrictions or enhancements since acquisition. Property considered surplus at 30 June 2005 has been valued at market value. Plant and equipment is valued at cost of acquisition.

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 every five years. The last such revaluation was completed on 30 June 2003 and was based on an independent assessment.

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 \$22.4M.

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.

The recoverable amount test has not been applied, as the economic entity is a not-for-profit entity whose service potential is not related to the ability to generate cash inflows.

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.

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.

(m) Depreciation of Non-Current Physical Assets

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 entity. 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

(n) Maintenance and Repairs

The costs of maintenance are charged as expenses are incurred.

(o) Leased Assets

Operating lease payments are charged to the Statement of Financial Performance in the periods in which they are incurred.

(p) Receivables

Receivables are recognised and carried at the original invoice amount less a provision for any uncollectible debts. An estimate for doubtful debts is made when collection of the full amount is no longer probable. Bad debts are written off as they are incurred.

(q) Inventories

The economic entity 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.

(r) Other Financial Assets

Marketable securities and deposits are valued at market valuation or cost. Non-marketable securities are brought to account at cost.

For non-current other financial assets, revaluation increments are credited directly to the asset revaluation reserve. Revaluation decrements are recognised in the Statement of Financial Performance except to the extent that the decrement reverses an increment previously credited to the asset revaluation reserve, in which case it is debited to the asset revaluation reserve.

For current other financial assets, revaluation increments and decrements are recognised in the Statement of Financial Performance.

Where securities represent investments in associates, appropriate adjustment to the carrying value of the investment has been effected to reflect the gain or loss that would accrue as an investor.

(s) Payables

These amounts represent liabilities for goods and services provided to the agency and other amounts, including interest.

(t) Interest Bearing Liabilities

All loans are valued at current capital value.

(u) 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 Statement of Financial Performance and the Statement of Cash Flows are generally based on the amounts disclosed in the NSW Budget Papers (as adjusted above). However, in the Statement of Financial Position, 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

(v) Impact of adopting International Financial Reporting Standards

The Department will apply the Australian equivalents to International Financial Reporting Standards (AEIFRS) from 2005-06.

The transition to the new standards is being managed by allocating internal resources to analyse the pending standards and Urgent Issues Group Abstracts to identify key areas regarding policies, procedures, systems and financial impacts affected by the transition. As a result of this exercise, the economic agency has taken the following steps to manage the transition to the new standards:

- The Economic Entity's "International Financial Reporting Standard Convergence Committee" is overseeing the transition. The General Manager Finance and Administration is responsible for the project and the committee reports regularly on progress against the implementation plan.
- The following phases that need to be undertaken have been identified:
 - Establish a project team to implement the AIFRS.
 - Prepare a conversion project plan.
 - Prepare an implementation timetable.
 - Identify key areas of impact on accounting and reporting, operational issues, systems, controls and policies.
 - Identify training needs.
 - Implement any necessary systems, policies and procedures.
 - Implementation of the AIFRS and post implementation review.
- To date, the following phases have been implemented:
 - A project team has been established and meets on a weekly basis.
 - A conversion project plan has been approved.
 - An implementation timetable has been approved.
 - Training of key staff members has commenced.
 - Identification of key areas of impact has commenced.

The Department has determined the key areas where changes in accounting policies are likely to impact the financial report. Some of these impacts arise because AEIFRS requirements are different from existing AASB requirements (AGAAP). Other impacts are likely to arise from options in AEIFRS. To ensure consistency at the whole of government level, NSW Treasury has advised agencies of options it is likely to mandate for the NSW Public Sector. The impacts disclosed below reflect Treasury's likely mandates (referred to as "indicative mandates").

Shown below are management's best estimates as at the date of preparing the 30 June 2005 financial report of the estimated financial impacts of AEIFRS on the Department's equity and profit/loss. The Department does not anticipate any material impacts on its cash flows. The actual effects of the transition may differ from the estimated figures below because of pending changes to the AEIFRS, including the UIG Interpretations and / or emerging accepted practice in their interpretation and application. The Department's accounting policies may also be affected by a proposed standard to harmonise accounting standards with Government Finance Statistics (GFS). However, the impact is uncertain because it depends on when this standard is finalised and whether it can be adopted in 2005-06.

Notes to and forming part of the Financial Statements

(a) Reconciliation of key aggregates

Reconciliation of equity under existing Standards (AGAAP) to equity under AEIFRS:			
		30 Jun 05**	1 Jul 04*
		\$000	\$000
	Notes		
Total equity under AGAAP		15,158,265	15,095,037
Adjustments to accumulated funds		47	--
Adjustments to other reserves		--	--
Total equity under AEIFRS		15,158,312	15,095,037

*=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		63,209
Assets held for sale – depreciation charged during the year on “Assets held for Sale” disposed reversed		47
Surplus/ (deficit) under AEIFRS		63,256

Based on the above, if AEIFRS were applied in 2004/05, the Net Cost of Service would change to \$7.982m.

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. Unlike current AGAAP, ‘held for sale’ assets are not depreciated, thereby reducing the depreciation expense.

(b) Financial Instruments

In accordance with NSW Treasury’s indicative mandates, the Department will apply the exemption provided in AASB 1 *First-time Adoption of Australian Equivalents to International Financial Reporting Standards* not to apply the requirements of AASB 132 *Financial Instruments: Presentation and Disclosures* and AASB 139 *Financial Instruments: Recognition and Measurement* for the financial year ended 30 June 2005. These Standards will apply from 1 July 2005. None of the information provided above includes any impacts for financial instruments. However, when these Standards are applied, they are likely to impact on retained earnings (on first adoption) and the amount and volatility of profit / loss. Further, the impact of these Standards will in part depend on whether the fair value option can or will be mandated consistent with Government Finance Statistics.

(c) Grant recognition for not-for profit entities

The Department will apply 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 current AASB 1004. However, the new AASB 1004 may be amended by proposals in Exposure Draft (ED) 125 *Financial Reporting by Local Governments*. If the ED 125 approach is applied, revenue and / or expense recognition will not occur either until 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 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.

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

2. EXPENSES	Economic Entity		Parent Entity	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
(a) Employee related expenses comprise the following specific items:				
Salaries and wages (including recreation leave) *	5,223,045	4,821,471	4,350,219	3,976,547
Superannuation	543,298	515,027	452,604	432,184
Long service leave	257,396	182,148	225,528	152,662
Workers' compensation insurance **	144,197	109,397	128,507	94,151
Payroll tax and fringe benefits tax	364,819	336,642	305,033	275,635
Redundancy payments	15,303	8,622	5,971	3,471
Other	4,396	628	3,916	194
	6,552,454	5,973,935	5,471,778	4,934,844

* An amount of \$1.264M (\$1.933M in 2004) 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 current year's workers' compensation premium includes the above hindsight adjustments, which amounted to \$22.535M.

(b) Other operating expenses:

Auditor's remuneration *				
Audit or review of the financial reports	1,391	1,400	848	945
Bad and doubtful debts	784	906	795	123
Rental expense relating to operating leases	45,263	37,661	37,466	30,408
Insurance	111,603	134,642	106,357	128,121
Cleaning	222,443	203,599	192,373	175,108
Fees for services rendered	104,073	96,907	71,283	68,735
Minor stores, provisions, plant and computing expenses	148,261	111,282	46,202	30,594
School computing expenses	34,371	51,515	34,371	51,515
Travelling sustenance	36,914	38,570	23,531	25,271
Internet and related expenses	56,857	60,995	56,672	60,855
Postage and telephone	37,836	38,795	26,414	27,398
Utilities	60,477	58,020	44,505	42,616
Printing	17,820	16,920	12,322	11,180
School operating expenses	466,654	431,775	466,654	431,775
Other	65,977	56,062	57,251	50,777
	1,410,724	1,339,049	1,177,044	1,135,421

* Auditors remuneration includes \$260,500 (actual Audit cost for 2005 was \$367,750 compared to \$396,550 in 2004) for the audit of a selection of schools. The \$260,500 is made up of \$120,500 being the final payment for the 2004 Audit of selected schools and \$140,000 payment for the 2005 audit. The balance of \$227,750 will be paid in 2005/06.

(c) Depreciation and amortisation expense:

Buildings and improvements	258,361	252,479	185,333	181,321
Plant and equipment	30,151	24,956	15,464	8,186
	288,512	277,435	200,797	189,507

Notes to and forming part of the Financial Statements

2. EXPENSES (CONTINUED)

	Economic Entity		Parent Entity	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
(d) Grants and subsidies:				
Grants for non-profit organisations	7,872	5,808	8,071	5,838
Grants for industry training services	72,156	52,318	95,015	67,997
Grants for education access services	22,651	29,336	27,373	30,884
Grants for adult community education services	19,125	22,100	19,125	22,100
Grants for policy and planning projects	11	12	11	12
Grants for recognition services	1,770	26,229	1,775	28,041
Grants for conveyance of school children	49,135	46,719	49,135	46,719
Other	1,612	2,286	1,251	1,722
	174,332	184,808	201,756	203,313
(e) Borrowing costs:				
Interest	7,227	4,775	7,227	4,775
	7,227	4,775	7,227	4,775
(f) Other expenses:				
Other	--	67	158	154
	--	67	158	154
3. REVENUES				
(a) Sale of goods and services:				
Sale of goods and services	18,754	13,463	11,540	8,809
Course fees	66,380	60,884	4,183	3,507
Administration charges	68,722	62,091	459	330
Overseas student fees	56,297	53,418	33,877	31,655
Fees and charges	47,471	32,644	46,586	31,837
Other	91,588	79,310	12,107	5,770
	349,212	301,810	108,752	81,908
(b) Investment income:				
Interest	26,342	22,054	22,026	17,728
	26,342	22,054	22,026	17,728
(c) Grants and contributions:				
Other Public Sector agencies	13,800	10,613	8,730	8,295
Commonwealth Government	4,251	9,406	4,255	9,407
Asset contributions (free assets or contributions to assets)	684	111	513	--
Donations and industry contributions	47,260	62,150	46,446	61,615
	65,995	82,280	59,944	79,317
(d) Other revenue:				
School generated revenue *	222,564	202,436	222,564	202,436
Other	13,149	15,194	6,743	9,311
	235,713	217,630	229,307	211,747

* includes a sum of \$15.03M in 2004 representing school canteen sales; this item for \$14.49M in 2005 is added to Sale of goods and services – Fees and charges.

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

4. GAIN / (LOSS) ON DISPOSAL OF NON-CURRENT ASSETS

	Economic Entity		Parent Entity	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
Gain / (loss) on disposal of land and buildings and plant and equipment				
Proceeds from disposal	29,896	35,722	18,150	35,355
Written down value of assets disposed	(26,687)	(38,297)	(19,636)	(36,327)
Net gain / (loss) on disposal of land and buildings and plant and equipment	3,209	(2,575)	(1,486)	(972)
Gain / (loss) on disposal of non-current assets	3,209	(2,575)	(1,486)	(972)

5. 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.

In the 2004/05 financial year contributions amounting to \$3.34M were received by DET for programs where such conditions were in place.

Unspent funds for these contributions for 2004/05, including balances brought forward from prior years, totalled \$3.49M.

6. APPROPRIATIONS

	Economic Entity		Parent Entity	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
Recurrent appropriations				
Total recurrent drawdown from Treasury (per Summary of Compliance)	7,578,452	7,027,648	7,578,452	7,027,648
Less appropriation allocated to TAFE by Parent Entity	--	--	(954,387)	(909,202)
Less Liability to Consolidated Fund (per Summary of Compliance)	--	(22,468)	--	(22,468)
Total	7,578,452	7,005,180	6,624,065	6,095,978
Comprising:				
Recurrent appropriations (per Statement of Financial Performance)	6,868,892	6,342,609	5,914,505	5,433,407
Administered Payments (Transfer payments, Note 8)	709,560	645,071	709,560	645,071
Return to State – superannuation oncost (refer Note 1 (f) (iii))	--	17,500	--	17,500
Total	7,578,452	7,005,180	6,624,065	6,095,978
Capital appropriations				
Total capital drawdown from Treasury (per Summary of Compliance)	350,989	347,357	350,989	347,357
Less appropriation allocated to TAFE by Parent Entity	--	--	(65,173)	(68,398)
Less liability to Consolidated Fund (per Summary of Compliance)	--	--	--	--
Total	350,989	347,357	285,816	278,959
Comprising:				
Capital appropriations (per Statement of Financial Performance)	350,989	347,357	285,816	278,959
Total	350,989	347,357	285,816	278,959

Notes to and forming part of the Financial Statements

7. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES

	Economic Entity		Parent Entity	
	2005	2004	2005	2004
The following liabilities and/or expenses have been assumed by the Crown Entity.	\$'000	\$'000	\$'000	\$'000
Superannuation	542,243	511,809	452,436	430,209
Long service leave	251,283	220,828	220,403	192,152
Payroll tax	31,739	30,341	26,537	25,445
	825,265	762,978	699,376	647,806

8. TRANSFER PAYMENTS

	Economic Entity		Parent Entity	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
Subsidies towards interest on loans for approved building projects at non-government schools	59,347	57,219	59,347	57,219
Allowances for pupils in non-government schools	563,079	507,168	563,079	507,168
Secondary textbook allowances to non-government Schools	9,271	8,970	9,271	8,970
Subsidy to Teacher Housing Authority	4,700	5,700	4,700	5,700
Back to School Allowance	55,684	55,643	55,684	55,643
Subsidy to handicapped children's centres	10,776	9,270	10,776	9,270
Capital grant to Teacher Housing Authority	600	600	600	600
Funding for Board of Vocational Education and Training	1,053	501	1,053	501
Grants to NSW Institute of Teachers	5,050	--	5,050	--
	709,560	645,071	709,560	645,071

9. PROGRAMS / ACTIVITIES OF THE DEPARTMENT

Program 31.1.1 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 31.1.2 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 31.2.1 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 31.3.1 Non-Government Schools Assistance

Objective(s) To provide assistance to non-government schools.

Program 31.4.1 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 31.4.2 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.

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

10. CURRENT ASSETS – CASH

	Economic Entity		Parent Entity	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Cash at bank and on hand *	91,006	93,159	15,959	37,620
School bank balances	333,552	300,346	333,552	300,346
	424,558	393,505	349,511	337,966

* For the purposes of the Statement of Cash Flows, cash includes cash on hand, cash at bank and bank overdraft. Cash assets recognised in the Statement of Financial Position are reconciled to cash at the end of the financial year in the Statement of Cash Flows as follows:

Cash (per Statement of Financial Position)	424,558	393,505	349,511	337,966
Closing Cash and Cash Equivalents (per Statement of Cash Flows)	424,558	393,505	349,511	337,966

11. CURRENT / NON-CURRENT ASSETS – RECEIVABLES

Current:				
Trade debtors	20,543	28,534	2,722	4,131
Other debtors	49,224	51,034	29,646	46,725
Accrued income	14,639	10,269	7,755	5,801
	84,406	89,837	40,123	56,657
Less: Provision for doubtful debts	(2,661)	(2,338)	(1,090)	(621)
	81,745	87,499	39,033	56,036
Non-current:				
Other debtors	6,453	6,503	3,326	3,440
	6,453	6,503	3,326	3,440

12. CURRENT / NON-CURRENT ASSETS – OTHER FINANCIAL ASSETS

Current:				
Fixed interest bearing bonds	5	13	--	--
	5	13	--	--
Non-Current:				
Equity Accounted				
Adskill Sdn Bhd *				
Shares at cost	55	55	--	--
Share of current profit on investment	--	--	--	--
Share of retained profit on investment	105	105	--	--
Total Equity Accounted	160	160	--	--
Other				
Fixed interest bearing bonds **	153	85	--	--
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)
	328	260	--	--
	488	420	--	--

* Also, refer note 30.

** The non-current fixed interest-bearing bonds are part of restricted assets (refer note 15).

Notes to and forming part of the Financial Statements

13. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT

	Economic Entity		Parent Entity	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Land and Buildings				
At Fair Value *	24,371,356	24,058,733	20,334,181	20,066,380
Less Accumulated Depreciation	(9,300,380)	(9,046,262)	(7,566,814)	(7,382,999)
	15,070,976	15,012,471	12,767,367	12,683,381
Plant and Equipment				
At Fair Value	433,417	355,611	200,760	131,493
Less Accumulated Depreciation	(218,947)	(204,328)	(68,341)	(54,331)
	214,470	151,283	132,419	77,162
Total Property, Plant and Equipment At Net Book Value	15,285,446	15,163,754	12,899,786	12,760,543

* Includes an amount of \$86.196M 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 and five schools became operational in 2004/05 for which the Department pays a monthly service fee. Also, refer to Note 17 Current/Non-Current Liabilities – Interest Bearing Liabilities.

Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current financial year are set out below.

Economic Entity	Land and buildings	Plant and equipment	Total
	\$'000	\$'000	\$'000
Carrying amount at start of year	15,012,471	151,283	15,163,754
Additions	343,601	93,253	436,854
Disposals	(26,687)	--	(26,687)
Depreciation expense	(258,361)	(30,151)	(288,512)
Other movements	(48)	85	37
Carrying amount at end of year	15,070,976	214,470	15,285,446
Parent			
Carrying amount at start of year	12,683,381	77,161	12,760,542
Additions	289,005	70,635	359,640
Disposals	(19,636)	--	(19,636)
Depreciation expense	(185,335)	(15,462)	(200,797)
Other movements	(48)	85	37
Carrying amount at end of year	12,767,367	132,419	12,899,786

14. CURRENT / NON-CURRENT ASSETS – OTHER

	Economic Entity		Parent Entity	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Pre paid Salaries and Wages	--	10,912	--	10,113
Prepayments	10,291	8,649	3,384	2,802
	10,291	19,561	3,384	12,915

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

15. RESTRICTED ASSETS

Funds totalling \$109,825 (\$107,887 in 2004) mostly held as investments in fixed interest bearing deposits (Note 12) 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.

16. CURRENT LIABILITIES – PAYABLES

	Economic Entity		Parent Entity	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Accrued salaries and wages	28,955	39,459	17,573	24,095
Creditors	155,291	78,948	121,596	55,825
Income received in advance	43,720	39,242	17,198	19,029
Group, payroll and fringe benefits tax	45,030	65,686	31,410	58,162
Other	4,815	12,229	1,527	10,460
	277,811	235,564	189,304	167,571

17. CURRENT / NON-CURRENT LIABILITIES - INTEREST BEARING LIABILITIES

Secured liabilities

Treasury advances repayable	65,749	82,649	65,749	82,649
Other advances – Privately Funded Projects Schools	84,323	28,140	84,323	28,140
	150,072	110,789	150,072	110,789

Repayment of borrowings

Not later than one year	44,300	61,552	44,300	61,552
Between two and five years	25,981	23,111	25,981	23,111
Later than five years	79,791	26,126	79,791	26,126
Total borrowings at face value	150,072	110,789	150,072	110,789

18. CURRENT / NON-CURRENT LIABILITIES – PROVISIONS

Current:

Employee benefits and related on-costs

Recreation leave	60,928	52,089	34,607	27,905
Accrued payroll tax on recreation leave and accrued salaries and wages	4,524	5,298	2,016	2,749
Recreation leave on long service leave	4,000	3,673	3,503	3,187
Workers Compensation on long service leave	1,231	1,512	1,078	981
Payroll tax on long service leave	9,470	8,931	8,294	7,782
Other	1,631	1,792	--	--
	81,784	73,295	49,498	42,604

Notes to and forming part of the Financial Statements

18. CURRENT / NON-CURRENT LIABILITIES – PROVISIONS (CONTINUED)

	Economic Entity		Parent Entity	
	2005	2004	2005	2004
Current:	\$'000	\$'000	\$'000	\$'000
Other Provisions				
Lease liability for surplus accommodation	218	281	218	281
	218	281	218	281
	82,002	73,576	49,716	42,885
Non-Current:				
Employee benefits and related on-costs				
Provision for payroll tax on long service leave	85,234	80,394	74,648	70,036
Recreation leave on long service leave	35,998	34,054	31,528	29,680
Workers Compensation on long service leave	11,076	10,478	9,701	9,132
Other	3,126	3,063	--	--
	135,434	127,989	115,877	108,848
Other Provisions				
Lease liability for surplus accommodation	5,402	4,852	5,402	4,852
Other	--	980	--	980
	5,402	5,832	5,402	5,832
	140,836	133,821	121,279	114,680
Aggregate employee benefits and related on-costs				
Provisions - current	81,784	73,295	49,498	42,604
Provisions – non-current	135,434	127,989	115,877	108,848
Accrued salaries, wages and on-costs (Note 16)	28,955	39,459	17,573	24,095
	246,173	240,743	182,948	175,547
19. CURRENT / NON-CURRENT LIABILITIES – OTHER				
Current:				
Liability to the Consolidated Fund	--	22,468	--	22,468
	--	22,468	--	22,468

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

20. CHANGES IN EQUITY

Economic Entity	Accumulated Funds		Asset Revaluation Reserve		Total Equity	
	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Balance at the beginning of the financial year *	11,949,934	11,881,779	3,145,170	3,250,055	15,095,104	15,131,834
<u>Changes in equity – other than transactions with owners as owners</u>						
Surplus/(deficit) for the year	63,209	53,999	--	--	63,209	53,999
Prior year adjustment to revaluation of Land and Buildings	--	--	(48)	(90,796)	(48)	(90,796)
	63,209	53,999	(48)	(90,796)	63,161	(36,797)
<u>Total</u>	12,013,143	11,935,778	3,145,122	3,159,259	15,158,265	15,095,037
<u>Transfers within equity</u>						
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	5,251	14,089	(5,251)	(14,089)	--	--
<u>Total</u>	5,251	14,089	(5,251)	(14,089)	--	--
Balance at the end of the financial year *	12,018,394	11,949,867	3,139,871	3,145,170	15,158,265	15,095,037

* Variance between 2004 closing balance and 2005 opening balance is due to adjustments to the 2004 surplus/deficit of TAFE GLOBAL and AMES not taken into account in 2004 consolidated accounts.

Parent Entity

Balance at the beginning of the financial year	10,383,872	10,298,343	2,328,635	2,391,826	12,712,507	12,690,169
<u>Changes in equity – other than transactions with owners as owners</u>						
Surplus/(deficit) for the year	72,210	72,305	--	--	72,210	72,305
Prior year adjustment to revaluation of Land and Buildings	--	--	(48)	(49,966)	(48)	(49,966)
	72,210	72,305	(48)	(49,966)	72,162	22,339
<u>Total</u>	10,456,082	10,370,648	2,328,587	2,341,860	12,784,669	12,712,508
<u>Transfers within equity</u>						
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	1,551	13,225	(1,551)	(13,225)	--	(1)
<u>Total</u>	1,551	13,225	(1,551)	(13,225)	--	(1)
Balance at the end of the financial year	10,457,633	10,383,873	2,327,036	2,328,635	12,784,669	12,712,507

Notes to and forming part of the Financial Statements

21. COMMITMENTS FOR EXPENDITURE

(a) Capital Commitments

Aggregate capital expenditure contracted for at balance date and not provided for:

	Economic Entity		Parent Entity	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Not later than one year	85,457	121,018	73,708	93,991
Later than one year and not later than 5 years	--	--	--	--
Total (including GST)	85,457	121,018	73,708	93,991

(b) Other Expenditure Commitments

Aggregate other expenditure contracted for at balance date and not provided for:

(i) School Maintenance				
Not later than one year	19,063	43,893	19,063	43,893
Later than one year and not later than 5 years*	--	13,076	--	13,076
	19,063	56,969	19,063	56,969
(ii) Other				
Not later than one year	102,802	56,057	102,802	56,057
Later than one year and not later than 5 years	32,594	23,605	32,594	23,605
Greater than five years	88,232	83,162	88,232	83,162
	223,628	162,824	223,628	162,824
Total (including GST)	242,691	219,793	242,691	219,793

(c) Operating Lease Commitments

Commitments in relation to non-cancellable operating leases are payable as follows:

(i) Leased Properties				
Not later than one year	26,500	27,073	23,474	24,049
Later than one year and not later than 5 years	24,660	34,399	20,643	27,505
Later than 5 years	6,862	7,477	6,862	7,477
	58,022	68,949	50,979	59,031
(ii) Computers in Schools				
Not later than one year	23,139	36,382	23,139	36,382
Later than one year and not later than 5 years	5,365	28,721	5,365	28,721
	28,504	65,103	28,504	65,103
(iii) Other				
Not later than one year	12,974	16,999	9,968	9,987
Later than one year and not later than 5 years	8,895	14,558	2,421	3,628
Later than 5 years	--	--	--	--
	21,869	31,557	12,389	13,615
Total (including GST)	108,395	165,609	91,872	137,749

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

21. COMMITMENTS FOR EXPENDITURE (CONTINUED)	Economic Entity		Parent Entity	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
(d) Finance Lease Commitments				
Not later than one year	7,445	4,863	7,445	4,863
Later than one year and not later than 5 years	29,781	29,169	29,781	29,169
Later than 5 years	167,518	171,370	167,518	171,370
Minimum lease payments	204,744	205,402	204,744	205,402
Less: future finance charges	(120,421)	(177,262)	(120,421)	(177,262)
Lease liability	84,323	28,140	84,323	28,140
Classified as:				
Current	1,133	352	1,133	352
Non-current	83,190	27,788	83,190	27,788

The total of commitments for expenditure include GST input tax credits of \$61.40M (\$64.72M in 2004) for the Economic Entity and \$58.82M for the Parent (\$59.72M in 2004) that are expected to be recovered from the Australian Tax Office.

22. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent Liabilities

In March 1997, the Commission was advised that long service leave entitlements for casual teaching staff extended to cover relief employment retrospective to May 1985. Entitlement requires demonstration of continuous service. It is not possible to determine how many casual teachers may have entitlement for long service leave. Consequently, it is not possible to quantify the liability for long service leave for casual employees.

In November 1995, 13 female casual teachers bought a claim against the Department's controlled entity, TAFE, under the Anti-Discrimination Act 1977 on the grounds that the casual pay scale limited the rate of pay in comparison to the pay rates of permanent teachers. In March 2001, the Administrative Decisions Tribunal (ADT) decided in favour of the teachers however this decision was overturned by the appeal panel of the ADT in June 2003. The teachers appealed to the NSW Court of Appeal, which found in their favour on 15 November 2004. DET has appealed the decision to the High Court but it is unlikely that the appeal will be heard before November 2005. Two related cases currently before the Industrial Relations Commission (IRC) and the ADT are awaiting finalisation of the High Court Appeal before decisions are brought down although these may be affected by other decisions as to whether the teacher's claims are outside the time limit. It is believed that the maximum possible liability to the Department will be \$155.7M subject to interest for a period of up to 9 years capped at \$40,000 in an individual case.

Prosecution has commenced or is likely to commence involving a maximum total liability of \$1.4M in respect of 15 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.

Notes to and forming part of the Financial Statements

23. BUDGET REVIEW

Net Cost of services

The net cost of services exceeded the Department's budget provision by \$144.1M. The major factors contributing to this variation are outlined below:

- An increase in school-based salary costs of \$6.5M predominantly attributable to variations in student enrolments and teacher salary entitlements.
- Increased Payroll and Fringe Benefits taxation charges totalling \$19.0M primarily associated with salary costs incurred directly by schools.
- An increase of \$61.4M non-cash Long Service Leave expenses. This is predominantly due to the impact of award variations.
- Increased cleaning and insurance costs totalling \$29.7M.
- Increased expenditure totalling \$10.8M relating to funding transferred from the capital area for expenditure that cannot be capitalised.
- A net increase in maintenance expenditure of \$9.6M associated with software maintenance agreements and TAFE Institutes.
- An increase of \$6.9M in depreciation and amortisation expenses is predominantly attributable to an increase in the value of departmental assets.
- A increase of \$0.2M representing the net impact of other minor variations.

Assets and Liabilities

a) Assets: The net increase in assets totalling \$55.0M is predominantly comprised of an increase in accumulated cash balances and a net increase in non-current assets.

b) Liabilities: Factors contributing to the net increase in liabilities totalling \$125.9M are:

- A net increase of \$102.9M in current liabilities. This is predominantly comprised of \$46.6M relating to salaries and wages, \$65.4M relating to other payables and a decrease of \$12.5M in advances repayable.
- A net increase in non-current provisions and interest bearing liabilities totalling \$23.0M.

Cash Flows

a) Operating Activities: The increase in operating activity expenditure totalling \$35.9M is predominantly comprised of increases in school based salary and cleaning costs and insurance premiums.

b) Investing Activities: The increase in outlays relating to investing activities totalling \$46.6M is predominantly comprised of an increase in non-current asset acquisitions and reduced asset sale proceeds.

c) Financing Activities: Relative to the budget, the decrease in the cash flow from financing activities of \$36.7M predominantly reflects changes in the timing the repayment of capital works borrowings that are dependant upon the disposal of surplus assets.

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

24. RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES

	Economic Entity		Parent Entity	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
Net Cash Flows from operating activities	397,741	202,997	313,193	138,584
Cash Flows from Government / Appropriations	(7,499,506)	(6,960,785)	(6,421,971)	(5,933,940)
Net Cash Flow GST	6,201	3,010	4,819	1,432
Acceptance by the Crown Entity of employee benefits and other liabilities	(523,172)	(494,369)	(455,258)	(428,441)
Depreciation	(288,512)	(277,435)	(200,797)	(189,507)
Provision for doubtful debts	(324)	(399)	(469)	293
Increase/(decrease) in prepayments and other assets	(20,878)	37,694	(30,998)	29,481
(Increase)/decrease in creditors	(57,466)	92,874	(35,118)	95,203
Net (loss)/gain on sale of plant and equipment	3,209	(2,575)	(1,486)	(972)
Donated assets	685	111	513	--
Non-cash revenue/expenditure	85	(68)	85	--
Net cost of services	(7,981,937)	(7,398,945)	(6,827,487)	(6,287,867)

25. NON-CASH FINANCING AND INVESTING ACTIVITIES

Assets received by donation	685	111	513	--
Expenses assumed by the Crown Entity	(523,171)	(494,369)	(455,258)	(428,441)
Revenue/expenditure relating to asset value adjustments	85	(68)	85	--
	(522,401)	(494,326)	(454,660)	(428,441)

26. FINANCIAL INSTRUMENTS

Financial instruments give rise to positions that are a financial asset of the economic entity and a financial liability to another party. These include cash, receivables, investments and payables. All financial instruments are carried in the accounts at net fair value unless stated otherwise. Significant terms and conditions of financial instruments are as follows:

(1) *Cash*

Cash comprises 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) 11am unofficial cash rate, adjusted for a management fee to 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*

Receivables comprise mainly trade debtors settled within terms of payment and carried at amount due. The collect ability of debt is assessed on an ongoing basis and specific provision is made for any doubtful amounts.

(4) *Payables*

Liabilities are recognised for amounts to be paid in the future for goods and services received, whether or not billed. These amounts are settled within creditor's terms.

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:

Notes to and forming part of the Financial Statements

26. FINANCIAL INSTRUMENTS (CONTINUED)

Economic Entity	Interest bearing		Non-interest bearing		Total carrying amount as per Statement of Financial Position	
	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets						
Cash (floating rate)	424,167	393,114	391	391	424,558	393,505
Receivables	--	--	88,197	94,002	88,197	94,002
Investments - bank (fixed rate)	95	98	--	--	95	98
Total Financial Assets	424,262	393,212	88,588	94,393	512,850	487,605
Financial Liabilities						
Payables	--	--	277,811	235,564	277,812	235,564
Loan from Treasury	150,072	110,789	--	--	150,072	110,789
Total Financial Liabilities	150,072	110,789	277,811	235,564	427,884	346,353
Net Financial Asset / (Liability)	274,190	282,423	(189,223)	(141,171)	84,966	141,252

Weighted average interest rate 6.21% (5.61% in 2004)

Parent Entity	Interest bearing		Non-interest bearing		Total carrying amount as per Statement of Financial Position	
	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets						
Cash (floating rate)	349,451	337,903	60	63	349,511	337,966
Receivables	--	--	42,360	59,476	42,360	59,476
Investments – bank (fixed rate)	--	--	--	--	--	--
Total Financial Assets	349,451	337,903	42,420	59,539	391,871	397,442
Financial Liabilities						
Payables	--	--	189,304	167,571	189,304	167,571
Loan from Treasury	150,072	110,789	--	--	150,072	110,789
Total Financial Liabilities	150,072	110,789	189,304	167,571	339,376	278,360
Net Financial Asset / (Liability)	199,379	227,114	(146,884)	(108,032)	52,495	119,082

Weighted average interest rate 6.3% (5.25% in 2004)

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 Statement of Financial Position.

Economic Entity	Government		Banks		Others		Total	
	2005	2004	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets								
Cash	--	--	424,167	393,114	391	391	424,558	393,505
Receivables	46,263	60,827	--	--	41,934	33,175	88,197	94,002
Investments – bank	--	--	95	98	--	--	95	98
Total Financial Assets	46,263	60,827	424,262	393,212	42,325	33,566	512,850	487,605

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

Parent Entity

Financial Assets

Cash	--	--	349,451	337,903	60	63	349,511	337,966
Receivables	28,676	34,647	--	--	13,684	24,829	42,360	59,476
Investments – bank	--	--	--	--	--	--	--	--
Total Financial Assets	28,676	34,647	349,451	337,903	13,744	24,892	391,871	397,442

27. ADMINISTERED FUNDS (TEACHERS' DEFERRED SALARY SCHEME)

	2005	2004
	\$'000	\$'000
Cash balances at the beginning of financial year	12,692	10,237
Add: Receipts (including interest paid by bank)	6,466	5,673
Less: Payments	(4,808)	(3,218)
Cash balance *	14,350	12,692

* As at 31 May for 2005 and 31 May for 2004

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.

28. KEY FINANCIALS OF THE CONTROLLED ENTITIES

The key financials for the controlled entities for the year ended 30 June 2005 are as follows:

	AMES	TAFE	TAFE	Proportion of Consolidated Account		
				AMES	TAFE	TAFE
			Global Pty Ltd			Global Pty Ltd
	\$'000	\$'000	\$'000	%	%	%
Total revenues (retained revenue plus government contributions)	33,584	1,424,006	6,368	0.39%	16.33%	0.07%
Total expenditure	29,748	1,437,020	6,191	0.34%	16.60%	0.07%
Operating surplus / (deficit)	3,836	(13,014)	177	6.07%	(20.59%)	0.28%
Net assets	8,292	2,365,398	1,905	0.05%	15.60%	0.01%

The key financials for the controlled entities for the year ended 30 June 2004 are as follows:

Total revenues (retained revenue plus government contributions)	29,044	1,342,652	7,483	0.36%	16.62%	0.09%
Total expenditure	28,954	1,361,156	7,375	0.36%	16.97%	0.09%
Operating surplus / (deficit)	90	(18,504)	108	0.17%	(34.27%)	0.20%
Net assets	4,489	2,378,412	1,629	0.03%	15.76%	0.01%

Notes to and forming part of the Financial Statements

29. 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 2005 for the State Authorities Superannuation Scheme (SASS) the State Authorities Non-Contributory Superannuation Scheme (SANCS) and the State Superannuation Scheme (SSS) was estimated at \$6,355,813 (2004: prepaid superannuation contributions \$3,838,668).

Amounts representing prepaid superannuation contributions are recognised as an asset. Amounts representing unfunded superannuation are recognised as a liability. At balance date, the increase in prepaid contributions from the previous year has been recognised as superannuation revenue.

The 2005 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 2004 valuation has confirmed that the interest rate of 7% per annum remains unchanged for the 2005 employer liability calculations. The assumptions that are applied for 2005 calculations are as follows:

Discount Rate	7.0%
Rate of Salary Increase	4.0%
Rate of CPI Increase	2.5%

Financial Statements

NSW Department of Education and Training

Notes to and forming part of the Financial Statements

30. 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	
			2005	2004	2005	2004
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	
			2005	2004	2005	2004
Access Online Pty Ltd ⑤	Vocational Education	30 June	--	33%	--	--
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 the companies for the years ending 30 June 2004 (for 2005) and 30 June 2003 (for 2004), except for Adskill Sdn Bhd where the information refers to calendar years.
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 a provision for doubtful debts 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 and the rest payable in service over the next two years.

In addition, the Department is involved in a small number of joint ventures, which are not material.

31. AFTER BALANCE DATE EVENTS

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



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:

- (a) presents fairly the New South Wales Technical and Further Education Commission's financial position as at 30 June 2005 and its financial performance and cash flows for the year ended on that date, in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and
- (b) complies with section 45E of the *Public Finance and Audit Act 1983* (the Act).

My opinion should be read in conjunction with the rest of this report.

The Managing Director's Role

The financial report is the responsibility of the Managing Director of the Commission. It consists of the statements of financial position, the statements of financial performance, the statements of cash flows, and the accompanying notes for the Commission and the consolidated entity. The consolidated entity comprises the Commission and the entities controlled at the year's end or during the financial year.

The Auditor's Role and the Audit Scope

As required by the Act, I carried out an independent audit to enable me 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 and Assurance Standards and statutory requirements, and I:

- evaluated the accounting policies and significant accounting estimates used by the Managing Director in preparing the financial report, and
- examined a sample of the evidence that supports the amounts and other 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 the Commission has carried out its activities effectively, efficiently and economically,
- 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
Acting Assistant Auditor-General

SYDNEY
28 September 2005

Start of Audited Financial Statements

TECHNICAL AND FURTHER EDUCATION COMMISSION

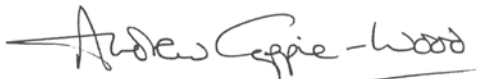
Financial Statements

For the year ended 30 June 2005

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 2000 and the Treasurer's Directions.
2. The statements exhibit a true and fair view of the financial position and transactions of the Commission.
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

Financial Statements

NSW Technical and Further Education Commission

Statement of Financial Performance for the Year Ended 30 June 2005

	Notes	Economic Entity		Parent	
		Actual	Actual	Actual	Actual
		2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Expenses					
Operating expenses					
Employee related	2(a)	1,065,282	1,024,689	1,062,870	1,020,934
Other operating expenses	2(b)	251,519	222,156	249,051	219,810
Maintenance		41,803	30,299	41,803	30,299
Depreciation and amortisation	2(c)	87,690	87,897	87,640	87,850
Grants and subsidies	2(d)	351	592	351	592
Other expenses	2(e)	--	68	--	68
Total Expenses		1,446,645	1,365,701	1,441,715	1,359,553
Less:					
Retained Revenue					
Sale of goods and services	3(a)	246,250	231,382	241,144	225,086
Investment income	3(b)	4,228	4,204	4,228	4,204
Grants and contributions	3(c)	29,205	16,977	29,205	17,017
Other revenue	3(d)	3,980	3,572	3,980	3,572
Total Retained Revenue		283,663	256,135	278,557	249,879
Gain / (loss) on disposal of non-current assets	4	4,695	(1,603)	4,695	(1,603)
Net Cost of Services		1,158,287	1,111,169	1,158,463	1,111,277
Government Contributions Through Parent					
Recurrent		954,387	909,203	954,387	909,203
Capital		65,173	68,398	65,173	68,398
Acceptance by the Crown Entity of employee benefits and other liabilities	5	125,889	115,172	125,889	115,172
Total Government Contributions Through Parent		1,145,449	1,092,773	1,145,449	1,092,773
SURPLUS / (DEFICIT) FOR THE YEAR FROM ORDINARY ACTIVITIES		(12,838)	(18,396)	(13,014)	(18,504)
NON OWNER TRANSACTION CHANGES IN EQUITY					
Net increase/decrease in asset revaluation reserve	14	--	(40,830)	--	(40,830)
TOTAL REVENUES, EXPENSES AND VALUATION ADJUSTMENTS RECOGNISED DIRECTLY IN EQUITY		--	(40,830)	--	(40,830)
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS		(12,838)	(59,226)	(13,014)	(59,334)

The accompanying notes form part of these statements

Financial Statements

NSW Technical and Further Education Commission

Statement of Financial Position for the Year Ended 30 June 2005

	Notes	Economic Entity		Parent	
		Actual	Actual	Actual	Actual
		2005	2004	2005	2004
		\$'000	\$'000	\$'000	\$'000
ASSETS					
Current Assets					
Cash	6	73,159	54,356	72,502	53,696
Receivables	7	43,130	31,627	40,952	29,062
Other financial assets	8(d)	5	13	5	13
Other	10	108	2,756	74	2,654
Total Current Assets		116,402	88,752	113,533	85,425
Non-Current Assets					
Other financial assets					
Equity accounted	8(c)	160	160	160	160
Other	8(d)	328	260	2,264	2,260
		488	420	2,424	2,420
Property, Plant and Equipment					
Land and Buildings		2,303,608	2,328,994	2,303,608	2,328,994
Plant and Equipment		81,977	74,135	81,896	74,019
Total Property, Plant and Equipment	9	2,385,585	2,403,129	2,385,504	2,403,013
Total Non-Current Assets		2,386,073	2,403,549	2,387,928	2,405,433
Total Assets		2,502,475	2,492,301	2,501,461	2,490,858
LIABILITIES					
Current Liabilities					
Payables	12	90,173	70,502	89,129	68,733
Provisions	13	30,569	27,679	30,504	27,634
Total Current Liabilities		120,742	98,181	119,633	96,367
Non-Current Liabilities					
Provisions	13	16,430	16,079	16,430	16,079
Total Non-Current Liabilities		16,430	16,079	16,430	16,079
Total Liabilities		137,172	114,260	136,063	112,446
Net Assets		2,365,303	2,378,041	2,365,398	2,378,412
EQUITY					
Reserves	14	812,834	816,535	812,835	816,535
Accumulated funds	14	1,552,469	1,561,506	1,552,563	1,561,877
Total Equity		2,365,303	2,378,041	2,365,398	2,378,412

The accompanying notes form part of these statements

Financial Statements

NSW Technical and Further Education Commission

Statement of Cash Flows for the Year Ended 30 June 2005

	Notes	Economic Entity		Parent	
		Actual	Actual	Actual	Actual
		2005	2004	2005	2004
		\$'000	\$'000	\$'000	\$'000
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments					
Employee related		(979,560)	(970,824)	(977,132)	(967,070)
Grants and subsidies		(351)	(592)	(351)	(592)
Other		(327,818)	(277,108)	(324,136)	(275,931)
Total Payments		(1,307,729)	(1,248,524)	(1,301,619)	(1,243,593)
Receipts					
Sale of goods and services		246,181	234,283	240,452	229,169
Interest received		4,228	4,204	4,228	4,204
Other		63,612	49,310	63,217	49,360
Total Receipts		314,021	287,797	307,897	282,733
Cash Flows From Government Through Parent					
Recurrent		954,387	909,203	954,387	909,203
Capital		65,173	68,398	65,173	68,398
Cash reimbursements from the Crown Entity		57,975	49,244	57,975	49,244
Net Cash Flows From Government		1,077,535	1,026,845	1,077,535	1,026,845
NET CASH FLOWS FROM OPERATING ACTIVITIES	18	83,827	66,118	83,813	65,985
CASH FLOWS FROM INVESTING ACTIVITIES					
Proceeds from sale of Land and Buildings, Plant and Equipment		11,746	368	11,746	368
Proceeds from sale of Investments		8	15	8	15
Purchases of Land and Buildings, and Plant and Equipment		(76,773)	(74,822)	(76,756)	(74,743)
Purchases of Investments		(5)	(5)	(5)	(5)
NET CASH FLOWS FROM INVESTING ACTIVITIES		(65,024)	(74,444)	(65,007)	(74,365)
NET INCREASE/(DECREASE) IN CASH		18,803	(8,326)	18,806	(8,380)
Opening cash and cash equivalents		54,356	62,682	53,696	62,076
CLOSING CASH AND CASH EQUIVALENTS	6	73,159	54,356	72,502	53,696

The accompanying notes form part of these 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 New South Wales. The reporting entity is consolidated as part of the NSW Total State Sector Accounts. The economic entity comprises the Commission and TAFE GLOBAL Pty Ltd, a proprietary company undertaking commercial activities relating to vocational education and training, both domestic and overseas.

In the process of preparing the consolidated financial statements for the economic entity consisting of the controlling and controlled entity, all inter-entity transactions and balances have been eliminated.

(b) Basis of Accounting

The Commission's financial statements are a general-purpose financial report, which has been prepared on an accrual basis in accordance with:

- applicable Australian Accounting Standards;
- other authoritative pronouncements of the Australian Accounting Standards Board (AASB);
- Urgent Issues Group (UIG) Consensus Views;
- the requirements of the Public Finance and Audit Act and Regulations; and
- the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies or issued by the Treasurer under section 9(2) (n) of the Act.

Where there are inconsistencies between the above requirements, the legislative provisions have prevailed.

In the absence of a specific Accounting Standard, other authoritative pronouncement of the AASB or UIG Consensus View, the hierarchy of other pronouncements as outlined in AAS6 "Accounting Policies" is considered.

Except for certain investments, land and buildings, which are recorded at valuation, the financial statements are prepared in accordance with the historical cost convention.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

The accounting policies adopted are consistent with those of the previous year unless otherwise stated.

(c) Treasury Exemptions

The Commission obtained Treasurer's exemptions from the following requirements:

- (i) to prepare a Summary of Compliance with Financial Directives under the Treasurer's Financial Reporting Code for Budget Dependent General Government Sector Agencies.
- (ii) to disclose budget figures as required by the Financial Reporting Code for Budget Dependent General Government Sector Agencies.

(d) Revenue Recognition

Revenue is recognised when the Commission has control of the good or right to receive, it is probable that the economic benefit will flow to the Commission and the amount of revenue can be measured reliably. Additional comments regarding the accounting policies of the recognition of revenue are discussed below.

(i) Government Contributions and Contributions from Other Bodies

Contributions from other bodies (including grants and donations) are recognised as revenues when the Commission obtains control over the assets comprising the contributions. Control over contributions is normally obtained upon the receipt of cash.

Notes to and forming part of the Financial Statements

(ii) Revenue – Sale of Goods and Services

Revenue from the sale of goods and services comprises revenue from the provision of products or services, i.e. user charges. User charges are recognised as revenue when the Commission obtains control of the assets that result from them. Student administration charges are recognised as revenue at the time of collection.

(iii) Investment Income

Interest income is recognised as it accrues. Rent revenue is recognised in accordance with AAS 17 "Accounting for Leases". Dividend revenue is recognised when the Commission's right to receive payment is established.

(iv) 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.

(v) Other Revenue

Other revenues are recognised as they accrue.

(e) Employee Benefits

(i) Wages, Salaries, Annual Leave, Sick Leave and On-Costs

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 nominal amounts based on the amounts 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 future will be greater than the benefits 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 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".

Long Service Leave calculation is based upon the net present value method. Long Service Leave is initially calculated on the nominal method based on remuneration rates at year-end for all employees with five or more years of service. Factors provided by the Government Actuary and outlined in Treasury Circular TC 03/8 have been applied to the nominal valuation to arrive at the 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 employee's 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.

(iii) Other Provisions

Other provisions exist when the entity has a present legal, equitable or constructive obligation to make a future sacrifice of economic benefits to other entities because of past transactions or other past events. These provisions are recognised when it is probable that a future sacrifice of economic benefits will be required and the amount can be measured reliably.

Notes to and forming part of the Financial Statements

(f) 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 on past experience.

(g) 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 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.

(h) 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 determined as the fair value of the assets given as consideration plus the costs incidental to the acquisition.

Assets acquired at no cost, or for nominal consideration, are initially recognised as assets and revenues at their fair value at the date of acquisition.

Fair value means the amount for which an asset could be exchanged between a knowledgeable, willing buyer and a knowledgeable, willing seller in an arm's length transaction.

(i) Plant and Equipment

Plant and equipment individually costing \$5,000 and above is capitalised.

(j) Revaluation of Physical Non-Current Assets

Physical non-current assets are valued in accordance with the "Guidelines for the Valuation of Physical Non-Current Assets at Fair Value". This policy adopts fair value in accordance with AASB 1041 from financial years beginning on or after 1 July 2002. Buildings and improvements (excluding land) valuations are based on the estimated written down replacement cost of the most appropriate modern equivalent replacement facility having a similar service potential to the existing asset. Land is valued on an existing use basis subject to any restrictions or enhancements since acquisition. Property considered surplus at 30 June 2005 has been valued at market value. Plant and equipment is valued at cost of acquisition.

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.

Land and buildings are revalued every five years. The last such revaluation was completed on 30 June 2003 and was based on an independent assessment.

When non-current assets are revalued 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.

The recoverable amount test has not been applied, as the economic entity is a not-for-profit entity whose service potential is not related to the ability to generate cash inflows.

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.

Notes to and forming part of the Financial Statements

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.

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.

(k) Depreciation of Non-Current Physical Assets

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 the useful life of the entity. Land is not a depreciable asset.

All material separately identifiable component assets are recognised and depreciated over their shorter useful lives, including those components that in effect represent major periodic maintenance.

The rates of depreciation adopted were:

Buildings and Leasehold Improvements	1.43% to 33.3%
Plant and Equipment	3.33% to 33.3%
Computer Hardware	6.66% to 33.3%
Computer Software	20.0%

(l) Maintenance and Repairs

The costs of maintenance are charged as expenses incurred. Building alterations, repairs and renewals costing up to \$50,000 are expensed as maintenance and repairs.

(m) Leased Assets

Operating lease payments are charged to the Statement of Financial Performance in the periods in which they are incurred.

(n) Receivables

Receivables are recognised and carried at the original invoice amount less a provision for any uncollectible debts. An estimate for doubtful debts is made when collection of the full amount is no longer probable. Bad debts are written off as incurred.

(o) Inventories

The Commission holds inventories 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 amount.

(p) Other financial assets - Investments

Marketable securities and deposits are valued at market valuation or cost. Non-marketable securities are brought to account at cost.

For non-current investments, revaluation increments are credited directly to the asset revaluation reserve. Revaluation decrements are recognised in the Statement of Financial Performance except to the extent that the decrement reverses an increment previously credited to the asset revaluation reserve, in which case it is debited to the asset revaluation reserve.

For current investments, revaluation increments and decrements are recognised in the Statement of Financial Performance.

Where securities represent investments in associates, appropriate adjustment to the carrying value of the investment has been effected to reflect the gain or loss that would accrue to an investor.

Notes to and forming part of the Financial Statements

(q) 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.

(r) 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 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.

(s) Program Statement

Since 1999/00, TAFE Education Services constitutes a single program and therefore the Statement of Financial Performance is a reflection of the Program Statement for the year.

(t) Impact of Adopting International Accounting Standards

The Commission will apply the Australian equivalents to International Financial Reporting Standards (AEIFRS) from 2005-06.

The transition to the new standards is being managed by allocating internal resources to analyse the pending standards and Urgent Issues Group Abstracts to identify key areas regarding policies, procedures, systems and financial impacts affected by the transition. As a result of this exercise, the economic agency has taken the following steps to manage the transition to the new standards:

The Economic Entity's "International Financial Reporting Standard Convergence Committee" is overseeing the transition. The General Manager Finance and Administration is responsible for the project and the committee reports regularly on progress against the implementation plan.

The following phases that need to be undertaken have been identified:

- Establish a project team to implement the AEIFRS.
- Prepare a conversion project plan.
- Prepare an implementation timetable.
- Identify key areas of impact on accounting and reporting, operational issues, systems, controls and policies.
- Identify training needs.
- Implement any necessary systems, policies and procedures.
- Implementation of the AEIFRS and post implementation review.

To date, the following phases have been implemented:

- A project team has been established and meets on a monthly basis.
- A conversion project plan has been approved.
- An implementation timetable has been approved.
- Training of key staff members has commenced.
- Identification of key areas of impact has commenced.

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

The Commission has determined the key areas where changes in accounting policies are likely to impact the financial report. Some of these impacts arise because AEIFRS requirements are different from existing AASB requirements (AGAAP). Other impacts are likely to arise from options in AEIFRS. To ensure consistency at the whole of government level, NSW Treasury has advised agencies of options it is likely to mandate for the NSW Public Sector. The impacts disclosed below reflect Treasury's likely mandates (referred to as "indicative mandates").

Shown below are management's best estimates as at the date of preparing the 30 June 2005 financial report of the estimated financial impacts of AEIFRS on the Commission's equity and profit/loss. The Commission does not anticipate any material impacts on its cash flows. The actual effects of the transition may differ from the estimated figures below because of pending changes to the AEIFRS, including the UIG Interpretations and/or emerging accepted practice in their interpretation and application. The Commission's accounting policies may also be affected by a proposed standard to harmonise accounting standards with Government Finance Statistics (GFS). However, the impact is uncertain because it depends on when this standard is finalised and whether it can be adopted in 2005-06.

(a) Reconciliation of key aggregates

Reconciliation of equity under existing Standards (AGAAP) to equity under AEIFRS:			
		30 Jun 05**	1 Jul 04*
	Notes	\$000	\$000
Total equity under AGAAP		2,365,303	2,378,041
Adjustments to accumulated funds		20	--
Adjustments to other reserves		--	--
Total equity under AEIFRS		2,365,323	2,378,041

* = 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)
Assets held for sale - writeback of depreciation applied to assets held for sale disposed during 2004-05		20
Surplus/ (deficit) under AEIFRS		(12,818)

Based on the above if AEIFRS were applied in 2004/05, the Net Cost of Services would become \$1,158M.

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. Unlike current AGAAP, 'held for sale' assets are not depreciated, thereby reducing the depreciation expense.

(b) Financial Instruments

In accordance with NSW Treasury's indicative mandates, the Commission will apply the exemption provided in AASB 1 First-time Adoption of Australian Equivalents to International Financial Reporting Standards not to apply the requirements of AASB 132 Financial Instruments: Presentation and Disclosures and AASB 139 Financial Instruments: Recognition and Measurement for the financial year ended 30 June 2005. These Standards will apply from 1 July 2005. None of the information provided above includes any impacts for financial instruments. However, when these Standards are applied, they are likely to impact on retained earnings (on first adoption) and the amount and volatility of profit / loss. Further, the impact of these Standards will in part depend on whether the fair value option can or will be mandated consistent with Government Finance Statistics.

Notes to and forming part of the Financial Statements

(c) Grant recognition for not-for profit entities

The Commission will apply 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 current AASB 1004. However, the new AASB 1004 may be amended by proposals in Exposure Draft (ED) 125 Financial Reporting by Local Governments. If the ED 125 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 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.

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

2. EXPENSES

	Economic Entity		Parent	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
(a) Employee related expenses comprise the following specific items:				
Salaries and wages (including recreation leave)*	860,599	833,286	858,290	829,585
Superannuation	89,910	81,679	89,807	81,626
Long service leave	30,880	28,683	30,880	28,683
Workers' compensation insurance	14,901	15,039	14,901	15,039
Payroll tax and fringe benefits tax	59,190	60,420	59,190	60,420
Other	9,802	5,582	9,802	5,581
	1,065,282	1,024,689	1,062,870	1,020,934
* An amount of \$1.264M (\$1.933M in 2004) 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 other resources to support and guide students in their online and offline learning.				
(b) Other operating expenses				
Auditor's remuneration				
audit or review of financial reports	501	493	484	474
Bad and doubtful debts	--	783	--	630
Rental expense relating to operating leases	4,802	4,904	4,569	4,608
Insurance	5,246	6,460	5,246	6,460
Cleaning	30,070	28,346	30,064	28,339
Services expenses	55,107	50,981	55,507	51,183
Minor stores, provisions, plant and computing	102,663	80,908	102,298	80,669
Travel and motor vehicle expenses	13,382	13,257	12,295	11,868
Utilities	27,352	26,345	27,257	26,259
Other	12,396	9,679	11,331	9,320
	251,519	222,156	249,051	219,810
(c) Depreciation and amortisation expense				
Land and Buildings	73,028	71,158	73,028	71,158
Plant and Equipment	14,662	16,739	14,612	16,692
	87,690	87,897	87,640	87,850
(d) Grants and subsidies				
Scholarships	351	592	351	592
	351	592	351	592
(e) Other expenses				
Other	--	68	--	68
	--	68	--	68

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

3. REVENUES

	Economic Entity		Parent	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
(a) Sale of goods and services				
Administration charges	68,279	61,789	68,279	61,789
Fees for services	148,338	147,356	142,696	140,775
Course projects and materials	6,844	4,805	6,844	4,806
Other	22,789	17,432	23,325	17,716
	246,250	231,382	241,144	225,086
(b) Investment income				
Interest	4,228	4,204	4,228	4,204
	4,228	4,204	4,228	4,204
(c) Grants and contributions				
Budget Sector Agencies	28,326	16,477	28,326	16,517
Other	879	500	879	500
	29,205	16,977	29,205	17,017
(d) Other revenue				
Other	3,980	3,572	3,980	3,572
	3,980	3,572	3,980	3,572

4. GAIN / (LOSS) ON DISPOSAL OF NON-CURRENT ASSETS

Gain/(loss) on disposal of land and buildings, plant and equipment:

Proceeds from disposal	11,746	368	11,746	368
Written down value of assets disposed	(7,051)	(1,971)	(7,051)	(1,971)
Net gain / (loss) on disposal of land and buildings, Plant and equipment	4,695	(1,603)	4,695	(1,603)
Total Gain / (loss) on disposal of non-current assets	4,695	(1,603)	4,695	(1,603)

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

5. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES

	Economic Entity		Parent	
	2005	2004	2005	2004
The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:	\$'000	\$'000	\$'000	\$'000
Superannuation	89,807	81,600	89,807	81,600
Long service leave	30,880	28,676	30,880	28,676
Payroll tax	5,202	4,896	5,202	4,896
	125,889	115,172	125,889	115,172

6. CURRENT ASSETS – CASH

Cash at Bank	72,831	54,030	72,176	53,370
Cash on Hand	328	326	326	326
Cash at bank and on hand	73,159	54,356	72,502	53,696

For the purposes of the Statement of Cash Flows, cash includes cash on hand and bank overdraft. Cash assets recognised in the Statement of Financial Position are reconciled to cash at the end of the financial year in the Statement of Cash Flows as follows:

Cash (per Statement of Financial Position)	73,159	54,356	72,502	53,696
Closing Cash and Cash Equivalents (per Statement of Cash Flows)	73,159	54,356	72,502	53,696

7. CURRENT ASSETS – RECEIVABLES

Sale of goods and services	22,075	23,937	21,062	22,265
Accrued Income	3,045	1,427	1,675	256
Other debtors	19,578	7,973	19,556	8,025
	44,698	33,337	42,293	30,546
Less: Provision for doubtful debts	(1,568)	(1,710)	(1,341)	(1,484)
	43,130	31,627	40,952	29,062

Notes to and forming part of the Financial Statements

8. 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	
			2005	2004	2005	2004
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	
			2005	2004	2005	2004
Access Online Pty Ltd ⑤	Vocational Education	30 June	--	9%	--	--
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 the companies for the years ending 30 June 2004 (for 2005) and 30 June 2003 (for 2004), except for Adskill Sdn Bhd where the information refers to calendar years.
- 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.
- 5) Access Online Pty Ltd has incurred losses in previous years and a provision for diminution of value has occurred. The company has since organised a management buy-out of the Commission's share at a consideration of \$24,460 of which \$4,421 was paid in cash and the rest in services to be provided in future.

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

8. CURRENT/NON-CURRENT ASSETS – OTHER FINANCIAL ASSETS (CONTINUED)

	Economic Entity		Parent	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
(c) Movement in investments in associates				
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.	160	160	160	160
(d) Other financial assets				
Current:				
Fixed interest bearing deposits	5	13	5	13
Total Current	5	13	5	13
Non Current:				
Investments Equity Accounted				
Shares in Adskill Sdn Bhd at cost	55	55	55	55
Commission's share of current profit				
Commission's share of retained profit	105	105	105	105
Total Investments Equity Accounted	160	160	160	160
Other				
Fixed interest bearing deposits/Security Deposits	153	85	89	85
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	221	221
Less diminution in value of shares	(221)	(221)	(221)	(221)
Total Other	328	260	2,264	2,260
Total Non-Current	488	420	2,424	2,420

(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 have entered into a venture to jointly present and deliver information technology training courses on a commercial basis for the purpose of training and re-skilling people to work in entry-level positions in the IT industry.

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

9. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT

	Economic Entity		Parent	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
Land and Buildings				
At Fair Value	4,037,175	3,992,257	4,037,175	3,992,257
Less Accumulated Depreciation	1,733,567	1,663,263	1,733,567	1,663,263
	2,303,608	2,328,994	2,303,608	2,328,994
Plant and Equipment				
At Fair Value	232,307	223,832	232,095	223,635
Less Accumulated Depreciation	150,330	149,697	150,199	149,616
	81,977	74,135	81,896	74,019
Total Property, Plant and Equipment At Net Book Value	2,385,585	2,403,129	2,385,504	2,403,013

Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current financial year are set out below.

Economic Entity	Land and buildings	Plant and equipment	Total
	\$'000	\$'000	\$'000
Carrying amount at start of year	2,328,994	74,135	2,403,129
Additions	53,882	23,315	77,197
Disposals	(6,240)	(811)	(7,051)
Depreciation expense	(73,028)	(14,662)	(87,690)
Other movements	--	--	--
Carrying amount at end of year	2,303,608	81,977	2,385,585
Parent			
Carrying amount at start of year	2,328,994	74,019	2,403,013
Additions	53,882	23,300	77,182
Disposals	(6,240)	(811)	(7,051)
Depreciation expense	(73,028)	(14,612)	(87,640)
Other movements	--	--	--
Carrying amount at end of year	2,303,608	81,896	2,385,504

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

10. CURRENT ASSETS – OTHER

	Economic Entity		Parent	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
Pre-paid expenditure Salaries & Wages	--	1,590	--	1,590
Pre-paid expenditure other	108	1,166	74	1,064
	108	2,756	74	2,654

11. RESTRICTED ASSETS

Funds totalling \$109,887 (\$107,887 in 2004) mostly held as investments in fixed interest bearing deposits (Note 8d) 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 the awards. In 2004/05, interest earned on such investments was \$4,288 (\$5,608 in 2004) and prizes awarded to students amounted to \$2,350 (\$3,150 in 2004).

12. CURRENT LIABILITIES – PAYABLES

	Economic Entity		Parent	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
Accrued salaries, wages and on-costs	14,438	19,596	14,428	19,545
Creditors	32,150	21,581	31,326	19,891
Deferred income	26,522	19,901	26,522	19,901
Group and payroll tax	13,777	7,574	13,777	7,546
Other	3,286	1,850	3,076	1,850
	90,173	70,502	89,129	68,733

13. CURRENT / NON-CURRENT LIABILITIES - PROVISIONS

Employee benefits and related on-costs

Current

Recreation leave	25,961	24,224	25,896	24,179
Employee benefits' on costs	4,608	3,455	4,608	3,455
	30,569	27,679	30,504	27,634

Non - Current

Provision for payroll tax on long service leave	10,584	10,358	10,584	10,358
Other	5,846	5,721	5,846	5,721
	16,430	16,079	16,430	16,079

Aggregate employee benefits and related on-costs

Provisions - Current	30,569	27,679	30,504	27,634
Provisions - Non-Current	16,430	16,079	16,430	16,079
Accrued Salaries, Wages and on-costs (as per note 12)	14,438	19,596	14,428	19,545
	61,437	63,354	61,362	63,258

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

14. CHANGES IN EQUITY

Economic Entity	Accumulated Funds		Asset Revaluation Reserve		Total	
	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Balance at the beginning of the financial year *	1,561,606	1,579,037	816,535	858,230	2,378,141	2,437,267
Changes in equity – other than transactions with owners as owners						
Surplus / (Deficit) for the year	(12,838)	(18,396)	--	--	(12,838)	(18,396)
Increment/ (decrement) on revaluation of Land and Buildings	--	--	--	(40,830)	--	(40,830)
Total	1,548,768	1,560,641	816,535	817,400	2,365,303	2,378,041
Transfers within equity						
Asset revaluation Reserve balance transferred to accumulated funds on disposal of assets	3,701	865	(3,701)	(865)	--	--
Total	3,701	865	(3,701)	(865)	--	--
Balance at the end of the financial year	1,552,469	1,561,506	812,834	816,535	2,365,303	2,378,041

* The difference between the beginning equity balance (2005) and closing balance (2004) is due to adjustment to the 2004 surplus/deficit of TAFE GLOBAL not taken into account in 2004 consolidated statements.

Parent

Balance at the beginning of the financial year	1,561,877	1,579,516	816,535	858,230	2,378,412	2,437,746
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Changes in equity – other than transactions with owners as owners

Surplus / (Deficit) for the year	(13,014)	(18,504)	--	--	(13,014)	(18,504)
Increment/(decrement) on revaluation of Land and Buildings	--	--	--	(40,830)	--	(40,830)
Total	1,548,863	1,561,012	816,535	817,400	2,365,398	2,378,412

Transfers within Equity

Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	3,700	865	(3,700)	(865)	--	--
Total	3,700	865	(3,700)	(865)	--	--

Balance at the end of the financial year	1,552,563	1,561,877	812,835	816,535	2,365,398	2,378,412
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Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

15. KEY FINANCIALS OF CONTROLLED ENTITY

	Proportion of Consolidated Account 2005		Proportion of Consolidated Account 2004	
	\$'000	%	\$'000	%
The key financials of the controlled entity (TAFE GLOBAL Pty Ltd) for the year ended 30 June 2005 are as follows:				
Total revenues	6,368	2.24	7,483	2.92
Total expenditure	6,191	0.43	7,375	0.54
Operating surplus / (deficit)	177	--	108	--
Net assets	1,905	0.08	1,629	0.07

16. COMMITMENTS FOR EXPENDITURE

	Economic Entity		Parent	
	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000
(a) Capital Commitments				
Aggregate capital expenditure contracted for at balance date and not provided for:				
Not later than one year	11,749	27,031	11,749	27,031
Later than one year and not later than five years	--	--	--	--
Total (including GST)	11,749	27,031	11,749	27,031
(b) Operating Lease Commitments				
Aggregate other expenditure contracted for at balance date and not provided for:				
Not later than one year	3,007	7,019	3,007	7,019
Later than one year and not later than five years	6,473	10,948	6,473	10,948
Later than five years	--	--	--	--
Total (including GST)	9,480	17,967	9,480	17,967

These operating lease commitments are not recognised in the financial statements as liabilities.

The total of commitments for expenditure includes GST input tax credits of \$1.93M for the Economic Entity and Parent (\$4.07M in 2004).

Notes to and forming part of the Financial Statements

17. CONTINGENT LIABILITIES

In March 1997, the Commission was advised that long service leave entitlements for casual teaching staff extended to cover relief employment retrospective to May 1985. Entitlement requires demonstration of continuous service. It is not possible to determine how many casual teachers may have entitlement for long service leave. Consequently, it is not possible to quantify the liability for long service leave for casual employees.

In November 1995, 13 female casual teachers bought a claim against the Commission under the Anti-Discrimination Act 1977 on the grounds that the casual pay scale limited the rate of pay in comparison to the pay rates of permanent teachers. In March 2001, the Administrative Decisions Tribunal (ADT) decided in favour of the teachers however this decision was overturned by the appeal panel of the ADT in June 2003. The teachers appealed to the NSW Court of Appeal, which found in their favour on 15 November 2004. TAFE has appealed the decision to the High Court but it is unlikely that the appeal will be heard before November 2005. Two related cases currently before the Industrial Relations Commission (IRC) and the ADT are awaiting finalisation of the High Court Appeal before decisions are brought down although these may be affected by other decisions as to whether the teacher's claims are outside the time limit. It is believed that the maximum possible liability to the Commission will be \$155.7 million subject to interest for a period of up to 9 years capped at \$40,000 in an individual case.

There are no known cases where the NSW TAFE 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.

18. RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES

	Economic Entity		Parent	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Net cash used on operating activities	83,827	66,118	83,813	65,985
Cash flows from government	(1,077,535)	(1,026,845)	(1,077,535)	(1,026,845)
Acceptance by the Crown Entity of employee entitlements and other liabilities	(67,914)	(65,928)	(67,914)	(65,928)
GST cash net flow	1,386	(217)	1,386	(217)
Depreciation	(87,690)	(87,897)	(87,640)	(87,850)
Provision for doubtful debts	143	(691)	143	(537)
Increase/(decrease) in prepayments and other assets	7,175	7,258	7,782	5,926
(Increase)/decrease in creditors	(22,546)	(1,407)	(23,365)	(251)
Net (loss)/gain on sale of plant and equipment	4,695	(1,603)	4,695	(1,603)
Donated assets	172	111	172	111
Non-cash revenues/(expenses)	--	(68)	--	(68)
	(1,158,287)	(1,111,169)	(1,158,463)	(1,111,277)

19. NON-CASH FINANCING AND INVESTING ACTIVITIES

Assets received by donation	776	396	776	396
Revenue/expense relating to property, plant and equipment value adjustments	--	(68)	--	(68)
Expenses assumed by the Crown Entity	(67,914)	(65,928)	(67,914)	(65,928)
	(67,138)	(65,600)	(67,138)	(65,600)

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

20. FINANCIAL INSTRUMENTS

Financial instruments give rise to positions that are a financial asset of the Commission and a financial liability to another party. For the Commission these include cash, receivables, investments and creditors. All financial instruments are shown at net fair value unless stated otherwise.

Significant terms and conditions of financial instruments are as follows:

(1) Cash

Cash comprises cash on hand and bank balances. Interest is earned on daily bank balances.

(2) Receivables

Receivables comprise mainly trade debtors settled within terms of payment and carried at amount due. The collectability of debt is assessed on an ongoing basis and appropriate provision is raised for any doubtful amounts.

(3) Investments – bank

These are term deposits with banks maturing within 5 years and paying interest rates between 4.6% to 6.2% per annum.

(4) Creditors

These amounts represent liabilities for goods and services provided prior to the end of the financial year, which are unpaid. The amounts are unsecured and policy states that these are paid within the terms of credit.

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 interest rates of financial assets is as follows:

Economic Entity	Interest bearing		Non-interest Bearing		Total carrying amount as per Statement of Financial Position	
	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets						
Cash – Floating rate	72,831	54,030	328	326	73,159	54,356
Receivables	--	--	43,130	31,627	43,130	31,627
Investments – bank -Fixed rate	95	98	--	--	95	98
Total Financial Assets	72,926	54,128	43,458	31,953	116,384	86,081
Financial Liabilities						
Creditors	--	--	90,173	70,502	90,173	70,502
Total Financial liabilities	--	--	90,173	70,502	90,173	70,502
Net Financial Asset / Liability	72,926	54,128	(46,715)	(38,549)	26,211	15,579

Weighted average interest rate is 5.8% (7.77% in 2004).

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

20. FINANCIAL INSTRUMENTS (CONTINUED)

Parent	Interest bearing		Non-interest Bearing		Total carrying amount as per Statement of Financial Position	
	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets						
Cash – Floating rate	72,176	53,370	326	326	72,502	53,696
Receivables	--	--	40,952	29,062	40,952	29,062
Investments – bank - Fixed rate	95	98	--	--	95	98
Total Financial Assets	72,271	53,468	41,278	29,388	113,549	82,856
Financial Liabilities						
Creditors	--	--	89,129	68,733	89,129	68,733
Total Financial liabilities	--	--	89,129	68,733	89,129	68,733
Net Financial Asset/Liability	72,271	53,468	(47,851)	(39,345)	24,420	14,123

Weighted average interest rate is 5.85% (7.86% in 2004).

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 Commission's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the Statement of Financial Position.

Economic Entity	Government		Banks		Others		Total	
	2005	2004	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets								
Cash	328	326	72,831	54,030	--	--	73,159	54,356
Receivables	21,480	25,735	--	--	21,650	5,892	43,130	31,627
Investments – bank	--	--	95	98	--	--	95	98
Total Financial Assets	21,808	26,061	72,926	54,128	21,650	5,892	116,384	86,081

Financial Statements

NSW Technical and Further Education Commission

Notes to and forming part of the Financial Statements

20. FINANCIAL INSTRUMENTS (CONTINUED)

Parent	Government		Banks		Others		Total	
	2005	2004	2005	2004	2005	2004	2005	2004
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets								
Cash	326	326	72,176	53,370	--	--	72,502	53,696
Receivables	21,500	25,787	--	--	19,452	3,275	40,952	29,062
Investments – bank	--	--	95	98	--	--	95	98
Total Financial Assets	21,826	26,113	72,271	53,468	19,452	3,275	113,549	82,856

21. AFTER BALANCE DATE EVENTS

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



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:

- (a) presents fairly the Service's financial position as at 30 June 2005 and its financial performance and cash flows for the year ended on that date, in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and
- (b) complies with section 41B of the *Public Finance and Audit Act 1983* (the Act).

My opinion should be read in conjunction with the rest of this report.

The Director's Role

The financial report is the responsibility of the Director of the Adult Migrant English Service. It consists of the statement of financial position, the statement of financial performance, the statement of cash flows and the accompanying notes.

The Auditor's Role and the Audit Scope

As required by the Act, I carried out an independent audit to enable me 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 and Assurance Standards and statutory requirements, and I:

- evaluated the accounting policies and significant accounting estimates used by the Director in preparing the financial report, and
- examined a sample of the evidence that supports the amounts and other 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.

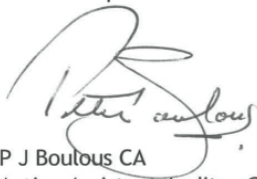
My opinion does *not* provide assurance:

- 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
Acting Assistant Auditor-General

SYDNEY
18 October 2005

NSW ADULT MIGRANT ENGLISH SERVICE

DIRECTORS' DECLARATION

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 2005 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 Consensus Views 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 2000.

- (b) I am not aware of any circumstances, which would render any particulars included in the financial report to be misleading or inaccurate.

 17/10/05

HELEN de SILVA JOYCE
Director of AMES

Financial Statements

NSW Adult Migrant English Service

Statement of Financial Performance As at 30 June 2005

	Note	2005 \$'000	2004 \$'000
Revenue from Ordinary Activities			
Fees for services rendered	3	28,594	24,198
Interest		82	146
Grants and contributions	4	2,386	2,466
Superannuation revenue	8	2,517	2,541
Total Revenue from Ordinary Activities		33,579	29,351
Expenses from Ordinary Activities			
Employee related	5	14,488	14,303
Maintenance and working	6	15,266	14,958
Depreciation	7	25	32
Total Expenses from Ordinary Activities		29,779	29,293
Surplus for the Year from Ordinary Activities		3,800	58
Total changes in equity other than those resulting from transactions with owners as owners	16	3,800	58

The accompanying notes form part of these statements

Financial Statements

NSW Adult Migrant English Service

Statement of Financial Position As at 30 June 2005

	Note	2005 \$'000	2004 \$'000
Current Assets			
Cash	19,20	1,888	1,183
Receivables	9,19	4,138	3,473
Prepaid superannuation contributions	10	6,356	3,839
Other	11	443	447
Total Current Assets		12,825	8,942
Non-Current Assets			
Plant and equipment	12	75	84
Other	13	3,126	3,063
Total Non-Current Assets		3,201	3,147
TOTAL ASSETS		16,026	12,089
Current Liabilities			
Payables	14	2,927	2,885
Provisions	15	1,717	1,685
Total Current Liabilities		4,644	4,570
Non-Current Liabilities			
Provisions	15, 2(a)	3,126	3,063
Total Non-Current Liabilities		3,126	3,063
TOTAL LIABILITIES		7,770	7,633
NET ASSETS		8,256	4,456
Equity			
Accumulated funds	16	8,256	4,456
TOTAL EQUITY		8,256	4,456

The accompanying notes form part of these statements

Financial Statements

NSW Adult Migrant English Service

Statement of Cash Flows For the year ended 30 June 2005

	Note	2005 \$'000	2004 \$'000
Cash Flows from Operating Activities			
Payments			
Employee related		(14,341)	(14,525)
Other		(16,334)	(13,343)
		(30,675)	(27,868)
Receipts			
Sale of goods and services		28,971	23,587
Interest received		120	127
		29,091	23,714
Cash Flows from Government			
Grants and Contributions	4	1,806	1,797
Cash reimbursements from the Crown Entity		499	653
		2,305	2,450
Net Cash Inflows/(outflows) from Operating Activities	21	721	(1,704)
Cash Flows from Investing Activities			
Purchases of plant and equipment		(16)	(53)
Total Net Cash Used in Investing Activities		(16)	(53)
Net Increase / (Decrease) in cash		705	(1,757)
Cash at the beginning of the reporting period		1,183	2,940
Cash at the End of the Reporting Period	2(e),19,20	1,888	1,183

The accompanying notes form part of these statements

Notes to and forming part of the financial statements for the year ended 30 June 2005

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.

2. BASIS OF ACCOUNTING

The financial statements are a general purpose financial report which has been prepared in accordance with applicable Australian Accounting Standards, other authoritative pronouncements of the Australian Accounting Standards Board (AASB), Urgent Issues Group (UIG) Consensus Views, the requirements of the *Public Finance and Audit Act 1983* and the *Public Finance and Audit Regulations, 2000*, and the Treasurer's Directions.

The financial report is prepared on an accrual basis and in accordance with the historical cost convention. 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) Employee Benefits

(i) Wages, Salaries, Annual Leave, Sick Leave and On-Costs.

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 nominal 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.

The long service leave entitlements owing to AMES employees at balance date have been apportioned into current and non current liabilities according to the period in which the entitlement is expected to be paid and are included notes 15 & 16. Corresponding amounts reimbursable from the Treasury are shown as current and non-current assets in notes 11 & 13.

The superannuation expense for the period is determined by the Actuary, William Mercer Ltd. It reflects the present value of anticipated future payments to be made to beneficiaries as a result of membership to date, as calculated by the Actuary.

Financial Statements

NSW Adult Migrant English Service

Notes to and forming part of the financial statements for the year ended 30 June 2005

(b) Revenue recognition

(i) Government contributions

Monetary resources which are allocated to NSW AMES by the government and which are controlled by AMES are recognised as revenue in the financial period to which they relate.

(ii) Fees for services rendered

Revenue from fees for services rendered is recognised as it accrues.

(iii) Interest

Interest income is recognised as it accrues.

(iv) Other revenue

Other revenues are recognised as they accrue

(c) Acquisitions of assets

The cost method of accounting is used for the initial recording of all acquisition of assets. Cost is determined as the fair value of the assets given up at the date of acquisition plus costs incidental to the acquisition.

(d) 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 2005 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.

(e) Cash

For the purpose of the statement of cash flows, cash 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.

(f) 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 AASB1033 "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

Notes to and forming part of the financial statements for the year ended 30 June 2005

(g) Receivables

All trade debtors are recognised as amounts receivable at balance date. A provision is made against any doubtful debts based on a review of all outstanding amounts at balance date. The credit risk is the carrying amount (net of any provision for doubtful debts). No interest is earned on trade debtors. The carrying amount approximates net fair value.

(h) Comparative figures

Where necessary, comparative figures have been adjusted to conform with changes in presentation in the current year.

(i) 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.

(j) Impact of adopting Australian Equivalents to International Financial Reporting Standards.

AMES will apply the Australian equivalents to international financial reporting standards (AEIFRS) from 2005-06.

The transition to the new standards is being managed in conjunction with Department of Education and Training (DET) by allocating internal resources to analyse the pending standards and Urgent Issues Group Abstracts to identify key areas regarding policies, procedures, systems and financial impacts affected by the transition. As a result of this exercise, AMES in conjunction with DET has taken the following steps to manage the transition to the new standards:

- DET's "International Financial Reporting Standard Convergence Committee" is overseeing the transition. The General Manager Finance and Administration is responsible for the project and the committee reports regularly on progress against the implementation plan.
- The following phases that need to be undertaken have been identified:
 - Establish a project team to implement the AEIFRS.
 - Prepare a conversion project plan.
 - Prepare an implementation timetable.
 - Identify key areas of impact on accounting and reporting, operational issues, systems, controls and policies.
 - Identify training needs.
 - Implement any necessary systems, policies and procedures.
 - Implementation of the AEIFRS and post implementation review.
- To date, the following phases have been implemented:
 - A project team has been established and meets on a weekly basis.
 - A conversion project plan has been approved.
 - An implementation timetable has been approved.
 - Training of key staff members has commenced
 - Identification of key areas of impact has commenced.

Financial Statements

NSW Adult Migrant English Service

Notes to and forming part of the financial statements for the year ended 30 June 2005

AMES has determined the key areas where changes in accounting policies are likely to impact the financial report. Some of these impacts arise because AEIFRS requirements are different from existing AASB requirements (AGAAP). Other impacts are likely to arise from options in AEIFRS. To ensure consistency at the whole of government level, NSW Treasury has advised agencies of options it is likely to mandate for the NSW Public Sector. The impacts disclosed below reflect Treasury's likely mandates (referred to as "indicative mandates").

Shown below are management's best estimates as at the date of preparing the 30 June 2005 financial report of the estimated financial impacts of AEIFRS on NSW Adult Migrant English Services equity and profit/loss. NSW AMES does not anticipate any material impacts on its cash flows. The actual effects of the transition may differ from the estimated figures because of pending changes to the AEIFRS, including the UIG Interpretations and / or emerging accepted practice in their interpretation and application. NSW AMES's accounting policies may also be affected by a proposed standard to harmonise accounting standards with Government Finance Statistics (GFS). However, the impact is uncertain because it depends on when this standard is finalised and whether it can be adopted in 2005-2006.

(a) Reconciliation of key aggregates

Reconciliation of equity under existing Standards (AGAAP) to equity under AEIFRS

	Notes	2005**	2004*
		\$'000	\$'000
Total equity under AGAAP		8,256	4,456
Adjustments to accumulated funds			
Defined benefit superannuation adjustment for change in discount rate	1	(14,919)	(7,475)
Total equity under AEIFRS		(6,663)	(3,019)

*= adjustments as at the date of transition

**= cumulative adjustments as at date of transition plus the year ended 30 June 2005

Reconciliation of surplus under AGAAP to (deficit) under AEIFRS

Year Ended 30 June 2005	Notes	\$'000
Surplus / (deficit) under AGAAP		3,800
Defined benefit superannuation	1	(7,444)
Surplus / (deficit) under AEIFRS		(3,644)

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 overfunded position) and change the quantum of the superannuation expense.

Notes to and forming part of the financial statements for the year ended 30 June 2005

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 and Indigenous Affairs (DIMIA)

	2005	2004
	\$'000	\$'000
The Fees comprise:		
DIMIA - AMEP Program	26,138	22,212
Other	2,456	1,986
	<u>28,594</u>	<u>24,198</u>

4. GRANTS AND CONTRIBUTIONS

Department of Education & Training - Grants	1,806	1,797
Treasury - LSL pool reimbursement to agencies	580	669
	<u>2,386</u>	<u>2,466</u>

5. EMPLOYEE RELATED EXPENSES

Employee related expenses comprise the following specific items:

Salaries and wages	11,130	11,047
Long service leave & oncosts	987	1,085
Superannuation	783	1,164
Payroll tax and fringe benefits tax	741	741
Workers compensation insurance	847	266
	<u>14,488</u>	<u>14,303</u>

6. MAINTENANCE & WORKING EXPENSES

Maintenance and working expenses comprise the following specific items:

Rent and related expenses	3,098	2,893
Fees and charges	10,977	10,690
Printing and postage	243	414
Electricity and gas	141	156
Travel	38	61
Audit fee *	43	45
Other	726	699
	<u>15,266</u>	<u>14,958</u>

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 2005 or in the previous year.

* The Audit Office of NSW received no other benefits.

Financial Statements

NSW Adult Migrant English Service

Notes to and forming part of the financial statements for the year ended 30 June 2005

7. DEPRECIATION	2005 \$'000	2004 \$'000
Depreciation is charged as follows:		
Plant and equipment	18	24
Computer equipment	4	5
Motor vehicles	3	3
	25	32

8. SUPERANNUATION REVENUE

Increase in prepaid contributions	2,517	1,405
Decrease in Unfunded Liability - SSS	0	1,136
Superannuation revenue (Refer to note 10 for explanation)	2,517	2,541

9. CURRENT ASSETS - RECEIVABLES

Accounts receivable	308	414
Less: Provision for doubtful debts	(4)	(6)
Accrued interest	46	84
Accrued revenue	3,788	2,981
	4,138	3,473

10. SUPERANNUATION

The SAS Trustee Corporation through the fund's Actuary, Mercer has determined that prepaid superannuation contributions as at 30 June 2005 for the State Authorities Superannuation Scheme (SASS) the State Authorities Non-Contributory Superannuation Scheme (SANCS) and the State Superannuation Scheme (SSS) was estimated at \$6,355,813 (2004: prepaid superannuation contributions \$3,838,668).

Amounts representing prepaid superannuation contributions are recognised as an asset. Amounts representing unfunded superannuation are recognised as a liability. At balance date, the increase in prepaid contributions from the previous year has been recognised as superannuation revenue.

The 2005 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 2004 valuation has confirmed that the interest rate of 7% per annum remains unchanged for the 2005 employer liability calculations. The assumptions that are applied for 2005 calculations are as follows:

Discount rate	7.0%
Rate of salary increase	4.0%
Rate of CPI increase	2.5%

Assumptions about the rates of mortality, resignation, retirement and other demographics are the same as those used in the 2003 triennial valuation.

Notes to and forming part of the financial statements for the year ended 30 June 2005

10. SUPERANNUATION (CONTINUED)

The prepaid superannuation contributions and the unfunded superannuation liabilities disclosed in the statement of financial position is composed of:

	SASS(i) \$'000	SANCS (ii) \$'000	SSS(iii) \$'000	2004-05 \$'000	2003-04 \$'000
Gross liability assessed by actuaries at 30 June	(7,287)	(2,838)	(44,247)	(54,372)	(50,139)
Investment Reserve Account Balance	8,195	4,836	47,697	60,728	53,978
Prepaid Contributions	908	1,998	3,450	6,356	3,839

(i) SASS - State Authorities Superannuation Scheme

(ii) SANCS - State Authorities Non-Contributory Superannuation Scheme

(iii) SSS - State Superannuation Scheme

Prepaid Superannuation Contributions - Current Assets

	SASS \$'000	SANCS \$'000	SSS \$'000	2004-05 TOTAL \$'000	2003-04 TOTAL \$'000
Balance 1 July	997	1,865	977	3,839	2,434
Add: Superannuation revenue - Increase in prepaid contributions	(89)	133	2,473	2,517	1,405
Balance 30 June	908	1,998	3,450	6,356	3,839

The increase in Prepaid Superannuation is calculated by comparing the Actuarial Liability with the Reserve Account balance at 30 June. The liability increased by \$4,232,650 in the financial year with the biggest increase in the State Superannuation Scheme (SSS) which increased by \$3,138,005. This increase was offset against an increase of \$6,749,795 in the Reserve Account with the biggest increase again in the SSS of \$5,611,075.

The increase in the reserve account balance is mainly caused by the increased earnings of the funds during the year.

11. CURRENT ASSETS - OTHER

	2005 \$'000	2004 \$'000
Long service leave receivable from NSW Treasury	430	397
Prepaid expenses	13	50
	443	447

Financial Statements

NSW Adult Migrant English Service

Notes to and forming part of the financial statements for the year ended 30 June 2005

12. NON CURRENT ASSETS - PLANT AND EQUIPMENT

Plant and Equipment

	2005	2004
	'000	'000
At Fair Value	349	385
Less Accumulated Depreciation	(274)	(301)
At net book value	75	84

Reconciliations 2005

	Plant & Equipment	Computer Equipment	Motor Vehicles	Total
	\$'000	\$'000	\$'000	\$'000
Carrying amount as at 1 July 2004 at fair value	59	1	24	84
Additions	7	9	0	16
Depreciation expense	(18)	(4)	(3)	(25)
Carrying amount as at 30 June 2005 at fair value	48	6	21	75

13. OTHER NON CURRENT ASSETS

	2005	2004
	\$'000	\$'000
Long service leave receivable from NSW Treasury (Note 2a)	3,126	3,063

14. CURRENT LIABILITIES - PAYABLES

	2005	2004
Accruals	2,409	2,596
Creditors	473	256
Accrued salaries and wages	45	33
	2,927	2,885

15. CURRENT PROVISIONS - EMPLOYEE BENEFITS

Employee benefits and related on-costs

Recreation leave	834	927
Employee benefits on costs	453	361
Long service leave current (note 2a)	430	397
	1,717	1,685

Other Provisions

Long service leave non current (note 2a)	3,126	3,063
Total Provisions	4,843	4,748

Aggregate employee benefits and related on-costs

Provisions - current	1,717	1,685
Provisions - non current	3,126	3,063
Accrued salaries & wages and on-costs (note 14)	45	33
	4,888	4,781

Notes to and forming part of the financial statements for the year ended 30 June 2005

16. EQUITY

	2005	2004
	\$'000	\$'000
Total equity at the beginning of the reporting period	4,456	4,398
Total changes in equity recognised in the Statement of financial performance	3,800	58
Total equity at the reporting date	8,256	4,456

17. CONTINGENT LIABILITIES

At 30 June 2005 there were no outstanding contingent liabilities. (\$Nil in 2003/2004).

18. LEASE COMMITMENTS

Aggregate operating lease expenditure contracted for but not provided for in the accounts are:

Not later than one year	3,026	3,017
Later than one year but not later than five years	5,872	6,876
	8,898	9,893

The total expenditure commitments above include input tax credits of \$808,905 that are expected to be recoverable from the Australian Taxation Office (30 June 2004 - \$899,336).

Financial Statements

NSW Adult Migrant English Service

Notes to and forming part of the financial statements for the year ended 30 June 2005

19. 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 effective interest rates of financial assets and liabilities, both recognised and unrecognised at the balance sheet date are as follows:

Financial instruments

	Floating interest rate		Non-interest bearing		Total carrying amount as per Statement of Financial Position	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Financial assets						
Cash	1,886	1,181	2	2	1,888	1,183
Receivables			4,138	3,473	4,138	3,473
	1,886	1,181	4,140	3,475	6,026	4,656
Financial liabilities						
Trade creditors	0	0	473	256	473	256
Accruals	0	0	2,409	2,596	2,409	2,596
	0	0	2,882	2,852	2,882	2,852
Net financial assets (liabilities)	1,886	1,181	1,258	623	3,144	1,804

Weighted average interest rate 4.33% computed on a monthly basis (4.06% in 2004)

(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.

Financial Risk by classification of counterparty	Governments		Bank		Other		Total	
	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000	2005 \$'000	2004 \$'000
Financial assets								
Cash	-	-	1,886	1,181	2	2	1,888	1,183
Receivables	4,031	3,320	-	-	107	153	4,138	3,473
Total financial assets	4,031	3,320	1,886	1,181	109	155	6,026	4,656

Notes to and forming part of the financial statements for the year ended 30 June 2005

20. 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:

	2005 \$'000	2004 \$'000
Cash at bank	1,886	1,181
Cash on hand	2	2
Closing cash and cash equivalents (as per statement of cash flows)	1,888	1,183

21. RECONCILIATION OF NET CASH FLOWS FROM OPERATING ACTIVITIES TO SURPLUS/(DEFICIT) FOR THE YEAR.

	2005 \$'000	2004 \$'000
Surplus/(Deficit) for the year from ordinary activities	3,800	58
Depreciation	25	32
Doubtful debts	4	6
Changes in net assets and liabilities		
Decrease/(Increase) in receivables	(669)	(926)
Decrease/(Increase) in prepaid superannuation	(2,517)	(1,405)
Decrease/(Increase) in other current assets	4	(68)
Decrease/(Increase) in other non current assets	(63)	(250)
Increase/(Decrease) in payables	42	1,814
Increase/(Decrease) in current employee benefits	32	105
Increase/(Decrease) in non current provisions	63	66
(Decrease) in unfunded superannuation liabilities	0	(1,136)
Total net cash inflow (outflow) from operating activities	721	(1,704)

22. 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



GPO BOX 12
Sydney NSW 2001

INDEPENDENT AUDIT REPORT

TAFE Global Pty Ltd

To Members of the New South Wales Parliament and Members of TAFE Global Pty Ltd

Audit Opinion

In my opinion the financial report of TAFE Global Pty Ltd:

- (a) presents fairly TAFE Global Pty Ltd's financial position as at 30 June 2005 and its financial performance and cash flows for the year ended on that date, in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and
- (b) complies with section 45E of the *Public Finance and Audit Act 1983* (the Act).

My opinion should be read in conjunction with the rest of this report.

The Directors' Role

The financial report is the responsibility of the company's directors. It consists of the statement of financial position, the statement of financial performance, the statement of cash flows, and the accompanying notes and directors' declaration

The Auditor's Role and the Audit Scope

As required by the Act, I carried out an independent audit to enable me to express an opinion on the financial report. My audit provides *reasonable assurance* to members of the New South Wales Parliament and the members of TAFE Global Pty Ltd that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing and Assurance Standards and statutory requirements, and I:

- evaluated the accounting policies and significant accounting estimates used by the Company's Director in preparing the financial report, and
- examined a sample of the evidence that supports the amounts and other 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 company's directors had not fulfilled their reporting obligations.

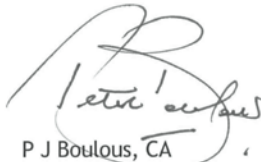
My opinion does *not* provide assurance:

- about the future viability of the company,
- that the company has carried out its activities effectively, efficiently and economically,
- 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
Acting Assistant Auditor-General

SYDNEY
20 October 2005



TAFE GLOBAL PTY LTD
A.B.N. 093 230 374

DIRECTORS REPORT

Your directors submit their report on the Company TAFE GLOBAL PTY LTD for the year ended 30th June 2005, including the Financial Statements, and the Auditors Report thereon.

The names of the Directors in office at any time during and since the end of the financial year were/are:

Name	Appointed	Ceased to Hold Office
Robin James Shreeve	16.08.2000	17.06.2005
Kimble John Fillingham	16.08.2000	
Ian Robert Gillespie	16.08.2000	
Neville Roach A.O	24.10.2001	
Gaye Rosemary Hart AM	22.10.2001	15.02.2005
Michael Johnson	04.10.2001	
Kevin Harris	28.07.2004	

PRINCIPAL ACTIVITIES

The principal activity and objective of TAFE GLOBAL PTY LTD during the year was to project manage the delivery of NSW TAFE Commission services to the international market and selected projects in the national market.

REVIEW OF OPERATIONS

Operations of the Company during the year were consistent with the documents that defined the Company's objectives and Constitution. No significant changes in the nature of activities occurred during the year.

No changes in affairs of the Company occurred during the financial year and the Directors do not foresee any likely changes in the near future.

CAPITAL OF THE COMPANY

The Paid up Capital of the Company at 30.06.2005 comprised 2,000,000 \$1 Fully Paid Ordinary shares; all held by the Technical and Further Education Commission, and consequently the Company is economically dependent upon the Technical and Further Education Commission of NSW.

No options have been issued over unissued shares.

DIRECTORS MEETINGS

The number of Directors meetings held in the year and the number of meetings attended during the year are:

<u>Director</u>	<u>Number of Meetings Held In the year and since appointment</u>	<u>Number attended</u>
R J Shreeve	9	7
K J Fillingham	9	5
I R Gillespie	9	8
N Roach A.O	9	9
G R Hart AM	5	4
M Johnson	9	9
Kevin Harris	8	7

EVENTS SUBSEQUENT TO BALANCE DATE

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the Company, the results of those operations, or the state of affairs of the company in subsequent financial years.

DIVIDENDS

The Board has not made any interim dividend payments in the year and does not recommend a dividend be made for the year ended 30.06.2005.

LIKELY DEVELOPMENTS

The Company will continue to actively pursue its principal activities and objectives consistent with a policy to increase profitability for the benefit of New South Wales.

Further information is not included on the likely development of the operations of the Company and its expected results of those operations because disclosure of the information would be likely to result in unreasonable prejudice against the Company.

INSURANCE OF DIRECTORS

Directors in office at 30.06.2005 hold an indemnity in their favour from the Crown the terms of which are confidential.

Signed in accordance with a resolution of Board of Directors on 16th August 2005.



Ian Gillespie
TAFE GLOBAL PTY LTD
20 October 2005.

**TAFE GLOBAL PTY LTD
A.B.N. 093 230 374**

DIRECTOR'S DECLARATION

Pursuant to the Public Finance and Audit Act 1983 I, Ian Gillespie, being a Director of TAFE GLOBAL PTY LTD, do hereby state, in accordance with a Resolution of the Directors on 16th August 2005 that in the opinion of the Directors:

1. The Financial Statements and "Notes to and Forming Part of the Accounts" of the Company are drawn up so as to give a true and fair view of the financial position of the Company as at 30th June 2005 and of its performance, as represented by the results of its operations and its cash flows, for the year ended on that date.
2. The Financial Statements have been prepared in accordance with the provisions of the Public Finance and Audit Act 1983 and Regulations thereunder.
3. The attached Financial Statements of the Company together with the notes to and forming part of the accounts are in accordance with the Corporations Act, applicable Australian Accounting Standards, other authoritative pronouncements of the Australian Accounting Standards Board, Urgent Issues Groups consensus views and any other applicable laws.
4. At the date of this declaration there are reasonable grounds to believe that the Company will be able to pay its debts as and when they fall due.

Further, I am not aware of any circumstances which would render any particulars included in the Financial Statements to be misleading or inaccurate.



Ian Gillespie
20 October 2005

Financial Statements

TAFE GLOBAL PTY LTD

Statement of Financial Performance for the Year Ended 30 June 2005

	Note	June 2005	June 2004
		\$	\$
Revenue from ordinary activities	3	6,266,717	7,645,073
Employee benefits and related expenses	4	(2,904,715)	(3,195,628)
Depreciation expenses	5	(49,665)	(47,056)
Other expenses from ordinary activities	6	(3,245,585)	(4,194,058)
Profit from ordinary activities before income tax revenue (Income Tax Expense)		66,752	208,331
Income Tax (Expense)/Revenue		-	-
Profit (Loss) from ordinary activities after related income tax revenue (Expense)		66,752	208,331
Total changes in Equity other than those resulting from transactions with owners as owners		66,752	208,331

The accompanying notes form part of these statements

Financial Statements

TAFE GLOBAL PTY LTD

Statement of Financial Position for the Year Ended 30 June 2005

	Note	June 2005	June 2004
		\$	\$
CURRENT ASSETS			
Cash and cash equivalents	13	657,477	660,017
Receivables	7	2,400,345	2,778,601
Other Prepayments	8	34,415	44,112
TOTAL CURRENT ASSETS		3,092,238	3,482,730
NON-CURRENT ASSETS			
Other Financial Assets	9	53,574	58,893
Property, Plant & Equipment	10	81,915	115,349
TOTAL NON-CURRENT ASSETS		135,489	174,242
TOTAL ASSETS		3,227,727	3,656,972
CURRENT LIABILITIES			
Payables	11	(1,367,364)	(1,883,501)
Provisions	15	(64,866)	(44,725)
TOTAL CURRENT LIABILITIES		(1,432,229)	(1,928,226)
NET ASSETS		1,795,498	1,728,746
EQUITY			
Contributed Equity	12	2,000,000	2,000,000
Accumulated Loss	14	(204,502)	(271,254)
TOTAL EQUITY		1,795,498	1,728,746

The accompanying notes form part of these statements

Financial Statements

TAFE GLOBAL PTY LTD

Statement of Cash Flows for the Year Ended 30 June 2005

	Note	June 2005 \$	June 2004 \$
<u>CASH FLOW FROM OPERATING ACTIVITIES</u>			
Receipts from Customers		7,137,922	6,516,925
Payments to Suppliers & Employees		(7,124,229)	(6,384,506)
Net Cash Provided by (Used in) Operating Activities	13	13,692	132,419
<u>CASH FLOW FROM INVESTING ACTIVITIES</u>			
Payment for Property, Plant & Equipment	10	(16,232)	(78,929)
Payment for Preliminary and Formation of Company		-	-
Total Cash Used in Investing Activities		(16,232)	(78,929)
<u>CASH FLOW FROM FINANCING ACTIVITIES</u>			
Proceeds from Share Issue		-	-
Total Cash Provided from Financing Activities		-	-
Net Increase (Decrease) in Cash held		(2,540)	53,490
Cash at beginning of period		660,017	606,527
Cash at end of period	13	657,477	660,017

The accompanying notes form part of these statements

Financial Statements

TAFE GLOBAL PTY LTD

Notes to and forming part of the Financial Statements

1. STATEMENT OF PURPOSE OF CONSTITUTION

TAFE GLOBAL Pty Ltd is registered under the Corporations Law of New South Wales as a Proprietary Company, limited by shares, effective on and from 7th June 2000. The Registered office and principal place of business is Suite 2 Level 10, 3 Spring Street, Sydney NSW 2000.

Whilst the Constitution of the Company is silent as to the objectives of the Company, the document titled "Proposal for the Establishment of a Company Limited by Shares", which was the basis of the decision taken to form the Company, stated that the Company is to be the "project management company for the delivery of NSW TAFE services to the international market and selected projects in the national markets".

Whilst the Company has been established under the Corporations Law of New South Wales, as all of the issued shares are held by the Technical and Further Education Commission, the line of Ministerial control is through the legislative power of the Technical and Further Education Commission Act 1990. Consequently TAFE GLOBAL Pty Ltd is economically dependent upon the Technical and Further Education Commission of NSW.

2. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

The Company's financial statements are a general purpose financial report which has been prepared on an accrual basis and in accordance with applicable Australian Accounting Standards, and other authoritative pronouncements of the Australian Accounting Standards Board (AASB), Urgent Issues Group (UIG) Consensus Views, the requirements of the Public Finance and Audit Act and Regulations and all other applicable laws.

a) Basis of Financial Statements

The Financial Statements have been prepared under the historical cost convention and do not take into account changing values or, the current value of non-monetary assets.

All "Non-Current Assets" are brought to account at cost being the amount given up at the date of acquisition including costs incidental to that acquisition. The "Non-Current Assets" are depreciated under the straight line basis over their useful lives to the Company

Life Expectancy of these Non-Current Assets - Years

	Min	Max
Computer Equipment & Software	2.5	5
Office Equipment	5	10
Preliminary and Formation expenses	2	2

Individual items of "Computer Equipment and Software" and "Office Equipment" with an acquisition cost greater than \$500 are capitalised in the accounts. Items with an acquisition cost of less than \$500 have been expensed.

b) Cash

For the purposes of the Statement of Cash Flows, cash includes cash on hand and in all bank accounts in Australia and overseas. The Statement of Cash Flows has been prepared using the direct method in accordance with AASB 1026.

c) Payables

Payables are recognised as amounts to be paid in the future for goods and services received, whether or not these have been billed. These amounts are normally settled within creditors' terms.

d) Receivables

Receivables are recognised as amounts due to TAFE GLOBAL Pty Ltd in the future for goods and services provided and performed, whether or not these have been billed. These amounts are normally settled within the agreed terms. The normal trading terms are 30 days.

Notes to and forming part of the Financial Statements

2 STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

e) Employees Entitlements

The Company at 30 June 2005 has two (2) officers working for it under secondment from the Technical and Further Education Commission.

Payroll administration for these officers is being performed by the Technical and Further Education Commission. As that Commission remains liable to its officers for all leave, and superannuation entitlements, the Company pays to the TAFE Commission salaries and on-cost thereon to discharge the liability that arises during the period of secondment and consequently no "provision" is made in the Company's accounts for either superannuation or leave entitlement, for those personnel.

A liability for sick leave is not recognised in the accounts, as sick leave is not vesting and unused entitlements are not paid on termination. The average sick leave taken is less than entitlements that accrue.

In addition temporary contract staff are employed through employment agencies and payment to the agencies of the agreed hourly fee, absolves the Company from any liability for leave and superannuation, they are paid direct by the employment agencies.

Further, twelve (12) personnel are employed directly by the Company, the terms and conditions of which include the payment of statutory superannuation, annual leave loading, annual leave and sick leave entitlement. The nominal method is used to value entitlements expected to be settled within 12 months.

There is no provision for Long Service Leave as no employee has been employed for a duration that would attract the provision.

f) Revenue

Revenue has been brought to account upon the delivery of services to customers. Furthermore when work has been completed and not yet invoiced, revenue is recognised based on the percentage completed of each stage of the project. The stages of each contract are identified as specific deliverables. The percentage completed of each stage is estimated based on volume of work completed and volume of work still yet to be completed.

g) Income Tax

The Company is wholly owned by a State Government and as such is exempt from Income Tax by virtue of Section 24AM et seq. of the Income Tax Assessment Act 1936. As a State Owned Body the company should be put in either of the two state tax regimes, namely Tax Equivalent Regime (TER) or National Tax Equivalent Regime (NTER). As at 30 June 2005 the tax status of the company was yet to be determined by the New South Wales Treasury. As a result the company is exempt from income tax from both the Federal and State tax regimes.

In future the Future Income Tax Benefit (FITB) may be brought to account depending on the decision from the NSW Treasury. If this is the case the FITB will not be brought to accounts unless there is virtual certainty of realisation of the benefit.

h) Goods and Services Tax (GST)

As per UIG 31, Revenues, expenses and assets are recognised net of the amount of GST. Receivables and payables in the Statement of Financial Position are shown inclusive of GST.

i) Change in Accounting Policy

There was no change in accounting policy during the period.

j) The impacts of adopting Australian Equivalents to International Financial Reporting Standards

TAFE GLOBAL Pty Ltd will apply the Australian equivalents to International Financial Reporting Standards (AEIFRS) from 2005-06. TAFE GLOBAL Pty Ltd has used its internal staff to analyse the pending standards and Urgent Issues Group Abstracts to identify key areas regarding policies, procedures, systems and financial impacts affected by the adoption of AEIFRS.

Financial Statements

TAFE GLOBAL PTY LTD

Notes to and forming part of the Financial Statements

2. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

TAFE GLOBAL Pty Ltd has determined the key areas where changes in accounting policies are likely to impact the financial report. Some of these impacts arise because AEIFRS requirements are different from existing AASB requirements (AGAAP). Other impacts are likely to arise from options in AEIFRS. To ensure consistency at the whole of government level, NSW Treasury has advised agencies of options it is likely to mandate for the NSW Public Sector. The Impacts disclosed below reflect Treasury's likely mandates (referred to as "indicative mandates").

Shown below are management's best estimates as at the date of preparing 30 June 2005 financial report of the estimated financial impacts of AEIFRS on the TAFE GLOBAL Pty Ltd's equity and profit/loss. TAFE GLOBAL Pty Ltd does not anticipate any material impacts on its cashflows. The actual effects of the transition may differ from the estimated figures below because of pending changes to the AEIFRS, including the UIG Interpretations and/or emerging accepted practice in their interpretation and application. TAFE GLOBAL Pty Ltd's accounting policies may also be affected by a proposed standard to harmonise accounting standards with Government Finance Statistics (GFS). However, the impact is uncertain because it depends on when this standard is finalised and whether it can be adopted in 2005-06.

Reconciliation of key aggregates

Reconciliation of equity under existing Standards (AGAAP) to equity under AEIFRS:

	30-Jun-05	1-Jul-04
	\$	\$
Total equity under AGAAP	1,795,498	1,728,746
Adjustments to accumulated funds	-	-
Total equity under AEIFRS	1,795,498	1,728,746

Reconciliation of surplus/deficit under AGAAP to surplus/deficit under AEIFRS:

Year ended 30 June 2005

Surplus/(deficit) under AGAAP	66,752
Adjustments to surplus/(deficit)	-
Surplus/(deficit) under AEIFRS	66,752

k) Foreign Currency Transactions and Balances

All foreign currency transactions during the year were brought to account using the exchange rate in effect at the date of the transaction. Debtors and Creditors balances in foreign currencies at balance date were revaluated using the exchange rate in effect at that date.

i) Contingent Liabilities

There are no Contingent Liabilities identified or known to exist at balance date.

m) After Balance Date Events

There are no After Balance Date Events

n) Directors Remuneration

Names of the directors who have held office during the period are:

Mr Robin Shreeve (Chairman, resigned 17 June 05)

Mr Ian Gillespie

Mr Neville Roach AO

Mr Kimble Fillingham

Ms Gaye Hart AM (Resigned 15 February 05)

Mr Kevin Harris

Mr Michael Johnson

Notes to and forming part of the Financial Statements

2. STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

	June 2005	June 2004
	\$	\$
The aggregate remuneration paid or payable to directors of the company during the financial year was:	29,000	24,000
The number of Directors at 30 June 2005 who derived income from the company was:		
all being in the band of:		
0 - 10,000	-	-
10,000 – 50,000	2	2
o) Executive Remuneration		
The Company employed Mr Anthony John Brady as its Chief Executive Officer (CEO) with a total salary package of \$180,000. The CEO is entitled to a bonus of up to \$20,000 if revenue and profit margin targets are met.		
The CEO was entitled to a bonus of \$8006 relating to his performance for the financial year ended 30 June 2004. This amount was calculated on a proportion basis as performance targets were proportionally met. This amount was accrued in the financial year ended 30 June 2005.		
For the year ended 30 June 2005 revenue target was set to \$14M and a net profit margin target of 5% of total revenue for the year. These targets were not met as at 30 June 2005 and no performance bonus was paid as a result.		
\$90,000 - \$99,999	-	1
\$170,000 - \$180,000	1	1

3. REVENUE

Fees from TAFE institutes for contract management	442,932	362,083
Fees for provision of services to other entities	4,986,953	6,408,789
Grant & Miscellaneous Income	205,571	391,951
Expenses Reimbursement	631,261	482,250
	6,266,717	7,645,073

4. EMPLOYEE BENEFITS AND RELATED EXPENSES

Salaries and Wages	1,435,690	592,384
Legal Advice	-	175
Accounting Services	3,454	12,444
Consultants	10,320	14,806
Temporary Staff and Overseas local staff	49,265	38,254
Project Allowances	18,780	96,578
Project Consultancy and administration fees	1,387,207	2,440,987
	2,904,715	3,195,628

5. DEPRECIATION

Computer Equipment & Software	39,340	33,435
Office Equipment	6,706	11,041
Motor Vehicles	2,554	932
Pool Assets	1,066	1,648
	49,665	47,056

Financial Statements

TAFE GLOBAL PTY LTD

Notes to and forming part of the Financial Statements

6. OTHER EXPENSES FROM ORDINARY ACTIVITIES

	June 2005	June 2004
	\$	\$
Expenses reimbursed to institutes (project labour and consultancy)	1,016,514	1,749,315
Project Admin Facilities Equipment & Communications	689,057	607,818
Office and Mobile Phones	42,585	48,616
Office Equipment Maintenance & Repair	1,881	9,773
Office Equipment Use & Lease	3,985	15,420
Printing	15,414	19,382
Stationery & Postage	13,653	15,443
Courier	2,796	3,331
Office Decoration, Meetings, Staff Amenities	14,729	12,771
Advertising expenses	3,232	3,499
Project marketing expense	76,830	33,701
Rent and associated fees	169,935	177,947
Office cleaning	6,460	7,186
Audit fees	20,432	19,425
Project Travel	1,060,428	1,255,192
Fares, Taxi, Parking, Tolls	23,803	27,240
Bank fees and charges	16,024	2,915
Conferences and seminars	21,118	23,098
Doubtful Debts expense	-	153,570
Foreign currency translation losses	46,709	8,416
	3,245,585	4,194,058

7. RECEIVABLES

Trade Debtors	1,233,051	1,671,993
Less: Provision for doubtful debts	(226,169)	(226,169)
	1,006,882	1,445,824
Project advances	-	351
Accrued Revenue	1,393,463	1,332,426
	2,400,345	2,778,601

8. OTHER PREPAYMENTS

Accommodation and per diem	34,415	44,112
	34,415	44,112

9. OTHER FINANCIAL ASSETS

Athens Office Security Deposits	-	7,997
Bid Security Deposit - Vietnam (10,000USD)	13,182	-
China Office - Security Deposits	7,752	18,256
N.E.Christie (NSW) P/L - Sydney Office - Security Deposits	32,640	32,640
	53,574	58,893

Notes to and forming part of the Financial Statements

10. PLANT AND EQUIPMENT

Plant and equipment at cost	211,913	195,682
Less: Accumulated depreciation	(129,998)	(80,333)
	81,915	115,349

(a) Movements in Carrying Amounts

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial period

	Pool Assets	Motor Vehicle Assets	Office Equipment	Computer Equipment and Software	Total
	\$		\$	\$	\$
Balance at the beginning of year	5,039	19,497	21,052	69,760	115,348
Additions				16,232	16,232
Depreciation expense	(1,066)	(2,554)	(6,706)	(39,340)	(49,665)
Carrying value at 30 June 2005	3,973	16,943	14,346	46,652	81,915

11. PAYABLES

	June 2005	June 2004
	\$	\$
Trade Creditors	719,437	723,573
	719,437	723,573
Accrued Wages	10,166	51,369
Accrued Expense	460,712	1,028,693
PAYG Payable	46,870	27,859
Superannuation Payable	2,545	
GST Payable	127,633	52,007
	1,367,364	1,883,501

12. CONTRIBUTED EQUITY

The Share Capital of the Company comprises 2,000,000 \$1 fully paid shares all of which are held by the Technical and Further Education Commission of NSW.

	2,000,000	2,000,000
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13. CASH FLOW INFORMATION

(a) Reconciliation of Cash

Cash at Bank - Westpac Plaza	444,329	638,991
Term Deposit	200,000	-
Athens Bank Account	-	6,787
China Bank accounts	7,610	9,976
PNG Bank Account	4,518	3,263
Petty Cash	1,021	1,000
	657,477	660,017

Financial Statements

TAFE GLOBAL PTY LTD

Notes to and forming part of the Financial Statements

13. CASH FLOW INFORMATION (CONT'D)

(b) Reconciliation of Cash Flow from Profit from Ordinary Activities after Income Tax

Profit/(Loss) from Ordinary Activities after Income Tax	66,752	208,331
Non-cash flows in profit from ordinary activities		
Depreciation/Amortisation	49,665	47,056
Changes in Assets and Liabilities		
Decrease/(Increase) in Prepayments	9,697	(42,005)
Decrease/(Increase) in Receivables	378,256	(1,290,516)
Decrease/(Increase) in Other Financial Assets	5,319	6,528
Increase/(Decrease) in Current liabilities	(495,997)	1,203,025
Net Cash Provided by (Used in) Operating Activities	13,692	132,419

14. ACCUMULATED LOSSES

Opening balance	(271,254)	(479,585)
Current Financial Year Earnings	66,752	208,331
Closing Balance	(204,502)	(271,254)

15. PROVISIONS

Annual leave	64,866	44,725
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16. OPERATING LEASING COMMITMENTS

The company currently leases suites 2 on level 10, 3 Spring Street Sydney and the lease expires on 02/10/2005. And China Office has a one year lease which expires on 9 July 2004. The leases are non - cancellable but not capitalised in the accounts.

Payable

- No later than one year	62,000	186,000
- Later than one year and not later than five years	-	62,000
	62,000	248,000

17. COMPANY INFORMATION

The registered office of the company is:

Level 10, 3 Spring Street

Sydney NSW 2000.

Notes to and forming part of the Financial Statements

18. SEGMENT REPORTING

The company operates in one business being the provision of international project management to TAFE NSW for educational services to overseas customers. The services have been rendered to customers from different geographical locations and revenue generated as per table below. Property, plant and equipment has been held mostly in Australia, with a small amount of office equipment held in China and Papua New Guinea for the year ended 30 June 2005.

Geographical Location	Segment Revenues		Segment Results		Segment Assets		Segment liabilities	
	2005	2004	2005	2004	2005	2004	2005	2004
Australia	648,510	568,555	(627,409)	(769,415)	1,242,380	925,263	1,017,337	870,276
Europe	345,944	1,260,019	16,252	257,888	-	810,924	-	-
Asia	1,623,680	2,228,627	(153,202)	(238,867)	493,721	344,229	296,016	80,318
Africa	-	63,181	-	7,009	-	-	-	-
South Pacific	3,219,452	3,524,691	530,414	951,716	1,147,272	1,576,556	118,876	977,632
Middle East	429,132	-	300,697	-	344,355	-	-	-
Total	6,266,717	7,645,073	66,752	208,331	3,227,728	3,656,972	1,432,229	1,928,226

19. FINANCIAL INSTRUMENTS

Financial instruments give rise to positions that are a financial asset of the company and a financial liability to another party. For the company these include cash held in banking institutions, deposits with vendors, receivables and creditors. All financial instruments are shown at net fair value unless stated otherwise. Significant terms and conditions of financial instruments are as follows:

(1) Cash

Cash comprises of cash on hand and bank balances held in Australia and overseas. The cash held in Australia is non interest bearing, but the cash held overseas is subject to foreign currency translation fluctuations.

(2) Receivables

Receivables comprise mainly of trade debtors settled within terms of payment and carried at amount due. The collectability of debt is assessed on an ongoing basis and appropriate provision is carried for any doubtful amounts.

(3) Deposits with vendors

These amounts represent bonds or deposits held by landlords on premises leased by the company in Australia and overseas. These amounts are paid back to the company at the end of each lease.

(4) Creditors

These amounts represent liabilities for goods and services provided prior to the end of the financial year which are unpaid. The amounts are unsecured and policy states that these are paid within the terms of credit.

Financial Statements

TAFE GLOBAL PTY LTD

Notes to and forming part of the Financial Statements

20(A) INTEREST AND EXCHANGE RATES RISKS

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. Exchange rate risk is the risk that the value of the financial instrument will fluctuate due to changes in exchange rates. The company's exposure to interest rate and exchange rate risk is as follows:

	Interest bearing		Non-interest bearing		Subject to Exchange rate fluctuation		Total Carrying amount as per Statement of Financial Position	
	2005	2004	2005	2004	2005	2004	2005	2004
	\$	\$	\$	\$	\$	\$	\$	\$
Financial assets								
Cash	200,000	-	457,477	660,017	12,127	20,026	657,477	660,017
Debtors	-	-	1,006,882	1,445,825	-	490,575	1,006,882	1,445,825
Deposits with vendors	-	-	53,574	58,893	20,934	26,253	53,574	58,893
Total Financial Assets	200,000	-	1,517,933	2,164,735	33,061	536,854	1,717,933	2,164,735
Financial Liabilities								
Creditors	-	-	719,437	723,573	-	133,269	719,437	723,573
Total Financial Liabilities	-	-	719,437	723,573	-	133,269	719,437	723,573
Net Financial Asset/ (Liability)	200,000	-	798,496	1,441,162	33,061	403,585	998,496	1,441,162

20(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. The company's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the Statement of Financial Position.

	Australia		Overseas		Total Carrying amount as per Statement of Financial Position	
	2005	2004	2005	2004	2005	2004
	\$	\$	\$	\$	\$	\$
Financial assets						
Cash	645,350	639,991	12,127	20,026	657,477	660,017
Debtors	1,006,882	570,146	-	875,679	1,006,882	1,445,825
Deposits with vendors	32,640	32,640	20,934	26,253	53,574	58,893
Total Financial Assets	1,684,872	1,242,777	33,061	921,958	1,717,933	2,164,735

END OF AUDITED FINANCIAL STATEMENTS

Statistical Compendium

Contents

1. NSW GOVERNMENT SCHOOL SYSTEM AT A GLANCE.....	251
2. NSW GOVERNMENT SCHOOLS: PARTICIPATION AND ATTENDANCE.....	253
2.1 Full-time Equivalent (FTE) Enrolments in NSW Government Preschools by Equity Group (2001-2005).....	253
2.2 Full-time Enrolments in NSW Government Schools (1991-2005).....	254
2.3 Full-time Enrolments in NSW Government Schools for Aboriginal Students (1991-2005).....	255
2.4 Full-time Enrolments in Government Schools by State (2001-2005).....	256
2.5 Full-time Enrolments in Government Schools for Indigenous Students by State (2001-2005).....	256
2.6 Full-time Equivalent (FTE) Enrolments in Government Schools by State (2001-2005).....	257
2.7 Full-time Enrolments in NSW Government Schools by Equity Group (2001-2005).....	257
2.8 Full-time Equivalent (FTE) Enrolments in NSW Government Schools by Equity Group (2001-2005).....	258
2.9 Profile of NSW Government School Students by Region and Equity Group (2005).....	260
2.10 Attendance Rates for Students in NSW Government Schools (2001-2005).....	260
2.11 Attendance Rates for Students in NSW Government Schools by Region and Scholastic Year Groups (2005).....	261
3. NSW GOVERNMENT SCHOOLS: LITERACY AND NUMERACY.....	262
3.1 Performance of NSW in Year 4 Mathematics and Science, Trends in International Mathematics and Science Study (TIMSS) (2002-2003).....	262
3.2 Performance of NSW in Year 8 Mathematics and Science, Trends in International Mathematics and Science Study (TIMSS) (2002-2003).....	263
3.3 Percentage of Students in Bands for New BST Literacy (Reading, Writing and Language): (2001-2005).....	265
3.4 Percentage of Students in Bands for BST Literacy (Reading and Language only) (2001-2005).....	266
3.5 Percentage of Students in Bands for BST Numeracy (2001-2005).....	267
3.6 Mean New BST Literacy Scores (Reading, Writing and Language) by Equity Group (2001-2005).....	268
3.7 Mean BST Literacy Scores (Reading and Language only) by Equity Group (2001-2005).....	268
3.8 Mean BST Numeracy Scores by Equity Group (2001-2005).....	269
3.9 Percentage of Reading Recovery Students in Bands for BST Literacy (Reading and Language only) (2001-2005).....	269
3.10 Percentage of Students at each Achievement Level for ELLA, Years 7 and 8 (2001-2005).....	270
3.11 Mean ELLA Scores by Equity Group, Year 7 (2001-2005).....	270
3.12 Mean ELLA Scores by Equity Group, Year 8 (2001-2005).....	271
3.13 Percentage of Students at each Achievement Level for SNAP (2001-2005).....	271
3.14 Percentage of Students at each Achievement level for SNAP, Year 7: All NSW Government School Students (2001-2005).....	272
3.15 Percentage of Students at each Achievement level for SNAP, Year 8: All NSW Government School Students (2001-2005).....	273
3.16 Mean SNAP Scores by Equity Group, Year 7 (2001-2005).....	274
3.17 Mean SNAP Scores by Equity Group, Year 8 (2001-2005).....	274
4. NSW GOVERNMENT SCHOOLS: APPARENT RETENTION RATES.....	275
4.1 Apparent Retention Rates for Full-time students in NSW Government Schools by Equity Group (2001-2005).....	275
4.2 Apparent Retention Rates for Full-time Equivalent (FTE) Students in NSW Government Schools by Equity Group (2001-2005).....	276
4.3 Apparent Retention Rates for Full-time Students by State (2001-2005).....	277
4.4 Apparent Retention Rates for Full-time Indigenous Students in Government Schools by State (2001-2005).....	278
5. NSW GOVERNMENT SCHOOLS: COMPLETIONS AND OUTCOMES YEARS 10-12.....	279
5.1 School Certificate: Percentage of NSW Government School Students in Bands for Selected Subjects by Gender and Equity Group (2005).....	279
5.2 NSW School Certificate Completions: Government School Students (2001-2005).....	280
5.3 Year 12 Estimated Completion Rates for all NSW School Students by Socioeconomic Status and Gender (2000-2004).....	280
5.4 Year 12 Estimated Completion Rates for all NSW School Students by Locality and Gender (2000-2004).....	280
5.5 Year 12 Estimated Completion Rates for all School Students by State, Socioeconomic Status and Gender (2004).....	281
5.6 Year 12 Estimated Completion Rates for all School Students, by State, Locality and Gender (2004).....	281
5.7 HSC Distinguished Achievers, All Rounders, Top Achievers and First in Course: NSW Government Schools (2001-2005).....	282
5.8 HSC Distinguished Achievers List - Number of Students by Gender and Equity Group: NSW Government Schools (2002-2005).....	282
5.9 HSC: Percentage of NSW Government School Students in Bands for Selected Subjects (2005).....	283
5.10 HSC Completions: NSW Government School Students (2001-2005).....	285
5.11 2005 Destinations of 2004 HSC Candidates in Government Schools in NSW.....	286
6. NSW GOVERNMENT SCHOOLS: EDUCATIONAL DELIVERY.....	287
6.1 Number of NSW Government Schools: All Schools by DET Operational Type (2001-2005).....	287
6.2 Number of NSW Government Schools: Schools with Permanent Enrolments by ABS Category (2001-2005).....	287
6.3 Full-time Equivalent (FTE) Student to FTE Teacher Ratios by School Sector (2001-2005).....	288
6.4 Average Class Sizes by Year in NSW Government Schools (1997-2005).....	289
6.5 Average Class Sizes by Year in NSW Priority Schools Funding Program Schools (1997-2005).....	289
6.6 Unit Costs: Recurrent per-Capita Expenditure in Government Primary and Secondary Schools by State (1998/1999 - 2004/2005).....	290
7. NSW GOVERNMENT EDUCATION AND TRAINING: PROFILE OF 15-19 YEAR OLD STUDENTS.....	292
7.1 School Based Traineeship Commencements by School Sector (2001-2005).....	292
7.2 NSW HSC VET Course Enrolments in Years 11 and 12 by Course Type and Sector (2005).....	292
7.3 NSW HSC VET Course Enrolments in Years 11 and 12 by Course Type and Sector (2004).....	293
7.4 NSW HSC VET Course Enrolments in Years 11 and 12 by Course Type and Sector (2003).....	293
7.5 NSW HSC VET Course Enrolments in Years 11 and 12 by Course Type and Sector (2002).....	294
7.6 VET Students as a Percentage of all HSC Students in Years 11 and 12 (2001-2005).....	294
7.7 VET Students as a Proportion of all Year 11 & 12 Students by Sector (2002-2005).....	295
7.8 NSW Government School Students Awarded Year 12 VET Qualifications (2001-2005).....	295
7.9 Participation of 15-19 year Olds in Education and Training (2000-2005).....	296
7.10 Education and Training Attainment by Age Group and State (2005).....	297
7.11 Estimated Percentage of the Population Participating in Education and Training by State (2005).....	297

7.12 MCEETYA Full-time Participation in Education, Training and/or Work 2003, 2004 and 2005.....	298
7.13 TAFE NSW Enrolments for 15-19 Year Olds by Qualification Level (2001-2005).....	299
7.14 TAFE NSW Graduates Aged 15-19 Years by Qualification Level (2001-2005).....	299
8. TAFE NSW AT A GLANCE	300
9. TAFE NSW ENROLMENTS	302
9.1 TAFE NSW Student Profile Enrolments (2001-2005).....	302
9.2 TAFE NSW Enrolments by Institute (2001-2005).....	303
9.3 TAFE NSW Enrolments by Qualification Level (2001-2005).....	304
9.4 TAFE NSW Enrolments by Age Group (2001-2005)	304
9.5 TAFE NSW Enrolments by Occupational Category (2001-2005).....	304
9.6 TAFE NSW Enrolments from other States and Territories (2001-2005).....	305
9.7 TAFE NSW Enrolments by Equity Group (2001-2005)	305
9.8 TAFE NSW Enrolments for Aboriginal Students by Qualification Level (2001-2005).....	306
9.9 TAFE NSW Enrolments for Mature Age Students by Qualification Level (2001-2005)	306
9.10 TAFE NSW Enrolments for Students with a Disability by Qualification Level (2001-2005).....	307
9.11 TAFE NSW Enrolments for Women Students by Qualification Level (2001-2005)	307
9.12 TAFE NSW Enrolments for NESB Students by Qualification Level (2001-2005).....	308
9.13 TAFE NSW Enrolments for Rural and Isolated Areas by Qualification Level (2001-2005)	308
9.14 TAFE NSW Enrolments for Aboriginal and non-Aboriginal Students (2001-2005).....	308
9.15 TAFE NSW Enrolments by Equity Group by Institute (2005).....	309
9.16 TAFE NSW International Enrolments in Mainstream Courses by Qualification (2002-2005)	310
9.17 Adult Migrant English Service (AMES) Enrolments by Program (2001-2005).....	310
9.18 National Art School Enrolments (2001-2005).....	310
10. TAFE NSW STUDENT OUTCOMES.....	311
10.1 TAFE NSW Graduates by Institute (2001-2005)	311
10.2 TAFE NSW Graduates by Qualification Level (2001-2005)	311
10.3 TAFE NSW Graduates by Equity Group (2001-2005)	311
10.4 TAFE NSW Graduates by Equity Group and Qualification Level (2005).....	312
10.5 National Art School Bachelor of Fine Art Graduates and Honours Graduates by Discipline Area (2003-2005).....	313
10.6 TAFE NSW Average Module Completion Rates by Qualification Level (2001-2005)	313
10.7 TAFE NSW Average Module Completion Rates by Equity Group (2001-2005)	313
10.8 TAFE NSW: Module Completion Rate by Qualification Level and Equity Group, (2001-2005).....	314
11. TAFE NSW VOCATIONAL EDUCATION AND TRAINING DELIVERY.....	315
11.1 TAFE NSW Annual Student Hours by Institute (2001-2005).....	315
11.2 TAFE NSW Annual Student Hours by Qualification Level (2001-2005)	315
11.3 TAFE NSW Annual Student Hours for Aboriginal and non-Aboriginal Students (2001-2005).....	315
11.4 TAFE NSW Training Packages and Qualifications Available (2005)	316
11.5 TAFE NSW Courses Accredited (2005).....	317
11.6 TAFE Online Project Performance Indicators (2001-2005).....	317
11.7 TAFE Revenue from Commercial Activities (2001-2005).....	317
11.8 Percentage of Students Satisfied with Overall Quality of Training - NCVET Student Outcomes Survey (2001-2005).....	317
11.9 NCVET Student Outcomes Survey (2005).....	318
11.10 TAFE NSW Student Satisfaction Survey (2004-2005) - Bands of Satisfaction	318
11.11 TAFE NSW Activity by Funding Source (2001-2005).....	318
12. NSW VET SYSTEM AT A GLANCE.....	319
13. NSW APPRENTICESHIPS AND TRAINEESHIPS.....	321
13.1 NSW Apprenticeship and Traineeship Approvals and Completions (2001-2005)	321
13.2 Apprenticeship and Traineeship Estimates (2001-2005)	321
13.3 Apprenticeship and Traineeship In-training, Commencement and Completion Estimates by State and Territory (2001-2005).....	322
13.4 New/Revised Apprenticeship and Traineeship Pathways within Vocational Training Orders by Industry (2001-2005)	322
13.5 TAFE NSW Apprenticeship and Traineeship Enrolments (2001-2005).....	323
14. NSW DELIVERY OF VOCATIONAL EDUCATION AND TRAINING	324
14.1 Training Package Qualifications Accredited for Delivery in NSW (2005).....	324
14.2 Australian Qualifications Framework (AQF) Courses Accredited for Delivery in NSW (2005).....	325
14.3 VET Unit Costs (Public Expenditure per Publicly Funded Nominal Hour) by State and Territory (2000-2004).....	326
15. HUMAN RESOURCES.....	327
15.1 Full-time Equivalent (FTE) Teaching and Non-teaching Staff in NSW Government Schools (2001-2005).....	327
15.2 Number of Full-Time Equivalent (FTE) Staff in the Department of Education and Training (2003-2005)	327
15.3 Employee Assistance Program (EAP) Profile (2004-2005).....	327
15.4 Workers' Compensation Claims (2004-2005)	328
15.5 Work related Injuries and Illnesses (2004-2005).....	328
15.6 Time Lost Due to Injuries (2001-2005).....	328
15.7 DET - Employee Rehabilitation and Costs for Work-Related Injuries (2001-2005).....	328
15.8 TAFE - Employee Rehabilitation and Costs for Work-Related Injuries (2001-2005).....	329
15.9 Recognition of Service - Schools (2001-2005).....	329
15.10 Percentage of Total Permanent and Temporary Staff by Level (2005)	329
15.11 Percentage of Total Staff by Employment Basis (2005)	330

Statistical Compendium

1. NSW GOVERNMENT SCHOOL SYSTEM AT A GLANCE

Facts at a Glance ¹	2001	2002	2003	2004	2005
Student Enrolments²					
Preschool students (FT & PT)	4,077	3,902	3,784	3,770	4,307
Primary and secondary students (FT & PT)	758,055	756,155	752,527	746,670	742,843
FT primary	452,626	449,482	444,854	440,309	436,551
FT secondary	302,620	304,218	305,026	303,920	303,888
FT primary & secondary	755,246	753,700	749,880	744,229	740,439
FTE primary enrolments	452,626.0	449,482.0	444,854.0	440,309.0	436,551.0
FTE secondary enrolments	304,114.4	305,318.0	306,331.0	305,198.6	305,027.3
FTE primary and secondary enrolments	756,740.4	754,800.0	751,185.0	745,507.6	741,578.3
Student Profile					
FTE female students	370,330.9	368,800.0	367,092.4	364,601.1	362,457.1
FTE Aboriginal students	30,825.2	32,874.8	33,661.8	35,290.7	35,966.4
LBOTE students (Head count)	187,506	191,818	196,651	200,622	203,378
FTE students in PSFP schools ⁷	151,346.5	150,893.1	149,460.2	146,976.7	147,217.1
FTE students in CAP schools ⁷	23,417.5	23,063.8	22,368.1	23,315.5	22,771.2
FTE students in SSPs	3,873.0	3,915.0	3,938.0	3,981.0	4,124.0
FTE students in support classes	11,264.0	11,706.0	12,184.0	12,466.0	12,606.0
Total FTE in SSPs & support classes	15,137.0	15,621.0	16,122.0	16,447.0	16,730.0
Schools³					
Number of preschools	79	79	79	79	100
Number of primary schools	1,648	1,649	1,649	1,652	1,652
Number of secondary schools	394	394	394	395	397
Number of central schools	65	65	66	66	66
Number of SSPs	95	106	106	108	108
Total number of Environmental Education Centres	23	23	23	23	23
Total number of DET schools	2,225	2,237	2,238	2,244	2,246
Staff in Schools⁴					
FTE primary teachers	25,796	25,713	25,771	25,851	26,179
FTE secondary teachers	24,274	24,372	24,334	24,364	24,525
FTE support staff in schools	12,321	12,763	13,288	13,775	14,039
Total FTE teaching staff	50,070	50,084	50,106	50,215	50,704
Total FTE teaching & non-teaching staff in schools	62,391	62,847	63,394	63,990	64,742
Student/Teacher Ratios					
Primary FTE student to FTE teaching staff ratio	17.5	17.5	17.3	17.0	16.7
Secondary FTE student to FTE teaching staff ratio	12.5	12.5	12.6	12.5	12.4
Total FTE student to FTE teaching staff ratio	15.1	15.1	15.0	14.8	14.6
Cost per FTE Student⁵					
Total primary	7,677	8,213	9,088	9,248	9,944
Total secondary	9,902	10,555	11,675	11,905	12,423
Total primary and secondary	8,571	9,157	10,139	10,334	10,961
Out-of-school	357	356	373	387	398
Student Attendance					
Average primary attendance rate	93.9	93.5	93.7	93.5	93.1
Average secondary attendance rate	89.6	89.4	89.3	89.1	88.8
Average primary & secondary attendance rate	92.2	91.9	91.9	91.7	91.4

1. NSW GOVERNMENT SCHOOL SYSTEM AT A GLANCE continued

Facts at a Glance	2001	2002	2003	2004	2005
Full Time Apparent Retention Rates					
From Year 7 to 10	95.4	95.9	96.0	95.4	95.1
From Year 10 to 12	65.1	67.4	68.1	68.6	68.5
From Year 7 to 12	62.0	63.8	65.0	65.8	65.8
Attainment					
Number of students awarded School Certificate	51,324	51,350	50,713	50,397	51,588
Number of students awarded HSC	35,575	36,530	36,463	36,660	35,917
VET in Schools Participation					
School based traineeship commencements	282	558	582	664	721
HSC VET course enrolments in Years 11 & 12 (Govt)	41,387	48,405	51,257	52,461	51,385
HSC VET students in Years 11 & 12 (Govt)	-	37,709	37,740	39,874	38,288
Students awarded Year 12 VET qualifications	11,199	14,633	14,373	13,670	13,599
Education and Training Participation ⁶					
Proportion of NSW population aged 15-19 years participating in education and training	80.1 ±2.6	78.9 ±4.5	78.3 ±4.5	78.0 ±2.9	77.7 ±3.5
Education and Training Attainment ⁶					
Proportion of NSW population aged 15-64 years with non school qualifications	49.2	49.8	51.3	53.4	54.2

Notes:

1. Data quoted is sourced from DET, Planning and Innovation mid-year census and is consistent with ABS Schools Australia (cat 4221.0) counting rules, unless otherwise indicated. For primary enrolments, there is no difference between "full-time" and FTE, as no data is currently collected centrally on the numbers of part-time students enrolled in K-10 in NSW government schools.
 2. The number of preschool students is not included in the FT and FTE primary and secondary enrolments total, consistent with ABS Schools Australia. Twenty-one new preschools began operation in 2005.
 3. The total number of DET schools differs from that quoted in ABS Schools Australia. ABS only counts schools with per unit enrolments for four continuous weeks or more. Thus Environmental Education Centres, some of the Schools for Specific Purposes, and the Open High School are excluded. Reconciliation between ABS and DET counting rules is provided in Section 6 of the Statistical Compendium. Preschools are not included in total DET school figures.
 4. ABS Schools Australia (cat. 4221.0).
 5. Source: DET, Corporate and Management Accounting - consistent with MCEETYA NSSC Finance tables. Above unit cost figures are "Totals" (inclusive of in-school and out-of-school costs) and inclusive of a 8% notional user cost of capital. Previous years data have not been adjusted to current year prices.
 6. Source: ABS Survey of Education and Work (cat 6227.0). See relevant tables for data qualifications and exclusions.
 7. Schools funded through the CAP and PSFP programs may vary over time. The last review for the PSFP program took effect in 2005 with 108 schools no longer in the program and 143 new schools included. The latest review of the CAP program took effect in 2004 with 13 schools leaving the program and 24 new schools included. Minor changes also occurred in other years, mainly due to school closure or new school openings. 2001 to 2005 enrolment figures in the above table are based on the list of schools current for each year. Total number of schools in PSFP were 576 (2005), 541 (2004), 541 (2003), 477 (2002) and 477 (2001).
- FT - Full-time.
 - PT - Part-time.
 - FTE - Full-time Equivalent.
 - PSFP - Priority Schools Funding Program.
 - SSP - Schools for Specific Purposes.
 - CAP - Country Areas Program.
 - LBOTE - Language Background other than English.
 - HSC - Higher School Certificate.
 - VET - Vocational Education and Training.

2. NSW GOVERNMENT SCHOOLS: PARTICIPATION AND ATTENDANCE

2.1 Full-time Equivalent (FTE) Enrolments in NSW Government Preschools by Equity Group (2001-2005)

Preschool FTE Enrolments	2001	2002	2003	2004	2005	% change 2001-05
Total number of preschool students	4,077.0	3,902.0	3,784.0	3,770.0	4,307.0	5.6
Total FTE preschool students	2,389.2	2,271.4	2,164.9	2,203.0	2,481.6	3.9
FTE female preschool students	1,155.9	1,083.1	1,021.8	1,081.3	1,196.9	3.5
FTE male preschool students	1,233.3	1,188.3	1,143.1	1,121.7	1,284.7	4.2
FTE Aboriginal preschool students	184.0	237.0	218.5	196.5	275.4	49.7
FTE students in PSFP preschools	1,182.1	1,202.7	1,152.0	1,206.0	1,327.0	12.3
FTE students in CAP preschools	148.0	135.7	122.5	122.9	155.0	4.7
FTE LBOTE preschool students	803.5	836.2	893.6	877.5	975.2	21.4

Source: DET, In Brief 2001-2005; LBOTE Bulletin 2001-2005; Planning and Innovation mid-year Census (Preschool) database.

Notes:

- Preschool enrolment data collected each August except for LBOTE enrolments which are collected in March.
- Schools funded through the CAP and PSFP programs may vary over time. The last review for the PSFP program took effect in 2005 with 108 schools no longer in the program and 143 new schools included. The latest review of the CAP program took effect in 2004 with 13 schools leaving the program and 24 new schools included. Minor changes also occurred in other years, mainly due to school closure or new school openings. 2001 to 2005 enrolment figures in the above table are based on the list of schools current for each year.
- LBOTE - Language Background Other Than English.
- PSFP - Priority Schools Funding Program.
- CAP - Country Areas Program.

2.2 Full-time Enrolments in NSW Government Schools (1991-2005)

Full-time Enrolments	Level	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	% change 1991-05
Primary	K-2	191,197	192,527	191,911	192,108	193,736	196,691	197,972	198,002	196,728	195,906	192,114	189,782	187,156	185,280	184,740	-3.4
	3-6	248,731	253,245	255,000	255,130	254,589	255,426	255,170	256,102	258,280	260,008	260,512	259,700	257,698	255,029	251,811	1.2
Total primary		439,928	445,772	446,911	447,238	448,325	452,117	453,142	454,104	455,008	455,914	452,626	449,482	444,854	440,309	436,551	-0.8
Secondary	Year 7	54,814	55,036	56,842	57,632	57,589	56,791	56,872	55,432	55,030	54,061	53,928	55,046	55,525	54,427	55,186	0.7
	Year 8	55,116	55,161	55,089	56,723	57,384	57,530	56,990	56,912	55,380	55,067	54,227	53,944	55,099	55,382	54,411	-1.3
	Year 9	55,590	55,449	55,027	54,430	56,023	56,836	57,138	56,403	56,326	55,033	54,752	53,948	53,668	54,664	55,109	-0.9
	Year 10	54,405	53,913	53,217	52,451	51,731	53,562	54,516	54,661	54,089	53,821	52,885	52,770	51,914	51,436	52,340	-3.8
	ungraded	7,217	7,374	7,098	7,123	7,578	8,246	7,965	8,262	8,804	8,599	8,510	8,905	9,255	9,495	9,776	35.5
	Year 7-10 (plus ungraded)	227,142	226,933	227,273	228,359	230,305	232,965	233,481	231,670	229,629	226,581	224,302	224,613	225,461	225,404	226,822	-0.1
	Year 11	44,527	45,778	45,706	43,228	41,226	40,861	42,486	42,906	43,275	42,018	43,119	43,320	43,534	42,293	41,499	-6.8
	Year 12	34,820	38,369	38,085	36,946	35,396	34,135	33,808	34,719	35,257	35,110	35,199	36,285	36,031	36,223	35,567	2.1
	Year 11-12	79,347	84,147	83,791	80,174	76,622	74,996	76,294	77,625	78,532	77,128	78,318	79,605	79,565	78,516	77,066	-2.9
Total secondary		306,489	311,080	311,064	308,533	306,927	307,961	309,775	309,295	308,161	303,709	302,620	304,218	305,026	303,920	303,888	-0.8
Total primary and secondary		746,417	756,852	757,975	755,771	755,252	760,078	762,917	763,399	763,169	759,623	755,246	753,700	749,880	744,229	740,439	-0.8
Market Share	Level	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	pp change 1991-05
Primary	K-6	74.1	74.2	74.3	74.2	74.0	73.9	73.7	73.4	73.0	72.5	71.8	71.4	71.0	70.6	70.2	-3.9
Secondary	7-12	69.0	69.2	69.0	68.7	68.2	67.9	67.4	66.9	66.1	65.3	64.5	64.0	63.4	62.9	62.6	-6.4
Total primary and secondary		72.0	72.1	72.0	71.9	71.5	71.3	71.0	70.6	70.0	69.4	68.7	68.2	67.7	67.2	66.8	-5.2

Source: DET, Planning and Innovation mid-year census collection consistent with ABS Schools Australia (cat 4221.0) counting rules, unless otherwise indicated.

Notes:

- Primary aged students in SSPs and students in primary support classes in regular schools (ungraded) are included in Primary 3-6 sub-total.
- Secondary aged students in SSPs and students in secondary support classes in regular schools (ungraded) are included in Secondary 7-10 sub-total.
- Market share based on full-time enrolments in government and non-government schools, sourced from ABS Schools Australia.
- PP - Percentage Point.

2.3 Full-time Enrolments in NSW Government Schools for Aboriginal Students (1991-2005)

Full-time Enrolments	Level	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	% change 1991-05
Primary	K-2	4,833	5,400	5,763	6,332	6,685	7,122	7,494	7,896	8,243	8,535	8,905	9,323	9,393	9,652	9,650	99.7
	3-6	6,108	6,703	7,233	7,751	8,037	8,662	9,041	9,684	10,233	10,771	11,256	11,810	12,234	12,901	13,059	113.8
Total primary		10,941	12,103	12,996	14,083	14,722	15,784	16,535	17,580	18,476	19,306	20,161	21,133	21,627	22,553	22,709	107.6
Secondary	Year 7	1,406	1,410	1,600	1,666	1,747	1,854	1,966	1,997	2,220	2,302	2,423	2,624	2,690	2,848	3,012	114.2
	Year 8	1,364	1,444	1,508	1,630	1,737	1,821	1,903	2,033	2,078	2,217	2,327	2,589	2,595	2,694	2,843	108.4
	Year 9	1,244	1,332	1,392	1,404	1,550	1,630	1,787	1,838	1,929	1,954	2,146	2,362	2,374	2,525	2,596	108.7
	Year 10	1,004	1,017	1,098	1,138	1,114	1,238	1,234	1,439	1,489	1,551	1,608	1,812	1,864	1,937	2,036	102.8
Year 7-10 (plus ungraded)	ungraded	302	334	306	427	468	513	513	571	604	717	673	807	838	964	992	228.5
		5,320	5,537	5,904	6,265	6,616	7,056	7,403	7,878	8,320	8,741	9,177	10,194	10,361	10,968	11,479	115.8
	Year 11	597	682	633	664	708	660	731	721	836	803	921	943	1,048	1,072	1,058	77.2
Year 11-12	Year 12	330	356	391	375	454	411	428	478	476	556	527	570	583	663	677	105.2
		927	1,038	1,024	1,039	1,162	1,071	1,159	1,199	1,312	1,359	1,448	1,513	1,631	1,735	1,735	87.2
Total secondary		6,247	6,575	6,928	7,304	7,778	8,127	8,562	9,077	9,632	10,100	10,625	11,707	11,992	12,703	13,214	111.5
Total primary and secondary		17,188	18,678	19,924	21,387	22,500	23,911	25,097	26,657	28,108	29,406	30,786	32,840	33,619	35,256	35,923	109
Market Share	Level	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	pp change 1991-05
Primary	K-6	93.1	92.6	92.2	92.3	92.0	92.0	91.3	91.6	91.3	90.9	90.8	90.8	90.7	90.6	89.7	-3.4
Secondary	7-12	95.2	94.2	94.3	94.5	93.6	92.9	92.4	91.7	91.5	90.8	90.8	90.9	90.3	90.0	89.1	-6.1
Total primary and secondary		93.9	93.1	92.9	93.0	92.5	92.3	91.7	91.7	91.4	90.9	90.8	90.8	90.6	90.4	89.5	-4.4

Source: DET, Planning and Innovation mid-year census collection consistent with ABS Schools Australia (cat 4221.0) counting rules, unless otherwise indicated.

Notes:

- Primary aged students in SSPs and students in primary support classes in regular schools (ungraded) are included in Primary 3-6 sub-total.
- Secondary aged students in SSPs and students in secondary support classes in regular schools (ungraded) are included in Secondary 7-10 sub-total.
- Market share based on full-time enrolments for students in government and non-government schools, sourced from ABS Schools Australia.
- PP - Percentage Point.

2.4 Full-time Enrolments in Government Schools by State (2001-2005)

Full-time Enrolments		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Primary	2001	452,626	314,859	282,143	114,264	142,527	36,405	20,603	21,439	1,384,866
	2002	449,482	316,843	284,262	112,111	151,599	36,300	20,249	20,904	1,391,750
	2003	444,854	316,475	285,876	110,217	149,869	35,975	20,146	20,301	1,383,713
	2004	440,309	316,143	287,406	108,786	150,222	35,918	19,801	19,788	1,378,373
	2005	436,551	314,753	287,245	107,573	149,610	35,333	19,926	19,393	1,370,384
% change 2001-2005		-3.6	-0.0	1.8	-5.9	5.0	-2.9	-3.3	-9.5	-1.0
Secondary	2001	302,620	217,399	152,952	58,576	81,769	25,571	7,935	16,531	863,353
	2002	304,218	216,574	155,802	57,728	81,745	25,208	7,957	16,355	865,587
	2003	305,026	218,875	159,149	57,633	80,439	25,182	8,321	16,294	870,919
	2004	303,920	220,073	161,400	57,080	79,544	24,767	8,534	16,033	871,351
	2005	303,888	221,882	163,719	57,141	79,207	25,272	8,628	15,966	875,703
% change 2001-2005		0.4	2.1	7.0	-2.4	-3.1	-1.2	8.7	-3.4	1.4
Total	2001	755,246	532,258	435,095	172,840	224,296	61,976	28,538	37,970	2,248,219
	2002	753,700	533,417	440,064	169,839	233,344	61,508	28,206	37,259	2,257,337
	2003	749,880	535,350	445,025	167,850	230,308	61,157	28,467	36,595	2,254,632
	2004	744,229	536,216	448,806	165,866	229,766	60,685	28,335	35,821	2,249,724
	2005	740,439	536,635	450,964	164,714	228,817	60,605	28,554	35,359	2,246,087
% change 2001-2005		-2.0	0.8	3.6	-4.7	2.0	-2.2	0.1	-6.9	-0.1

Source: ABS Schools Australia (cat 4221.0)

2.5 Full-time Enrolments in Government Schools for Indigenous Students by State (2001-2005)

Full-time Enrolments		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Primary	2001	20,161	3,840	20,185	4,623	10,211	2,516	8,643	523	70,702
	2002	21,133	3,991	20,708	4,705	11,577	2,574	8,510	537	73,735
	2003	21,627	4,075	21,278	4,781	11,682	2,560	8,674	532	75,209
	2004	22,553	4,314	21,880	4,853	12,087	2,622	8,511	560	77,380
	2005	22,709	4,422	22,559	4,930	12,167	2,684	8,731	570	78,772
% change 2001-2005		12.6	15.2	11.8	6.6	19.2	6.7	1.0	9.0	11.4
Secondary	2001	10,625	1,905	7,976	1,664	4,172	1,645	2,293	269	30,549
	2002	11,707	1,956	8,463	1,742	4,424	1,732	2,361	311	32,696
	2003	11,992	2,061	9,351	1,816	4,835	1,848	2,720	321	34,944
	2004	12,703	2,307	9,647	1,938	4,955	1,868	2,892	333	36,643
	2005	13,214	2,509	10,385	2,064	5,202	1,934	3,020	351	38,679
% change 2001-2005		24.4	31.7	30.2	24.0	24.7	17.6	31.7	30.5	26.6
Total	2001	30,786	5,745	28,161	6,287	14,383	4,161	10,936	792	101,251
	2002	32,840	5,947	29,171	6,447	16,001	4,306	10,871	848	106,431
	2003	33,619	6,136	30,629	6,597	16,517	4,408	11,394	853	110,153
	2004	35,256	6,621	31,527	6,791	17,042	4,490	11,403	893	114,023
	2005	35,923	6,931	32,944	6,994	17,369	4,618	11,751	921	117,451
% change 2001-2005		16.7	20.6	17.0	11.2	20.8	11.0	7.5	16.3	16.0

Source: ABS Schools Australia (cat 4221.0).

Statistical Compendium

2.6 Full-time Equivalent (FTE) Enrolments in Government Schools by State (2001-2005)

FTE Enrolments		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Primary	2001	452,626.0	315,059.5	282,380.7	114,286.9	142,527.0	36,414.3	20,603.0	21,476.0	1,385,373.4
	2002	449,482.0	317,056.3	284,524.8	112,128.0	151,599.0	36,302.9	20,249.0	20,940.9	1,392,282.9
	2003	444,854.0	316,698.0	286,167.0	110,229.5	149,869.0	35,978.2	20,166.6	20,336.4	1,384,298.7
	2004	440,309.0	316,367.0	287,706.5	108,802.0	150,222.0	35,920.2	19,815.2	19,834.1	1,378,976.0
	2005	436,551.0	314,980.5	287,588.7	107,590.8	149,610.0	35,337.4	19,938.4	19,431.1	1,371,027.9
% change 2001-2005		-3.6	-0.0	1.8	-5.9	5.0	-3.0	-3.2	-9.5	-1.0
Secondary	2001	304,114.4	218,834.6	154,532.7	61,934.7	83,116.7	27,059.8	8,362.5	16,532.5	874,487.8
	2002	305,318.0	218,148.0	157,405.0	61,215.9	83,001.0	26,641.8	8,396.7	16,360.0	876,486.4
	2003	306,331.0	220,449.1	160,476.9	60,778.2	81,034.1	26,591.1	8,694.9	16,313.2	880,668.5
	2004	305,198.6	221,603.6	162,768.9	60,276.6	80,133.9	26,283.9	8,956.4	16,048.8	881,270.7
	2005	305,027.3	223,280.1	165,065.5	60,057.7	79,815.4	26,279.4	9,080.0	15,983.8	884,590.3
% change 2001-2005		0.3	2.0	6.8	-3.0	-4.0	-2.9	8.6	-3.3	1.2
Total	2001	756,740.4	533,894.1	436,913.4	176,221.6	225,643.7	63,474.1	28,965.5	38,008.5	2,259,861.2
	2002	754,800.0	535,204.3	441,929.8	173,343.9	234,600.0	62,944.7	28,645.7	37,300.9	2,268,769.3
	2003	751,185.0	537,147.1	446,643.9	171,007.7	230,903.1	62,569.3	28,861.5	36,649.6	2,264,967.2
	2004	745,507.6	537,970.6	450,475.4	169,078.6	230,355.9	62,204.1	28,771.6	35,882.9	2,260,246.7
	2005	741,578.3	538,260.6	452,654.2	167,648.5	229,425.4	61,616.8	29,018.4	35,414.9	2,255,618.2
% change 2001-2005		-2.0	0.8	3.6	-4.9	1.7	-2.9	0.2	-6.8	-0.2

Source: ABS Schools Australia (cat 4221.0).

2.7 Full-time Enrolments in NSW Government Schools by Equity Group (2001-2005)

Primary Full-time Enrolments	2001	2002	2003	2004	2005	% change 2001-05
Total primary students	452,626	449,482	444,854	440,309	436,551	-3.6
Female students	219,464	217,604	215,639	213,593	211,522	-3.6
Male students	233,162	231,878	229,215	226,716	225,029	-3.5
Aboriginal students	20,161	21,133	21,627	22,553	22,709	12.6
LBOTE students (Head count)	108,612	111,912	114,470	116,895	118,292	8.9
Students in PSFP schools	99,706	98,565	96,626	94,517	90,480	-9.3
Students in CAP schools	15,212	14,936	14,458	14,733	14,245	-6.4
Students in metropolitan schools	300,911	298,915	296,282	294,099	293,425	-2.5
Students in non-metropolitan schools	151,715	150,567	148,572	146,210	143,126	-5.7
Students in SSPs	1,533	1,585	1,641	1,632	1,675.0	9.3
Students in support classes	5,094	5,131	5,226	5,320	5,279.0	3.6
Total in SSPs and support classes	6,627	6,716	6,867	6,952	6,954.0	4.9
Secondary Full-time Enrolments	2001	2002	2003	2004	2005	% change 2001-05
Total secondary students	302,620	304,218	305,026	303,920	303,888	0.4
Female students	150,059	150,572	150,724	150,276	150,269	0.1
Male students	152,561	153,646	154,302	153,644	153,619	0.7
Aboriginal students	10,625	11,707	11,992	12,703	13,214	24.4
LBOTE students (Head count)	77,910	78,921	81,207	82,710	84,291	8.2
Students in PSFP schools	51,414	52,129	52,537	52,298	56,500	9.9
Students in CAP schools	8,149	8,050	7,846	8,501	8,439	3.6
Students in metropolitan schools	196,476	197,844	198,976	198,804	199,704	1.6
Students in non-metropolitan schools	106,144	106,374	106,050	105,116	104,184	-1.8
Students in SSPs	2,340	2,330	2,297	2,349	2,449.0	4.7
Students in support classes	6,170	6,575	6,958	7,146	7,327.0	18.8
Total in SSPs and support classes	8,510	8,905	9,255	9,495	9,776.0	14.9

2.7 Full-time Enrolments in NSW Government Schools by Equity Group (2001-2005) continued

Primary and Secondary Full-time Enrolments	2001	2002	2003	2004	2005	% change 2001-05
Total primary and secondary students	755,246	753,700	749,880	744,229	740,439	-2.0
Female students	369,523	368,176	366,363	363,869	361,791	-2.1
Male students	385,723	385,524	383,517	380,360	378,648	-1.8
Aboriginal students	30,786	32,840	33,619	35,256	35,923	16.7
LBOTE students (Head count)	187,506	191,818	196,651	200,622	203,378	8.5
Students in PSFP schools	151,120	150,694	149,163	146,815	146,980	-2.7
Students in CAP schools	23,361	22,986	22,304	23,234	22,684	-2.9
Students in metropolitan schools	497,387	496,759	495,258	492,903	493,129	-0.9
Students in non-metropolitan schools	257,859	256,941	254,622	251,326	247,310	-4.1
Students in SSPs	3,873	3,915	3,938	3,981	4,124	6.5
Students in support classes	11,264	11,706	12,184	12,466	12,606	11.9
Total in SSPs and support classes	15,137	15,621	16,122	16,447	16,730	10.5

Source: DET, Planning & Innovation mid-year census consistent with ABS Schools Australia (cat 4221.0) counting rules, except for LBOTE. LBOTE enrolments are sourced from DET, Planning & Innovation Term 1 census collections and are based on total student numbers.

Notes:

- For the purposes of State reporting, all primary enrolments are considered full-time.
- Enrolments in metropolitan and non-metropolitan areas are based on the old district metropolitan/non-metropolitan classifications for schools.
- Non-metropolitan areas are the old Albury, Armidale, Batemans Bay, Bathurst, Broken Hill, Clarence/Coffs Harbour, Deniliquin, Dubbo, Griffith, Lismore, Maitland, Moree, Orange, Port Macquarie, Queanbeyan, Shellharbour, Tamworth, Taree, Tweed Heads/Ballina, Wagga Wagga school district areas
- The number of students in support classes include students for whom a full-time support class teacher has been assigned to the school. However, schools may fully or partially integrate these students in regular classes, with the assistance of the support class teacher.
- Schools funded through the CAP and PSFP programs may vary over time. The last review for the PSFP program took effect in 2005 with 108 schools no longer in the program and 143 new schools included. The latest review of the CAP program took effect in 2004 with 13 schools leaving the program and 24 new schools included. Minor changes also occurred in other years, mainly due to school closure or new school openings. 2001 to 2005 enrolment figures in the above table are based on the list of schools current for each year.
- The total number of LBOTE students in primary and secondary schools include ungraded LBOTE students. Ungraded LBOTE students cannot be allocated to an educational level (primary or secondary).
- LBOTE - Language Background Other Than English.
- PSFP - Priority Schools Funding Program.
- CAP - Country Areas Program.
- SSP - Schools for Specific Purposes.

2.8 Full-time Equivalent (FTE) Enrolments in NSW Government Schools by Equity Group (2001-2005)

Primary FTE Enrolments	2001	2002	2003	2004	2005	% change 2001-05
Total primary students	452,626.0	449,482.0	444,854.0	440,309.0	436,551.0	-3.6
Female students	219,464.0	217,604.0	215,639.0	213,593.0	211,522.0	-3.6
Male students	233,162.0	231,878.0	229,215.0	226,716.0	225,029.0	-3.5
Aboriginal students	20,161.0	21,133.0	21,627.0	22,553.0	22,709.0	12.6
LBOTE students (Head count)	108,612	111,912	114,470	116,895	118,292	8.9
Students in PSFP schools	99,706.0	98,565.0	96,626.0	94,517.0	90,480.0	-9.3
Students in CAP schools	15,212.0	14,936.0	14,458.0	14,733.0	14,245.0	-6.4
Students in metropolitan schools	300,911.0	298,915.0	296,282.0	294,099.0	293,425.0	-2.5
Students in non-metropolitan schools	151,715.0	150,567.0	148,572.0	146,210.0	143,126.0	-5.7
Students in SSPs	1,533.0	1,585.0	1,641.0	1,632.0	1,675.0	9.3
Students in support classes	5,094.0	5,131.0	5,226.0	5,320.0	5,279.0	3.6
Total in SSPs and support classes	6,627.0	6,716.0	6,867.0	6,952.0	6,954.0	4.9

Statistical Compendium

2.8 Full-time Equivalent (FTE) Enrolments in NSW Government Schools by Equity Group (2001-2005) continued

Secondary FTE Enrolments	2001	2002	2003	2004	2005	% change 2001-05
Total secondary students	304,114.4	305,318.0	306,331.0	305,198.6	305,027.3	0.3
Female students	150,866.9	151,196.0	151,453.4	151,008.1	150,935.1	0.0
Male students	153,247.5	154,122.0	154,877.6	154,190.5	154,092.2	0.6
Aboriginal students	10,664.2	11,741.8	12,034.8	12,737.7	13,257.4	24.3
LBOTE students (Head count)	77,910	78,921	81,207	82,710	84,291	8.2
Students in PSFP schools	51,640.5	52,328.1	52,834.2	52,459.7	56,737.1	9.9
Students in CAP schools	8,205.5	8,127.8	7,910.1	8,582.5	8,526.2	3.9
Students in metropolitan schools	197,439.1	198,562.4	199,837.0	199,678.2	200,441.6	1.5
Students in non-metropolitan schools	106,672.3	106,755.6	106,494.0	105,520.4	104,585.7	-2.0
Students in SSPs	2,340.0	2,330.0	2,297.0	2,349.0	2,449.0	4.7
Students in support classes	6,170.0	6,575.0	6,958.0	7,146.0	7,327.0	18.8
Total in SSPs and support classes	8,510.0	8,905.0	9,255.0	9,495.0	9,776.0	14.9
Primary and Secondary FTE Enrolments	2001	2002	2003	2004	2005	% change 2001-05
Total primary and secondary students	756,740.4	754,800.0	751,185.0	745,507.6	741,578.3	-2.0
Female students	370,330.9	368,800.0	367,092.4	364,601.1	362,457.1	-2.1
Male students	386,409.5	386,000.0	384,092.6	380,906.5	379,121.2	-1.9
Aboriginal students	30,825.2	32,874.8	33,661.8	35,290.7	35,966.4	16.7
LBOTE students (Head count)	187,506	191,818	196,651	200,622	203,378	8.5
Students in PSFP schools	151,346.5	150,893.1	149,460.2	146,976.7	147,217.1	-2.7
Students in CAP schools	23,417.5	23,063.8	22,368.1	23,315.5	22,771.2	-2.8
Students in metropolitan schools	498,350.1	497,477.4	496,119.0	493,777.2	493,866.6	-0.9
Students in non-metropolitan schools	258,387.3	257,322.6	255,066.0	251,730.4	247,711.7	-4.1
Students in SSPs	3,873.0	3,915.0	3,938.0	3,981.0	4,124.0	6.5
Students in support classes	11,264.0	11,706.0	12,184.0	12,466.0	12,606.0	11.9
Total in SSPs and support classes	15,137.0	15,621.0	16,122.0	16,447.0	16,730.0	10.5

Source: DET, Planning and Innovation mid-year census consistent with ABS Schools Australia (cat 4221.0) counting rules, except for LBOTE. LBOTE enrolments are sourced from DET, Planning & Innovation Term 1 census collections and are based on total student numbers.

Notes:

- For the purposes of State reporting, all primary enrolments are considered full-time.
- Enrolments in metropolitan and non-metropolitan areas are based on the old district metropolitan/non-metropolitan classifications for schools.
- Non-metropolitan areas are the old Albury, Armidale, Batemans Bay, Bathurst, Broken Hill, Clarence/Coffs Harbour, Deniliquin, Dubbo, Griffith, Lismore, Maitland, Moree, Orange, Port Macquarie, Queanbeyan, Shellharbour, Tamworth, Taree, Tweed Heads/Ballina, Wagga Wagga school district areas.
- The number of students in support classes include students for whom a full-time support class teacher has been assigned to the school. However, schools may fully or partially integrate these students in regular classes, with the assistance of the support class teacher.
- Schools funded through the CAP and PSFP programs may vary over time. The last review for the PSFP program took effect in 2005 with 108 schools no longer in the program and 143 new schools included. The latest review of the CAP program took effect in 2004 with 13 schools leaving the program and 24 new schools included. Minor changes also occurred in other years, mainly due to school closure or new school openings. 2001 to 2005 enrolment figures in the above table are based on the list of schools current for each year.
- The total number of LBOTE students in primary and secondary schools include ungraded LBOTE students. Ungraded LBOTE students cannot be allocated to an educational level (primary or secondary).
- LBOTE - Language Background Other Than English.
- PSFP - Priority Schools Funding Program.
- CAP - Country Areas Program.
- SSP - Schools for Specific Purposes.

2.9 Profile of NSW Government School Students by Region and Equity Group (2005)

2005 FTE Enrolments	All students		Female		Aboriginal		PSFP		LBOTE	
	FTE	%	FTE	%	FTE	%	FTE	%	No	%
Hunter/Central Coast	110,161.4	14.9	53,855.7	14.9	5,057.6	14.1	20,817.2	14.1	6,462	3.2
Illawarra and South Coast	71,276.0	9.6	35,171.1	9.7	3,529.1	9.8	12,766.7	8.7	7,650	3.8
New England	23,217.3	3.1	11,177.6	3.1	3,948.6	11.0	6,016.9	4.1	465	0.2
North Coast	69,799.7	9.4	34,203.9	9.4	5,670.8	15.8	24,769.1	16.8	2,494	1.2
Northern Sydney	79,123.9	10.7	38,778.6	10.7	206.7	0.6	690.0	0.5	29,130	14.3
Riverina	34,596.2	4.7	17,049.8	4.7	2,328.8	6.5	5,193.2	3.5	1,712	0.8
South Western Sydney	128,917.9	17.4	63,073.7	17.4	2,707.5	7.5	46,722.6	31.7	79,381	39.0
Sydney	84,301.8	11.4	40,730.0	11.2	1,711.4	4.8	3,329.0	2.3	40,821	20.1
Western NSW	41,306.4	5.6	20,216.8	5.6	6,905.7	19.2	10,478.4	7.1	983	0.5
Western Sydney	98,877.7	13.3	48,199.9	13.3	3,900.2	10.8	16,434.0	11.2	34,280	16.9
State total	741,578.3	100.0	362,457.1	100.0	35,966.4	100.0	147,217.1	100.0	203,378.0	100.0

Source: DET, Planning and Innovation mid-year census consistent with ABS Schools Australia (cat 4221.0) counting rules, except for LBOTE. LBOTE enrolments are sourced from DET, Planning and Innovation Term 1 census collections and are based on total student numbers.

Notes:

- PSFP - Priority Schools Funding Program.
- LBOTE - Language Background Other Than English.
- FTE - Full-time Equivalent.

2.10 Attendance Rates for Students in NSW Government Schools (2001-2005)

Attendance Rates (%)	2001	2002	2003	2004	2005
Attendance rate (% per day) - Govt total	92.2	91.9	91.9	91.7	91.4
Attendance rate (% per day) - primary	93.9	93.5	93.7	93.5	93.1
Attendance rate (% per day) - secondary	89.6	89.4	89.3	89.1	88.8
Attendance rate (% per day) - Years 7-10	89.5	89.5	89.3	89.1	88.7
Attendance rate (% per day) - Years 11-12	89.9	89.1	89.2	89.1	89.1

Source: DET, Planning and Innovation Return of Absences collection.

Notes:

- In 2001 and 2002, attendance rates were based on Semester 1 and 2 absences and the February and mid-year full-time equivalent enrolments. From 2003, attendance rates have been based on actual term enrolments.
- In 2001, attendance rates were based on students in Years K-6 and Years 7-12 in regular schools only. Attendance data was not collected for students in Schools for Specific Purposes or students in support classes in regular schools. From 2002, secondary support students have been included in the junior secondary (Years 7-10) attendance rate calculations and primary support students have been included in the primary attendance rate calculations.
- In 2002, 23 schools did not supply Semester 2 absences data due to industrial action in schools.
- From 2002, Year 12 absences and enrolments during Term 4 have been excluded from calculations of secondary and senior secondary attendance rates.

2.11 Attendance Rates for Students in NSW Government Schools by Region and Scholastic Year Groups (2005)

Region (%)	Primary			Secondary 7-10			Secondary 11-12			Secondary 7-12			Regional average					
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Hunter/Central Coast	92.9	93.1	93.0	87.8	88.0	87.9	89.1	88.0	88.5	88.1	88.0	88.1	88.1	88.0	88.1	91.0	91.0	91.0
Illawarra/South Coast	92.7	92.9	92.8	88.1	88.0	88.0	88.4	87.5	87.9	88.1	87.9	88.1	88.1	87.9	88.0	90.8	90.8	90.8
New England	91.3	91.6	91.5	87.1	87.0	87.1	88.8	87.5	88.1	88.1	87.5	87.2	87.5	87.2	87.3	89.6	89.7	89.7
North Coast	92.1	92.4	92.3	86.3	86.7	86.5	87.7	86.8	87.2	87.2	86.6	86.7	86.6	86.7	86.6	89.7	89.9	89.8
Northern Sydney	95.0	94.9	95.0	91.7	91.6	91.7	90.6	90.4	90.5	90.5	91.4	91.3	91.3	91.3	91.3	93.7	93.5	93.6
Riverina	92.8	93.0	92.9	88.5	89.1	88.8	90.3	90.0	90.2	90.2	88.9	89.3	89.1	89.3	89.1	91.2	91.4	91.3
South Western Sydney	93.0	93.1	93.1	89.0	89.9	89.5	89.5	89.5	89.5	89.2	89.8	89.5	89.5	89.8	89.5	91.6	91.7	91.6
Sydney	94.0	94.0	94.0	90.4	90.4	90.4	90.2	90.0	90.1	90.3	90.2	90.3	90.3	90.2	90.3	92.5	92.5	92.5
Western NSW	91.0	91.4	91.2	86.3	86.7	86.5	89.4	88.4	88.8	86.9	87.1	87.0	87.0	87.1	87.0	89.3	89.6	89.4
Western Sydney	93.0	93.1	93.0	88.8	89.0	88.9	89.5	89.0	89.3	89.0	89.0	89.0	89.0	89.0	89.0	91.4	91.5	91.5
State total	93.1	93.2	93.1	88.6	88.8	88.7	89.4	88.9	89.1	88.8	88.8	88.8	88.8	88.8	88.8	91.3	91.4	91.4

Source: DET, Planning and Innovation Return of Absences collections.

Notes:

- Attendance rates based on actual term enrolments.
- Secondary support students have been included in the junior secondary (Years 7-10) attendance rate calculations and primary support students have been included in the primary attendance rate calculations.
- Year 12 absences and enrolments during Term 4 have been excluded from calculations of secondary and senior secondary attendance rates.

3. NSW GOVERNMENT SCHOOLS: LITERACY AND NUMERACY

3.1 Performance of NSW in Year 4 Mathematics and Science, Trends in International Mathematics and Science Study (TIMSS) (2002-2003)

Year 4 Mathematics			Year 4 Science		
Country	Average scale score	Average Age	Country	Average scale score	Average Age
↑ Singapore	594	10.3	↑ Singapore	565	10.3
↑ Hong Kong SAR	575	10.2	↑ Chinese Taipei	551	10.2
↑ Japan	565	10.4	● ACT	547	10.1
↑ Chinese Taipei	564	10.2	● Japan	543	10.4
↑ Belgium (Flemish)	551	10.0	● Hong Kong SAR	542	10.2
↑ Netherlands	540	10.2	● England	540	10.3
↑ Latvia	536	11.1	● United States of America	536	10.2
↑ Lithuania	534	10.9	● Latvia	532	11.1
● Russian Federation	532	10.6	● Hungary	530	10.5
● England	531	10.3	● Victoria	528	10.1
● Hungary	529	10.5	● New South Wales	526	10.0
● ACT	523	10.1	● Russian Federation	526	10.6
● United States of America	518	10.2	● Netherlands	525	10.2
● Cyprus	510	9.9	● Australia	521	9.9
● New South Wales	510	10.0	● New Zealand	520	10.0
● Victoria	508	10.1	● Belgium (Flemish)	518	10.0
● Moldova, Rep. of	504	11.0	● Tasmania	517	10.2
● Italy	503	9.8	● Italy	516	9.8
● Australia	499	9.9	● South Australia	515	9.4
● Tasmania	497	10.2	● Queensland	513	9.4
● International Average	495	10.3	● Lithuania	512	10.9
● New Zealand	493	10.0	● Northern Territory	503	9.8
● Scotland	490	9.7	● Western Australia	502	9.4
● South Australia	485	9.4	● Scotland	502	9.7
● Queensland	484	9.4	↓ Moldova, Rep. of	496	11.0
● Northern Territory	479	9.8	↓ Slovenia	490	9.8
↓ Slovenia	479	9.8	↓ International Average	489	10.3
↓ Western Australia	472	9.4	↓ Cyprus	480	9.9
↓ Armenia	456	10.9	↓ Norway	466	9.8
↓ Norway	451	9.8	↓ Armenia	437	10.9
↓ Iran, Islamic Rep. of	389	10.4	↓ Iran, Islamic Rep. of	414	10.4
↓ Philippines	358	10.8	↓ Philippines	332	10.8
↓ Morocco	347	11.0	↓ Tunisia	314	10.4
↓ Tunisia	339	10.4	↓ Morocco	304	11.0

Source: Trends in International Mathematics and Science Study (TIMSS) (2002-2003).
Notes:

- ↑ Significantly higher than NSW
- Not significantly different than NSW
- ↓ Significantly lower than NSW

Statistical Compendium

3.2 Performance of NSW in Year 8 Mathematics and Science, Trends in International Mathematics and Science Study (TIMSS) (2002-2003)

Year 8 Mathematics			Year 8 Science		
Country	Average scale score	Average Age	Country	Average scale score	Average Age
↑ Singapore	605	14.3	↑ Singapore	578	14.3
↑ Korea, Rep. of	589	14.6	● Chinese Taipei	571	14.2
↑ Hong Kong SAR	586	14.4	● Korea, Rep. of	558	14.6
↑ Chinese Taipei	585	14.2	● Hong Kong SAR	556	14.4
↑ Japan	570	14.4	● Estonia	552	15.2
● Belgium (Flemish)	537	14.1	● Japan	552	14.4
● Netherlands	536	14.3	● England	544	14.3
● Estonia	531	15.2	New South Wales	547	14.0
New South Wales	530	14.0	● Hungary	543	14.5
● Hungary	529	14.5	● ACT	538	14.1
● Malaysia	508	14.3	● Netherlands	536	14.3
● Latvia	508	15.0	● United States of America	527	14.2
● Russian Federation	508	14.2	● Australia	527	13.9
● Slovak Republic	508	14.3	● South Australia	524	13.8
● ACT	507	14.1	● Sweden	524	14.9
● Australia	505	13.9	● Western Australia	520	13.4
● United States of America	504	14.2	↓ Slovenia	520	13.8
● Lithuania	502	14.9	● New Zealand	520	14.1
● South Australia	501	13.8	↓ Lithuania	519	14.9
↓ Sweden	499	14.9	↓ Slovak Republic	517	14.3
● Scotland	498	13.7	↓ Queensland	516	13.4
● England	498	14.3	↓ Victoria	516	14.1
↓ Israel	496	14.0	↓ Belgium (Flemish)	516	14.1
● Victoria	495	14.1	↓ Russian Federation	514	14.2
↓ New Zealand	494	14.1	↓ Latvia	512	15.0
↓ Slovenia	493	13.8	↓ Scotland	512	13.7
↓ Queensland	490	13.4	↓ Malaysia	510	14.3
↓ Western Australia	487	13.4	↓ Tasmania	504	14.2
↓ Italy	484	13.9	↓ Norway	494	13.8
↓ Armenia	478	14.9	↓ Italy	491	13.9
↓ Serbia and Montenegro	477	14.9	↓ Israel	488	14.0
↓ Tasmania	477	14.2	↓ Northern Territory	482	13.8
↓ Bulgaria	476	14.9	↓ Bulgaria	479	14.9
↓ Romania	475	15.0	↓ Jordan	475	13.9
↓ International average	467	14.5	↓ International Average	474	14.5
↓ Norway	461	13.8	↓ Moldova, Rep. of.	472	14.9
↓ Moldova, Rep. of	460	14.9	↓ Romania	470	15.0
↓ Cyprus	459	13.8	↓ Serbia and Montenegro	468	14.9
↓ Northern Territory	449	13.8	↓ Armenia	461	14.9
↓ Macedonia, Rep. of	435	14.6	↓ Iran, Islamic Rep. of	453	14.4
↓ Lebanon	433	14.6	↓ Macedonia, Rep. of	449	14.6
↓ Jordan	424	13.9	↓ Cyprus	441	13.8
↓ Iran, Islamic Rep. of	411	14.4	↓ Bahrain	438	14.1
↓ Indonesia	411	14.5	↓ Palestinian Nat'l Auth	435	14.1
↓ Tunisia	410	14.8	↓ Egypt	421	14.4

3.2 Performance of NSW in Year 8 Mathematics and Science, Trends in International Mathematics and Science Study (TIMSS) (2002-2003) continued

Year 8 Mathematics			Year 8 Science		
Country	Average scale score	Average Age	Country	Average scale score	Average Age
↓ Egypt	406	14.4	↓ Indonesia	420	14.5
↓ Bahrain	401	14.1	↓ Chile	413	14.2
↓ Palestinian Nat'l Auth.	390	14.1	↓ Tunisia	404	14.8
↓ Chile	387	14.2	↓ Saudi Arabia	398	14.1
↓ Morocco	387	15.2	↓ Morocco	396	15.2
↓ Philippines	378	14.8	↓ Lebanon	393	14.6
↓ Botswana	366	15.1	↓ Philippines	377	14.8
↓ Saudi Arabia	332	14.1	↓ Botswana	365	15.1
↓ Ghana	276	15.5	↓ Ghana	255	15.5
↓ South Africa	264	15.1	↓ South Africa	244	15.1

Source: Trends in International Mathematics and Science Study (TIMSS) (2002-2003).

Notes:

- ↑ Significantly higher than NSW
- Not significantly different than NSW
- ↓ Significantly lower than NSW

Statistical Compendium

3.3 Percentage of Students in Bands for New BST Literacy (Reading, Writing and Language): Aboriginal Students and all NSW Government School Students (2001-2005)

New BST Literacy - Aboriginal Students		2001	2002	2003	2004	2005
Year 3	Band 1 (low)	21.9	17.4	21.3	16.4	25.2
	Band 2	32.5	30.8	26.2	30.3	28.7
	Band 3	27.1	31.9	33.9	32.3	29.6
	Band 4	14.8	15.7	15.6	17.9	14.3
	Band 5 (high)	3.7	4.2	3.0	3.1	2.2
	Band 2 or higher	78.1	82.6	78.7	83.6	74.8
Year 5	Band 1 (low)	2.9	3.0	3.9	3.5	4.9
	Band 2	14.3	11.7	12.2	12.0	15.8
	Band 3	28.0	27.2	31.4	29.7	28.1
	Band 4	34.3	34.5	34.8	32.6	32.8
	Band 5	17.5	19.0	14.1	16.8	15.0
	Band 6 (high)	3.0	4.6	3.4	5.4	3.4
Band 3 or higher	82.8	85.3	83.8	84.5	79.4	
New BST Literacy - All Students		2001	2002	2003	2004	2005
Year 3	Band 1 (low)	7.3	5.7	6.6	5.2	8.2
	Band 2	19.7	16.4	15.0	15.7	17.7
	Band 3	30.6	30.4	33.4	32.0	31.9
	Band 4	28.0	30.8	31.9	32.5	30.3
	Band 5 (high)	14.4	16.8	13.0	14.6	11.9
	Band 2 or higher	92.7	94.3	93.4	94.8	91.8
Year 5	Band 1 (low)	0.6	0.6	0.8	0.8	1.2
	Band 2	3.9	3.4	4.0	3.9	4.7
	Band 3	15.3	12.9	15.4	15.5	15.7
	Band 4	30.8	29.6	32.6	29.8	30.9
	Band 5	33.4	32.7	29.8	30.7	28.1
	Band 6 (high)	16.1	20.9	17.3	19.4	19.3
Band 3 or higher	95.5	96.1	95.1	95.4	94.1	

Source: DET, Educational Measurement and School Accountability.

Notes:

- BST - Basic Skills Test.
- Percentages for the components may not add to 100 because of rounding.
- The skill bands are the same standard in both Year 3 and Year 5, although Year 5 has an extra band (Band 6) to describe their higher achievement. Students are considered to have reached the minimum standard if their BST performance puts them at band 2 or higher in Year 3 or band 3 or higher in Year 5.
- The 2001-2004 trend data for the new BST Literacy indicator should be interpreted with caution. From 2005, the new BST Literacy indicator is based on students performance on the reading, language and writing components of the one BST test. Prior to 2005, students' performance in reading and language was assessed via the BST and students sat a separate test, the Primary Writing Assessment (PWA), for writing. Hence, the 2001-2004 trend data has been created retrospectively by matching students who sat both the BST and the PWA. Students who could not be matched or did not sit both tests have been excluded. For small sub-populations of students in particular, such as Aboriginal students, this may result in large apparent fluctuations in test scores from year to year.

3.4 Percentage of Students in Bands for BST Literacy (Reading and Language only): Aboriginal Students and all NSW Government School Students (2001-2005)

BST Literacy - Aboriginal Students		2001	2002	2003	2004	2005
Year 3	Band 1 (low)	28.6	27.7	31.5	28.0	29.1
	Band 2	30.6	30.7	23.9	28.4	26.0
	Band 3	21.9	23.7	26.6	26.4	25.4
	Band 4	12.8	12.9	13.0	13.1	13.5
	Band 5 (high)	6.1	5.0	5.0	4.2	5.9
	Band 2 or higher	71.4	72.3	68.5	72.0	70.9
Year 5	Band 1 (low)	4.5	4.7	5.4	5.5	5.7
	Band 2	16.0	14.2	13.9	15.2	16.3
	Band 3	27.5	25.1	26.5	27.4	27.5
	Band 4	29.3	29.6	31.4	27.8	28.4
	Band 5	17.0	20.3	16.4	15.9	15.8
	Band 6 (high)	5.8	6.1	6.4	8.2	6.3
Band 3 or higher	79.5	81.1	80.7	79.3	78.0	
BST Literacy - All Students		2001	2002	2003	2004	2005
Year 3	Band 1 (low)	11.8	10.7	12.2	10.8	11.5
	Band 2	21.1	19.7	15.9	18.6	16.8
	Band 3	24.9	25.7	28.0	27.9	26.9
	Band 4	22.3	25.6	26.2	26.0	24.5
	Band 5 (high)	19.8	18.1	17.7	16.6	20.4
	Band 2 or higher	88.2	89.3	87.8	89.2	88.5
Year 5	Band 1 (low)	1.0	0.9	1.3	1.3	1.3
	Band 2	5.2	4.5	4.7	5.6	5.8
	Band 3	16.1	12.8	13.5	14.9	16.2
	Band 4	26.8	24.4	27.8	24.3	26.7
	Band 5	27.8	32.5	27.1	26.1	26.2
	Band 6 (high)	23.0	24.9	25.6	27.8	23.8
Band 3 or higher	93.8	94.6	94.0	93.1	92.9	

Source: DET, Educational Measurement and School Accountability.

Notes:

- BST - Basic Skills Test.
- Percentages for the components may not add to 100 because of rounding.
- The skill bands are the same standard in both Year 3 and Year 5, although Year 5 has an extra band (Band 6) to describe their higher achievement. Students are considered to have reached the minimum standard if their BST performance puts them at band 2 or higher in Year 3 or band 3 or higher in Year 5.

Statistical Compendium

3.5 Percentage of Students in Bands for BST Numeracy: Aboriginal Students and all NSW Government School Students (2001-2005)

BST Numeracy - Aboriginal Students		2001	2002	2003	2004	2005
Year 3	Band 1 (low)	27.9	24.5	21.5	25.5	22.9
	Band 2	27.3	26.5	30.0	32.0	25.4
	Band 3	26.7	28.8	29.3	28.2	30.4
	Band 4	14.1	14.2	14.1	10.8	15.1
	Band 5 (high)	4.0	6.1	5.0	3.5	6.0
	Band 2 or higher	72.1	75.5	78.5	74.5	77.1
Year 5	Band 1 (low)	5.6	5.8	4.5	4.6	5.3
	Band 2	14.9	15.3	14.8	14.8	14.6
	Band 3	28.1	29.8	35.5	26.6	30.4
	Band 4	31.4	28.8	25.8	32.2	28.2
	Band 5	14.0	13.4	14.9	15.7	15.9
	Band 6 (high)	6.1	6.9	4.5	6.1	5.6
Band 3 or higher	79.5	78.9	80.7	80.6	80.1	
BST Numeracy - All Students		2001	2002	2003	2004	2005
Year 3	Band 1 (low)	10.6	9.3	8.1	10.1	9.2
	Band 2	17.8	16.8	18.4	19.9	14.7
	Band 3	30.0	29.5	28.3	31.9	30.0
	Band 4	26.2	26.5	28.1	23.0	24.4
	Band 5 (high)	15.4	17.9	17.1	15.1	21.8
	Band 2 or higher	89.4	90.7	91.9	89.9	90.8
Year 5	Band 1 (low)	1.3	1.2	1.2	1.2	1.2
	Band 2	5.1	5.1	4.8	5.2	5.4
	Band 3	15.3	16.1	18.3	12.7	16.4
	Band 4	30.4	26.9	25.2	29.1	26.4
	Band 5	24.7	25.5	27.5	27.0	26.8
	Band 6 (high)	23.2	25.1	23.1	24.9	23.9
Band 3 or higher	93.6	93.7	94.0	93.6	93.4	

Source: DET, Educational Measurement and School Accountability.

Notes:

- BST - Basic Skills Test.
- Percentages for the components may not add to 100 because of rounding.
- The skill bands are the same standard in both Year 3 and Year 5, although Year 5 has an extra band (Band 6) to describe their higher achievement. Students are considered to have reached the minimum standard if their BST performance puts them at band 2 or higher in Year 3 or band 3 or higher in Year 5.

3.6 Mean New BST Literacy Scores (Reading, Writing and Language) by Equity Group (2001-2005)

New BST Literacy - Year 3	2001	2002	2003	2004	2005
All students	50.6	51.3	50.9	51.2	50.4
Male students	49.7	50.4	50.0	50.3	49.7
Female students	51.6	52.2	51.7	52.0	51.2
Aboriginal students	46.5	47.1	46.6	47.1	46.0
NESBT	50.8	51.5	51.1	51.7	50.8
ESB	50.6	51.2	50.8	51.0	50.3
NESB1	49.7	50.2	50.1	50.3	48.6
CAP schools	49.2	50.0	49.4	49.1	48.5
PSFP schools	48.5	49.2	48.7	49.0	47.9
New BST Literacy - Year 5	2001	2002	2003	2004	2005
All students	56.5	57.2	56.5	56.8	56.6
Male students	55.5	56.3	55.6	55.9	55.8
Female students	57.4	58.1	57.3	57.8	57.4
Aboriginal students	52.3	52.8	52.1	52.5	51.8
NESBT	56.2	57.2	56.7	57.2	57.0
ESB	56.5	57.2	56.4	56.7	56.4
NESB1	53.9	55.1	54.3	54.6	53.6
CAP schools	55.2	55.5	54.7	55.0	54.8
PSFP schools	54.2	55.0	54.3	54.5	54.1

Source: DET, Educational Measurement and School Accountability.

Notes:

- New Literacy includes writing, which was previously part of the Primary Writing Assessment (PWA).
- BST - Basic Skills Test.
- NESBT - Students who answered "Yes" to "Does anyone use a language other than English at home?"
- ESB - Students who answered "No" to "Does anyone use a language other than English at home?"
- NESB1 - Students who have lived in Australia for 4 years or less and never or only sometimes speak English at home.
- CAP - Students from schools in Country Areas Program.
- PSFP - Students from schools in Priority Schools Funding Program.

3.7 Mean BST Literacy Scores (Reading and Language only) by Equity Group (2001-2005)

BST Literacy - Year 3	2001	2002	2003	2004	2005
All students	50.6	50.6	50.6	50.6	50.8
Male students	49.7	49.7	49.8	49.7	50.2
Female students	51.5	51.5	51.4	51.4	51.4
Aboriginal students	46.0	45.7	45.6	45.8	45.8
NESBT	50.5	50.6	50.8	51.1	51.1
ESB	50.6	50.6	50.5	50.4	50.7
NESB1	49.4	49.2	49.6	49.4	48.9
CAP schools	49.4	49.2	48.9	48.2	48.5
PSFP schools	47.9	48.1	47.9	48.0	47.9
BST Literacy - Year 5	2001	2002	2003	2004	2005
All students	57.1	57.8	57.5	57.4	57.0
Male students	56.1	56.9	56.7	56.5	56.3
Female students	58.1	58.6	58.4	58.4	57.7
Aboriginal students	52.4	52.7	52.5	52.4	51.9
NESBT	56.6	57.8	57.6	57.7	57.3
ESB	57.3	57.8	57.5	57.4	56.9
NESB1	54.0	55.5	55.3	54.9	54.1
CAP schools	55.8	55.7	55.6	55.4	55.2
PSFP schools	54.4	55.3	54.9	54.8	54.4

Source: DET, Educational Measurement and School Accountability.

Notes:

- BST - Basic Skills Test.
- NESBT - Students who answered "Yes" to "Does anyone use a language other than English at home?"
- ESB - Students who answered "No" to "Does anyone use a language other than English at home?"
- NESB1 - Students who have lived in Australia for 4 years or less and never or only sometimes speak English at home.
- CAP - Students from schools in Country Areas Program.
- PSFP - Students from schools in Priority Schools Funding Program.

3.8 Mean BST Numeracy Scores by Equity Group (2001-2005)

BST Numeracy - Year 3	2001	2002	2003	2004	2005
All students	52.4	53.0	52.8	52.3	53.6
Male students	52.6	53.3	53.3	52.6	53.8
Female students	52.1	52.7	52.3	52.0	53.4
Aboriginal students	46.8	47.5	47.6	46.9	47.5
NESBT	52.7	53.2	53.3	52.8	54.3
ESB	52.2	53.0	52.6	52.1	53.4
NESB1	52.2	52.0	52.5	51.3	52.0
CAP schools	51.4	52.0	51.4	50.0	51.2
PSFP schools	49.4	50.2	50.0	49.4	50.1
BST Numeracy - Year 5	2001	2002	2003	2004	2005
All students	60.3	60.2	60.0	60.7	60.4
Male students	60.6	60.6	60.1	61.1	60.5
Female students	60.0	59.8	59.8	60.3	60.3
Aboriginal students	53.9	53.6	53.4	54.3	53.9
NESBT	60.9	60.9	61.4	61.9	61.8
ESB	60.1	60.0	59.5	60.3	60.0
NESB1	60.3	60.2	60.3	60.1	59.4
CAP schools	58.9	57.5	57.9	58.5	58.2
PSFP schools	56.7	56.9	56.8	57.5	57.0

Source: DET, Educational Measurement and School Accountability.

Notes:

- BST - Basic Skills Test.
- NESBT - Students who answered "Yes" to "Does anyone use a language other than English at home?"
- ESB - Students who answered "No" to "Does anyone use a language other than English at home?"
- NESB1 - Students who have lived in Australia for 4 years or less and never or only sometimes speak English at home.
- CAP - Students from schools in Country Areas Program.
- PSFP - Students from schools in Priority Schools Funding Program.

3.9 Percentage of Reading Recovery Students in Bands for BST Literacy (Reading and Language only): All NSW Government School Students (2001-2005)

BST Reading Recovery - Year 3	2001	2002	2003	2004	2005
Band 1 (low)	28.1	25.2	29.5	22.6	26.8
Band 2	39.6	40.2	33.8	36.8	36.5
Band 3	23.2	23.9	27.7	28.1	26.9
Band 4	7.4	9.4	7.9	9.7	8.2
Band 5 (high)	1.7	1.3	1.0	2.8	1.5
Band 2 or higher	71.9	74.8	70.5	77.4	73.1
BST Reading Recovery - Year 5	2001	2002	2003	2004	2005
Band 1 (low)	1.4	1.5	1.9	2.1	1.6
Band 2	12.0	10.4	11.8	13.2	14.1
Band 3	35.4	29.5	29.4	33.6	36.8
Band 4	34.3	35.2	38.0	33.8	33.6
Band 5	15.3	20.3	15.9	14.0	11.6
Band 6 (high)	1.6	3.2	2.9	3.3	2.4
Band 3 or higher	86.6	88.1	86.3	84.7	84.4

Source: DET, Educational Measurement and School Accountability.

Notes:

- The skill bands are the same standard in both Year 3 and Year 5, although Year 5 has an extra band (Band 6) to describe their higher achievement. Students are considered to have reached the minimum standard if their BST performance puts them at band 2 or higher in Year 3 or band 3 or higher in Year 5.
- Percentages for the components may not add to 100 because of rounding.
- BST - Basic Skills Test.

3.10 Percentage of Students at each Achievement Level for ELLA, Years 7 and 8: Aboriginal Students and all NSW Government School Students (2001-2005)

Literacy - Aboriginal Students		2001	2002	2003	2004	2005
Year 7	Low	13.3	14.4	16.3	14.6	15.7
	Elementary	29.0	27.2	25.3	26.9	24.9
	Proficient	48.7	49.9	49.6	47.1	48.8
	High	9.0	8.4	8.8	11.5	10.6
	Elementary or higher	86.7	85.6	83.7	85.4	84.3
Year 8	Low	7.6	12.3	9.4	10.3	10.0
	Elementary	23.2	24.4	21.5	21.2	21.1
	Proficient	55.5	50.9	54.3	51.0	52.6
	High	13.8	12.4	14.8	17.5	16.3
	Elementary or higher	92.4	87.7	90.6	89.7	90.0
Literacy - All Students		2001	2002	2003	2004	2005
Year 7	Low	3.5	4.4	4.2	4.5	4.5
	Elementary	12.1	13.6	12.0	12.7	12.6
	Proficient	52.0	51.8	51.1	49.1	50.3
	High	32.4	30.2	32.8	33.7	32.6
	Elementary or higher	96.5	95.6	95.8	95.5	95.5
Year 8	Low	2.2	3.0	2.7	2.9	2.8
	Elementary	8.4	10.1	8.5	8.8	8.7
	Proficient	46.9	47.9	46.4	45.0	45.8
	High	42.5	39.0	42.4	43.3	42.7
	Elementary or higher	97.8	97.0	97.3	97.1	97.2

Source: DET, Educational Measurement and School Accountability.

Notes:

- ELLA - English Language and Literacy Assessment.
- Percentages for the components may not add to 100 because of rounding.

3.11 Mean ELLA Scores by Equity Group, Year 7 (2001-2005)

ELLA Literacy - Year 7	2001	2002	2003	2004	2005
All students	88.7	88.2	88.7	88.7	88.7
Male students	87.4	87.1	87.4	87.5	87.5
Female students	90.0	89.5	90.0	89.9	89.9
Aboriginal students	83.3	83.3	83.1	83.7	83.5
NESBT	88.6	88.3	88.9	88.9	89.5
ESB	88.7	88.2	88.6	88.6	88.4
NESB1	85.8	85.7	85.9	85.2	85.8
CAP schools	87.0	86.3	86.5	86.6	86.3
PSFP schools	85.4	85.2	85.4	85.3	85.4

Source: DET, Educational Measurement and School Accountability.

Notes:

- ELLA - English Language and Literacy Assessment.
- NESBT - Students who answered "Yes" to "Does anyone use a language other than English at home?"
- ESB - Students who answered "No" to "Does anyone use a language other than English at home?"
- NESB1 - Students who have lived in Australia for 4 years or less and never or only sometimes speak English at home.
- CAP - Students from schools in Country Areas Program.
- PSFP - Students from schools in Priority Schools Funding Program.

Statistical Compendium

3.12 Mean ELLA Scores by Equity Group, Year 8 (2001-2005)

ELLA Literacy - Year 8	2001	2002	2003	2004	2005
All students	90.3	89.8	90.3	90.4	90.5
Male students	88.9	88.4	89.0	89.0	89.2
Female students	91.8	91.2	91.7	91.8	91.8
Aboriginal students	85.2	84.2	85.1	85.2	85.3
NESBT	89.9	89.7	90.4	90.2	91.0
ESB	90.5	89.9	90.3	90.5	90.3
NESB1	86.8	86.5	87.1	86.3	86.9
CAP schools	89.4	88.6	88.9	88.8	88.3
PSFP schools	87.3	86.6	87.5	87.3	87.5

Source: DET, Educational Measurement and School Accountability.

Notes:

- Year 8 is a voluntary program so participating schools and the percentage of participating students will fluctuate.
- ELLA - English Language and Literacy Assessment.
- NESBT - Students who answered "Yes" to "Does anyone use a language other than English at home?"
- ESB - Students who answered "No" to "Does anyone use a language other than English at home?"
- NESB1 - Students who have lived in Australia for 4 years or less and never or only sometimes speak English at home.
- CAP - Students from schools in Country Areas Program.
- PSFP - Students from schools in Priority Schools Funding Program.

3.13 Percentage of Students at each Achievement Level for SNAP: Aboriginal Students and all NSW Government School Students (2001-2005)

Numeracy - Aboriginal Students		2001	2002	2003	2004	2005
Year 7	High	8.4	7.1	5.5	6.2	5.2
	Proficient	29.7	30.5	26.3	30.3	28.3
	Elementary	48.3	43.2	50.0	49.6	54.0
	Low	13.7	19.2	18.3	13.9	12.5
	Elementary or higher	86.3	80.8	81.7	86.1	87.5
Year 8	High	14.5	12.5	10.7	11.2	11.1
	Proficient	32.5	34.3	33.0	35.1	36.9
	Elementary	45.3	40.1	45.6	43.3	44.3
	Low	7.7	13.1	10.7	10.4	7.7
	Elementary or higher	92.3	86.9	89.3	89.6	92.3
Numeracy - All Students		2001	2002	2003	2004	2005
Year 7	High	31.9	28.7	24.3	23.9	24.2
	Proficient	39.6	40.3	39.4	41.9	40.7
	Elementary	24.6	25.5	31.0	29.6	31.2
	Low	3.9	5.5	5.3	4.6	3.8
	Elementary or higher	96.1	94.5	94.7	95.4	96.2
Year 8	High	43.8	40.2	35.4	35.0	35.7
	Proficient	35.8	38.2	38.9	40.6	39.9
	Elementary	18.2	18.2	22.6	21.6	22.0
	Low	2.3	3.4	3.1	2.8	2.4
	Elementary or higher	97.7	96.6	96.9	97.2	97.6

Source: DET, Educational Measurement and School Accountability.

Notes:

- In 2000, SNAP was trialled in a sample of NSW Government schools for Year 7. The following year in 2001, only those schools that participated in the trial in 2000 did SNAP for Year 8. Hence, 2001 figures for Year 8 SNAP are not necessarily representative of the student population in that year.
- Percentages for the components may not add to 100 because of rounding.
- SNAP - Secondary Numeracy Assessment Program.

3.14 Percentage of Students at each Achievement level for SNAP, Year 7: All NSW Government School Students (2001-2005)

Year 7 SNAP						
2001	Numeracy	Number	Measurement	Space	Data	Problem Solving
High	31.9	34.9	29.0	32.5	34.1	31.7
Proficient	39.6	30.6	43.4	42.2	35.3	42.2
Elementary	24.6	29.8	22.0	20.4	24.6	22.1
Low	3.9	4.8	5.5	4.9	6.0	3.9
Elementary or higher	96.1	95.2	94.5	95.1	94.0	96.1
2002						
High	28.7	32.9	31.9	28.5	31.3	29.0
Proficient	40.3	32.4	38.6	36.8	38.0	36.9
Elementary	25.5	24.9	23.8	28.8	21.9	28.3
Low	5.5	9.8	5.8	5.9	8.8	5.8
Elementary or higher	94.5	90.2	94.2	94.1	91.2	94.2
2003						
High	24.3	30.4	23.6	24.7	25.6	25.2
Proficient	39.4	31.2	43.5	37.2	40.9	38.7
Elementary	31.0	30.2	25.8	31.5	26.3	28.3
Low	5.3	8.2	7.2	6.6	7.2	7.8
Elementary or higher	94.7	91.8	92.8	93.4	92.8	92.2
2004						
High	23.9	28.4	22.9	26.2	26.8	22.8
Proficient	41.9	34.2	46.7	41.5	39.1	45.1
Elementary	29.6	25.6	28.3	25.9	25.9	28.1
Low	4.6	11.7	2.0	6.3	8.3	4.1
Elementary or higher	95.4	88.3	98.0	93.7	91.7	95.9
2005						
High	24.2	27.4	24.2	27.5	25.8	26.2
Proficient	40.7	32.9	45.7	39.6	38.1	36.2
Elementary	31.2	34.1	24.1	27.7	29.6	32.5
Low	3.8	5.6	6.0	5.2	6.5	5.0
Elementary or higher	96.2	94.4	94.0	94.8	93.5	95.0

Source: DET, Educational Measurement and School Accountability.

Notes:

- Percentages for the components may not add to 100 because of rounding.
- SNAP - Secondary Numeracy Assessment Program.

Statistical Compendium

3.15 Percentage of Students at each Achievement level for SNAP, Year 8: All NSW Government School Students (2001-2005)

Year 8 SNAP						
Year	Numeracy	Number	Measurement	Space	Data	Problem Solving
2001						
High	43.8	43.9	41.8	40.1	46.8	43.1
Proficient	35.8	30.6	38.8	40.1	32.2	38.4
Elementary	18.2	22.5	15.9	16.7	17.5	16.1
Low	2.3	3.1	3.6	3.1	3.6	2.4
Elementary or higher	97.7	96.9	96.4	96.9	96.4	97.6
2002						
High	40.2	42.9	43.6	37.7	43.1	41.3
Proficient	38.2	30.5	35.2	35.2	37.2	35.4
Elementary	18.2	19.7	17.1	22.9	14.6	19.6
Low	3.4	6.9	4.0	4.3	5.1	3.7
Elementary or higher	96.6	93.1	96.0	95.7	94.9	96.3
2003						
High	35.4	41.6	34.1	33.9	37.1	36.3
Proficient	38.9	30.1	41.9	37.1	39.4	37.8
Elementary	22.6	23.1	19.6	24.7	19.2	21.2
Low	3.1	5.1	4.4	4.3	4.4	4.7
Elementary or higher	96.9	94.9	95.6	95.7	95.6	95.3
2004						
High	35.0	38.4	33.6	33.8	40.4	33.4
Proficient	40.6	31.6	44.8	40.6	38.3	43.0
Elementary	21.6	20.9	20.3	20.7	17.1	20.9
Low	2.8	9.0	1.4	4.9	4.3	2.8
Elementary or higher	97.2	91.0	98.6	95.1	95.7	97.2
2005						
High	35.7	36.9	33.3	38.2	41.4	37.4
Proficient	39.9	33.1	43.9	37.3	35.9	35.6
Elementary	22.0	26.4	18.5	20.9	18.9	23.9
Low	2.4	3.7	4.2	3.6	3.7	3.2
Elementary or higher	97.6	96.3	95.8	96.4	96.3	96.8

Source: DET, Educational Measurement and School Accountability.

Notes:

- In 2000, SNAP was trialled in a sample of NSW Government schools for Year 7. The following year in 2001, only those schools that participated in the trial in 2000 did SNAP for Year 8. Hence, 2001 figures for Year 8 SNAP are not necessarily representative of the student population in that year.
- Percentages for the components may not add to 100 because of rounding.
- SNAP - Secondary Numeracy Assessment Program.

3.16 Mean SNAP Scores by Equity Group, Year 7 (2001-2005)

SNAP Numeracy - Year 7	2001	2002	2003	2004	2005
All students	86.7	86.0	84.7	85.1	85.0
Male students	86.7	86.0	84.6	85.2	85.1
Female students	86.7	85.9	84.8	85.0	84.8
Aboriginal students	79.5	78.8	78.1	79.0	78.6
NESBT	87.6	87.0	85.7	86.6	86.7
ESB	86.5	85.6	84.4	84.6	84.4
NESB1	86.5	86.6	84.7	84.7	84.6
CAP schools	84.5	83.7	82.1	82.4	82.5
PSFP schools	82.4	81.7	80.8	80.9	81.4

Source: DET, Educational Measurement and School Accountability.

Notes:

- SNAP - Secondary Numeracy Assessment Program.
- NESBT - Students who answered "Yes" to "Does anyone use a language other than English at home?"
- ESB - Students who answered "No" to "Does anyone use a language other than English at home?"
- NESB1 - Students who have lived in Australia for 4 years or less and never or only sometimes speak English at home.
- CAP - Students from schools in Country Areas Program.
- PSFP - Students from schools in Priority Schools Funding Program.

3.17 Mean SNAP Scores by Equity Group, Year 8 (2001-2005)

SNAP Numeracy - Year 8	2001	2002	2003	2004	2005
All students	89.6	88.7	87.4	87.8	87.7
Male students	89.4	88.7	87.2	88.0	87.7
Female students	89.8	88.7	87.6	87.7	87.6
Aboriginal students	82.0	80.8	80.5	80.9	81.3
NESBT	89.0	89.1	88.0	88.8	88.7
ESB	89.8	88.5	87.2	87.6	87.4
NESB1	88.5	88.8	87.1	87.6	86.5
CAP schools	88.1	86.8	85.2	85.6	85.9
PSFP schools	86.1	84.5	83.8	83.7	84.2

Source: DET, Educational Measurement and School Accountability.

Notes:

- Year 8 is a voluntary program so participating schools and the percentage of participating students will fluctuate.
- In 2000, SNAP was trialled in a sample of NSW government schools for Year 7. The following Year in 2001, only those schools that participated in the trial in 2000 did SNAP for Year 8. Hence, 2001 figures for Year 8 SNAP are not necessarily representative of the student population in that year.
- SNAP - Secondary Numeracy Assessment Program.
- NESBT - Students who answered "Yes" to "Does anyone use a language other than English at home?"
- ESB - Students who answered "No" to "Does anyone use a language other than English at home?"
- NESB1 - Students who have lived in Australia for 4 years or less and never or only sometimes speak English at home.
- CAP - Students from schools in Country Areas Program.
- PSFP - Students from schools in Priority Schools Funding Program.

4. NSW GOVERNMENT SCHOOLS: APPARENT RETENTION RATES

4.1 Apparent Retention Rates for Full-time students in NSW Government Schools by Equity Group (2001-2005)

Full-time Apparent Retention Years 7-10 (%)	2001	2002	2003	2004	2005
All students	95.4	95.9	96.0	95.4	95.1
Female students	95.7	96.4	96.3	96.0	95.4
Male students	95.2	95.4	95.8	94.8	94.8
Aboriginal students	80.5	81.6	81.0	79.9	77.6
LBOTE students	116.1	116.9	117.7	113.8	114.6
PSFP schools	94.4	95.5	94.1	91.4	91.4
CAP schools	90.5	87.1	83.3	82.2	84.9
Full-time Apparent Retention Years 10-12 (%)	2001	2002	2003	2004	2005
All students	65.1	67.4	68.1	68.6	68.5
Female students	70.3	72.7	73.2	74.1	74.2
Male students	60.0	62.3	63.2	63.4	63.0
Aboriginal students	35.4	36.8	36.3	36.6	36.3
LBOTE students	85.7	87.5	90.1	92.6	93.0
PSFP schools	58.1	59.1	58.3	59.1	59.0
CAP schools	54.2	55.3	54.0	50.2	54.8
Full-time Apparent Retention Years 7-12 (%)	2001	2002	2003	2004	2005
All students	62.0	63.8	65.0	65.8	65.8
Female students	67.6	69.2	70.0	71.5	71.4
Male students	56.6	58.7	60.2	60.5	60.3
Aboriginal students	28.4	29.0	29.2	29.9	29.4
LBOTE students	103.1	102.3	104.6	108.2	109.5
PSFP schools	54.8	54.0	55.0	56.4	55.5
CAP schools	47.2	47.5	48.8	43.7	45.6

Source: DET, Planning and Innovation mid-year census collections, based on full-time students consistent with ABS Schools Australia, except for LBOTE. LBOTE enrolments are sourced from DET, Planning and Innovation Term 1 census collections and are based on total student numbers.

Notes:

- Retention rates are 'apparent' as they do not track individual students through their final years of secondary schooling. What they measure is the ratio of the total number of full-time school students in a designated year (i.e. Year 12 in 2005) divided by the total number of full-time students in a previous year (i.e. Year 7 in 2000).
- PSFP and CAP schools apparent retention rates for 2001 to 2005 are based on the participating schools in 2005.
- Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors including:
 - Students enrolled in Year 12 on a part-time basis or repeating a year.
 - Movement of students between States and between school sectors.
 - Impact of full-fee paying overseas students.
 - Varying enrolment patterns in which students choose to complete their secondary schooling at TAFE.
- Apparent retention rates for LBOTE students are inflated, and can exceed 100%, due to migration effects.
- PSFP - Priority Schools Funding Program.
- CAP - Country Areas Program.
- LBOTE - Language Background Other Than English.

4.2 Apparent Retention Rates for Full-time Equivalent (FTE) Students in NSW Government Schools by Equity Group (2001-2005)

FTE Apparent Retention Years 7-10 (%)	2001	2002	2003	2004	2005
All students	95.4	95.9	96.0	95.4	95.1
Female students	95.7	96.4	96.3	96.0	95.4
Male students	95.2	95.4	95.8	94.8	94.8
Aboriginal students	80.5	81.6	81.0	79.9	77.6
LBOTE students	116.1	116.9	117.7	113.8	114.6
PSFP schools	94.4	95.5	94.1	91.4	91.4
CAP schools	90.5	87.1	83.3	82.2	84.9
FTE Apparent Retention Years 10-12 (%)	2001	2002	2003	2004	2005
All students	66.7	68.9	69.9	70.4	69.9
Female students	72.1	74.3	75.2	76.1	75.9
Male students	61.5	63.7	64.8	64.9	64.2
Aboriginal students	36.6	37.9	37.9	37.5	37.8
LBOTE students	85.7	87.5	90.1	92.6	93.0
PSFP schools	59.2	60.1	59.9	60.1	60.3
CAP schools	55.9	57.3	55.7	53.0	56.8
FTE Apparent Retention Years 7-12 (%)	2001	2002	2003	2004	2005
All students	63.5	65.2	66.7	67.5	67.2
Female students	69.3	70.7	71.9	73.4	73.0
Male students	58.0	59.9	61.7	61.9	61.5
Aboriginal students	29.4	29.9	30.5	30.6	30.6
LBOTE students	103.1	102.3	104.6	108.2	109.5
PSFP schools	55.8	55.0	56.6	57.4	56.7
CAP schools	48.7	49.2	50.4	46.2	47.3

Source: DET, Planning and Innovation mid-year census collections, based on full-time students consistent with ABS Schools Australia, except for LBOTE. LBOTE enrolments are sourced from DET, Planning and Innovation Term 1 census collections and are based on total student numbers.

Notes:

- Retention rates are 'apparent' as they do not track individual students through their final years of secondary schooling. What they measure is the ratio of the total number of full-time school students in a designated year (i.e. Year 12 in 2005) divided by the total number of full-time students in a previous year (i.e. Year 7 in 2000).
- Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors including:
 - Students enrolled in Year 12 on a part-time basis or repeating a year
 - Movement of students between States and between school sectors
 - Impact of full-fee paying overseas students
 - Varying enrolment patterns in which students choose to complete their secondary schooling at TAFE NSW.
- FTE apparent retention rates are the same as those for full-time students in Years 7-10 as part-time enrolments in Years 7-10 are not collected as part of the DET mid-year census collection.
- Apparent retention rates for LBOTE students are inflated, and can exceed 100%, due to migration effects.
- PSFP and CAP schools apparent retention rates for 2001 to 2005 are based on the participating schools in 2005.
- PSFP - Priority Schools Funding Program.
- CAP - Country Areas Program.
- LBOTE - Language Background Other Than English.

Statistical Compendium

4.3 Apparent Retention Rates for Full-time Students by State (2001-2005)

Government Schools		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Years 7/8 to 10	2001	95.4	96.9	99.5	91.8	100.0	97.5	87.7	100.0	96.8
	2002	95.9	96.4	100.3	92.2	98.7	99.4	79.3	99.7	96.9
	2003	96.0	96.2	100.5	95.8	98.6	97.4	92.5	100.0	97.3
	2004	95.4	95.7	99.2	95.8	98.7	98.0	91.5	102.1	96.8
	2005	95.1	96.9	98.4	97.4	99.2	99.4	91.7	100.0	97.0
Years 10 to 12	2001	65.1	76.8	74.8	61.7	67.0	70.5	70.6	112.1	70.6
	2002	67.4	77.5	76.5	61.9	69.7	75.3	73.1	101.0	72.2
	2003	68.1	77.3	76.4	61.8	64.8	76.4	78.7	101.0	71.9
	2004	68.6	77.2	75.0	62.9	66.7	71.1	90.8	100.8	72.0
	2005	68.5	77.0	72.7	64.4	66.3	67.2	76.2	99.5	71.3
Years 7/8 to 12	2001	62.0	73.7	73.6	57.4	65.9	68.5	59.7	107.6	67.8
	2002	63.8	74.4	76.5	56.9	69.0	72.9	63.1	98.7	69.5
	2003	65.0	74.9	76.1	56.8	64.8	74.5	69.0	101.0	69.6
	2004	65.8	74.4	75.3	58.0	65.9	70.7	72.0	100.5	69.8
	2005	65.8	74.0	73.0	61.7	65.4	65.5	70.5	99.6	69.4
All Schools		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Years 7/8 to 10	2001	97.0	98.2	100.1	94.8	100.8	98.1	81.9	99.3	98.1
	2002	97.2	97.8	100.5	95.0	100.2	100.1	78.4	100.1	98.1
	2003	97.1	98.0	100.8	98.1	100.4	98.9	85.0	99.3	98.5
	2004	96.6	97.3	100.3	98.2	100.5	99.6	85.9	99.8	98.1
	2005	96.3	98.0	99.9	99.1	101.0	100.2	94.2	99.2	98.3
Years 10 to 12	2001	70.3	81.6	79.7	69.6	71.9	70.5	64.9	93.3	75.4
	2002	72.4	82.9	81.1	70.6	73.9	75.0	66.2	89.8	77.0
	2003	72.7	82.9	81.5	70.7	70.6	76.2	68.7	90.3	76.9
	2004	73.2	83.0	80.8	71.6	72.4	72.7	75.2	88.4	77.1
	2005	73.2	82.2	79.3	72.1	72.2	67.8	69.5	88.1	76.5
Years 7/8 to 12	2001	68.2	79.3	79.0	66.4	72.0	68.7	50.9	89.3	73.4
	2002	69.9	80.9	81.3	66.7	73.7	72.6	53.0	88.1	75.1
	2003	70.5	81.4	81.5	67.1	71.2	74.9	56.3	89.7	75.4
	2004	71.1	81.1	81.2	68.0	72.6	72.8	59.0	88.5	75.7
	2005	71.1	80.6	79.9	70.7	72.5	67.1	59.1	87.5	75.3

Source: Derived from ABS Schools Australia and based on full-time student enrolments.

Notes:

- Retention rates are 'apparent' as they do not track individual students through their final years of secondary schooling. What they measure is the ratio of the total number of full-time school students in a designated year (i.e. Year 12 in 2005) divided by the total number of full-time students in a previous base year (i.e. Year 7 in 2000 or Year 8 in 2001). The base year is Year 7 for NSW, Vic, Tas and ACT and Year 8 for Qld, SA, WA and NT since these years represent the commencement of secondary schooling in the respective State or Territory.
- Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors including:
 - Differing enrolment policies across jurisdictions (which contribute to different age-grade structures).
 - Students enrolled in Year 12 on a part-time basis or repeating a year.
 - Movements of students between States and between school sectors.
 - Impact of full-fee paying overseas students.
 - Varying enrolment patterns in which students choose to complete their secondary schooling at TAFE.
 - Apparent retention rates can exceed 100% due to a number of factors including migration of students from interstate and overseas.

4.4 Apparent Retention Rates for Full-time Indigenous Students in Government Schools by State (2001-2005)

Full-time Apparent Retention (%)		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Years 7/8 to 10	2001	80.5	78.8	85.7	77.1	84.9	106.8	73.6	79.4	83.4
	2002	81.6	77.2	89.4	77.4	85.5	106.3	73.4	122.2	84.7
	2003	81.0	74.2	91.2	83.4	93.2	105.3	86.5	96.1	87.3
	2004	79.9	78.0	87.2	79.7	87.0	104.1	85.7	108.2	84.8
	2005	77.6	77.2	90.6	86.2	88.7	100.8	81.3	100.0	85.2
Years 10 to 12	2001	35.4	40.7	55.7	41.4	21.0	41.6	47.4	50.0	40.5
	2002	36.8	38.6	58.9	41.7	24.3	55.9	37.7	75.6	43.1
	2003	36.3	43.8	59.0	32.9	25.5	52.3	51.7	88.0	43.6
	2004	36.6	43.7	57.4	40.5	27.8	48.2	56.9	87.3	43.6
	2005	36.3	51.0	55.0	37.5	26.1	43.7	54.9	71.4	42.3
Years 7/8 to 12	2001	28.4	32.1	48.2	29.7	18.0	48.7	25.7	38.8	33.5
	2002	29.0	32.1	51.7	30.0	20.4	55.2	23.6	64.2	35.5
	2003	29.2	34.5	50.6	25.4	21.6	55.8	38.1	69.8	36.4
	2004	29.9	33.8	51.3	31.4	23.8	51.2	41.7	106.7	36.9
	2005	29.4	37.8	50.1	31.3	24.3	46.0	47.5	68.6	36.9

Source: Derived from ABS Schools Australia and based on full-time student enrolments.

Notes:

- Retention rates are 'apparent' as they do not track individual students through their final years of secondary schooling. What they measure is the ratio of the total number of full-time school students in a designated year (i.e. Year 12 in 2005) divided by the total number of full-time students in a previous base year (i.e. Year 7 in 2000 or Year 8 in 2001). The base year is Year 7 for NSW, Vic, Tas and ACT and Year 8 for Qld, SA, WA and NT since these years represent the commencement of secondary schooling in the respective State or Territory.
- Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors including:
 - Differing enrolment policies across jurisdictions (which contribute to different age-grade structures).
 - Students enrolled in Year 12 on a part-time basis or repeating a year.
 - Movements of students between States and between school sectors.
 - Impact of full-fee paying overseas students.
 - Varying enrolment patterns in which students choose to complete their secondary schooling at TAFE.
 - Apparent retention rates can exceed 100% due to a number of factors including migration of students from interstate and overseas.
- Care should be exercised in the interpretation of apparent retention rates for Indigenous students as the number of students identifying as Indigenous can fluctuate from year to year. A small apparent change of 10 Indigenous students can result in an increase or decrease of one percentage point from year to year.

Statistical Compendium

5. NSW GOVERNMENT SCHOOLS: COMPLETIONS AND OUTCOMES YEARS 10-12

5.1 School Certificate: Percentage of NSW Government School Students in Bands for Selected Subjects by Gender and Equity Group (2005)

% of Students in each band		Total	Female	Male	Aboriginal	CAP	PSFP
English Literacy	Band 6 (high)	5.1	6.7	3.6	1.1	2.1	1.3
	Band 5	19.0	22.5	15.6	5.7	14.7	10.2
	Band 4	36.5	38.6	34.5	25.2	35.6	31.2
	Band 3	21.7	19.7	23.7	26.4	23.4	26.3
	Band 2	11.5	8.7	14.2	22.5	13.4	17.6
	Band 1 (low)	6.1	3.8	8.4	19.1	10.9	13.4
	Students	50,696	24,850	25,846	1,234	1,383	8,951
Mathematics	Band 6 (high)	6.9	5.7	8.2	0.6	1.7	2.2
	Band 5	15.2	14.0	16.3	3.5	10.4	9.0
	Band 4	22.8	22.7	22.9	11.8	22.6	18.0
	Band 3	31.7	33.1	30.3	32.3	34.5	33.7
	Band 2	20.4	21.5	19.3	41.0	25.7	30.8
	Band 1 (low)	3.1	3.1	3.1	10.8	5.0	6.3
	Students	50,779	24,883	25,896	1,233	1,387	8,962
Science	Band 6 (high)	5.3	4.2	6.3	0.5	2.8	1.9
	Band 5	21.4	19.7	22.9	6.3	16.9	12.1
	Band 4	35.8	37.1	34.5	24.6	38.4	31.2
	Band 3	28.2	29.9	26.5	40.6	29.9	35.8
	Band 2	7.2	7.1	7.3	20.5	8.2	13.7
	Band 1 (low)	2.2	2.0	2.5	7.5	3.8	5.3
	Students	50,647	24,832	25,815	1,233	1,384	8,945
Australian History, Civics and Citizenship	Band 6 (high)	4.7	5.7	3.8	0.6	2.6	1.7
	Band 5	19.1	20.2	18.0	5.1	12.5	11.2
	Band 4	32.3	32.9	31.7	23.1	34.2	28.0
	Band 3	34.4	33.5	35.3	48.1	37.6	41.9
	Band 2	7.1	5.7	8.5	16.2	9.2	12.3
	Band 1 (low)	2.4	1.9	2.8	6.9	4.0	5.0
	Students	50,705	24,851	25,854	1,234	1,386	8,965
Australian Geography, Civics and Citizenship	Band 6 (high)	3.5	3.9	3.1	0.4	0.9	1.0
	Band 5	18.8	19.2	18.5	4.8	14.1	10.5
	Band 4	30.6	31.5	29.8	18.6	31.6	24.2
	Band 3	36.3	36.1	36.5	49.4	39.4	43.9
	Band 2	9.1	7.9	10.2	21.8	11.1	16.6
	Band 1 (low)	1.7	1.4	2.0	5.1	2.8	3.7
	Students	50,705	24,851	25,854	1,234	1,386	8,965

Source: DET, data derived from Board of Studies data as at January 2006.

Notes:

- Bradfield College included.
- CAP - Country Areas Program.
- PSFP - Priority Schools Funding Program.

5.2 NSW School Certificate Completions: Government School Students (2001-2005)

Number of Students	2001	2002	2003	2004	2005
School Certificate Record of Achievement	52,977	52,683	52,195	51,726	52,970
School Certificate Record of Achievement - Aboriginal	947	653	621	1,304	1,377
School Certificate Award	51,324	51,350	50,713	50,397	51,588
School Certificate Award - Aboriginal	846	607	574	1,235	1,294

Source: DET, data derived from NSW Board of Studies data as at January 2006.

Note:

- In 2004, the NSW Board of Studies changed its entry form question in relation to Aboriginal status. 2004 data is therefore not comparable with that from previous years.

5.3 Year 12 Estimated Completion Rates for all NSW School Students by Socioeconomic Status and Gender (2000-2004)

Socioeconomic Status and Gender (%)		2000	2001	2002	2003	2004
Low socioeconomic status deciles	Male	53	56	57	58	58
	Female	69	69	70	71	69
	All students	61	62	63	64	64
High socioeconomic status deciles	Male	71	69	74	73	74
	Female	83	77	80	78	81
	All students	77	73	77	75	77
Total	Male	59	59	61	62	63
	Female	72	70	72	72	73
	All students	65	64	66	67	68

Source: Report on Government Services (based on DEST unpublished data).

Note:

- Data are estimates only. They express the number of Year 12 completions (Year 12 certificates issued by State and Territory education authorities) as a proportion of the estimated population that could attend Year 12 in that calendar year. The ABS Index of Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses. Low socioeconomic status is the average of the three lowest deciles, and high socioeconomic status is the average of the three highest deciles.

5.4 Year 12 Estimated Completion Rates for all NSW School Students by Locality and Gender (2000-2004)

Locality and Gender (%)		2000	2001	2002	2003	2004
Metropolitan zone	Male	62	61	64	67	66
	Female	73	71	72	75	74
	All students	67	66	68	70	70
Provincial cities	Male	53	53	54	54	56
	Female	66	64	63	63	68
	All students	60	58	59	59	62
Remote	Male	55	56	55	58	53
	Female	76	73	75	74	83
	All students	65	64	64	66	67
All areas	Male	59	59	61	62	63
	Female	72	70	72	72	73
	All students	65	64	66	67	68

Source: Report on Government Services (based on DEST unpublished data).

Note:

- Data are estimates only. They express the number of Year 12 completions (Year 12 certificates issued) as a proportion of the estimated population that could attend Year 12 in that calendar year. Definitions for locality are based on the agreed MCEETYA Geographic Location Classification. Figures for 2000-2002 have been revised to the MCEETYA classification and differ from those published in the Report on Government Services for those years.

Statistical Compendium

5.5 Year 12 Estimated Completion Rates for all School Students by State, Socioeconomic Status and Gender (2004)

Socioeconomic Status and Gender (%)		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus
Low socioeconomic status deciles	Male	58	55	55	49	44	39	np	11	53
	Female	69	67	69	58	67	51	np	19	66
	All students	64	61	62	53	55	45	np	15	59
Medium socioeconomic status deciles	Male	60	58	65	60	58	56	np	35	60
	Female	70	73	74	71	81	62	np	48	72
	All students	65	65	69	66	69	59	np	41	66
High socioeconomic status deciles	Male	74	78	69	73	72	61	79	np	75
	Female	81	89	73	79	92	70	76	np	83
	All students	77	83	71	76	82	65	77	np	79
Total	Male	63	65	63	61	58	48	79	25	62
	Female	73	78	72	70	80	58	76	36	73
	All students	68	71	67	66	69	53	77	30	68

Source: Report on Government Services (based on DEST unpublished data).

Notes:

- Data are estimates only. They express the number of Year 12 completions (Year 12 certificates issued by State and Territory education authorities) as a proportion of the estimated population that could attend Year 12 in that calendar year. There are variations in assessment, reporting and certification methods for Year 12 across States and Territories. The ABS Index of Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses. Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles. The populations in the high socioeconomic deciles of the NT and the low socioeconomic deciles of the ACT are too small to produce meaningful results and therefore are not published.
- np - Not published.

5.6 Year 12 Estimated Completion Rates for all School Students, by State, Locality and Gender (2004)

Locality and Gender (%)		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus
Metropolitan zone	Male	66	68	64	63	62	56	79	np	65
	Female	74	79	71	71	80	64	76	np	75
	All students	70	73	67	67	71	60	77	np	70
Provincial cities	Male	56	57	60	56	48	42	np	32	55
	Female	68	73	74	68	81	53	np	50	70
	All students	62	64	67	62	63	47	np	41	63
Remote	Male	53	61	61	52	54	29	na	17	47
	Female	83	74	78	65	87	59	na	22	63
	All students	67	67	69	58	69	43	na	20	54
All areas	Male	63	65	63	61	58	48	79	25	62
	Female	73	78	72	70	80	58	76	36	73
	All students	68	71	67	66	69	53	77	30	68

Source: Report on Government Services (based on DEST unpublished data).

Notes:

- Data are estimates only. They express the number of Year 12 completions (Year 12 certificates issued by State and Territory education authorities) as a proportion of the estimated population that could attend Year 12 in that calendar year. There are variations in assessment, reporting and certification methods for Year 12 across States and Territories. Definitions for locality are based on the agreed MCEETYA Geographic Location Classification.
- The ACT is included in the metropolitan zone. Darwin is included in the provincial zone. The remote zone includes both remote and very remote areas.
- na - Not applicable.
- np - Not published.

5.7 HSC Distinguished Achievers, All Rounders, Top Achievers and First in Course: NSW Government Schools (2001-2005)

Government schools	2001	2002	2003	2004	2005
HSC First in Course (places)	62	63	73	56	58
HSC All Rounders (students)	167	387	435	498	493
HSC Distinguished Achievers (students)	4,930	6,142	5,972	6,631	6,661
HSC Top Achievers (places)	na	433	446	446	430

Source: DET, data derived from NSW Board of Studies data as at December 2005.

Notes:

- Data for All Rounders and Distinguished Achievers are based on main school of attendance, whilst First in Course and Top Achievers are based on school of tuition.
- First in Course = Students achieving the highest or equal highest result in a course.
- All Rounders = Students achieving a highest band result (Band 6/E4, over 90) in at least 10 units of study (appear on the Distinguished Achievers List for courses totalling a minimum of ten units).
- Distinguished Achievers = Students achieving a highest band result of over 90 for a course (Band 6 or E4 in extension courses).
- Top Achievers = Students achieving a highest band result (Band 6/E4, over 90) and are placed in the top group of students for a course depending on the course candidature (20 places for course with less than 10,000 candidates, 10 places for course with 1,000-10,000 and 5 places for course with less than 1,000). The Top Achievers list was introduced from 2002.
- The number of places is reported for some HSC merit list classifications because students can receive more than one mention on a merit list.
- Bradfield College excluded.
- na - Not applicable.

5.8 HSC Distinguished Achievers List - Number of Students by Gender and Equity Group: NSW Government Schools (2002-2005)

Government schools		Female	Male	Total
2005	Government schools - total	3,750	2,911	6,661
	Aboriginal	4	6	10
	PSFP	217	180	397
	CAP	29	29	58
2004	Government schools - total	3,879	2,752	6,631
	Aboriginal	8	2	10
	PSFP	210	137	347
	CAP	42	29	71
2003	Government schools - total	3,484	2,488	5,972
	Aboriginal	7	4	11
	PSFP	225	149	374
	CAP	42	25	67
2002	Government schools - total	3,470	2,672	6,142
	Aboriginal	4	2	6
	PSFP	212	169	381
	CAP	42	21	63

Source: DET, data derived from NSW Board of Studies data as at December 2005.

Notes:

- Based on main government school of attendance, not on school of tuition where course was delivered.
- In 2004, the NSW Board of Studies changed its entry form question in relation to Aboriginal status. Data for 2004 and 2005 is therefore not comparable with that from previous years.
- Figures for PSFP and CAP are based on the list of schools current for each year.
- Distinguished Achievers - Students achieving a highest band result of over 90 for a course (Band 6 or E4 in extension courses).
- Bradfield College excluded.
- CAP - Students from schools in Country Areas Program.
- PSFP - Students from schools in Priority Schools Funding Program.

Statistical Compendium

5.9 HSC: Percentage of NSW Government School Students in Bands for Selected Subjects (2005)

		Percentage of Students in Each Band							
Course Name	Total number	Band 6	Band 5	Band 4/E4	Band 3/E3	Band 2/E2	Band 1/E1	No band	
HSC Courses									
15000	Aboriginal Studies	200	2.0	15.0	30.0	29.5	17.0	3.0	3.5
15010	Agriculture	894	6.4	25.4	31.8	20.6	13.0	2.6	0.3
15020	Ancient History	6,369	10.0	25.4	27.3	19.9	10.1	6.7	0.6
15030	Biology	7,251	7.0	23.3	28.7	27.4	10.5	2.7	0.3
15040	Business Studies	8,397	3.2	16.9	26.3	27.3	17.5	8.1	0.7
15050	Chemistry	5,743	8.7	22.0	27.5	25.1	12.3	4.1	0.4
15060	Community and Family Studies	3,006	3.7	23.2	33.8	27.3	8.8	2.6	0.6
15070	Dance	488	6.8	15.8	28.9	30.3	13.7	4.5	-
15080	Design and Technology	2,013	2.7	11.9	30.1	37.3	14.4	3.2	0.4
15090	Drama	2,880	5.8	21.3	34.5	27.9	8.5	1.8	0.2
15100	Earth and Environmental Science	650	9.8	34.0	29.8	17.5	6.9	1.2	0.6
15110	Economics	2,738	16.7	33.2	23.4	15.0	6.0	5.4	0.3
15120	Engineering Studies	1,103	8.3	29.9	40.0	17.0	3.4	1.4	-
15130	English (Standard)	18,677	0.0	1.2	24.2	47.6	21.5	5.0	0.5
15140	English (Advanced)	14,980	7.4	33.6	45.8	11.7	1.3	0.2	0.1
15150	English as a Second Language	1,723	2.2	19.8	33.8	25.2	12.5	5.2	1.3
15180	Food Technology	2,011	4.8	16.6	28.3	30.7	12.5	5.9	1.1
15190	Geography	2,052	4.9	22.7	35.7	23.3	9.2	3.9	0.3
15200	Industrial Technology	2,404	7.0	19.8	29.2	27.2	12.0	3.9	0.7
15210	Information Processes and Technology	3,354	6.6	25.6	28.4	22.7	10.5	5.5	0.8
15220	Legal Studies	5,604	6.7	24.6	31.0	25.4	9.9	2.1	0.4
15230	General Mathematics	17,132	2.9	14.8	31.9	30.9	12.1	6.9	0.6
15240	Mathematics	10,284	14.8	21.5	24.2	19.8	12.0	7.4	0.3
15270	Modern History	4,934	8.5	26.6	38.2	19.0	5.9	1.4	0.5
15290	Music 1	2,583	10.1	35.2	35.2	15.6	2.5	1.0	0.3
15300	Music 2	316	27.2	49.1	21.2	1.9	0.3	-	0.3
15320	Personal Development, Health and Physical Education	6,104	4.0	24.5	34.2	27.0	7.4	2.5	0.5
15330	Physics	5,444	10.8	24.1	29.7	22.8	9.5	2.6	0.5
15340	Senior Science	2,536	4.8	22.7	37.2	26.8	6.6	1.2	0.6
15350	Society and Culture	2,303	7.5	21.1	28.9	28.1	11.0	3.1	0.2
15360	Software Design and Development	1,304	6.1	25.9	34.0	23.0	8.9	1.5	0.6
15370	Studies of Religion I	257	23.7	40.5	28.8	5.4	1.2	-	0.4
15380	Studies of Religion II	174	5.2	23.6	36.2	21.8	8.6	4.0	0.6
15390	Textiles and Design	1,223	7.8	31.8	30.8	20.2	6.3	2.7	0.3
15400	Visual Arts	5,023	8.5	36.0	39.2	14.2	1.7	0.1	0.3
HSC Extension Courses									
15160	English Extension 1	3,307	-	-	23.2	60.7	14.4	1.6	0.2
15170	English Extension 2	1,433	-	-	30.4	48.6	18.4	2.4	0.1
15250	Mathematics Extension 1	5,292	-	-	33.3	39.9	19.8	6.6	0.4
15260	Mathematics Extension 2	1,955	-	-	33.5	53.9	11.2	1.3	0.2
15280	History Extension	1,149	-	-	8.4	38.1	41.1	11.9	0.5
15310	Music Extension	224	-	-	58.5	38.4	2.7	-	0.4

5.9 HSC: Percentage of NSW Government School Students in Bands for Selected Subjects (2005) continued

Course Name		Percentage of Students in Each Band							
		Total number	Band 6	Band 5	Band 4/E4	Band 3/E3	Band 2/E2	Band 1/E1	No band
Language Background Speakers Courses									
15560	Chinese Background Speakers	710	3.8	34.1	40.8	14.8	2.5	1.7	2.3
15840	Japanese Background Speakers	28	10.7	39.3	35.7	10.7	3.6	-	-
15890	Korean Background Speakers	69	17.4	36.2	31.9	10.1	1.5	-	2.9
Language Beginners Courses									
15540	Chinese Beginners	7	14.3	28.6	-	42.9	14.3	-	-
15670	French Beginners	327	13.1	20.8	23.9	17.7	14.7	9.8	-
15700	German Beginners	91	12.1	23.1	27.5	11.0	17.6	8.8	-
15750	Indonesian Beginners	21	19.0	38.1	23.8	9.5	9.5	-	-
15790	Italian Beginners	168	17.9	16.1	16.7	23.2	14.9	10.1	1.2
15820	Japanese Beginners	311	17.0	23.2	18.3	19.6	9.3	11.6	1.0
15970	Modern Greek Beginners	23	34.8	8.7	21.7	13.0	13.0	8.7	-
16070	Spanish Beginners	127	9.4	23.6	22.0	22.0	13.4	8.7	0.8
Language Continuers Courses									
15510	Arabic Continuers	164	1.8	24.4	30.5	22.0	12.2	9.1	-
15550	Chinese Continuers	53	43.4	43.4	7.5	5.7	-	-	-
15680	French Continuers	336	17.9	21.1	29.2	22.3	7.7	1.8	-
15710	German Continuers	249	25.7	29.7	19.3	18.1	4.0	3.2	-
15760	Indonesian Continuers	42	50.0	21.4	11.9	11.9	4.8	-	-
15800	Italian Continuers	96	12.5	32.3	27.1	19.8	5.2	3.1	-
15830	Japanese Continuers	506	33.2	24.5	19.2	14.8	6.9	1.2	0.2
15900	Latin Continuers	39	82.1	17.9	-	-	-	-	-
15980	Modern Greek Continuers	78	17.9	28.2	24.4	15.4	10.3	3.8	-
16000	Modern Hebrew Continuers	7	-	57.1	42.9	-	-	-	-
16080	Spanish Continuers	89	10.1	40.4	39.3	3.4	4.5	2.2	-
16140	Vietnamese Continuers	97	3.1	37.1	45.4	12.4	2.1	-	-
Language Extension Courses									
15520	Arabic Extension	56	-	-	1.8	53.6	39.3	5.4	-
15570	Chinese Extension	29	-	-	65.5	31.0	-	-	3.4
15690	French Extension	58	-	-	44.8	44.8	10.3	-	-
15720	German Extension	52	-	-	28.8	61.5	9.6	-	-
15780	Indonesian Extension	18	-	-	38.9	61.1	-	-	-
15810	Italian Extension	14	-	-	42.9	57.1	-	-	-
15850	Japanese Extension	211	-	-	47.4	35.5	15.6	1.4	-
15910	Latin Extension	23	-	-	95.7	4.3	-	-	-
15990	Modern Greek Extension	36	-	-	25.0	41.7	27.8	5.6	-
16090	Spanish Extension	31	-	-	6.5	67.7	25.8	-	-
NAFLaSSL Courses									
15620	Croatian Continuers	5	40.0	20.0	40.0	-	-	-	-
15630	Czech Continuers	6	83.3	16.7	-	-	-	-	-
15660	Filipino Continuers	17	-	29.4	58.8	11.8	-	-	-
15860	Khmer Continuers	14	35.7	57.1	-	-	7.1	-	-
15940	Macedonian Continuers	15	33.3	40.0	26.7	-	-	-	-
16010	Persian Background Speakers	6	-	66.7	16.7	16.7	-	-	-
16020	Polish Continuers	13	76.9	23.1	-	-	-	-	-
16040	Russian Background Speakers	14	14.3	50.0	28.6	7.1	-	-	-
16050	Serbian Continuers	46	34.8	43.5	21.7	-	-	-	-
16120	Turkish Continuers	57	19.3	47.4	21.1	12.3	-	-	-

Statistical Compendium

5.9 HSC: Percentage of NSW Government School Students in Bands for Selected Subjects (2005) continued

		Percentage of students in Each Band							
Course Name	Total number	Band 6	Band 5	Band 4/E4	Band 3/E3	Band 2/E2	Band 1/E1	No band	
Vocational Education & Training (VET) Courses/Exams									
16150	Accounting	257	24.9	22.6	20.6	14.4	8.2	9.0	0.4
16305	Construction Examination	833	0.2	3.8	28.1	35.7	7.7	2.9	21.6
16425	Metal and Engineering Examination	315	1.0	14.9	20.0	25.7	14.3	5.4	18.7
16745	Business Services Examination	1,058	0.8	8.6	31.9	27.3	11.8	2.0	17.6
16845	Hospitality Examination	3,802	1.5	12.6	32.4	30.9	11.3	1.0	10.3
16955	Entertainment Examination	461	2.0	19.5	40.8	23.2	4.1	0.4	10.0
16995	Retail Operations Examination	961	2.6	18.1	35.6	22.6	3.5	0.5	17.1
17195	Primary Industries Examination	406	1.5	12.8	40.1	25.6	10.8	1.5	7.6
18095	Information Technology Examination	1,961	1.1	12.4	25.3	35.2	13.9	4.5	7.5

Source: DET, data derived from Board of Studies data as at January 2006.

Notes:

- Based on school of tuition.
- Courses with less than five candidates are not shown.
- Accounting is a TAFE delivered course.
- Bradfield College included.
- NAFLaSSL - National Assessment Framework for Languages at Senior Secondary Level.

5.10 HSC Completions: NSW Government School Students (2001-2005)

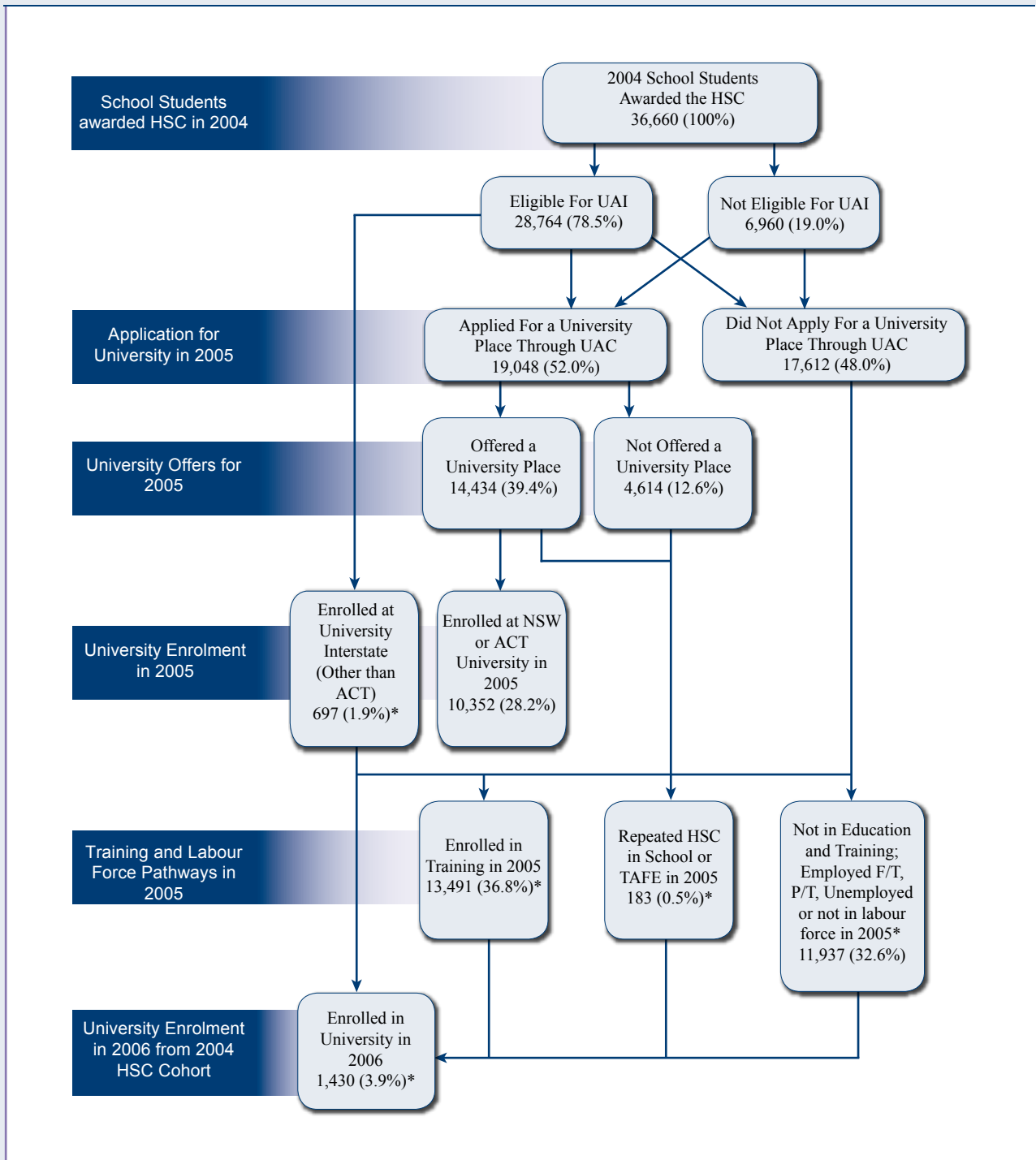
Number of Students	2001	2002	2003	2004	2005
HSC Record of Achievement	37,668	38,751	38,579	38,883	38,175
HSC Record of Achievement - Aboriginal	480	498	400	573	626
HSC Award	35,575	36,530	36,463	36,660	35,917
HSC Award - Aboriginal	441	452	364	528	574

Source : DET, data derived from Board of Studies data as at January 2006.

Notes:

- Students are eligible to receive a Higher School Certificate Record of Achievement from the Board of Studies if they satisfactorily complete at least one preliminary or one HSC course.
- Bradfield College included.

5.11 2005 Destinations of 2004 HSC Candidates in Government Schools in NSW



Source: DET, Planning and Innovation.

Notes:

* Estimates based on unpublished DET and ABS data. These estimates are subject to high relative standard errors.

- HSC - Higher Schools Certificate.
- UAI - Universities Admission Index.
- UAC - Universities Admissions Centre.

6. NSW GOVERNMENT SCHOOLS: EDUCATIONAL DELIVERY

6.1 Number of NSW Government Schools: All Schools by DET Operational Type (2001-2005)

Type of School	2001	2002	2003	2004	2005
Primary schools	1,648	1,649	1,649	1,652	1,652
Secondary schools	394	394	394	395	397
Central schools	65	65	66	66	66
Schools for specific purposes	95	106	106	108	108
Environmental Education Centres	23	23	23	23	23
Total number of schools (DET)	2,225	2,237	2,238	2,244	2,246
Preschools	79	79	79	79	100
Schools which are part of a collegiate/multicampus college	19	29	37	37	37

Source: DET, Planning and Innovation schools database.

Notes:

- Preschools are not included in total DET schools figures.
- The count of collegiate/multicampus college does not include Walgett Community College - High School.

6.2 Number of NSW Government Schools: Schools with Permanent Enrolments by ABS Category (2001-2005)

Type of School	2001	2002	2003	2004	2005
Primary schools	1,648	1,650	1,650	1,652	1,653
Secondary schools	r380	r373	367	368	370
Primary/secondary combined schools	64	64	65	66	65
Schools for specific purposes	r93	104	104	106	106
Total schools (ABS)	r2185	r2191	2,186	2,192	2,194

Source: ABS Schools Australia, and DET, Planning and Innovation schools database.

Notes:

- The number of schools reported in ABS Schools Australia in 2001 has been revised to include hospital schools and other special schools which "permit enrolments for four continuous weeks or more" (NSSC Notes, Instructions and Tabulations).
- Numbers of primary, secondary and combined schools reported above may differ from the number of schools reported for operational purposes due to different business rules. Secondary school numbers reported above exclude the Open High School. In 2002 and 2003, the number of primary schools is one higher and the number of combined schools one lower than operational data due to a new school, classified as combined, but enrolling only primary students in 2002. In 2001, the number of secondary schools is one higher and the number of combined schools one lower due to a new school classified as combined, but enrolling only secondary students in those years.
- The secondary schools numbers were revised for 2001 to 2003 due to the establishment of collegiate/multi-campus colleges. The ABS counts the collegiate group as one "school" whereas DET counts each school in the collegiate group.
- The total number of schools by DET operational type includes Schools for Specific Purposes (which do not permit enrolments for four continuous weeks or more). Environmental Education Centres and Open High Schools. These schools do not have permanent enrolments and therefore are not counted in ABS statistics. In addition, within DET, each school within a collegiate is defined and counted as a school whereas the ABS statistics count the collegiate and not the individual schools within it.
- Preschools are not included in ABS Schools Australia figures.
- r = revised

6.3 Full-time Equivalent (FTE) Student to FTE Teacher Ratios by School Sector (2001-2005)

Government Schools		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Primary	2001	17.5	16.6	15.8	16.8	17.2	16.0	13.8	16.5	16.7
	2002	17.5	r16.4	15.7	16.8	17.7	16.1	14.0	15.8	16.7
	2003	17.3	16.2	15.5	15.9	16.8	16.0	13.9	15.1	16.4
	2004	17.0	16.2	15.4	16.2	16.2	15.9	13.5	14.2	16.2
	2005	16.7	16.1	15.5	16.1	16.3	15.9	13.6	13.8	16.1
Secondary	2001	12.5	12.6	12.6	12.2	12.6	13.4	11.4	12.1	12.6
	2002	12.5	r12.3	13.1	12.5	12.4	13.4	10.9	12.0	r12.5
	2003	12.6	12.1	13	12.9	12.2	13.4	11.6	11.9	12.5
	2004	12.5	12.1	13.0	12.5	11.7	13.2	11.0	11.8	12.4
	2005	12.4	12.0	13.0	12.5	12.0	13.2	11.6	11.8	12.4
Total government	2001	15.1	14.7	14.6	14.5	15.0	14.4	12.9	14.2	14.8
	2002	15.1	14.5	14.7	15.0	15.4	14.8	13.0	13.9	14.8
	2003	15.0	14.3	14.5	14.7	14.8	14.8	13.1	13.5	14.6
	2004	14.8	14.2	14.4	14.6	14.3	14.6	12.6	13.0	14.5
	2005	14.6	14.1	14.5	14.6	14.5	14.7	12.9	12.9	14.4
Non-Government Schools		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Primary	2001	18.2	17.2	17.3	17.8	16.3	17.6	17.4	20.1	17.6
	2002	17.7	16.9	16.9	17.5	17.5	17.4	16.8	18.7	17.3
	2003	17.5	16.5	16.7	17.6	17.3	17.2	18.3	18.1	17.1
	2004	17.2	16.4	16.6	17.2	17.0	17.2	18.1	17.9	16.9
	2005	17.1	16.0	16.3	16.6	16.8	16.8	16.7	17.5	16.6
Secondary	2001	12.3	12.2	12.8	12.5	12.5	12.4	11.2	13.1	12.4
	2002	12.2	12.1	12.7	12.3	12.4	12.5	11.1	12.9	12.3
	2003	12.0	12.0	12.6	12.2	12.5	12.4	10.2	12.9	12.1
	2004	11.9	11.7	12.5	12.1	12.4	12.4	9.8	12.8	12.0
	2005	11.8	11.6	12.5	12.0	12.2	12.3	10.3	13.0	11.9
Total non-government	2001	14.8	14.3	14.7	15.1	14.2	14.5	14.2	15.7	14.6
	2002	14.5	14.1	14.6	14.9	14.7	14.5	13.8	15.2	14.5
	2003	14.2	13.8	14.4	14.9	14.6	14.3	13.9	15.0	14.3
	2004	14.1	13.6	14.3	14.6	14.5	14.3	13.4	14.9	14.1
	2005	14.0	13.4	14.2	14.3	14.3	14.2	13.3	14.8	13.9
All Schools		NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
Primary	2001	17.7	16.8	16.4	17.0	16.9	16.4	14.4	17.5	17.0
	2002	17.6	16.6	16.0	17.0	17.7	16.3	14.5	16.7	16.9
	2003	17.3	16.3	15.8	16.4	16.9	16.2	14.6	16.1	16.6
	2004	17.1	16.3	15.7	16.5	16.4	16.2	14.2	15.4	16.4
	2005	16.8	16.1	15.7	16.3	16.4	16.1	14.2	15.0	16.2
Secondary	2001	12.4	12.5	12.7	12.3	12.6	13.1	11.4	12.5	12.5
	2002	12.4	r12.2	12.9	12.4	12.4	13.1	11.0	12.4	r12.4
	2003	12.3	12.1	12.9	12.7	12.3	13.1	11.1	12.3	12.4
	2004	12.3	12.0	12.8	12.3	12.0	12.9	10.6	12.2	12.3
	2005	12.2	11.9	12.8	12.3	12.1	13.0	11.2	12.3	12.2
Total	2001	15.0	14.5	14.6	14.7	14.8	14.4	13.1	14.8	14.7
	2002	14.9	14.4	14.6	15.0	15.2	14.7	13.1	14.4	14.7
	2003	14.7	14.1	14.5	14.8	14.8	14.6	13.3	14.0	14.5
	2004	14.6	14.0	14.4	14.6	14.3	14.5	12.8	13.7	14.3
	2005	14.4	13.9	14.4	14.5	14.4	14.5	13.0	13.6	14.2

6.3 Full-time Equivalent (FTE) Student to FTE Teacher Ratios by School Sector (2001-2005) continued

Source: ABS Schools Australia, (Cat 4221.0) unpublished data.

Notes:

- Student/teacher ratios are not a measure of class size. They are produced by dividing the total number of FTE students by the total number of FTE teaching staff.
- Teaching staff are deemed by the ABS as staff who spend the majority of their time in contact with students (i.e. supporting students either by direct class contact or on an individual basis) and have teaching duties, that is, are engaged to impart school curriculum. Under this definition, teaching staff includes principals, deputy principals and senior teachers mainly involved in administration and excludes emergency or casual relief teaching staff.
- r=revised

6.4 Average Class Sizes by Year in NSW Government Schools (1997-2005)

Year	1997	2002	2003	2004	2005
Kindergarten	24.1	23.5	22.9	22.1	19.7
Year 1	25.5	25.0	24.5	24.6	23.6
Year 2	26.2	25.6	25.3	25.4	25.1
Year 3	26.6	26.3	26.2	26.4	26.1
Year 4	26.8	26.5	26.5	26.6	26.4
Year 5	26.8	26.7	26.8	26.8	26.6
Year 6	26.8	26.8	26.8	26.8	26.7
Kindergarten - Year 6	26.9	26.5	26.3	26.2	25.3

Source: DET, Planning and Innovation Class size audits conducted in 1997, 2002, 2003, 2004 and 2005.

Notes:

- Class size audits were not conducted in 1998, 1999, 2000 and 2001
- Students attending schools for specific purposes (SSPs), students in support classes in regular schools and distance education students are excluded from average class size calculations.
- The average class size for each year level is calculated from regular and multi-age classes that contain a student from that year level.

6.5 Average Class Sizes by Year in NSW Priority Schools Funding Program Schools (1997-2005)

Year	1997	2002	2003	2004	2005
Kindergarten	23.4	22.6	21.7	19.3	19.0
Year 1	24.7	23.9	23.2	22.9	21.0
Year 2	25.2	24.5	23.8	24.0	23.1
Year 3	25.8	25.4	24.9	25.0	24.7
Year 4	25.8	25.8	25.2	25.3	24.9
Year 5	25.9	25.9	25.8	25.5	25.3
Year 6	25.9	25.9	25.8	25.5	25.3
Kindergarten - Year 6	26.2	25.7	25.1	24.5	23.8

Source: DET, Planning and Innovation Class size audits conducted in 1997, 2002, 2003, 2004 and 2005.

Notes:

- Class size audits were not conducted in 1998, 1999, 2000 and 2001
- The average class size for each year level is calculated from regular and multi-age classes that contain a student from that year level.

6.6 Unit Costs: Recurrent per-Capita Expenditure in Government Primary and Secondary Schools by State (1998/1999 - 2004/2005) (\$ per FTE student) (Unadjusted data)

1998-1999	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
In-school primary	6,811	5,987	6,568	6,404	6,175	8,396	11,381	6,651	6,584
In-school secondary	9,032	7,857	8,355	9,281	9,523	8,359	15,358	10,337	8,749
Total primary (in + out)	7,122	6,380	6,978	6,861	6,729	8,780	12,746	7,225	6,989
Total secondary (in + out)	9,343	8,250	8,765	9,738	10,076	8,743	16,723	10,911	9,154
Out-of-school	311	393	410	457	554	384	1,365	574	405
Total primary & secondary (in + out)	8,021	7,146	7,617	7,826	7,940	8,764	13,842	8,860	7,827
1999-2000	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
In-school primary	7,120	6,300	6,986	6,585	6,556	7,582	12,886	6,873	6,899
In-school secondary	9,122	7,985	8,552	9,214	10,070	9,493	14,121	10,612	8,927
Total primary (in + out)	7,466	6,673	7,468	7,091	7,067	8,016	14,447	7,407	7,328
Total secondary (in + out)	9,468	8,358	9,034	9,720	10,581	9,927	15,682	11,146	9,356
Out-of-school	346	373	482	506	511	434	1,561	534	429
Total primary & secondary (in + out)	8,274	7,362	8,028	8,009	8,352	8,844	14,802	9,062	8,115
2000-2001	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
In-school primary	7,320	6,531	6,985	7,427	7,167	7,462	11,135	7,427	7,129
In-school secondary	9,546	8,572	8,717	9,671	10,364	9,008	15,166	10,412	9,298
Total primary (in + out)	7,677	6,969	7,537	7,965	7,711	7,951	12,685	7,890	7,596
Total secondary (in + out)	9,903	9,010	9,268	10,209	10,908	9,497	16,716	10,875	9,765
Out-of-school	357	438	552	538	544	489	1,550	463	467
Total primary & secondary (in + out)	8,571	7,804	8,151	8,752	8,883	8,614	13,845	9,199	8,435
2001-2002	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
In-school primary	7,857	6,835	7,418	7,695	7,651	7,763	12,492	7,545	7,561
In-school secondary	10,199	9,174	9,330	10,134	10,307	9,497	17,770	10,775	9,855
Total primary (in + out)	8,213	7,310	7,934	8,268	8,307	8,345	14,037	8,198	8,050
Total secondary (in + out)	10,555	9,648	9,845	10,707	10,963	10,079	19,315	11,428	10,344
Out-of-school	356	474	516	573	656	582	1,545	654	489
Total primary & secondary (in + out)	9,157	8,265	8,612	9,127	9,265	9,081	15,572	9,609	8,937
2002-2003	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
In-school primary	8,715	7,347	7,969	8,302	8,051	8,107	11,510	8,413	8,165
In-school secondary	11,302	10,014	9,724	9,643	10,974	10,014	15,635	11,773	10,561
Total primary (in + out)	9,088	7,835	8,403	8,956	8,871	8,746	13,483	9,036	8,676
Total secondary (in + out)	11,675	10,503	10,158	10,297	11,794	10,652	17,607	12,396	11,072
Out-of-school	373	489	434	654	820	639	1,973	623	511
Total primary & secondary (in + out)	10,139	8,927	9,031	9,431	9,901	9,555	14,709	10,520	9,605
2003-2004	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
In-school primary	8,860	7,809	8,350	8,630	8,713	8,338	11,372	9,758	8,515
In-school secondary	11,518	10,442	10,441	10,972	11,692	10,365	15,628	12,458	11,053
Total primary (in + out)	9,248	8,241	8,794	9,312	9,418	8,969	13,541	10,544	9,015
Total secondary (in + out)	11,905	10,875	10,885	11,654	12,397	10,996	17,796	13,244	11,552
Out-of-school	387	433	444	682	705	631	2,169	786	500
Total primary & secondary (in + out)	10,334	9,324	9,548	10,146	10,459	9,828	14,844	11,748	10,003

Statistical Compendium

6.6 Unit Costs: Recurrent per Capita Expenditure in Government Primary and Secondary Schools by State (1998/1999 - 2004/2005) (\$ per FTE student) (Unadjusted data) continued

2004-2005	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
In-school primary	9,546	8,196	9,312	9,100	10,115	8,708	11,787	10,449	9,238
In-school secondary	12,024	10,871	11,193	11,600	13,549	11,000	15,896	12,847	11,713
Total primary (in + out)	9,944	8,594	9,769	9,863	10,840	9,485	13,972	11,240	9,748
Total secondary (in + out)	12,423	11,269	11,650	12,362	14,274	11,777	18,080	13,639	12,222
Out-of-school	398	398	457	763	725	777	2,184	792	510
Total primary & secondary (in + out)	10,961	9,700	10,452	10,756	12,034	10,458	15,254	12,318	10,715

Source: DET, Corporate and Management Accounting - consistent with MCEETYA NSSC Finance tables.

Notes :

- Including Notional Payroll Tax for WA and ACT, as these jurisdictions are exempted from paying payroll tax.
- A notional user cost of capital based on 8 % of "total written down value of capital assets" is applied to all jurisdictions.

7. NSW GOVERNMENT EDUCATION AND TRAINING: PROFILE OF 15-19 YEAR OLD STUDENTS

7.1 School Based Traineeship Commencements by School Sector (2001-2005)

School Sector	2001	2002	2003	2004	2005
Government students	282	558	582	664	721
Non-government students	48	132	99	128	216
Total NSW school students	330	690	681	792	937

Source: DET, Integrated Vocational Education Training Systems database.

7.2 NSW HSC VET Course Enrolments in Years 11 and 12 by Course Type and Sector (2005)

Courses	2005									Year 12 Exam Candidates	
	Government			Non-government			Total				
	School	TAFE	Total	School	TAFE	Total	School	TAFE	Total	%	
Business Services	3,798	586	4,384	1,726	84	1,810	5,524	670	6,194	9.0	2,089
Construction	4,027	441	4,468	1,770	127	1,897	5,797	568	6,365	9.2	1,715
Entertainment	1,509	143	1,652	457	42	499	1,966	185	2,151	3.1	717
Hospitality	13,108	576	13,684	6,079	321	6,400	19,187	897	20,084	29.2	7,196
Information Technology	5,643	816	6,459	2,103	96	2,199	7,746	912	8,658	12.6	3,201
Metal and Engineering	1,913	234	2,147	406	32	438	2,319	266	2,585	3.8	525
Primary Industries	1,719	134	1,853	347	24	371	2,066	158	2,224	3.2	568
Retail	3,993	352	4,345	1,294	26	1,320	5,287	378	5,665	8.2	1,697
Tourism	0	850	850	26	179	205	26	1,029	1,055	1.5	332
Accounting BDC	0	671	671	0	121	121	0	792	792	1.2	307
Board Endorsed Courses	1,472	9,400	10,872	690	1,524	2,214	2,162	10,924	13,086	19.0	na
Total	37,182	14,203	51,385	14,898	2,576	17,474	52,080	16,779	68,859	100.0	18,347

Source: DET, data is derived from the NSW Board of Studies data as at the end of June each calendar year and from TAFE NSW data.

Notes:

- This data does not correspond to that reported nationally through the AVETMISS collection.
- Students are counted more than once if they have enrolled in more than one course.
- The final column shows HSC students who were enrolled for optional HSC examinations framework courses. The Board-developed course in Accounting does not include an external exam, but marks derived from TAFE assessment may be included in Universities Admission Index (UAI) calculations.
- Government sector enrolments for 2005 include 706 VET enrolments by students undertaking the HSC through TAFE NSW.
- BDC - Board Developed Course.
- na - not applicable

Statistical Compendium

7.3 NSW HSC VET Course Enrolments in Years 11 and 12 by Course Type and Sector (2004)

Courses	2004									Year 12 Exam Candidates	
	Government			Non-government			Total				
	School	TAFE	Total	School	TAFE	Total	School	TAFE	Total	%	
Business Services	3,963	679	4,642	1,762	123	1,885	5,725	802	6,527	9.4	2,123
Construction	3,630	550	4,180	1,698	123	1,821	5,328	673	6,001	8.6	1,460
Entertainment	1,151	154	1,305	322	37	359	1,473	191	1,664	2.4	369
Hospitality	13,333	837	14,170	5,875	400	6,275	19,208	1,237	20,445	29.4	7,078
Information Technology	6,897	989	7,886	2,434	126	2,560	9,331	1,115	10,446	15.0	4,031
Metal and Engineering	1,763	334	2,097	362	45	407	2,125	379	2,504	3.6	617
Primary Industries	1,587	236	1,823	358	33	391	1,945	269	2,214	3.2	598
Retail	3,632	483	4,115	1,192	41	1,233	4,824	524	5,348	7.7	1,573
Tourism	0	970	970	31	170	201	31	1,140	1,171	1.7	382
Accounting BDC	0	751	751	0	100	100	0	851	851	1.2	386
Board Endorsed Courses	1,269	9,253	10,522	455	1,415	1,870	1,724	10,668	12,392	17.8	na
Total	37,225	15,236	52,461	14,489	2,613	17,102	51,714	17,849	69,563	100.0	18,617

Source: DET, data is derived from the NSW Board of Studies data as at end of June each calendar year and from TAFE NSW data.

Notes:

- This data does not correspond to that reported nationally through the AVETMISS collection.
- Students are counted more than once if they have enrolled in more than one course.
- The final column shows HSC students who were enrolled for optional HSC examinations framework courses. The Board-developed course in Accounting does not include an external exam, but marks derived from TAFE assessment may be included in Universities Admission Index (UAI) calculations.
- Government sector enrolments for 2004 include 894 VET enrolments by students undertaking the HSC through TAFE NSW.
- BDC - Board Developed Course.
- na - not applicable

7.4 NSW HSC VET Course Enrolments in Years 11 and 12 by Course Type and Sector (2003)

Courses	2003									Year 12 Exam Candidates	
	Government			Non-government			Total				
	School	TAFE	Total	School	TAFE	Total	School	TAFE	Total	%	
Business Services	4,106	785	4,891	1,588	136	1,724	5,694	921	6,615	9.8	1,902
Construction	3,135	547	3,682	1,424	101	1,525	4,559	648	5,207	7.8	1,146
Entertainment	521	99	620	61	7	68	582	106	688	1.0	NA
Hospitality	12,955	740	13,695	5,258	377	5,635	18,213	1,117	19,330	28.8	5,829
Information Technology	8,285	789	9,074	2,755	145	2,900	11,040	934	11,974	17.8	4,387
Metal and Engineering	1,590	377	1,967	315	46	361	1,905	423	2,328	3.5	530
Primary Industries	1,428	338	1,766	331	32	363	1,759	370	2,129	3.2	489
Retail	3,877	395	4,272	1,315	39	1,354	5,192	434	5,626	8.4	1,399
Tourism	0	1,092	1,092	39	236	275	39	1,328	1,367	2.0	558
Accounting BDC	0	790	790	3	91	94	3	881	884	1.3	416
Board Endorsed Courses	1,040	8,368	9,408	402	1,223	1,625	1,442	9,591	11,033	16.4	na
Total	36,937	14,320	51,257	13,491	2,433	15,924	50,428	16,753	67,181	100.0	16,656

Source: DET, data is derived from the NSW Board of Studies data as at end of June each calendar year and from TAFE NSW data.

Notes:

- This data does not correspond to that reported nationally through the AVETMISS collection.
- Students are counted more than once if they have enrolled in more than one course.
- The final column shows HSC students who were enrolled for optional HSC examinations framework courses. The Board-developed course in Accounting does not include an external exam, but marks derived from TAFE assessment may be included in Universities Admission Index (UAI) calculations.
- Government sector enrolments for 2003 include 719 VET enrolments by students undertaking the HSC through TAFE NSW.
- BDC - Board Developed Course.
- na - not applicable

7.5 NSW HSC VET Course Enrolments in Years 11 and 12 by Course Type and Sector (2002)

Courses	2002										Year 12 Exam Candidates
	Government			Non-government			Total			%	
	School	TAFE	Total	School	TAFE	Total	School	TAFE	Total		
Business Services	4,159	850	5,009	1,736	121	1,857	5,895	971	6,866	10.7	2,077
Construction	2,791	549	3,340	1,245	122	1,367	4,036	671	4,707	7.3	1,117
Information Technology	7,900	1,309	9,209	3,026	120	3,146	10,926	1,429	12,355	19.2	3,812
Metal and Engineering	1,314	487	1,801	323	34	357	1,637	521	2,158	3.3	508
Primary Industries	1,185	326	1,511	243	57	300	1,428	383	1,811	2.8	446
Retail	3,488	361	3,849	1,332	28	1,360	4,820	389	5,209	8.1	1,379
Tourism and Hospitality	12,018	2,291	14,310	4,992	705	5,697	17,010	2,996	20,007	31.1	6,492
Accounting BDC	0	783	783	0	141	141	0	924	924	1.4	385
Board Endorsed Courses	1,202	7,392	8,593	594	1,198	1,792	1,796	8,590	10,385	16.1	na
Total	34,057	14,348	48,405	13,491	2,526	16,017	47,548	16,874	64,422	100.0	16,216

Source: DET, data is derived from the NSW Board of Studies data as at end of June each calendar year and from TAFE NSW data.

Notes:

- This data does not correspond to that reported nationally through the AVETMISS collection.
- Students are counted more than once if they have enrolled in more than one course.
- The final column shows HSC students who were enrolled for optional HSC examinations framework courses. The Board-developed course in Accounting does not include an external exam, but marks derived from TAFE assessment may be included in Universities Admission Index (UAI) calculations.
- Government sector enrolments for 2002 include 702 VET enrolments by students undertaking the HSC through TAFE NSW.
- BDC - Board Developed Course.
- na - not applicable

7.6 VET Students as a Percentage of all HSC Students in Years 11 and 12 (2001-2005)

All Schools	2001	2002	2003	2004	2005
Total students - Years 11 and 12	129,977	140,844	142,226	152,630	152,695
Students enrolled in one or more VET courses	44,474	50,868	50,737	53,935	52,484
Percentage	34.2	36.1	35.7	35.3	34.4
Government Schools	2001	2002	2003	2004	2005
Total government school students - Years 11 and 12	-	90,661	90,762	97,820	95,364
Government school students enrolled in one or more VET courses	-	37,709	37,740	39,874	38,288
Percentage	-	41.6	41.6	40.8	40.1

Source: DET, data is derived from NSW Board of Studies data as at June each calendar year.

Note:

- Students undertaking more than one HSC VET course in a calendar year are counted only once.

Statistical Compendium

7.7 VET Students as a Proportion of all Year 11 & 12 Students by Sector (2002-2005)

		Number of students undertaking one or more VET courses			Percentage of all Students		
		Year 11	Year 12	Total	Year 11	Year 12	Total
2005	Government	22,623	15,665	38,288	43.0	36.6	40.1
	Non-government	8,078	6,118	14,196	26.5	22.8	24.8
	Total	30,701	21,783	52,484	36.9	31.3	34.4
2004	Government	23,481	16,393	39,874	44.6	36.3	40.8
	Non-government	8,111	5,950	14,061	28.3	22.7	25.7
	Total	31,592	22,343	53,935	38.8	31.3	35.3
2003	Government	22,126	15,614	37,740	44.8	37.7	41.6
	Non-government	7,245	5,752	12,997	26.7	23.6	25.3
	Total	29,371	21,366	50,737	38.4	32.5	35.7
2002	Government	22,559	15,150	37,709	46.1	36.4	41.6
	Non-government	7,551	5,608	13,159	28.9	23.3	26.2
	Total	30,110	20,758	50,868	40.1	31.6	36.1

Source: DET, data is derived from NSW Board of Studies data as at June each calendar year.

Note:

- Students undertaking more than one HSC VET course in a calendar year are counted only once.

7.8 NSW Government School Students Awarded Year 12 VET Qualifications (2001-2005)

2005	Total	Male	Female	Aboriginal	LBOTE	CAP	PSFP
Certificate I	1,283	837	446	47	105	71	411
Certificate II	8,613	3,360	5,253	178	778	364	2,176
Certificate III	73	41	32	1	10	0	23
Statement of Attainment toward:							
Certificate I	261	152	109	15	29	16	146
Certificate II	3,238	1,947	1,291	142	373	167	1,143
Certificate III	131	46	85	4	19	0	28
Total	13,599	6,383	7,216	387	1,314	618	3,927
2004	Total	Male	Female	Aboriginal	LBOTE	CAP	PSFP
Certificate I	1,608	1,020	588	35	149	89	472
Certificate II	8,681	3,483	5,198	153	854	343	2,108
Certificate III	75	36	39	5	8	0	33
Statement of Attainment toward:							
Certificate I	353	258	95	22	32	19	112
Certificate II	2,933	1,622	1,311	93	338	177	841
Certificate III	20	12	8	0	1	0	11
Total	13,670	6,431	7,239	308	1,382	628	3,577
2003	Total	Male	Female	Aboriginal	LBOTE	CAP	PSFP
Certificate I	1,417	1,087	330	30	89	78	275
Certificate II	8,975	3,560	5,415	101	1,229	318	1,711
Certificate III	71	33	38	-	14	0	18
Statement of Attainment toward:							
Certificate I	260	215	45	12	136	13	83
Certificate II	3,610	1,924	1,686	103	543	163	881
Certificate III	40	32	8	0	-	-	14
Total	14,373	6,851	7,522	246	2,011	572	2,982

7.8 NSW Government School Students Awarded Year 12 VET Qualifications (2001-2005) continued

2002	Total	Male	Female	Aboriginal	LBOTE	CAP	PSFP
Certificate I	1,847	1,294	553	65	217	80	441
Certificate II	8,873	3,272	5,601	128	1,587	350	2,425
Certificate III	8	-	-	0	0	0	0
Statement of Attainment toward:							
Certificate I	391	316	75	15	68	12	126
Certificate II	3,417	1,615	1,802	80	768	89	1,080
Certificate III	97	55	42	-	17	0	29
Total	14,633	6,552	8,073	288	2,657	531	4,101
2001	Total	Male	Female	Aboriginal	LBOTE	CAP	PSFP
Certificate I	1,319	937	382	33	153	na	na
Certificate II	7,013	2,246	4,767	114	1,368	na	na
Certificate III	12	6	6	0	0	na	na
Statement of Attainment toward:							
Certificate I	350	283	67	15	79	na	na
Certificate II	2,494	1,378	1,116	65	613	na	na
Certificate III	11	6	5	-	0	na	na
Total	11,199	4,856	6,343	227	2,213	na	na

Source: DET, data is derived from the NSW Board of Studies data as at June each calendar year.

Notes:

- Applies to students undertaking school-delivered VET only. Students undertaking TAFE-delivered VET are not included in above table. Cells marked '-' contain numbers less than 5. Excludes qualification awarded in TAFE delivered courses.
- LBOTE - Language Background Other Than English.
- CAP - Country Areas Program.
- PSFP - Priority Schools Funding Program.
- na - not applicable.

7.9 Participation of 15-19 year Olds in Education and Training (2000-2005)

Year	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Aus
2000	78.1	81.3	74.0	75.5	77.1	74.2	69.1	81.6	77.6
<i>95 per cent CI</i>	±4.7	±4.6	±4.9	±6.0	±6.8	±9.8	±22.4	±12.6	±2.4
2001	80.1	83.5	70.4	70.0	73.7	73.9	73.2	82.4	77.4
<i>95 per cent CI</i>	±2.6	±3.0	±3.2	±3.6	±4.1	±5.5	±9.7	±5.7	±1.8
2002	78.9	82.6	72.5	69.5	76.7	71.1	82.0	84.1	77.3
<i>95 per cent CI</i>	±4.5	±4.6	±5.0	±5.7	±6.2	±8.0	±18.5	±10.3	±2.2
2003	78.3	85.3	71.1	72.4	75.7	73.3	59.7	77.5	77.5
<i>95 per cent CI</i>	±4.5	±5.0	±5.1	±5.9	±6.1	±8.8	±16.6	±10.5	±2.2
2004	78.0	83.0	70.7	70.4	69.7	73.4	55.8	82.6	76.2
<i>95 per cent CI</i>	±2.9	±2.0	±3.9	±4.3	±4.4	±4.5	±25.5	±6.5	±1.5
2005	77.7	81.4	71.8	69.7	72.0	74.8	65.9	76.7	76.0
<i>95 per cent CI</i>	±3.5	±2.7	±3.1	±5.7	±3.8	±3.5	±20.5	±5.7	±1.3

Source: ABS Education and Work Survey, (Cat 6227.0) unpublished data.

Notes:

- Survey estimates for smaller States may be subject to high standard errors.
- Confidence intervals (CI) reflect the level of error and uncertainty associated with survey estimates. They define a range of values within which the true score is likely to lie had the full population been surveyed or another sample been drawn. Based on a percentage of 80.0% ± 2.0 for example, we can say with 95% confidence that, had the full population been surveyed or another sample drawn, the true score would lie somewhere between 78.0% and 82.0%. Confidence intervals also provide a way of making inferences about the statistical significance of any apparent differences. For example, if between 78.0% and 82.0% is the range for state A and between 81.0% and 84.0% is the range for state B, then we cannot say with confidence that there is a statistically significant difference between the two states as the confidence interval ranges overlap. There is only likely to be a statistically significant difference between states when the confidence interval ranges do not overlap.

7.10 Education and Training Attainment by Age Group and State (2005)

% of the Population Aged:	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Aus
15-19 years who have attained Year 12 or a qualification at AQF II or above <i>95 per cent CI</i>	31.3 ±2.7	31.3 ±2.0	41.4 ±2.4	36.9 ±3.5	30.2 ±3.0	24.2 ±5.2	23.5 ±10.9	32.5 ±3.8	33.6 ±1.1
20-24 years who have attained Year 12 or a qualification at AQF II or above <i>95 per cent CI</i>	82.7 ±2.9	85.0 ±2.5	82.6 ±4.5	79.4 ±4.8	77.4 ±2.7	75.3 ±7.4	85.7 ±15.4	91.1 ±4.2	82.7 ±0.8
25-29 years who have attained a qualification at AQF III or above <i>95 per cent CI</i>	56.9 ±4.0	58.8 ±2.3	54.4 ±5.2	55.8 ±3.5	48.0 ±4.7	43.4 ±6.0	43.8 ±17.0	65.5 ±7.3	58.8 ±1.8
15-64 years who have attained a non-school qualification	54.2	50.6	49.5	52.2	47.4	44.7	52.2	58.8	51.5

Source: Productivity Commission Report on Government Services 2006; derived from ABS Survey of Education and Work.

Note:

- Confidence intervals (CI) reflect the level of error and uncertainty associated with survey estimates. They define a range of values within which the true score is likely to lie had the full population been surveyed or another sample been drawn. Based on a percentage of 80.0% ± 2.0 for example, we can say with 95% confidence that, had the full population been surveyed or another sample drawn, the true score would lie somewhere between 78.0% and 82.0%. Confidence intervals also provide a way of making inferences about the statistical significance of any apparent differences. For example, if between 78.0% and 82.0% is the range for state A and between 81.0% and 84.0% is the range for state B, then we cannot say with confidence that there is a statistically significance difference between the two states as the confidence interval ranges overlap. There is only likely to be a statistically significant difference between states when the confidence interval ranges do not overlap.

7.11 Estimated Percentage of the Population Participating in Education and Training by State (2005)

Estimated % of the Population	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Aus
aged 15-19 years <i>95 per cent CI</i>	77.7 ±3.5	81.4 ±2.7	71.8 ±3.1	69.7 ±5.7	72.0 ±3.8	74.8 ±3.5	65.9 ±20.5	76.7 ±5.7	76.0 ±1.3
aged 20-24 years <i>95 per cent CI</i>	40.4 ±3.6	42.4 ±3.2	34.1 ±4.2	34.8 ±4.3	38.2 ±3.8	34.0 ±8.6	48.1 ±6.7	26.4 ±14.7	38.9 ±2.1
aged 15-64 years	18.7	18.4	17.5	16.8	17.8	19.0	24.2	16.8	18.2

Source: Productivity Commission Report on Government Services 2006; derived from ABS Survey of Education and Work.

Note:

- Confidence intervals (CI) reflect the level of error and uncertainty associated with survey estimates. They define a range of values within which the true score is likely to lie had the full population been surveyed or another sample been drawn. Based on a percentage of 80.0% ± 2.0 for example, we can say with 95% confidence that, had the full population been surveyed or another sample drawn, the true score would lie somewhere between 78.0% and 82.0%. Confidence intervals also provide a way of making inferences about the statistical significance of any apparent differences. For example, if between 78.0% and 82.0% is the range for state A and between 81.0% and 84.0% is the range for state B, then we cannot say with confidence that there is a statistically significance difference between the two states as the confidence interval ranges overlap. There is only likely to be a statistically significant difference between states when the confidence interval ranges do not overlap.

7.12 MCEETYA Full-time Participation in Education, Training and/or Work 2003, 2004 and 2005

Proportion of the population (%)									
2003	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Aus
15-19 years	87.2	91.5	82.9	84.4	84.9	82.6	91.3	85.3	86.8
95 per cent CI	±4.7	±5.2	±5.5	±6.3	±6.4	±9.3	±19.8	±10.9	±2.3
Rank	3	1	7	6	5	8	2	4	
20-24 years	77.4	79.7	72.0	78.6	74.2	73.0	64.8	89.2	76.9
95 per cent CI	±4.4	±4.6	±5.1	±6.1	±6.2	±9.6	±18.7	±10.1	±2.2
Rank	4	2	7	3	5	6	8	1	
15-24 years	82.2	85.3	77.4	81.5	79.6	78.1	78.9	87.4	81.8
95 per cent CI	±3.0	±3.2	±3.6	±4.2	±4.0	±6.2	±12.7	±7.1	±1.5
Rank	3	2	8	4	5	7	6	1	
2004	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Aus
15-19 years	86.4	89.2	83.6	85.4	80.0	86.2	70.7	87.5	85.9
95 per cent CI	±2.4	±2.1	±3.3	±3.0	±3.9	±3.4	±28.6	±5.8	±1.3
Rank	3	1	6	5	7	4	8	2	
20-24 years	78.2	80.3	76.0	76.1	70.6	72.2	75.9	82.9	77.5
95 per cent CI	±2.9	±2.7	±3.4	±4.0	±5.0	±10.1	±31.8	±7.0	±1.5
Rank	3	2	5	4	8	7	6	1	
15-24 years	82.3	84.6	79.8	80.8	75.3	79.7	73.5	85.0	81.7
95 per cent CI	±2.3	±1.8	±2.5	±2.4	±3.4	±5.0	±22.3	±4.7	±1.3
Rank	3	2	5	4	7	6	8	1	
2005	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Aus
15-19 years	86.2	89.0	84.2	85.4	82.7	84.2	81.3	86.3	86.1
95 per cent CI	±2.7	±2.1	±3.0	±3.2	±3.4	±4.6	±20.1	±5.4	±1.2
Rank	3	1	5	4	7	5	8	2	
20-24 years	78.4	80.4	75.4	78.6	78.8	77.9	70.3	88.3	78.5
95 per cent CI	±3.1	±2.4	±4.0	±4.6	±3.2	±6.7	±21.8	±4.7	±1.2
Rank	5	2	7	4	3	6	8	1	
15-24 years	82.3	84.6	79.7	82.0	80.8	81.2	75.7	87.4	82.2
95 per cent CI	±2.3	±1.5	±2.8	±2.9	±2.2	±3.8	±18.2	±2.9	±0.8
Rank	3	2	7	4	6	5	8	1	

Source: Report on Government Services 2005 and 2006; Table B.3 in the Education Preface, consistent with unpublished data from the ABS Survey of Education and Work (Cat 6227.0).

Notes:

- Confidence intervals (CI) reflect the level of error and uncertainty associated with survey estimates. They define a range of values within which the true score is likely to lie had the full population been surveyed or another sample been drawn. Based on a percentage of 80.0% ± 2.0 for example, we can say with 95% confidence that, had the full population been surveyed or another sample drawn, the true score would lie somewhere between 78.0% and 82.0%. Confidence intervals also provide a way of making inferences about the statistical significance of any apparent differences. For example, if between 78.0% and 82.0% is the range for state A and between 81.0% and 84.0% is the range for state B, then we cannot say with confidence that there is a statistically significant difference between the two states as the confidence interval ranges overlap. There is only likely to be a statistically significant difference between states when the confidence interval ranges do not overlap.
- Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Statistical Compendium

7.13 TAFE NSW Enrolments for 15-19 Year Olds by Qualification Level (2001-2005)

	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	8,488	9,751	10,937	10,706	10,942	28.9
AQF Cert IV and equivalent	7,271	9,508	9,371	8,949	8,910	22.5
AQF Cert III and equivalent	41,674	41,769	42,344	40,300	38,107	-8.6
AQF Certificate II	23,590	24,533	25,049	24,795	25,466	8.0
AQF Certificate I	6,321	8,444	8,216	7,381	7,310	15.6
Statement of Attainment	23,987	24,355	25,011	23,554	27,045	12.7
Accredited Short Course	7,686	8,094	6,219	6,261	6,034	-21.5
TAFE Statement	5,034	3,805	4,055	6,085	6,380	26.7
College Statement	396	703	1,002	1,337	1,174	196.5
TAFE PLUS Statement	2,706	2,516	4,353	3,827	3,095	14.4
AQF Cert I and II	29,911	32,977	33,265	32,176	32,776	9.6
AQF Cert III and above	57,433	61,028	62,652	59,955	57,959	0.9
Other qualification levels	39,809	39,473	40,640	41,064	43,728	9.8
All 15-19 year old enrolments	127,153	133,478	136,557	133,195	134,463	5.7

Source: DET, Planning and Innovation.

7.14 TAFE NSW Graduates Aged 15-19 Years by Qualification Level (2001-2005)

	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	1,046	1,583	1,944	2,191	2,155	106.0
AQF Certificate IV and equivalent	1,333	2,084	2,281	2,356	2,421	81.6
AQF Certificate III and equivalent	6,049	7,002	6,805	6,572	6,441	6.5
AQF Certificate II	5,032	5,805	5,647	4,825	4,856	-3.5
AQF Certificate I	1,674	1,849	1,996	1,695	1,843	10.1
Statement of Attainment	17,780	17,638	17,970	16,807	17,338	-2.5
Accredited Short Course	6,119	6,658	4,871	4,938	4,609	-24.7
TAFE Statement	1,646	929	785	2,471	3,429	108.3
College Statement	379	449	318	306	395	4.2
TAFE Plus Statement	2,398	2,055	4,017	3,373	2,851	18.9
AQF Cert I and II	6,706	7,654	7,643	6,520	6,699	-0.1
AQF Cert III and above	8,428	10,669	11,030	11,119	11,017	30.7
Other qualification levels	28,322	27,729	27,961	27,895	28,622	1.1
All 15 - 19 year old graduates	43,456	46,052	46,634	45,534	46,338	6.6

Source: DET Planning and Innovation.

8. TAFE NSW AT A GLANCE

Facts at a Glance	2001	2002	2003	2004	2005
Course Enrolments					
All students	504,207	525,865	541,745	506,626	513,070
Apprentices ¹	46,517	44,788	46,763	35,032	39,559
Trainees ¹	10,289	11,933	14,205	11,181	11,090
Interstate	8,885	9,845	11,464	13,267	12,381
Enrolments at AQF III and above	202,519	212,093	223,461	202,128	198,149
Equity Group Enrolments					
Women	239,303	248,333	255,365	238,334	242,785
Non-English speaking background students ²	63,976	95,980	97,560	93,926	94,157
Aboriginal students	17,274	18,899	19,624	19,954	21,567
Students with a disability ³	34,055	44,697	47,241	46,611	48,092
Students from rural and isolated areas ⁴	156,120	161,325	167,334	154,249	160,012
15-19 year olds	127,153	133,478	136,557	133,195	134,463
Mature age students (45 years and over)	86,069	91,502	100,306	94,351	99,281
Unemployed students	91,647	98,002	94,415	86,739	82,220
Modules⁵					
Number of modules	12,867	13,907	14,648	14,959	15,020
Module enrolments	3,415,786	3,536,972	3,567,636	3,338,978	3,469,825
Completions					
Total graduates	228,713	240,891	251,674	236,709	240,332
Graduates at AQF III and above	45,748	50,370	57,990	54,687	53,613
Aboriginal graduates	5,735	6,121	6,385	6,975	7,957
Module Completion Rates (%)^{5,6}					
All students	75.4	76.8	78.6	79.2	79.4
Women	75.8	77.0	78.5	78.8	78.7
Non-English speaking background students	73.7	74.4	75.3	75.8	76.8
Aboriginal students	58.7	60.4	63.9	66.5	66.4
Students with a disability	67.8	69.8	71.9	72.0	72.9
Student from rural and isolated areas ⁴	76.0	76.8	79.8	80.7	80.6
Student Outcomes (%)					
Graduates satisfied with training	82.7	78.1	83.3	86.3	88.6
Module completers satisfied with training	78.6	75.8	76.0	76.8	80.4
Graduates employed 6 months after training	71.9	70.7	70.8	71.4	73.8
Module completers employed after 6 months	62.1	58.4	58.8	59.3	71.8
Graduates in further study after training	41.6	42.7	45.1	33.3	37.4
Unit Cost (ANTA Scope)⁷					
\$ per Annual student hours (2004 prices)	\$13.94	\$14.05	\$14.55	\$13.90	-
Activity by Funding Source (Hours '000)⁸					
ANTA Scope (recurrent)	85,941	87,743	86,873	80,624	85,093
ANTA Scope (specific purpose)	3,516	2,649	2,621	6,080	6,512
Non-ANTA Scope ⁹ (fee-for-service)	11,335	13,528	15,313	13,220	13,946
Total (including RPL ¹⁰ credit hours)	100,792	103,920	104,808	99,923	105,552
Total (excluding RPL credit hours)	99,642	102,881	103,683	98,989	104,648

Source: DET, Planning and Innovation.

8. TAFE NSW AT A GLANCE continued

Notes:

1. Data collection methods changed in 2004. Figures for 2001 to 2003 were based on enrolments in apprenticeship/traineeship courses, 2004 and 2005 figures are based on a new enrolment form question on undertaking an apprenticeship/traineeship. Comparisons with previous years should be made with caution.
2. Non-English speaking background enrolments for 2001 are not comparable with earlier years or later years due to changes in the enrolment form language question.
3. Disability enrolments include students who ask for help with their disability or who have specified a type of disability on their enrolment form.
4. Students from rural and isolated areas refers to all students living in areas classified as rural or remote under the Geographic Region classification produced by NCVET.
5. NCVET recently made changes to the AVETMISS standard in relation to how hours are counted. Specifically, "verification" modules with zero hours attached are no longer deemed as complying with AVETMISS. This has impacted on enrolments and module completion rates and as a result, data in this report may not be fully comparable with data in previous reports.
6. The Average Module Completion Rate is the percentage of pass modules results over the number of pass, fail, and withdrawn results. This is calculated for assessable modules only. Multi-year enrolments are excluded.
7. TAFE unit costs (\$ per adjusted ASH) are for hours within ANTA-defined scope only. The costs do not cover all of TAFE's activity. The unit costs have been adjusted for Invalid Module Enrolments (IME) and inflated to reflect the impact of inflation using the Non-Farm Gross Domestic Product (GDP NF) deflator to reflect 2004 prices. The TAFE unit costs are based on activity end date, have not been adjusted for course mix and do not include continuing enrolments. They are therefore not fully comparable with the VET unit costs published in the ANTA ANR for VET. TAFE unit costs are on a calendar year basis. In 2004 the following price deflators were used to inflate 2000 to 2004 costs: 0.879 in 2000, 0.917 in 2001, 0.940 in 2002, 0.964 in 2003, and 1.000 in 2004.
8. TAFE activity is based on Australian National Training Authority (ANTA) Scope which is activity funded under the ANTA Agreement. Hours associated with enrolments that have recognition of prior learning (RPL) as their reported outcome have been determined using the established formula of five hours plus 10% of nominal hours, to a maximum of ten hours. For modules of less than five hours, the full hours are used. The national agreement to fully count RPL is not reflected in the 2005 activity data reported in the table.
9. 2004 and 2005 data not comparable with previous years as all VET in Schools hours are now excluded.
10. Recognition of Prior Learning (RPL) credit hours are the proportion of module hours given as credit for RPL.

9. TAFE NSW ENROLMENTS

9.1 TAFE NSW Student Profile Enrolments (2001-2005)

	2001	2002	2003	2004	2005	% change 2001-05
Total enrolments	504,207	525,865	541,745	506,626	513,070	1.8
New enrolments	424,896	443,008	455,102	417,171	426,453	0.4
Re-enrolments	79,311	82,857	86,643	89,455	86,617	9.2
Gender						
Females	239,303	248,333	255,365	238,334	242,785	1.5
Males	264,904	277,532	286,380	268,292	270,285	2.0
Full-time/Part-time						
Full-time	32,625	34,730	34,956	35,016	38,401	17.7
Part-time	471,582	491,135	506,789	471,610	474,669	0.7
Ethnicity						
Non-English speaking background	63,976	95,980	97,560	93,926	94,157	47.2
Born non-English speaking country	87,103	88,648	85,738	81,590	83,360	-4.3
Need help with English	25,650	26,398	25,938	25,545	28,651	11.7
Age						
Aged 14 or less	2,637	2,668	2,518	3,007	3,168	20.1
Aged 15-19 years	127,153	133,478	136,557	133,195	134,463	5.7
Aged 20-24 years	84,327	88,743	90,498	86,184	86,868	3.0
Aged 25-29 years	55,119	54,923	55,181	50,967	50,736	-8.0
Aged 30-39 years	98,031	100,069	101,701	92,099	92,213	-5.9
Aged 40-44 years	45,416	47,552	49,736	44,730	44,516	-2.0
Aged 45-49 years	35,230	37,026	39,562	36,739	37,416	6.2
Aged 50-59 years	37,866	40,871	45,404	42,993	45,437	20.0
Aged 60-64 years	6,628	7,119	8,175	7,929	8,925	34.7
Aged 65 or more	6,345	6,486	7,165	6,690	7,503	18.3
Highest schooling completed						
Year 12 or equivalent	174,123	181,937	176,910	161,097	159,251	-8.5
Year 11 or equivalent	37,273	38,317	35,994	32,907	28,121	-24.6
Year 10 or equivalent	123,391	124,529	116,714	103,145	97,577	-20.9
Year 9 or equivalent	-	-	30,775	28,855	29,746	-
Year 8 or equivalent	-	-	14,245	13,759	14,656	-
Year 7 to Year 9	39,549	42,439	-	-	-	-
No secondary education	4,553	4,733	-	-	-	-
Did not go to school	-	-	1,158	1,240	1,377	-
Aboriginal students						
Aboriginal students	17,274	18,899	19,624	19,954	21,567	24.9
Non-Aboriginal students	381,972	394,703	384,510	351,670	364,737	-4.5
Not stated	104,961	112,263	137,611	135,002	126,766	20.8
Students with a disability						
Students with a disability	34,055	44,697	47,241	46,611	48,092	41.2
Students without a disability	367,710	370,914	360,879	329,943	322,076	-12.4
Not stated	102,442	110,254	133,625	130,072	142,902	39.5
Students with a disability needing help	10,368	13,540	13,924	13,419	13,977	34.8

Statistical Compendium

9.1 TAFE NSW Student Profile Enrolments (2001-2005) continued

Employment status	2001	2002	2003	2004	2005	% change 2001-05
Full-time employee	130,640	132,791	126,317	111,062	115,786	-11.4
Part-time employee	70,066	74,672	73,490	67,798	62,176	-11.3
Self employed/unpaid	23,283	22,254	21,995	18,015	17,044	-26.8
Unemployed seeking work	91,647	98,002	94,415	86,739	82,220	-10.3
Not seeking employment	50,392	56,148	52,659	49,836	47,185	-6.4
Still at school	29,086	31,564	32,466	32,620	20,034	-31.1
University graduates	29,867	34,062	30,877	32,842	31,164	4.3

Source: DET, Planning and Innovation.

Notes:

- Non-English speaking background (NESB) enrolments for 2001 are not comparable with earlier years or later years due to changes in the enrolment form language question. For 2002 - 2005 NESB relates to students responding to the question "Do you speak a language other than English at home?" For 2001 NESB relates to students responding to the question "Which Language do you mainly speak at home?"
- Disability enrolments include students who ask for help with their disability or who have specified a type of disability on their enrolment form.

9.2 TAFE NSW Enrolments by Institute (2001-2005)

Enrolments by Institute	2001	2002	2003	2004	2005	% change 2001-05
Hunter	53,469	57,304	60,669	54,381	56,365	5.4
Illawarra	40,046	41,468	41,291	38,687	39,160	-2.2
New England	21,405	21,615	24,012	22,202	22,145	3.5
North Coast	37,829	39,126	41,372	37,612	39,486	4.4
Northern Sydney	51,326	55,691	54,614	50,119	51,736	0.8
Riverina	29,879	33,792	35,304	34,307	35,454	18.7
South Western Sydney	79,790	80,977	79,231	77,555	75,215	-5.7
Sydney	74,091	75,687	78,157	72,504	73,426	-0.9
Western	35,072	35,972	35,862	32,132	34,127	-2.7
Western Sydney	49,234	50,203	53,376	48,984	50,118	1.8
Open Training and Education Network (OTEN)	32,066	34,030	37,857	38,143	35,838	11.8
Total enrolments	504,207	525,865	541,745	506,626	513,070	1.8

Source: DET, Planning and Innovation.

Notes:

- Students from Southern Sydney Institute have been reallocated to South Western Sydney Institute (Bankstown, Lidcombe and Padstow colleges) and Sydney Institute (St George and Sutherland colleges).
- OTEN is now part of Western Sydney Institute.

9.3 TAFE NSW Enrolments by Qualification Level (2001-2005)

Enrolments by Qualification Level	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	43,392	46,364	48,586	44,988	45,177	4.1
AQF Cert IV and equivalent	52,584	57,068	63,241	52,664	51,838	-1.4
AQF Cert III and equivalent	106,543	108,661	111,634	104,476	101,134	-5.1
AQF Cert I and II and equivalent	88,402	92,296	86,227	79,259	81,555	-7.7
Statement of Attainment	125,638	118,633	128,503	122,076	130,438	3.8
Accredited Short Course	38,747	51,263	39,400	34,338	34,393	-11.2
TAFE Statement	25,824	25,542	26,146	30,589	34,334	33.0
College Statement	1,068	2,910	4,064	6,963	5,890	451.5
TAFE PLUS Statement	22,009	23,128	33,944	31,273	28,311	28.6
Total enrolments	504,207	525,865	541,745	506,626	513,070	1.8

Source: DET, Planning and Innovation.

9.4 TAFE NSW Enrolments by Age Group (2001-2005)

Enrolments by Age Group	2001	2002	2003	2004	2005	% change 2001-05
14 or less years	2,637	2,668	2,518	3,007	3,168	20.1
15-19 years	127,153	133,478	136,557	133,195	134,463	5.7
20-29 years	139,446	143,666	145,679	137,151	137,604	-1.3
30-64 years	223,171	232,637	244,578	224,490	228,507	2.4
65 or more years	6,345	6,486	7,165	6,690	7,503	18.3
Unknown	5,455	6,930	5,248	2,093	1,825	-66.5
Sub-total 15-64 years	489,770	509,781	526,814	494,836	500,574	2.2
Total enrolments	504,207	525,865	541,745	506,626	513,070	1.8

Source: DET, Planning and Innovation.

9.5 TAFE NSW Enrolments by Occupational Category (2001-2005)

Enrolments by Occupational Category	2001	2002	2003	2004	2005	% change 2001-05
General/unspecified	133,878	139,347	145,745	136,336	133,909	0.0
Operative/clerical	166,747	172,858	163,831	160,045	155,091	-7.0
Professional/paraprofessional	119,657	128,934	145,916	127,409	132,398	10.6
Tradespeople	83,925	84,726	86,253	82,836	91,672	9.2
Total enrolments	504,207	525,865	541,745	506,626	513,070	1.8

Source: DET, Planning and Innovation.

Statistical Compendium

9.6 TAFE NSW Enrolments from other States and Territories (2001-2005)

Enrolments by States and Territories	2001	2002	2003	2004	2005	% change 2001-05
Australian Capital Territory	947	1,157	1,325	1,339	1,341	41.6
Northern Territory	239	218	248	229	200	-16.3
Queensland	3,445	3,761	4,191	3,929	3,779	9.7
South Australia	565	480	527	1,091	881	55.9
Tasmania	157	192	230	274	234	49.0
Victoria	2,980	3,075	4,201	5,583	5,055	69.6
Western Australia	552	962	742	822	891	61.4
Sub-total interstate enrolments	8,885	9,845	11,464	13,267	12,381	39.3
Sub-total NSW enrolments	495,322	516,020	530,281	493,359	500,689	1.1
Total enrolments	504,207	525,865	541,745	506,626	513,070	1.8

Source: DET, Planning and Innovation.

Note:

- Based on students home postcode.

9.7 TAFE NSW Enrolments by Equity Group (2001-2005)

Enrolments at AQF III and above	2001	2002	2003	2004	2005	% change 2001-05
Women	94,441	101,680	106,283	94,629	91,043	-3.6
Non-English speaking background students	26,040	43,890	46,132	41,214	39,925	53.3
Aboriginal students	4,483	4,873	5,262	5,138	5,308	18.4
Students with a disability	10,494	13,882	15,139	14,757	14,655	39.7
Students from rural and isolated areas	43,152	44,573	48,882	44,616	45,348	5.1
15-19 year olds	57,433	61,028	62,652	59,955	57,959	0.9
Mature age students	20,468	21,325	25,285	21,343	21,551	5.3
Unemployed students	31,949	36,197	35,429	30,789	27,064	-15.3
Enrolments AQF Certificate III & above	202,519	212,093	223,461	202,128	198,149	-2.2
Enrolments in all courses						
Women	239,303	248,333	255,365	238,334	242,785	1.5
Non-English speaking background students	63,976	95,980	97,560	93,926	94,157	47.2
Aboriginal students	17,274	18,899	19,624	19,954	21,567	24.9
Students with a disability	34,055	44,697	47,241	46,611	48,092	41.2
Students from rural and isolated areas	156,120	161,325	167,334	154,249	160,012	2.5
15-19 year olds	127,153	133,478	136,557	133,195	134,463	5.7
Mature age students	86,069	91,502	100,306	94,351	99,281	15.4
Unemployed students	91,647	98,002	94,415	86,739	82,220	-10.3
Enrolments - all students	504,207	525,865	541,745	506,626	513,070	1.8

Source: DET, Planning and Innovation.

Notes:

- Non-English speaking background (NESB) enrolments for 2001 are not comparable with later years due to changes in the enrolment form language question.
- Disability enrolments include students who ask for help with their disability or who have specified a type of disability on their enrolment form.
- Students from rural and isolated areas refers to all students living in areas classified as rural or remote under the Geographic Region classification produced by NCVET.
- Mature Age students are those students who are 45 years and older.

9.8 TAFE NSW Enrolments for Aboriginal Students by Qualification Level (2001-2005)

Enrolments - Aboriginal Students	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	570	622	661	624	636	11.6
AQF Cert IV and equivalent	836	964	1,095	1,050	1,276	52.6
AQF Cert III and equivalent	3,077	3,287	3,506	3,464	3,396	10.4
AQF Cert I and II and equivalent	5,313	5,379	5,578	5,322	5,265	-0.9
Statement of Attainment	4,313	4,592	5,250	5,879	7,061	63.7
Accredited Short Course	1,630	2,141	1,410	1,146	1,389	-14.8
TAFE Statement	1,188	1,400	1,127	1,517	1,843	55.1
College Statement	11	201	264	418	397	3,509.1
TAFE PLUS Statement	336	313	733	534	304	-9.5
Enrolments at AQF III and above (%)	26.0	25.8	26.8	25.7	24.6	-
Total Aboriginal student enrolments	17,274	18,899	19,624	19,954	21,567	24.9

Source: DET, Planning and Innovation.

9.9 TAFE NSW Enrolments for Mature Age Students by Qualification Level (2001-2005)

Enrolments - Mature Age Students	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	3,546	3,819	4,190	3,838	4,054	14.3
AQF Cert IV and equivalent	8,347	8,062	10,804	8,246	8,058	-3.5
AQF Cert III and equivalent	8,575	9,444	10,291	9,259	9,439	10.1
AQF Cert I and II and equivalent	13,735	15,217	13,263	12,373	13,530	-1.5
Statement of Attainment	30,316	28,873	33,997	33,246	35,489	17.1
Accredited Short Course	9,939	13,584	12,170	10,621	11,637	17.1
TAFE Statement	5,508	5,854	6,157	6,846	8,237	49.5
College Statement	191	521	928	1,592	1,488	679.1
TAFE PLUS Statement	5,912	6,128	8,506	8,330	7,349	24.3
Enrolments at AQF III and above (%)	23.8	23.3	25.2	22.6	21.7	-
Total mature age student enrolments	86,069	91,502	100,306	94,351	99,281	15.4

Source: DET, Planning and Innovation.

Note:

- Mature age students are those students who are 45 years and older.

Statistical Compendium

9.10 TAFE NSW Enrolments for Students with a Disability by Qualification Level (2001-2005)

Enrolments - Students with a Disability	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	2,131	2,717	2,911	2,984	3,161	48.3
AQF Cert IV and equivalent	2,532	3,465	3,975	3,666	3,925	55.0
AQF Cert III and equivalent	5,831	7,700	8,253	8,107	7,569	29.8
AQF Cert I and II and equivalent	7,682	9,820	9,913	9,700	9,416	22.6
Statement of Attainment	12,081	14,364	15,808	15,781	17,613	45.8
Accredited Short Course	1,679	3,524	2,917	2,748	2,888	72.0
TAFE Statement	1,663	2,371	2,330	2,305	2,448	47.2
College Statement	23	163	224	373	406	1,665.2
TAFE PLUS Statement	433	573	910	947	666	53.8
Enrolments at AQF III and above (%)	30.8	31.1	32.0	31.7	30.5	-
Total students with a disability enrolments	34,055	44,697	47,241	46,611	48,092	41.2

Source: DET, Planning and Innovation.

Note:

- Disability enrolments include students who ask for help with their disability or who have specified a type of disability on their enrolment form.

9.11 TAFE NSW Enrolments for Women Students by Qualification Level (2001-2005)

Enrolments - Women	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	22,473	24,436	25,914	24,087	24,281	8.0
AQF Cert IV and equivalent	27,480	29,847	32,898	27,328	27,792	1.1
AQF Cert III and equivalent	44,488	47,397	47,471	43,214	38,970	-12.4
AQF Cert I and II and equivalent	49,918	51,285	47,884	44,901	46,927	-6.0
Statement of Attainment	66,756	63,911	68,876	65,253	71,343	6.9
Accredited Short Course	10,181	13,056	14,679	14,303	13,490	32.5
TAFE Statement	10,541	9,613	9,271	9,202	9,709	-7.9
College Statement	297	965	1,237	1,735	2,091	604.0
TAFE PLUS Statement	7,169	7,823	7,135	8,311	8,182	14.1
Enrolments at AQF III and above (%)	39.5	40.9	41.6	39.7	37.5	-
Total women enrolments	239,303	248,333	255,365	238,334	242,785	1.5

Source: DET, Planning and Innovation.

9.12 TAFE NSW Enrolments for NESB Students by Qualification Level (2001-2005)

Enrolments - NESB	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	9,233	14,553	15,794	14,300	13,932	50.9
AQF Cert IV and equivalent	5,745	11,210	11,919	10,434	9,850	71.5
AQF Cert III and equivalent	11,062	18,127	18,419	16,480	16,143	45.9
AQF Cert I and II and equivalent	14,682	20,462	18,924	18,778	17,143	16.8
Statement of Attainment	15,108	19,976	21,237	21,768	25,535	69.0
Accredited Short Course	1,899	5,255	4,400	3,913	4,123	117.1
TAFE Statement	5,342	4,743	4,755	4,938	4,624	-13.4
College Statement	42	257	309	544	347	726.2
TAFE PLUS Statement	863	1,397	1,803	2,771	2,460	185.1
Enrolments at AQF III and above (%)	40.7	45.7	47.3	43.9	42.4	-
Total NESB student enrolments	63,976	95,980	97,560	93,926	94,157	47.2

Source: DET, Planning and Innovation.

Notes:

- NESB enrolments for 2001 are not comparable with later years due to changes in the enrolment form language question.
- NESB - non-English speaking background

9.13 TAFE NSW Enrolments for Rural and Isolated Areas by Qualification Level (2001-2005)

Enrolments - Rural and Isolated Areas	2001	2002	2003	2004	2005	% change 2001-05
Diploma and above	4,531	4,723	4,828	4,606	4,747	4.8
AQF Cert IV and equivalent	12,463	12,619	14,455	11,502	12,166	-2.4
AQF Cert III and equivalent	26,158	27,231	29,599	28,508	28,435	8.7
AQF Cert I and II and equivalent	26,441	27,467	27,682	24,450	25,822	-2.3
Statement of Attainment	48,616	46,337	52,010	48,429	49,572	2.0
Accredited Short Course	21,730	23,470	15,173	13,769	16,131	-25.8
TAFE Statement	7,436	8,844	7,931	9,111	10,494	41.1
College Statement	234	1,206	1,785	2,781	3,031	1,195.3
TAFE PLUS Statement	8,511	9,428	13,871	11,093	9,614	13.0
Enrolments at AQF III and above (%)	27.6	27.6	29.2	28.9	28.3	-
Total rural and isolated areas enrolments	156,120	161,325	167,334	154,249	160,012	2.5

Source: DET, Planning and Innovation.

Note:

- Students from rural and isolated areas includes all students outside ABS statistical divisions of Sydney, Blue Mountains Area, Gosford/Wyong, Newcastle, and Wollongong.

9.14 TAFE NSW Enrolments for Aboriginal and non-Aboriginal Students (2001-2005)

Enrolments	2001	2002	2003	2004	2005
Aboriginal students	17,274	18,899	19,624	19,954	21,567
Non-Aboriginal students	381,972	394,703	384,510	351,670	364,737
Not stated	104,961	112,263	137,611	135,002	126,766
Total enrolments	504,207	525,865	541,745	506,626	513,070

Source: DET, Planning and Innovation.

9.15 TAFE NSW Enrolments by Equity Group by Institute (2005)

Institute	Women Students	Non-English Speaking Background Students	Aboriginal Students	Students with a Disability	Students from Rural and Isolated Areas	15-19 Year Old Students	Mature Age Students	Unemployed Students	Total TAFE NSW Enrolments
Hunter	22,520	1,740	1,736	5,914	7,469	17,374	10,930	8,203	56,365
Illawarra	19,216	2,990	1,683	4,295	19,207	10,373	9,136	6,904	39,160
New England	9,723	591	3,074	2,629	20,527	6,172	4,967	4,004	22,145
North Coast	20,803	1,089	2,697	3,432	35,437	11,132	9,715	6,107	39,486
Northern Sydney	24,824	12,459	427	3,814	679	13,955	9,030	6,731	51,736
Riverina	14,684	873	1,467	2,369	31,360	9,012	8,514	3,627	35,454
South Western Sydney	34,919	32,407	1,381	7,022	1,381	21,336	12,838	14,725	75,215
Sydney	36,587	25,975	1,302	7,080	1,211	18,356	11,481	12,504	73,426
Western	15,325	1,149	4,970	3,649	31,839	9,913	7,013	6,513	34,127
Western Sydney	23,461	9,805	1,598	4,450	1,300	12,506	8,821	7,711	50,118
Open Training and Education Network (OTEN)	20,723	5,079	1,232	3,438	9,602	4,334	6,836	5,191	35,838
Total enrolments	242,785	94,157	21,567	48,092	160,012	134,463	99,281	82,220	513,070

Source: DET, Planning and Innovation.

Notes:

- Disability enrolments include students who ask for help with their disability or who have specified a type of disability on their enrolment form.
- Students from rural and isolated areas refers to all students living in areas classified as rural or remote under the Geographic Region classification produced by NCVÉR.
- Mature age students are those students who are 45 years and older.
- Students from Southern Sydney Institute have been reallocated to South Western Sydney Institute (Bankstown, Lidcombe and Padstow colleges) and Sydney Institute (St George and Sutherland colleges).
- OTEN is now part of Western Sydney Institute

9.16 TAFE NSW International Enrolments in Mainstream Courses by Qualification (2002-2005)

Qualification Level	2002	2003	2004	2005
Graduate Certificate	20	19	18	30
Advanced Diploma	527	486	506	649
Diploma	1,496	1,406	1,209	1,430
AQF Cert IV and equivalent	315	271	297	430
AQF Cert III and equivalent	261	348	367	433
AQF Cert I and II and equivalent	67	46	46	13
English Language Centres	na	1,779	1,403	1,258
Total international enrolments	2,686	4,355	3,846	4,243
Total TAFE NSW enrolments	526,083	541,970	506,930	513,070

Source: DET, International Student Centre, TAFE NSW.

Note:

- na - not applicable.

9.17 Adult Migrant English Service (AMES) Enrolments by Program (2001-2005)

Program	2001	2002	2003	2004	2005
AMEP	13,700	12,985	12,536	13,391	13,177
DEST	67	40	7	0	0
Workplace Services	364	185	711	352	132
Skillmax in the NSW public sector	560	515	567	542	527
Skillmax for jobseekers	788	2,412	2,483	2,454	1,765
Other	0	0	322	285	0
Total AMES enrolments	15,479	16,137	16,626	17,024	15,601

Source: DET, Adult Migrant English Service.

Notes:

- An enrolment is defined as a student who has attended at least one day of the course. A participant in an AMEP course may enrol in several courses during the calendar year.
- The modularisation of the Skillmax curriculum during 2002 resulted in a change in Jobseeker enrolments with students enrolling in multiple modules rather than one longer course.
- Skillmax - Program for migrants whose first language is not English and who have skills or qualifications gained overseas.
- AMEP - Adult Migrant English Program.
- DEST - Australian Government Department of Education, Science and Training.

9.18 National Art School Enrolments (2001-2005)

	2001	2002	2003	2004	2005
Bachelor of Fine Art	341	312	314	322	341
Honours	0	17	19	17	21
Master of Fine Art (by research)	0	3	8	15	12
Public programs	927	932	940	800	850
HSC program	122	186	177	222	224
Total	1,390	1,450	1,458	1,376	1,448

Source: DET, National Art School.

Statistical Compendium

10. TAFE NSW STUDENT OUTCOMES

10.1 TAFE NSW Graduates by Institute (2001-2005)

Institute	Graduates					% change 2001-05
	2001	2002	2003	2004	2005	
Hunter	24,703	27,347	29,702	25,342	26,522	7.4
Illawarra	21,414	21,815	21,981	21,319	21,437	0.1
New England	11,707	10,745	11,648	11,326	10,374	-11.4
North Coast	19,597	19,873	22,041	19,938	20,503	4.6
Northern Sydney	20,703	22,364	23,592	23,458	24,559	18.6
Riverina	18,006	20,685	21,529	21,427	22,154	23.0
South Western Sydney	36,412	37,283	35,608	34,842	35,935	-1.3
Sydney	28,908	29,840	31,691	29,650	28,223	-2.4
Western	20,188	19,758	18,587	17,304	17,752	-12.1
Western Sydney	21,803	23,139	26,212	22,608	24,655	13.1
Open Training and Education Network (OTEN)	5,272	8,042	9,083	9,495	8,218	55.9
Total graduates	228,713	240,891	251,674	236,709	240,332	5.1

Source: DET, Planning and Innovation.

Notes:

- Students from Southern Sydney Institute have been reallocated to South Western Sydney Institute (Bankstown, Lidcombe and Padstow colleges) and Sydney Institute (St George and Sutherland colleges).
- OTEN is part of Western Sydney Institute.

10.2 TAFE NSW Graduates by Qualification Level (2001-2005)

Qualification Level	Graduates					% change 2001-05
	2001	2002	2003	2004	2005	
Diploma and above	8,501	10,592	12,148	11,539	11,088	30.4
AQF Cert IV and equivalent	14,027	14,113	18,831	16,101	16,176	15.3
AQF Cert III and equivalent	23,220	25,665	27,011	27,047	26,349	13.5
AQF Cert I and II and equivalent	25,066	28,577	25,080	21,429	22,690	-9.5
Statement of Attainment	92,274	83,138	90,793	86,561	87,690	-5.0
Accredited Short Course	32,709	43,165	31,795	26,803	27,333	-16.4
TAFE Statement	11,740	12,958	12,574	17,530	21,993	87.3
College Statement	1,047	1,333	1,027	701	542	-48.2
TAFE PLUS Statement	20,129	21,350	32,415	28,998	26,471	31.5
Total graduates	228,713	240,891	251,674	236,709	240,332	5.1

Source: DET, Planning and Innovation.

10.3 TAFE NSW Graduates by Equity Group (2001-2005)

Graduates at AQF Certificate III and above	2001	2002	2003	2004	2005	% change 2001-05
Women	23,716	27,937	32,131	29,793	29,826	25.8
Non-English speaking background students	6,335	10,463	11,812	11,124	10,981	73.3
Aboriginal students	608	648	773	885	1,016	67.1
Students with a disability	1,961	2,788	3,302	3,361	3,458	76.3
Students from rural and isolated areas	9,957	10,673	13,092	12,384	12,996	30.5
15-19 year olds	8,428	10,669	11,030	11,119	11,017	30.7
Mature age students	6,337	6,333	8,939	7,808	7,836	23.7
Unemployed students	6,769	8,770	9,030	8,056	7,311	8.0
Total graduates	45,748	50,370	57,990	54,687	53,613	17.2

10.3 TAFE NSW Graduates by Equity Group (2001-2005) continued

Graduates of all courses	2001	2002	2003	2004	2005	% change 2001-05
Women	106,476	111,125	116,137	109,649	112,230	5.4
Non-English speaking background students	25,507	36,495	37,111	37,080	39,463	54.7
Aboriginal students	5,735	6,121	6,385	6,975	7,957	38.7
Students with a disability	12,927	17,041	18,047	18,070	18,830	45.7
Students from rural and isolated areas	84,360	86,564	89,334	83,139	85,471	1.3
15-19 year olds	43,456	46,052	46,634	45,534	46,338	6.6
Mature age students	49,909	52,966	59,708	56,243	59,200	18.6
Unemployed students	36,764	38,937	37,110	34,599	34,320	-6.6
Total graduates	228,713	240,891	251,674	236,709	240,332	5.1

Source: DET, Planning and Innovation.

Notes:

- Disability enrolments include students who ask for help with their disability or who have specified a type of disability on their enrolment form.
- Students from rural and isolated areas refers to all students living in areas classified as rural or remote under the Geographic Region classification produced by NCVER.
- Mature age students are those students who are 45 years and older.
- Non-English speaking background enrolments for 2001 are not comparable with later years due to changes in the enrolment form language question.

10.4 TAFE NSW Graduates by Equity Group and Qualification Level (2005)

Qualification Level	Women Students	Non-English Speaking Background Students	Aboriginal Students	Students with a Disability	Students from Rural and Isolated Areas	15-19 Year Old Students	Mature Age Students	Unemployed Students	Total TAFE NSW Graduates
Diploma and above	6,131	3,199	105	650	1,246	2,155	1,175	1,544	11,088
AQF Cert IV and equivalent	9,386	2,719	313	1,064	3,876	2,421	3,303	1,843	16,176
AQF Cert III and equivalent	14,309	5,063	598	1,744	7,874	6,441	3,358	3,924	26,349
AQF Cert I and II and equivalent	14,158	6,033	700	2,313	6,171	6,699	4,585	5,406	22,690
Statement of Attainment	47,455	15,671	4,133	9,871	37,065	17,338	24,925	16,552	87,690
Accredited Short Course	9,594	2,887	754	1,764	12,969	4,609	9,359	2,265	27,333
TAFE Statement	3,586	1,528	1,097	822	7,224	3,429	5,676	1,625	21,993
College Statement	140	28	4	5	133	395	49	36	542
TAFE PLUS Statement	7,471	2,335	253	597	8,913	2,851	6,770	1,125	26,471
Total graduates	112,230	39,463	7,957	18,830	85,471	46,338	59,200	34,320	240,332

Source: DET Planning and Innovation.

Notes:

- Disability enrolments include students who ask for help with their disability or who have specified a type of disability on their enrolment form.
- Students from rural and isolated areas refers to all students living in areas classified as rural or remote under the Geographic Region classification produced by NCVER.
- Mature age students are those students who are 45 years and older.

Statistical Compendium

10.5 National Art School Bachelor of Fine Art Graduates and Honours Graduates by Discipline Area (2003-2005)

Discipline	Number of Graduates			Number of Honours Graduates		
	2003	2004	2005	2003	2004	2005
Painting	37	36	41	6	4	4
Ceramics	12	10	12	2	4	3
Sculpture	13	11	12	1	2	2
Printmaking	9	14	13	2	2	4
Drawing	-	-	-	-	2	5
Photography	11	12	12	4	3	4
Total	82	83	90	19	17	22

Source: DET, National Art School.

10.6 TAFE NSW Average Module Completion Rates by Qualification Level (2001-2005)

Qualification Level	Average Module Completion Rate					Percentage point change 2001-05
	2001	2002	2003	2004	2005	
Diploma and above	77.5	78.8	79.9	79.7	79.2	1.7
AQF Cert IV and equivalent	73.2	73.6	75.2	76.1	75.7	2.5
AQF Cert III and equivalent	77.8	79.3	81.1	82.5	83.5	5.7
AQF Cert I and II and equivalent	70.6	72.6	74.3	74.3	74.7	4.1
Statement of Attainment	75.8	75.4	77.8	78.8	77.7	1.9
Accredited Short Course	82.4	86.2	88.5	88.2	87.7	5.3
TAFE Statement	73.2	82.5	85.5	88.0	89.3	16.1
College Statement	95.1	80.1	83.2	78.7	75.2	-19.9
TAFE PLUS Statement	91.2	94.8	96.7	91.9	93.2	2.0
State average	75.4	76.8	78.6	79.2	79.4	4.0

Source: DET, Planning and Innovation.

Notes:

- The Average Module Completion Rate is the percentage of pass modules results over the number of pass, fail, and withdrawn results. This is calculated for assessable modules only. Multi-year enrolments are excluded.
- NCVET recently made changes to the AVETMISS standard in relation to how hours are counted. Specifically, "verification" modules with zero hours attached are no longer deemed as complying with AVETMISS. This has impacted on enrolments and module completion rates and as a result, data in this report may not be fully comparable with data in previous reports.

10.7 TAFE NSW Average Module Completion Rates by Equity Group (2001-2005)

Equity Group	Average Module Completion Rate					Percentage point change 2001-05
	2001	2002	2003	2004	2005	
Women	75.8	77.0	78.5	78.8	78.7	2.9
Non-English speaking background students	73.7	74.4	75.3	75.8	76.8	3.1
Aboriginal students	58.7	60.4	63.9	66.5	66.4	7.7
Students with a disability	67.8	69.8	71.9	72.0	72.9	5.1
Students from rural and isolated areas	76.0	76.8	79.8	80.7	80.6	4.6
15-19 year olds	74.3	75.8	77.5	78.8	78.7	4.4
Mature age students	77.4	78.6	80.9	80.8	81.0	3.6
Unemployed students	69.7	70.8	72.1	72.0	72.4	2.7
State average	75.4	76.8	78.6	79.2	79.4	4.0

Source: DET, Planning and Innovation.

Notes:

- The Average Module Completion Rate is the percentage of pass modules results over the number of pass, fail, and withdrawn results. This is calculated for assessable modules only. Multi-year enrolments are excluded.
- NCVET recently made changes to the AVETMISS standard in relation to how hours are counted. Specifically, "verification" modules with zero hours attached are no longer deemed as complying with AVETMISS. This has impacted on enrolments and module completion rates and as a result, data in this report may not be fully comparable with data in previous reports.
- Mature age students are those students who are 45 years and older.
- Non-English speaking background enrolments for 2001 are not comparable with later years due to changes in the enrolment form.

10.8 TAFE NSW: Module Completion Rate by Qualification Level and Equity Group, (2001-2005)

Equity Group	Certification	Average Module Completion Rate					Percentage point change 2001-05
		2001	2002	2003	2004	2005	
Aboriginal students	AQF Cert III and above	62.5	62.9	66.6	69.4	69.1	6.6
	AQF Cert I and II	54.2	55.9	58.9	62.5	61.0	6.8
	Other qualification levels	60.7	63.6	66.6	67.4	68.5	7.8
Students with a disability	AQF Cert III and above	69.7	70.8	72.7	72.3	73.8	4.1
	AQF Cert I and II	63.4	66.6	69.6	69.9	69.5	6.1
	Other qualification levels	70.1	71.6	73.0	73.8	74.5	4.4
Women	AQF Cert III and above	77.5	78.3	79.8	80.2	80.4	2.9
	AQF Cert I and II	71.5	73.7	74.5	74.4	75.0	3.5
	Other qualification levels	76.6	77.1	78.6	79.0	78.0	1.4
Students from rural and isolated areas	AQF Cert III and above	76.2	77.4	80.8	81.4	81.8	5.6
	AQF Cert I and II	71.3	71.2	74.0	76.0	75.1	3.8
	Other qualification levels	81.0	81.3	83.1	83.4	83.0	2.0
Mature age students	AQF Cert III and above	78.8	79.3	82.0	81.9	81.2	2.4
	AQF Cert I and II	73.2	74.8	76.8	74.9	77.6	4.4
	Other qualification levels	78.9	80.8	82.0	83.0	82.8	3.9
15-19 year olds	AQF Cert III and above	76.7	77.7	79.0	80.4	80.9	4.2
	AQF Cert I and II	69.0	71.6	73.7	74.8	73.4	4.4
	Other qualification levels	73.8	74.1	76.3	77.8	77.0	3.2
Unemployed students	AQF Cert III and above	71.4	71.7	73.0	72.7	72.9	1.5
	AQF Cert I and II	66.8	68.4	69.9	69.8	69.9	3.1
	Other qualification levels	70.2	71.9	72.8	73.2	74.1	3.9
Non-English speaking background	AQF Cert III and above	76.2	75.5	76.1	76.8	77.7	2.2
	AQF Cert I and II	69.9	71.1	72.5	72.5	74.2	3.1
	Other qualification levels	70.8	74.4	75.2	75.8	76.4	2.0

Source: DET, Planning and Innovation.

Notes:

- The Average Module Completion Rate is the percentage of pass module results over the number of pass, fail and withdrawn results. This is calculated for assessable modules only. Multi-year enrolments are excluded.
- Mature age students are those students who are 45 years and older.
- NCVET recently made changes to the AVETMISS standard in relation to how hours are counted. Specifically, "verification" modules with zero hours attached are no longer deemed as complying with AVETMISS. This has impacted on enrolments and module completion rates and as a result, data in this report may not be fully comparable with data in previous reports.

11. TAFE NSW VOCATIONAL EDUCATION AND TRAINING DELIVERY

11.1 TAFE NSW Annual Student Hours by Institute (2001-2005)

Institute	ASH (000's)					% Change 2001-05
	2001	2002	2003	2004	2005	
Hunter	10,732	11,143	11,059	10,512	11,105	3.5
Illawarra	6,943	7,029	6,953	6,829	7,456	7.4
New England	3,255	3,317	3,662	3,712	3,929	20.7
North Coast	6,922	6,834	7,329	6,668	7,553	9.1
Northern Sydney	12,073	13,062	12,561	11,287	12,080	0.1
Riverina	4,578	4,817	4,945	4,778	5,064	10.6
South Western Sydney	16,781	17,132	17,040	16,629	17,319	3.2
Sydney	17,918	18,720	19,052	17,762	18,478	3.1
Western	4,771	5,077	5,322	5,041	5,651	18.4
Western Sydney	10,701	10,651	10,818	10,663	10,857	1.5
Open Training and Education Network (OTEN)	4,968	5,100	4,943	5,108	5,156	3.8
Total Annual Student Hours (ASH)	99,642	102,881	103,683	98,989	104,648	5.0

Source: DET, Planning and Innovation.

Notes:

- Annual Student Hours (ASH) is the current terminology and is the same as Annual Student Contact Hours (ASCH).
- Students from Southern Sydney Institute have been reallocated to South Western Sydney Institute (Bankstown, Lidcombe and Padstow colleges) and Sydney Institute (St George and Sutherland colleges).
- OTEN is now part of Western Sydney Institute.
- Due to rounding some figures may not add to the totals shown.

11.2 TAFE NSW Annual Student Hours by Qualification Level (2001-2005)

Qualification Level	ASH (000's)					% Change 2001-05
	2001	2002	2003	2004	2005	
Diploma and above	17,095	18,938	19,395	18,153	18,871	10.4
AQF Cert IV and Equivalent	13,054	15,101	16,163	15,074	16,417	25.8
AQF Cert III and Equivalent	30,990	31,008	31,526	31,112	29,857	-3.7
AQF Cert I and II and Equivalent	20,165	19,704	17,816	16,394	16,979	-15.8
Statement of Attainment	13,264	12,549	13,606	13,292	17,009	28.2
Accredited Short Course	2,085	3,080	2,670	2,354	2,868	37.6
TAFE Statement	1,931	1,109	952	1,052	1,073	-44.4
College Statement	31	192	395	543	502	1,519.4
TAFE PLUS Statement	1,026	1,201	1,160	1,014	1,070	4.3
Total Annual Student Hours (ASH)	99,642	102,881	103,683	98,989	104,648	5.0

Source: DET, Planning and Innovation.

Notes:

- Annual Student Hours (ASH) is the current terminology and is the same as Annual Student Contact Hours (ASCH).
- Due to rounding some figures may not add to the totals shown.

11.3 TAFE NSW Annual Student Hours for Aboriginal and non-Aboriginal Students (2001-2005)

Annual Student Hours (000's)	2001	2002	2003	2004	2005
Aboriginal students	3,591	3,613	3,691	3,755	4,140
Non-Aboriginal students	82,570	85,588	83,594	78,152	85,344
Not stated	13,480	13,680	16,399	17,083	15,164
Total	99,642	102,881	103,683	98,989	104,648

Source: DET, Planning and Innovation.

Note:

- Due to rounding some figures may not add to the totals shown.

11.4 TAFE NSW Training Packages and Qualifications Available (2005)

Curriculum Centre	Training Package Qualifications (new or revised) approved for delivery in 2005	Training Package Name	Training Package Code	TPs available for delivery in TAFE NSW in 2005	Number of TP Qualifications available for delivery in TAFE NSW in 2005
Business, Arts and Information Technology	4	Business Services	BSB01	26	367
	4	Entertainment	CUE03		
	1	Film, TV, Radio and Multimedia	CUF01		
	1	Museum, Library and Information Services	CUL04		
	5	Visual Arts, Craft and Design	CUV03		
	20	Financial Services	FNS04		
	2	Information Technology	ICA99		
	7	Local Government	LGA04		
	10	Public Sector	PSP04		
	1	Public Safety	PUA00		
	3	Training and Assessment	TAA04		
	1	Retail	WRR02		
Community Services, Health, Tourism and Hospitality	4	Laboratory Operations	PML04	15	191
	3	Community Recreation	SRC04		
	1	Fitness Industry	SRF04		
	1	Outdoor Recreation	SRO03		
	1	Hospitality	THH02		
	3	Beauty	WRB04		
Manufacturing, Engineering, Construction and Transport	23	Automotive Industry Retail, Service and Repair	AUR05	31	280
	1	General Construction	BCG03		
	5	Plumbing and Services	BCP03		
	1	Furnishing Industry	LMF02		
	4	Competitive Manufacturing	MCM04		
	1	Aeroskills	MEA97		
	2	Metals and Engineering	MEM98		
	6	Manufactured Mineral Products	PMC04		
	6	Laboratory Operations	PML04		
	2	Property Development	PRD01		
	2	Asset Maintenance	PRM04		
	1	Public Safety	PUA00		
	3	Sugar Milling	SUG02		
	1	Aviation	TDA03		
Primary Industries and Natural Resources	4	Metalliferous Mining	MNM05	15	235
	1	Amenity Horticulture	RTF03		
South Western Sydney Institute				1	2
Total	139			88	1,075

Source: DET, TAFE Accreditation, Registration and Quality Services.

Note:

- As Training Packages are provided by more than one Curriculum Centre the total number offered adds up to more than the packages available.

Statistical Compendium

11.5 TAFE NSW Courses Accredited (2005)

Curriculum Centre/ Institute	Grad Dip	Grad Cert	Adv Dip	Dip	Cert IV	Cert III	Cert II	Cert I	Short Courses	Total
Access and General Education	-	-	-	-	-	4	3	3	2	12
Business, Arts and Information Technology	-	-	-	3	2	1	1	-	1	8
Community Services, Health, Tourism and Recreation	-	1	-	-	-	-	-	-	1	2
Manufacturing, Engineering, Construction and Transport	-	-	1	1	1	-	-	-	13	16
Northern Sydney Institute	-	-	1	-	-	-	-	-	-	1
Primary Industries and Natural Resources	-	-	-	-	-	-	-	-	5	5
Riverina Institute	-	-	-	-	-	-	-	-	2	2
Western Institute	-	-	-	-	-	-	-	-	2	2
Total	0	1	2	4	3	5	4	3	26	48

Source: DET, TAFE Accreditation, Registration and Quality Services.

11.6 TAFE Online Project Performance Indicators (2001-2005)

Indicators	Dec 2001	Dec 2002	Dec 2003	Dec 2004	Dec 2005
TAFE NSW online modules available	118	341	574	731	874
TAFE NSW online module hours developed	3,182	9,150	14,937	20,286	25,148
Students using online learning materials	4,278	11,000	19,000	22,000	28,000
Teachers trained to develop/deliver online	88	353	1,381	1,611	1,992 (est.)

Source: DET online project reports and data 'snapshots'.

11.7 TAFE Revenue from Commercial Activities (2001-2005)

	2001	2002	2003	2004	2005
Revenue in dollars (\$)	52,511,670	67,381,707	78,190,589	82,322,912	90,509,046

Source: DET, Finance, TAFE NSW Budget.

Note:

- Commercial revenue generated by TAFE Global Pty Limited is not included in these amounts.

11.8 Percentage of Students Satisfied with Overall Quality of Training - NCVER Student Outcomes Survey (2001-2005)

Graduates %	2001	2002	2003	2004	2005
Australia (Government Funded)	80.4	76.6	82.5	85.2	88.0
95 per cent CI	±0.35	±0.40	±0.40	±0.60	±0.32
TAFE NSW (Government Funded)	82.7	78.1	83.3	86.3	88.6
95 per cent CI	±0.70	±0.80	±0.85	±1.30	±0.75
Module Completers %	2001	2002	2003	2004	2005
Australia (Government Funded)	76.2	73.8	75.6	77.0	79.3
95 per cent CI	±0.55	±1.00	±0.55	±1.10	±0.48
TAFE NSW (Government Funded)	78.6	75.8	76.0	76.8	80.4
95 per cent CI	±1.05	±2.85	±1.15	±2.60	±1.35

Source: NCVER Student Outcomes Survey 2001-2005.

Notes:

- Confidence intervals (CI) define a range of values within which the true score is likely to lie. Based on the confidence intervals provided, we can say with 95% confidence, that, had the whole population been surveyed (or another sample been drawn), the true score would lie somewhere between the range provided.
- In 2005, the scope of the survey was expanded to include students whose training was on a fee-for-service basis. To continue the time series the data in this table only refers to government funded training.
- Figures based on Government funded TAFE training.
- NCVER - National Centre for Vocational Education Research.

11.9 NCVER Student Outcomes Survey (2005)

Indicators (%)	NSW all TAFE	NSW all VET	Australia all TAFE	Australia all VET
Graduates:				
Employed after training	74	75	79	79
Enrolled in further study after training	37	35	33	32
Employed or in further study after training	87	87	88	89
Fully or partly achieved main reason for training	83	85	85	86
Satisfied with overall quality of training	88	87	88	87
Module Completers:				
Employed after training	72	73	77	76
Fully or partly achieved main reason for training	82	83	82	83
Satisfied with overall quality of training	85	85	85	85

Source: NCVER 2005 Student Outcomes Survey

Note:

- In 2005, the scope of the survey was expanded to include students from all VET providers as well as students whose training was on a fee-for-service basis.

11.10 TAFE NSW Student Satisfaction Survey (2004-2005) - Bands of Satisfaction

Bands of Satisfaction Percentage of Valid Responses						
2005	Very Low	Low	Fair	Good	High	Very High
Overall student satisfaction scale	0.1	0.5	6.6	25.8	41.2	25.7
Sub-scale: teaching and learning	0.1	2.1	10.0	21.4	36.6	29.7
Sub-scale: assessment	0.3	2.8	11.7	22.5	29.5	33.2
Sub-scale: learner choice	0.2	1.1	7.9	28.0	38.8	24.0
Sub-scale: environment	0.2	1.3	8.6	25.8	38.4	25.7
Sub-scale: resources	0.3	1.5	8.8	24.2	37.6	27.6
Sub-scale: administration and information	0.2	1.2	8.6	24.8	34.1	31.0
2004	Very Low	Low	Fair	Good	High	Very High
Overall student satisfaction scale	0.1	0.9	9.4	29.7	40.4	19.6
Sub-scale: teaching and learning	0.2	2.9	12.8	23.7	36.2	24.2
Sub-scale: assessment	0.4	3.3	14.2	23.8	29.5	28.8
Sub-scale: learner choice	0.3	1.4	9.6	32.2	37.4	19.1
Sub-scale: environment	0.3	1.9	10.7	29.8	37.7	19.6
Sub-scale: resources	0.3	2.3	11.4	27.4	35.7	22.9
Sub-scale: administration and information	0.3	2.0	11.5	28.3	33.0	24.9

Source: DET, TAFE NSW.

11.11 TAFE NSW Activity by Funding Source (2001-2005)

Funding Source	Activity Hours ('000)				
	2001	2002	2003	2004	2005
ANTA Scope (recurrent)	85,941	87,743	86,873	80,624	85,093
ANTA Scope (specific purpose)	3,516	2,649	2,621	6,080	6,512
Non-ANTA Scope (fee-for-service)	11,335	13,528	15,313	13,220	13,946
Total (including RPL credit hours)	100,792	103,920	104,808	99,923	105,552
Total (excluding RPL credit hours)	99,642	102,881	103,683	98,989	104,648

Source: DET, Planning and Innovation.

Notes:

- TAFE activity based on Australian National Training Authority (ANTA) Scope which is activity funded under the ANTA Agreement. Hours associated with enrolments that have recognition of prior learning (RPL) as their reported outcome have been determined using the established formula of five hours plus 10% of nominal hours, to a maximum of ten hours. For modules of less than five hours, the full hours are used. The national agreement to fully count RPL is not reflected in the 2005 activity data reported in the table.
- RPL - Recognition of Prior Learning.

Statistical Compendium

12. NSW VET SYSTEM AT A GLANCE

Facts at a Glance ¹	2001	2002	2003	2004	2005
Government Funded VET Students					
Women	241,855	220,147	238,128	205,065	na
Non-English speaking background students	55,603	74,671	74,735	71,684	na
Aboriginal students	13,336	13,424	12,685	13,630	na
Students with a disability	23,729	28,604	34,560	32,588	na
Students in rural and isolated areas	136,893	128,186	139,372	118,651	na
All government funded students	453,447	417,827	443,075	389,221	na
VET Graduates					
Women	50,347	52,882	58,897	na	na
Non-English speaking background students	14,014	19,557	20,931	na	na
Aboriginal students	2,583	2,250	1,944	na	na
Students with a disability	3,562	4,551	6,243	na	na
Students in rural and isolated areas	24,143	23,165	27,841	na	na
All government funded graduates	92,758	92,754	105,709	na	na
Apprenticeships and Traineeships²					
NSW figures – approvals	65351	69,075	77,961	76,486	73,713
NSW figures – in-training	103,578	115,910	132,241	136,239	135,913
NSW figures – completions	24,748	30,542	34,846	36,363	39,393
NSW Education and Training Participation and Attainment Estimates (%)³					
15-19 participation rate in education and training ⁴	80.1	78.9	78.3	78.0	77.7
15-64 participation rate in education and training ⁴	18.6	18.5	18.7	18.7	18.7
15-19 attainment rate (Year 12 or AQF II+) ⁵	27.3	31.5	29.6	31.4	31.3
15-64 attainment rate (post-school qualifications) ⁵	49.2	49.8	51.3	53.4	54.2
15-19 MCEETYA full-time participation rate ⁶	87.5	88.1	87.2	86.4	86.2
20-24 MCEETYA full-time participation rate ⁶	79.9	77.9	77.4	78.2	78.4
20-24 MCEETYA attainment rate (Y12 or AQF II+) ⁵	81.5	81.7	82.6	83.6	82.7
25-29 MCEETYA attainment rate (AQF III+) ⁵	52.3	52.9	56.4	55.5	56.9
Load Pass Rates - Government Funded VET (%)⁷					
Women	74.5	75.2	76.9	77.3	na
Non-English speaking background students	71.9	72.1	73.5	74.1	na
Aboriginal students	59.1	60.9	61.0	63.7	na
Students with a disability	66.4	67.6	69.9	70.0	na
Students in rural and isolated areas	74.1	74.3	76.9	77.5	na
All Government funded students	74.1	75.0	76.7	77.3	na
VET Unit Cost¹⁰					
Adjusted nominal hours (incl. RPL) (000's)	98.010	98.269	98.302	97.576	na
\$ per Annual student hours (2004 prices) ¹¹	\$14.21	\$14.45	\$15.17	\$14.03	na
Training Packages⁹					
Training packages approved	28	28	27	27	27
Training packages available ⁹	72	76	81	82	82
Training package qualifications accredited ⁹	202	295	371	350	140
Total training package qualifications available ⁹	>1300	>1500	>1600	>1500	>1500

12. NSW VET SYSTEM AT A GLANCE continued

Facts at a Glance ¹	2001	2002	2003	2004	2005
VET courses ⁸					
Accredited during year	240	190	95	115	78
Accreditation expired during year	2,691	837	509	360	158
Total accredited courses available	2,126	1,479	1,065	996	463
Trade Recognition Applications ⁸					
Applications lodged	2,555	1,994	3,371	1,963	1,772
Meetings to determine applications	152	150	163	180	154
Trade tests ordered	423	350	466	344	313
Trade certificates issued	2,083	2,014	2,013	2,057	1,147

Notes:

1. Source: ANTA 2003 (unpublished) unless otherwise indicated.
 2. Source: DET, State Training Services.
 3. Source: ABS Survey of Education and Work (cat. 6227) (unpublished).
 4. Percentage of the NSW population participating in education and training.
 5. Percentage of the NSW population who completed a qualification at or above the level specified.
 6. Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.
 7. Data from NCVET in the ANR of the Australian VET System use load pass rate which is an aggregate of all hours of training successfully completed (including RPL) compared to those hours which resulted in failure or withdrawal. The proportion of activity hours associated with completion of modules/units of competency compared with total hours. Invalid enrolments are not excluded from the data used to determine load pass rates.
 8. Source: DET, Planning and Innovation.
 9. Includes enterprise-based training packages. Figures for years prior to 2003 are for the previous financial year and are sourced from VETAB annual reports. A qualification in one training package may be duplicated in another training package, hence the figures in the "Total training package qualifications available" row are estimates only.
 10. VET activity based on Australian National Training Authority (ANTA) Scope which is activity funded under the ANTA Agreement. Activity hours within ANTA Scope include Recognition of Prior Learning (RPL) credit hours.
 11. Each year unit cost figures in the ANTA ANR are adjusted to reflect the impact of inflation on prices. This is done by applying the non-farm Gross Domestic Product deflator. This deflates prices relative to the benchmark year and in reference to the current year which is always the base cost from which prices are determined. Hence, each year prices are recalculated to take account of inflation. In 2004 the following price deflators were used to inflate 2001 to 2004 costs: 0.917 in 2001, 0.940 in 2002, 0.964 in 2003 and 1.000 in 2004.
- na - not available.

13. NSW APPRENTICESHIPS AND TRAINEESHIPS

13.1 NSW Apprenticeship and Traineeship Approvals and Completions (2001-2005)

Approvals	2001	2002	2003	2004	2005
Total apprenticeships	13,700	13,426	15,036	19,006	18,519
Existing worker traineeships	14,908	17,250	21,488	19,293	20,183
New entrant traineeships	36,743	38,399	41,437	38,187	35,011
Total traineeships	51,651	55,649	62,925	57,480	55,194
Total apprenticeships and traineeships	65,351	69,075	77,961	76,486	73,713
Completions	2001	2002	2003	2004	2005
Total apprenticeships	7,620	7,496	8,274	8,023	7,542
Existing worker traineeships	3,296	6,261	7,354	9,356	12,341
New entrant traineeships	13,832	16,785	19,218	18,984	19,510
Total traineeships	17,128	23,046	26,572	28,340	31,851
Total apprenticeships and traineeships	24,748	30,542	34,846	36,363	39,393

Source: DET, State Training Services.

Note:

- Integrated Vocational Educational Training System (IVETS) data extract 10 January 2006.

13.2 Apprenticeship and Traineeship Estimates (2001-2005)

	2001	2002	2003	2004	2005
Total commencement estimates	62,300	72,300	76,800	72,500	74,900
95 per cent CI	-	-	-	-	±2,200
Total in-training estimates	94,100	107,900	118,600	120,300	118,200
95 per cent CI	-	-	-	-	±3,200
Total completion estimates	23,200	31,100	34,700	35,800	38,700
95 per cent CI	-	-	-	-	±500

Source: DET, Planning and Innovation based on NCVET 2005 September Estimates.

Notes:

- NCVET publishes updated estimates every quarter. Historical data may change in new publications.
- Confidence intervals (CI) define a range of values within which the true score is likely to lie. Based on the confidence intervals provided, we can say with 95% confidence, that, had the whole population been surveyed (or another sample been drawn), the true score would lie somewhere between the range provided.
- The above data are not comparable with previous Annual Reports as apprentice and trainee statistics have been estimated using a new estimation methodology endorsed by the National Training Statistics Committee after a major review of the previous estimation method.

13.3 Apprenticeship and Traineeship In-training, Commencement and Completion Estimates by State and Territory (2001-2005)

In-training	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
2001	94,100	101,300	56,000	31,800	18,500	12,200	2,500	4,200	320,400
2002	107,900	120,500	63,100	31,800	22,500	12,900	2,600	4,300	365,500
2003	118,600	139,400	71,000	31,900	24,600	12,900	2,600	5,700	406,600
2004	120,300	124,900	73,400	32,900	26,400	13,600	2,900	6,300	400,900
2005	118,200	117,700	77,200	33,700	29,100	12,600	3,100	6,200	397,800
% increase 01-05	25.6	16.2	37.9	6.0	57.3	3.3	24.0	47.6	24.2
Commencements	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
2001	62,300	73,500	39,800	20,700	11,100	8,600	2,000	3,200	220,700
2002	72,300	88,300	45,700	20,300	16,000	9,000	1,900	3,400	257,000
2003	76,800	101,400	52,000	20,700	15,300	8,500	2,000	4,800	281,400
2004	72,500	75,500	50,200	21,100	18,600	9,100	2,200	5,000	254,400
2005	74,900	82,400	52,700	22,400	20,100	7,800	2,600	4,800	267,500
% increase 01-05	20.2	12.1	32.4	8.2	81.1	-9.3	30.0	50.0	21.2
Completions	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aus
2001	23,200	23,400	18,700	9,600	7,000	4,300	900	2,000	88,800
2002	31,100	30,600	21,800	10,700	6,800	5,400	1,100	1,800	109,400
2003	34,700	37,200	25,400	10,800	7,100	5,800	1,000	1,900	123,700
2004	35,800	42,600	27,200	9,800	9,300	5,900	900	2,300	133,400
2005	38,600	45,000	27,300	10,200	9,500	5,300	1,200	2,600	139,600
% increase 01-05	66.4	92.3	46.0	6.3	35.7	23.3	33.3	30.0	57.2

Source: NCVER 2005 September Estimates.

Notes:

- NCVER publishes updated estimates every quarter. Historical data may change in new publications.
- Due to rounding some figures may not sum.

13.4 New/Revised Apprenticeship and Traineeship Pathways within Vocational Training Orders by Industry (2001-2005)

Apprenticeships by Industry	2001	2002	2003	2004	2005
Automotive	-	-	1	-	17
Building and Construction	-	5	-	13	-
Communications	-	1	1	-	-
Food Industry	1	5	-	3	-
Forest Industry	-	2	-	-	-
Furnishing, Light Manufacturing, and Textiles, Clothing and Footwear	-	5	6	-	-
Manufacturing Engineering	-	-	8	-	2
Primary Industry	-	-	7	-	-
Process Manufacturing	-	4	-	-	-
Retail and Wholesale	1	-	-	-	1
Utilities and Electrotechnology	-	2	15	-	-
Total new/revised apprenticeship pathways	2	24	38	16	20

13.4 New/Revised Apprenticeship and Traineeship Pathways within Vocational Training Orders by Industry (2001-2005) continued

Traineeships by Industry	2001	2002	2003	2004	2005
Arts and Entertainment	-	5	8	23	-
Automotive	5	4	-	-	54
Building and Construction	-	-	1	22	-
Communications	5	17	8	-	-
Community Services and Health	10	-	50	4	-
Finance, Insurance and Business Services	3	25	1	4	41
Food Industry	16	6	-	12	-
Forest Industry	-	21	-	7	-
Furnishing, Light Manufacturing, and Textiles, Clothing and Footwear	-	6	10	-	13
Manufacturing Engineering	1	-	4	3	6
Mining	-	-	3	9	-
Primary Industry	-	2	58	14	-
Process Manufacturing	-	9	17	5	3
Property Services	-	10	-	-	19
Public Sector Industry	10	4	-	-	28
Retail and Wholesale	-	10	10	17	2
Sport and Recreation	5	2	19	-	24
Tourism	4	19	-	-	12
Transport and Distribution	1	28	-	6	-
Utilities and Electrotechnology	-	-	3	-	-
Total new/revised traineeship pathways	60	168	192	126	202
Total new/revised apprenticeship and traineeship pathways within vocational training orders	62	192	230	142	222

Source: DET, Apprenticeships and Traineeships Directorate.

Notes:

- In 2005, there were 885 Apprenticeship and Traineeship Pathways available in New South Wales. This number includes New and Revised Pathways, as outlined in the table above.
- Under section 6 of the *Apprenticeship and Traineeship Act 2001*, the Commissioner for Vocational Training may make orders which specify requirements in relation to a recognised trade or traineeship vocation. This includes: appropriate nominal term or terms and conditions; qualification(s) to be achieved; any additional requirements; probationary period. A Vocational Training Order may include several pathways in relation to a recognised traineeship vocation and generally one pathway in relation to a recognised apprenticeship pathway.

13.5 TAFE NSW Apprenticeship and Traineeship Enrolments (2001-2005)

	2001	2002	2003	2004	2005
Apprenticeships	46,517	44,788	46,763	35,032	39,559
Traineeships	10,289	11,933	14,205	11,181	11,090

Source: DET, Planning and Innovation.

Note:

- Data collection methods changed in 2004. Figures for 2001 to 2003 were based on enrolments in apprenticeship/traineeship courses, 2004 and 2005 figures are based on a new enrolment form question on undertaking an apprenticeship/traineeship. Comparisons with previous years should be made with caution.

14. NSW DELIVERY OF VOCATIONAL EDUCATION AND TRAINING

14.1 Training Package Qualifications Accredited for Delivery in NSW (2005)

Training Package	Training Package Code	Number of Qualifications Accredited
Automotive Retail, Service and Repair (revised)	AUR05	32
Beauty (amendments)	WRB04	2
Civil Construction (addition)	BCC03	1
Competitive Manufacturing (addition)	MCM04	2
Health (addition)	HLT02	8
Information and Communications Technology (revised)	ICA05	22
Metalliferous Mining (revised)	MNM05	16
Property Development and Management (addition)	PRD01	2
Certificate I Pathways qualifications	N/A	3
Printing and Graphic Arts (revised)	ICP05	34
Woolworths (amendments)	ZWA04	18
Total training packages/qualifications accredited	10	140
Total training package qualifications available	>1500	

Source: Vocational Education and Training Accreditation Board (VETAB) Papers 2005.

Statistical Compendium

14.2 Australian Qualifications Framework (AQF) Courses Accredited for Delivery in NSW (2005)

Course Name	National Code	AQF Level
Graduate Diploma of Financial Services	91239NSW	Graduate Diploma
Graduate Diploma of Financial Services (Compliance)	91238NSW	Graduate Diploma
Graduate Diploma of Practice Management	91215NSW	Graduate Diploma
Graduate Diploma of Risk Management	91237NSW	Graduate Diploma
Diploma of Ageing and Pastoral Care	91255NSW	Diploma
Diploma of Breathwork Group Facilitator	91279NSW	Diploma
Diploma of Clinical Hypnotherapy	91235NSW	Diploma
Diploma of Public Relations	91284NSW	Diploma
Diploma of Reflexology	91282NSW	Diploma
Diploma of Teaching the Solomon Yagalates Method	91253NSW	Diploma
Certificate IV in Bicycle Patrol (Instructor)	91285NSW	Certificate IV
Certificate IV in Breathwork Practitioner	91280NSW	Certificate IV
Certificate IV in Christian Chaplaincy and Pastoral Care	91268NSW	Certificate IV
Certificate IV in Dance Performance Studies	91252NSW	Certificate IV
Certificate IV in Gumbaynggir Language and Culture Maintenance	91258NSW	Certificate IV
Certificate IV in Indigenous Therapies	91209NSW	Certificate IV
Certificate IV in Neuro Linguistic Programming	91236NSW	Certificate IV
Certificate IV in Performing Arts	91191NSW	Certificate IV
Certificate IV in Reflexology	91283NSW	Certificate IV
Certificate III in Bicycle Patrol (Operations)	91286NSW	Certificate III
Certificate III in Breathwork Assistant	91281NSW	Certificate III
Certificate III in Dance Performance Studies	91251NSW	Certificate III
Certificate III in Japanese Studies	91272NSW	Certificate III
Certificate II in Dance Performance Studies	91250NSW	Certificate II
Certificate II in Gumbaynggir Language and Culture Maintenance	91257NSW	Certificate II
Certificate I in Dance Performance Studies	91249NSW	Certificate I
Certificate I in Work Skills for Life	91234NSW	Certificate I
Course in Basic Swimming Pool Repairs and Maintenance	91214NSW	-
Course in Safe Working at Heights	91193NSW	-
Course in Sustainable Alternatives (Rainwater Tank Installation and Design)	91259NSW	-

Source: Vocational Education and Training Accreditation Board 2005

Note:

- This list is exclusive of courses accredited by TAFE NSW under delegation from VETAB.

14.3 VET Unit Costs (Public Expenditure per Publicly Funded Nominal Hour) by State and Territory (2000-2004) (\$/adjusted hour, 2004 prices)

Unit Cost (\$)	2000	2001	2002	2003	2004	% Change 2000-04
NSW	15.58	14.21	14.45	15.17	14.03	-9.9
Vic	10.83	11.73	11.88	12.23	12.15	12.2
Qld	15.91	13.78	14.24	14.66	15.25	-4.1
SA	13.88	12.39	14.78	15.90	15.59	12.3
WA	14.61	14.98	15.21	14.18	15.68	7.3
Tas	17.35	15.62	14.90	13.83	13.15	-24.2
NT	23.52	20.33	24.03	23.05	22.70	-3.5
ACT	14.91	13.06	14.00	13.25	15.20	1.9

Source: DEST 2004 Annual National Report

Notes:

- The above unit costs are based on ANTA scope activity only.
- Government recurrent expenditure is determined using data prepared by States/Territories under the AVETMISS Standard for Vocational Education and Training Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by ANTA. The following line items from the AVETMISS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; other operating revenues; and revenue from specific purpose Australian Government funds (ANTA and other).
- To promote comparability of the financial data between States and Territories, as well as between the financial and activity data, the following additional items have also been excluded from the data: Australian Government funded expenditure on vocational education and training in schools; redundancy payments funded externally to vocational education and training budgets, as agreed with States and Territories; skills centre capital revenue and new technologies monies receipted within States and Territories as operating funds; and Australian Government revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.
- Curriculum hours are adjusted for invalid enrolment and recognition of prior learning. Data on nominal hours are based on ANTA Agreement Scope and Boundary and have been adjusted to improve the accuracy and comparability of the reported efficiency measures. Adjustments are made by ANTA based on formal advice provided by NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in any of their enrolments within the reporting year. The invalid enrolment rate is used to adjust the hours of reported delivery. Hours associated with enrolments that have recognition of prior learning as their reported outcome have been determined using the established formula of five hours plus 10% of nominal hours, to a maximum of ten hours. For modules of less than five hours, the full hours are used.
- Each year the figures in the ANTA ANR are adjusted to reflect the impact of inflation on prices. This is done by applying the Non Farm Gross Domestic Product deflator. This deflates prices relative to the benchmark year and in reference to the current year which is always the base cost from which prices are determined. Hence, each year prices are recalculated to take account of inflation. In 2004 the following price deflators were used to inflate costs: 0.879 in 2000, 0.917 in 2001, 0.940 in 2002, 0.964 in 2003, and 1.000 in 2004.

Statistical Compendium

15. HUMAN RESOURCES

15.1 Full-time Equivalent (FTE) Teaching and Non-teaching Staff in NSW Government Schools (2001-2005)

FTE staff in Government schools		2001	2002	2003	2004	2005
Primary	FTE teaching staff	25,796	25,713	25,771	25,851	26,179
	FTE teaching and non-teaching staff	32,338	32,565	33,027	33,474	34,020
Secondary	FTE teaching staff	24,274	24,372	24,334	24,364	24,525
	FTE teaching and non-teaching staff	30,053	30,282	30,367	30,516	30,722
Primary and secondary	FTE teaching staff	50,070	50,084	50,106	50,215	50,704
	FTE teaching and non-teaching staff	62,391	62,847	63,394	63,990	64,742

Source: ABS Schools Australia (cat 4221.0).

Note:

- This is a snapshot of the FTE staff as at August each year, sourced from DET Entitlement System data and consistent with ABS counting rules.

15.2 Number of Full-Time Equivalent (FTE) Staff in the Department of Education and Training (2003-2005)

	30 June 03	30 June 04	30 June 05
Teachers (schools)	56,794	56,161	57,184
Educational Support (schools)	13,350	13,596	14,126
Educational Support (state and district/regional offices)	3,035	3,083	3,176
DET Corporate Services (core and non-core)	2,487	2,298	2,123
Educational Support (TAFE)	4,560	4,137	4,100
Teachers (TAFE)	10,783	9,818	10,013
AMES and NAS	218	215	217
Total	91,227	89,307	90,938

Source: Workforce Profile data.

Notes:

- 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, and 2005.
- Differences may occur between sums of items and totals because of rounding.

15.3 Employee Assistance Program (EAP) Profile (2004-2005)

EAP Profile, 2004-2005	2004	2005
Staff accessing general counselling sessions	3819	3690
General counselling sessions attended	7762	7434
Staff accessing management consultation sessions	140	226
Management consultation sessions attended	321	502
Staff assisted following serious incident	293	134

Source: DET, Industrial Relations and Employee Services.

15.4 Workers' Compensation Claims (2004-2005)

	as at June:	Number of Claims	
		2004	2005
DET (excluding TAFE NSW Institutes)		6,537	7,322
TAFE NSW Institutes		650	689

Source: DET, Industrial Relations and Employee Services.

Note:

- Based on data available from GIO. In 2005, GIO modified its reporting system to include all incidents notified. This change has resulted in an increase in claim numbers recorded for 2005 and explains the downward trend in average cost per claim.

15.5 Work related Injuries and Illnesses (2004-2005)

Most Frequently Occurring Claims in Descending Order	2004	2005
DET (excluding TAFE NSW Institutes)	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

Source: DET, Industrial Relations and Employee Services.

15.6 Time Lost Due to Injuries (2001-2005)

Calendar Year	Total Hours Paid ('000)	Number of Claims with Lost Time
2001	520	2,553
2002	351	2,759
2003	431	3,412
2004	375	2,890
2005	333	2,717

Source: DET, Industrial Relations and Employee Services.

15.7 DET - Employee Rehabilitation and Costs for Work-Related Injuries (2001-2005)

Calendar Year	Rehabilitation Cases	Insurer Costs	Average Cost per Case
2001	645	\$1,650,000	\$2,600
2002	987	\$2,300,000	\$2,300
2003	1,347	\$1,200,000	\$900
2004	1,323	\$1,372,000	\$1,037
2005	1,308	\$1,792,000	\$1,370

Source: DET, Industrial Relations and Employee Services.

Statistical Compendium

15.8 TAFE - Employee Rehabilitation and Costs for Work-Related Injuries (2001-2005)

Calendar Year	Rehabilitation Cases	Insurer Costs	Average Cost per Case
2001	120	\$360,000	\$3,000
2002	134	\$380,000	\$2,800
2003	165	\$170,000	\$1,000
2004	169	\$157,000	\$931
2005	145	\$150,000	\$1,036

Source: DET, Industrial Relations and Employee Services.

15.9 Recognition of Service - Schools (2001-2005)

Years of Service	2001	2002	2003	2004	2005
20 years	248	1,266	2,673	1,145	628
30 years	-	-	3,722	1,245	620
40 years	-	-	146	110	60

Source: DET Human Resources.

15.10 Percentage of Total Permanent and Temporary Staff by Level (2005)

Level	Subgroup as percent of total staff at each level				Subgroup as estimated percent of total staff at each level					
	Total Staff (number)	Respondents	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	
< \$31,352	293	38%	14%	86%	7.1%	9.8%	16.1%	6.3%	0.9%	
\$31,352 - \$41,177	9,662	44%	21%	79%	3.2%	7.3%	8.4%	5.9%	1.8%	
\$41,178 - \$46,035	3,667	56%	13%	87%	1.5%	11.8%	14.4%	4.5%	1.3%	
\$46,036 - \$58,253	18,793	35%	22%	78%	2.1%	13.6%	13.9%	2.9%	0.6%	
\$58,254 - \$75,331	43,419	61%	30%	70%	0.8%	12.5%	11.6%	4.8%	1.6%	
\$75,332 - \$94,165	9,576	68%	50%	50%	1.2%	9.6%	7.9%	5.5%	1.8%	
> \$94,165 (non SES)	1,923	79%	59%	41%	0.9%	6.6%	5.3%	4.8%	1.2%	
> \$94,165 (SES)	101	63%	70%	30%	0.0%	3.1%	1.6%	7.8%	0.0%	
TOTAL	87,434	54%	30%	70%	1.4%	11.7%	11.3%	4.6%	1.4%	

Source: Workforce Profile data as at 30 June 2005

Notes:

- The Department's EEO survey has been developed in accordance with the specifications provided by the Office of Employment Equity and Diversity, NSW Premier's Department. On the basis of survey responses, EEO statistics are collected from the Workforce Profile.
- Newly recruited permanent and temporary staff are provided with an EEO survey form and a reply paid envelope along with their letter of employment offer. Data from the surveys are entered into the personnel system. The importance of completing the EEO survey continues to be emphasised in staff induction sessions, staff meetings and during in-house training.
- In 2004, the Department established an online EEO survey facility to provide easy and secure access for permanent and temporary teaching and non-teaching public service staff in schools, regions and State Office to update their EEO information directly in their personnel records.
- Weighted factors were introduced by the Office of Employment Equity and Diversity, NSW Premier's Department in 1998 to estimate the representation of EEO group members in the workforce where EEO survey response rate was less than 100%. This aims to provide a more accurate estimate of the representation of EEO group members in the workforce.
- Small differences may occur in the tables between aggregated staff totals owing to, for example, some staff entering on duty part way through the pay fortnight in which the census opened.

15.11 Percentage of Total Staff by Employment Basis (2005)

Employment Basis	Subgroup as percent of total staff at each category				Subgroup as estimated percent of total staff at each category				
	Total Staff (number)	Respondents	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	61,193	64%	35%	65%	1.4%	12.0%	11.3%	4.9%	1.5%
Permanent part-time	9,437	54%	9%	91%	0.8%	9.1%	9.2%	3.9%	1.4%
Temporary full-time	8,851	15%	26%	74%	1.9%	12.1%	15.1%	4.3%	0.9%
Temporary part-time	5,756	15%	15%	85%	1.1%	8.3%	9.9%	2.5%	0.7%
Contract - SES	101	63%	70%	30%	0.0%	3.1%	1.6%	7.8%	0.0%
Contract - non-SES	5	100%	100%	0%	0.0%	0.0%	0.0%	0.0%	0.0%
Training positions	13	46%	77%	23%	0.0%	0.0%	0.0%	16.7%	0.0%
Casual	50,908	11%	28%	72%	2.0%	7.0%	12.9%	3.2%	0.4%
Total	136,264	38%	29%	71%	1.6%	9.8%	11.9%	4.1%	1.0%
Sub-totals									
Permanent	70,630	62%	31%	69%	1.3%	11.7%	11.0%	4.8%	1.5%
Temporary	14,607	15%	21%	79%	1.6%	10.6%	13.1%	3.6%	0.8%
Contract	106	65%	72%	28%	0.0%	3.0%	1.5%	7.4%	0.0%
Full-time	70,044	57%	33%	67%	1.4%	12.1%	11.8%	4.9%	1.5%
Part-time	15,193	39%	11%	89%	0.9%	9.0%	9.0%	3.0%	1.1%

Source: Workforce Profile data as at 30 June 2005.

Notes:

- The Department's EEO survey has been developed in accordance with the specifications provided by the Office of Employment Equity and Diversity, NSW Premier's Department. On the basis of survey responses, EEO statistics are collected from the Workforce Profile.
- Newly recruited permanent and temporary staff are provided with an EEO survey form and a reply paid envelope along with their letter of employment offer. Data from the surveys are entered into the personnel system. The importance of completing the EEO survey continues to be emphasised in staff induction sessions, staff meetings and during in-house training.
- In 2004, the Department established an online EEO survey facility to provide easy and secure access for permanent and temporary teaching and non-teaching public service staff in schools, regions and State Office to update their EEO information directly in their personnel records.
- Weighted factors were introduced by the Office of Employment Equity and Diversity, NSW Premier's Department in 1998 to estimate the representation of EEO group members in the workforce where EEO survey response rate was less than 100%. This aims to provide a more accurate estimate of the representation of EEO group members in the workforce.
- Small differences may occur in the tables between aggregated staff totals owing to, for example, some staff entering on duty part way through the pay fortnight in which the census opened.

Index

Symbols

15-19 year olds 1, 52, 53, 54, 84
38th WorldSkills Competition 56, 59, 149

A

Aboriginal and Torres Strait Islander 1, 31, 41, 65, 74, 102, 149
Aboriginal and Torres Strait Islander (ATSI) Student of the Year Award 149
Aboriginal Education Consultative Group 21, 23, 91
Aboriginal Education Review 11, 22, 23, 24, 75, 80, 81, 82, 85, 87, 89, 90, 112
Adult and Community Education 3, 4, 8, 12, 15, 89, 91, 96, 111, 113, 115, 117, 120
Adult Migrant English Service 3, 4, 8, 12, 93, 95, 99, 110
Annual School Reports 6, 9, 116
Anti-bullying 10, 64, 65, 84, 98
Anti-racism 97
Apprentice of the Year Award 149
Attendance 116
Australian Qualifications Framework 57
Australian Quality Training Framework 44, 48, 57, 68, 80, 100
Australian Teachers of Media (ATOM) Awards 148

B

Bachelor of Fine Art 8, 12
Basic Skills Test 10, 21, 22, 25, 31, 32
Board of Adult and Community Education 8, 12, 91, 113, 117, 120
Board of Vocational Education and Training 1, 4, 7, 15, 57, 61, 62, 87, 90, 101, 113, 118

C

Capital Works 44, 70, 71, 120, 123
Centre for Learning Innovation 16, 30, 37, 38, 39, 89, 148
Child Protection 89
Class Size 13, 35, 42, 89, 114, 119
Closure 125
Code of Conduct 70, 109, 148
Cohesive Community School Award 148
Committees 70, 87, 89, 90
Complaints 71, 109, 112
Computers in Schools Program 83
Computer Skills Assessment 84, 89, 115
Contracted Training Provision Program 29, 61
Controlled Entities 70, 71, 93
Counting On 47
Credit Transfer and Articulation 12, 67

D

Director-General's School Achievement Award 148
Directory of Regional Offices 334

Directory of State Offices 334
Directory of TAFE NSW Institutes 334
Disabilities 47, 74, 75, 89, 100, 115, 125
Discipline 89
Drug Education 125

E

e-business 8, 12
e-learning 4, 5, 12, 24, 30, 34, 38, 40, 59, 68, 78, 83
Early Childhood 83, 89, 118, 126, 137, 138, 139, 140, 141, 142
Early Literacy and Numeracy Initiative 89
Electronic Service Delivery 82
Energy Management Policy 70, 106
English Language and Literacy Assessment 1, 21, 22, 25, 31, 32, 113
Enterprise Training Program 125
Environmental Education 41, 105, 106
Environmental Management Strategy 105
Equal Employment Opportunity 70, 73
Equity 3, 79, 83, 89, 90, 95, 97, 115, 116, 118, 125, 136
ESL 25, 26, 65, 95, 96, 97, 98, 115
Ethnic Affairs Priorities Statement 70, 95
Excellence in Student Achievement 21, 148
Excellent Service to Public Education and Training Award 148

F

Financial Statements 13
Freedom of Information 70, 71, 93, 104

G

Government Energy Management Policy 70, 106
Group Training Organisations 61
Guarantee of Service 4

H

Higher Education 4, 89, 111, 113, 114
Higher School Certificate 26, 53, 59
HSC Intensive Studio Program 8, 12

I

ICT 16, 30, 37, 38, 39, 40, 47, 64, 82, 84, 85, 87, 89, 106, 107, 148
Industry Awards 149
Industry Training Advisory Bodies 61, 89

J

Jim Anderson Scholarships 149

L

Large Training Provider of the Year Award 149
Leadership Fellowships 149

M

Meritorious Service to Public Education and Training Award 149

Minister's Award for Excellence in Student Achievement 21, 148
Multicultural 87, 89, 95, 96, 97, 98, 120, 131, 132, 147

N

National Art School 3, 4, 8, 12, 75, 118, 122
NSW Administrative and Support Staff Recognition Awards 149
NSW Training Awards 12

O

Occupational Health and Safety 70, 76, 82, 90
Older Workers 29, 125
Overseas Trained Teachers 97, 98
Overseas Visits 70, 94

P

Plan-It Youth Community Mentoring 54, 90
Premier's Reading Challenge 6, 31, 32, 88, 115, 118
Premier's Teacher Scholarships 116, 149
Preschools 100, 140
Primary Connect 41, 90, 96
Primary Schools 116
Primary Writing Assessment 10, 22
Priority Action Schools 115
Priority Schools Funding 21, 25, 35, 89, 90, 96, 115, 120
Privacy and Personal Information 93
Professional Development 46, 47, 49, 90
Professional Teaching Standards 48, 113
Publications 70, 115, 129
Public Education Service Certificates 149
Public School Parent of the Year Awards 149
Public Speaking 96

Q

Quality 3, 4, 9, 12, 16, 23, 39, 42, 44, 48, 53, 54, 57, 58, 68, 80, 84, 87, 89, 90, 100, 110, 111, 113, 125, 129, 146, 147, 149
Quality Teaching Awards 149

R

Reading Recovery 6, 31, 32, 36
Records Management Program 108
Recycling 106
Registered Training Organisations 29, 57, 61, 80, 99, 110
Research 8, 10, 12, 15, 32, 33, 39, 54, 59, 64, 67, 70, 71, 84, 87, 90, 111, 119, 120, 129
Resource Development 75
Retraining 56, 58, 99
Risk Management 14, 76, 111, 149

S

Safety and Security 69, 83, 116
Scholarships 74, 75, 101, 116, 149

School Achievement Award 148
School Administrative and Support Staff 113, 114, 149
School Certificate 26, 53, 59, 65
School Improvement Program 82
Schools as Community Centres 10, 90, 96, 122
Secondary Numeracy Assessment Program 1, 21, 25, 31, 32, 113
Senior Executive Service 70, 71, 73, 77
Service Delivery Strategy 85, 86, 105
Small Business 130
Special Industry Awards 149
Staff Training 116
Strategic Plan 6, 21, 62, 81, 82, 86, 89
Student e-Services 8, 12
Student Leadership 22, 116
Student Representative Council 10, 21, 88, 101
Student Satisfaction 43, 44, 96
Student Services 90
Student Welfare 83, 116, 126
Summer Schools 18, 26, 53, 54, 90, 117
Sustainable Schools Program 30, 41, 105

T

TAFE NSW Quality Awards 12, 23, 48, 53, 54, 149
TAFE Online 16, 39, 123
TAFE Plus 11
Teacher and School Administrative and Support Staff Exchange Program 149
Teacher Mentor Program 81, 90
Technology 14, 15, 33, 37, 38, 43, 54, 60, 80, 83, 87, 96, 102, 106, 111, 113, 119, 121, 122, 124, 128, 146, 334
Trainee of the Year Award 149
Treasury Managed Fund Risk Management Awards 149

U

Universities 4, 12, 16, 67, 101

V

VET in Schools 1, 2, 7, 54, 56, 57, 58, 61, 62, 149
Vocational Education and Training 1, 2, 4, 5, 7, 15, 22, 28, 53, 56, 57, 61, 62, 81, 87, 90, 101, 110, 113, 114, 117, 118, 119, 125, 149
Vocational Education and Training (VET) sector awards 149
Vocational Education and Training Accreditation Board (VETAB) 110
Vocational School Student of the Year Award 149
Vocational Training Tribunal 92

W

Waste Reduction and Purchasing Policy 70, 105
Web Design Awards 37, 149
Welfare 30, 34, 43, 83, 116, 126, 132, 133, 134
Working Together 10, 27, 65, 102
Work Placement 88
WorldSkills Competition 56, 59, 149

Directory of State Offices

Office	Telephone	Facsimile
35 Bridge Street, SYDNEY NSW 2000	(02) 9561 8000	(02) 9561 8759
22 Main Street, BLACKTOWN NSW 2148	(02) 9836 9000	(02) 9836 9152
84 Crown Street, WOLLONGONG NSW 2500	(02) 4224 9300	(02) 4224 9334
117 Bull Street, NEWCASTLE WEST NSW 2302	(02) 4924 9900	(02) 4924 9840
140 William Street, BATHURST NSW 2795	(02) 6334 8100	1300 338 123
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 6282	(02) 9707 6287
Australian Technology Park, Level 2, 1 Central Avenue, EVELEIGH NSW 1430	(02) 9244 0144	(02) 9244 0111
Level 2, 39a Herbert Street, ST LEONARDS NSW 2065	(02) 9942 9000	(02) 9942 9600

Directory of TAFE NSW Institutes

TAFE Institute	Telephone	Facsimile	Director
Hunter Institute, Newcastle Campus Maitland Road, TIGHES HILL NSW 2297	(02) 4923 7567	(02) 4923 7711	Phil Cox
Illawarra Institute 3 Rowland Avenue, WOLLONGONG NSW 2500	(02) 4222 2908	(02) 4226 4748	Dianne Murray
North Coast Institute, Port Macquarie Campus Lower Block G, Hindman Street, PORT MACQUARIE NSW 2444	(02) 6586 2222	(02) 6586 2333	(Acting) Elizabeth McGregor
Northern Sydney Institute, North Sydney Campus 213 Pacific Highway, ST LEONARDS NSW 2065	(02) 9942 0503	(02) 9942 0508	Kevin Harris
New England Institute Janison Street, TAMWORTH NSW 2340	(02) 6768 2445	(02) 6768 2449	Gary Pollock
Riverina Institute Cnr Coleman and Macleay Streets, WAGGA WAGGA NSW 2650	(02) 6938 1444	(02) 6938 1445	Rosemary Campbell
South Western Sydney Institute Building A, 500 Chapel Road, BANKSTOWN NSW 2200	(02) 9796 5400	(02) 9790 7353	Barry Peddle
Sydney Institute Mary Ann Street, ULTIMO NSW 2007	(02) 9217 3367	(02) 9217 4023	Pam Christie
Western Institute Level 1, 235 Lords Place, ORANGE NSW 2800	(02) 6393 5900	(02) 6393 5969	(Acting) David Thomas
Western Sydney Institute 2-10 O'Connell Street, KINGSWOOD NSW 2747	131 870	(02) 9208 9990	Susan Hartigan

Directory of Regional Offices

Hunter/Central Coast Region, Newcastle State Office 117 Bull Street, NEWCASTLE NSW 2300	(02) 4924 9940	(02) 4924 9843	John Mather
Illawarra and South Coast Region 5 Rowland Ave, WOLLONGONG WEST NSW 2500	(02) 4222 2929	(02) 4222 2963	Graeham Kennedy
New England Region Suite 1, 11-15 Dowe St, TAMWORTH NSW 2340	(02) 6755 5934	(02) 6755 5935	Des Gorman
North Coast Region Corner of Marcia Street and Rose Avenue, COFFS HARBOUR NSW 2450	(02) 6652 0500	(02) 6658 0537	Carol Carrigan
Northern Sydney Region Ground Floor, Block C, 3a Smalls Road, RYDE NSW 2112	(02) 9886 7690	(02) 9886 7775	Deonne Smith
Riverina Region Level 4, 76 Morgan Street, WAGGA WAGGA NSW 2650	(02) 6937 3871	(02) 6921 9651	Colin Parker
South Western Sydney Region c/- TAFE NSW - South Western Sydney Building A, 500 Chapel Road, BANKSTOWN NSW 2200	(02) 9796 5444	(02) 8713 6524	(Relieving) Tom Urry
Sydney Region c/- TAFE NSW - Sydney Institute Level 1, Building A, Mary Ann Street, ULTIMO NSW 2007	(02) 9217 4877	(02) 9217 4843	Phil Lambert
Western NSW Region Level 1, 188 Macquarie Street, DUBBO NSW 2830	(02) 6841 2110	(02) 6841 2111	Carole McDiarmid
Western Sydney Region c/- TAFE NSW - Western Sydney Institute Ground Floor, Block A, 2-10 O'Connell Street, KINGSWOOD NSW 2747	(02) 9208 9359	(02) 9208 9300	Lindsay Wasson

